Strand 3 Chapter 16 The rationale for planning (2 weeks)

Learning Outcomes

16.1 Outline the internal and external changes that organisations encounter through their lifetime.

16.2 Analyse the reasons for resistance to change in an organisation.

16.3 Identify the practices that promote innovation and entrepreneurial/intrapreneurial thinking.

16.4 Outline a range of approaches which may help to overcome resistance to change.

16.5 Outline what is meant by strategic planning and appreciate the importance of strategic planning as an ongoing process.

16.6 Describe the benefit of strategic planning for an organisation.

16.7 Explain the importance of planning for change and discuss how a force-field analysis* could support strategically planning for change in an organisation.

16.8 Explain what is meant by contingency planning in terms of crisis management in an organisation.

16.9 Discuss the factors that should be considered when developing a contingency plan.

Chapter Overview and Introduction

From the Specification (Pg of NCCA Doc):

"In the dynamic world of business, it is vital for organisations to be able to manage change and to plan for unforeseen circumstances. In this strand students learn about the importance of planning for change in an organisation, while also developing an understanding of the reasons that underpin resistance to change. The importance of contingency planning is also explored, and students will recognise the need for effective crisis management."

Chapter starts on page 286

Primer Questions

1. Can you think of examples where businesses have adjusted their business strategy?

Prompts:

- Retailers moving from physical stores to online sales (e.g. Brown Thomas **expanded its online retail operations significantly**, investing in **e-commerce, digital marketing, and virtual shopping services**, especially during the COVID-19 lockdowns.)
- Gyms and fitness brands offering online classes or apps.
- Airlines like Ryanair or Aer Lingus adjusting pricing and routes.

2. What factors do you think forced these changes?

Prompts:

- External shocks (e.g. COVID-19 lockdowns, Brexit, inflation, new regulations).
- New competitors entering the market (e.g. Shein challenging established fashion retailers).
- Technological advances (e.g. AI tools, e-commerce growth).

3. Why might employees be resistant to proposed changes?

Prompts:

- Fear of job loss or new technology replacing roles.
- Lack of clarity or communication from management.
- Comfort with current routines or scepticism about leadership decisions.

4. What are unexpected events businesses had to respond to? How did they adjust?

Prompts:

- Supply chain disruptions during global crises (e.g. shipping delays, fuel costs).
- Cybersecurity threats and data breaches.
- Environmental events like storms or energy shortages.

Hook for the chapter – content in chapter PowerPoint to go with each

Use the *Netflix video as the hook -> https://www.youtube.com/watch?v=9vO0tNmGR2k*
Worksheet -> https://backinbusinesshub.com/wp-content/uploads/2025/11/Ch16-Starter.pdf

Then introduce a worksheet linking recent strategic shifts for Netflix around the concept of planning for change. Encourage group discussion before written responses, this case naturally prompts debate around risk, innovation, and long-term planning.

Activity 1 – Strategic Shifts

Question:

Which of these shifts do you think is most important for Netflix's long-term success? Explain your answer.

Teacher Prompts:

- What does each shift achieve -> revenue, growth, new audiences, or innovation?

- Which shift will have the biggest long-term effect on how Netflix operates?
- What are the risks if Netflix doesn't pursue that change?

Suggested Responses:
- **Ad-supported tier:** Key for revenue diversification and growth in mature markets.
- **Password sharing crackdown:** Boosts short-term subscriber numbers but may affect goodwill.
- **Live events/sports:** A major diversification move; builds brand and viewer engagement.

Activity 2 – Factors Influencing Change

Question:

Identify some external factors that might have forced Netflix to make these changes.

Suggested Answers:
- **Increased competition** from major streaming rivals such as Disney+, Amazon Prime Video, Apple TV+, and new regional platforms.
- **Changing consumer behaviour** as customers look for flexible, lower-cost options and are willing to watch ads to save money.
- **Market saturation** in North America and Europe, leaving limited room for growth and pushing Netflix to expand into new regions like Asia.
- **Economic pressures and inflation** leading households to cut back on subscriptions, encouraging Netflix to offer cheaper plans.
- **Technological advances** in AI, data analytics, and streaming quality that push Netflix to keep improving its platform and advertising tools.

Teacher Prompts:
- What data might have shown management that change was necessary?
- How do investor expectations or cost pressures push a company to adjust its strategy?

Activity 3 – Analysing the Ad-Supported Tier

Question:

Imagine you are on the team in Netflix making the decision to push this new strategy. Identify three factors that might support or drive this decision for Netflix, and three that might hold Netflix back or make it more difficult to succeed.

Factors in Favour (Driving Forces)
1. Creates a new revenue stream from advertisers.
2. Attracts new customers in price-sensitive markets.
3. Builds long-term advertiser partnerships and data insights.

Factors Holding Netflix Back (Restraining Forces)
1. Risk of damaging its image as a premium ad-free platform.
2. Viewers may cancel higher-cost subscriptions and downgrade.
3. Technical and regulatory challenges in managing advertising content / types of advertising shown across global markets.

Teacher Guidance:

Encourage groups to:
- Debate risk versus reward -> link to the concept of *strategic planning as an ongoing process.*
- Identify where planning reduces uncertainty and helps manage resistance to change.
- Conclude whether they would **go ahead**, **delay**, or **modify** the strategy -> and why.

Suggested Debrief Points:
- Most students will see the ad-supported tier as a logical, necessary move for future profitability.
- Strong discussion often arises around **brand perception** and **competition**, encourage reference to other streaming platforms (e.g., Disney+, YouTube).

Useful business examples, stories, links, videos, resources…

Digital hub links – all the latest versions are posted to the hub:

PowerPoint

Class exams with solutions

Worksheet for the Introduction Hook

Kahoot / flashcards for formative assessment

Suggested solutions to workbook

Suggested solutions to sample paper questions

Key information for the chapter:

Strand 3 Chapter 16 The rationale for planning		2 weeks							
Learning Intention	Learning Outcome	Pg	Mins	Activity Book (HL Qs)	Activity Book (OL Qs)	HL 1	HL 2	OL 1	OL 2
the internal and external changes that impact on an organisation, how resistance to change can arise, and how to foster innovation and approach resistance to change.	16.1 Outline the internal and external changes that organisations encounter through their lifetime.	287-288	30	Q1	Q1				
	16.2 Analyse the reasons for resistance to change in an organisation.	289,	30	Q2	Q2	HL1 Q5 (d)			
	16.3 Identify the practices that promote innovation and entrepreneurial/intrapreneurial thinking.	290,	20		Q3				
	16.4 Outline a range of approaches which may help to overcome resistance to change.	291,	20	Q2	Q4		HL2 Q3 (b)		
the significance of strategic planning as an ongoing process in an organisation, how it supports leading and managing change in an organisation, and how a force field analysis can be used to support strategic decision-making.	16.5 Outline what is meant by strategic planning and appreciate the importance of strategic planning as an ongoing process.	292-294	40	Q3	Q5				
	16.6 Describe the benefit of strategic planning for an organisation.	295,	20	Q3	Q5				
	16.7 Explain the importance of planning for change and discuss how a force-field analysis* could support strategically planning for change in an organisation.	296-300	60	Q4			HL2 Q1 (d)	OL1 Q1 (c)	OL2 Q2 (e)
the importance of contingency planning for effective crisis management which may arise locally or nationally, and the need to consider a range of factors including cost, time and risk when developing a contingency plan.	16.8 Explain what is meant by contingency planning in terms of crisis management in an organisation.	301,	20	Q5	Q6				OL2 Q4 (e)
	16.9 Discuss the factors that should be considered when developing a contingency plan.	302,	20	Q6	Q6				OL2 Q4 (f)
	Total Time:	260	Hours:	4.3					

S3 Ch16 The rationale for planning (L.O. 16.1)

Learning Outcome	16.1 Outline the internal and external changes that organisations encounter through their lifetime.
Students Learn About	The internal and external changes that impact on an organisation, how resistance to change can arise, and how to foster innovation and approach resistance to change.
Sample Paper Q	None
Create other potential Qs	Outline 4 internal changes that an organisation can encounter.

Specification Language Decoded

Outline: Give the main points; restrict to essential points of information.

R&R activity

Pg 288	**Possible External Influences on Netflix**
	Competition
	Netflix faces intense competition from rivals such as Disney+, Amazon Prime, and Apple TV+. This forces it to invest heavily in original content and global expansion to hold market share.
	Changing Consumer Behaviour
	Viewers increasingly expect personalised recommendations, flexible pricing, and ad-supported options. Netflix has introduced cheaper ad-based subscriptions and interactive shows to meet these trends.
	Economic Conditions
	Rising costs of living and inflation have made households cancel or share subscriptions. Netflix has responded by tightening password-sharing policies and offering lower-cost plans.
	Technological Advancements
	Advances in streaming technology, mobile devices, and AI recommendations push Netflix to continuously upgrade its platform for speed, quality, and personalisation.
	Regulatory and Legal Pressures
	Governments in different regions now require investment in local content or stricter content controls (e.g. EU local content quotas), influencing what Netflix produces and how it operates globally.

Know	Understand	Be able to do
That organisations face many types of change over time both internal (e.g. leadership, structure, technology, workforce) and external (e.g. economic conditions, competition, legislation, consumer preferences).	That internal and external changes can create both challenges and opportunities, and that recognising these early helps businesses plan and adapt effectively through different stages of their lifecycle.	Outline internal and external changes that organisations encounter through their lifetime.

Opportunities to differentiate for this Learning Outcome

Support Strategies	Extension Opportunities

Provide a matching or sorting task with simple examples (e.g. "new CEO," "change in tax rate," "new competitor") and guide students to place each under *internal* or *external.*	Ask students to choose an Irish business and identify two internal and two external changes it has faced in recent years.

Note

S3 Ch16 The rationale for planning (L.O. 16.2)

Textbook Pages: 289

Activity Book: HL Q2 | OL Q2

Time Allocation: 30 minutes

Learning Outcome	16.2 Analyse the reasons for resistance to change in an organisation.
Students Learn About	The internal and external changes that impact on an organisation, how resistance to change can arise, and how to foster innovation and approach resistance to change.
Sample Paper Q	**HL1 Q5 (d)** Analyse four reasons for resistance to change in an organisation.
Create other potential Qs	

Specification Language Decoded

Analyse: Study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions

Know	Understand	Be able to do
That there are specific reasons employees or managers may resist organisational change (e.g. fear of job loss, fear of failure, lack of clear benefit, inertia).	That resistance is a natural response to uncertainty and can impact how smoothly change is implemented.	Analyse why employees and managers might resist change using the four main categories (fear of job loss, fear of failure, unclear benefits, inertia).

Opportunities to differentiate for this Learning Outcome

Support Strategies	Extension Opportunities
Use a **matching task** where students link each reason for resistance (e.g. fear of job loss, fear of failure) to a realistic workplace example. Afterwards, discuss which of these reasons could be addressed through better communication or training.	Students work in pairs to **analyse a case study** (e.g. Twitter's restructuring or Microsoft's cultural shift) and decide which reason for resistance was most significant.

Note

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S3 Ch16 The rationale for planning (L.O. 16.3)

Textbook Pages: 290

Activity Book: OL Q3

Time Allocation: 20 minutes

Learning Outcome	16.3 Identify the practices that promote innovation and entrepreneurial/intrapreneurial thinking.
Students Learn About	the internal and external changes that impact on an organisation, how resistance to change can arise, and how to foster innovation and approach resistance to change.
Sample Paper Q	None
Create other potential Qs	Identify two practices that encourage innovation within a business.

Specification Language Decoded

Identify: Recognise patterns, facts, or details; provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature.

Know	Understand	Be able to do
That there are specific workplace practices that encourage innovation and entrepreneurial thinking (e.g. leadership that encourages risk-taking, training and resources, teamwork and collaboration, recognition and rewards).	That innovation is more likely to occur in organisations where employees are supported and feel safe to take risks or suggest new ideas.	Identify the practices that promote innovation and entrepreneurial or intrapreneurial thinking in an organisation, potentially from case studies/stimulus provided.

Opportunities to differentiate for this Learning Outcome

Support Strategies	Extension Opportunities
Use a **visual organiser** such as a table or mind map with headings for "Practice / Description / Example." Students fill in examples from the textbook (e.g. Amazon, Moncler, Cisco) to reinforce how each practice supports innovation.	Students **analyse a short case** (e.g. Amazon's "Why Culture" or PepsiCo's cross-functional teams) and identify which practices were used to promote innovation and how effective they were.

Note

S3 Ch16 The rationale for planning (L.O. 16.4)

Textbook Pages: 291

Activity Book: HL Q2 | OL Q4

Time Allocation: 20 minutes

Learning Outcome	16.4 Outline a range of approaches which may help to overcome resistance to change.
Students Learn About	the internal and external changes that impact on an organisation, how resistance to change can arise, and how to foster innovation and approach resistance to change.
Sample Paper Q	**HL2 Q3 (b)** Outline two ways companies like JPMorgan Chase & Co can overcome resistance to change.
Create other potential Qs	Outline three approaches a manager could use to reduce employee resistance to change.

Specification Language Decoded

Outline: Give the main points; restrict to essential points of information.

Know	Understand	Be able to do
That there are a number of approaches businesses can use to help overcome employee resistance to change (e.g. leadership by example, open communication, training, empowerment, recognition, teamwork).	That overcoming resistance requires clear communication, support, and involvement of staff to reduce fear and increase motivation.	Outline a range of approaches that may help a business overcome resistance to change.

Opportunities to differentiate for this Learning Outcome

Support Strategies	Extension Opportunities
Use **scaffolded questioning** where students answer a set of short prompts such as "What can managers do to make employees feel more secure?", "How can training reduce fear of change?", and "Why is communication important here?" This helps them build short outline responses using complete sentences.	Students work in small groups to **design a mini 'Change Management Plan'** outlining 3–4 actions a business could take to overcome resistance in a real or hypothetical scenario (e.g. introducing new technology to their school).

Note

S3 Ch16 The rationale for planning (L.O. 16.5)

Learning Outcome	16.5 Outline what is meant by strategic planning and appreciate the importance of strategic planning as an ongoing process.
Students Learn About	the significance of strategic planning as an ongoing process in an organisation, how it supports leading and managing change in an organisation, and how a force field analysis can be used to support strategic decision-making.
Sample Paper Q	None
Create other potential Qs	Outline what is meant by strategic planning. Analyse two reasons why strategic planning should be treated as an ongoing process.

Specification Language Decoded

Outline: Give the main points; restrict to essential points of information. **Appreciate:** Recognise the meaning, value, or importance of or have a practical understanding of

R&R activity

Pg 294	**Suggested Answers / Helpful Info for Teachers**
	1. How did Adidas initially position itself in the global sportswear market?
	• Adidas originally focused on **high-performance athletic footwear** and apparel.
	• Positioned as a **technical sports brand** supporting elite athletes and sports teams (e.g. Olympics, football clubs).
	• Strategy was centred on **innovation in sports performance** (e.g. lightweight materials, running technology).
	• Target market: **athletes and serious sports consumers**, competing directly with Nike on performance rather than fashion.
	2. How has Adidas used collaborations and fashion partnerships to change its image?
	• In the 2000s and 2010s, Adidas expanded beyond sport into **fashion and lifestyle markets**.
	• Collaborated with designers and celebrities such as **Kanye West (Yeezy)**, **Pharrell Williams**, **Stella McCartney**, and brands like **Prada** and **Balenciaga**.
	• These collaborations helped reposition Adidas as a **cultural and lifestyle brand**, appealing to younger and more fashion-conscious audiences.
	• Partnerships boosted brand visibility and bridged **sports performance with streetwear and luxury fashion**.
	3. What new technologies (e.g. 3D-printed shoes) or sustainability efforts have been part of its recent strategy?
	• Adidas has invested heavily in **innovation and sustainability**:
	    ○ **3D-printed midsoles** (Futurecraft 4D) for custom performance.
	    ○ **Primegreen and Primeblue materials** made from recycled ocean plastics.
	    ○ **Move to circularity:** aims for all products to be made from recycled or renewable materials by **2030**.
	    ○ **Partnership with Parley for the Oceans** to produce sustainable footwear and apparel lines.
	• These initiatives reflect the shift from "performance" to **purpose-driven branding** — combining sustainability, ethics, and design.

4. Can you find an example of a recent shift or public statement about future strategy?

- Recently Adidas refocused on **core brand identity** and sustainability after ending the Yeezy partnership.
- Current focus includes:
    - Strengthening core sport categories (football, running, training).
    - Expanding **direct-to-consumer (D2C)** and **digital channels**.
    - Maintaining sustainability leadership as a **competitive advantage**.

Overall, Adidas's evolving strategic plan shows how businesses adapt long-term strategies to market shifts, brand perception, and sustainability goals.

Know	Understand	Be able to do
That strategic planning is the process of defining long-term goals and determining how an organisation will achieve them, often through mission statements, analysis tools (SWOT, STEEPLE), and goal-setting.	That strategic planning must be an ongoing process to stay relevant in a changing environment and to support flexibility, learning, and risk management.	Outline what is meant by strategic planning and explain why it is important for organisations to review and adapt their plans regularly.

Opportunities to differentiate for this Learning Outcome

Support Strategies	Extension Opportunities
To help students distinguish between **short-term (operational/tactical)** plans and **strategic (long-term)** plans that shape overall direction.	Students investigate current strategic plans or shifts in strategic plans for 3 Irish businesses.

Instructions for Teachers:

1. Display or distribute the list below.
2. Ask students to decide whether each is a **short-term plan** or a **strategic plan**.
3. Discuss why the strategic ones are long-term and ongoing, linking back to mission, analysis, goal-setting, and review.

E.g.

Business Plan or Decision Type (Short-Term / Strategic)

Ryanair	Introducing a new mobile app feature for easier booking	Short-term
Ryanair	Expanding its fleet to include more fuel-efficient aircraft by 2030	**Strategic**
IKEA	Launching a new seasonal product range	Short-term
IKEA	Achieving full circularity and 100% renewable materials by 2030	**Strategic**
Amazon	Hiring 500 temporary warehouse workers for Christmas	Short-term
Amazon	Investing €10 billion in AI-driven logistics and automation systems	**Strategic**
Apple	Offering a student discount promotion for iPads	Short-term

Apple	Transitioning all manufacturing to carbon-neutral suppliers by 2030	**Strategic**	
Adidas	Partnering with a new influencer for a campaign	Short-term	

Note

S3 Ch16 The rationale for planning (L.O. 16.6)

Textbook Pages: 295

Activity Book: HL Q3 | OL Q5

Time Allocation: 20 minutes

Learning Outcome	16.6 Describe the benefit of strategic planning for an organisation.
Students Learn About	the significance of strategic planning as an ongoing process in an organisation, how it supports leading and managing change in an organisation, and how a force field analysis can be used to support strategic decision-making.
Sample Paper Q	None
Create other potential Qs	

Specification Language Decoded

Describe: Give a detailed account of the main points of a topic using words, diagrams, examples and/or images where appropriate

Force-field analysis: A force-field analysis is an approach used to identify and analyse forces which drive and inhibit change. Forces can be both internal and external.

Know	Understand	Be able to do
That strategic planning provides several benefits to a business, including clarity of direction, improved decision-making, efficient use of resources, and competitive advantage.	That these benefits help businesses manage change effectively, align goals across departments, and adapt to new opportunities or risks.	Describe the benefits of strategic planning for an organisation using relevant business examples.

Opportunities to differentiate for this Learning Outcome

Support Strategies	Extension Opportunities
Use a **Think–Pair–Share** activity. Ask students to think of one benefit of strategic planning (e.g. improved resource use), pair up to share examples from known businesses, and then discuss as a class how these benefits contribute to long-term success.	Students research or discuss a chosen company (e.g. IKEA, Netflix, or Ryanair) and prepare a short written paragraph describing how strategic planning has helped that business achieve a clear goal or competitive advantage.

Note

S3 Ch16 The rationale for planning (L.O. 16.7)

Textbook Pages: 296-300

Activity Book: HL Q4

Time Allocation: 1 hour

Learning Outcome	16.7 Explain the importance of planning for change and discuss how a force-field analysis* could support strategically planning for change in an organisation.
Students Learn About	The significance of strategic planning as an ongoing process in an organisation, how it supports leading and managing change in an organisation, and how a force field analysis can be used to support strategic decision-making.
Sample Paper Q	**HL2 Q1 (d)** Use a Force Field Analysis to examine the potential effects of this decision on the business. **OL2 Q1 (c)** Using examples from the text, identify two driving forces and two restraining forces relating to the expansion of EverGlow Organics Ltd. **OL2 Q2 (e)** Indicate whether each of the following statements is a driving force or a restraining force: Moving to a hybrid working model … (1) may result in employees feeling isolated (2) may bring about a higher likelihood of confidentiality breaches (3) may lead to difficulty in monitoring employee productivity (4) would fulfil an element of the Corporate Wellness Programme
Create other potential Qs	Explain how a Force-Field Analysis can help managers make strategic decisions about change.

Specification Language Decoded

Explain: Give a detailed account including reasons or causes   **Discuss:** Offer a considered, balanced review that includes a range of arguments, factors or hypotheses and is supported by appropriate evidence   **Force-field analysis:** A force-field analysis is an approach used to identify and analyse forces which drive and inhibit change. Forces can be both internal and external.

Know	Understand	Be able to do
That planning for change helps businesses anticipate risks, reduce uncertainty, and align staff and resources before implementing new strategies.	That a Force-Field Analysis helps managers visualise and weigh up driving and restraining forces to make more informed strategic decisions.	Explain why planning for change is important and discuss how a Force-Field Analysis supports strategic decision-making by identifying and balancing these forces. Identify driving forces and restraining forces relating to examples or case studies.

Opportunities to differentiate for this Learning Outcome

Support Strategies	Extension Opportunities
Use a **guided example** based on *The Local Table Restaurant* case study from the textbook. Walk through the Force-Field Analysis step by step — defining the change, identifying driving and restraining forces, assigning scores, and interpreting the results. Students	Ask students to **apply Force-Field Analysis to a business scenario** e.g. a made-up strategic decision for one of the case studies from the front of the book.

| complete a partially filled template to reinforce each stage. | |

S3 Ch16 The rationale for planning (L.O. 16.8)

Textbook Pages: 301

Activity Book: HL Q5 | OL Q6

Time Allocation: 20 minutes

Learning Outcome	16.8 Explain what is meant by contingency planning in terms of crisis management in an organisation.
Students Learn About	the importance of contingency planning for effective crisis management which may arise locally or nationally, and the need to consider a range of factors including cost, time and risk when developing a contingency plan.
Sample Paper Q	**OL Q4 (e)** Explain the term contingency planning.
Create other potential Qs	Explain how contingency planning can help a business manage an unexpected crisis.

Specification Language Decoded

Explain: Give a detailed account including reasons or causes

Know	Understand	Be able to do
That a contingency plan is a backup plan designed to help a business respond to unexpected events locally or nationally or crises that could disrupt operations.	That effective contingency planning helps reduce panic, protect assets, maintain operations, and minimise financial or reputational damage.	Explain what contingency planning involves and describe how it supports crisis management within an organisation.

Opportunities to differentiate for this Learning Outcome

Support Strategies	Extension Opportunities

Note

S3 Ch16 The rationale for planning (L.O. 16.9)

Textbook Pages: 302

Activity Book: HL Q6 | OL Q6

Time Allocation: 20 minutes

Learning Outcome	16.9 Discuss the factors that should be considered when developing a contingency plan.
Students Learn About	the importance of contingency planning for effective crisis management which may arise locally or nationally, and the need to consider a range of factors including **cost, time and risk** when developing a contingency plan.
Sample Paper Q	**OL Q4 (f)** Discuss one factor that should be considered when developing a contingency plan.
Create other potential Qs	Discuss why cost and timing are important considerations in contingency planning.

Specification Language Decoded

Discuss: Offer a considered, balanced review that includes a range of arguments, factors or hypotheses and is supported by appropriate evidence

Know	Understand	Be able to do
That several factors must be considered when developing a contingency plan, including cost, timing, risk level, and communication.	That evaluating these factors helps ensure a contingency plan is realistic, cost-effective, and can be implemented quickly and clearly in a crisis.	Discuss the key factors (**cost, time and risk)** that influence how a contingency plan is developed and justify why each is important to crisis management.

Opportunities to differentiate for this Learning Outcome

Support Strategies	Extension Opportunities
Use **scaffolded questioning** to guide discussion: • *What is the cost of preparing vs. not preparing?* • *Which risks are most likely to occur?* • *How quickly must the plan be activated?* • *Who needs to be informed first in a crisis?* Students discuss in pairs, then summarise which factor they believe is most critical and why.	Students **evaluate a real or hypothetical crisis** (e.g. a data breach or product recall) and rank factors e.g. cost, timing, risk, communication or other factors in order of importance, explaining their reasoning to the class.

Note

Links to cross-cutting themes:

Entrepreneurial Thinking:	(LO 16.2 & 16.3) Promotes flexibility, innovation, and problem-solving by encouraging businesses to identify barriers to change and develop practices that foster creativity and intrapreneurial thinking. (LO 16.5 & 16.7) Highlights strategic and change planning as forward-thinking processes that support opportunity recognition and calculated risk-taking in dynamic environments.
Ethics and Sustainability:	(LO 16.2 & 16.4) Emphasises fair, transparent, and ethical approaches to managing change and overcoming resistance, ensuring employees are treated with respect throughout transformation. (LO 16.5 & 16.9) Connects long-term planning to sustainable business practice, showing how resource allocation, cost control, and responsible contingency planning support environmental and social responsibility.
Digital Transformation:	(LO 16.1 & 16.7) Illustrates how technological change acts as both a driving and restraining force within organisations and how digital tools can support force-field analysis and strategic decision-making. (LO 16.8) Shows how contingency planning increasingly includes digital risk management such as cybersecurity, data protection, and system resilience.
Business and Financial Literacy:	(LO 16.5 & 16.6) Reinforces the financial importance of strategic planning for efficient resource use, long-term stability, and improved decision-making. (LO 16.8 & 16.9) Demonstrates how cost, timing, and risk assessment underpin contingency planning, helping students link financial reasoning to effective crisis management.

Assessments

Formative	Summative	AAC (Investigative Study)
• Think–Pair–Share activities • Group roleplays and discussions • Matching / fill-in-the-blanks tasks • In-class Kahoots or Blooklets	• Written class exam • End-of-chapter quiz	

What examples/resources have we used before that we can adapt for this chapter?

E.g. Think-Pair-Share, Roleplays, Debates, Inquiry tasks, Digital tools

Think-Pair-Share	
Roleplays / Simulations	
Inquiry Tasks	
Debates	
Digital Tools	

Teacher and Department Review

1. Teaching and Learning Effectiveness	2. Differentiation and Inclusion
How effectively did students engage with the analytical and applied aspects of change management (e.g. Force-Field Analysis, contingency planning)? Did the mix of examples and activities help students understand the link between strategic planning and organisational success?	Were the scaffolds and supports (e.g. visual organisers, guided examples) sufficient to help all learners access the higher-order outcomes? How well did extension activities challenge higher-ability students to think critically about innovation and risk management?
3. Resource Use and Gaps	**4. Connections and Continuity**
Were the existing textbook and Activity Book resources adequate for reinforcing key planning concepts? What additional visual or digital materials could be developed to improve understanding of strategic and contingency planning?	Did students clearly recognise how planning links to leadership, communication, and adaptability covered in previous chapters? How could this chapter's content on risk and planning be revisited or built upon in future lessons or Investigative Study work?