

## A.II.60

### Business communication: speaking

# The future of businesses – How to use megatrends to a company's advantage

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Klimaschutz, Digitalisierung, Umkehrung der Globalisierung, ob der Abschied vom Verbrennungsmotor oder der Trend zu *produce and sell local*. Die sich abzeichnenden Entwicklungen bedeuten für Unternehmen tiefgreifende Änderungen, die sowohl die Herausforderung stellen, ihre tradierten Geschäftsmodelle grundsätzlich zu überdenken. In dieser Unterrichtseinheit wird diese Thematik von den Schülerinnen und Schülern sukzessive erarbeitet, damit sie in der Fremdsprache anlassbezogen die Welt von morgen verstehen und über sie kommunizieren können.

#### KOMPETENZPROFIL

**Niveau:**

**Form:**

**Kompetenzen:**

**Medienkompetenzen:**

**Thematische Bereiche:**

**Medien:**

**Zusatzmaterialien:**

12 Unterrichtsstunden inkl. LEK

1. Kommunikation: relevante Inhalte präsentieren; 2. Lesekompetenz: Texten relevante Informationen entnehmen; 3. Problemlösekompetenz: SWOT-Methode in einem Fallbeispiel anwenden

1) Suchen, Verarbeiten und Aufbewahren; 2) Kommunizieren und Kooperieren; 3) Produzieren und Präsentieren

Zukunftswerkstatt, Fallstudie

Texte, Bilder, Cartoons, Statistiken

Differenzierungsmaterial „picture description“, SWOT-Analyse zur Persönlichkeitsentwicklung, Lernerfolgskontrolle



## Auf einen Blick

### 1./2. Stunde

**Thema:** From present to future – how decisions in the present can shape the future

**M 1** **What will the future bring? – Introduction to the topic** / mithilfe von Bildimpulsen und Zitaten in das Thema „Zukunft“ einsteigen

**M 2** **From garage to world giant – the story of Amazon** / die Entwicklung des Unternehmens *Amazon* erarbeiten

**Benötigt:**

- OH-Projektor, Dokumentenkamera bzw. Beamer/Whiteboard
- Folienkopie, Ausdruck bzw. digitale Fassung von M 1
- Internetzugang für die Recherche in M 2



### 3./4. Stunde

**Thema:** What will the future working world look like?

**M 3** **How will the working world change in future?** / die Arbeitswelt von morgen entdecken

**M 4** **COVID-19 – leading to a digital transformation?** / Einfluss von Covid-19 auf die Digitalisierung verstehen

**Benötigt:**

- OH-Projektor, Dokumentenkamera bzw. Beamer/Whiteboard
- Folienkopie, Ausdruck bzw. digitale Fassung der Cartoons in M 3 und M 4
- ggf. Endgeräte für kollaborativen Schreiben in *CryptiPad*



### 5.–8. Stunde

**Thema:** Megatrends – current developments that will shape our future

**M 5** **Global effects of the future – what are the megatrends?** / die Megatrends verstehen

**M 5a** **Station 1: Organisation and mobility, globalisation and the multi-generational workforce** / Megatrends 1 bis 3

**M 5b** **Station 2: The changing nature of careers and healthcare** / Megatrends 4 und 5

**M 5c** **Station 3: The skills gap, resource scarcity and climate change and advancing technologies** / Megatrends 6 bis 8

**M 6** **Structure of a presentation on the topic megatrends** / Megatrends interessant und informativ präsentieren

**Benötigt:**

- vorbereitete Stationen mit entsprechendem Platz (ca. 4–6 Schülerinnen und Schüler pro Station)
- Kopien der Stationen in Klassenstärke (M 5/M 6)
- ggf. Endgeräte zur Erstellung einer Präsentation in *Padlet*



**9.–11. Stunde**

**Thema:** How the future influences business models  
**M 7** **How to prepare your business for the future / die Zukunft erkennen**  
**M 8** **Futurology – prepare the German bike manufacturer GBM for the future / eine Unternehmens-Fallstudie lösen**  
**Benötigt:**  ggf. Endgeräte zur Erstellung einer Präsentation in *Padlet*

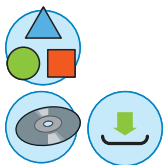


**12. Stunde**

**Thema:** LEK  
**ZM 3** **Test on megatrends and future of businesses**

**Zusatzmaterialien auf der CD 41 bzw. in der ZIP-Datei**

- ZM1\_picture description A2 Differenzierungsmaterial auf dem Niveau A2 zur Bildbeschreibung
- ZM2\_SWOT analysis personality B1, B2 Ergänzendes Material zur Nutzung der SWOT-Analyse zur Persönlichkeitsentwicklung
- ZM3\_LEK future of businesses LEK zur Überprüfung des Lernerfolgs



**Minimalplan**

Sie haben nur drei Stunden zur Verfügung? So können Sie die wichtigsten Inhalte erarbeiten:  
 1./2. Stunde: Megatrends + Learning Styles (without presentation) M 5  
 3. Stunde: Futurology – invent the future for German Bike Manufacturer GBM M 8

**Hinweise zu den Differenzierungssymbolen**

	Tauchen diese Symbole auf, sind die Materialien differenziert. Es gibt drei Niveaustufen, wobei nicht jede Niveaustufe extra ausgewiesen wird.	
einfaches Niveau	mittleres Niveau	schwieriges Niveau

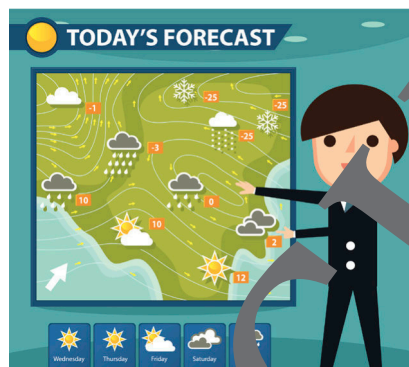
## What will the future bring? – Talking about the future

M 1

What does “the future” mean to you?



Picture 1 © JacobH/ E+



Picture 2 © sorbetto/ Digital Vision Vectors



Picture 3 © urbazon/ E+

### Tasks

- Look at the pictures.
  - Describe what you can see in the pictures.
  - Analyse what the pictures have to do with predicting the future.
  - Explain what “the future” means to you.

If you need help, you can use the TIP sheet provided by your teacher.
- A lot of philosophers and thinkers have created witty sayings about the future.
  - Work together in groups of three. Choose a saying which you like most.
  - Give reasons for your choice.
  - Explain what all sayings have in common.



### Quotations about the future

- The most reliable way to predict the future is to create it. (Abraham Lincoln)
- Your future is created by what you do today, not tomorrow. (Robert Kiyosaki)
- Destiny is a matter of chance. It is a matter of choice. It is not a thing to be waited for, it is a thing to be achieved. (William Jennings Bryan)
- I am tomorrow, or some future day, what I establish today. I am today what I established yesterday, or some previous day. (James Joyce)
- The future rewards those who press on. I don't have time to feel sorry for myself. I don't have time to complain. I'm going to press on. (Barack Obama)

## COVID-19 – leading to a digital transformation?

M 4

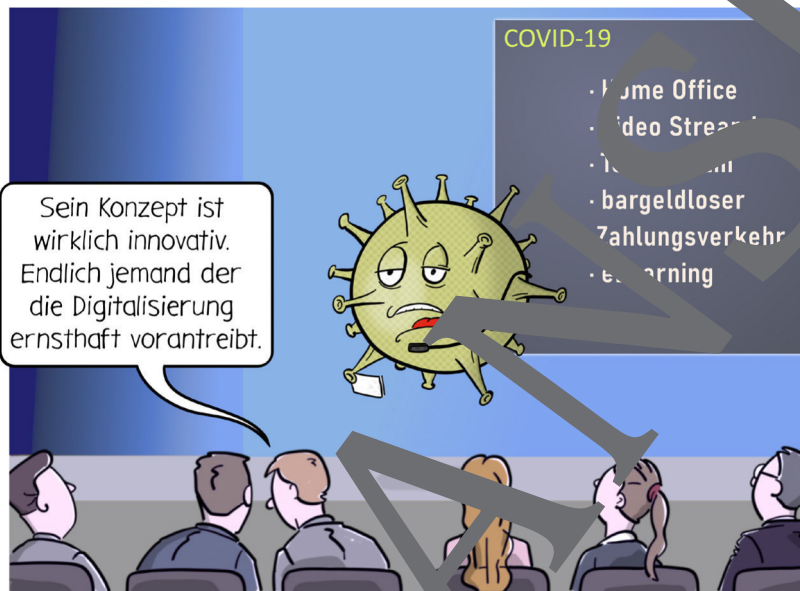
“Who led the digital transformation of your company?”

- CEO
- CTO
- COVID-19

From: <https://www.cubility.com.au/is-covid-19-forcing-your-digital-transformation-12-steps-to-move-faster/> [last access: 26/10/2021]

### Tasks

- Look at the quiz question above. Discuss the message of the quiz question with a partner.
- Mediation: You can find this cartoon in a German business magazine.
  - Describe the cartoon in English.
  - Explain its idea to an English colleague (who doesn't speak German).
 If you need help, you can use the TIP sheet provided by your teacher.



Source: © Christian Möllers <https://www.cloud-science.de>

- Read the text *Digital Transformation at the workplace*. Answer the questions. Then, compare your results with a partner.
  - Explain the term „digital transformation“ in your own words.
  - Explain in your own words: „If a company works well internally, it greatly affects the external customer experience.“
  - What is telecommuting? Describe your own experiences with it.
  - Why have on-demand food and services become so popular during the pandemic?
  - What are the advantages of virtual events in comparison to real events?
  - Describe the benefits of a digital cloud.

## Futurology – prepare the German bike manufacturer GBM for the future

M 8

Nobody can forecast the future with 100 % certainty. But there are certain methods which help to prepare a business for future challenges. One of these methods is the so called **SWOT-Analysis**.

SWOT is an acronym for **strengths, weaknesses, opportunities** and **threats**.

The analysis is presented as a square segmented into four quadrants, which stand for S-W-O-T.

The key findings and conclusions on a company's situation are grouped into these quadrants. The completed structure of the SWOT analysis helps the management to develop new measures for the future.

<b>Strengths</b>	<b>Weaknesses</b>
<b>Opportunities</b>	<b>Threats</b>

### Tasks

Get together in groups of three.

- First step:** Read the case study on GBM and mark all relevant information given in the text.
- Second step:** Each group member develops a SWOT chart on a sheet of paper. Use the complete sheet so that you have enough space in the quadrants to add information. Find the SWOT elements in the case study.
- Third step:** Compare and bring together your results.
- Fourth step:** On the basis of the megatrends you have worked on, develop a business model for the next 5 years. You can also conduct further Internet research.
- Fifth step:** Prepare a presentation of your SWOT analysis and the measures for the future, which your group agrees on. Use *Padlet* to visualise your information.
- Sixth step:** Present your results to the class.

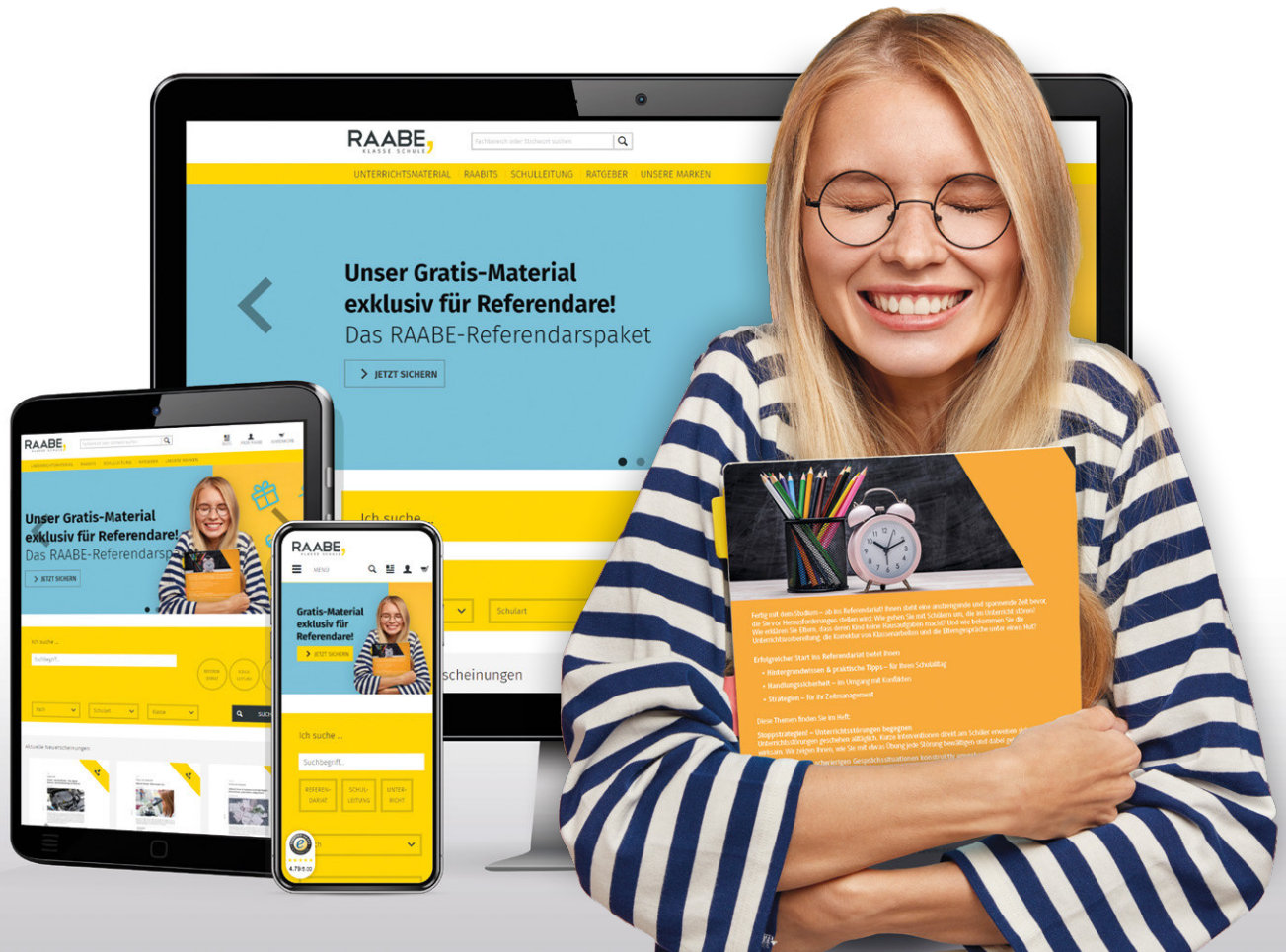
### Case study: GBM

German Bike Manufacturer GmbH (GBM) is a medium-sized<sup>1</sup> bike manufacturer, located close to Frankfurt. The company has about 120 employees, about 80 workers work in the assembling<sup>2</sup> of the bikes. The other employees work in IT, administration and marketing. Although cycling is a very popular trend at present times, with sales numbers on the rise, GBM sales are on the decline. In the German market, there is a high demand for electric bikes and gravel bikes (a mix of racing and mountain bikes). Unfortunately, GBM doesn't produce any of them. GBM's product portfolio<sup>3</sup> focuses on racing bikes (high-end bikes), mountain bikes and city bikes. The development of the city bike sector and the mountain bike sector is shown here:



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