

# DVD worksheets

## How to use the *Business Advantage* DVD

The *Business Advantage* DVD at the back of the Student's Book is designed to provide you and your students with authentic content from the world of business that supports learning and provides fresh perspectives on the themes of the units in the course.

There are seven documentary sequences on the DVD and they are intended to be used after every two units of the Student's Book. You can use the DVD in class or students can watch the films in their own free time.

On the following pages there are photocopiable Worksheets written by Jeremy Day to go with the seven sequences. The Worksheets provide a variety of pre-viewing, comprehension, vocabulary development and discussion activities. They can be used in class or you can give them to students to use in their own free time. There are also comprehensive Teacher's notes to accompany each Worksheet, which include useful background information, teaching tips and answers to the exercises.

The Video scripts are on the website ([www.cambridge.org/elt/businessadvantage](http://www.cambridge.org/elt/businessadvantage)). They can be photocopied for use in class or by students working on their own.

## The format of each film

Each film takes a case-study approach and focuses on a real company with interviews with key decision-makers and employees of the organisation.

The films are divided into short sections to give students the opportunity to pause and reflect on what they have seen.

At the end of each film there is also a brief discussion with students from the Cambridge Judge Business School about some of the key points focused on in the case study.

## The role of Cambridge Judge Business School

The students who you will see speaking at the end of each case study are all MBA students from the Cambridge Judge Business School. They come from a wide range of business and national backgrounds and their discussions will help students see the perspectives of people from different cultural backgrounds and, in turn, this will help stimulate further discussion among your students.

## Acknowledgements

Worksheet 1: MyFC logo thanks to Peter Langton and Chris Lathey, MyFootballClub ©

Worksheet 3: Turners logo thanks to Sara Garvey and Paul Day, Turners (Soham) LTD. ©

Worksheet 4: flow chart thanks to Jeremy Day

## DVD contents

Student's Book	Section title	DVD title	Information on the organisation	Sections on the DVD
Units 1 and 2	Business environment	Ebbsfleet United – MyFootballClub [8.45]	Ebbsfleet United are a professional football club who are owned and democratically run by a group of members participating through the MyFootballClub website.	Background to the project [0.06] How the project has worked out [1:46] Decision-making at the club [2.19] Budgeting [3.07] The constitution of the club [3.37] Communication at the club [5.02] The staff and volunteers [5.40] The finances [6.29] Comments from students of Cambridge Judge Business School [7.10]
Units 3 and 4	Managing people	Graduate recruitment and development at Sony [8.25]	Sony is the fifth largest media conglomerate in the world and is one of the leading manufacturers of electronics.  The European Graduate Programme is a two year programme which combines business experience, training modules, mentoring and social entrepreneurship.	Sony's European Graduate Programme [0.06] Who the graduates are [0.54] Attracting graduates to the programme [1.26] The training modules [2.41] Mentoring [3.11] Graduate development [4.24] Retaining the graduates after the programme [6.20] Comments from students of Cambridge Judge Business School [7.40]
Units 5 and 6	Managing cultures	Turners (Soham) Ltd.: Organisation and structure [9.12]	Turners is a distribution company that has grown from a family business with two trucks to a highly diversified organisation with an annual turnover of £210 million.	The history and the development of the company [0.06] Financial growth and investment [2.35] How Turners is organised [4.01] Financial reporting [6.04] Decision-making at Turners [6.57] Comments from students of Cambridge Judge Business School [8.00]
Units 7 and 8	Managing operations	Supply-chain management at Turners (Soham) Ltd. [8.56]	In this section, employees of Turners talk about the logistic challenges the company faces on a day-to-day basis.	On the road and in the operations room [0.06] Preparing the orders [2.17] Optimising the load fills [4.14] The challenge of working in logistics [6.07] Comments from students of Cambridge Judge Business School [7.59]
Units 9 and 10	Marketing	Integrated marketing with Kiss Communications [6.47]	Kiss Communications is an integrated marketing company which was voted as one of the top three image makers in the UK. They work with a number of different clients including several blue-chip organisations.	What Kiss offers its clients [0.06] The impact of the Internet on business and marketing [1.37] Changes in the marketing mix [3.33] Mistakes that companies sometimes make [4.14] Comments from students of Cambridge Judge Business School [5.49]
Units 11 and 12	Accounting and finance	Angel investment with Cambridge Angels [7.20]	The Cambridge Angels are a group of high-net-worth investors who have proven experience as successful entrepreneurs in technology and bio-technology. Members invest in and mentor high quality start-up and early-stage companies in these sectors.	History of Cambridge Angels [0.06] Companies looking for investment [1.25] Advice to pitchers [3.35] Comments from students of Cambridge Judge Business School [6.03]
Units 13 and 14	Strategies and decision-making	Cambridge Judge Business School: Learning and the Workplace [5.36]	The Cambridge MBA at the Cambridge Judge Business School is a 12-month general management programme, it is ranked as one of the best in the world. There is a special emphasis on practical business experience through real-life consulting projects with international businesses.	The MBA course at the Cambridge Judge Business School [0.06] The benefits of the course [1.08] The importance of team building in management [1.52] Honesty and integrity in business [2.25] The importance of understanding others [3.17] The hard and soft side of management [4.12] Comments from students of Cambridge Judge Business School [4.51]

# Ebbsfleet United – MyFootballClub

## Discuss

- 1 Ebbsfleet United is a football club with an unusual business model. Before you watch, discuss what you know or can guess about the business of running a football club. Think about the following factors:
- costs and expenses    • sources of income
  - profitability    • decision-making

## Part 1 (0.06–2.18): Background to the project; How the project has worked out

- 2 Watch part 1 of an interview with Peter Langton, the Club Director (0.00 –2.18). Answer these questions.

- 1 What was the vision behind MyFootballClub?
- 2 Where did the money come from? Where did it go?
- 3 What has gone well for the club? What problems has the club had?

- 3 Check the meaning of the words in bold. Then watch part 1 again. Are the statements true or false?

- 1 Will Brookes believed that a billionaire owner could **run** a club better than a group of **fans**.
- 2 The **sponsorship** money to set up the MyFootballClub website came from Electronic Arts, a video games company.
- 3 Many people **expressed an interest** but only about 1/3 of them invested in the club.
- 4 The members spent **the bulk of** the **subscription** money on buying the club.
- 5 The club has around 10,000 members now.
- 6 Many members left the club because the costs were too high.

## Part 2 (2.19–5.01): Decision-making at the club; Budgeting; The constitution of the club

- 4 Watch part 2. In what order does Peter mention these examples of decision-making at the club? Write a number (1–7).

budget		catering policies	
policing and stewarding		projects for youth education	
ticket prices	1	signing new players	
concessions (e.g. for under-11s)			

- 5 Complete these statements about decision-making at the club. Write *board, manager, staff* or *members* in each space. Then watch part 2 again to check.

- 1 The *members* discuss their ideas on the club's internet forum. The \_\_\_\_\_ then put together a

proposal. The \_\_\_\_\_ vote on the proposal. The \_\_\_\_\_ and \_\_\_\_\_ add their comments in order to reach a collective decision.

- 2 The \_\_\_\_\_ puts together the budget. The \_\_\_\_\_ then ratify the budget or suggest changes to it. The \_\_\_\_\_ should stick to the playing budget, but can ask the \_\_\_\_\_ for more money (e.g. to bring in a loan player).
- 3 The \_\_\_\_\_ elect the Chairman and \_\_\_\_\_ for one year. The \_\_\_\_\_ is involved as much as possible on a day-to-day basis. The \_\_\_\_\_ also have a say in decision-making.

## Part 3 (5.02–7.09): Communication at the club; The staff and volunteers; The finances

- 6 Discuss these questions in pairs. Then watch part 3 of the interview and check your answers.

- 1 How do you think the members, managers and Board of Directors communicate with each other?
- 2 How many paid members of staff do you think the club employs?
- 3 What are some of the problems connected with using volunteers to work at the club?
- 4 Do you think Ebbsfleet runs at a loss, breaks even or turns a small profit?



## Part 4 (7.10–8.45): Comments from students of Cambridge Judge Business School – What do you think of the MyFootballClub model?

- 7 Discuss this question in groups. Think about the advantages and disadvantages of the way Ebbsfleet United works, and any similarities and differences with other types of business. Then watch the Judge students discussing the same question to compare their answers with your ideas.

## DVD worksheet 1: Business environment

# Ebbsfleet United – MyFootballClub

### Background reading

Before you teach this lesson, it is a good idea to have a look at the MyFootballClub website ([www.myfootballclub.co.uk](http://www.myfootballclub.co.uk)) to familiarise yourself with the way the club works.

- 1 Students discuss the question in small groups. Encourage them to think not just in terms of well-known football clubs, but also smaller local clubs. After a few minutes, open up the discussion to include the whole class. You could use this feedback to teach / elicit some vocabulary that comes up in the video (underlined in the answers below).

### Suggested answers

- Costs and expenses: Transfer fees (= buying players from other clubs); wages for players, manager (= coach / trainer) and other staff (e.g. groundsman); kit (= clothes), training equipment, maintenance and improvements to the ground (= the football pitch plus stands); catering (= food and drink), policing costs, stewarding (= making sure fans are in the right place); marketing costs, administrative costs; rent, electricity, services, etc.
- Income: ticket prices, sponsorship, subscriptions (= membership fees), TV rights, advertising (e.g. banners in the stadium), etc.
- Profitability: Can be very high for some clubs, but most clubs make a loss.
- Decision-making: Decisions connected with buying and selling players, team selection, match strategy, training, etc., made by Manager (= coach / trainer), possibly with input from other managers or directors. Decisions related to the business made by Chairman and Board of Directors.

- 2 Go through the questions with the class. Students predict some possible answers for each question. Then play the first clip. Students discuss their answers in pairs before feeding back to the class.

### Answers

- 1 MyFootballclub is a website, where a group of fans came together to buy and run a real football club, Ebbsfleet United.
- 2 The initial money for the website came from sponsorship. The members then paid £35 each. The money went on setting up the website, buying the club, running the society and other costs (e.g. improvements, buying training equipment, new kit, etc.).
- 3 The club won the FA Trophy. It lost a lot of members after the first year.

### Background notes

- **Roman Abramovich** is a Russian billionaire businessman, who bought Chelsea FC in 2003.
- **Electronic Arts** is a leading producer of video games, including many under the EA Sports brand.
- If you **put your money where your mouth is**, you back up your positive opinion of something by investing in it.
- A **new kit deal** refers to a deal (= an agreement) with a sponsor to pay for new kit (= the clothes players wear on and off the pitch).
- A **cup run** is a series of successful matches in a knockout championship, such as the FA Cup, which is open to all levels of football clubs, from the largest to the smallest. The **FA Trophy** is only for middle-level clubs, mainly those with semi-professional players. Both competitions hold their finals at Wembley Stadium.

- 3 Go through the bold vocabulary with the class. You may want to go through some more words and phrases from this clip (e.g. *a collective*, *to sign up*, *to put your money where your mouth is*, *to purchase sth*, *to eat sth up*, *to renew sth on an annual basis*, *a new kit deal*, *a cup run*, *a drop*, *to commit to sth*, *involved*, *scattered*, etc.). Students discuss the statements in pairs and then watch the clip again to check their answers. When you check with the class, elicit why the false statements are wrong.

### Answers

- 1 false (He believed the opposite.)
- 2 true
- 3 false (2/3 of them invested.)
- 4 true
- 5 false (They had 10,000 after the first year, but this has continued to fall by 1/3 every year for two years, so it now has around 4,500.)
- 6 false (They were unable to commit to the project).

- 4 Go through the examples with the class to make sure everyone understands all the terms (See Suggested answers to exercise 1 above and Background notes below). Then play the clip. Students compare their answers in pairs, including what Peter said about each example, and then check with the class.

### Answers

- 1 ticket prices
- 2 concessions
- 3 budget
- 4 signing new players
- 5 projects for youth development
- 6 catering policies
- 7 policing and stewarding

### Background notes

- A **concession price** is a reduced price for a ticket, typically for older people or children.
- A **tier** is a level (e.g. a pricing level).
- An **IT suite** is a computer room/centre.

- 5 Make sure students understand that the *board* refers to the *board of directors*, and that the *manager* of a football team is the person who selects the players and oversees training. In many countries, this position is described as the *coach* or *trainer*. Note also that Ebbsfleet's *members* are the fans who have invested in the club. Students work in pairs to complete the sentences. They watch the clip to check their answers and then check again in pairs before feeding back to the class.

### Answers

- 1 members, members, members, board, staff
- 2 board, members, manage, board
- 3 members, board, board, members

- 6 Students discuss the questions in pairs to predict the answers. Allow plenty of time for this discussion, and open up the discussion to include the whole class. Make sure they fully understand the three options from question 4. Then play the clip. Afterwards, students compare their answers in pairs and feed back to the class.

### Answers

- 1 Using the internet, and at face-to-face board meetings
- 2 One or two
- 3 Keeping volunteers loyal, especially when there is no physical link with the club
- 4 It hopes to break even this year, and may make a small profit soon.

- 7 Draw students' attention to the question (*What do you think of the MyFootballClub model?*). Allow plenty of time for the group discussion. Afterwards, open up the discussion to include the whole class, and make notes on the board. Then play the clip for students to compare their ideas from the board with the opinions in the clip. Afterwards, they discuss any differences in pairs and feed back to the class.

### Background notes

- A **proxy** is a person who votes on behalf of somebody else.
- Your **holding** is the amount of a company's stock that you hold (= your share of the ownership).

# Graduate Recruitment and development at Sony

## Discuss

- 1 Before you watch, Discuss these questions in groups.
  - 1 What do you know about Sony? Think about its products and its business culture.
  - 2 Why do you think graduates might want to work for Sony?
  - 3 How do you think Sony's *European Graduate Programme* (EGP) might work? Think about how long it lasts and what the graduates do during that time.

### Part 1 (0.06–2.40): Sony's European Graduate Programme; Who the graduates are; Attracting graduates to the programme

- 2 Predict the missing information in these notes. Then watch part 1 of an interview with Richard Bennett, the manager of Sony's European Graduate Programme to check your answers.

	Start date	Duration	Example of job	Example of business
First assignment	1st September	1 ____ months	Product marketing for audio / video categories	Consumer 2____
Second assignment	1st September	3 ____ months	4 ____	Playstation

**Objective:** to get graduates in different areas of the 5\_\_\_\_ and in different 6\_\_\_\_. EGP targets graduates with strong 7\_\_\_\_ background. Graduates need business experience (e.g. internship in a foreign country) and two or three 8 \_\_\_\_ languages.

#### Attracting graduates:

- 1 The Sony brand is attractive: very exciting industries, e.g.:
  - a Consumer electronics: highly 9 \_\_\_\_ and fast moving. Fantastic 10 \_\_\_\_ opportunity.
  - b Digital 11 \_\_\_\_ (music and pictures): going through a lot of change. An ideal working environment for young 12 \_\_\_\_ who want to be challenged.
- 2 Recruitment activities, especially at the crunch recruitment time (from September to 13 \_\_\_\_). A mixture of 14 \_\_\_\_ activities, campus activities and recruiting events.

### Part 2 (2.41–6.19): The training modules; Mentoring; Graduate development

- 3 In groups, discuss the meaning of the words and phrases in bold. Then watch the second part of the video to answer the questions.
  - 1 What two examples does Richard give of parts of Sony's **value chain**?
  - 2 What three different stages in the **leadership pipeline** does Richard mention?
  - 3 How does Richard define members of the **middle management talent pool**?
  - 4 How is **mentoring** useful for the **mentor** and for the **mentee**?
  - 5 How does the EGP push the graduates **outside their comfort zone**?
  - 6 When does the **social entrepreneurship** module take place?
  - 7 How do the teams become **self-sustaining**?
  - 8 How do the graduates learn the value of being **entrepreneurial** and the value of a **can-do attitude**?
  - 9 What four examples of **practical skills** does Richard mention?

### Part 3 (6.20–7.39): Retaining the graduates after the programme

- 4 Predict what Richard will say about the following words and phrases, in the context of retaining graduates after the programme. Then watch part 3 of the video to check.

a transition a return on investment permanent positions ownership to leverage a network retention rates to create a reputation a dream job

### Part 5 (7.40–8.25): Comments from students of Cambridge Judge Business School – How do Sony help the graduates build up networks?

- 5 Discuss this question in groups. Think about each of the four parts of the EGP (assignments, training, mentoring, social entrepreneurship module). Then watch Oremeyi, a Cambridge Judge Business School student, discussing the same question to compare her answers with your ideas. Which of the four parts does she mention?

## DVD worksheet 2: Managing people

# Graduate Recruitment and development at Sony

### Background reading

Before you teach this lesson, it is a good idea to have a look at the website for Sony's European Graduate Programme ([www.sony.co.uk/hub/european-graduate-programme](http://www.sony.co.uk/hub/european-graduate-programme)).

- 1 Students discuss the questions in small groups. After a few minutes, open up the discussion to include the whole class. Make sure students know what a Playstation is (= a video games console). For question 3, encourage discussion of on-the-job development (i.e. work placements) and off-the-job development (e.g. mentoring, training modules).

### Suggested answers

- 1 Sony is a Japanese multinational conglomerate, with important businesses in consumer electronics (e.g. televisions, video games consoles), media (e.g. Sony Pictures, which include the Columbia and Tri-star Hollywood studios), games and financial services. Sony-Ericsson, a joint venture, is a leading manufacturer of mobile phones. 2 It is a well-known brand, with a good reputation. Its products and services are in interesting and dynamic sectors (e.g. media, electronics).
- 2 Students work in pairs to discuss what the missing information might be (e.g. questions 5 and 6 need a number). Elicit / explain the meaning of 'the crunch time' (= the most important period of time, when key decisions must be made and key jobs must be done). Play the clip for students to complete the notes. They discuss their answers in pairs and watch the clip a second time if necessary before feeding back to the class.

### Answers

1 twelve 2 electronics 3 twelve 4 Sales 5 business  
6 countries 7 international 8 European 9 competitive  
10 learning 11 media 12 graduates 13 November 14 online

- 3 Allow plenty of time for pairs to discuss the words and phrases in bold, and go through them carefully with the class, to make sure the meaning is clear (see Background notes below). Make sure they also know the pronunciation of *mentee* /mentɪ:/ and *entrepreneur* /ɒntɹəprənz:/. Then play the clip for students to answer the questions. They discuss their answers in pairs and watch the clip a second time if necessary before feeding back to the class.

### Answers

- 1 manufacturing and sourcing
- 2 graduates, middle management and senior management
- 3 People that have been working for Sony for 3–5 years, with considerable experience in different areas of the business, who have been identified as future leaders
- 4 The mentor develops coaching skills; the mentee gets informal advice about career development
- 5 By making them work for a social enterprise
- 6 During the second year
- 7 They have to generate revenues themselves.
- 8 By working with limited resources, where they need to be creative
- 9 Project management; better prioritisation of projects; client management; the ability to work in a virtual context

### Background notes

- The **value chain** is the sequence of stages in the process of adding value. In production, the value chain includes sourcing raw materials, inbound logistics, production, outbound logistics, sales and marketing and servicing.
- The **leadership pipeline** is a metaphor for the process of turning new employees into leaders.
- A **talent pool** is the group of people that you have available when you want to recruit or promote a person.
- In **mentoring**, the **mentor** is an experienced worker, who is not the mentee's manager, and who provides advice and guidance to the **mentee**.
- A person's **comfort zone** is the range of activities that they feel comfortable doing, e.g. because they were trained to do them.
- **Social entrepreneurship** simply means working for a **social enterprise**, i.e. an organisation whose objectives are primarily social rather than financial (e.g. a charity).

- 4 Make sure students understand the meaning of **retaining graduates**, and that they know that the words and phrases all relate to this topic. They discuss the words and phrases in pairs, and then watch the clip to see what Richard said about each of them. They discuss their answers in pairs and watch a second time if necessary before feeding back to the class.

### Answers

There is a very important **transition** at the end of the graduate programme. The real **return on investment** comes from retaining graduates at the end of the programme. Richard's team supports graduates to find **permanent positions** within Sony. There is a certain amount of **ownership**, i.e. the graduates need to take responsibility for their own careers. The graduates are expected to **leverage their network** of contacts to find a permanent position. **Retention rates** are close to 100% at the end the Programme. The graduates **create a reputation** for themselves as they work through the EGP. This reputation should help them to find their **dream job** at the end of programme.

### Background notes

If you **leverage** something, you use what you have (e.g. some work experience or some useful contacts) to help you get something more valuable (e.g. a permanent job or a better network of contacts).

- 5 Make sure students know which question to discuss (i.e. How do Sony help the graduates build up networks?). Allow at least five minutes for the discussion, and then open up the discussion to the whole class. Then play the clip for students to compare Oremeyi's answers with their own ideas. Then discuss the question again based on the points raised by Oremeyi.

### Answer

Oremeyi mentions the assignments ("They rotate you from one division to another") and the training modules ("they bring the people together every three months").

# Turners (Soham) Ltd.: Organisation and structure



## Discuss

1 Turners (Soham) Ltd is a haulage company. Before you watch, discuss these questions in groups.

- 1 What types of products require specialised transport solutions?
- 2 In addition to transporting goods, what other services can a haulage company provide, to add value to its clients?

## Part 1 (0.06–4.00): The history and development of the company; financial growth and investment

2 Watch part 1 of an interview with Paul Day, the Managing Director, and Graham Miller, the Chief Financial Officer. Are the statements true or false?

- 1 The Turner brothers started by delivering produce to markets in London.
- 2 The company grew very quickly until the 1970s.
- 3 The company started by specialising in powder tankers, and then became involved in refrigerated transport later.
- 4 The company's fuel tanker business is quite new, but has been very successful.
- 5 The investment in the new site was risky and expensive, but very effective.
- 6 Turners bought one of the major companies in the fuel distribution sector.

3 Watch part 1 again. What do these numbers and dates refer to?

1930 1952 the early 70s 120 the early 90s  
 about 200 £210,000,000 just over twenty million  
 2004 2007

## Part 2 (4.01–7.59): How Turners is organised; Financial reporting; Decision-making at Turners

4 Check that you understand the words and phrases in the table. Who do you think will talk about them, Paul, the Managing Director (MD) or Graham, the Chief Financial Officer (CFO)? Write MD or CFO next to each word or phrase. Then watch part 2 of the interview to check.

1 added value services		11 a management accounts pack	
2 distribution		12 management structure	
3 expertise		13 profit centre	
4 figures		14 a profit and loss account	
5 financial reporting		15 a quarter	
6 the food industry		16 refrigerated	
7 four-weekly periods		17 a report	
8 the fuel industry		18 transport network	
9 fuel tankers			
10 the key executives			

5 Discuss these questions in pairs. Then watch part 2 again to check.

- 1 How is Turners organised? How do the various divisions, sectors and services fit together?
- 2 What has changed in the financial reporting system since the 1990s? Why was this change necessary?
- 3 According to Paul, what are the advantages of Turners' flat management structure?

## Part 3 (8.00–9.12): Comments from students of Cambridge Judge Business School – What are the advantages of Turners' divisional structure?

- 6 Discuss this question in groups. Think about whether there are any disadvantages to Turners' structure, and whether all companies should be divided into divisions. Then watch the Cambridge Judge Business school students, discussing the same question and compare what they say with your answers.
- 7 Discuss this question in groups. Then watch the Judge students discussing the same question and compare what they say with your answers. What do Niyazi and Oremeyi say?

## DVD worksheet 3: Managing cultures

# Turners (Soham) Ltd.: Organisation and structure

### Background reading

Turners is a well-known haulage company, which was established in 1930 in the town of Soham, Cambridgeshire. It is a good idea to look at their website before you teach this lesson ([www.turners-distribution.com](http://www.turners-distribution.com)).

- 1 Make sure students fully understand the meaning of haulage. You could discuss the relationship between haulage and related industries, such as transport, logistics and distribution (see **Background notes** below). Students then discuss the questions in small groups. After a few minutes, open up the discussion to include the whole class.

### Suggested answers

- 1 Food, especially food which must remain frozen or refrigerated; livestock (= animals to be used as food); liquids (e.g. milk, petrol, cement); pressurised gases (e.g. propane); powders (e.g. cement powder, flour, sugar); heavy building materials (e.g. sand, stone); very long or wide loads (e.g. parts of a bridge); dangerous goods (e.g. fuel, gases); easily damaged goods (e.g. glassware); etc.
- 2 Warehousing, picking and packing, etc., import-export services, etc.

### Answers

**Haulage companies** (or **hauliers**) specialise in transporting goods by road or by rail. The term is more specific than **transport**, which includes businesses involved in transporting people. Many haulage companies describe their business as **logistics**, which implies something broader and more strategic than simply moving goods around. Logistics includes activities such as **warehousing** and related activities such as **picking** (= retrieving goods from a warehouse to fulfil orders) and **packing** (= preparing goods for delivery to customers). **Distribution** is usually a function within a manufacturing company, referring to the process of getting goods to customers. Many companies outsource distribution to haulage or logistics companies.

- 2 Go through the questions quickly with the class to make sure everyone understands all the words. Check the meaning of **produce** (= food products, typically grown on a farm), **a powder tanker**, **refrigerated**, **a fuel tanker** and **a major player** (= one of the most important companies within a particular sector / market). Then play the clip for students to complete the task. Allow them to discuss their answers in pairs, including anything else they remember about the six statements, and then feed back to the class.

### Answers

1 true 2 false (It grew slowly until the 1970s, and then grew rapidly after that.) 3 false (It was involved in refrigerated tankers from the 1970s, but got involved in powder tankers much later.) 4 true 5 true 6 false (It has become a major company growth not acquisitions.)

- 3 Students discuss what they remember about the numbers and dates in pairs, and then watch again to check. They discuss their answers in pairs before feeding back to the class.

### Answers

Turners started in 1930. Turners became a limited company in 1952. They started refrigerated transport in the early 70s. At that time, they operated 120 vehicles. They decided to specialise in the refrigerated market in the early 90s. Turners now have about 200 vehicles operating on fuel deliveries. In 2010 they achieved turnover of £210,000,000. Their profit is now just over twenty million. They tried to set up the fuel tanker business in 2004. The fuel tanker business won a contract in 2007.

- 4 Students work in pairs to predict who will mention each term from the table. When you discuss the predictions with the class, make sure everyone understands the meaning of all the words and phrases. Then play the clip for students to complete the task. They discuss in pairs what was said about each term and then feed back to the class.

### Answers

1 MD 2 MD 3 MD 4 CFO 5 CFO 6 MD 7 CFO 8 MD  
9 MD 10 CFO 11 CFO 12 MD 13 CFO 14 CFO 15 CFO  
16 MD 17 CFO 18 MD

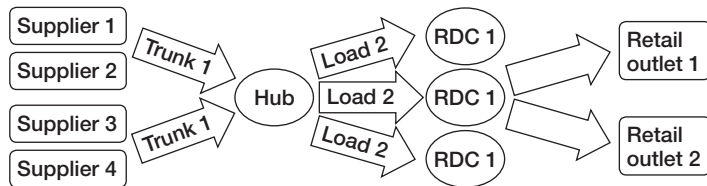
- 5 Students discuss what they remember about the questions in pairs and then watch the clip again to check. Allow them to discuss their answers again before feeding back to the class.

### Answers

- 1 Paul uses a range of terms including principle areas, entities, divisions and sides to refer to different parts of the business. There are two principle areas: tankers and refrigerated. The tanker operations include at least four businesses: powder tankers for the cement industry; powder tankers for the food industry; liquid tankers for the food industry; and fuel tankers for the fuel industry. (Paul uses the example of granulated sugar and liquid sugar to show that powders and liquids are run as separate entities.) The refrigerated side includes the transport network on one side and the warehousing/storage/picking operations on the other. In addition to these two principle areas, Paul mentions a range of value added services, such as the pack house, which operates as a separate division.
  - 2 Financial reports are much more frequent than before and are produced much more quickly because the business is much larger.
  - 3 There is no long chain of people who must approve decisions, which means decision-making can be very quick.
- 6 Make sure students know which question to discuss (What are the advantages of Turners' divisional structure?). After a few minutes, open up the discussion to include the whole class. Then play the clip for students to compare their ideas with the Judge students'. Finally, discuss any differences with the class.



# Supply-chain management at Turners (Soham) Ltd.



## Discuss

1 What do you remember about Turners (Soham) Ltd. from Unit 3? Before you watch, think of examples of the following:

- 1 products that Turners might carry in their refrigerated trucks;
- 2 real-time information that might be useful in Turner's operation room;
- 3 day-to-day problems and challenges in the refrigerated haulage business.

## Part 1 (0.06–2.16): On the road and in the operations room

2 Watch part 1 of a series of interviews with members of the Turners team. What did Keith Gore, a lorry driver, and Andrew Scarlett, Turners' Senior Operations Manager, say about the points in exercise 1? Did they mention the same ideas as you did?

3 Watch part 1 again and answer these questions.

- 1 How often does the tracking system update?
- 2 Why is the tracking information useful?
- 3 Why is there a separate *current delivery on time status* for Tesco?
- 4 What is the target for on-time delivery?
- 5 What does Andrew mean when he says 'we control them'?

## Part 2 (2.17–4.13): Preparing the orders

4 Numbers these stages in the most logical order from 1–9. Then watch an interview with Shaun Leonard, the Business Development Manager to check your answers. The first and last stage have been done for you.

- A Planners build the loads to go out to the RDCs (Regional Distribution Centres).
- B Suppliers load pallets onto trucks. 9
- C Planners build the trunks (i.e. deliveries from suppliers' sites into the hub), and allocate resources (i.e. drivers, trucks).
- D Turners' planners enter orders into the transport management system.
- E Turners send communications to suppliers confirming plans.
- F Suppliers receive requirements from their customers. 1
- G Planners allocate resource to make final deliveries to RDCs.

H Planners contact sub-contractors or other Turners depots if necessary (i.e. if there is too much work or not enough work).

I Suppliers send their orders to Turners, stating number of pallets, destinations and timing.

## Part 3 (4.14–6.06): Optimising the loadfills

5 Check you understand the words in bold. Then watch the next part of the interview with Shaun Leonard to answer these questions.

- 1 How many suppliers does the Newmarket **hub** serve?
- 2 What happens in the temperature **chambers**?
- 3 What happens if five suppliers each want to send five pallets to the same **depot**?
- 4 How many pallets does each vehicle in the **fleet** hold?
- 5 What is the optimum **loadfill**?
- 6 What example does Shaun give of an **optimised load** in a dual temperature trailer?

## Part 4 (6.07–7.58): The challenge of working in logistics

6 Match these opinions with the person who you think might express them: Paul Day (Managing Director), Shaun Leonard (Business Development Manager) or Keith Gore (Lorry driver). There is one extra opinion that is not expressed. Then watch the fourth part of the video to check.

- 1 The work is difficult but enjoyable.
- 2 The biggest problem is road congestion.
- 3 Our subcontractors sometimes don't do what we want.
- 4 You need good employees and good computer systems.
- 5 I enjoy being in charge.
- 6 We have to adapt to changing situations.
- 7 People in our transport office are good with numbers.

## Part 5 (7.59–8.56): Comments from students of Cambridge Judge Business School – What do you think are the biggest challenges Turners face?

7 Discuss this question in groups. Then watch Cambridge Judge Business School students, Steve and Tingting, discussing the same question and compare what they say with your answers. Which stakeholders do they mention? What challenges are associated with each stakeholder?

## DVD worksheet 4: Managing operations

# Supply-chain management at Turners (Soham) Ltd.

- 1 Elicit from the class as much as possible of what they remember about Turners. Students then discuss the three questions in small groups. After a few minutes, open up the discussion to include the whole class, and write their ideas on the board. Avoid confirming or rejecting students' ideas at this stage.

### Suggested answers

- 1 Frozen food; dairy products; fruit and vegetables; meat and fish; some types of chemicals; etc.
  - 2 The location of each truck; traffic problems; estimated time of arrival, etc.
  - 3 Traffic jams; closed roads (road works); accidents; breakdowns; temperature problems, etc.
- 2 Play part 1 for students to see if any of the ideas from the board are mentioned. They then discuss in pairs what was said about each example. Finally, discuss the answers with the class.

### Answers

- 1 Keith mentions salads (lettuces, radishes, onions, spring onions and Chinese lettuces).
  - 2 Where the vehicles are; current delivery on time status; which trailers are available; which trailers are due for service; which trailers ones are released and due for service shortly.
  - 3 Breakdowns and traffic issues
- 3 Students discuss the questions in pairs, to see what they remember. Play the clip a second time. Allow students to discuss their answers again in pairs before checking with the class.

### Answers

- 1 Every 90 seconds
  - 2 It enables Turners to make sure that they are running to schedule; they can inform the customer if there are any problems; they can locate vehicles easily to direct them around any problems.
  - 3 Because Tesco is the main customer for this site.
  - 4 90%
  - 5 They monitor the temperature controlled trailers themselves (rather than specific deliveries), in order to plan which vehicles are available, which need servicing, etc.
- 4 Students work in pairs to decide on the most logical order for the stages. Note that the stages include some useful vocabulary from the clip (RDCs, hub, trunk, depot, etc.), which you could check. You could use the diagram to explain these terms. Then play the clip for students to check their answers. They compare answers in pairs and watch a second time if necessary before feeding back to the class.

### Answers

1 F 2 I 3 D 4 C 5 A 6 G 7 H 8 E 9 B

### Extension activity

You could ask students to work out the next stages after the last stage. (i.e. the trunks are assembled; the trunks are delivered to the hub; etc.).

- 5 Go through the meaning of the words in bold with the class, to make sure everyone understands. Encourage students to work out the meaning if possible. Then play the clip for students to answer the questions. They compare their answers in pairs and watch a second time if necessary before feeding back to the class.

### Background notes

- The words **hub** and **depot** are used interchangeably in this video. A hub is at the centre of a network. A depot is a more general name for key places in a distribution network.
- If you **stow** something somewhere, you keep it there while it is not in use.

### Answers

- 1 45
  - 2 They consolidate products from different suppliers to make full loads.
  - 3 They can all go in a single trailer as one load.
  - 4 26
  - 5 At least 23 or 24 pallets
  - 6 Ten pallets of 0°C and 13 pallets of 10°C
- 6 Students work in pairs to predict which opinion relates to which person. Then play the clip for them to complete the exercise. Students discuss their answers in pairs and watch a second time if necessary to check their answers before feeding back to the class.

### Answers

Paul Day: 4 and 7 Shaun Leonard: 1 and 6 Keith Gore: 2 and 5

- 7 Make sure students understand the meaning of stakeholder (= a person or group of people who has an interest in what the business is doing, e.g. employees, customers, suppliers, shareholders, etc.). Students discuss the question (What do you think are the biggest challenges Turners face?) in small groups. After a few minutes, open up the discussion to include the whole class. Then play the clip for students to compare Steve and Tingting's ideas with their own. Discuss any differences with the class.

### Answers

Steve mentions employees (manage ... the people), suppliers and customers (consumers). The challenge is that they all have different needs and priorities. Tingting mentions suppliers and customers (grocery stores). The challenge she mentions is cost.

# Integrated marketing with Kiss Communications

## Discuss

1 Kiss Communications is an integrated marketing communications business. Before you watch, discuss these questions in groups.

- 1 In engineering design, *KISS* stands for 'keep it simple, stupid'. How might this approach work in marketing?
- 2 What services do you think an *integrated marketing communications business* might offer?
- 3 Why is it important to have an *integrated* approach to marketing?

## Part 1 (0.06–1.36): What Kiss offers its clients

- 2 Watch part 1 of an interview with Simon Fryer, Kiss's Managing Director, and Richard Bland, the Creative Director. What do they say about questions 2 and 3 above?
- 3 Match the beginnings (1–6) with the endings 8 (a–f) to make marketing phrases from part 1. What did Simon and Richard say about each phrase? Watch again to check your answers.

1 public	a fashion
2 an umbrella	b chip brands
3 blue	c marketing
4 in an integrated	d strategy
5 direct	e platform
6 a communication	f relations

## Part 2 (1.37–3.32): The impact of the Internet on businesses and marketing

- 4 Watch part 2 of the interview. Are these statements true or false?
  - 1 Marketing has changed dramatically over the last 20 years.
  - 2 Almost all companies have changed their business models recently.
  - 3 Social media has helped brands to plan for the future.
  - 4 Companies can use sites like Twitter, YouTube and Facebook to tell people what to buy.
  - 5 Kiss Communications invented a new flavour of Vitamin Water.

## 5 Discuss these questions in small groups.

- 1 What does Simon mean when he says that the Internet has had a disruptive influence?
- 2 Which do you find more surprising: that so many companies have changed their business or models, or that so many companies haven't changed yet?
- 3 Do you agree that '*Gone are the days when brands can dictate what consumers want*'? Did those days ever really exist?
- 4 Can you think of any examples from your experience of marketing as a two-way conversation?

## Part 3 (3.33–5.48): Changes in the marketing mix; Mistakes that companies sometimes make

- 6 Discuss these questions in pairs. Then watch part 3 of the interview to see what Richard says about the questions.
  - 1 What do you understand by the term 'marketing mix'? What does it include? How has the marketing mix changed in recent years?
  - 2 What are some examples of mistakes that companies make with their brands?
- 7 Does Richard use these words and phrases to describe something generally positive or negative? Watch part 3 again to check.

1 taking a big hit	6 they are true to themselves
2 getting the media on-side	7 a bit repetitive
3 one of the major pitfalls	8 incredibly reassuring
4 to lose faith in their own brand	9 you are on the same track
5 an awful long time	10 bright flashing neon signs

## Part 4 (5.49–6.47): Comments from students of Cambridge Judge Business School – Why do you think it is important for companies to listen to their customers?

- 8 Discuss the question in groups. Discuss also what can go wrong if you fail to listen to your customers. Is it possible to pay too much attention to what your customers want? Watch Sarah and Kaloyan, two Cambridge Judge Business School students, discussing the same question. Compare their ideas with yours.

## DVD worksheet 5: Marketing

# Integrated marketing with Kiss Communications

### Background reading

Before you teach this lesson, it is a good idea to explore Kiss's website ([www.kisscom.co.uk](http://www.kisscom.co.uk)), especially the sections on Kiss's services. The Kiss Future website ([www.kissfuture.co.uk](http://www.kissfuture.co.uk)) focuses especially on the principle of keeping it simple.

- 1 Write the phrase 'Keep it simple, stupid' on the board. Discuss with the class what it means and who might use it. Students then discuss the three questions in small groups. After a few minutes, open up the discussion to include the whole class. Avoid confirming or rejecting students' ideas at this stage.

### Suggested answers

- 1 The phrase is intended as a reminder, perhaps written on a poster in a design studio. The design engineer is calling himself/herself stupid. When the designer is trying to think of ways of making a product more complicated, he/she should see the poster and remember not to be stupid, and therefore to avoid complications. Some people prefer an alternative version: Keep it short and simple. In marketing, the KISS principle is very powerful, from designing logos to writing marketing communications: short words, short sentences, simple colours and simple ideas are the best.
- 2 Make sure students know that only questions 2 and 3 are discussed in the clip. Play the clip for students to take notes. They discuss their answers in pairs before feeding back to the class.

### Answers

- 2 strategy, branding, advertising, digital, public relations and direct marketing
  - 3 To create maximum impact for them; so that things work together effectively
- 3 Students work in pairs to make phrases and try to remember what was said about each. Play the clip for them to check. Then discuss with the class what was said about each phrase.

### Answers

Kiss's services include **public relations**. They can integrate many services under an **umbrella strategy** (= a single strategy that covers many different parts). They work with **blue chip brands** (= the most important / prestigious brands). They try to offer services **in an integrated fashion**. **Direct marketing** can be either postal or digital. Digital is becoming the most important **communication platform**.

- 4 Students read through the statements first to make sure they understand all the words and to predict whether the statements might be true or false. Then play the clip for students to complete the task. They discuss their answers in pairs, including why the false statements are false, and watch the clip a second time if necessary before sharing their answers with the class.

### Answers

- 1 true
- 2 false (Only around 50% have changed.)
- 3 true (It has been fundamental in the way that brands need to perceive themselves moving forwards.)
- 4 false (Brands can no longer tell people what to buy.)
- 5 false (It came from a survey of customers.)

- 5 Students discuss the questions in small groups. After a few minutes, open up the discussion to include the whole class.

### Suggested answers

- 1 It has forced people to change their behaviour, even though they felt comfortable with the old behaviours.
  - 3 Brands have probably never been able to dictate to consumers, but it is probably fair to say that they were once much more powerful, when consumers had fewer choices and less information.
  - 4 For example, when someone clicks 'Like' on a Facebook post from a brand, or when someone re-tweets a piece of marketing on Twitter.
- 6 Students discuss the questions in pairs. After a few minutes, open up the discussion to include the whole class. Point out that 'marketing mix' has a very specific meaning in marketing theory (see **Background note** below), but that Richard uses the term much more loosely to refer to 'things that marketing people do'. You could also tell students to identify two related branding mistakes that Richard describes. Play the clip, then tell students to discuss their answers in pairs before checking with the class.

### Answers

- 1 Richard mentions advertising (which has become less important), online (which is growing) and PR (which is also growing).
- 2 Richard mentions two mistakes: losing faith in your brand and using a brand that doesn't reflect the true identity of the business.

### Background note

The marketing mix is sometimes used to refer to the 4Ps (product, price, promotion and place), which define the most important things for marketers to plan. Some people include several more Ps in the mix (e.g. packaging, process, physical evidence, people, positioning, etc.).

- 7 Students discuss the phrases in pairs. Point out that, out of context, some of the phrases are neither positive or negative. Instead students should think about the way Richard uses the phrases. Play the clip for students to check their answers. Then go through the answers with the class. With weaker students you could get them to read the transcript to make it easier.

### Answers

Positive: 2, 5, 6, 8, 9  
Negative: 1, 3, 4, 7, 12

- 8 Students discuss the question (Why do you think it is important for companies to listen to their customers?) in small groups. After a few minutes, open up the discussion to include the whole class. Then play the clip for students to compare Sarah and Kaloyan's ideas with their own. Discuss any differences with the class.

### Answers

Sarah points out that if you ignore your customers, you become irrelevant quickly. Kaloyan points out that if you pay too much attention to your customers, you may not be able to make a breakthrough change, i.e. produce something completely new.

### Background note

Henry Ford was the founder of the Ford Motor Company. He is remembered for his innovativeness in mass production techniques. The quote that Kaloyan mentions is "If I had asked people what they wanted, they would have said faster horses." In other words, customers were not demanding mass-produced cars at the time – sometimes, industrialists have to ignore demands and lead the market.

## Angel investment with Cambridge Angels

### Discuss

- 1 Before you watch, work in groups, and use these words to describe what you think an angel investor does.

a venture capitalist to invest in something  
to pitch an idea to somebody a pitch a business plan  
to raise capital a stake in a company an entrepreneur  
a founder an invention

### Part 1 (0.06–1.24): History of Cambridge Angels

- 2 Watch part 1 of an interview with David Cleevly and David Gammon from Cambridge Angels. What do these numbers refer to?

2001 12 or 15 three or four a dozen or so about 45  
£2–3 million £2 million

### Part 2 (1.25–3.34): Companies looking for investment

- 3 Watch part 2 of the interview. Answer these questions.

- 1 What is the main advantage of Cambridge Angels over some other investors?
- 2 How old are the people who pitch to the Cambridge Angels?
- 3 Do all the pitchers want money from the Cambridge Angels?
- 4 What are the stages in the pitching process?

- 4 Now watch part 2 again. Answer these questions.

- 1 What subject areas do the Cambridge Angels specialise in?
- 2 Where do the pitchers usually come from?
- 3 How much money do the pitchers ask for?
- 4 How does David Cleevly meet the entrepreneurs?
- 5 How many angels listen to the first pitch?

### Part 3 (3.35–6.02): Advice to pitchers

- 5 David Gammon says he looks for four things in an investment. Try to guess what the missing words are. Then watch part 3 to check.

- 1 Is the proposal s\_\_\_\_\_?
- 2 Is the proposal w\_\_\_\_\_ r\_\_\_\_\_?
- 3 Is the product w\_\_\_\_\_ a\_\_\_\_\_?
- 4 Is there a degree of r\_\_\_\_\_ in the v\_\_\_\_\_?

- 6 According to David Gammon, what mistakes do entrepreneurs and founders make? What example of a typical mistake does he give? Watch part 3 again to make notes.

- 7 Discuss these questions in groups.

- 1 Why do you think the entrepreneurs try to blind the Angels with science?
- 2 Why might it be easier to explain a product to an early adopter?
- 3 What are the benefits and drawbacks of producing a product for a niche market?
- 4 Why is it harder to create a business than to create an idea?

### Part 3 (6.03–7.19): Comments from students of Cambridge Judge Business School – How can business people help scientists develop their ideas in non-financial ways?

- 8 Discuss the question in groups. Then watch Kaloyan, a Cambridge Judge Business School student, answering the same question to compare his ideas with yours. Why does he mention the following things?

- a chip manufacturer
- technology looking for a market
- an un-met need
- healthy realism
- a reality check
- a lay person

## DVD worksheet 6: Accounting and finance

# Angel investment with Cambridge Angels

### Background reading

For some useful background on angel investments, see [www.en.wikipedia.org/wiki/Angel\\_investor](http://www.en.wikipedia.org/wiki/Angel_investor). It is well worth watching an episode of Dragon's Den (e.g. [www.youtube.com/watch?v=kzcQtXA5Gc8](http://www.youtube.com/watch?v=kzcQtXA5Gc8)), a TV programme based on the idea of angel investment. For information on Cambridge Angels, see [www.cambridgeangels.com](http://www.cambridgeangels.com).

- 1 Students will probably not be familiar with the term 'angel investor' (sometimes also called 'business angel' or simply 'angel'), but hopefully they should be able to get a general idea of its meaning by looking at the words in the box. After a few minutes, elicit a definition from the class, using as many of the words from the box as possible.

### Suggested answers

An angel investor is like a *venture capitalist*. However, venture capitalists often invest other people's money, usually in large amounts (e.g. millions of pounds) while angels *invest* their own money in new businesses, usually in smaller amounts (e.g. thousands or hundreds of thousands of pounds). The *founder* of the business, also known as an *entrepreneur*, goes to a group of angels in order to *raise capital* (investment money). The founder *itches* his/her idea, which is often an *invention*, to the angels. If the angels like the *pitch*, and believe that the business plan is realistic, they may buy a *stake in the company*. Angels also often provide business advice to the companies they have invested in.

- 2 Students watch the first part to complete the task. They discuss their answers in pairs and watch again if necessary before feeding back to the class.

### Answers

Cambridge Angels started in about **2001**. There were only about **12 or 15** angels in the first meeting. They have grown from a **dozen or so** people to around **about 45**. They invest **£2–3 million** per year. Two current deals involve nearly **£2 million** of investment.

- 3 Students discuss the questions in pairs to make sure they understand all the words and to predict the answers. Then play the clip. Students discuss their answers again in pairs before feeding back to the class.

### Answers

1 The angels are all experts in particular fields. 2 All ages, from young students to professors 3 No, some just want to practise their pitching skills. 4 Stage 1: informal pitch. Stage 2: full pitch.

- 4 Students discuss the questions in pairs to see how much they remember. Then play the clip a second time for them to complete their answers. Allow them to compare their answers again in pairs before feeding back to the class.

### Answers

1 bio-tech and high technology 2 Cambridge, other universities, London, Oxford, all around the country 3 David gives examples of £100,000 and £7,000,000. 4 At meetings (e.g. Cambridge University Entrepreneurs, the Cambridge University tech people) and presentations; people refer entrepreneurs to the Cambridge Angels. 5 Ten or twelve.

- 5 With the class, elicit some possible words that could go in each space. Then play the clip for students to complete the answers. They check in pairs before feeding back to the class.

### Answers

1 simple 2 well researched 3 widely applicable  
4 realism, valuation

- 6 Students work in pairs to discuss as many mistakes as they can remember. Then play the clip for them to take notes. They compare notes in pairs before checking with the class.

**Mistakes: Entrepreneurs over-complicate their presentations and become extremely technical; they try to blind the audience with science; they are too focused on the technology and not enough on the business; they think that their business plan and design are worth £10,000,000. Example: Having the best chip on the planet that can only be used in a missile.**

- 7 Students discuss the questions in small groups. Note that the questions include some difficult vocabulary (to blind somebody with science; an early adopter; a niche market), which you will need to check with the class. After a few minutes, open up the discussion to include the whole class.

### Suggested answers

- 1 Because they are technical people, and they are used to communicating with other technical people. Because they know the technology very well, so it does not seem difficult to them. Because they think the angels will be impressed by technical language.
- 2 Early adopters are people who like to buy new products and technology because they are new. They tend to be familiar with the latest technology, and to be willing to take risks.
- 3 Benefits: not much competition; people are prepared to pay more for niche products; easier to identify potential customers. Drawbacks: very small markets, so limited chance of making a lot of money; customers tend to be very demanding specialists, with high expectations.
- 4 Because businesses rely on a wide range of skills (e.g. sales, marketing, finance, management) as well as a certain amount of luck.

- 8 Students discuss the question (How can business people help scientists develop their ideas in non-financial ways?) in groups. After a few minutes, open up the discussion to include the whole class, and make notes on the board. Then play the clip for students to compare Kaloyan's ideas with the ideas on the board. Discuss any differences with the class. Finally, discuss with the class what Kaloyan said about the six phrases.

### Answers

One of the business angels that came to speak to the Judge students was the founder of a *chip manufacturer*. The problem with so many ideas that are pitched is that they are *technology looking for a market* (= good inventions, which no one may want to buy), but they don't meet an *un-met need* (= a need which has not been fulfilled yet). A business person or a business student can provide *healthy realism*. There must be a reality check (= a time to stop imagining what might happen, and to focus on what really happens), because a *lay person* (= a non-specialist) must be able to imagine an application for it.

# Cambridge Judge Business School: Learning and the workplace



**CAMBRIDGE**  
Judge Business School

## 1 Before you watch, discuss these questions in groups.

- 1 What sort of person studies for an MBA? Think about the following factors:
  - a age
  - b character / strengths
  - c level of business experience
  - d needs / weaknesses
  - e present employer
  - f reasons for doing an MBA
- 2 According to Dr Runde, the Director of the MBA Programme at the Judge Business School, two of the benefits of doing an MBA can be summarised as **broadening** and **rounding**. What do you think he means by these two words?

## Part 1 (0.06–1.51): The MBA course at the Judge Business School; The benefits of the course

- 2 Watch part 1 of an interview with Dr Runde. What does he say about the questions from exercise 1?
- 3 Watch part 1 again. Are these statements true or false?
  - 1 The MBA programme at the Judge Business School is longer than most American MBAs.
  - 2 The MBA students learn a lot of specialised skills during their course.
  - 3 The course is a good way to learn how to manage people effectively.
  - 4 The course includes a module on International Politics.

## Part 2 (1.52–3.16): The importance of team-building in management; Honesty and integrity in business

- 4 Watch part 2 of the interview. Complete these notes with one word in each space.
  - MBA Programme aims to promote a 1 \_\_\_\_\_ approach to leadership and to management.
  - The world is increasingly 2 \_\_\_\_\_. Managers need to get other people on 3 \_\_\_\_\_, including senior colleagues.
  - Managers need ability to 4 \_\_\_\_\_ with many people, with different cultures, and with different levels of 5 \_\_\_\_\_.
  - When major business figures (e.g. figures from industry, heads of major 6 \_\_\_\_\_) talk to the MBA students, they emphasise personal 7 \_\_\_\_\_, honesty and trust in 8 \_\_\_\_\_ with people.

- These values are reinforced in course on 9 \_\_\_\_\_ Practice.
- Other courses related to these values: Business Ethics, Corporate Social Responsibility, Governance and 10 \_\_\_\_\_ of Business.

## Part 3 (3.17–4.50): The importance of understanding others; The hard and soft side of management

- 5 In part 3 Dr Runde talks about the hard side and the soft side of the MBA programme. What do you think he means by this? Watch part 3 to find out. What examples does he give of the two sides? Which is more important?
- 6 Watch part 3 again to answer these questions.
  - 1 How many different nationalities are represented in this year's MBA class?
  - 2 What possibilities do the students become aware of during the course?
  - 3 What does Dr Runde mean by "the quantitative side of management"?
  - 4 How do people's perceptions of the course change in the years after they join the MBA programme?

## Part 4 (4.51–5.36): Comments from students of Cambridge Judge Business School – What have you learnt from working in international teams?

- 7 Discuss the question in groups. If you have never worked in an international team, imagine what the benefits might be. Then watch Jun discussing the same question. What did he find difficult? What did he learn?

## DVD worksheet 7: Strategies and decision-making

# Cambridge Judge Business School: Learning and the workplace

### Background reading

Before you teach this lesson, explore the website for the Judge Business School ([www.jbs.cam.ac.uk](http://www.jbs.cam.ac.uk)). The section on the MBA programme includes a very useful list of all the core courses and elective courses ([www.jbs.cam.ac.uk/mba/programme](http://www.jbs.cam.ac.uk/mba/programme)).

- 1 Students work in small groups to discuss the two questions. After about five minutes, open up the discussion to include the whole class, and make notes on the board. You may need to check they understand the literal meanings of **broadening** (= making something wider, often in a metaphorical sense: you can broaden your experience, for example) and **rounding** (= making something smoother and more perfect / complete). Avoid confirming their ideas at this stage.
- 2 Play the clip for students to make notes. Point out that Dr. Runde is talking about the Judge MBA, so his answers might not apply to typical MBA students at other business schools. Students discuss their answers in pairs before feeding back to the class.

### Answers

- 1 a 30 – 31 b Highly talented, high calibre c At least 5 years d Too specialised e Often blue chip organisations (= strong, reliable, well-known companies) f to develop more general management skills in order to move to the next level of management
- 2 Broadening: moving out of narrow (specialist) functions; getting experience of a wide range of business functions. Rounding: learning about diverse countries, politics, cultures, etc.

### Background notes

- The word **calibre** /kælibə/ literally refers to the diameter of a gun barrel: a high calibre gun is capable of firing bigger bullets. Metaphorically, a high calibre person is extremely capable.
- A **crash course** is a short, intensive training course, usually conducted in order to fulfil an urgent need.

- 3 Students watch the clip again to complete the task. They compare their answers in pairs, including a discussion of why the false statements are false, and then feed back to the class.

### Answers

- 1 false (It is only one year, compared to two years in the USA.)
- 2 false (They concentrate on general skills.)
- 3 true
- 4 false (Students learn about politics by having contact with people from different countries, but this is not a module.)

- 4 Students read through the notes to check they understand all the words and to predict which words might go in each space. Then play the clip for students to complete the notes. Students compare their answers in pairs and watch a second time if necessary before feeding back to the class. Finally, discuss with the class the importance of integrity, honesty and trust in business, and the difference between the various courses mentioned in the clip (see Background notes below).

### Answers

- 1 collaborative
- 2 networked
- 3 board
- 4 connect
- 5 seniority
- 6 corporations
- 7 integrity
- 8 relationships
- 9 Management
- 10 Philosophy

### Background notes

- **Business Ethics** deals with what is right and wrong in business, and may deal with issues such as bribery, honesty, openness with stakeholders, child labour, etc..
- **Corporate Social Responsibility** (CSR) deals the impact companies have on the environment, consumers, employees, local communities, etc.
- **Governance** covers the way companies are governed or managed: good governance involves consistency and cohesiveness in management, policies, guidance, processes and decision-rights.
- **Philosophy of Business**, as Dr Runde explains, focuses on ethical reasoning and decision-making.

- 5 Discuss briefly with the class what might be meant by the hard side and the soft side of the programme, but avoid confirming their ideas at this stage. Then play the clip for students to make notes on the two sides of the course. They discuss their notes in pairs before sharing their answers with the class.

### Suggested answers

The soft side: dealing with people of different cultures. The hard side: things like the finance, accounting, management and economics. Former students say that the soft side is more important.

- 6 Students discuss the questions in pairs to see how much they can remember. Then play the clip again for them to complete their answers. Allow them to compare answers in pairs before feeding back to the class.

### Answers

- 1 43
- 2 Possible career paths; what they might do with their lives; where they might work, etc.
- 3 Finance, accounting and management
- 4 Initially, they think the hard side will be more important, but later they understand the value of the soft side.

- 7 Students discuss the question (*What have you learnt from working in international teams?*) in small groups. After a few minutes, open up the discussion to include the whole class, including real-life examples of working in international teams. Then play the clip for students to compare Sun's experiences with their own. Finally, discuss the two questions about Sun with the class.

### Answers

It was difficult to understand the personalities of so many nationalities. He learnt how crucial it can be to have such a range of ways of contributing to the team.