

Madame Tussauds
LONDON



BUSINESS STUDIES



TEACHER'S GUIDE



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INTRODUCTION

Madame Tussauds' unrivalled craftsmanship, multi-sensory experiences and captivating storytelling is the only place in the world where pupils can stand alongside extraordinary, famous people in the centre of iconic moments. Place your pupils at the heart of the action to step inside the world of wax and beyond.

The Madame Tussauds Business Studies teaching resources have been created in collaboration with teaching professionals to allow teachers and students to review Madame Tussauds as a business and allow them to both contextualise and apply their knowledge of the subject. It offers relevant and stimulating exercises that support key areas of the Business Studies curriculum, bringing the subject to life in novel and exciting ways.

Face to Face with Marie Tussaud

The wax and design techniques you see on the figures today have a long standing history that you may not expect. It may be useful to give pupils a copy of the timeline to help set the historical context of the attraction.

1761

WHERE IT
BEGAN

Marie Grosholtz (later to become Madame Tussaud) was born in 1761 France, where her mother took a job as a housekeeper for the successful wax sculptor Dr Curtius. It was here that Marie learnt the art of wax sculpting from an early age. Demonstrating a natural flair for sculpture, Marie was soon sculpting her own figures of prominent people of the era.

1767

FIRST OF
ITS KIND

In 1767 Marie moved with her mother and Philippe Curtius to Paris where Curtius opened his first exhibition. At a time when visual media such as cinema and TV did not exist, people flocked to the exhibition to see for themselves what the famous people of the time looked like.

1780-87

ROYAL
ATTENTION

Marie's skills came to the attention of Louis XVI's sister and Marie was invited to live and work in the Palace of Versailles. Marie spent nine years at court and whilst there created figures of royalty such as Louis XVI and his family.



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1794

DEATH MASKS &
IMPRISONMENT

After moving back to Paris, the French Revolution erupted and Marie was asked to make death masks of the prominent figures who were executed, including Louis XVI and his wife Marie Antoinette. Marie herself was imprisoned by the revolutionists, but narrowly escaped the fate of the guillotine! In 1794 Curtius died and Marie inherited the attraction.

1822

LOST
AT SEA

The attraction struggled in the economic decline following the revolution and Marie decided to take the wax figures to England where it was a great success. Marie and her husband, Francois Tussaud, toured the British Isles for years. In 1822, the ship carrying the figures was wrecked on a crossing to Ireland, but fortunately some of the figures were saved.

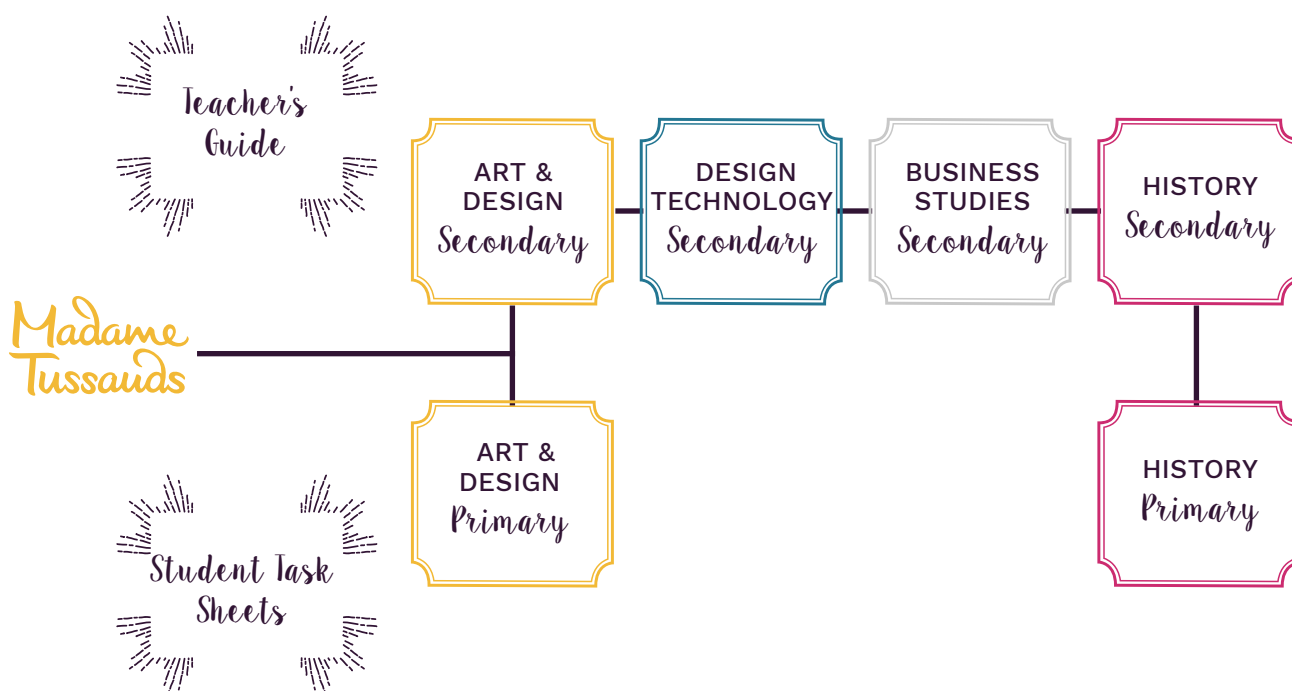
1850

SETTLED
AT LAST

At the age of 74, Marie Tussaud decided to settle the attraction permanently at the Baker Street Bazaar, very close to the present site. Marie continued to work at the attraction until her death in 1850. Her sons and grandsons continued the business and in 1884 decided to move the attraction to its present site and the Madame Tussauds we know today.

At a Glance

The Business Studies resource pack includes this Teacher's Guide and supporting Student Task sheets. There are also a number of other materials available from Madame Tussauds:





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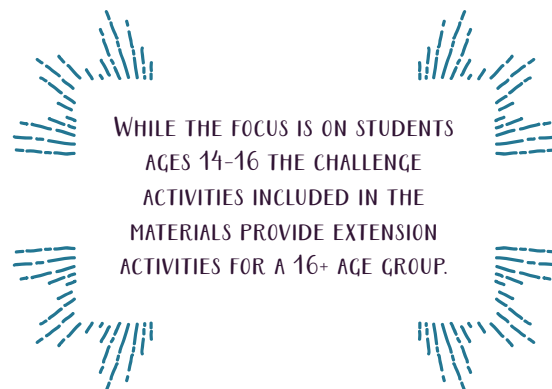


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Using the resources

This document, along with the Student Task Sheets are designed to support the delivery of learning activities and can be used flexibly so that you can select the topics and exercises that suit your pupils' needs best. The learning activities have been designed as a comprehensive set, however they can be used or adapted at the teacher's discretion.

The materials take the following structure so as to provide stimulating work to complete before, during and after a visit to the attraction:



1. BEFORE

Forms the introduction to the lesson and provides students with the background and context required to continue with during and after the activities.

2. DURING

Allows pupils to engage and interact with the relevant areas of Madame Tussauds, collecting additional information to support progression to activities on return to the classroom.

3. AFTER

Aims to consolidate and build on the learning from the previous activities to provide a conclusive round up.

4. MORE FUN AT HOME

These activities are optional but provide activities pupils may undertake outside of the classroom to further their interest and exploration of an area of study.



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Curriculum links

Key Stage	Curriculum Links
KS4	<ul style="list-style-type: none"> • Business activity • Influences on business • Business operations • Finance • Marketing • Human resources • Use of business terminology • Application of business concepts to familiar and unfamiliar contexts. • Development of problem solving and decision making skills relevant to business. • Investigate, analyse and evaluate business opportunities and issues • Make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation and the application of appropriate quantitative skills. Calculations will include: <ul style="list-style-type: none"> • Percentages and percentage changes • Averages • Revenue, costs and profit • Gross profit margin and net profit margin ratios • Average rate of return • Cash flow forecasts • Interpretation and the use of quantitative data in a business context to support, inform and justify business decisions will include: <ul style="list-style-type: none"> • Information from graphs and charts • Profitability ratios • Financial data • Marketing data, including market research data • Market data, including market share, changes to costs and changes in prices.
KS5	<ul style="list-style-type: none"> • Business objectives and strategy • Marketing • People in Organisations • Accounting and Finance – ability to use and analyse financial data, calculate and understand ratios. • Operations management • Calculate, use and understand ratios, averages and fractions. • Calculate, use and understand percentages and percentage changes. • Construct and interpret a range of standard graphical forms. • Interpret index numbers • Calculate cost, revenue, profit and break-even • Calculate investment appraisal outcomes and interpret results. • Interpret values of price and income elasticity of demand. • Use and interpret quantitative and non-quantitative information in order to make decisions. • Interpret, apply and analyse information in written, graphical and numerical forms.



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Learning Objectives

Outlined in the table below is a summary of the learning objectives and details of any additional resources that may be required.

Activity	Topic Name	Learning Objectives	Resources Required
Before	Entrepreneurs	<ul style="list-style-type: none"> To understand what is meant by the term 'entrepreneur'. To assess the qualities and characteristics of an entrepreneur. 	<ul style="list-style-type: none"> Student Task Sheets 1-3
	Business Culture, Objectives and Strategy	<ul style="list-style-type: none"> To understand what is meant by aims and objectives. To understand the importance of business strategy to business growth. 	<ul style="list-style-type: none"> Student Task Sheets 4-5
During	Research	<ul style="list-style-type: none"> To observe the business operations/management operations of Madame Tussauds on a daily basis. To analyse the experiences of the students' visit to Madame Tussauds. 	<ul style="list-style-type: none"> Student Task Sheets 6-7
	Marketing Segmentation	<ul style="list-style-type: none"> To understand the importance of market segmentation and how businesses use the technique. To understand how market segmentation can be used to develop future products and services. 	<ul style="list-style-type: none"> Student Task Sheets 8-10
After	Branding	<ul style="list-style-type: none"> To understand the importance of branding within a business. To understand the reasoning behind creating a new brand. To understand how branding aimed at a particular target group can be extremely successful. 	<ul style="list-style-type: none"> Student Task Sheet 11
	Customer Service	<ul style="list-style-type: none"> To understand the elements and importance of customer service. To understand how customer satisfaction can be measured. To understand how good customer service may impact upon an organisation. 	<ul style="list-style-type: none"> Student Task Sheets 12-15
	Recruitment and selection	<ul style="list-style-type: none"> To understand the importance of human resources to an organisation. To be able to understand the processes involved when applying for a vacancy and how applicants may strive to differentiate themselves when applying for a vacancy. 	<ul style="list-style-type: none"> Student Task Sheet 16
	Financial Data	<ul style="list-style-type: none"> To allow students to review the financial data of an organisation and to draw conclusions based upon their previous knowledge. To be able to review the Balance Sheet presented by Merlin Entertainments and to apply their knowledge to when analysing Merlin Entertainment's current financial position. 	<ul style="list-style-type: none"> Student Task Sheets 17-18



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PLANNING A VISIT

We would like to provide you with all the information you need to ensure you and your **Very Important Pupils – VIPs** – have a memorable and inspiring experience!

All the information you need can be found at: **madametussauds.com/education**

This includes:

- Risk Assessment
- FAQ
- Booking form

Madame Tussauds welcomes all visitors, if you have any concerns about pupils with SEN or require any further information please do not hesitate to contact **0871 222 0177***

Alternatively, send us an email to
SchoolTrips@madame-tussauds.com

*CALLS TO THIS
NUMBER COST 13P
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ACCESS CHARGE



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BEFORE YOUR VISIT

Activity 1 – Entrepreneurs (Worksheet 1-2)

This activity introduces the idea that an entrepreneur is an individual who is prepared to take the risk to open a business. They normally have an idea for a business and will risk time and money to see if their idea can be successful. Anyone who opens a business can be considered as an entrepreneur. Marie Tussaud was one such person.

A summary of the key historical context is included in the appendix of these notes and can be provided to students as a separate stimulus sheet.

Viewing entrepreneurship within the context outlined in the stimulus sheet, the questions and activities encourages students to attribute similarities between: Marie Tussauds, Beyoncé and Alfie Deyes who have all set up and run their own businesses. All three are entrepreneurs.

Students should also discuss their ideas about entrepreneurship and write down their definition of an entrepreneur.

The internet research task gives students opportunity to research Marie Tussaud and Beyoncé or Alfie Deyes.

Challenge Task

Students should use their research to define the qualities and characteristics of an entrepreneur. They should be able to contextualise their answers using the research they have carried out.





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BEFORE YOUR VISIT

Activity 2 – Business Culture, Objectives and Strategy (Worksheet 4)

Read through the Merlin Entertainments' Mission, Vision and Strategy statements. Students should discuss and note down the differences between a mission and vision statement. The activity and supporting text (as outlined below) provides students with a real-world case study of Merlin Entertainments:

Madame Tussauds was taken over by Merlin Entertainments in 2007. It has now become part of the Merlin Entertainments family of attractions.

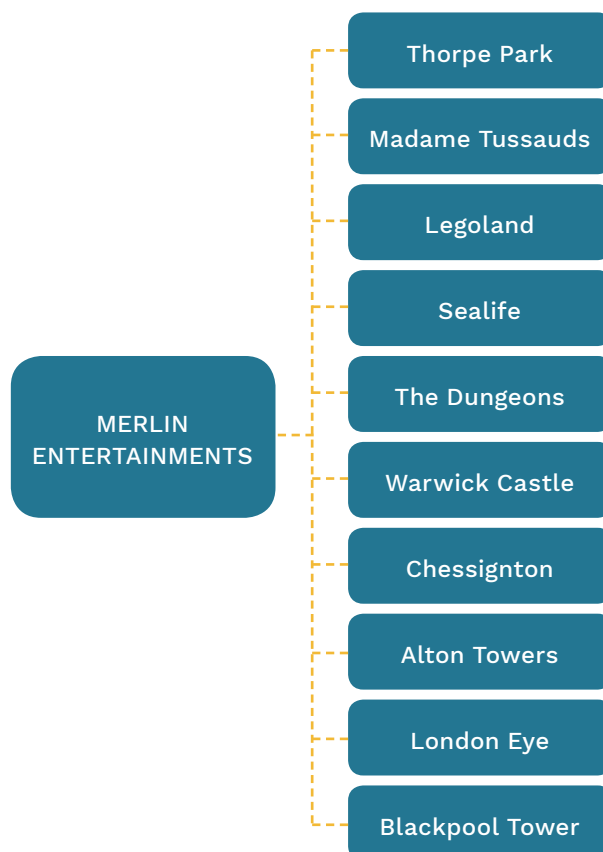
COMPANY CULTURE – “The Merlin Way”

Our culture is simply “The Merlin Way” - which encapsulates our vision, values and competencies. It is at the heart of what we do. It captures what a Merlin person is about and helps to shape how we will continue to achieve business growth and our objectives for the future. The Merlin Way represents our company's DNA:

- We love what we do
- We care
- We are innovative and fast moving
- We do what we say
- We make every £, \$, €, ¥... count
-and we make it FUN!

By applying The Merlin Way to all that we do, we achieve our overall aim – to deliver high quality memorable experiences to customers around the globe.

Merlin Entertainments is the largest entertainments company operating in Europe. Merlin runs over 100 attractions in 22 countries across four continents. It is their aim to deliver unique, memorable experiences to millions of visitors across their growing estate.



OUR PASSION

We are first and foremost an entertainment company. Our passion is putting smiles (or screams) on people's faces and giving our customers memorable experiences. Through creativity and a relentless drive for excellence we aim to immerse our visitors in our brands, constantly delighting them and enriching their understanding through fun learning. In simple terms, we love what we do!

OUR VISION

Our vision is to become the worldwide leader in branded, location-based, family entertainment.

OUR STRATEGY

Our strategy is to create a high growth, high return, family Entertainment Company based on strong brands and a portfolio that is naturally balanced against the impact of external factors.

Challenge Task

Students should discuss and write about the importance of a business strategy and how this links to business growth, using the Madame Tussauds Strategy Statement and other information to show their understanding of these concepts. Students can use this statement to research the importance of strategic planning and to suggest a method/product/service that Madame Tussauds could provide in order to grow and increase its revenue.



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DURING YOUR VISIT

Activity 1 – Research (Worksheet 6-7)

This worksheet is designed to form a basis for students' note taking as they visit Madame Tussauds. Having analysed specific topics of Madame Tussauds operations, this will now provide an opportunity for students to see how all of the component parts of Madame Tussauds fit together in order to create a positive experience for visitors.

Questions (1-5) act to ensure that students collect general information about Madame Tussauds and the staff they are likely to meet during their visit. This can be revisited when students are back in the classroom and can be analysed in terms of customer service and satisfaction.

Questions based upon **Behind the scenes** (6) act to ensure that students are aware of the decisions and the processes involved in the manufacture of a wax figure. This information can be used to discuss how the manufacturing processes used within Madame Tussauds may be compared to another organisation such as the manufacture of clothing or food. Students could analyse these processes in terms of job, batch or flow production. An additional question that can be asked during the analysis of this information is: how labour intensive is the manufacture of a wax figure?

Questions (7-9) link to the 'Customer Service at Madame Tussauds' questions students will cover after their visit. These questions will allow students to make informed answers from their experience of Madame Tussauds. The students can then analyse their feedback as a group and interpret the data that is produced.

Activity 2 & 3 – Marketing Segmentation (Worksheet 8-9)

Madame Tussauds attracts thousands of visitors each year. In order to cater fully for their needs Madame Tussauds has to make sure that it meets their expectations.

- If a business can identify particular groups of visitors who all have the same or similar needs it can focus its activities on catering to them as a group or segment. By doing this, a business can gain a better understanding of its customers.
- By segmenting its market and in this case its visitors, Madame Tussauds will also find it easier to manage its promotional activities. Each of its activities can be specifically targeted to a particular segment.
- By segmenting its customers Madame Tussauds can differentiate its products and services and can also charge different prices to different groups. Examples of this maybe different ticket prices to families, children or even offering passes to people who plan on coming more than once.

Using the diagram and information from their visit to Madame Tussauds, students should complete the table to show how Madame Tussauds meets the needs of these customers.

Challenge Task

Students should be able to develop new products or services that meet the needs of each of the four groups: overseas visitors, schools, corporate guests and families. They should ensure that their ideas are realistic.

Students can work to identify which of the target markets would be interested in the different areas and displays of Madame Tussauds.



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AFTER YOUR VISIT

Activity 1 – Branding (Worksheet 11)

A brand name is a name given to a product or service to differentiate it from other products provided from the same business and also from the business' competitors. Within Madame Tussauds some of the major attractions are branded so they can be easily identified by visitors. Madame Tussauds can also use these brand names in their promotional activities. Businesses spend much time and resource promoting their brands. The more the brand is promoted more well-known it becomes.

Using their research, students can identify Madame Tussauds' brand names, give descriptions of the activities and give suggestions as to which target group would be most interested in the attraction.

Students should develop their own attraction, complete with new brand name and logo. Students should be able to give well thought out reasons as to why they are developing the brand name and explain to which group it should be targeted.

Activity 2 – Customer Service (Worksheet 12-13)

The importance of customer service cannot be underestimated by any business especially one in the entertainment industry. Madame Tussauds aims to make sure that every visitor has a positive and enjoyable experience.

It can only do this by meeting the current needs of its visitors and anticipating their future wants and desires. There are many ways that this can be done.

One method of gauging the satisfaction of visitors during their visit is to ask them directly about their experience. Before leaving Madame Tussauds visitors are encouraged to use the KPI machine and to write about their experiences.

- a) Visitors can write about what they experienced and can leave both positive and negative comments.
- b) If a negative comment is left and the visitor has included their personal details then Madame Tussauds will send an email of apology which also includes a statement saying that they will take notice of the comments made.
- c) The visitor's comments will be responded to within working 5 days. There is a customer service section within Madame Tussauds that will address the comments made. Visitors can also ring a call centre which operates seven days a week.



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AFTER YOUR VISIT

What is done with the information collected?

Positive Information	Negative Information
If the information is positive about the visitor's experience and mentions a particular employee, the information will be passed on to the Line Manager of the employee.	If the information about the visitor's experience is negative and provided enough information has been given Madame Tussauds will investigate what has happened.
The employee in question will be rewarded with vouchers or by some other means in order to show Madame Tussauds appreciation of the employee's efforts.	The investigation may include reviewing footage of what happened within the attraction. Madame Tussauds is covered by a CCTV system which is primarily used for the safety and security of its visitors. It is also used in this situation to watch what happened and to decide how to avoid a repeat of the situation in the future.

Students should discuss and work through the worksheet. Students should identify that some elements of good customer service come from the individual employees themselves. If each employee is motivated to work as hard as they can, as they look after their individual attractions, the visitors will enjoy a good experience.

Activity 3 – Customer Service (Worksheet 14-15)

Students will review the employee guidelines and work through the given scenarios. They could then read out their answers or use these as a basis for a role-play, acting out the scenarios. You may wish for the other students to watch the role-plays and give constructive criticism as how a situation could be improved if a customer is still not happy with a given outcome.

Students will also read through the excerpt written by a visitor. They should write a suitable reply. They should justify why they have written it in the way that they have. The students need to understand that since a customer was troubled enough to write a comment they do deserve a reply. Although the customer is not angry the attraction did not live up to their expectations. It is up to them to see how they can remedy the situation. Students can discuss what can be done to help turn this disgruntled customer's experience into a positive one even though they have now left?

Activity 4 – Recruitment and selection (Worksheet 16)

Students will find it helpful to use the following website link and explore the Merlin Careers website www.merlincareers.com

Students will review the Careers website and look at the number of roles and positions available. They should discuss the importance of staff to Madame Tussauds, even though many of them will never meet a customer.

The students will now apply for a Front of House Position: actor/actress. Encourage the students to write/update their CVs and to write a covering letter that will be as realistic as possible.

The students should review their achievements and hobbies and see how closely they align with getting this position. Is there any other vacancy available at Madame Tussauds that they could apply for?



Activity 4 – Financial Data (Worksheet 17)

Merlin Entertainments, the parent group of Madame Tussauds makes available a large amount of information on its **Investor Relations** pages:

The information includes:

- Results and presentations
- Key financial data
 - Income statement
 - Balance sheet
 - Cash flow
- Shareholder information
- Strategy

Using the information presented by Merlin Entertainments students should be able to calculate the following:

1. Income Statement:

- Reviewing simple trends in Revenue – growth or decrease.
- Reviewing simple trends in Operating Profit – growth or decrease.

2. Balance Sheet:

- Information is provided such that students can use the most up-to-date information to complete a review of the Merlin Entertainments Balance Sheet.



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MORE FUN AT HOME

Students should apply their learning from previous activities to apply their brand concepts to the design of a webpage. Their language should reflect their earlier considerations of why visitors should make a trip to their attraction.

Advise pupils to look at the existing Madame Tussauds website www.madametussauds.co.uk to help.



We'd love to hear what you think about your experience and how we can make it even better for schools, please take a few moments to answer our survey at madametussauds.com/teacherfeedback





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APPENDIX

Activity 1 – Entrepreneurs

Marie Tussaud first opened her business over 200 years ago in 1770s Paris. By the age of 17, she became art tutor to King Louis XVI's sister at the Palace of Versailles. During the French Revolution (1789-1790s), she was forced to prove her allegiance to the nobles by making death masks of the executed aristocrats.

Marie Tussaud came to Britain in the early 19th century alongside a travelling attraction of revolutionary relics and effigies of public heroes and rogues.

This was a time before the wide circulation of newspapers and certainly before the existence of the internet or social media. Marie Tussaud's attraction was viewed as a 'travelling newspaper', providing insight into global events and allowing ordinary people to view the people in the headlines face to face.

In the 20th century, Madame Tussauds role began to change. Due to the global circulation of newspapers, television and cinema and increased improvements in public literacy, information about current events became more easily accessible. In order to survive, Madame Tussauds diversified into new area and became more of a commentary on the popular celebrity whilst still retaining its role of a tourist attraction.



Madame
Tussaud