

# DVD worksheets

## How to use the *Business Advantage* DVD

In the Student's Book you will find a DVD. It is intended for viewing after every two units of the book. You can use the DVD in class in conjunction with the worksheets which follow or students can simply watch the different films in their own free time.

## How to use the worksheets

The worksheets have been written by Jeremy Day and are designed to be used in class. Each worksheet includes pre-watching activities that help to check learners' understanding of the main ideas and prepare them for the topic.

While watching, students are asked to complete comprehension questions, which are then followed up by further vocabulary development and discussions that are designed to raise awareness, develop understanding and stimulate conversation around the key issues.

## The format of each film

Each film consists of a documentary following a case study approach and focusing on a real company with interviews with key decision makers and employees of the organisation. The interviews are broken up into sections to give students the opportunity to 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 looking at some of the key points that were focused on in the documentary.

## The choice of organisations

All of the organisations featured on the DVD were chosen in order to complement the topics covered in the book. The use of an authentic case study approach was decided upon in order to expand on the theories covered in the book and to have a familiar format to the practice lessons.

## The role of Cambridge Judge Business School

The students that 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 your students see the perspectives of people from different cultural backgrounds and in turn this will help stimulate further discussion around the topics they have seen developed.

## DVD contents

Student's Book	Section title	DVD title	Information on the organisation	Sections on the DVD
Units 1 and 2	International marketing	Market entry strategies with Broadcom	Broadcom is a global communications company focused on hardware and software to enable communications in handheld devices.	The challenges of entering new markets [0.00] What is 'near field communication' (NFC)? [1.12] Using NFC for 'mobile wallets' [2.01] Differentiating the product for different regions [2.56] Who does Broadcom target in order to establish NFC in new markets? [3.50] The challenges of entering new and unique regional markets [5.27] How does Broadcom set about expanding into a new region? [6.39] How typical are Broadcom's market entry strategies? [10.04]
Units 3 and 4	Competition and entrepreneurship	Entrepreneurship with the Old London Underground Company	The Old London Underground Company takes disused underground stations in London and makes them into venues, tourist attractions, and spaces for different businesses.	Transforming disused underground stations into profitable businesses [0.00] The plan [1.49] The finance [2.28] The people and the politics [3.09] Risk and planning [4.11] The team [5.49] The public reaction [6.43] The learning curve [7.07] What qualities do you think Ajit Chambers has that will make this business work? [7.54]
Units 5 and 6	Management and leadership	Crisis management with the Institute of Travel & Meetings	ITM is a group of buyers and suppliers from the travel industry who work together to influence and get the best out of the travel industry.	The role of the ITM [0.00] The ash cloud [2.25] ITM Phoenix – a crisis management support tool [5.24] How important is an organisation like the ITM, especially in a crisis? [7.46]
Units 7 and 8	Globalisation	International communication with the OECD	The OECD's mission is to promote policies that will improve the economic and social well-being of people around the world. It provides a forum in which governments can work together to share experiences and seek solutions to common problems.	Working in an international language [0.00] The languages of the OECD [1.13] The advantages for an organisation of using an international language [3.20] Miscommunication between speakers of an international language [4.15] The rise of a global language in business [5.27] Advice for organisations adopting an international language [6.54] The HR perspective on English as an international language [7.57] What do you think are the pros and cons of an international organisation using one language for its communication? [9.37]
Units 9 and 10	Design, technology and innovation	Design and innovation with Williams F1	Williams F1 is one of the world's leading Formula One motor racing teams and has a strong culture of technological innovation, particularly in aerodynamics and lightweight materials.	Technological innovation at Williams F1 [0.00] Hybrid systems technologies in Williams F1 cars [1.02] Where did the idea to develop hybrid systems come from? [2.25] Some elements of successful innovation [3.35] Applications of the technology outside of F1 [5.23] The Williams Technology Centre in Doha, Qatar [6.39] Some difficulties in technological innovation [8.11] Doing exceptional things all of the time [9.34] What can a company do to encourage innovation and foster a culture of 'doing exceptional things all of the time'? [10.49]
Units 11 and 12	Trade, finance and the economy	The economic environment with Gleadell Agriculture Ltd	Gleadell Agriculture is an international grain trading business and a large seller of seed and fertiliser to UK farmers.	What does Gleadell Agriculture Ltd do? [0.00] The effect of exchange rates [1.52] The effect of interest rates [3.04] The effect of taxation [4.41] Market influences [5.31] An unexpected cost [7.05] The future of the cereal production industry [8.30] What tools can a company use to deal with external factors that affect it financially? [9.14]
Units 13 and 14	21st-century enterprise	Focus on Cambridge Programme for Sustainability Leadership	CPSL is an organisation that focuses on helping businesses and governments worldwide to respond to the challenges of sustainability.	What the CPSL does [0.00] How do organisations benefit from being sustainable? [1.48] The role of the CPSL [2.44] What kind of organisations can make an impact? [3.57] Why participants came to the Climate Leadership Programme [5.04] Where are the best examples of sustainability in practice? [6.14] The role of the individual [7.18] What future challenges do business leaders face? [9.03] How important do you think sustainability is to companies and is this changing? [10.27]

# Market entry strategies with Broadcom

## Discuss

1 You are going to watch an interview with Craig Ochikubo, Vice President and General Manager of Broadcom's Wireless and Personal Networking business. Before you watch, look at this list of words and phrases that Craig Ochikubo uses in the interview. What do you think Broadcom does? Discuss in small groups.

the cloud	NFC (near field communications)
handset	Oyster card
hardware and software	passive credit cards
mass transit system	store convenience cards
mobile phones/cellphones	transportation ticketing
mobile wallet	

**Part 1 (0.00–2.55): The challenges of entering new markets; What is 'near field communication' (NFC)?; Using NFC for 'mobile wallets'**

2 Watch Part 1 of the interview to check your predictions.

3 Are these statements true or false? Watch Part 1 again to check. Correct the false statements.

- 1 Broadcom makes handheld devices such as mobile phones.
- 2 Broadcom focuses on infrastructure to connect people with 'the cloud', no matter where they are.
- 3 NFC is fairly new technology, but it is becoming much more important.
- 4 Broadcom developed the Oyster card system of credit cards.
- 5 A mobile wallet application can replace credit cards, store cards and tickets.
- 6 The biggest problem with mobile wallets is security.

**Part 2 (2.56–6.38): Differentiating the product for different regions; Who does Broadcom target in order to establish NFC in new markets?; The challenges of entering new and unique regional markets**

4 Watch Part 2 to answer these questions. Make notes for each question.

- 1 What example does Craig Ochikubo give of differentiating a product in different markets? What is not differentiated?
- 2 What three groups of people does Broadcom target? How does it try to appeal to each group?
- 3 What challenges does Craig Ochikubo mention?



5 Make collocations by taking a word from the left and word from the right. Watch Part 2 again. What does Craig Ochikubo say about each phrase?

to adhere	broader
continuous	differentiated
global	revenue
security	

credentials	ecosystem
features	standards
stream	support
to a standard	

**Part 3 (6.39–10.03): How does Broadcom set about expanding into a new region?**

6 Watch Part 3. In what order does he mention the following topics?

- Broadcom's functions in China
- Broadcom's marketing strategy
- Learning from customers
- Expanding the website
- Two types of translation
- Hiring people from the target country

7 Watch Part 3 again. Make notes on what he says about each topic.

**Part 4 (10.04–11.29): How typical are Broadcom's market entry strategies?**

8 Discuss the question in groups. Then watch Andrey and Alejandra, two Judge students, discussing the question. Compare their ideas with yours. What three types of translation does Andrey mention? What does Alejandra mean by 'making that double pitch'?

## DVD Worksheet 1: International marketing

# Market entry strategies with Broadcom

### Background reading

Broadcom's website is [www.broadcom.com](http://www.broadcom.com). For an introduction to Near Field Communication (NFC), see [www.nfc-forum.org/aboutnfc](http://www.nfc-forum.org/aboutnfc). It is also worth reading about contactless smart cards here: [en.wikipedia.org/wiki/Contactless\\_smart\\_card](http://en.wikipedia.org/wiki/Contactless_smart_card).

- 1 Tell learners that all the words and phrases are used in the first part of the interview, and therefore that their guesses about Broadcom's work should include all of the words and phrases. Learners discuss the question in small groups and then share their ideas with the class. Avoid confirming or rejecting their ideas at this stage.

### Answers

*The cloud* refers to cloud computing, i.e. the principle that computing is a service, not a product. Instead of buying software or memory storage, users access these through the Internet.

A *handset* is the part of a telephone that you hold.

*Hardware* refers to physical objects, especially in the context of IT (e.g. computers, monitors). Software refers to programs.

*Mass transit systems* include rail, bus and underground (metro/subway) networks.

A *mobile wallet* is an electronic device (or software program on a device such as a mobile phone) which replaces traditional items in a physical wallet such as cash, credit cards and tickets.

*NFC (Near Field Communication)* is a technology for smartphones, etc., which enables them to communicate with each other (and other devices) and share information over short distances. The technology has some similarities to systems such as Bluetooth and WiFi.

*Oyster cards* are e-ticketing cards used in London, for use on various forms of public transport.

A *passive credit card* is one that can be used simply by holding it near to an electronic reader. In the DVD, Craig Ochikubo refers to Oyster cards as a type of passive credit card. In fact, they are not credit cards, but credit-card sized contactless smart cards, which can be pre-loaded with payments.

A *store convenience card* is a card for use in a specific shop (or chain of shops), which can be pre-loaded with payments.

- 2 Play Part 1 for learners to find out what Broadcom does. They discuss their answers in pairs, using as many of the phrases from exercise 1 as possible. Discuss answers with the class.

### Suggested answer

Broadcom focuses on hardware and software to enable communications between handheld devices (e.g. mobile phones, smartphones), home devices (e.g. digital television, set-top boxes) and the cloud. Broadcom uses NFC, which is used for mobile payment (e.g. the Oyster card system, which is like a passive credit card to do transportation ticketing) and mobile wallet type applications (replacing tickets for mass transit systems, store convenience cards, etc.) on handsets.

- 3 Learners discuss the statements in pairs and then watch Part 1 again to check. When you check the answers with the class, discuss the reasons for their answers.

### Answers

- 1 False (It focuses on hardware and software inside mobile phones, but doesn't actually make the phones.)
- 2 True (... *from the cloud ... whether he's at home or moving around ...*)
- 3 True (*it's been around for about a half a dozen years, but it's really starting to gain a lot of traction ...*)
- 4 False (This is just an example of NFC technology – there is no suggestion that Broadcom developed it.)
- 5 True (... *combining all the functions that you have in your wallet ...*)
- 6 False (It's *much more secure* than a traditional wallet.)

- 4 Go through the questions with the class. Then play Part 2 for learners to make notes. They compare their notes in pairs and watch again if necessary before feeding back to the class.

### Answers

- 1 Sometimes the transaction takes place *in a device that's removable from the phone*; other times the device is *permanently part of the phone*. The standard is not differentiated (*They'll adhere to the standard*) from one country to another.
  - 2 Handset makers (so that they can make differentiated products); carriers (so they are financially motivated to include the technology onto as many devices as possible in order to make them attractive to customers); and consumers/users of the technology (so the devices work as part of a broader ecosystem and are compatible with each other).
  - 3 Regionality/unicqueness of the different market segments: time zones, continuous support, and communication.
- 5 Learners work alone to make phrases and then watch again to make notes for each phrase. Discuss the answers with the class.

### Answers

- Different countries **adhere to the standard**; You can remove your **security credentials** from the phone; Broadcom drives **differentiated features** in order to appeal to the handset makers; When customers use the device, the carriers have a **revenue stream**; Broadcom creates a **broader ecosystem**, by putting NFC in handsets, digital TVs, etc.; There's a challenge of **continuous support**; Broadcom has tended to focus on **global standards** with the focus on making products that become regionalised.
- 6, 7 Play Part 3 for learners to put the topics in order and then again to make notes. They compare their notes in pairs and watch a second time if necessary before sharing their ideas with the class.

### Answers

- Learning from customers:** spending time with that customer, being empathetic, understanding that culture.
- Hiring staff from the target country:** they hired Chinese national people in China, because they understood the customers, they had past business experience, and so were senior and very experienced.
- Two types of translation:** from a language perspective (what they're literally asking for), and translating the cultural innuendo (what their true needs are).
- Broadcom's functions in China:** engineering; sales and support; design centre
- Expanding the website:** now includes multiple languages, not just English, and regional web pages. They are continually refining communication and marketing of new products.
- Broadcom's marketing strategy:** understanding where the technology is (i.e. where it's going to go from a volume perspective); developing the features to add value to the end customer; customising for each region.
- 8 Put learners in small groups to discuss the question (*How typical are Broadcom's market entry strategies?*), using their own experiences, and then share their ideas with the class. Then play Part 4 for learners to compare it with their ideas and answer the two additional questions. Finally, discuss the additional questions with the class.

### Answers

Andrey mentions translating the language, the customer needs and the business model. For Broadcom, the double pitch involves selling to the cellphone companies as well as the end user.

# Entrepreneurship with the Old London Underground Company

## Discuss

- 1 Look at this extract from an interview with Ajit Chambers, the Founder and CEO of the Old London Underground Company. Then discuss the questions in small groups.

*I started this company two years ago to make use of the underground portfolio of space in London, specifically using the disused underground stations as flagship sites.*

- 1 How do you think he plans to use the underground spaces?
- 2 How much progress do you think he made in two years?

## Part 1 (0.00–2.27): Transforming disused underground stations into profitable businesses; The plan

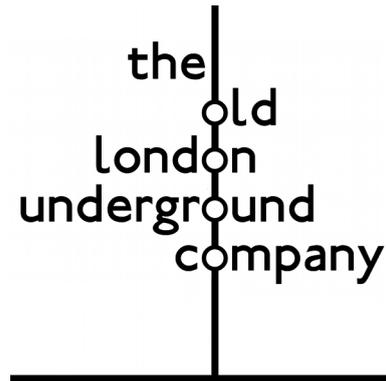
- 2 Watch Part 1 of the interview to check your predictions.
- 3 Watch Part 1 again to answer these questions.
  - 1 What is Ajit Chambers' background?
  - 2 How did he come up with the idea?
  - 3 How will the site survive its first years?
  - 4 How is a *proof of concept* different from a *pilot*?

## Part 2 (2.28–5.48): The finance; The people and the politics; Risk and planning

- 4 Each of the walls in Ajit Chambers' office has a different theme. In pairs, discuss what you think he puts on the following walls:
  - the financial wall
  - the political wall
  - the inspirational wall
  - the card wall
  - the quote wall.

Then watch Part 2 to check your ideas and make notes about the five walls.
- 5 Match these words and phrases from the interview to the different walls. Write F (financial wall), P (political wall), I (inspirational wall), C (card wall) or Q (quote wall) for each word or phrase. Then watch again to check.

delivering revenue _____	plan, prepare and
to fund something _____	research _____
luck and fate _____	a pledge _____
magical _____	push yourself _____
objectives _____	risk _____
paperwork _____	stakeholders _____
personal relationships _____	time lines of
projects and new	discussions _____
businesses _____	wins and successes _____



- 6 In pairs, discuss these quotes from Part 2. Do you agree with them?
  - *Don't let risk stop you doing things. Risk is why it's a winner.*
  - *I change fear into excitement.*
  - *As much as you push yourself, the world around you will be able to cope with it.*
  - *It would be more of a risk if we didn't do this kind of stuff.*
  - *Things happen because you've prepared yourself to be in the right place at the right time.*

## Part 3 (5.49–7.53): The team; The public reaction; The learning curve

- 7 Predict whether these statements are true or false. Then watch Part 3 to check.
  - 1 Ajit Chambers believes his team should be much better than other teams.
  - 2 He believes it is important to have a range of different mindsets in the team.
  - 3 He has borrowed money from many small investors.
  - 4 His team is quick because they don't waste time writing and waiting for emails.
  - 5 The public reaction was very positive from the beginning of the project.
  - 6 Ajit Chambers regrets that the project has taken so long.
  - 7 He learned a lot by starting with a very large project.

## Part 4 (7.54–9.08): What qualities do you think Ajit Chambers has that will make this business work?

- 8 Discuss the question in groups. What is the most important skill he needs? What adjectives would you use to describe his character? Then watch Alejandra and Warren discussing the question. Compare their ideas with yours.

## DVD Worksheet 2: Competition and entrepreneurship

# Entrepreneurship with the Old London Underground Company

### Background reading

The website of the Old London Underground Company ([www.theoldlondonundergroundcompany.com](http://www.theoldlondonundergroundcompany.com)) includes an interesting blog about the company's progress and a virtual tour of one of the company's venues. There are also some good background videos at [www.youtube.com/oldunderground](http://www.youtube.com/oldunderground).

- 1 Discuss with the class what they know (or can guess) about what is below the ground in London (e.g. the oldest underground railway in the world; the second largest underground network in the world). Discuss also why some stations might be disused (**Answer:** some were closed because they were making significant losses). Learners then discuss the quote and the questions in small groups. Check with the class, but avoid confirming or rejecting their suggestions at this stage.
- 2 Play Part 1 for learners to check their answers. They discuss in pairs before feeding back to the class. You could discuss what learners think Ajit Chambers means by *venues* (i.e. places to watch concerts and other live events) and *tourist adventures* (i.e. places to explore and experience, to keep the historic value of these sites alive).

### Answers

- 1 The disused stations will be used as venues (e.g. for concerts) or tourist adventures. There will also be restaurants and bars.
  - 2 The first site opened in May. There are plans for the next six stations, and 26 more underground spaces have been identified.
- 3 Learners discuss the questions in pairs and then watch Part 1 again to check. Then discuss the answers with the class.

### Answers

- 1 He worked in banking, from the trade floor to looking after the chief executives of some of the biggest banks in the world.
  - 2 He was looking for more adventurous things to do in London rather than visiting the same places.
  - 3 He has built the business around an equity fund. Each site has three different businesses that go into the sites (restaurants and bars, venues and tourist attractions). The first and second of these should generate income streams to fund development of the third.
  - 4 A pilot is about checking if something will work. Ajit Chambers claims that they don't need to see whether the proof of concept can work; they're going to make it work.
- 4 Learners discuss their predictions in pairs and share their ideas with the class. Point out that Ajit Chambers doesn't give each wall a name, but refers to what it does. Then play Part 2 for learners to make notes on the five walls. They compare notes in pairs and then feed back to the class.

### Suggested answer

The financial wall shows the methodology. It includes a £10 million pledge from their first investor after four days, and the structure of three businesses that will support each other.  
The political wall includes all the political stakeholders in the UK that are of benefit to projects and new business.  
The inspirational wall shows time lines of discussions, showing how long it takes for different people to respond and whether two people know each other; some objectives; some wins and successes.  
The card wall is *very magical and strange*. The cards are useful when he's talking on the phone; they show the meetings and personal relationships that he has built up and has spent time finding out what they can deliver to the project.  
The quote wall contains quotes from MPs and politicians on the state of the UK economy and the financial times.

- 5 Learners work in pairs to try to remember the context of each phrase. You may need to check the meaning of some of the words (e.g. *fate* = the idea that our lives are subject to powers beyond our control; *a pledge* = a promise, usually to give money). Then play Part 2 for learners to complete the task. They check in pairs and feed back to the class.

### Answers

F: to fund something; paperwork; a pledge  
P: projects and new businesses; stakeholders  
I: objectives; time lines of discussions; wins and successes  
C: delivering revenue; magical; personal relationships  
Q: luck and fate; risk; plan, prepare and research; push yourself

- 6 Learners discuss the quotes in pairs, and then share their ideas with the class. You may need to check some words (e.g. *to cope*).
- 7 Learners work in pairs to predict whether the statements are true or false. Play Part 3 for them to check. They compare their answers in pairs and watch a second time if necessary. When you check with the class, discuss the reasons for their answers.

### Answers

- 1 True (He wants them to be not just the best, but significantly better than the rest.)
  - 2 False (Everyone must have the same mindset.)
  - 3 False (He has tried to fund it completely himself until he can find a *proper investor*, i.e. one that can invest a large amount in the project.)
  - 4 True (... *we do it in minutes, hours and days, not emails, and weeks and months ...*)
  - 5 False (People thought it was a *crazy idea*.)
  - 6 False (It has taken longer than necessary, but he doesn't regret it because it has been a good learning experience.)
  - 7 True (... *I couldn't have without the experience that I've got from this one. That is why it is very important to have done a huge project first ...*)
- 8 Learners work in small groups to discuss the question (*What qualities do you think Ajit Chambers has that will make this business work?*) plus the two supplementary questions. Play Part 4 once or twice for learners to answer the questions. They discuss their answers in pairs before feeding back to the class.

### Suggested answer

Warren suggests that Ajit Chambers' banking background means that he's used to working very long hours and getting a deal done; his job is not to build the bars and restaurants but purely to find the financing. Warren says that the primary skill he needs is selling. Warren describes Ajit Chambers as extremely *confident, enthusiastic, pumped and ready to go*.

# Crisis management with the Institute of Travel & Meetings



INSTITUTE OF TRAVEL & MEETINGS

## Discuss

**1** The Institute of Travel & Meetings (ITM) is a group of buyers and suppliers from the travel industry. You are going to watch an interview with Jamie Hindhaugh (ITM Chairman) and Paul Tilstone (CEO). Before you watch, work in groups to discuss these questions.

- 1 Is there a person or team in your organisation who is responsible for business travel?
- 2 What do you think this role involves (either in your own organisation or other organisations)?
- 3 Why is business travel an important consideration for many large companies?
- 4 What are some examples of buyers and suppliers from the travel industry?
- 5 How do you think the ITM helps these people?

## Part 1 (0.00–2.24): The role of the ITM

**2** Watch Part 1 of the interview and make notes about what Jamie Hindhaugh and Paul Tilstone say about questions 2–5 above.

**3** Watch Part 1 again and answer the following questions.

- 1 What is the relationship between the chairman, the board, the secretariat and the members?
- 2 What, according to Paul Tilstone, are the biggest expenses of a business? Do you think this is an accurate analysis?
- 3 What example of a *white paper* does Paul Tilstone give?
- 4 How much has the organisation grown?

## Part 2 (2.25–5.23): The ash cloud

**4** Look at the map. It shows the extent of the ash cloud that resulted from eruptions of Eyjafjallajökull, a volcano in Iceland, in April 2010. Discuss these questions in groups. Then watch Part 2 of the interview to check your predictions.

- 1 Do you remember the disruption to air traffic that followed these eruptions? If not, what do you think was the effect on international travel?
- 2 Paul Tilstone thinks this was a *useful* crisis for the ITM. What do you think he means?
- 3 What three roles do you think the ITM played during this crisis?



**5** Watch Part 2 again. Summarise what Paul Tilstone and Jamie Hindhaugh say about the ash cloud and its consequences, using the following words and phrases.

fatalities	to cripple something
to track something	to conflict with
to rip something apart	denied passenger boarding
corporates	to get something sorted
down	to charter a flight
to stay put	lines of communication

## Part 3 (5.24–7.45): ITM Phoenix – a crisis management support tool

**6** Watch Part 3 of the interview and answer these questions.

- 1 In what ways is ITM Phoenix like a hub and a filter?
- 2 How did the ash cloud crisis influence ITM Phoenix?
- 3 How do buyers and suppliers interact with ITM Phoenix?
- 4 Why don't companies tend to focus much on business continuity?
- 5 How does ITM Phoenix enable people to influence their CEOs and their boards?

## Part 4 (7.46–9.54): How important is an organisation like the ITM, especially in a crisis?

**7** Discuss the question in groups. Focus first on the general importance of organisations like the ITM, and then on their value during a crisis. Then watch Kira and Kate, two Judge students, discussing the question. Compare their ideas with yours.

## DVD Worksheet 3: Management and leadership

# Crisis management with the Institute of Travel & Meetings

### Background reading

The ITM website (<http://www.itm.org.uk/>) contains a useful 'About us' section. The ITM Phoenix service is for members only, but you can still find out about it on the website ([phoenix.itm.org.uk/](http://phoenix.itm.org.uk/)).

- 1 Learners discuss the questions in groups. After a few minutes, open up the discussion to include the whole class.
- 2 Play Part 1 for learners to make notes on the four questions. They compare their notes in pairs before feeding back to the class.

### Answers

- 2 People in this role manage business travel on behalf of their organisations, ensure that travellers know how to behave, and facilitate their travel experience. They make sure that all of the business executives within the company travel safely, effectively, and at the lowest cost on behalf of their businesses.
  - 3 Business travel is somewhere between the second and fourth biggest expense of a business, and it has massive implications for businesses because there are so many people on the road who are seen as ambassadors of their company.
  - 4 **Buyers:** Somebody from AstraZeneca or PricewaterhouseCoopers (either somebody in procurement or a dedicated travel manager).  
**Suppliers:** British Airways, Virgin Atlantic or Hilton hotel group.
  - 5 ITM's members work together to get the best out of the travel industry and to influence the travel industry. The ITM provides guidance in the form of white papers on industry issues.
- 3 Learners discuss the questions in pairs to see how much they remember. You may need to check they understand the words from the Background notes below. Play Part 1 again for them to check, and then discuss the answers with the class, especially the second part of question 2 which will depend on learners' own experience.

### Background notes

A **secretariat** is the group of people responsible for the management of an organisation, typically an international or political one.  
A **white paper** is a formal report. Governments use white papers to present and discuss a planned new law. Companies and other organisations also use white papers to present their own research and analyses, often as a form of marketing.

### Answers

- 1 The **chairman** manages a **board**, which sets the strategy for ITM and empowers the **secretariat** to deliver what the **members** need.
  - 2 Facilities and land rental, staffing and business travel
  - 3 How to balance the reduction in cost and carbon emissions from a traveller's journey with the requirement to provide duty of care, etc.
  - 4 It grew from three people in 1956 to 1,500 people in 2011.
- 4 Discuss the map briefly with the class to make sure everyone understands what 'the ash cloud' was. Refer learners to the photos of the cloud in Part 2, from 2.30–2.52, and the meteorological path of the cloud from 2.50–2.60. If learners don't know anything about the story, you could discuss question 1 with the whole class. Learners then discuss the questions in pairs to predict the answers. Play Part 2 again for them to check and then discuss the answers with the class.

### Answers

- 1 Many flights were cancelled, so people were stranded away from home. There was not enough information. Paul Tilstone suggests that the phone lines and the mobile phone systems were also **down** (out of service).
- 2 It caused no fatalities, so the industry could digest and analyse what was happening within companies without worrying about people in danger.

- 3 They tried to filter conflicting information into what was actually valid for their members; they spoke to government to demand guidance on denied passenger boarding legislation; they tried to help **corporates** (businesspeople) to work together to share information and transportation.

- 5 Go through the list of words and phrases to check everyone understands them. Learners then work in pairs to remember what was said using each word or phrase. Play Part 2 again for them to check and to take notes. They discuss again in pairs before feeding back to the class.

### Suggested answers

The crisis caused no fatalities. Companies were trying to track their travellers. The ITM could **rip apart** all of the processes and the traveller tracking systems to help **corporates** to do their job better in the future. An ash cloud causes serious problems when the phone lines and the mobile phone systems are **down**. The best course of action may be to **stay put**. The volcanic ash cloud **crippled** everybody. The guidance given by airlines was **conflicting** with government, agencies and news channels. **Denied passenger boarding** means if you turn up for a flight and it's cancelled, you are entitled to some compensation. Paul Tilstone told the Department for Transport to **get** the problem **sorted**. If a company has people stranded in Guatemala, they may need to **charter a flight**. The ITM are encouraging members to open up their **lines of communication** with each other.

- 6 Go through the questions with the class to make sure everyone understands words like *hub*, *filter* and *business continuity*. Then play Part 3 for learners to answer the questions. They discuss their answers in pairs and watch a second time if necessary before checking with the class.

### Answers

- 1 It's a central hub because information comes in from many sources (airlines, hotel groups, car companies, etc.). The information is then filtered to one place (so that users need only access one source for all their information).
  - 2 The idea came while they were trying to deal with that crisis and particularly the lack of information about what was going on.
  - 3 Suppliers update it; there are forums for buyers to talk to each other.
  - 4 Business continuity is often managed in separate departments from safety and security, and it's not an exciting subject.
  - 5 They can show their CEOs what other organisations are doing, how their policies are structured and what they are learning from intelligence.
- 7 Learners work in pairs to discuss the question (*How important is an organisation like the ITM, especially in a crisis?*), including both the general importance of organisations like the ITM, and then on their value during a crisis. After a few minutes, open up the discussion to include the whole class. Then play Part 4 for learners to compare what Kira and Kate say with their own ideas. Discuss the Judge students' ideas with the class.

### Suggested answers

**General importance:** Provide the best deal for travel and hotels very quickly and efficiently. Companies can *leave things up to the expert* and get the best deal.

**Value during a crisis:** You can find out what's going on, which airports can be used, etc.; you can share information and gain knowledge of best practices to make better decisions.

## International communication with the OECD

### Discuss

1 In small groups, discuss what you know (or can guess) about the OECD. Think about the following.

- its purpose
- its members
- its headquarters
- its official language(s)

### Part 1 (0.00–3.19): Working in an international language; The languages of the OECD

2 Watch Part 1 of an interview with Makoto Miyasako, the Head of Strategy and Business Analysis Group at the OECD. Answer these questions.

- 1 How did he learn English?
- 2 What does he say about communicating in his own first language, Japanese?
- 3 Where does the OECD have its offices? How is the work divided between these locations?
- 4 Which organisation uses more English, the UN (with its six official languages) or the OECD (with two)? Why?
- 5 How is French used in the OECD?

3 Look back at the answers to exercise 2. In pairs, discuss which answers you find surprising.

### Part 2 (3.20–6.53): The advantages for an organisation of using an international language; Miscommunication between speakers of an international language; The rise of a global language in business

4 Watch Part 2 of the interview and answer the questions.

- 1 What does Makoto Miyasako say about the main advantage of using an international language? What does he say about the transaction cost?
- 2 Does he believe language proficiency is the main cause of miscommunications?
- 3 How do OECD employees minimise the risk of misunderstandings?
- 4 Why are some Japanese companies choosing English as the office language?

5 Discuss these questions in pairs.

- 1 Could your organisation use English as an office language? Should it?
- 2 What do you think Makoto Miyasako means by the phrase *implicit mutual understanding*?
- 3 Could you have a formal/informal policy to try to minimise miscommunication? Should you?



### Part 3 (6.54–9.36): Advice for organisations adopting an international language; The HR perspective on English as an international language

6 Watch Part 3 and make notes on the following topics.

- 1 Two key things to consider before adopting an international language
- 2 The benefits of learning English and French for potential OECD employees
- 3 The need to have advanced language skills

### Part 4 (9.37–11.05): What do you think are the pros and cons of an international organisation using one language for its communication?

7 Discuss the question in groups. Think about the pros and cons for both the organisation as a whole and for individual employees. Then watch Andrey, a Judge student, discussing the same question. Compare his ideas with yours.

8 Discuss these questions in groups, using examples from your own experience.

- 1 Andrey mentions the problem with relying on translators. What would you say are the advantages and disadvantages of using translators?
- 2 Andrey suggests there is a problem of an unfair advantage for native English speakers. Do you agree that this is (a) a problem and (b) unfair? Are there any situations when being a native English speaker can be a disadvantage?

## DVD Worksheet 4: Globalisation

# International communication with the OECD

### Background reading

The OECD's website ([www.oecd.org](http://www.oecd.org)) contains a very useful 'About' section, including a video explaining its purpose and history. The 'Careers' page, which you can navigate to from the home page, also contains information relevant to this DVD lesson.

- 1 Check briefly with the class if they have heard of the OECD. If not, it is better to run the discussion activity as a whole class. If learners are able to discuss in groups, go through the answers with the class at the end. Discuss any surprises with the class.

### Answers

The OECD's stated purpose (its mission) is to promote policies that will improve the economic and social well-being of people around the world. The OECD provides a forum in which governments can work together to share experiences and seek solutions to common problems.

It has 34 members, mainly from western and central Europe but also including other rich countries such as the USA, Japan and Australia (see the OECD website for a list of members).

Its headquarters is in Paris, France.

There are two official languages: English and French.

- 2 Go through the questions with the class. Then play Part 1 for learners to answer the questions. They discuss their answers in pairs before feeding back to the class.

### Answers

- 1 He didn't speak any English until age 22, and then moved to the USA to learn at graduate school.
- 2 He would find it difficult to work in Japan using Japanese as a means of communication in a business setting.
- 3 Around 98% of the employees are located at the headquarters in Paris, where almost all of the work takes place. They also have very small offices in Washington, Mexico, Berlin and Tokyo.
- 4 The UN, where English is predominant. In the OECD, there is more of a balance between English and French.
- 5 Mainly for internal communications. Only about 10% of the OECD's output (e.g. policy analysis or recommendations) is produced in French.

- 3 Learners discuss the answers in pairs, bringing in their own experiences (for questions 1 and 2) and those of their organisations (questions 3, 4 and 5).
- 4 Go through the questions with the class. Check everyone understands the meaning of *transaction cost* (see Background note below) and elicit what the transaction cost of using an international language might be. Play Part 2 for learners to answer the questions. Learners discuss the answers in pairs and watch again if necessary before feeding back to the class.

### Background note

A **transaction cost** is the cost you must pay in order to participate in a market. For example, you often have to pay a broker's fee if you want to buy and sell shares. Makoto Miyasako uses the phrase (in fact he says *transactional cost*) in a more abstract way, to refer to the cost (in time, effort and money) of enabling multinational groups to communicate in English. This cost might be borne mainly by the organisation (e.g. by employing translators or providing language classes) or the employees (e.g. if the employer insists upon a certain language level for all new recruits).

### Answers

- 1 It is a cost saving. The transaction(al) cost is shifted to each individual employee, who has the responsibility to master the language.
- 2 No. He believes it is sometimes a cause, but sometimes not. For example, native speakers also have misunderstandings when communicating with each other.
- 3 They need to be a bit more flexible and make sure there is no misunderstanding.
- 4 The companies are trying to go beyond (i.e. to expand beyond their current focus/markets) and need to do as the international players are doing, which means working in English. They also want to send a clear message to its employees about the company's changing direction.

- 5 Learners discuss the questions in pairs. After a few minutes, open up the discussion to include the whole class.

### Suggested answer

*Implicit mutual understanding* is when people understand each other by 'reading between the lines' and working out what the other person means from context, body language, tone of voice, etc.

- 6 Learners watch Part 3 to make notes. They compare their notes in pairs and watch a second time if necessary. Then discuss the answers with the class.

### Suggested answers

- 1 It needs to align with the strategic direction; the organisation needs to spend enough resource and time to make the transition successful.
- 2 English is really essential to work at the OECD. French is useful, especially for living in France.
- 3 The majority of the OECD's work requires a high language level (e.g. publishing papers and books, coordinating and leading discussions at government committee level).

- 7 Learners work in groups to discuss the question (*What do you think are the pros and cons of an international organisation using one language for its communication?*). Make sure they consider the pros and cons for both the organisation and for employees. Then play Part 4 for learners to compare their ideas with those of Andrey. Finally, discuss the question with the class.
- 8 Learners discuss the questions in groups. After a few minutes, open up the discussion to include the whole class.

### Suggested answers

- 1 Advantages: no need to learn foreign languages; reduced risk of miscommunications. Disadvantages: expensive and difficult to organise (especially for less common languages); sometimes causes miscommunication due to the translator's overconfidence or lack of subject knowledge; inconvenient for speakers – breaks the flow of fluent speech; possible issues of confidentiality.
- 2 Native English speakers often find it difficult to grade their language, i.e. speak simply, slowly and clearly enough to be understood, a skill which non-native speakers may find easier. Being a native English speaker may be a disadvantage if working in a company where the majority have a different first language because of the risk of making assumptions that turn out not to be correct.

# Design and innovation with Williams F1

## Discuss

1 What do you think the following words and phrases mean in the context of designing a Formula 1 (F1) car?

acceleration	kinetic energy
aerodynamics	hybrid system
battery management systems	lightweight materials
to brake	lithium-ion cells
to corner	power-to-weight ratio
down force	to spin
drag	storage device
to exit a corner	vacuum
flywheel	

## Part 1 (0.00–2.24): Technological innovation at Williams F1; Hybrid systems technologies in Williams F1 cars

2 Watch Part 1 of an interview with Alex Burns, the CEO of Williams F1, to answer these questions. The words and phrases in exercise 1 will help you.

- 1 What are Williams F1's two core engineering capabilities? Why are they important?
- 2 What two storage technologies does Alex Burns describe? What does he say about them?
- 3 How is Williams F1 different from other teams, in terms of technological innovation?

## Part 2 (2.25–5.22): Where did the idea to develop hybrid systems come from?; Some elements of successful innovation

3 Watch Part 2 of the interview. In what order does Alex Burns explain the following? What does he say about each?

- a a can-do mentality
- b changes to the regulations
- c creative engineers
- d developing the flywheel in-house

4 Match the beginnings on the left with the endings on the right to make phrases from Part 2.

it was deemed ...  
we took ...  
its sole ...  
you have to make ...  
how are we going to  
rise ...  
there's a whole world ...  
we need a spark ...

... do with that  
... equity in the company  
... of creativity  
... of possibilities  
... to be giving an advantage  
... to this challenge  
... purpose

## Part 3 (5.23–8.10): Applications of the technology outside of F1; The Williams Technology Centre in Doha, Qatar

5 Watch Part 3 and answer these questions.

- 1 In what two ways is a Formula 1 car like a city bus?
- 2 What two key areas are being developed in the technology centre in Qatar? In what fields outside of F1 will they be useful?

## Part 4 (8.11–10.48): Some difficulties in technological innovation; Doing exceptional things all of the time

6 Predict the answers to these questions. Then watch Part 4 to check your predictions.

- 1 Why is it difficult to recruit good engineers for Formula 1 racing? Think of at least two reasons.
- 2 What are the main sources of income for Williams F1 and other F1 teams like Ferrari?
- 3 Why can't Williams F1 afford to stand still? Think of at least two reasons.

## Part 5 (10.49–12.46): What can a company do to encourage innovation and foster a culture of 'doing exceptional things all of the time'?

7 Discuss the question in groups. Then watch Roberto and Warren, two Judge students, discussing the same question. Compare their ideas with yours.

8 Discuss these questions in groups, using examples from your own experience.

- 1 What do you think of Roberto's idea of tolerating or even rewarding failure?
- 2 Do you agree with Warren that banks and governments can't, and shouldn't, be especially innovative?

## DVD Worksheet 5: Design, technology and innovation

# Design and innovation with Williams F1

### Background reading

The Williams F1 website ([www.williamsf1.com](http://www.williamsf1.com)) contains an interesting history of the company ([www.williamsf1.com/team](http://www.williamsf1.com/team)) and an interactive virtual tour of the headquarters ([www.williamsf1.com/team/hq-tour](http://www.williamsf1.com/team/hq-tour)). The section on CSR ([www.williamsf1.com/spark](http://www.williamsf1.com/spark)) is most relevant to this DVD lesson.

- 1 Learners discuss the question in small groups. Tell them that the words and phrases all appear in the DVD. Encourage them to guess the meaning of any words and phrases they don't know. With weaker classes, go through the list with the class first to elicit their meanings before the group discussions. After the discussions, discuss the question and any remaining vocabulary problems with the class, as this will help them to understand the DVD. However, avoid explaining how a *flywheel* works as a storage device until after exercise 2.

### Suggested answers

**Acceleration** means increasing speed. The opposite is **braking**.

**Aerodynamics** is the study of the motion of air, typically over a moving object (e.g. a plane, a car). Engineers study aerodynamics in order to reduce **drag**, i.e. the force that slows the moving object down as a result of friction between the surface and the air. They also aim to increase **down force**, i.e. the opposite of the force that causes aeroplane wings to lift.

A **battery management system** (BMS) is an electronic device that monitors and modifies the performance of a battery.

A major challenge for F1 cars is to **corner** (go round a corner), without losing too much speed or stability. They then accelerate rapidly when they **exit** (leave) a corner.

A **hybrid system** uses a combination of two or more systems. For example, some hybrid cars are powered by both a petrol engine and an electric motor.

A **flywheel** is a type of **storage device** which is used to store energy. In F1 cars, applying the brakes causes the wheel to **spin** (go round) faster. The flywheel is in a **vacuum**, i.e. there is no air around it to slow it down. This spinning wheel can then be used to help the car accelerate.

**Kinetic energy** is the energy of an object because of its motion. This is what makes a vehicle travel forwards even after the brakes are applied. The **lightweight materials** used for F1 cars are mainly carbon-fibre composites.

**Lithium-ion cells** are commonly used as rechargeable batteries in consumer devices such as mobile phones.

A car's **power-to-weight** ratio is calculated by dividing its horsepower by its weight.

- 2 Go through the questions with the class to elicit some possible answers. Then play Part 1. Learners compare their answers in pairs and watch again if necessary before checking with the class. You could use this opportunity to go through the list of words and phrases in exercise 1 again, to discuss what Alex Burns said about each of them.

### Answers

- 1 Aerodynamics: the cars need high down force and low drag, so they can corner very quickly, brake very suddenly and achieve high top speeds with a low drag.  
Lightweight materials: they need a good power-to-weight ratio to get the maximum acceleration.
- 2 A flywheel: it converts electrical energy into kinetic energy, which can be reused by slowing the flywheel down and generating electricity from it.  
Battery technology: advanced lithium-ion cells, put together into complex battery systems. They have developed battery management systems to keep the battery in good condition. The battery stores electrical energy between braking and accelerating.
- 3 They have done the most to develop hybrid systems in-house.

- 3 Elicit what a *can-do mentality* is (a desire to overcome problems rather than admit defeat). Then play Part 2 twice for learners to put the headings in order and make notes. They compare their answers in pairs before feeding back to the class.

### Answers

The order is b, d, a, c

- b Formula 1 needed to be more relevant to the challenges that people face, so they phrased regulations that would allow the storage and re-use of energy on the cars for the first time.
  - d They couldn't find an electric motor that was small enough, or light enough for their requirements, so they developed their own. They identified the flywheel technology called 'Magnetic loaded composite flywheel technology'. They took equity in the company that was developing it.
  - a Whatever the problem, they can find a solution. When they are at a race track on the other side of the world with a small group of people, they have to make do with what they've got.
  - c In some areas, e.g. safety, they want engineers who are not especially creative. But they need creative engineers in areas like aerodynamics or where there are new regulations. The spark of creativity is difficult to identify during the recruitment phase.
- 4 Learners work alone to make phrases. Play Part 2 again to check. Make sure everyone understands the meaning of each phrase and discuss what was said about each one.

### Answers

It was deemed to be giving an advantage; we took equity in the company; its sole purpose; you have to make do with that; how are we going to rise to this challenge; there's a whole world of possibilities; we need a spark of creativity

- 5 Elicit possible answers to the questions. Then play Part 3 once or twice. Learners discuss their answers in pairs. Then go through the answers with the class. You may need to check everyone understands the meaning of *CSR* (Corporate Social Responsibility).

### Answers

- 1 They both stop and start frequently. A bus at relatively low speeds has the same kinetic energy as a Formula 1 car at high speed.
  - 2 The large flywheel (to be used in metro systems to capture and reuse the energy of the metro trains) and simulator technology (to train the drivers in taxi fleets or bus fleets to be safer on the roads).
- 6 Learners work in pairs to predict answers to the questions. Elicit some ideas from the class and write them on the board. Then play Part 4 for learners to compare the answers with the answers on the board. Discuss the answers with the class.

### Answers

- 1 There is a skill shortage in the UK market at the moment; they task their engineers with doing what others would think is impossible.
  - 2 They sell sponsorship on the cars and get money from the centre of the sport (e.g. from the TV rights for the sport).
  - 3 In terms of engineering (because of the intensity of the competition – any team that stops developing will slip backwards through the grid) and as a business (because they must keep looking for new challenges and new markets).
- 7 Learners work in small groups to discuss the question (*What can a company do to encourage innovation and foster a culture of 'doing exceptional things all of the time'?*). After a few minutes, open up the discussion to include the whole class. Then play Part 5 for learners to compare the Judge students' ideas with their own. Finally, discuss any differences with the class.
  - 8 Learners discuss the questions in small groups and then feed back to the class.

# The economic environment with Gleadell Agriculture Ltd

## Discuss

- 1 Gleadell Agriculture is an international grain trading business. You are going to watch an interview with David Sheppard, Gleadell Agriculture's Managing Director. Before you watch, try to match the products on the left with the purposes/customers on the right.

1 They sell seed and fertiliser ...	a ... for beer production.
2 They sell wheat ...	b ... to UK farmers.
3 They sell malting barley ...	c ... for human consumption and for feed.
4 They sell oil-seed rape ...	d ... for feed production, biscuit manufacture and flour milling.
5 They sell pulses ...	e ... for use in vegetable oils and biodiesel production.

### Part 1 (0.00–1.51): What does Gleadell Agriculture Ltd do?

- 2 Watch Part 1 of the interview (0.00–1.51) to check your answers to exercise 1. Where does it sell the products from exercise 1? What else does Gleadell Agriculture sell?

### Part 2 (1.52–5.30): The effect of exchange rates; The effect of interest rates; The effect of taxation

- 3 Check that you understand all the words and phrases in bold. Then watch Part 2 to correct the factual mistake in each sentence.
- 1 There are two important **spreads** and exchange rates for Gleadell Agriculture's day-to-day business.
  - 2 Gleadell Agriculture **moves its whole position into** euros every night, however **far forward** the exchange rate is.
  - 3 Gleadell Agriculture sometimes has problems with access to cash, but only when the company makes a loss.
  - 4 Gleadell Agriculture's share price **fluctuates enormously**.
  - 5 They sometimes ask the bank to put pressure on difficult shareholders.
  - 6 They lend money to farmers at an **exorbitant** interest rate.
  - 7 They **lobby** their shareholders for cash inputs for investment in **infrastructure and plant**.



### Part 3 (5.31–9.13): Market influences; An unexpected cost; The future of the cereal production industry

- 4 In Part 3, David Sheppard tells four stories: Story A (*A falling-out with a supermarket*); Story B (*A new loaf*); Story C (*Mycotoxin testing*); and Story D (*World population growth*). Watch Part 3. For questions 1–5 below, write A, B, C or D.

- 1 Which stories involve a positive impact on Gleadell Agriculture? \_\_\_\_\_
  - 2 Which stories involve trying to persuade farmers? \_\_\_\_\_
  - 3 Which stories demonstrate changes in customer demands? \_\_\_\_\_
  - 4 Which stories involve a lot of investment for Gleadell Agriculture? \_\_\_\_\_
  - 5 Which stories represent a serious risk for Gleadell Agriculture? \_\_\_\_\_
- 5 Discuss these questions in small groups. Describe any similar stories from your own experiences.
- 1 Why do you think the bread manufacturer fell out with the supermarket? What does this story tell you about the relationship between supermarkets and suppliers?
  - 2 Why do you think it was so important to have 100% British wheat, even though it produced low yields? What does this story tell you about the role of marketing?
  - 3 How does David Sheppard feel about the new mycotoxin tests? Why do you think they were introduced?
  - 4 Why do you think demand is growing exponentially? What do you think is fuelling this growth?

### Part 4 (9.14–9.58): What tools can a company use to deal with external factors that affect it financially?

- 6 Discuss the question in groups. Then watch Andrey S and Andrey T, two Judge students, discussing the question. Compare their ideas with yours.
- 7 The Judge students mention the possible use of *options*, *futures* and *credit default swaps* (CDSs). How suitable would these be for Gleadell Agriculture's day-to-day business?

## DVD Worksheet 6: Trade, finance and the economy

# The economic environment with Gleadell Agriculture Ltd

### Background reading

Gleadell Agriculture's website ([www.gleadell.co.uk](http://www.gleadell.co.uk)) contains useful information on the company's products.

- 1 Discuss with the class what they think a grain trading business is. You could check they understand the agriculture words in the table (*seed, fertiliser, wheat, malting barley, pulse, feed, oil-seed rape, milling, biodiesel*). Learners then work in pairs to try to match the products with the purposes/customers. Discuss the answers with the class, but avoid confirming or rejecting their suggestions.
- 2 Play Part 1 for learners to check the answers and answer the two additional questions. They check quickly in pairs before feeding back to the class.

### Answers

1 b 2 d 3 a 4 e 5 c

They sell the products throughout the EU and into the Mediterranean and occasionally further afield. They also sell advisory services to farmers.

- 3 Go through the sentences with the class to elicit the meanings of the words and phrases in bold. Then play Part 2 for learners to identify the factual mistakes. They discuss their answers in pairs and watch a second time if necessary before feeding back to the class.

### Background notes

A **spread** is the difference between the exchange rates for buying a currency and the rate for selling the same currency.

David Sheppard says they **move their whole position into pounds every night, however far forward the exchange rate**. He means the company transfers all of its money into pounds, no matter how expensive the pound is at the time.

If something such as a price **fluctuates enormously**, it goes up and down a lot quickly and frequently.

If a price is **exorbitant**, it is unreasonably expensive.

If you **lobby** somebody, you try hard to build a relationship with them in order to influence them. Many businesses try to lobby politicians.

In this context, **plant** means buildings, especially factories and warehouses, and the machines, etc., inside those buildings; **infrastructure** means other things which are constructed to support those buildings and connect them with the outside world, e.g. internal roads, electricity lines, water supply, etc.

### Answers

- 1 There are **three** important rates and spreads (sterling/euro, sterling/dollar and euro/dollar).
- 2 It moves its position into **pounds**.
- 3 The company doesn't make losses. Its problems with access to cash are connected with **movements of grain stocks**.
- 4 The **amount of physical stock** (i.e. grain) they hold fluctuates. (The word *stock* can also be used to refer to shares, but this is not what David Sheppard means.)
- 5 They ask **shareholders** to put pressure on their **bank**.
- 6 It's a **competitive** rate, but not exorbitant.
- 7 They lobby **the government** for **changes in corporation tax levels**. They never ask their shareholders for money for investment.

- 4 Discuss the titles of the four stories with the class to elicit what they might involve. Then play Part 3 once or twice for learners to answer the questions. They discuss their answers in pairs before feeding back.

### Background note

A **mycotoxin** is a poisonous substance (a toxin) produced by a mould (a type of fungus). The term usually refers to toxins from moulds on crops, which can enter the food chain. See <http://www.knowmycotoxins.com> for background on mycotoxin regulations.

### Answers

1 B, D 2 B, C 3 B, D 4 B, C 5 A, C

- 5 Learners discuss the questions in small groups. You may need to check they understand the meaning of *yield*. After a few minutes, open up the discussion to include the whole class.

### Background notes

In agriculture, **yield** is a measure of productivity: the amount of crop harvested relative to either the land area or the number of seeds planted. Yield is also used in finance, as a measure of the return from a security (e.g. a share).

### Suggested answers

- 1 Perhaps the supermarket demanded a lower price, and the bread manufacturer refused. It suggests that supermarkets have enormous power over suppliers, especially if the number of supermarket chains is small.
  - 2 Hovis is an old British company, and uses its heritage as part of its marketing. Many people prefer to buy products from their own countries, in order to support employment, etc. The story shows how marketing can drive new product development. It also shows how a more expensive, lower quality product can still be preferable.
  - 3 He hints that they were unnecessary (*the wheat was the same as we'd been eating and using for the last 25 years, and the UK is a low risk area anyway, and we have had no reports of any illness outbreaks or anything caused by this*). The introduction of this test may have resulted from a media-driven health scare. Alternatively, there may have been an international commitment to introduce such a test (e.g. an EU-wide directive).
  - 4 The population is growing, and it is getting richer. These changes are accelerating because increased demand fuels new supply (e.g. more supermarkets), which in turn fuels more demand.
- 6 Learners work in small groups to discuss the question (*What tools can a company use to deal with external factors that affect it financially?*). Discuss the answers with the class and then play Part 4 for learners to check what the Judge students suggested.

### Background notes

**Options and futures** are financial instruments that allow the buyer to engage in a future financial transaction for a pre-arranged price. With **options**, the buyer has the choice as to whether to engage in the transaction. With **futures**, both parties are obliged to engage in the transaction. They are both used to manage risk by transferring that risk to the other party.

**Credit default swaps (CDSs)** are agreements to pay the holder of the CDS if there is a default on a specific loan. They work in much the same way as insurance policies, in that they act as a third party protection for someone buying bonds in the company.

- 7 Discuss the question with the class, making sure everyone understands the three terms. Note that in the DVD, Andrey uses a shorter form, *credit swaps*.

### Suggested answer

These would make Gleadell Agriculture's currency trading more sophisticated, but also much more complicated. It would need to employ specialists to conduct this new type of trading. These tools are useful for managing risk of wild currency fluctuations, but the currencies that Gleadell uses are relatively stable, so perhaps the benefits would be limited.

## Focus on CPSL



UNIVERSITY OF  
CAMBRIDGE

PROGRAMME FOR  
SUSTAINABILITY LEADERSHIP

### Discuss

#### 1 Discuss these questions in small groups.

- 1 Polly Courtice is Director of the University of Cambridge Programme for Sustainability Leadership. What do you think the programme involves?
- 2 What sort of person would attend such a programme? Why do participants enjoy the programme?

#### Part 1 (0.00–1.47): What the CPSL does

##### 2 Watch Part 1 of an interview with Polly Courtice and Aris Vrettos, the CPSL's Programme Development Director. What do they say about the questions in exercise 1?

##### 3 What do Polly Courtice and Aris Vrettos mean by the phrases in bold?

- 1 **senior practitioners** from business and the policy community
- 2 the solutions that we can **bring to bear**
- 3 to talk very **compellingly**
- 4 the highlight of the programme is **the journey**
- 5 a great **faculty**
- 6 it is something that **stays with them** forever

#### Part 2 (1.48–5.03): How do organisations benefit from being sustainable?; The role of the CPSL; What kind of organisations can make an impact?

##### 4 Watch Part 2 and answer these questions.

- 1 What are the barriers that stop companies from 'doing the right thing'?
- 2 What is the tension that many companies are wrestling with?
- 3 What two systems does the programme look at?
- 4 What examples does Polly Courtice give of what is happening in societies around the world?
- 5 What three examples of companies does she mention? What do they have in common?
- 6 What does Polly Courtice mean by a *collaboratory* process?
- 7 Why doesn't the programme focus on persuading companies that there is a problem?
- 8 What does Polly Courtice say about processes and activities that are *inherently unsustainable*?

#### Part 3 (5.04–7.17): Why participants came to the Climate Leadership Programme; Where are the best examples of sustainability in practice?

##### 5 Watch Part 3. Match the eight people with their opinions, based on what they say in Part 3.

1 Tanya Spencer	a It's interesting to discuss what's the same and what's not.
2 Daniela Torres	b We are going to make more money but do less damage.
3 Paul Crewe	c We're all wrestling with the same problems.
4 Wing Hong Chan	d We can discuss our experiences and ideas freely.
5 Richard Pamentor	e I wanted to take away some good, practical advice.
6 Polly Courtice	f Environmentally friendly products can be good for business.
7 Paul Polman	g It is easier to identify sustainable actions rather than sustainable companies.
8 Jeff Immelt	h I was keen to meet people and build relationships.

#### Part 4 (7.18–10.26): The role of the individual; What future challenges do business leaders face?

##### 6 Predict what Polly Courtice will say about the following topics. Then watch Part 4 to check your predictions. Take notes for each topic.

- 1 the relative impact on the environment of individuals and companies
- 2 paradoxes and trade-offs
- 3 'choice editing'
- 4 'the three pillars of sustainability'
- 5 technological solutions

#### Part 5 (10.27–11.53): How important do you think sustainability is to companies and is this changing?

##### 7 Discuss the questions in groups. Then watch Kate and Roberto, two Judge students, discussing the questions. Compare their ideas with yours. What do they say about consumers and shareholders?

## DVD Worksheet 7 21st-century enterprise

### Focus on CPSL

#### Background reading

The CPSL website ([www.cpsl.cam.ac.uk/](http://www.cpsl.cam.ac.uk/)) includes an introduction to the topic of sustainability leadership ([www.cpsl.cam.ac.uk/Resources/What-is-Sustainability-Leadership.aspx](http://www.cpsl.cam.ac.uk/Resources/What-is-Sustainability-Leadership.aspx)). There is also a detailed report on the state of sustainability leadership available at [www.cpsl.cam.ac.uk/Resources/State-of-Sustainability-Leadership.aspx](http://www.cpsl.cam.ac.uk/Resources/State-of-Sustainability-Leadership.aspx).

- 1 Learners discuss the questions in small groups. You may need to check they understand the meaning of *sustainability* (the situation where your actions cause little or no damage to the environment and therefore can continue for a long time). Discuss the questions with the class, but avoid confirming or rejecting their ideas.
- 2 Play Part 1 for learners to make notes on the questions in exercise 1. They check in pairs before feeding back to the class.

#### Answers

- 1 The programme lasts three and a half days and focuses on helping leaders in business and government all around the world understand the challenges of sustainability and work out how to respond to them. They look at the practical challenges and the solutions through interactive games, iPads, climate change games and debates.
- 2 Senior practitioners from business and the policy community. They love it because it's very challenging and the experience stays with them forever.
- 3 Learners discuss the phrases in pairs. You could play Part 1 a second time if necessary. Then discuss the answers with the class.

#### Answers

- 1 important people; governments and organisations which influence government policies
  - 2 apply influence to achieve a particular result
  - 3 persuasively, in a way that makes people listen and believe them
  - 4 the learning process
  - 5 group of academic staff (e.g. lecturers) specialising in a particular subject
  - 6 they will never forget it
- 4 Learners discuss the questions in pairs to predict possible answers. You may need to check the meaning of *inherently unsustainable* in question 8 (i.e. their nature means they cannot be sustained). Then play Part 2 for learners to check their predictions. They discuss their answers in pairs and watch a second time if necessary before feeding back to the class.

#### Answers

- 1 Doing the right thing may not increase their access to capital, because the investment community don't always appreciate what the companies are trying to do.
- 2 The tension between long-term value creation and short-term profit.
- 3 social and ecological
- 4 She refers to the employment and well-being of young people, women or communities whose land is seen by more developed economies as a natural resource rather than where they make their living.
- 5 GE, Unilever and Wal-Mart which are among the largest companies in the world.
- 6 Helping companies to engage with the other players in their supply chain and other stakeholders to think about really what changes are realistic.
- 7 Most of the companies already know there is a problem.
- 8 They need to change.

- 5 Before learners do the exercise, point out that some of the eight people appear in the DVD, while others' opinions are simply mentioned by Polly Courtice. Make sure learners understand that sentences a–h are not spoken by the people but sum up the opinions they hold. Play Part 3 for learners to complete the task and then feed back to the class. You could discuss the opinions of Paul Polman and Jeff Immelt with the class, to find out whether learners think they are realistic.

#### Background note

If you *bounce ideas around*, you discuss them freely, as in a brainstorming meeting. The idea is that even bad ideas may help someone come up with a good idea.

#### Answers

1 e 2 c 3 h 4 a 5 d 6 g 7 b 8 f

- 6 Learners work in pairs to predict what Polly Courtice will say. Then play the clip for them to take notes. They compare notes in pairs and watch a second time if necessary before feeding back to the class.

#### Suggested answers

- 1 Companies can help to scale up individual actions either by engaging with their consumers or simply by providing products and services which allow individuals to live in a more environmentally friendly way.
  - 2 As individuals, we are compromised all the time through our actions. For example, flying is bad for the environment, but by flying, Polly Courtice can talk to people to help them live more sustainably.
  - 3 Not offering things to customers that are inherently damaging.
  - 4 They are not equivalents. The economy is a subset of human society, and human society a subset of the biosphere.
  - 5 Technology is part of the solution but not the whole solution.
- 7 Learners work in groups to discuss the two-part question (*How important do you think sustainability is to companies and is this changing?*). Then play Part 5 for learners to compare the Judge students' ideas with their own and to answer the additional question (*What do they say about consumers and shareholders?*). Discuss the additional question with the class, including whether learners agree with the opinions.

#### Answer

In the future, shareholders and customers will demand sustainability.