New Venture Creation 3
Module 2: The structure of a selected workplace or organisation
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• After completing this module, you will be able to:
  – Identify and explain the core business activities of an organisation or workplace
  – Identify and explain the support functions within a selected organisation
  – Identify the work in the organisation as part of related systems, each with a role and value
  – Identify and explain the role and contribution of departments or sections to the effectiveness of the organisation
  – Explain the main function of a selected department/section/team within an organisation in relation to core business or support
SECTION 1: THE CORE BUSINESS ACTIVITIES OF AN ORGANISATION OR WORKPLACE

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  • Identify the work in the organisation as part of related systems, each with a role and value
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1.1 The concept of core business

- What is core business?
- What is a core business activity?
2. IDENTIFY AND EXPLAIN THE SUPPORT FUNCTIONS WITHIN A SELECTED ORGANISATION

• At the end of this outcome you will be able to:

  • Explain the concept of a support function, with examples
  • Name the specific support functions
  • Indicate departments or people responsible for each support function in a selected business
2.1 Identify and explain the support functions within a selected organisation

- What are support functions?
- Can you name some?
3. IDENTIFY THE WORK IN THE ORGANISATION AS PART OF RELATED SYSTEMS
3.1 Parts of a system

Input → Processes → Output

Feedback
Activity 1

- Let us look at an example at college to explain the above. After you have registered at your college and a lecturer has been assigned to your class, your semester will start. Your lecturer will prepare his/her lessons and present them to you. During the semester you will write tests and do assignments and exercises for your Portfolio of Evidence. At the end of the year of tuition and study, only 50% of your class passes the examination. Your lecturer now sits down and looks at the whole year and decides where changes should be made so that he/she has a higher pass rate at the end of the next year. She then puts these changes in place the next year and has a 70% pass rate. Use this example and identify the different parts of the system.
<table>
<thead>
<tr>
<th>Input</th>
<th>Process</th>
<th>Output</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Activity 2

• As a group identify at least 5 sub-systems that you (as a group) belong to and discuss how these sub-systems influence one another. Also decide which of the sub-systems is a core system and which are support systems. Use the table below to record your findings. Use the example of the life of a fictitious student in the first 5 lines to guide you.
<table>
<thead>
<tr>
<th>System</th>
<th>Role</th>
<th>Value</th>
<th>Core / support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>Oldest daughter in a family of three children. Father alive, but mother deceased. Living with maternal grandparents.</td>
<td>Take on the role of mother to younger siblings. Help grandparents in the home.</td>
<td>Support</td>
</tr>
<tr>
<td>Student</td>
<td>In NCV program at college – 3rd year. Doing the financial subjects.</td>
<td>Dropped out of school when mother died. Will have to help support family as soon as can start working.</td>
<td>Core</td>
</tr>
<tr>
<td>Musician</td>
<td>Came second in provincial Idols competition 2007</td>
<td>Can use talent together with NCV certificate to start own entertainment business.</td>
<td>Support</td>
</tr>
<tr>
<td>Friend</td>
<td>Circle of 10 good friends – all races – together at college.</td>
<td>They support and encourage.</td>
<td>Support</td>
</tr>
<tr>
<td>Couple</td>
<td>Boyfriend – 3 years older who is working</td>
<td>Demands a lot of attention – takes attention away from studies.</td>
<td>Support</td>
</tr>
</tbody>
</table>
4. THE ROLE AND CONTRIBUTION OF DEPARTMENTS OR SECTIONS TO THE EFFECTIVENESS OF THE ORGANISATION

• At the end of this outcome you will be able to:
  • Explain the main functions of departments/sections within an organisation in relation to core business or support
  • Explain the role of departments or sections that interact within the organisation
  • Indicate how the efficiency/value of the departments or sections impact on each other
  • Identify the most senior person in the selected department/section and provide the title of that person
  • Identify and explain the line from senior person in the selected department/section to the board of directors
  • Explain the line from the student to the senior person in the selected department/section
  • Explain when it is appropriate to refer a matter to a higher authority
  • Describe and provide examples of the effect on the organisation if the selected department/section does not function effectively
  • Describe the chronological steps in the work process.
The main function of a department / section within an organisation in relation to core business or support activities
Activity 3

• Investigate the structure of your college as groups of no more than 5

• Report on the structure using the following table:

<table>
<thead>
<tr>
<th>Name of functional department</th>
<th>Role that department plays</th>
<th>How does the department contribute to the effectiveness of the college?</th>
</tr>
</thead>
</table>
4.2 Seniority, titles and lines of authority in an organisation

- **Top management**
- **Middle management**
- **First line management**
- **Workers**
4.2 Seniority, titles and lines of authority in an organisation

<table>
<thead>
<tr>
<th>Level of management</th>
<th>Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>Top management</td>
<td>• Undertake strategic planning</td>
</tr>
<tr>
<td></td>
<td>• Decide on the socio-economic purpose of the enterprise</td>
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<td></td>
<td>• Draw up a mission statement</td>
</tr>
<tr>
<td></td>
<td>• Set overall goals for the enterprise</td>
</tr>
<tr>
<td>Middle management</td>
<td>• Make tactical decisions</td>
</tr>
<tr>
<td></td>
<td>• Ensure decisions of top management are carried out</td>
</tr>
<tr>
<td></td>
<td>• Set objectives</td>
</tr>
<tr>
<td></td>
<td>• Report to senior management</td>
</tr>
<tr>
<td>First line management</td>
<td>• Ensure that decisions are carried out</td>
</tr>
<tr>
<td></td>
<td>• Make operational or functional decisions</td>
</tr>
<tr>
<td></td>
<td>• Set individual objectives</td>
</tr>
</tbody>
</table>
Activity 4

• Use the group exercise where functional departments were identified and draw another column to it. Identify the most senior persons in the selected department/section and provide a title for those persons. Add this information to your table
SECTION 5: EXPLAIN THE MAIN FUNCTION OF A SELECTED DEPARTMENT WITHIN AN ORGANISATION IN RELATION TO CORE BUSINESS OR SUPPORT

- At the end of this outcome you will be able to:
  - Explain the main function of a selected department/section/team in relation to core business
  - Explain the role of any other team that interacts with the selected team
  - Indicate how the efficiency of the teams has an impact on each other
  - Identify and provide examples of the value that the selected department/section adds to the organisation
  - Explain the relationship between work teams and the support units or personnel
  - Indicate how a manager can utilise the assistance of personnel responsible for the support functions
5.1 Explain the main functions of a selected team in relation to core business

- Functions of the human resources department:
  - **Function 1:** To ensure the understanding amongst all employees that an enterprise employs unique individuals who each make an important impact on the enterprise and work towards the enterprise being productive and efficient
5.1 Explain the main functions of a selected team in relation to core business

- Functions of the human resources department:
  
  - **Function 2**: To create situations where the worker and the enterprise can accept and adjust in order to strive for the same goals and objectives
5.1 Explain the main functions of a selected team in relation to core business

- **Functions of the human resources department:**
  - **Function 3:** To support all line/departmental and staff/support managers in the execution of their tasks by planning and organising all matters relating to human resource management
5.1 Explain the main functions of a selected team in relation to core business

- **Functions of the human resources department:**
  - **Function 4:** To ensure that the enterprise is properly staffed
  - **Function 5:** To take care of human resources maintenance
5.1 Explain the main functions of a selected team in relation to core business

- Functions of the human resources department:
  - **Function 6**: To retain staff by rewarding them for jobs effectively done, ensuring harmonious working relations between employees and managers by means of participative management and regular negotiation on various aspects of the work environment and by maintaining a safe and healthy work environment.
5.1 Explain the main functions of a selected team in relation to core business

• Functions of the human resources department:
  – **Function 7**: To be the link between management and employees regarding all matters.
  – **Function 8**: To be the link between the external environment and the enterprise regarding all HR matters.
5.2 Explain the role of any other team that interacts with the selected team

- The administrative staff contributes to the effective functioning of the HR department in the following ways:
  - Reception
  - Handling mail
  - Maintaining and information system
5.3 Indicate the impact of inter-team efficiency

- Adding value
  - Productivity
  - Effectiveness
  - Efficiency
5.3 Indicate the impact of inter-team efficiency

• Characteristics of group / teams
  – A group/team has a common goal or objective
  – Members of a group/team interact/communicate with one another to achieve the goal or objective
  – Members of a group/team should be aware of one another’s needs
  – Members of a group/team influence one another
  – A group/team functions as a system with inputs, throughputs and outputs
  – A group/team has a particular structure which is related to the function of the group/team
  – The activities of the group/team are directed by guidelines or procedures to achieve the objective of the group/team
  – The group/team will have a leader
  – The group/team will handle conflict in a constructive way
5.3 Indicate the impact of inter-team efficiency

- Benefits / advantages of working as a group / team
  - Cohesiveness
  - Solidarity
  - Efficiency
  - Variety
  - Acceptance
  - Legitimacy
  - Cooperation
Group work

• Exercise instructions
  – The group exercise will be to develop characters and a plot for a short story. The class must divide into groups of no bigger than five members each. Each group member must write the story from a different character’s point-of-view.
  – Take ten or fifteen minutes to develop the story line. Describe a scene (something from your current project, your daily life, anywhere), using sight, sound, touch, smell and taste.
  – Identify the characters (one for each member of the group), place, time, event, conflict.
  – When your group is in a public setting (such as a restaurant), pick one person in the room and have everyone in your group write a detailed description of that person, including both appearance and mannerisms. Compare your descriptions to see what unique things each member noticed.
  – Gather your group together in a circle. Have each person write an assignment for the person to his or her left.
  – Gather your group together in a circle. Someone will start the exercise by writing one sentence. Pass the paper to the left, and the next person will write the next sentence. Go on until the story ends.
Group work

• Exercise hints
  – Begin with the line “I remember” (or “I don’t remember”) and write for fifteen minutes
  – Write a scene from your story, from a different perspective (i.e., rewrite a scene from a different character’s point-of-view, or from the same character’s, but using first person instead of third)
  – Write a story from the point-of-view of an ordinary object (for example, a carpet)