



CAMBRIDGE
International Education

Teaching Pack
A02 Application
People in business

Cambridge IGCSE™/ IGCSE (9–1)
Business 0264 / 0774

Cambridge O Level
Business 7081

For examination from 2027



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Icons used in this pack:



Assessment Objective (AO) lesson



Skill development lesson



Independent lesson

Introduction

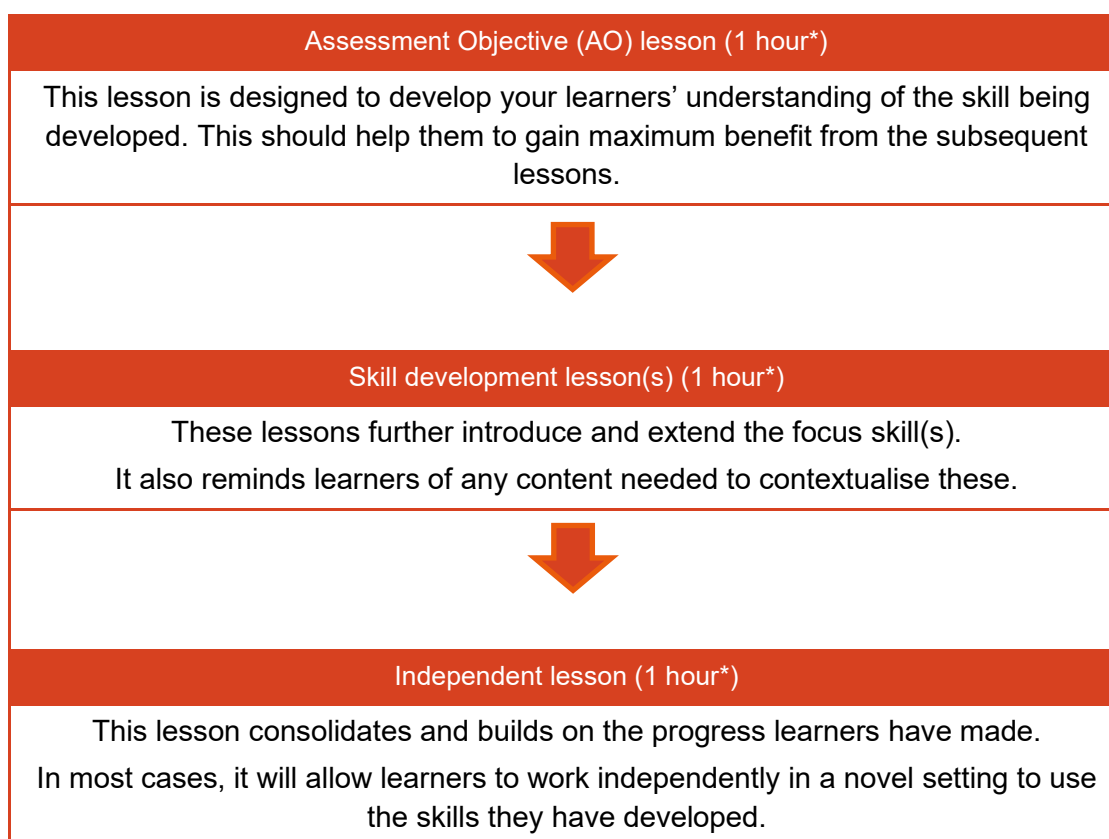
This pack will help you to develop your learners' higher order thinking skills as defined by AO2 in the course syllabus.

Important note

Our *Teaching Packs* have been written by **classroom teachers** to help you deliver lessons which develop higher order thinking skills. Use these materials to supplement your teaching and engage your learners. You can also use them to help you create lesson plans for other parts of the syllabus.

This is one of a range of *Teaching Packs*. Each pack is based on one assessment objective which is contextualised within one area of the syllabus. The packs can be used in any order to suit your teaching sequence.

The structure is as follows:



** the timings are a guide only; you may need to adapt the lessons to suit your circumstances.*

In this pack you will find the lesson plans, worksheets for learners and teacher resource sheets you will need to successfully complete the lessons.

AO2: Application

This *Teaching Pack* focuses on AO2 Application – apply knowledge and understanding of business concepts, terms and theories to a given business. It has links to the following syllabus content (see syllabus for detail):

2.4 Motivating employees
2.2.3 Leadership styles

The lesson(s) cover the following skills, adapted from **AO2: Application** (see syllabus for assessment objectives):

- Apply knowledge and understanding of business concepts, terms and theories to a given business

Please note that analysis and evaluation will feature in some activities, but these skills are focussed on in more depth in other Teaching Packs and *Scenario Packs*.

Prior knowledge

Knowledge from the following syllabus topics is useful for the activities that follow

2.4 Motivating employees
2.2.3 Leadership styles

Teacher notes

The suggested activities are to help engage your learners as they develop the skill of applying their business knowledge to a range of business scenarios and contexts.

Learners can find applying their business knowledge difficult. For example, the application of their knowledge on methods of motivating the workforce in a car manufacturing plant will be different to the methods used to motivate a team of sales people selling cars.

It is also important to apply knowledge correctly in the context of the business, for example its size, whether it is a 'for profit' or 'not for profit' business, and whether the business is well established or a start-up.

Learners need to focus on how to use the business knowledge they have in given situations and circumstances. The Assessment Objective (AO) lesson, skill development lesson and the independent lesson activities will help learners practise this.



AO lesson: Application of business knowledge

Resources

PowerPoint presentation
Worksheet A and Worksheet B

Learning objectives

By the end of the lesson:

all learners should be able to use an application train to draft an answer to a given question

most learners should be able to use their application chain to write a full model answer to a given question

some learners will be able to write a model answer to a given question, using what they have learnt and without the need to refer to their application train

Timings	Activity
 10 min	Introduction Take learners through the PowerPoint, (AO Application Introduction), to explain what is meant by the term 'application' of knowledge. Learners then need to practise applying their knowledge by considering which leadership style would be most appropriate for the five situations presented on the slide. Learners should be able to explain their choices, but the following are likely responses: • Health and safety regulation – autocratic • Gaming design – laissez-faire • Emergency room workers – autocratic • Manufacturing with highly skilled workforce – democratic • Advertising agency – laissez-faire This is followed by another short activity where learners can practise applying their knowledge. This time, learners have to consider businesses A and B. There is no need for learners to record anything at this point – this can all be done verbally. Suggested responses are: • Praise and recognition – Both • Fringe benefits – Both, but the package offered might have some differences. Discuss what some of these might be for the different roles in both businesses • Job rotation – Both, but only with some job roles. Discuss how this method would only work for some job roles in each business • Promotion – Both but may be limited in a restaurant – depends upon the size • Bonus for meeting targets – Airline • Paid by piece rate – Neither – why?

AO lesson: *continued*



Timings	Activity
	Main lesson Continue using the PowerPoint resource and hand out Worksheet A . Learners read each statement about methods of motivation in the workplace and decide if they have been applied in the context of the business scenario. For the final suggestion, learners need to write this themselves based on their understanding of which of the first four were applied and which were not.
	Read the case study on the PPT and the practise question. Hand out a copy of Worksheet B .
	Talk through steps one to three giving learners time to make notes on their handout. For step four, give learners 10 minutes to write their answer in the space provided on the worksheet. Learners should use their notes from steps one to three to help them if they need it.
 	Plenary Choose 3 or 4 learners to read out their answers and ask their peers to comment on how well they feel it is applied. Using the PPT, show the model answer for step four. Learners should self or peer-assess their work and make any necessary corrections.

Skill development lesson: Motivation methods



Resources

Worksheet C, Worksheet D, Worksheet E, Worksheet F, Worksheet G and Worksheet H

Learning objectives

By the end of the lesson:

all learners should be able to identify some appropriate methods of motivation in a range of given situations

most learners should be able to identify a range of appropriate motivational methods in a number of given situations, with some reasoning

some learners will be able to suggest and give reasons for a range of appropriate motivational methods in a number of given situations.

Timings	Activity
 10 min	Introduction Explain to learners that this activity is designed to check their knowledge and understanding of elements of core content from section 2.1 of the syllabus. Hand out to learners Worksheet C. Letters can be added for differentiation. Learners can use the answers for these activities to mark their work. Ask learners to identify the areas which need developing in this topic.
 20 min	Main lesson Hand out Worksheet D. The aim of this activity is to help learners understand that the different motivational methods businesses use are not always suitable for all types of business and job roles. The key to success for motivation is being able to select which methods are realistic in the context of the given business and situation. There are two options for this activity depending on access to video clips. Option 1 Search for and select a video clip to play which shows a day in the life of a Google worker. There are many clips that could be sourced for suitability through a search engine. Learners should observe and note down what they see and hear in the clip that indicates a motivated workforce at Google. After the clip they should note down alongside their observations why they think each method motivates the workers there, and what other types of businesses and job roles would or would not be appropriate for that same method.

Skill development lesson: *continued*



Timings	Activity
 	Option 2 If access to a video clip is not possible you could use a business case study to achieve the same outcome. For example, http://businesscasestudies.co.uk/kelloggs/building-a-better-workplace-through-motivation/introduction.html Learners read the case study and note down on the worksheet what the company did to create a motivated workforce. After they have done this, they should note down alongside their findings why they think each method motivates the workers there, and what other types of businesses and job roles would or would not be appropriate for that same method. Build in time for five minutes of feedback through class discussion. Arrange learners into teams of five and read the scenario at the top of Worksheet E. Each team member selects a worker card from Worksheet E and assumes that role. Each learner plays the role of the unhappy worker and reads their card out to the rest of the team. Between them they must decide which is the most appropriate method of motivation in that given circumstance and explain why. Please note that leadership styles can be a source of motivation. Learners will be given a list of motivational methods they can choose from in Worksheet F. Learners should be encouraged to be independent and also come up with their own ideas. The learner playing the role of the worker records the team's recommendation and the process starts again with the next learner. When all workers have a suggested method on the back of their card from their team, they seek out their equivalent worker from the other teams and compare their recommendations. The idea is that all the workers should have an appropriate method applied to their business situation with a reason why.
	Use Worksheet G This activity involves recommending appropriate leadership styles in given circumstances. This is a whole class exercise. Select five learners to be management. They will adopt a leadership style which isn't working, or they don't know which is the most appropriate to use (these are written on the cards). Management will be asking for advice on what style they should adopt to get the best out of their workers. Learners must think carefully about which style would be the most appropriate choice given the context of the business. Give them a choice of autocratic, democratic and laissez-faire. This activity should help learners to apply their knowledge of leadership styles.

Skill development lesson: *continued*



Timings	Activity
	Plenary Split the class into groups of four. Create a box of businesses using Worksheet H. Each business card has a type of business on it, along with some job roles for that type of business. Each group picks a card out of the box and writes on the back what the business could do to motivate workers. The aim is to see if learners can apply appropriate methods of motivation to different types of workers in different businesses, understanding that not all methods of motivation will motivate all workers.

Independent lesson: Motivation in the workplace



Resources

Worksheet I, Worksheet J and Worksheet K

Learning objectives

By the end of the lesson:

all learners should be able to make some recommendations for appropriate methods of motivation for improving labour productivity in a given situation

most learners should be able to make recommendations for a range of appropriate motivation methods for improving labour productivity in a given situation, with some reasoning

some learners will be able to suggest, with full reasoning, a range of motivational methods for improving labour productivity in a given situation

Timings	Activity
 5 min	Starter Learners complete Worksheet I to help them to review their knowledge.
 10 min	Main lesson Hand out Worksheet J . Learners should work on this activity with you facilitating. They can work in pairs but need to complete a worksheet each. For each of the jobs and situations, learners need to make a recommendation for the most appropriate method of motivation for the type of business and job role, stating reasons why. After eight minutes, learners should pair up with another pair to discuss and compare their suggestions.
 30 min	Hand out Worksheet K . This is an independent learner task to enable learners to further practise the skill of applying their business knowledge and understanding. Facilitate if needed, but ideally learners will be as independent as possible. Learners have 30 minutes to come up with a motivational strategy to help improve the productivity of the labour in the business. They need to give reasons why they think their strategy will work. The worksheet gives them guidance on what they must include in their proposal and provides space for them to make notes ready for their presentation in the plenary. Learners could work in groups of three.
 15 min	Plenary Groups of three will present their motivational strategy proposal to the teacher. The aim is for learners to demonstrate the skill of taking knowledge and making appropriate decisions in the context of a particular business scenario.

Worksheets and answers

	Worksheets	Answers
For use in <i>Assessment Objective lesson</i>:		
A: Application of business knowledge	13 – 14	
B: Building an answer	15 – 16	
For use in <i>Skill development lesson</i>:		
C: Crossword	17	28
D: Case study	18	
E: Worker role play cards	19	29
F: Motivational methods	20	
G: Role play	21	30
H: Business box	22	
For use in <i>Independent lesson</i>:		
I: True or false	23	31
J: Application methods of motivation	24 – 25	
K: Case study application	26 – 27	

Worksheet A: Application of business knowledge



FruitStax is a manufacturing business that specialises in making real fruit ice lollies on a mass scale. They employ 1500 people with job roles ranging from production line workers, production managers, office workers and managers in a range of other functional areas such as; finance, marketing, sales, logistics and human resources. Over the last six months, FruitStax has seen an increase in its labour turnover, with most employees citing boredom and low morale as their reason for leaving. Most of the employees that have left were production line workers.

FruitStax need to address this issue before they lose more workers. They have some ideas below. Your task is to identify which suggestions for increasing motivation have been written in context, and which ones haven't.

Suggestion 1

We can motivate the workers by giving them an extra day of holiday.

Is this applied in context? Yes No

Why?

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Suggestion 2

We could motivate workers on the production line if we gave them a variety of jobs to do. Job rotation is one way of doing this, so they do not get bored doing the same job each shift. This means we will also have a more flexible workforce and one which could increase promotional opportunities for them.

Is this applied in context? Yes No

Why?

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Worksheet A: *continued*

Suggestion 3

According to Taylor's theory of motivation, workers are only motivated by money, so an autocratic style is the only way to get work done, along with an increase in the hourly rate we pay.

Is this applied in context? Yes No

Why?

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Suggestion 4

Our production line workers may have some useful input on how we introduce the new machinery to increase efficiency with our new product line. If we use a democratic style of leadership, rather than autocratic, it might motivate them as it shows we value their opinions on the changing working practises that will affect them on the factory floor.

Is this applied in context? Yes No

Why?

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Suggestion 5

Now see if you can come up with another suggestion for motivating production line workers at FruitStak. Remember to apply it to their business context.

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Worksheet B: Building an answer

The Party Factory is a medium sized family run business specialising in party accessories. They buy in party supplies and create 'party boxes' tailored to the customer's requirements. They operate out of a warehouse and are an e-commerce business. Delivery is either by the business van or by post. They have around 70 employees. Job roles vary from pickers and packers to cleaners and office staff. There has been a rise in the number of employees leaving recently. The owners have carried out a survey on staff morale which highlighted a number of issues they need to address. They are looking at strategies to help motivate their staff, with an aim of also increasing labour productivity.

What methods of motivation would you recommend that the owners of The Party Factory could implement to help motivate their employees?

Step 1 – identify what the question is asking



Step 2 – context of the business



Step 3 – content of your answer

Worksheet B: *continued*



Step 4 – your answer to the question

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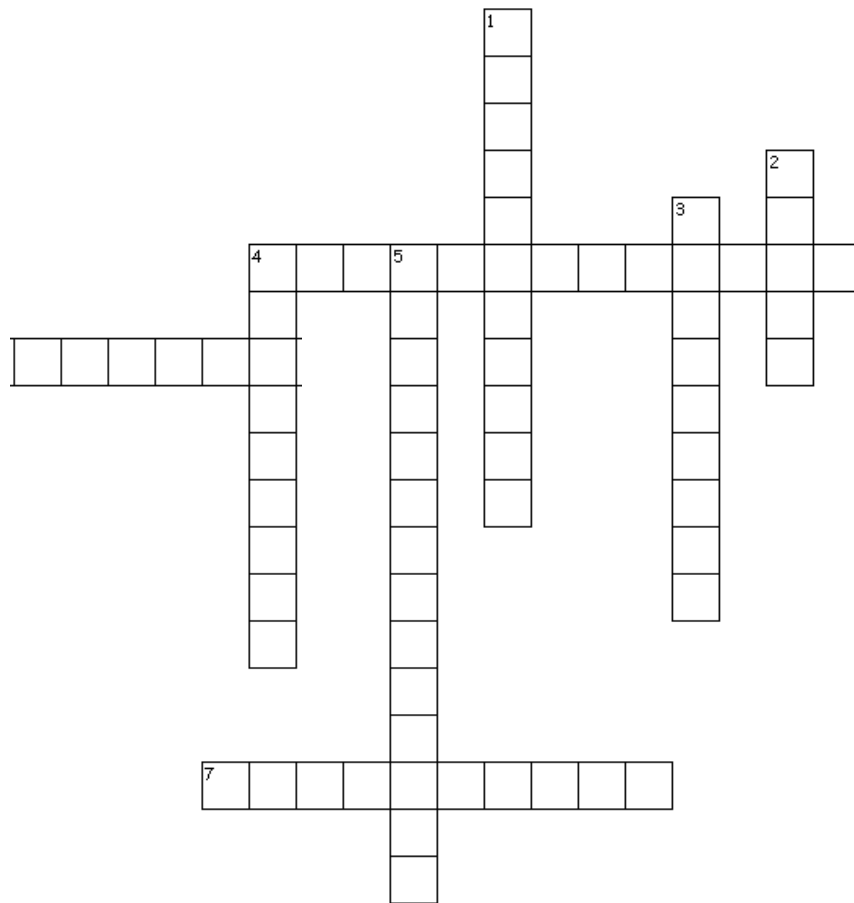
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Worksheet C: Crossword



Across

4. An additional payment to employees based on the amount of profit the business has made (6, 7)
 6. Recognising a worker for good work (6)
 7. Payment to sales staff based on the value of what they sell - usually a percentage of what they sell (10)

Down

1. Moving employees from one task to another (3, 8)
 2. An additional pay reward to employees for meeting targets set (5)
 3. An opportunity for career progression in the workplace (9)
 4. Payment to workers based on the number of items produced (5, 4)
 5. Non cash incentives for employees such as discounts (6, 8)

Worksheet D: Case study



Write your observations of the business below

Methods of motivation used by the business	Other businesses or job roles this method would or would not work for and why



Worksheet E: Worker role play cards

You work for Gardenmania, which is a medium sized company that offers a range of gardening services. These include; landscape gardening, corporate garden maintenance, gardening workshops. There are almost 300 employees in the company, covering a range of job roles over three sites. Job roles include: designers, gardeners, workshop facilitators, administration posts, logistics, marketing and sales' related posts, finance and human resource roles. As the company has grown, those who have worked there for some time have started to feel less valued. The hours of work have got longer, and job satisfaction has reduced.

Worker 1 – Garden designer

I love being creative and when I first joined here 20 years ago, the owners trusted me to get on with the job. Since it has grown and a line manager has been assigned to me, I no longer feel I am given the autonomy to create what I know meet customer needs. My manager dictates to me what they want me to design and I feel my creativity is being held back. I feel quite demotivated by this.

Worker 2 – Marketing and Sales Assistant

I get to communicate with lots of customers which I enjoy. I assist the Marketing Manager and the Sales Manager with the day-to-day administration for those two functions. I have learnt a lot over the five years I have been here, but I do feel that I have more to offer and there are few opportunities for me to show my abilities. The two managers do recognise the good work I do, but I would like to have the opportunity to show them what else I can offer. I feel quite demotivated by being held back.

Worker 3 – Manual garden worker

I like my work, I enjoy being outside, and I like to be told what to do and then left to get on with it. Recently though, I have been assigned to the same task on each job. I understand this means I can specialise, but I have a range of skills that I know I can use doing other gardening jobs and I'm starting to get bored of just doing the same task. I am beginning to feel less motivated.

Worker 4 – Workshop facilitator

I enjoy meeting people and sharing my expertise. I think the people that sign up for our workshops like the fact that I have done what they are wanting to learn, and this used to give me job satisfaction. However, what was supposed to be a short-term rotation of tasks, has turned into a more permanent one, since the other trained workshop facilitator has retired. I am missing working outdoors and with my fellow garden workers. I feel quite demotivated by this.

Worker 5 – Sales Manager

I have targets to meet and understand this is part of what a sales manager does, but recently I have noticed that if I exceed my target of signing up new clients, the owners don't seem to notice. I'm beginning to wonder if going above and beyond gives me any extra benefit and I am thinking that I should just stop once I've reached my target for the month. My morale is low at the moment.

Worksheet F: Motivational methods



Below is a selection of motivational methods businesses can use to motivate employees.

Piece rate	Paying employees per item they produce
Bonus	An additional pay reward to employees for meeting targets set
Fringe benefits	Noncash incentives for employees such as discounts
Commission	Payment to sales staff based on the value of what they sell - usually a percentage of what they sell
Job enlargement	Increasing the variety of tasks/jobs for employees
Team working	Working in groups or teams to complete tasks
Training	Increasing workers skills
Salary	A fixed amount paid to employees per year
Job enrichment	Giving tasks that have more responsibility.
Job rotation	Switching employees from one task to another
Opportunities for promotion	An opportunity for career progression in the workplace
Praise.	Recognition for the work employees do
Time based	A payment to workers per hour worked
Profit sharing	A payment to employees based on the profits of the business.
Employee of the month	A scheme that recognises employees that are performing well each month.



Worksheet G: Role play

Manager 1 I just don't understand, I thought that all employees like to be left to get on with their work and make all the decisions themselves. I've been assigned a new team to lead, and morale seems quite low and labour productivity has fallen as each worker seems to be taking longer to finish each task. I don't understand why my laissez-faire style is not working. Which style I should use and why?	Manager 2 I work for a gas and oil company and need to adopt a range of leadership styles that will keep workers motivated but also ensure the company works as efficiently and safely as possible. The industry can be dangerous if the wrong leadership styles are used. To ensure safety all employees must follow my instructions. Please advise on which leadership style I should use and why?
Manager 3 We're bringing out a new line of shampoo in a few months. The workers on the production line that will be making these products will be using new production line methods. They might feel more valued and motivated if they are consulted about the changes to help the decision-making process. Please advise on which leadership style I should use to achieve this and why?	Manager 4 I manage a skilled team in a call centre that only need me to supervise when there is a problem to solve, such as a crisis. I was advised that I could perhaps increase labour productivity further if I used a more autocratic approach which my colleague has done. My team haven't made any mistakes in their work, they are motivated and will seek my support when they can't make decisions themselves. This seems to work well, but I just need reassurance that this is the correct approach as I'm not convinced changing the styles is appropriate in this situation. Which two leadership styles am I using in this situation and why are they suitable?
Manager 5 The creative arts team in the studio haven't been producing their best work of late. I have been using an autocratic style with them, making decisions on how their designs should be done, as I don't feel in control, but I'm wondering if this is being counter-productive. Should I stay with this leadership style and tell them they need to improve or change my leadership style? Please advise and explain why.	

Worksheet H: Business box



Cafe Servers, pot washer	Shoe shop Manager, sales assistants	Fast food restaurant Chefs, servers, managers
Cereal manufacturer Managers, office workers, factory workers, canteen staff, cleaners	Travel agent Agents selling holidays, managers	IT company Technicians, managers, office workers
Fitted kitchen shop Sales staff, kitchen fitters, office managers and workers	Supermarket Till operators, duty managers, section supervisors, shop floor workers	Theme park Casual workers, managers
Car manufacturer Managers, office workers, factory workers, canteen staff, cleaners	Hairdressers Hair stylists, trainees	Building company Office staff, builders
Accountancy firm Accountants, administrative support	Zoo Zoo keepers, managers, casual workers	Nursery Nursery nurses, assistants



Worksheet I: True or false

For each question, decide whether the statement is true or false by circling the correct answer

1. Taylor's view is that humans are only motivated by money

True / False

2. Herzberg's two factor theory has hygiene factors and motivators

True / False

3. One of Herzberg's hygiene factors is the work itself

True / False

4. Maslow's Hierarchy of needs has four levels to it

True / False

5. Taylor believed the piece rate system gets employees working harder

True / False

6. According to Herzberg, working conditions are a motivator

True / False

7. Herzberg's research says that motivators are the factors that influence a person to increase their efforts in the workplace

True / False

8. Maslow's theory says that respect from others and recognition for a job done well will help to meet esteem needs

True / False

9. Salary or wage, relationships with others and working conditions are all examples of Herzberg's Hygiene factors

True / False

10. One of the limitations of Maslow's theory of motivation is that self-actualisation is rarely achieved

True / False

Worksheet J: Applying methods of motivation



For each job, suggest what motivational method would be most appropriate and why.

Job	Method of motivation	Reason
Car sales		
Delivery driver		
Farm worker		
Production manager for a clothing company		

Worksheet J: *continued*

Job	Method of motivation	Reason
Server in a café		
Graduate who has worked in an IT company for 12 months		
R&D employees for a cosmetics firm		
Call centre operative		
Assembly line workers in a factory where output has fallen		

Worksheet K: Case study application



Tring Tring is a manufacturer of mobile telephones. The number of mobile phones produced over the last four weeks has been steadily declining. Workers in the factory are paid per hour and work an average of 40 hours a week on a shift basis. There are no schemes in place to give recognition to workers and the only fringe benefits are discount meal vouchers for the canteen. The production manager receives a salary and a company car. The owners know they need to put a motivational strategy in place to improve the motivation of the workers so that labour productivity improves.

Use the planning sheet below to put together a proposal for a motivational strategy Tring Tring could use to improve labour productivity.

Motivational strategy	Recommendations	Reasons for recommendations
A range of suitable fringe benefits		
Job rotation		
Praise		
Bonus		

Worksheet K: *continued*

Motivational strategy	Recommendations	Reasons for recommendations
Changes to payment method		
Career development		
Job Enrichment		
Job Rotation		
Any other suggestions		

Worksheet C: Answers



Across

4. An additional payment to employees based on the amount of profit the business has made

Profit sharing

6. Recognising a worker for good work

Praise

7. Payment to sales staff based on the value of what they sell - usually a payment percentage of what they sell

Commission

Down

1. Moving employees from one task to another

Job rotation

2. An additional pay reward to employees for meeting targets set

Bonus

3. An opportunity for career progression in the workplace

Promotion

4. Payment to workers based on the number of items produced

Piece rate

5. Non cash incentives for employees such as discounts

Fringe benefits



Worksheet E: Suggested answers

The suggestions below are not exhaustive – learners may identify additional methods that could realistically work.

Worker 1 – garden designer <u>Suggestion</u>: Line manager changes leadership style from autocratic to laissez-faire if the worker has not given the manager a reason to need to dictate.	Worker 2 – Marketing and Sales Assistant <u>Suggestion</u> – Job enrichment. This could include more responsibility in the functional areas they support daily. This creates the potential for promotion when an opportunity arises.
Worker 3 – Manual garden worker <u>Suggestion</u> – Job enlargement so the variety of tasks outdoors is increased. Job rotation through delivering workshops could motivate if this is something the worker is interested in pursuing through additional training, although they indicate that they want to use their skills in the garden like they used to. The worker could still be rotated with other outdoor jobs they used to do. Job enlargement in this case could work so they are given the opportunity to use other skills and show their abilities where there is an opportunity.	Worker 4 – Workshop facilitator <u>Suggestion</u> – Job rotation, so that the facilitator has some time in the gardens still and allows them to engage in teamwork which they say they miss by not working outdoors with fellow garden workers. This opens an opportunity for workers to be trained to also run workshops if this is something they are interested in to alleviate the boredom they are experiencing.
Worker 5 – Sales Manager <u>Suggestion</u> – Bonus for the additional clients signed up or commission so the more they sign up the larger the additional pay, praise and recognition is lacking, so a combination of this plus an additional payment system could work.	

Worksheet G: Suggested answers



Guidance for discussion

Manager 1

This will be down to the skills of the workers and the task that they are doing. When decision making is difficult or the wrong decision can have large consequences, some workers are afraid of making the wrong decision and would prefer to be told what to do. Advice would be autocratic for those who have limited decision making skills and/or are doing a task which if done incorrectly has consequences for the business.

Manager 2

Autocratic due to safety measures needing to be in place – there is no negotiating for this situation.

Manager 3

Democratic – there is time to consult and the decisions that will need to be made by management will impact on the production line staff. To help them adapt and accept change, including them in the decision-making process should help to make the transition for them easier and therefore more efficient for the company.

Manager 4

Democratic and autocratic – this is because the workers are skilled and motivated and have empowerment that they can do their jobs without close supervision. When autocratic leadership is needed, it is because they need a decision to be made higher up or to solve a problem they feel is out of their responsibility area. They will respect it when autocratic leadership is therefore needed and would feel unsupported if that style wasn't used when they needed support.

Manager 5

Laissez-faire – not letting creative roles make decisions can often prevent employees generating their best work. Providing they are given the information they need and the deadlines, letting them get on with the work enables the creativity to flow better rather than being watched over and dictated to.

Worksheet H: Answers



1. Taylor's view is that humans are only motivated by money.

True

2. Herzberg's two factor theory has hygiene factors and motivators.

True

3. One of Herzberg's hygiene factors is the work itself.

False

4. Maslow's Hierarchy of needs has four levels to it.

False

5. Taylor believed the piece rate system gets employees working harder.

True

6. According to Herzberg, working conditions are a motivator.

False

7. Herzberg's research says that motivators are the factors that influence a person to increase their efforts in the workplace.

True

8. Maslow's theory says that respect from others and recognition for a job done well will help to meet esteem needs.

True

9. Salary or wage, relationships with others and working conditions are all examples of Herzberg's Hygiene factors.

True

10. One of the limitations of Maslow's theory of motivation is that self-actualisation is rarely achieved.

True

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