

Teacher's Notes Unit 3 Supply chain

Level: Advanced

The slides in this PowerPoint presentation focus on:

Outsourcing (Slide 1)
Supply chains (Slides 2 and 3)
Forward/Reverse Logistics (Slide 4)
Force field analysis (Slide 5)
Managing change (Slides 6 and 7)
Family businesses (Slide 9)

In addition, the other slides provide the answers to longer tasks found in the Teacher's Book so you can give feedback more quickly and easily.

Slide 1: Outsourcing discussion

The purpose of this slide is to introduce the concept of *outsourcing* and to get students thinking about the *core activities* of an organization before doing the Discussion question on page 32 of the Student's Book. The slide also provides an alternative to the Internet research.

Before showing the slide, you could ask your students to tell you what departments they would expect a company manufacturing components for the computer industry to have. Then compare their ideas with the ones on the slide.

There is no right or wrong answer to the first question on the slide. Most people would probably agree that maintenance and catering can and should be outsourced, and some would say that HR can be outsourced too. People's views will depend largely on which department they themselves work in! Some companies outsource their R & D, for example to university research departments.

The main advantage of outsourcing is that it reduces costs and overheads for the company. One risk is that a company outsource activities which could help it to learn, grow and develop.

[5 to 10 minutes]

Slide 2: RDC Solutions supply chain on page 35 of the Student's Book

This is provided so that your students can do the sales pitch for and presentation of the company, RDC Solutions, more easily.

[5 minutes]

Slide 3: Perishable goods supply chain

This simple but true example of a supply chain shows the movement of flowers grown in the Netherlands to the UK. It is provided so students can describe the supply chain themselves and make comments on it. It can be best used to introduce the content of pages 36-37 of the Student's Book.

Display the five stages up one by one and ask students to guess what happens next. Ask them to state what they think might be the risk factors in the supply chain, for example, bad weather affecting cutting of flowers; trucks breaking down on route; channel tunnel closed due to accident, problems at customs clearance.

You could also use the diagram to review connecting language in narratives, for example, *After they've cut the flowers, they condition and pack them. Before packing the flowers, they are conditioned.*

[5 to 10 minutes]

Slide 4: Forward/Reverse Logistics diagram on page 36 of Student's Book

This is provided so that students can use the diagram to explain the concept of reverse logistics in their own words using the artwork after they have done the listening.

[5 minutes]

Slide 5: Force field analysis chart on page 38 of the Student's Book

The chart and answers are provided for exercise 4 for ease-of-use and quick feedback to students.

[5 minutes]

Slide 6: JM Fisher's Process of Transition

This is the Internet research topic on page 38 of the Student's Book and is provided here as an alternative to that research. Ask your students to say how well this description fits in with their own experiences of the process of change.

Ask your students if they have been in a situation where there has been a great or major change in an organization they were part of. Get them to describe what happened. Then ask them how they felt emotionally about the change and what their reaction to it was. It could be a takeover, getting a new boss, a departmental reorganization, a phase of redundancies, change in job description, relocation.

Individuals can often very feel very threatened by change, and their performance disrupted as a consequence.

The key thing is that change has to be managed not just allowed to happen, as Kotter's 8 steps on page 39 of the Student's Book indicates. Individuals within an organization have to be prepared for change and helped to implement it successfully.

[5 to 10 minutes]

Slide 7: Answers to exercise 7 from page 39 of the Student's Book

This grid is provided so you can run through the 8 steps more easily and check understanding the concepts – some of which are quite complex- before students do the listening.

[5 minutes]

Slide 8: Model set of guidelines for Hilltop's policy on water

This is the writing task on page 41 of the Student's Book. It is provided so that your students have a set of guidelines to compare their versions with.

[5 minutes]

Slides 9 and 10: the pros and cons of family businesses

This is the Internet research topic on page 43 of the Student's Book. This slide provides an alternative or introduction to that research. It can also be used to facilitate the discussion at the top of page 42.

Ask your students to put these ideas under the two headings pros and cons, and to provide their own ideas about pros and cons of family businesses.

Answers

Good customer relations

Shared values

Loyalty and dedication

Long-term stability

Lack of experience of other businesses

Family rivalry

Communication breakdowns

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