

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.

There are photocopiable Worksheets written by Jeremy Day to go with the seven sequences on the following pages. 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). 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.

Worksheet 1: Regional off-shore map thanks to Johnathan Reynolds, Orbis Energy©

Worksheet 2: Energisyou logo thanks to Vicci Flack and Oliver Grey, Energisyou©

Worksheet 6 : Levantar logo thanks to Mark Greenhouse and Neil Harvey, Levantar©

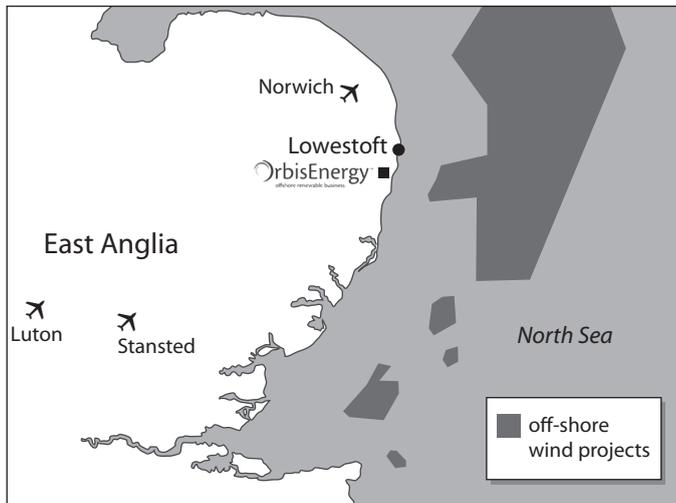
DVD contents

Student's Book	Section title	DVD title	Information on the organisation	Sections on the DVD
Units 1 and 2	Business environment	Orbis Energy and business incubation [7.09]	Orbis Energy provides an innovation centre, advice and networking possibilities for companies wishing to develop in the renewable energies sector.	The role of Orbis Energy [0.06] The attraction of Orbis for companies [2.01] Companies and their development at Orbis [2.55] Future developments [4.28] Comments from students of Cambridge Judge Business School [5.50]
Units 3 and 4	Managing people	Employee well-being with energiseYou [6.10]	energiseYou is a company that provides some of the UK's biggest companies with advice and help on improving the well-being, health, performance and motivation of staff.	Health and energy issues in the workplace [0.06] The services energiseYou provide [1.01] Solving workplace health and energy issues [2.05] Work-life balance [2.52] The role of employers and employees [3.49] Comments from students of Cambridge Judge Business School [5.37]
Units 5 and 6	Managing cultures	HSBC and international management [8.49]	HSBC is a banking group that operates globally. It sees an understanding of the local culture as being of paramount importance when engaging with both its customers and other financial institutions.	A brief history of HSBC [0.06] The role of an International Manager at HSBC [1.15] The importance of being culturally aware [2.53] Cultural differences across countries [4.03] Cultural differences across banking sectors [5.48] Comments from students of Cambridge Judge Business School [7.30]
Units 7 and 8	Managing operations	Heidi Woodgett: the role of a freelance Project Manager [8.19]	Heidi Woodgett is a freelance Project Manager who has experience of project management in a wide variety of sectors and different projects.	Becoming a Project Manager [0.06] The scope of Project Management [0.41] Time, cost and quality [2.08] The early stages of a project [3.35] Engaging the stakeholders [4.23] The importance of team-working [5.19] Closing a project [5.52] Comments from students of Cambridge Judge Business School [6.49]
Units 9 and 10	Marketing	Aviva: changing a brand name [7.51]	Aviva is one of the largest insurance companies in the world. In 2002 it owned 50 companies with different names across the globe. Since then it has rebranded the whole group under the name Aviva.	How Aviva became Aviva [0.06] Where the name Aviva came from [0.56] The process of rebranding [1.17] The brand logo [3.00] The risks of rebranding [3.16] Managing the name change [3.38] The benefits of rebranding [4.06] Interacting with an insurance brand [5.46] Comments from students of Cambridge Judge Business School [6.48]
Units 11 and 12	Accounting and finance	Lean management from Levantar [9.25]	Levantar is a business process improvement company that advises companies on how to improve their efficiency by looking at their accounting practices and business processes.	How Levantar help their clients [0.06] Mistakes companies make [0.40] Lean as an on-going process [1.31] Lean accounting in practice [2.26] The business seminar [4.11] Comments from students of Cambridge Judge Business School [8.38]
Units 13 and 14	Strategies and decision-making	CSR at London City Airport [10.15]	London City Airport is located within the city limits of London. Due to its location and the vision of its CEO, Richard Gooding, CSR plays an important role in the decision-making process and the airport's general strategy.	CSR at London City Airport [0.06] CSR and the community [1.40] The business case for CSR [2.44] Communication with the community [3.30] The airport and charity [5.40] The airport and the university [6.29] The view of the university [7.40] Comments from students of Cambridge Judge Business School [9.31]

Orbis Energy and business incubation

Discuss

- Orbis Energy is a business incubator in the offshore renewable energy sector. Before you watch, discuss these questions in groups.
 - What do you think **business incubators** are? What services and benefits might they provide?
 - What do you know (or can you guess) about the **offshore renewable energy sector**?
What types of businesses might operate in this sector? Think about the whole **supply chain**.
 - Why might a **business incubator** be especially useful in this sector?



Part 1 (0.06–2.00): The role of Orbis Energy

- Check you understand the meaning of all the words in bold. Then watch part 1 of an interview with Johnathan Reynolds, the Business Development Leader for Orbis. Are the statements true or false?
 - Orbis is a **hub** for innovation and incubation.
 - Orbis only supports **microbusinesses**.
 - Orbis only supports its **tenants**.
 - Orbis focuses on innovation in **technology drivers** and in ways of doing business.
 - One of Orbis's roles is to provide **mentoring** for new businesses.
 - Orbis supports commercial innovation by advising its tenants on **access** to new markets, finance and skills.
- Watch part 1 again. Answer these questions.
 - What three levels of the supply chain does Johnathan Reynolds mention?
 - What types of support does Orbis provide?
 - How selective is Orbis in choosing its tenants? What are the benefits of this approach?

Part 2 (2.01–2.54): The attraction of Orbis for companies

- Watch part 2. Use the table to make notes of the benefits that Orbis provides.

Location and facilities	
Opportunities for informal networking	
Opportunities for more structured networking	

Parts 3 and 4 (2.55–5.49): Companies and their development at Orbis; Future developments

- Discuss these questions in pairs. Then watch these parts and compare them with your ideas.
 - Why might a large company want to use Orbis's services?
 - How could a very small company use Orbis's services without spending lots of money?
 - What are the four stages of development for a typical Orbis tenant?
 - How does Orbis's work help the economic development of the broader community?
 - Is it better for Orbis to keep their existing tenants or to encourage them to move on regularly? Why?
 - Look at the map. Why do you think Lowestoft is a good location for Orbis?
 - What do you think will happen to the renewable energy sector over the next 20 years?

- Watch these parts again. What did Johnathan say about the following words and phrases?

to break into a sector a one-man band to position yourself pre-incorporation a virtual incubation programme churn entrepreneurship to forecast sth a catalytic role a campus grow-on space to outgrow sth

Part 5 (5.50–7.09): Comments from students of Cambridge Judge Business School – What are the advantages of the services Orbis provide their tenants?

- 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 1: Business environment

Orbis Energy and business incubation

Background reading

Before you teach this lesson, it is a good idea to have a look at Orbis's website (<http://www.orbisenergy.net>) to familiarise yourself with their services.

- 1 Make sure students have at least a general idea of the meaning of **incubator** – you could point out that hospitals have equipment called incubators where new-born babies are kept safe in very controlled conditions until they are strong enough to survive in the 'real world'. Students discuss the three questions in small groups and then share their ideas with the class. Note that it is important that students fully understand the terms in bold before they watch the DVD.

Answers

- 1 A business incubator is an organisation which helps new businesses to get started and grow, in a safe environment, until they are strong enough to survive on their own.
 - 2 Businesses which are involved in generating and distributing renewable energy (e.g. electricity) away from the land. Unlike traditional energy sources, such as oil and gas, renewable energy sources do not become scarcer over time. Examples of offshore renewable energy sources include wind farms and wave and tidal energy generators. The businesses in this sector include those which develop and design the technology, engineering firms which build and service wind farms, etc., the energy-generating companies which operate the generators and sell the energy, as well as many smaller companies which provide goods or services (e.g. marketing) to these businesses.
 - 3 Because new businesses in this sector may be very small (e.g. a single inventor who has developed a new technology) but the market contains some very big and powerful players (e.g. multinational oil companies, public sector energy monopolies, etc.).
- 2 Go through the terms in bold with the class, eliciting what students know / can guess about each term. Then play the clip for students to complete the task. They discuss their answers in pairs before checking with the class.

Notes

- A **hub** acts as the centre of a network, like a major airport which has links to many smaller airports.
- A **microbusiness** is a very small business, e.g. one with fewer than 20 employees (EU definition).
- A **tenant** is a person or company that rents accommodation or office space from a landlord.
- A **technology driver** is a piece of advanced technology that drives (= leads to) further technological innovation.
- If you **mentor** somebody, you provide teaching and guidance to someone less experienced than yourself.
- Advice on **access** includes raising awareness of the opportunities that exist and guidance on overcoming barriers (e.g. negotiating, dealing with regulations, marketing).

Answers

1 T 2 F 3 F 4 T 5 T 6 T

- 3 Students discuss the questions in pairs to see how much they remember, then watch the clip again to check. They discuss their answers in pairs before feeding back to the class.

Answers

- 1 Microbusinesses; engineering companies and manufacturing businesses; operators and developers.
- 2 Advice on business strategy, funding, access to markets and skills, etc.
- 3 Very selective. It only allows businesses which are currently operating in the offshore renewable energy sector or which are planning to enter this sector. This is good for innovation and networking.

- 4 Students work in pairs to predict some of the benefits that Orbis might be able to provide. They then watch the clip to make notes. After they have discussed their answers in pairs, play the clip a second time for them to complete their notes, and then go through the answers with the class.

Answers

- Location and facilities: Fantastic working environment; proximity to the market; support infrastructure; conference/meeting facilities; broadband / high-speed internet
 - Opportunities for informal networking: Communal areas (e.g. kitchens); break-out space; sharing of ideas and best practice
 - Opportunities for more structured networking: Conference facilities, meetings, etc.
- 5 Students discuss the questions in pairs first and then briefly as a class. Avoid confirming or rejecting their ideas at this stage. Then play the clip for students to answer the questions. Finally, check the answers with the class.

Answers

- 1 For example, if the company wants to start working in offshore wind.
 - 2 By using the virtual incubation programme, i.e. not becoming a rent-paying tenant.
 - 3 Virtual tenant; tenant with a full office; tenant with a bigger office; company with own purpose-built office.
 - 4 By encouraging companies to grow beyond Orbis's own offices.
 - 5 It is better if tenants move on regularly, as this generates a steady in-flow of new tenants with new ideas and new technology.
 - 6 It is ideal for servicing the offshore oil and gas industry and for the planned new wind farms.
 - 7 Rapid growth and technology development, but the details are unpredictable.
- 6 Students work in pairs to remember what Johnathan said about each word or phrase, and then watch again to check. Afterwards, go through the answers with the class.

Answers

Orbis can help companies to **break into** the offshore wind sector; these include **one-man bands** (= very small companies) that are looking to develop a new business; Orbis can help those companies **position themselves** for the market. Virtual tenants may even be **pre-incorporation** (i.e. have not yet registered as companies), and can make use of the **virtual incubation programme**. **Churn** (= turnover of clients) is good, as it encourages innovation and **entrepreneurship**. It is impossible to **forecast** what new technology will be developed, but Orbis will play a **catalytic role** in developing technology, skills, etc.. Some new ideas have already come through regarding new office space, new **campuses** (e.g. business parks), etc. Orbis is part of Power Park, which will provide **grow-on space** for companies to grow and **outgrow** (= grow too big for) Orbis's facilities.

- 7 Students discuss the question (What are the advantages of the services Orbis provide their tenants?) in groups and then share their ideas with the class. Encourage them to use the words and phrases from exercises 2 and 6. Play the clip and then discuss whether the Judge students mentioned the same ideas.

Answers

Niyazi mentions two advantages: firstly, the sharing of an innovation hub, which leads to knowledge spill-overs, synergies, know-how, etc.; secondly, the virtual office programme for cash-strapped companies allows people to jump-start their companies. Oremeyi mentions the value of enhancing the network effect when new companies come in with fresh perspectives.

Employee well-being with energiseYou



Discuss

1 Discuss these questions in groups.

- 1 Think about the sedentary lifestyle of a typical office worker today. Why can this lifestyle lead to health problems or a lack of energy? Think of at least four reasons.
- 2 According to the company website, energiseYou are ‘the UK’s leading experts in employee well-being, and we have developed a series of unique and affordable services designed to improve the health, energy and performance of your staff.’ What services do you think the company might provide?
- 3 What type of companies might use energiseYou’s services?

Parts 1 and 2 (0.06–2.04): Health and energy issues in the workplace; The services energiseYou provide

- 2 Watch part of an interview with Oliver Gray, the Managing Director of energiseYou. What does he say about questions 1 to 3 in exercise 1 above?
- 3 Match a word from the box on the left with one from the right to make collocations. Then watch these parts again. What does Oliver say about each phrase?

workplace longer
nutrition afternoon
sedentary burnt office-

based dip hours
lifestyle out pressure
problems

Parts 3 and 4 (2.05–3.48): Solving workplace health and energy issues; Work–life balance

- 4 Discuss these questions in groups.
 - 1 energiseYou sponsor the *Sunday Times Best Companies Award for Well-being*, part of the *Sunday Times 100 Best Companies to Work For* awards. What do you think these awards focus on? Why do you think energiseYou sponsor the award?
 - 2 What exactly does the phrase work–life balance mean? What things are included under the heading ‘life’?
 - 3 Complete this well-known business advice: Work smarter, not _____. What do you think it means?
- 5 Watch these parts of the interview. What does Oliver say about questions 1 and 2 in exercise 4 above?

6 Watch again to complete these notes.

Solving workplace health and energy issues	<ul style="list-style-type: none"> • Create the right ¹ _____ . • Help companies to get staff healthy and ² _____ at work. • Benefits: employees are more resilient to ³ _____ ; they work ⁴ _____ to avoid stressful situations.
Work–life balance	<ul style="list-style-type: none"> • Family, ⁵ _____ , hobbies, home life, ⁶ _____ – give attention to them all. • Benefits: people perform better; they are happier and more ⁷ _____ . • energiseYou’s workshop coaches ⁸ _____ on improving work–life balance.

Part 5 (3.49–5.36): The role of employers and employees

- 7 Watch the final part of the interview and make notes in the table.

	For employers	For employees
Benefits of improving work environment		
Responsibilities		

Part 6 (5.37–6.09): Comments from students of Cambridge Judge Business School – How important is it for employers to provide a comfortable workplace?

- 8 Discuss the question in pairs. Think about your own workplace, or one you know well. Then watch Kaloyan, a Judge student, discussing the same question. Did he mention the same ideas as you? Why did he mention ergonomics?

DVD Worksheet 2: Managing people

Employee well-being with energiseYou

Background reading

Before you teach this lesson, it is a good idea to have a look at energiseYou's website (<http://www.energiseyou.com/>) to familiarise yourself with their services. You may also find it useful to read about the *Sunday Times Best Companies to Work For* awards – see <http://www.bestcompanies.co.uk/>.

- 1 Make sure students understand the meaning of *sedentary lifestyle* (= a lifestyle dominated by sitting down, with little physical exercise). Students discuss the questions in small groups. After a few minutes, open up the discussion to include the whole class, but avoid confirming or rejecting students' ideas.

Answers

See 2 below.

- 2 Play the recording for students to answer the questions. They discuss their answers in pairs before feeding back to the class.

Answers

- 1 Workplace pressure (longer, more intense hours at work); sleep problems caused by mental stimulation; nutrition problems; lack of physical activity.
 - 2 Two key focuses:
 - a Computer use: workstation assessment service (a legal requirement); energising neck, back and shoulder massages. Aim: keeping staff healthy at their computer.
 - b Health and energy: workshops and well-being events. Aim: getting people healthy and energised in the workplace.
 - 3 All sizes (20 to 18,000 employees); UK-based and global companies; all industries, but mainly office-based.
- 3 Trainees work in pairs to match the collocations and to remember what Oliver said about each phrase. Then play the clip again for them to check. Discuss the answers with the class.

Answers

Health problems are caused by **workplace pressure**, including the fact that people are working **longer hours**. As an example of **nutrition problems**, Oliver mentions the **afternoon dip**, i.e. the lack of energy that people experience in the afternoons, caused by poor nutrition. As a result of people's **sedentary lifestyle**, they are often **burnt out** (= drained of energy). Most of energiseYou's clients are **office-based**.

- 4 Students discuss the questions in small groups. After a few minutes, open up the discussion to include the whole class. Avoid confirming or rejecting their ideas at this stage.

Answers

- 1 The awards focus on creating a positive environment for employees to work in. Possible reasons for sponsoring the award: promoting good practice; the marketing benefits of having the name energiseYou associated with strong brands (e.g. The Sunday Times, Best Companies) and with good companies.
- 2 Getting a balance between how much time people spend at work and how much they spend on other aspects of their lives, such as family, friends, hobbies, home life and health.
- 3 *Work smarter* (= more intelligently or efficiently), not harder. In other words, it's better to plan your work to make it as efficient as possible, rather than simply working as hard or as long as physically possible. Note that Oliver refers to this phrase in his interview, but because it is so well-known, he does not feel the need to say the phrase in full.

- 5 Students watch the clip to answer the question. Afterwards, discuss the answers with the class.

Answers

See 4 below.

- 6 Students discuss the notes in pairs to try to remember the missing information. Then play the clip again for them to complete the notes. Finally, check the answers with the class.

Answers

1 culture 2 energised 3 pressure 4 smarter 5 friends 6 health
7 motivated 8 employees

- 7 Students work in pairs to predict what Oliver might say for the four parts of the table. Then play the clip for them to make notes. Allow them to compare their notes in pairs and to watch a second time if necessary. Then discuss the answers with the class.

Answers

Benefits:

- For employers: employees perform better – they want to go the extra mile for the business; reduced staff absence; improved engagement.
- For employees: more motivated; better quality time.

Responsibilities:

- For employers: create an environment where people feel happy and motivated; support employees to be healthy and energised; make sure people are set up correctly at computer; support employees by providing workshops; show leadership.
- For employees: take responsibility for their own health and energy.

- 8 Students discuss the question (How important is it for employers to provide a comfortable workplace?) in pairs, relating it where possible to their own work situation and experience. Then play the clip for students to compare Kaloyan's ideas with their own. Finally, discuss Kaloyan's ideas with the class.

Answer

If you are doing the same thing day in, day out (i.e. every day, without variation), ergonomics (= the physical set-up of the office, such as the height of your chair or the amount of space you have) becomes very important.

HSBC and international management

Discuss

1 Discuss these questions in groups.

- 1 What cultural differences do you think a bank operating internationally needs to be aware of?
- 2 You are going to watch an interview with three of HSBC's International Managers. What do you think an International Manager is?

Parts 1, 2 and 3 (0.06–4.02): A brief history of HSBC; The role of an International Manager at HSBC; The importance of being culturally aware

2 Read the statements below and then watch interviews with three of HSBC's International Managers: Matthew Pittam, Sophie Biaglioli and Aysara Yusupova. Who expresses each opinion below? Write MP, SB or AY.

- 1 HSBC has grown through natural growth of its own business and by buying other businesses.
 - 2 It is vital to understand the nuances of behaviour across cultures in order to succeed in business.
 - 3 The organisation needs to change based on what it learns from local people and their cultures.
 - 4 International managers may be sent anywhere in the world, with very little time to prepare.
 - 5 It is important to understand that different cultures see things differently.
 - 6 The benefits of being an International Manager include much more than on-the-job training.
 - 7 Cultural awareness is important for all types of organisation.
 - 8 HSBC has demonstrated its commitment to understanding different cultures through its prominent marketing campaigns.
 - 9 Businesses need to interact with many groups of people, not just customers.
 - 10 The HSBC group has always had a programme for globally mobile managers.
- #### 3 Watch these parts again. What else did each manager say about the topics in exercise 2 above?

Part 4 (4.03–5.47): Cultural differences across countries

4 Watch Aysara Yusupova talking about cultural differences across countries. Complete the notes with one word in each space.

Aysara Yusupova, International Manager: Born and raised in ¹ _____, home in ² _____.

Experience of both ³ _____ and developed countries

⁴ _____ in these two types of countries are converging

Reasons / determinants:

⁵ _____ rates in emerging markets exceeding developed markets

Improvements in infrastructure, ⁶ _____, ⁷ _____ experience

The ⁸ _____ allows free flow of information across borders. People are exposed to ⁹ _____ of people in developed countries.

Result: People in emerging markets expect the same level of ¹⁰ _____ (or ¹¹ _____ level).

Example: Banking industry in ¹² _____. Bank could afford latest ¹³ _____ / internet banking equipment.

The ¹⁴ _____ is lagging behind in some ways.

Part 5 (5.48–7.29): Cultural differences across banking sectors

5 Matthew Pittam talks about differences between banking sectors: retail banking, corporate banking and banking for public sector clients. Which sector do you think these words and phrases refer to? Watch part 5 to check your ideas.

feedback get a feel for what they need products and processes risk averse sophisticated strategy and financing very vocal wary
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Part 6 (7.30–8.49): Comments from students of Cambridge Judge Business School – How important is it to be intercultural in business?

6 Discuss the question in groups. Then watch part 6 to compare your ideas with those of the Judge students. What is Diego's main advice? What is Yair's advice?

DVD Worksheet 3: Managing cultures

HSBC and international management

Background reading

A good starting point to find out about HSBC is the global website (<http://www.hsbc.com>). The tabs along the top of the home page lead to detailed background on the group (**About HSBC**) and information on the International Manager Programme (**Careers**).

HSBC (Hong Kong and Shanghai Banking Corporation) was founded in 1865. After over a century of growth in China and the Asia-Pacific region, the bank expanded its operations in the US and the UK in the 1980s. It moved its headquarters to London in 1992 and adopted a unified brand and logo in 1998. It now markets itself as 'the World's Local Bank'.

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

Answers

- 1 They need to be aware of the different expectations of customers in different countries and in different banking sectors. They also have to know about different rules and regulations and any risk factors there are to setting up operations in different countries.
- 2 International Managers are those managers who are part of, or who have completed, the International Management (IM) Programme. According to the IM brochure (http://www.hsbc.com/1/PA_1_1_S5/content/assets/careers/grads_im/2010/100901_im_brochure.pdf), International Managers are 'a group of highly talented, internationally mobile managers capable of working in any part of our business, in any location'.

- 2 Students read through the ten statements to make sure they understand everything, and to predict what the managers might say about each. Then play the clip for them to complete the exercise. They discuss their answers in pairs before feeding back to the class. Check the answers carefully, as these will be necessary for exercise 3.

Answers

- 1 SB 2 AY 3 MP 4 SB 5 MP 6 SB 7 AY 8 MP 9 AY 10 SB

- 3 Encourage students to note down the actual words that the managers used in each case, as some of the vocabulary is very useful. Play the clip for them to make notes and then allow them to compare notes in pairs before feeding back to the class.

Answers

- 1 It has grown organically and by acquisitions.
- 2 There is an imperative to be culturally aware.
- 3 You have to understand the local culture and shape your organisation accordingly.
- 4 They can be deployed across any global business in any country at short notice if necessary. Typically 18–24 month postings at first, with longer postings later.
- 5 Understanding different viewpoints is key to making an impact in a local market.
- 6 Benefits include training (on-the-job, from colleagues, from training courses) and the chance to learn about cultures, countries and languages and to build a network of business contacts.
- 7 It is important not just for banks, but for any organisation. It is especially important for organisations that work internationally, but is also important for those that work locally.
- 8 HSBC's marketing is all about realising that different cultures have different viewpoints.
- 9 Businesses need to interact with clients and customers from different backgrounds, with employees (especially if the organisation spans different countries), regulators and shareholders.
- 10 The IM Programme has been part of the HSBC Group since its inception.

- 4 Trainees go through the notes in pairs to predict what type of information might be missing (e.g. for gaps 1 and 2, the missing information is the name of two countries). Then play the clip for them to complete the notes. As there are several gaps, suggest pairs listen for alternate answers on the first listening. Allow students to discuss their notes in pairs and to watch a second time before checking the answers with the class.

Answers

- 1 Uzbekistan 2 Canada 3 emerging markets 4 Expectations 5 Growth 6 education 7 work 8 Internet 9 lifestyle 10 service 11 higher 12 Kazakhstan 13 ATM 14 developed world

- 5 Students discuss the task in pairs and then with the class. Use this opportunity to check they fully understand all the words before they watch the clip, but avoid confirming or rejecting their answers at this stage. Then play the clip. Students compare their answers in pairs, including what Matthew said about each word or phrase. You could play the clip a second time before going through the answers with the class.

Answers

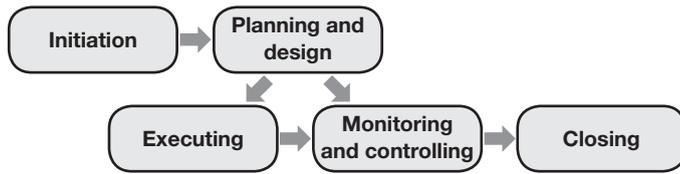
- Retail banking: Customers can be **very vocal** and give a lot of **feedback** on what is good and what is not good.
- Corporate banking: Quite **sophisticated** clients, e.g. Matthew's job involved dealing with people who were involved in **strategy and financing** on a global business; such people know the **products and processes** very well, so the job involves trying to **get a feel for what they need**.
- Banking for public sector clients: Tend to be **very risk averse**; would be **wary** of things like derivatives – would it add value to them or increase their risks too much.

- 6 Students work in small groups to discuss the question (How important is it to be intercultural in business?) and then share their ideas with the class. Then play the clip for students to make notes of the two speakers' main advice. Finally, discuss the advice with the class.

Answers

- Diego: It is fundamentally important to know the local culture in order to grow the business. It doesn't matter what market or what client. You need to know how to manage the expectations.
- Yair: It is difficult to penetrate the culture, so you need to get out of the office, absorb the environment, the culture, the people, the food, etc., to find out what makes people tick.

Heidi Woodgett: the role of a freelance Project Manager



Discuss

1 Discuss these questions in groups.

- 1 What do you think is the role of a Project Manager?
- 2 Which skills are more important for a Project Manager: generic project management skills (i.e. those which are the same for all projects) or specific expertise in the area of a particular project?
- 3 Heidi Woodgett is a freelance Project Manager. How might this be different from working as an in-house Project Manager for a particular company?

Parts 1 and 2 (0.06–2.07): Becoming a Project Manager; The scope of Project Management

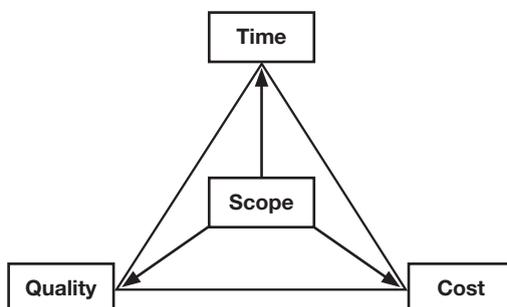
2 Watch these parts of an interview with Heidi to answer these questions.

- 1 What are the two main ways of becoming a Project Manager?
- 2 In which business sectors does Heidi mention as having experience of managing projects?
- 3 What are the four main Project Management skills that Heidi identifies?

3 Watch these parts again to answer these questions.

- 1 What does she say about the PRINCE2 qualification?
- 2 What two examples does she give of IT implementation projects?
- 3 In which sector has Heidi focused on compliance with new EU regulations?
- 4 What was Heidi's project for the London Underwriting Centre?
- 5 How does Heidi relate the four main Project Management skills to her own experiences?

Part 3 (2.08–3.34): Time, cost and quality



4 Discuss these questions in pairs. Then watch part 3 of the interview to check your answers.

- 1 When is the concept of time, cost and quality used in Project Management? What is its purpose?
- 2 In Heidi's first example, implementing an EU regulation, which of the three factors is most important? Which is least important?
- 3 What would be a good example of a project where quality is the most important factor?

Part 4 (3.35–4.22): The early stages of a project

5 Match the beginnings and endings to make collocations. Then watch part 4 to check. What does Heidi say about each stage?

1 Define the requirements of the business.
2 Gather the budgets.
3 Establish and understand the scope.
4 Set the risks.

Parts 5, 6 and 7 (4.23–6.48): Engaging the stakeholders; The importance of team-working; Closing a project

6 Watch these parts to answer these questions.

- 1 What three key groups of stakeholders does Heidi consider most important? Why?
- 2 What five types of people do you often have on a team? What is the key to a successful team?
- 3 Heidi identifies two main areas in closing a project: the post-implementation review and tying up loose ends. What does she say about each of these areas?

Part 8 (6.49 – 8.19): Comments from students of Cambridge Judge Business School – What do you think are the biggest challenges in Project Management?

7 Discuss the question in pairs. Then watch the Judge students discussing the same question.

- 1 Which two stages does Lukasz mention? What does he say about them?
- 2 Which three challenges does Sun mention? What does he say about them?

DVD Worksheet 4: Managing operations

Heidi Woodgett: the role of a freelance Project Manager

Background reading

A good starting point for research on Project Management is the website for the Association for Project Management (<http://www.apm.org.uk/WhatsPM>). The PRINCE2 website (<http://www.prince2.com/>) also contains some useful materials, including information on the professional qualification that Heidi mentions in her interview.

- 1 Students discuss the questions in small groups. Encourage them to avoid simplistic answers (e.g. A Project Manager is a person who manages projects) by getting them to define what exactly a project is. They could also think of examples of projects that might need managing, and what it might mean in day-to-day terms to manage such a project. After a few minutes, open up the discussion to include the whole class.

Answers

- 1 According to the APM website, a project is a unique activity which is distinct from the business's usual activities, with a clear start and end point and specific objectives. A Project Manager's role includes setting up the project (e.g. setting objectives, forming the project team), overseeing it (e.g. managing people and budgets, dealing with problems) and closing it (e.g. reporting, implementation or handover to another manager).
 - 2 According to Heidi's interview, generic skills, such as people management skills, seem to be more important than subject knowledge. The idea is that there need to be experts on the team, but the Project Manager him/herself does not need to be a subject specialist.
 - 3 An in-house Project Manager might acquire more specialised knowledge over time, and has longer to build relationships with team members. A freelance Project Manager has to start from the beginning with every project (i.e. learning about the business and the people in the team), but this may allow the Project Manager to be more objective, assertive and honest, as there is no need to maintain friendships with colleagues.
- 2 Students read through the questions quickly to predict the answers, especially to questions 1 and 3. Then play the clip for students to answer the questions. They compare their answers in pairs before feeding back to the class.

Answers

- 1 1 After completing a degree course, be taken on as a graduate by a company, and then study for a Project Management qualification, e.g. PRINCE2. 2 Through experience of managing projects.
 - 2 Telecoms, insurance, the Highways Agency (= a public sector / government body responsible for roads and related infrastructure) and IT.
 - 3 Knowing how to ask the right questions; planning; budgeting; building the right team of experts.
- 3 Students discuss the questions in pairs to see how much they can remember. You may need to check they understand the meaning of *IT implementation projects*, *compliance with EU regulations* and *underwriting* (= taking on somebody else's risk, similar to insurance). Then play the clip again for them to complete their answers. They check again in pairs before feeding back to the class.

Answers

- 1 It is the most common PM qualification; it covers PM methodology; it must be renewed every five years.
- 2 System changes; development of new products.
- 3 In the insurance sector.
- 4 The fit-out of a new office and relocation of staff to the new office.
- 5 She says it is possible to apply the same set of skills to all the types of project that she has managed.

- 4 Students discuss the questions in pairs to predict what Heidi will say about them, especially questions 1 and 3. Then play the clip for them to find the answers. They check again in pairs before sharing their answers with the class.

Answers

- 1 At the start of a project to assess where the importance lies.
 - 2 Most important – time; least important – cost.
 - 3 Developing software for flight navigation.
- 5 Students work alone to match the collocations. Play the clip for students to check their answers and to note what Heidi says about each stage. After discussing their answers in pairs, they could watch the clip a second time to complete their notes and then feed back to the class.

Answers

- 1 Define the scope, so that everybody understands what you are doing and what you are not doing.
 - 2 Gather the requirements of the business: what does the customer / the business need? Otherwise you may develop the wrong solution.
 - 3 Establish and understand the risks.
 - 4 Set the budgets: so you know what time periods and financials you are trying to work to.
- 6 Make sure everyone understands the meaning of *stakeholders* in the context of a project (= people who have an interest in the project or who will be affected by it). Students work in pairs to discuss what the answers to questions 1 and 2 might be, and what the two phrases in question 3 might mean. Then play the clip for them to answer the questions. They discuss their answers in pairs and watch the clip a second time if necessary to complete their notes. Finally, discuss the answers with the class.

Answers

- 1 Somebody senior, who can give their backing to the project, and who can help if necessary; employees who will be affected by the project; customers who will be affected by the project. It is important to get customers on board or you will lose them.
 - 2 Technical people; business people; analysts; people to build the project; people to test the project. The key to working successfully together is communication.
 - 3 Post-implementation review: have you delivered what you said you would deliver?; what went well?; what lessons have been learnt that will apply to the next project?
Tying up loose ends: make sure the financials are sorted out and resources have been reallocated to other work.
- 7 Students work in pairs to discuss the question (What do you think are the biggest challenges in Project Management?). Encourage them to use some of the phrases from exercise 5 and the diagrams on the worksheet in their answers. Then play the clip for students to compare their ideas with those of the Judge students and to answer questions 1 and 2. Finally, discuss the questions with the class.

Answers

- 1 The inception phase, when ideas are generated, and the execution phase, where attention to detail is important.
- 2 Inception (the idea and executing the idea); managing teams under pressure; managing relationships with external parties and negotiating with them.

Aviva: changing a brand name

Discuss

1 Discuss these questions in groups.

- 1 What do you know about Aviva?
- 2 Why might an organisation want to change its name?
What are the risks of changing names?

Parts 1, 2, 3 and 4 (0.06–3.15): How Aviva became Aviva; Where the name Aviva came from; The process of rebranding; The brand logo

2 Watch parts of an interview with Virginia Barnes, Aviva's Global Brand Manager. Are these statements true or false? Correct the false statements.

- 1 Aviva is a very old organisation.
- 2 The new brand name came from an existing name within the organisation.
- 3 The name Aviva comes from a word meaning 'unity'.
- 4 The whole organisation changed its name at the same time.
- 5 The new logo was designed to symbolise the history of the organisation.

3 Watch these parts again. Answer these questions.

- 1 What was the main reason for the name change?
- 2 What important things happened in 2002?
- 3 What was special about Norwich Union, Hibernian and Commercial Union?
- 4 What was the new CEO's vision for Aviva?
- 5 Where did the logo come from?

Parts 5, 6, 7 and 8 (3.16–6.47): The risks of rebranding; Managing the change; The benefits of rebranding; Interacting with an insurance brand

4 Watch the next parts of the interview. Answer these questions.

- 1 What were the biggest risks connected with the change of name?
- 2 How did Aviva tell its customers and investors about the name change?
- 3 What benefits of the name change does Virginia Barnes mention?
- 4 Why does she compare buying insurance with buying a tin of beans?

5 Check the meaning of these expressions in a dictionary or with your teacher. Then watch these parts again. What does Virginia Barnes say about each expression?

to mitigate a risk	manifold (adj.)	
a force to be reckoned with	a global player	
a legacy brand	staid (adj.)	a natural preconception
to make the most of something	an interaction	
a renewal		

Part 9 (6.48–7.51): Comments from students of Cambridge Judge Business School – What do you think about Aviva's rebranding?

6 Discuss the question in pairs. Then watch the Judge students discussing the same question. Who expressed these opinions, Sarah (S) or Tom (T)?

- 1 I thought there was only one company that became Aviva.
- 2 It feels good to use familiar brands when you travel abroad.
- 3 Rebranding may be a good idea for an organisation with many companies in different countries.
- 4 Rebranding is especially dangerous for well-known brands.
- 5 Even organisations that seem to be in a good condition may benefit from rebranding.

DVD Worksheet 5: Marketing

Aviva: changing a brand name

Background reading

The About us page of the Aviva website (<http://www.aviva.com/about-us/>) contains useful sections on the rebranding process (*The Journey to One Aviva; Our brand*) and the company's history (*Heritage*).

- 1 Students discuss the questions in small groups. After a few minutes, discuss the questions with the class.

Suggested answers

- 1 Aviva is one of the world's largest insurance companies, with a history dating back to 1696. The organisation changed its name from CGNU in 2002. CGNU had been formed by mergers of three big insurers: Commercial Union and General Accident (which merged in 1998) and Norwich Union (which joined in 2000).
 - 2 A good reason for changing names can be seen by comparing Aviva with its old name, CGNU, which is impossible to pronounce and easy to forget. The old name also suggested some sort of ranking, where C (Commercial Union) is more important than G (General Accident), which in turn comes before NU (Norwich Union), and all three were still seen as separate businesses within the group. With a name like Aviva, however, there is no ranking, and the old businesses are no longer seen as separate. Risks include creating confusion for (potential) customers and investors, as complete rebranding is needed. In a sector like insurance, stability is very important, so customers and investors need to know that the company has a long and stable history.
- 2 Students read through the statements first to make sure they understand all the words, and to predict whether they are true or false, based on their own knowledge of Aviva. When you have played the clip, students discuss the answers in pairs before feeding back to the class.

Answers

- 1 True. 2 False – the name was completely new. 3 False – it doesn't mean anything. 4 False – the smaller businesses changed first, with the largest three businesses following much later. 5 False – it was created thinking about the future of the business.

Background notes

The four people in the advert are: Ringo Starr (the Beatles' drummer, who changed his name from Richard Starkey); Bruce Willis (a Hollywood leading man, who changed his name from Walter Willis); Elle Macpherson (a model and actress, who changed her name from Eleanor Gow); and Alice Cooper (a rock musician, who changed his name from Vincent Furnier).

- 3 Check students understand the meaning of *CEO* (= Chief Executive Officer). Students discuss the questions in pairs to remember as much as they can about each question. Then play the clip a second time for them to complete their answers. They discuss the answers again in pairs before feeding back to the class.

Answers

- 1 The organisation realised that it was inefficient to have about 50 different brand names around the world; they wanted to have one brand name to signify unity around the world.
- 2 The Aviva name first appeared and was adopted by smaller markets in the organisation; Aviva plc was formed and was listed on the London Stock Exchange.
- 3 They changed their names in 2009/10. They were the three largest brands and the largest businesses, so they carried the most risk.
- 4 'One Aviva' – harnessing the power of having one brand name.
- 5 It referenced an old Norwich Union logo, but was intended to be something new.

Extension activity

You could discuss with the class whether they think the name Aviva is a good name and why. You could also find and print an old Norwich Union logo on the Internet (e.g. search Google Images) so students can compare the old logo with the new one.

- 4 Students discuss the questions in pairs to predict the answers. Then play the clip for them to check their predictions. They discuss the questions again in pairs and then share their answers with the class. Note that Virginia says that Aviva are 'the world's fifth largest insurance company' – this was correct at the time of writing.

Answers

- 1 You might lose people along the way; they might not know that you've changed your name; they might be confused.
 - 2 They announced the name change to the City (= the financial markets in London); they advertised to inform people about the name change and to describe the new brand; they wrote to every customer.
 - 3 Having one brand name makes Aviva appear as one business; it allows the organisation to present itself as a global player, not just a British insurer; it allowed them to revitalise the brand – to give it more energy; there are big cost efficiencies (e.g. buying, selling, operations, websites, etc.).
 - 4 Customers have fewer interactions with a financial services brand than with a simple everyday product such as a tin of beans.
- 5 Go through the meanings of the expressions with the class. Then play the clip again for students to identify what was said about each expression. Students discuss their answers in pairs and then feed back to the class.

Answers

Aviva **mitigated** (= managed, reduced) the risks of the name change by communicating as much as possible. The benefits of the name change were **manifold** (= large in number). The name change showed that Aviva is a **force to be reckoned with** (= a powerful organisation) and a **global player** (= an important international organisation). Its **legacy brands** (= the brands that existed before the rebranding process, such as Norwich Union) had a reputation for being very **staid** (= conservative, traditional, safe, reliable). Virginia Barnes describes this reputation as a **natural preconception** (= a common or normal belief that may be wrong). Having one name allows Aviva to **make the most of** (= to use fully) its buying power, selling power, etc. Customers have very few **interactions** (= contacts) with a brand like Aviva. One example of an interaction is when a customer is making a **renewal** (= buying insurance for another year).

- 6 Students work in pairs to discuss the question (What do you think about Aviva's rebranding?). You could also write the following questions on the board to extend the discussion:
 - Was Aviva right to change its brand?
 - What other organisations might benefit from changing their brands?
 - What lessons could they learn from Aviva's experience?
 - How can an organisation like Aviva increase the number of its interactions with customers?
 - Why is this important?After a few minutes, open up the discussion to include the whole class. Students then discuss the five statements in pairs to decide which statements they agree with. Then play the clip for them to work out who expresses each opinion. Make sure they realise that the opinions are in a different order in the clip. Afterwards, check the answers with the class, including exactly what Sarah or Tom said in each case, and whether your students agree with them.

Answers

1 T 2 S 3 T 4 S 5 S

Lean management from Levantar



Discuss

1 Read the definition below and discuss the questions in groups.

Lean is an approach to doing business that focuses on eliminating all wasteful processes, i.e. those which do not add value or generate income. It usually refers to manufacturing processes and ways of making them more efficient.

- Imagine the manufacturing process for a simple product that you are familiar with (e.g. frozen pizzas). How might this process be made leaner?
- How could the lean approach apply to other business functions such as accounting?

Parts 1, 2, 3 and 4 (0.06–4.10): How Levantar help their clients; Mistakes companies make; Lean as an on-going process; Lean accounting in practice

2 Watch an interview with Neil Harvey, a Lean Finance and Operations Improvement Consultant. Are these statements true (T) or false (F)? Correct the false statements.

- Neil's company, Levantar, usually helps ineffective companies.
- Neil describes things that companies do even though the customer doesn't want them as 'chaos'.
- Financial accounts usually include purchases, inventory figures and overheads.
- 'Dot-to-dot' time is another name for lead time, i.e. the time it takes from receiving an order to delivering a product.
- Business improvements can be seen in financial accounts.
- The main way of meeting customer expectations is to force prices down.
- Financial accountants sometimes put a barrier on a change project because they do not notice any improvement.
- LevantAr's client decided to outsource production to Poland because their own customer demanded a lower price.
- The client made the product in large batches, which meant it had lower overtime and financing costs.
- Neil's company managed to reduce costs, but the margin was still low.

Part 5 (4.11–8.37): The business seminar

3 Discuss these questions in pairs.

- LevantAr generates a lot of business through business networking events and by word-of-mouth. How might this work in practice? Watch Neil's explanation (4.11–4.59) to make notes and to compare it with your ideas.
- Watch a stimulation game at Levantar's seminar (5.00–5.27). What exactly do the participants have to do? How could this process be improved? What do you think is the purpose of this game?
- Neil's colleague, Mark Greenhouse, talks about two approaches to lean: 'What can we get rid of?' and 'What can we speed up?' Which approach do you think he will recommend? Why? Watch his explanation (5.28–6.40) to compare it with your ideas.
- Mark goes on to compare increases in capacity with increases in speed. What will happen to a factory's capacity if it buys a machine that allows it to work twice as fast? Why? Watch Mark's explanation (6.41–7.34) to compare it with your ideas.
- Watch the participants (7.35–8.37) and match each opinion about the seminar to the person who expressed it. There is one extra opinion.

1 The seminar gave me ideas for how to save money in my own business.
2 I've seen Neil and Mark presenting before, so I didn't really learn anything new.
3 Lean is just as relevant to service industries as to manufacturing.
4 The lean approach applies to companies of all sizes.

Man
First woman
Second woman

Part 6 (8.38–9.25): Comments from students of Cambridge Judge Business School – What were they trying to demonstrate with the 'coin game'?

- Discuss the question in pairs. Then watch Tingting, a Judge student, discussing the same question. Did she mention the same points as you? What does she mean by a 'bottleneck'?
- Work in pairs. Take turns to describe a process from your own work or studies. Then discuss together ways of making this process leaner. How could this new 'leanness' be reflected in financial accounts or other formal records?

DVD Worksheet 6: Accounting and finance

Lean management from Levantar

Background reading

Before you teach this lesson, it is a good idea to have a look at Levantar's website (<http://www.levantar.co.uk>).

A good source of background information on the concept of lean is <http://www.lean.org/WhatsLean/>.

- 1 Go through the definition of *lean* with the class, to make sure everyone has a general idea of what it means. For question 1, make sure they have a specific product in mind – ideally one that they know from their own work experience, but it could also be any product whose manufacturing process is fairly transparent (e.g. frozen pizzas, office chairs), rather than one that involves advanced technology (e.g. mobile phones). Students then discuss the two questions in small groups. After a few minutes, open up the discussion to include the whole class.

Possible answers

- 1 With the example of frozen pizzas, the process could be made leaner by automating production, by using a continuous production line instead of producing in batches, by purchasing raw materials just in time before they are needed, etc.
 - 2 For example, by outsourcing repetitive tasks to other firms, possibly in countries with lower labour costs; by making sure that efficiency savings are properly represented in financial reports, etc.
- 2 Students read through the statements to make sure they understand all the words. You may need to check the meaning and pronunciation of *chaos*, as well as the meaning of useful business terms such as *inventory* (= goods held in a warehouse), *overheads* (= fixed costs), *lead time*, *outsourcing*, *batches* (= sets of products produced on a particular production line in a single run), *overtime costs* (= extra payments to workers who work more than their contracted hours) and *margin* (= profit [revenue – costs] as a percentage of revenue). Note that dot-to-dot time is not a common business term.

Play the clip for students to complete the task. Allow them to discuss their answers in pairs and to watch the clip a second time if necessary before going through the answers with the class.

Answers

- 1 False – the companies are typically effective but chaotic. 2 True.
- 3 True. 4 True. 5 False – Neil says you don't necessarily see these improvements reflected in accounts. 6 False – it's not just about forcing prices down; it's also about improving value for your customers. 7 True. 8 False – this was an option they considered, but they did not choose this option. 9 False – they made smaller batches. 10 False – they made more margin.

Background notes

- In Neil's example, the profit margin was $(£55 - £47.48) / 55 = 13.67\%$, i.e. well over the target of 11%. However, a sales price of £50 with the same costs would have resulted in a margin of only 5%. Reducing those costs to £43 would have brought the margin back up to 14%.
- Neil mistakenly says 'The Chinese would have soon found out ... and dealt directly with the Chinese'. Of course, he meant to say '... dealt directly with the Poles'.

- 3 Note that this activity involves playing four short extracts from the DVD, with discussions before and after each extract. In each case, students discuss first in pairs and then share their ideas with the class. You may want to play each extract a second time, after the class discussion, to give students a chance to check their ideas and to fully understand what is said.

Answers

- 1 Even though the people attending the events may not be potential customers, they may still recommend Levantar's services to people that they know. The events include lunch and a seminar, which involves stimulation games.
 - 2 Participants work in teams to turn a set of coins over. Each participant must turn over each coin. The process could be improved by passing coins to the next participant at the same time as turning it over. The purpose of the game is to show that efficiency savings can come from improving processes and working together.
 - 3 He recommends the 'What can we speed up?' approach, as this can lead to improvements within the organisation straight away.
 - 4 Most people assume you can double your capacity, but Mark thinks this is a mistake, because of problems with efficiency. In order to double capacity, you need to work six times as fast.
- 4 Make sure students know there is one extra opinion that is not used. They then watch the clip to complete the task and discuss their answers with the class.

Answers

- 1 First woman 2 not expressed 3 Man 4 Second woman
- 5 Students work in pairs to discuss the question (What were they trying to demonstrate with the 'coin game'?). Make sure they understand the meaning of the word 'bottleneck' (= a part of a process which slows down all the other parts). Then play the clip for students to compare their ideas with Tingting's ideas. Finally, discuss the question with the class.

Answers

Tingting describes the slowest member of a team as the bottleneck, who slows down the whole process.

- 6 Students work in pairs to discuss the questions. Encourage them to come up with creative solutions to their partner's processes, even if these solutions are not really practical. Afterwards, discuss the best examples and solutions with the class.

Worksheet 7 Strategies and decision-making

CSR at London City Airport

Discuss

London City Airport is located in East London, close to a large residential area and the city's business district. It is also situated next to the University of East London.

1 Discuss these questions in groups.

- 1 What do you think are the advantages of the location of London City Airport? Think about advantages for the airport itself and for the wider community.
- 2 In what two main ways are the airport's activities intrusive for local people?
- 3 What can the airport do to mitigate the impact of these intrusions?
- 4 Why does the airport need to keep a good relationship with the local community?
- 5 What is the relationship between CSR (Corporate Social Responsibility) and growth? Why is this especially important for London City Airport?

Parts 1, 2 and 3 (0.06–3.29): CSR and the environment; CSR and the community; The business case for CSR

2 Watch an interview with Richard Gooding, London City Airport's CEO. What does he say about questions 2–5 above?

3 Discuss these questions in groups.

- 1 Apart from the two main intrusions, what other issues might local people be concerned about?
- 2 In what ways might the airport be able to grow in the future?
- 3 What does Richard Gooding mean when he says 'In today's business world, if you are stagnant you're actually going backwards'?
- 4 How important are local democracy and planning controls for big infrastructure projects in your country?

Parts 4 and 5 (3.30–6.28): Communication with the community; The airport and charity

4 Look at these notes from an interview with Elizabeth Hegarty, the airport's CSR Manager. Predict what sort of information might be missing. Then watch the clip to check.

Need to communicate in a wide range of ways:

- 1 Hard copy _____: published _____ times a year. Sent to more than _____ homes within a _____ contour. Name: Runway _____.
- 2 Very traditional forms of communication, e.g. _____.

- 3 Consultative _____ – a body made up of _____ residents, _____ users, and local authorities.
- 4 Word-of-mouth communication, e.g. local committees and _____. Provide support through _____ knowledge, _____ and guidance, etc.
Example 1: Airport has a _____ on the board of the local community centres.
Example 2: In-house _____ is planning to become a governor at local _____.
- 5 Charity work: focus most efforts on Richard House _____ Hospice. Activities to raise money include _____ days, staff activities, raffles, etc., every year since _____.

5 In groups, discuss the benefits for the airport of these five ways of communicating.

Parts 6 and 7 (6.29–9.30): The airport and the university; The view of the university

6 Look at these ways that the airport helps the University of East London. Then watch Elizabeth Hegarty and Selena Bolingbroke, the Pro-Vice Chancellor of the University, talking about their relationship. Who mentions each point: Elizabeth (E), Selena (S), or both (B)? What do they say about them?

- 1 Contributing to a cash prize for students to invest in their own businesses.
- 2 Enabling international students to travel conveniently.
- 3 Providing paid work experience, including mentoring and staff training courses.
- 4 Sponsoring students from the local area to go to university.
- 5 Sponsoring the enterprise competition.
- 6 Supplying guest lecturers.
- 7 Supporting employability and enterprise programmes.
- 8 Teaching business skills to students.

Part 8 (9.31–10.15): Comments from students of Cambridge Judge Business School – What do you think about London City Airport's CSR programme?

7 Discuss the question in pairs. Then watch the Judge students discussing the same question. Did they mention the same points as you? What comparisons do Clement and Kaloyan make?

Worksheet 7 Strategies and decision-making

CSR at London City Airport

Background reading

The London City Airport website has a useful **About us** section. The *Our community* page (<http://www.londoncityairport.com/AboutUs/OurCommunity.aspx>) includes a brochure to download. The *Our environment* page also contains relevant information for the airport's CSR policy.

- Students discuss the questions in small groups. Make sure they understand the meaning of *intrusive* (= coming into people's lives, typically in ways that are unwanted). Afterwards, open up the discussion to include the whole class, but avoid confirming or rejecting ideas at this stage.

Possible answers

- Advantages for the airport: close to where people want to be. Advantages for the wider community: availability of jobs; convenient way of getting away from London; investment in infrastructure (e.g. good roads); money coming into the community (e.g. through local taxes and revenues from airport shops, etc.).
- 5 See exercise 2 below.

- Play the clip for students to answer the questions. They discuss their answers in pairs, and watch again if necessary, before sharing their answers with the class.

Answers

- Noise and emissions: people find the noise intrusive; emissions can't be seen or heard, but they are in the air.
- Noise: reduced operating hours – only open from 6.30 in the morning until 10 at night and closed for 24 hours over the weekend. Emissions: through the European Emissions Trading Scheme.
- The local council consists of elected councillors. The airport will need planning permission from these councils in order to grow, so cannot afford to upset local communities.
- Without good community relations, it is impossible to grow. This is especially true of airports, which are intrusive and therefore can easily create hostility with their local communities.

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

Possible answers

- Parking, traffic jams, public transport, damage to property caused by vibrations, the danger of crashes or terrorist attacks, etc.
- Physically (i.e. by taking up more space – this is unlikely given the airport's location); by operating for longer hours (again, this is unlikely as long as planes remain noisy); by becoming more efficient (i.e. hosting more planes per hour, or by hosting larger planes with more passengers); by generating more income per plane or per passenger (e.g. by increasing landing fees); by developing other sources of revenue (e.g. shopping, parking).
- Because your competitors are likely to be growing and therefore moving forwards. If you stand still, you will fall behind your competitors. Technology is also developing rapidly, so again, if you fail to update your technology, you will fall behind.

- Students work in pairs to predict what the missing information might be. You may need to check the meaning of *contour* (= a line drawn on a map to join points of the same level; examples include height contours showing hills on a map, or pressure contours on weather maps), *hospice* (= a hospital where people with terminal illnesses are cared for) and *raffle* (= a competition where people buy tickets for the chance of winning prizes; often used to raise money for charity). Play the clip for students to complete the notes. They compare their answers in pairs, and watch a second time if necessary. Finally, go through the answers with the class. Note that Elizabeth's description of a website as a very traditional form of communication is unusual, but what she may mean is that

it is a very typical and easy form of communication, compared to some of the other forms.

Answers

- newsletter; four; 33,000; noise; News
- website
- committee; local; airport
- organisations; business; advice; trustee; lawyer; school
- Children's; fun; 1995

- Students discuss the task in small groups and then share their ideas with the class.

- Before doing this task, you could tell students to turn over their worksheets and to work in groups to brainstorm a list of possible ways that the airport could cooperate with the local university. They then look at the list in exercise 6 to compare it with their ideas. Students then watch the clip to decide who mentions each point and what they say about them. They discuss their answers in pairs and watch a second time if necessary before feeding back to the class.

Answers

- B
- S
- E
- E
- B
- E
- S
- B

- Students work in pairs to discuss the question (What do you think about London City Airport's CSR programme?). Encourage them to think about all the aspects that were mentioned in the DVD (e.g. the importance of CSR to growth, communication channels, supporting the charity and supporting the university). Then play the clip for students to compare their ideas with those of the Judge students, and to make a note of the two comparisons. Finally, discuss the question with the class.

Answers

Clement compares companies which traditionally only thought about their clients with modern companies that also think about other stakeholders.

Kaloyan compares simply giving money to a charity (e.g. a hospice) with the much deeper engagement between London City Airport and its community (e.g. being on the board, being 'plugged in' to the local community).