



THE TIMES 100

BUSINESS CASE STUDIES

Organisation structure lesson suggestions & activities (Specsavers)

Learning outcomes

Students should...

- Understand the internal structure of organisation (AO1)
- Analyse the methods of improving competitiveness by adapting organisational structure (AO3) in given situations (AO2)
- Analyse and discuss the effect on organisation structure of business performance (AO3)

Starter activities

- **Organisation structure post-its** . students write down on post-its the factors they think affect the way that workers in businesses are organised. Their responses are stuck on the board, grouped together and used to prompt a discussion on the topic.
- **Specsavers word search** of the key terms

Delivery ideas

- Use the **Organisation Structure PowerPoint** to introduce the topic and apply theory in the context of a well known organisation . Specsavers
- GCSE . small groups of student create presentations of the main learning points about organisation structure, using examples from the **Specsavers case study**. The presentations should last a maximum of four minutes and can use any media the students wish e.g. flip charts, PowerPoint etc. When completed the students present to their peers. Peers should mark the presentations and feedback to the groups based on content, accuracy, appropriate use of examples and quality of delivery . this develops reflective learning.
- ~~A~~qlevel . groups of students create a revision aid specifically related to methods of improving organisational structure. Advantages and disadvantages of each method should be included to build analysis skills. The revision aid can be anything the students wish e.g. a rap, a song, a podcast.
- **Organisation structure worksheet** (*resource attached*)



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Plenary activities

- Mini-plenary . **Who's next?** One student is nominated to go first. They ask another student a question about organisation structure. That student should answer the question, then think of a question for another student. This continues for as long as the students can think up new questions.
- **Organisation chart activity** . students are given some information about the workers in a firm and how they are organised. They use this information to create an organisation chart and answer the questions related to it (*resource attached*).
- **Specsavers crossword**



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Organisation structure worksheet – Specsavers

What's in it for me?

I am learning...

- about how workers are organised within businesses
- methods of improving organisational structure

I am developing my skills as...

- an *independent enquirer* by supporting conclusions and using reasoned arguments and evidence
- a *creative thinker* by generating ideas and exploring possibilities

Task 1

Read through the **Specsavers case study**. Use the glossaries to help you understand and learn the relevant terms and definitions.

Task 2

Read the scenario below and then write a report to the management of Webster's Water explaining the issues relating to organisational structure, making recommendations about how the organisational structure can be adapted to improve performance and competitiveness.

1. Identify the problems with the current organisation structure.
2. Review the **Specsavers case study** to identify if any methods used in that organisation may be adopted.
3. Make any other suggestions about the organisation structure that you think will improve the performance of the organisation.
4. Explain how your recommendations will improve performance. Relate to any other relevant theories if possible e.g. motivation theories.



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Scenario:

Webster's Water is an organisation that provides water coolers to businesses. It rents the equipment for a nominal fee to its customers who then enter into an agreement with the company for the replacement water bottles. Head Office is in Sheffield; however there are eleven regional offices around the UK. Each office has a manager, an assistant manager, an administration assistant, a sales team and a large number of delivery staff who take the full water bottles to the organisations and collect the empties. There is a team leader in the sales team and a team leader for the delivery staff.

Most decisions about promotional activities, recruitment and general operations are made by the senior managers at head office. Head office is also responsible for the procurement of the cooler equipment and water supplies. Buying in bulk allows them to benefit from economies of scale.

A recent worker satisfaction survey has uncovered that some staff are feeling demotivated, especially the delivery drivers and those in the sales team, although three of the managers also said they felt that they were not allowed enough responsibility. The main concern with the delivery staff was that they were overworked during the summer months because their customers were drinking more water and therefore needed it replenishing more often. However, they were often 'twiddling their thumbs' during the winter. Sometimes during the summer months there have been complaints from customers that their water deliveries were late.

In addition to this, the sales staff and delivery drivers feel very remote from the managers at head office. They have lots of ideas about how to improve the way the organisation runs but don't think their suggestions ever reach the managers at head office who make the decisions.

Senior managers are concerned about the findings from the worker satisfaction survey as they hadn't realised there were any problems and were expecting more positive feedback from their employees.

They have asked you to look into the matter for them.



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Organisation chart activity

- Darren is the manager of a branch of a well known tool hire firm
- Anna is the assistant manager and she reports to Darren
- Anna delegates to the department managers - Jane, Tom and Omar
- Felicity, Matt and Ryan all report to Jane
- Rachel, Sally and Pete are accountable to Tom
- Omar is responsible for Jon, Mark, Sam and James

Draw the organisation chart for the tool hire firm.

1. Who has the largest span of control and how big is it?
2. How many layers are in this hierarchy?
3. Who does Tom delegate to?
4. Would you consider this to be a tall or flat structure?
5. Why?
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