**BUSINESS STUDIES**

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**Grade 12 –Portfolio 2016**

**Set by: D Prinsloo**

**Moderated by:**

**Movie Review**

**Instructions:**

1. ***Plagiarism will be penalised to the full extent. All plagiarised sections of work will not be marked or considered part of the task.*** ***90% of the text must be written by you and a maximum of 10% may be directly quoted and cited. All direct quotations must be correctly cited and referenced (Harvard referencing format)***
2. Your task must be submitted on ***CD as well as a hardcopy***! ***Submit an anti-plagiarism and authenticity statement with an anti-plagiarism checking certificate (e.g. plagtracker that is free software) attached to the back of your hardcopy assignment.***
3. It is recommended that you use a variety of at least *three* alternate sources to complete the task. These may include internet, books, journals, interviews, newspapers etc. Remember: All sources need to be referenced correctly.
4. This task forms 15% of your final portfolio mark so allocate your time and effort accordingly.
5. All late work will be penalised according to the school policy.
6. Presentation requirements:
   * The task must be typed in an appropriate font - size 12.
   * Insert page numbers, headings and sub-headings.
   * Work must be stapled in the top left hand corner when handing in.
   * An electronic copy on a disk must be submitted in a plastic sleeve with the task.
7. Your task must include the following:

* Cover page (name, school, subject, title of the film, year it came out, directors name and lead actors)
* The review must be compiled as an “essay” and must be divided into paragraphs with clear headings and sub-headings.
* Reference list
* Anti-plagiarism statement
* Anti-plagiarism checking statement

**Task:**

* Provide a brief summary of the storyline and context. Identify the main characters, describe the setting and create an awareness of the central point in the film. (Max ¾ page)

* Critically evaluate the following topics by making full use of the movie, your textbook, a variety of additional resources as well as your own opinion: (refer to the rubric for further guidance)
* Management & leadership
* Creative thinking and problem solving
* Conflict management

(Max 1 page per topic)

* Conclude by commenting on the relevance this movie has to the content covered in Business Studies Grade 12.

(Max ½ page)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **RUBRIC ‘Internship – Movie Review’**   |  | | --- | | NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  STUDENTS  MARK: 90  50 | | | | | | |
|  | **0** | **1-3** | **4-6** | **7-10** | **TOTAL** |
| Presentation and instructions  **LOT** | **None** of the following instructions were followed:   * Name (cover) * Title of the film (cover) * Year of release (cover) * Director’s name (cover) * Lead actors (cover) * Size 12 font * Page numbers * Headings and sub-headings. * Stapled top left. * Electronic copy included * Reference list * Anti-plagiarism statement * Anti-plagiarism checking statement | **1 – 4** of the following instructions were followed:   * Name (cover) * Title of the film (cover) * Year of release (cover) * Director’s name (cover) * Lead actors (cover) * Size 12 font * Page numbers * Headings and sub-headings. * Stapled top left. * Electronic copy included * Reference list * Anti-plagiarism statement * Anti-plagiarism checking statement | **5 – 9** of the following instructions were followed:   * Name (cover) * Title of the film (cover) * Year of release (cover) * Director’s name (cover) * Lead actors (cover) * Size 12 font * Page numbers * Headings and sub-headings. * Stapled top left. * Electronic copy included * Reference list * Anti-plagiarism statement * Anti-plagiarism checking statement | **10 – All** of the following instructions were followed:   * Name (cover) * Title of the film (cover) * Year of release (cover) * Director’s name (cover) * Lead actors (cover) * Size 12 font * Page numbers * Headings and sub-headings. * Stapled top left. * Electronic copy included * Reference list * Anti-plagiarism statement * Anti-plagiarism checking statement |  |
| Summary of the storyline  **LOT** | No summary of the storyline has been given | A very basic storyline which has no depth of understanding or structure and/or it is copied/paraphrased off the internet. | A clearly stated summary showing an understanding of the plot, main characters and central point of the movie. | Demonstrates an excellent understanding of the movie. The summary is superbly represented showing length and breadth of understanding. The the plot, main characters and central point of the movie is clearly stated. |  |
| Management & Leadership (M&L):  Application to movie  **LOT** | No mention of a scene/scenario of management & leadership from the movie | A basic understanding of the question and concept of M&L. A scene/scenario from the movie was identified, however, the link to M&L is weak. | A sound understanding of the question and concept of M&L. A scene/scenario from the movie was correctly identified and linked to M&L. Width and depth is lacking. | An excellent understanding of the question and concept of M&L. More than one scene/scenario from the movie was correctly identified and firmly linked to M&L. Width and depth is substantial. |  |
| Management & Leadership  (M&L):  Theoretical component  **HOT** | No mention of any additional information on management & leadership | A basic theoretical understanding of M&L is visible, however, there is limited research and the response lacks detail. | An adequate theoretical understanding of M&L is visible. Research is evident, however, the response lacks width and depth. | An excellent theoretical understanding of M&L. Research is extensively done and the answer shows width and depth of understanding. |  |
| Creative thinking & Problem solving: (Creativity & P/S)  Application to movie  **LOT** | No mention of a scene/scenario of Creativity & P/S from the movie | A basic understanding of the question and concept of Creativity & P/S. A scene/scenario from the movie was identified, however, the link to Creativity & P/S is weak. | A sound understanding of the question and concept of Creativity & P/S. A scene/scenario from the movie was correctly identified and linked to Creativity & P/S. Width and depth is lacking. | An excellent understanding of the question and concept of Creativity & P/S. More than one scene/scenario from the movie was correctly identified and firmly linked to Creativity & P/S. Width and depth is substantial. |  |
| Creative thinking & Problem solving:(Creativity & P/S)  Theoretical component  **HOT** | No mention of any additional information on Creativity & P/S | A basic theoretical understanding of Creativity & P/S is visible, however, there is limited research and the response lacks detail. | An adequate theoretical understanding of Creativity & P/S is visible. Research is evident, however, the response lacks width and depth. | An excellent theoretical understanding of Creativity & P/S. Research is extensively done and the answer shows width and depth of understanding. |  |
| Conflict management:  Application to movie  **LOT** | No mention of a scene/scenario of Conflict management from the movie | A basic understanding of the question and concept of Conflict management. A scene/scenario from the movie was identified, however, the link to Conflict management is weak. | A sound understanding of the question and concept of Conflict management. A scene/scenario from the movie was correctly identified and linked to Conflict management. Width and depth is lacking. | An excellent understanding of the question and concept of Conflict management. More than one scene/scenario from the movie was correctly identified and firmly linked to Conflict management. Width and depth is substantial. |  |
| Conflict management:  Theoretical component  **HOT** | No mention of any additional information on Conflict management | A basic theoretical understanding of Conflict management is visible, however, there is limited research and the response lacks detail. | An adequate theoretical understanding of Conflict management is visible. Research is evident, however, the response lacks width and depth. | An excellent theoretical understanding of Conflict management. Research is extensively done and the answer shows width and depth of understanding. |  |
| Conclusion  **HOT&LOT** | No conclusion showing the correlation between the movie and the grade 12 curriculum | A limited conclusion which shows a basic understanding and meets the minimum requirements. | A detailed conclusion which meets all the requirements by addressing other possible similarities to the grade 12 content. | A is superbly presented conclusion, showing extensive understanding of the question. Conclusion shows a broader understanding of the grade 12 content |  |
| TOTAL: | | | | | |

**Educator & Date**

Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **STATEMENT OF AUTHENTICITY** | | | | |
| Centre Number |  | Examination number | |  |
| ***DECLARATION BY THE CANDIDATE*** | | | | |
| I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (print full names) declare that all external sources used in my SBA have been properly referenced and that the remaining work contained in this SBA is my own original work. I understand what plagiarism is, and accept the Plagiarism Policy of [Name of School] in this regard. I have also not allowed anyone to borrow or copy from my work. I understand that if this is found to be untrue, my SBA will be liable for disqualification. | | | | |
| Signed: | Candidate | Date: |  | |
| ***DECLARATION BY THE CANDIDATE’S EDUCATOR:*** | | | | |
| I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (print name and title of  Educator) at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (print name of school) declare that the work provided by this candidate has been monitored and checked for plagiarism. | | | | |
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**Marking**

**Guidelines**

**Grade 12 - Movie Review**

**‘The Internship’**

**NB: All format instructions need to be checked thoroughly:**

* **Name**
* **Title of the film [The Internship]**
* **Year of release [2013]**
* **Director’s name [Shawn Levy]**
* **Lead actors [Vince Vaughn, Owen Wilson]**
* **Size 12 font**
* **Page numbers**
* **Headings and sub-headings.**
* **Stapled top left.**
* **Electronic copy included**
* **Reference list**
* **Anti-plagiarism statement**
* **Anti-plagiarism checking statement**

**Provide a brief summary of the storyline and context. (Identify the main characters, describe the setting and create an awareness of the central point in the film)**

***This is very detailed for the sake of marking purpose only – the pupils were asked to provide a brief summary only*.**

**The review below was taken from:** [**http://www.rogerebert.com/reviews/the-internship-2013**](http://www.rogerebert.com/reviews/the-internship-2013)

In one of the early scenes in "The Internship," heroes Billy and Nick (Vince Vaughn and Owen Wilson) have a video-conference interview with two recruiters from Google at a computer in a public library. Billy and Nick are two forty-something wristwatch salesmen who lost their jobs when their company folded (nobody uses watches anymore). Both men are now adrift in a world that has passed them by. After a long night of sadly Googling the "jobs for people with no skills", Vaughn's Billy stumbles upon Google's competitive internship program and signs up himself and his buddy Nick for an interview. Batting away the children who want to get on the public computer, Billy and Nick shout at top-volume into the screen, despite the fact that they are told by the recruiters, "Guys, we can hear you". Billy and Nick jam their heads close together like an old vaudeville team posing for a manic promotional photograph and jabber right into the camera, exuding not only obvious technical incompetence but blatantly embarrassing need.

Both men seem to be on the verge of mental collapse. They're Willy Lomans on speed. It's excruciating to watch. And hilarious.

Directed by Shawn Levy and written by Vince Vaughn and Jared Stern, "The Internship" stuffs some creaky gear-shifts and boring exposition in its first 15 minutes; even Will Ferrell's one scene falls a little flat. But the Google interview is the moment the film explodes. The energy is uproarious.

Billy and Nick (miraculously, after that debacle of an interview), are chosen to join the Internship summer program at the Google headquarters in Mountain View, California. They will compete with other "Nooglers" (that's what they're called, don't blame me!) for the coveted positions offered to only a couple of interns at the end of the summer. Billy and Nick, of course, are the oldest people in any room at Google. The college kids assigned to their team immediately treat them with scorn and disrespect, with good reason: Billy, in trying to describe an idea he has for an App (an idea that already exists, of course), keeps saying that after you take the picture with your phone, you put it "on the line".

The internship program is run by a Mr. Chetty, played wonderfully by Aasif Mandvi as a Google version of Lou Gossett, Jr.'s drill sergeant in "An Officer and a Gentleman." Mr. Chetty is cold, frightening, and unapproachable. The other members of Billy and Nick's team are played by Tiya Sircar, Dylan O'Brien, Tobit Raphael, and Josh Brener. The script delineates every character smartly, following them on similar journeys of transformation over the course of the summer. Tobit Raphael is Yo Yo, a kid so pressured by his mother to be the best that he picks at his eyebrows (by the end of the film he only has one eyebrow). Tiya Sircar plays a bubbly young woman who talks a big game about her sexy "cosplay", only to reveal in a later scene that she's never had a boyfriend, and all her experiences are figments of her imagination. Dylan O'Brien's Stewart is a serious young man who can barely drag his eyes up from his phone; he displays the practical cynicism of a generation that knows that graduating from college is not a guarantee of anything.

The team does not bond immediately, and nobody wants Billy or Nick slowing them down. It's tense. But during a ferocious Quidditch match with a rival team, filmed with the intensity of a World Cup final, Billy gives an inspirational speech to his team about a "little welder girl" who wanted to go to dance school and never gave up. It's extremely stupid and extremely enjoyable, and the team bonds and comes from behind to almost win the match. They start to work together. Billy and Nick play catch-up in terms of technology, and, of course, the old geezers have a couple of life lessons to teach the young whippersnappers, too. Everybody wins.

The movie depicts Google culture as if it were a benevolent version of life in a cult compound, with everyone wearing colored beanies and "Noogle" T-shirts, riding colorful Google bikes around the campus, and taking the Google shuttle bus into town. The interns compete in different challenges: coding, answering helpline calls, locating bugs. It's hard to believe that a scene about answering a Google helpline could be a gripping cliffhanger, but Levy and his cast pull it off.

There are a couple of problems with the material, none of which ended up mattering much to me. One is the glorification of Google as both a successful company and a mystical entity that makes the world a better place. This sentiment is treated without irony. *The food is free at the commissary! There are "nap pods" where you can rest! There's a gigantic slide between floors! It's the best place ever!*Another potential hitch is that Billy and Nick are angling for an anonymous entry-level job at a gigantic corporation that's hardly the Emerald City that everyone seems to think it is. How long would these two last in homogenized corporate culture, anyway? Do they really want to become a Noogler, filled with "Googleyness"? Their enthusiasm doesn't quite track.

The flip side of these caveats, though, leads us to the underbelly of the film, its real guts. Google is just the excuse to tell a story about the challenges of growing older, the importance of taking risks, and what it means to be a man in a changing world (shades of Willy Loman again). On that level, the film is solid and quite effective. The moments of sentiment, when they come, feel fully earned, and they come out of characterization.

In time you start to care about Yo Yo's emotional life, for example, and when he busts loose in one scene, it's quite satisfying. Owen Wilson's character has never had a relationship that lasts longer than a couple of months, and during his time at Google he begins a flirtation with a serious woman who is always on her way to a meeting (played by the fantastic Rose Byrne). She's a tough nut to crack, and there's a beautiful quiet scene in which she suddenly reveals some of her life regrets to Nick. The director handles the film's tonal dips and swerves confidently. He allows "The Internship" to slow down on occasion, and gives both the story and its characters room to breathe.

The ending pumps up the suspense in an artificial way, but by that point the real work has already been done. It's not about winning the competition. It never was. Billy and Nick are baffled by much of what they encounter at Google, and both have their challenges. They're only in their forties but they're already being treated as old and irrelevant; it's a new experience, one they are not yet used to.

Both actors play that anxiety beautifully. You can see disappointment and fear flickering in Vince Vaughn's eyes: he is someone who is used to breezing through on his charm, but the charm is no longer working. He can't just grin at people anymore in a cute conspiratorial way and get away with murder. Everyone sees through him now. And Owen Wilson's Nick is a bit of a follower. As long as he had Billy by his side, he didn't have to make his own choices. Now it's time to step up and be an adult. Besides, some of the things they bring to the table at Google are relevant and necessary. At one point, Wilson gives Vaughn a pep talk, saying, "You're tough! You grew up in the '70s! You didn't wear a bike helmet. You're tough!"

It's no surprise that Owen Wilson and Vince Vaughn have such entertaining chemistry onscreen. We saw it before in "The Wedding Crashers", the gigantic sleeper hit of 2005. What is a surprise is that it has taken them this long to appear together again. In the studio system days, they would have been set to work cranking out comedies as an established duo, beloved by a vast audience. But in today's more individualistic, independent industry, it's taken Wilson and Vaughn nine years to get together again. It's good to see them.

**Critically evaluate the following topics by making full use of the movie, your textbook, a variety of additional resources as well as your own opinion: (refer to the rubric for further guidance)**

* Management & leadership

**The pupils must link certain aspects from the movie with their content of management and leadership. They can choose any aspect of the section or address the section as a whole.**

**Some ideas of management and leadership themes in the movie: (These are purely suggestions)**

|  |  |  |
| --- | --- | --- |
| **Time stamp**  **Approximate only** | **Scenario/scene** | **Cast involved** |
| 5m40s | Sammy, their boss tells them the company is closing down – Autocratic and not listening to any of their reasoning. | Sammy roscoe, Nick Campbell and Billy McMahon. |
| 14m30s | Kevin, manager of Sleep ’n snooze mattress store speaks to Nick in an inappropriate manner unbecoming of a boss. | Kevin & Nick Campbell |
| 25m | Google employees sitting around a table discussing which interns to accept. Roger, listens to all employees reasoning. | Roger Chetty plus all google management staff |
| 50m | Graham walks up to Nick and Billy at lunch and belittles them. Graham is clearly the leader of his team – self-appointed. | Nick  Billy  Graham |
| 53m | Motivational talk during time-out in the ball game. Billy and Nick inspired the team as a good leader would. | Team (Nick, Billy, Graham, Lyle, Stuart, Neha) |
| 1h47m | Pizza owner makes a big leadership decision regarding franchising his business. | Sal (Pizza owner)  Team |

**Theory on management and leadership:**

One of the most frequent definitions used to differentiate between the two is:

* A manager is appointed in a position of authority which enables him to insist on people doing as he/she instructs.
* A leader has the expertise to make people aware of the advantages of pursuing a certain course of action, thereby creating a desire in people to follow him/her to achieve a common goal.

Management styles

**Democratic**:

A manager that follows a democratic leadership style, allows subordinates to provide input and participate in the decision-making process. It is, therefore, not surprising that the democratic leadership style is also sometimes referred to as the participative leadership style. The advantage of this style is that it usually ensures “buy-in” and commitment from people involved in the process. However, a disadvantage could be that it may lead to slower decision making when the manager allows participation from all.

**Autocratic**:

An autocratic leader seldom allows for input from subordinates and makes all decisions. In certain circumstances this may be the best approach; if, for example, there is a crisis and quick decision making is required to solve a problem or to implement a strategy that may not be popular with all staff members. The disadvantage of an autocratic style is that employees often have a low morale as they feel undervalued by the manager.

**Laissez-faire:**

A manager that follows a laissez-faire management style believes that he/she should not interfere in the process of carrying out a task. This manager will tell employees, what he/she is expects from them, but will allow them to do the task without interference. This management style may yield excellent results, if there is a highly-skilled workforce, motivated to perform optimally.

**Transactional:**

The transactional leadership style can be described as an approach of “give and take”, with the manager motivating employees to perform their tasks in return for possible (salary/bonus/other benefits). The problem with this style is that as soon as employees regard the reward is insufficient, they become demotivated which often results in labour unrest. The previous factors, when combined with the following: a workforce of many low-skilled workers, the feasibility of always considering their input, the use of autocratic leadership; may help to explain why South Africa has acquired the undesirable reputation of a “nation that loves to strike”.

**Transformational:**

The transformational leader is charismatic by nature. He/she will motivate employees by helping them to understand the meaning of their work. This type of leader places the emphasis on teamwork; he/she will make time to explain to the group “why they matter”. This builds confidence and trust between employees and management, consequently the individual and group performance improves in terms of creativity, problem solving and productivity. People are often inspired and motivated to such a degree that they surpass their own expectations. This happens more often if the manager not only leads his team, but also empowers team members to achieve their full potential.

**The situational leadership style:**

This is a combination of all of the above leadership / managerial styles. The manager will adapt the management style to whatever is required in the specific situation. If the situation requires disciplinary action to be taken, he/she will adopt an autocratic style. If the group of employees are artistic and do not respond well to too much structure, the manager may opt for a laissez-faire approach by simply advising what needs to be achieved. He thus avoids being too prescriptive about the method of achieving the goal. A democratic, transactional or transformational style will be implemented where it will yield the best results.

* Creative thinking and problem solving

**The pupils must link certain aspects from the movie with their content of creative thinking and problem solving. They can choose any aspect of the section or address the section as a whole.**

**Some ideas of Creativity and Problem solving themes in the movie: (These are purely suggestions)**

|  |  |  |
| --- | --- | --- |
| **Time stamp**  **Approximate only** | **Scenario/scene** | **Cast involved** |
| 22m30s | Interview with Alison and Benjamin. Nick and Billy were given a question about being a shrunk nickel in a blender and asked for a creative response. | Alison  Benjamin  Nick  Billy |
| 26m30s | Nick & Billy meet at Google office. The office/company represents thinking outside the box – car driving on its own, amusement park, free restaurant etc. | Nick  Billy |
| 44m | The team is given the task of ‘debugging the code’. They think outside the box to solve the task. | Nick  Billy  Lyle  Stewart  Yoyo  Neha |
| 1h2m | Create a new app challenge. The team brainstorms and uses other techniques to come up with ideas. |  |
| 1h32m | Google helpline challenge, assisting gmail clients solving their technical issues. |  |
| 1h38m | Sales task – get a company who isn’t using google to advertise. Find a creative way to hook the biggest client. |  |

**Theory on Creativity and Problem solving:**

***Different creative thinking and problem solving techniques that can be used to develop strategies for improving the performance of the business:***

**Pros and Cons chart:**

This technique helps the manager to make a decision based on the advantages and disadvantages of a specific option, for example:

|  |  |
| --- | --- |
| Introducing a new subject at school | |
| **PROs** | **CONs** |
| * Gives learners a wider choice * May attract more learners | * Do not have a teacher with the subject knowledge – cost of employing an additional teacher * Have to build another classroom |

When the advantages and disadvantages are carefully considered or weighed up a decision can be made, based on what is best for the school at that stage. The decision made may change, if circumstances at a later stage change.

**Decision Tree:**

A decision tree is a visual representation (almost like a flow chart) of different outcomes to a single event. It helps the decision maker to look at different options and the consequences of each.

**Value Chain Analysis:**

In a business environment, the concept of adding value for the customer should be the aim, because a business needs satisfied customers to be successful.

In a manufacturing environment it is easy to see how and when value is added. Just follow the process of raw material (input) being transformed into a valuable product (output). In other instances, however, it may be more difficult to “see” the value added when a service is rendered, i.e. People’s use time, knowledge and systems (input) to create services (intangible output) for the customer.

If one keeps in mind that there are internal customers (co-workers or the boss) and external customers, it is important to look at the entire business process to decide where value is added in a cost-effective manner to enhance the quality of the product or service rendered.

It has been recognised that if a business is involved in something that is not its core-business strength, that particular activity will probably not add value to the business process. In a case like this, it may be better to outsource the service. For example: A small hair dresser employing three people may not have sufficient work to warrant a full time person handling the payroll. There will simply not be enough work to keep this person busy the entire month. It may make better sense for the hairdresser to outsource the payroll function to someone else.

**PE²STLE:**

Chapter 1 outlined the various factors to be taken into account when a PE²STLE analysis is performed. Remember, it is not good enough to know which factors will have an impact on a business. Strategies need to be formulated to overcome challenges and to capitalise on opportunities.

**SWOT analysis (Strengths, Weaknesses, Opportunities, Threats)**

A SWOT-analysis is a useful tool to look at the internal AND external environments.

The S (strengths) and W (weaknesses) refer to INTERNAL issues, i.e. the eight business functions and the efficiency / strength of coordination between them to make the business successful.

The O (opportunities) and T (threats) refer to issues in the macro and /or market environments. For example, if a competitor (market environment) has a superior marketing strategy it will threaten the business, as customers may be lost to the competition. Alternatively, if the exchange rate (macro environment) deteriorates, imported raw materials may become more expensive and as such it is a threat to the profitability of the business.

Obviously it is difficult to perform a SWOT-analysis if one is not working with a real business, but here are some issues to consider when performing a SWOT-analysis for a particular business:

**The Delphi technique:**

This technique is used as a method to obtain the opinions of experts on a particular topic, without necessarily engaging with them face to face. Not considering the option of consulting experts is often incorrectly regarded to be a cost saving measure.

The real reason why experts are consulted in a situation where they interact, but remain anonymous, is to prevent a situation where subjectivity and personal opinions prevent members of the group from expressing their opinions/recommendations critically.

Consider a retailer that would like to get the opinions of several housewives about a new washing powder. In the first round information will be collected from a panel (comprising the housewives) about their expectations of a washing powder. This information is analysed and relayed to the panel for a second round of discussions. The panel then gets an opportunity to revise its conclusions based on the feedback given by all the panel members except that, each panellist’s contribution remains strictly anonymous. This helps to prevent a situation where the panellists are influenced by the presence or input of each other, or where they simply agree (with the rest of the panel) to avoid the appearance of being “stupid” (group think).

**RIMS (Rational Interaction for Moral Sensitivity) strategy:**

Although this section is aimed at finding creative solutions to problems in the business world, one must not lose sight of the importance to find ethical solutions to problems. The RIMS strategy argues that the solution should be beneficial to society, instead of the focus primarily being on “how do I benefit from this solution?”

In order to achieve this, it is suggested that all participants discussing the problem should be seen as equals, thus affording each person fair opportunities to state his/her case. Only facts may be stated; personal opinions, emotions and positions held in the organisation do not form part of the discussion.

It is debatable whether this is a realistic and practical approach in a business situation. It is understandable that if the manager is to be held accountable for the outcome of the situation, it is unlikely that he/she will allow others to make the final decision. It may, however, be productive to afford each person an opportunity to voice an opinion (on an equal footing), to enable the manager to consider the input given to resolve the problem at hand.

**Resource-Based Approach:**

The Resource-Based Approach to problem solving states that the business should find out which resources are of strategic importance to the business. These are the resources that can assist the business to create a competitive advantage in the market place.

When a business is faced with a problem, it has to determine which resources are needed to solve the problem such as the availability and costs of obtaining the resources. If a scarce resource is needed and the business has this resource available, it may give the business a competitive advantage. Resources may include tangible and intangible elements. Tangible resources could include scarce raw materials, financial resources, land and buildings (good location), equipment, etc., while intangible assets may be patents, an established brand, skills and a workforce with a good morale, and a reputation of superior customer service), etc.

Depending on available resources and/or the cost to obtain them, different approaches to solving the problem may be considered.

**Balanced Score Card:**

The traditional BSC approach was developed by Kaplan and Norton. The reason for developing the Balanced Score Card is to describe the key outcomes that the business would like to “measure” (evaluate) in order to improve these outcomes.

The BSC forces management to focus on issues that are important because they create value in and for the business. Plans and strategies may then be developed to create / maintain / improve the competitive advantage of the business.

The elements of the (traditional) BSC that are used are finance, customer, internal business perspective, and a learning and growth standpoint. Attempts are made to identify and describe how each of these plays a critical role in the business.

• The financial perspective focuses on maximum utilisation of assets and minimizing costs in order to create shareholder value.

• The customer perspective focuses on how customers see the business and what their expectations might be.

• The internal business perspective is focused on innovative products and services, the management of operations and social investments to improve the business.

• The learning and growth perspective looks at how employees in the business can continue to improve and create value. This is done through intangible assets of the business such as information capital (intellectual property) which is developed by the human capital (employees). Leadership, accountability, culture and teamwork are important components when developing a culture of lifelong learning and development.

* Conflict management

**The pupils must link certain aspects from the movie with their content of management and leadership. They can choose any aspect of the section or address the section as a whole.**

**Some ideas of conflict management themes in the movie: (These are purely suggestions)**

|  |  |  |
| --- | --- | --- |
| **Time stamp**  **Approximate only** | **Scenario/scene** | **Cast involved** |
| 5m40s | Argument between Sammy, Nick & Billy about closing the business. Tempers and insults flow. | Sammy  Nick  Billy |
| 8m30s | Billy and his girlfriend break-up, she leaves him because he is a failure and the bank is taking back the house. | Billy  Girlfriend |
| 10m40s | Nick and the baseball coach have a fist fight about the strategy the coach uses with his nephew. Dysfunctional conflict. | Nick  Baseball coach |
| 19m20s | Nick resigns as mattress salesman and gets into a conflict situation with Kevin again. | Nick  Kevin  Billy |
| 40m | Introduction of team members and the rest of the team don’t want anything to do with Nick & Billy. They think they are too old and won’t add any value to the team. | Lyle  Yoyo  Nick  Billy  Stewart |
| 1h14m | Bar fight, there is fight over a woman. Dysfunctional conflict. | Team, the google dancer and a strange man |
| 1h40m | Billy leaves the team and Nick goes to find him to ask him to come back! They have a functional conflict argument. | Billy & NIck |

**Theory on conflict management:**

Conflict can be defined as the negative differences of opinion or the varied emotions people experience often due to a dispute over a particular issue.

**Functional conflict** refers to a situation where the different parties deal with the conflict in a manner that is healthy and where they respect each other’s opinions. The outcome of functional is positive, and sometimes it may lead to more innovation, creativity and higher productivity.

Without respect shown by both parties, functional conflict (a positive outcome) will prove impossible. It is important that both parties listen to the other’s point of view and then acknowledge that there may be merit in the opposing point of view, and that a compromise in resolving the conflict will probably lead to a win-win situation.

An interesting concept is that the manager may sometimes deliberately play devil’s advocate to create conflict, as it may lead to the group “bonding” because they have to defend their common interest. If your school has a healthy and well-planned induction program for the grade 8s, this may be a good example to illustrate this concept. At the end of the induction period the grade 8 group will have bonded, with cohesion within the group probably much stronger than before.

Possible outcomes of functional conflict:

* Conflict may create awareness that there is a problem, which can then be solved.
* Team members may start to consider a wider range of ideas, which may result in increased participation by people who were not interested before (no more “group-think”); creativity and even higher productivity may be stimulated.
* Perceptions that may not be accurate are discussed and misconceptions cleared.
* Clarification of individuals’ views occurs and cooperation ensues.

**Dysfunctional conflict:** Dysfunctional conflict is often the result of people’s misperceptions, their ambitions and egos and/or an unwillingness to compromise. Misunderstandings and a lack of communication are central to dysfunctional conflict. The manager has to step in if the conflict situation has a negative impact on productivity to ensure that the conflict situation is resolved; dysfunctional conflict may continue to hinder group performance, waste resources, be counterproductive, and undermine group cohesiveness. If a compromise cannot be reached between the conflicted parties, the manager may have to force employees to set aside their differences and cooperate to achieve the goals of the organisation.

Possible outcomes of dysfunctional conflict:

* A climate of mistrust that has a negative impact on teamwork and cooperation
* Blaming each other, backstabbing and gossip
* Higher levels of stress and anxiety which contribute to lower levels of job satisfaction
* Lower morale and increased staff turnover (which result in higher costs)
* Waste of time and other resources
* Sometimes even violence

**Reasons for conflict**

* In the workplace there are people with different personalities, who not only have to work together to achieve the overall goal of the business, but also to realise their personal goals in terms of their ambitions. Egos often get in the way when people do not want to compromise and insist on their way of doing things.
  + The manager should assess the situation. If the conflicted parties are not be able to resolve the situation, he/she should intervene to get people to focus first on the business at hand, before trying to promote their own agendas.
* Differences in backgrounds, cultures and values often ruffle feathers and lead to irritations and lower productivity.
  + It is important to address these types of issues as soon as they become a problem. Employees should be reminded that sensitivity is required when dealing with these often complex differences especially in a country like South Africa, with people from so many backgrounds. Sensitivity training and developing skills such as time keeping, respecting interpersonal space and emotional intelligence will go a long way towards managing this type of conflict.
* Poor communication leads to misunderstanding, because facts are interpreted in different ways. This may lead to role overload (where one person has to do more than he can cope with), role conflict (where team members all want to perform a certain task) or role ambiguity (team members are not sure of the roles each has to play). Poor communication may also contribute to people not meeting deadlines, or not informing someone in time of a problem meeting a specific deadline, so that contingency plans can be put in place.
  + All barriers to communication should be removed. This may include issues such as poorly phrased messages, poor use of language, distorting the message, and disturbances such as noise or interruptions.
* Change brings uncertainty and this may lead to conflict as there is often resistance to change. It is much more comforting to keep doing things the way they have “always been done”. Unfortunately any business that stagnates and fails to adapt to changes in the macro environment or to new demands from consumers will not be successful.
  + Change management is crucial to the success of any manager. Employees need to understand what the changes are and why changing certain things are important to the success of the business, and how the necessity for change is important to them too. In order to achieve this, change must be managed in a way that enables people to face challenges effectively. A two way communication strategy makes employees feel valued and contributes to higher levels of buy-in. Training employees in the new strategy is also important, as it will empower the people to remain competent and enable them to cope. It is also useful to identify the leader in the group (not necessarily the manager) and achieve buy-in from him/her so the rest of the group will follow his/her lead and accept the change.
* Limited resources and competition between team members for these resources may lead to conflict. The conflict may be functional if it inspires team members to work harder (e.g. working on a commission basis), but it could also contribute to people feeling there can only be one winner, which may provoke anti-productive behaviour.
  + The manager must constantly remind team members that although they may sometimes have to compete with one another, ultimately each one will contribute to the overall success of the business. Similarly, individual success contributes to the success of the whole team.
* Previously unresolved issues may “erupt” in conflict in the future. Sometimes the easiest way to deal with conflict, is not dealing with it at all. The manager may hope that by ignoring the conflict situation, it will disappear. For a short while, it may very well appear to be the case. But unresolved issues will remain an issue for as long as both parties are required to work together. This unresolved conflict may even escalate and become a more serious problem if the manager thinks the solution is to put his/her head in the sand and ignore the issue.
  + The manager must deal with any conflict situation as soon as it arises. Ignoring the issue or becoming too involved in the situation may hinder his/her capacity to think logically and to act decisively.

**Conclude by commenting on the relevance this movie has to the content covered in Business Studies Grade 12.**

The pupils can offer their own answer here, however, they have to substantiate why they feel it was or was not a suitable movie.