



SCHOOL OF BUSINESS, ECONOMICS AND MANAGEMENT

BBA140 - BUSINESS ENVIRONMENT

END OF SEMESTER FINAL EXAMINATION

MONDAY 6TH JUNE, 2016.

09:00 – 12:00 HOURS

TIME ALLOWED: 1 HOUR 30 MINUTES plus 5 minutes reading time

INSTRUCTIONS TO THE CANDIDATES:

1. **Read the instructions very carefully**
2. **Check that you have the correct examination paper in front of you.**
3. **Answer all questions in this examination paper.**
4. **All questions must be answered in the answer booklet provided only.**
5. **Write down the number of questions that you have answered on the cover of the examination answer booklet.**
6. **Begin each question on a new page.**
7. **No books, files or mechanical / electronic aids are permitted.**
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A Cadbury Schweppes case study

Ethics concern an individual's moral judgements about right and wrong. Decisions taken within an organisation may be made by individuals or groups, but whoever makes them will be influenced by the culture of the company. The decision to behave ethically is a moral one; employees must decide what they think is the right course of action. This may involve rejecting the route that would lead to the biggest short-term profit.

Ethical behaviour and corporate social responsibility can bring significant benefits to a business. These may include attracting customers to the firm's products, thereby boosting sales and profits, make employees want to stay with the business, reduce labour turnover and therefore increase productivity, attract more employees wanting to work for the business, reduce recruitment costs and enable the company to get the most talented employees, attract investors and keep the company's share price high, thereby protecting the business from takeover.

Unethical behaviour or a lack of corporate social responsibility, by comparison, may damage a firm's reputation and make it less appealing to stakeholders. Profits could fall as a result.

Along with good corporate governance, ethical behaviour is an integral part of everything that Cadbury Schweppes does. Treating stakeholders fairly is seen as an essential part of the company's success, as described here: *"A creative and well managed corporate and social responsibility programme is in the best interests of all our stakeholders - not just our consumers - but also our shareowners, employees, customers, suppliers and other business partners who work together with us."*

Ensuring that employees understand the company's corporate values is achieved by the statement of 'Our Business Principles' which makes clear the behaviour it seeks from employees. Cadbury Schweppes' good practice was recognised when it was

voted one of the 'most admired companies for community and environmental responsibility' by Management Today magazine in 2003. It was also ranked second in the Food and Drink sector in the Business in the Community 'Per Cent Club' Index of corporate giving for 2003, with an investment in the community of around 3% of its UK pre tax profits.

Cadbury Schweppes has direct control over what happens in the transformation stage of its own process and can also influence the behaviour of suppliers and distributors. For example, it performs due diligence on potential suppliers by requesting them to complete a questionnaire prior to engagement. This enables Cadbury Schweppes to monitor a supplier and check they adhere to stringent standards in particular criteria. Cadbury Schweppes deals with tens of thousands of suppliers around the world and aims to work closely with them to ensure they receive fair treatment.

In the case of cocoa farmers, for example, Cadbury Schweppes is a member of a global coalition, which is comprised of industry, governments, non-government organisations and special interest groups created to improve working practices on cocoa farms. It is Cadbury Schweppes' aim to help all cocoa farmers improve their standard of living by helping them develop sustainable crops of quality beans. In Ghana, for example, where Cadbury Schweppes buys most of its cocoa, the company supports farming communities through programmes on sustainable tree crop management and building wells for drinking water.

As a major international company, Cadbury Schweppes recognises its environmental responsibilities and the need to care for its workforce, local communities and all those who may be affected by its activities. For example, its environmental responsibilities include: treating waste water prior to disposal, looking to improve its energy efficiency and controlling the release of gases into the atmosphere. The company aims to keep within acceptable limits the fuel consumption and air emissions that result from transporting its products. In the UK, for example, drivers are trained in the most efficient ways to operate their vehicles, which are also regularly maintained to keep

them running at optimum efficiency.

Cadbury Schweppes is committed to providing a range of high quality treats, refreshments and confectionery based oral care products which are marketed truthfully, labelled clearly and meet the highest safety standards. For that reason the Cadbury Schweppes corporate social responsibility agenda now reflects growing consumer interest in issues of diet, nutrition and healthy lifestyle, and the way brands are marketed, especially to children. The company also believes it is important to be open about its activities so its stakeholders can measure its success. Information is readily available in its reports and on its website regarding its progress in: community initiatives and employee volunteering environmental impact.

When recruiting staff, Cadbury Schweppes is eager to encourage diversity in the workplace. It therefore encourages applications from a wide range of people. Greater diversity in the workplace encourages different ways of looking at and solving problems and may lead to greater creativity. To achieve such diversity, the company provides equal opportunities for its recruits regardless of gender, age, marital status, sexual orientation, disability, race or religion. Vacancies are advertised worldwide via the company's websites and intranet so that employees can switch from one part of the organisation to another.

Cadbury Schweppes aims to lead the way with its ethical approach in business. Its core underlying values influence all its decisions throughout the value chain. Its stance on issues is clearly communicated both internally and externally to ensure its position is fully understood and to invite its stakeholders to share in it.

Source:businesscasestudies.co.uk/cadbury-schweppes/ethical-business-practices

Questions One(1) to Three(3) are based on the Case study

Question One

Analyse the Cadbury Schweppes case and discuss the importance of ethics at work.

[10 Marks]

Question Two

Evaluate the case and summarise the arguments for and against CSR using relevant models you have studied.

[10 Marks]

Question Three

Treating stakeholders fairly is seen as an essential part of the company's success. Identify the key stakeholders that Cadbury Schweppes deals with and demonstrate how these stakeholders are affected by the operations of the company.

[10 Marks]

Question Four

Government economic objectives usually include controlling inflation, promoting economic growth, reducing unemployment and creating a stable macro-economic environment. Given the current economic situation in Zambia, what policy instruments can the government use to stimulate economic growth?

[10 Marks]

Question Five

The business cycle is the fluctuations in the general level of economic activity as measured by such variables as the rate of unemployment and changes in real GDP, periods of growth in real output and other aggregate measures of economic activity followed by periods of decline.

In light of the above statement, discuss the defining characteristics of the business cycle in the context of Zambia.

[10 Marks]

[Total: 50 Marks]

END OF EXAMINATION PAPER



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BBA141 BUSINESS COMMUNICATION

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INSTRUCTIONS TO THE CANDIDATES:

9. Read the instructions very carefully
10. Check that you have the correct examination paper in front of you.
11. There are TWO SECTIONS in this examination paper. Each section has Two Questions.
12. Answer ALL the FOUR questions in this paper
13. All questions must be answered in the answer booklet provided only.
14. Write down the number of questions that you have answered on the cover of the examination answer booklet.
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SECTION A

Instruction: Answer ALL Questions in this section.

QUESTION ONE

[10 MARKS]

Select the correct answer for the following multiple choice questions

Choose the correct reference entry for academic writing in the following four (4) statements:

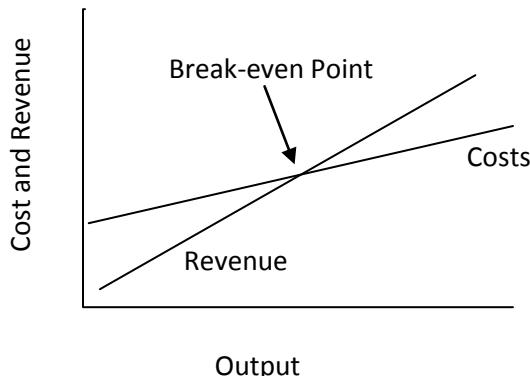
1. In-text referencing of Daniel K. Hugburg's book *Insects of Africa* authored in 1987 by Fredson Publishers.
 - A. (Daniel K H Fredson 1987)
 - B. (Hugburg 1987)
 - C. (Hugburg, 1987 Insects of Africa)
 - D. (K H Daniel Fredson 1987)
2. In-text referencing of Peter J. Manda, Kenny Hillman, Kunda S. Moono, and Sandra W Fishburg who authored *Management Policies in Banks* published by Oribis of London in 2013 with citation from page 138.
 - A. (Peter J., Hillman, Kunda S. Moono, and Sandra W Fishburg 2013:138)
 - B. (Manda et al. 2013:138)
 - C. (Manda, Hillman, Kunda, Moono, and Fishburg Oribis, 2013:138)
 - D. (Manda et al. *Management Policies in Banks* 2013 :138)
3. Reference/bibliography entry of an online source of an article in *The Encyclopedia of Philosophy* titled 'Workings of the Human Mind' authored by Derrick Benton Walker. The editor of the encyclopedia is Yung Zukus in 2013, which you have accessed on 3rd April 2016.
 - A. Yung Zukus (ed.). *Encyclopedia of Philosophy* [Online encyclopaedia], Walker, D B 2013. Workings of the Human Mind, *The* Available from: <<http://kant.philosophy.edu/archives/fall2013/entries/popper/>>. [Accessed on 3 April 2016].
 - B. Walker, D B 2013. Workings of the Human Mind, *The Encyclopedia of Philosophy* [Online encyclopaedia], Yung Zukus (ed.). Available from: <<http://kant.philosophy.edu/archives/fall2013/entries/popper/>>.
 - C. Walker, D B 2013. Workings of the Human Mind, *The Encyclopedia of Philosophy* [Online encyclopaedia], Yung Zukus (ed.). Available from: <<http://kant.philosophy.edu/archives/fall2013/entries/popper/>>. [Accessed on 3 April 2016].

D. *The Encyclopedia of Philosophy* [Online encyclopaedia], Walker, D B 2013. Workings of the Human Mind, Yung Zukus (ed.). Available from: <<http://kant.philosophy.edu/archives/fall2013/entries/popper/>>. [Accessed on 3 April 2016.]

4. Reference/bibliography entry of a book by Kasandra T. Kalundu titled Economic Management published by Grill-Hearth Ltd in 2004 in Paris, France.

- Kalundu, K T 2004. *Economic Management*. Paris: Grill-Hearth.
- Kasandra, K T 2004. *Economic Management*. Paris: France.
- Kalundu, Kasandra T. *Economic Management* 2004 Paris: Grill-Hearth.
- Economic Management*. Kalundu, K T 2004. France Paris: Grill-Hearth.

5.



The Breakeven Chart above displays information Cost and Revenue against Output. What is meant by the *break-even point*?

- The point when the supply and demand reach equilibrium
- The point where the profit on an organization drops
- The point at which the enterprise begin to make profit
- The point of low demand for a sales enterprise

6. When taking notes from an oral speech, sentence connectors help to speed up the note taking. Which of the following set of words belong to the *enumerators*?

- Until now, immediately, so far
- On the other hand, alternatively, in other words
- Thirdly, one reason, the other thing is
- Also, equally, added to

7. The last paragraph of a Press statement is called...

- Boilerplate
- Conclusion
- City, state
- Resume

8. In a meeting *Points of Order* are interruptions to the debate in connection with correct meeting procedure such as:
 - A. A resolution is being passed
 - B. The subject is *ultra vires*
 - C. One is speaking through the chair
 - D. Previous meeting minutes are seconded
9. When there is a deadlock in a meeting on a subject under debate, this deadlock is broken by *the Casting Vote*. Who is authorized to do the casting Vote in a meeting?
 - A. Board Member
 - B. Chairperson
 - C. Secretary
 - D. Accounts Officer
10. In a Science report, in what order is the scientific process recorded?
 - A. Observation, hypothesis, experimentation, Analysis
 - B. Analysis, observation, experimentation, hypothesis
 - C. Hypothesis, Analysis, observation, experimentation
 - D. Observation, analysis, experimentation, hypothesis

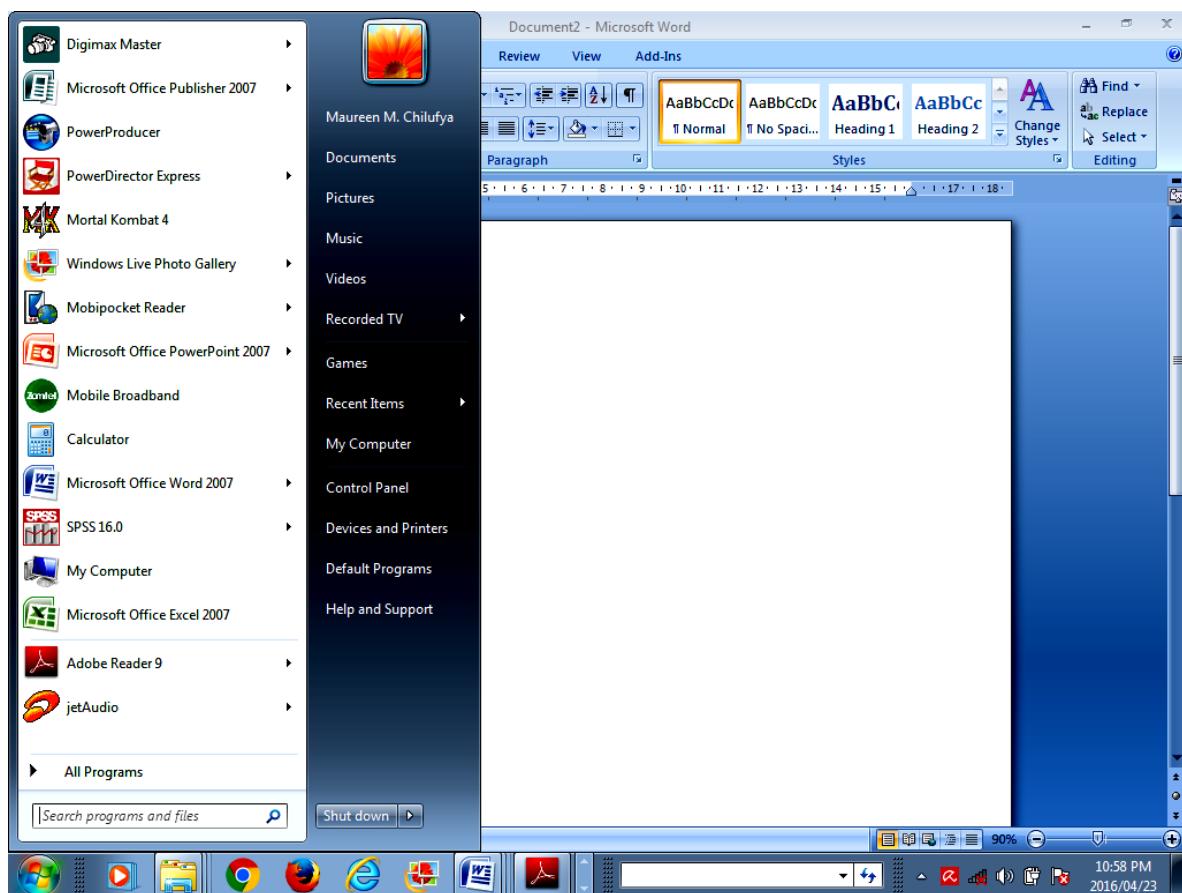
QUESTION TWO

[10 MARKS]

Provide an appropriate answer for each of the following statements

1. When a computer presentation slide has been developed, the presenter would prefer to have the words, slides, or diagrams achieve *movement* to captivate the audience and keep them alert. These movements in the slides are called _____
2. A list of items that will be discussed in a meeting and circulated before hand with minutes of the previous meeting is called _____
3. The procedure of a meeting when a member cannot attend and wishes *another person* to speak and vote in his or her place is called _____
4. A document that describes the academic and professional qualifications and experience of a job applicant is called _____

5. A _____ report informs the reader of the status of an ongoing project frequently, especially for a project that lasts a long time.
6. _____ are diagrams which use pictures to represent figures and thus are easily understood irrespective of language or numeracy problems.
7. The last open-ended items discussed and recorded in the minutes of the meeting are placed under a collective title of _____
8. In the figure below, under which *program* would you click when starting to develop a slide presentation?



9. The collective decisions that are made in a meeting after the debate are called _____
10. In writing an essay, if one does not acknowledge the source of information and simply pass it on as his or her own piece of work, this is a crime in the academic world called _____

SECTION B

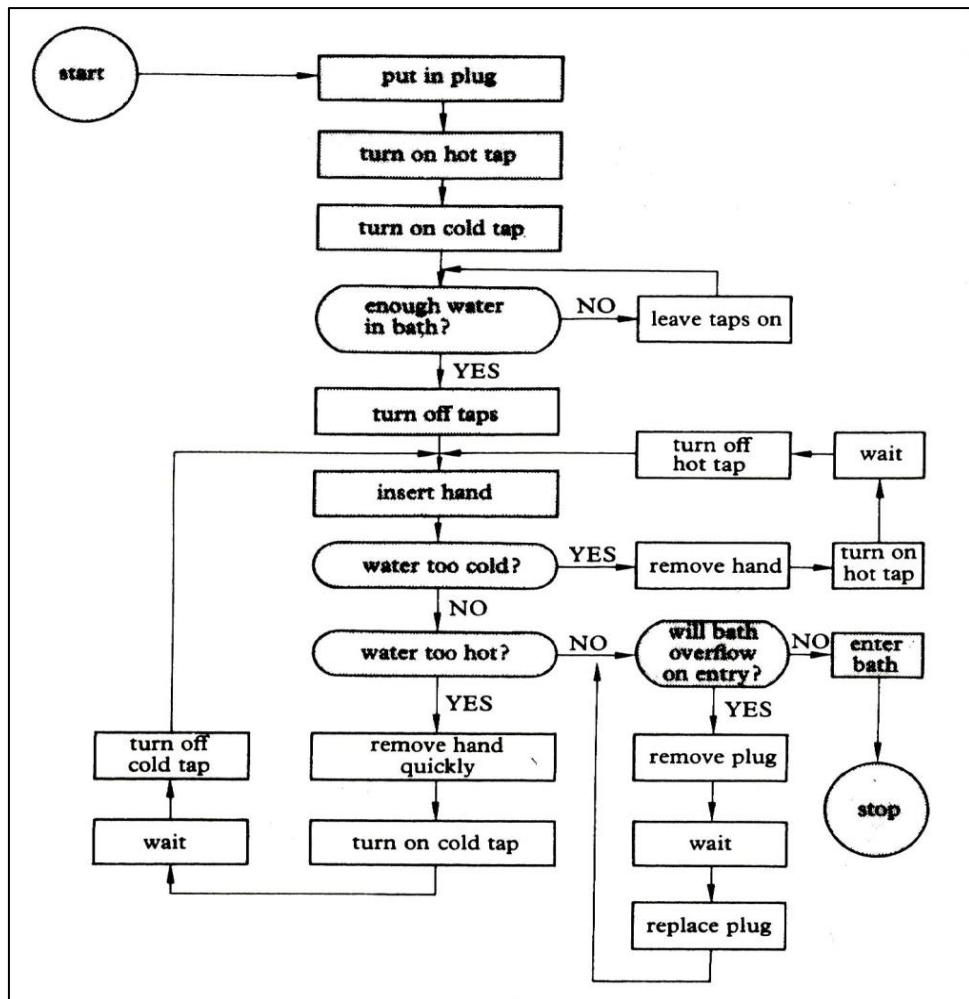
Instruction: Answer ALL Questions in this section.

QUESTION THREE

[10 MARKS]

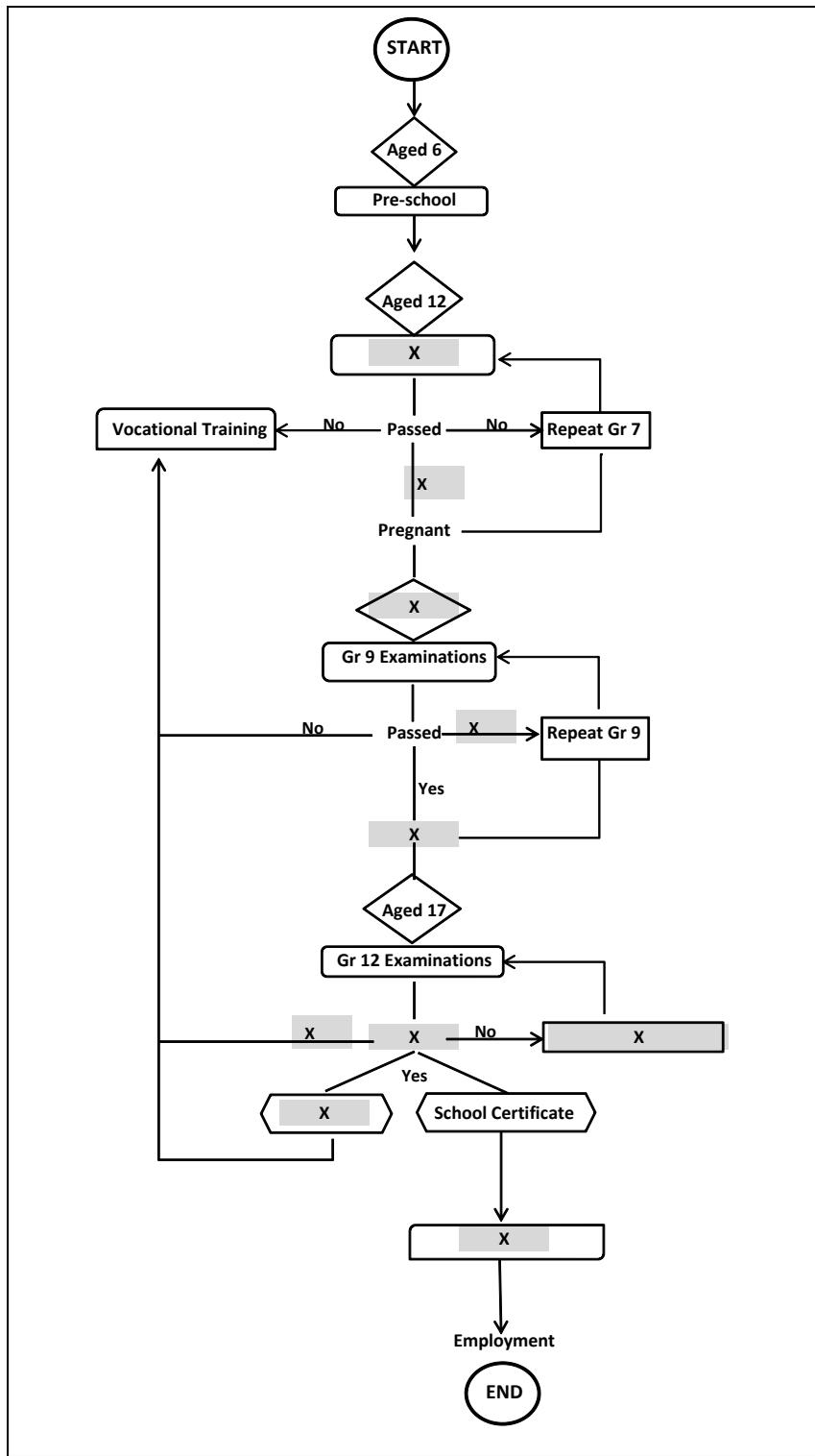
Information from Visual Sources

FLOW CHARTS give a graphic picture of the logical steps and the sequence involved in a procedure. They help systems analyst and computer programmer to break down a problem into smaller parts and help the analysis of sequencing alternative paths in an operation. Many labour-saving techniques can come from studying the details of a flow chart. The figure below is an **example** of a flow chart on the sequence of having a warm bath!



Example of a Flow Chart

The Flow Chart below represents the progression of a girl-child in the educational system from pre-school to attainment of employment indicating alternative paths.



RE-DRAW THE FLOW CHART AND FILL IN the

Key logical steps that have been left out
Marked **X** to make this educational process complete. Suggested possible options are:-

- Examinations
- Campus
- Home Schooling
- Aged 20
- GCE
- Basic Concepts
- Aged 16
- Gr. 10 Examinations
- Yes
- Unattainable
- Yes/No
- Training
- Sporting
- Gr 7 Examinations
- Hospitalization
- Aged 14
- Mock Examinations
- University/Collage
- No
- Pregnant
- Course
- Progression
- Cambridge Exams
- No
- Education
- Passed
- Exempted
- Programme
- Tuition
- Schooling
- Re-Write Gr.12
- Results
- Re-do
- Standard

QUESTION FOUR

Report Writing

Below is the structure of a Research Report you will be expected to write at the end of your studies at the University.

PRELIMINARY PAGES

- Title Page
- Declaration
- Copyright Notice
- Abstract
- Dedication
- Acknowledgements
- Abbreviations And Acronyms
- Table of Contents
- List of tables and figures

CHAPTER ONE: BACKGROUND INTRODUCTION

- 1.1 Introduction
- 1.2 Problem analysis or **Statement of the Problem**
- 1.3 Purpose of the study/Objective (s)
- 1.4 Research questions (research/sub-problems)
- 1.5 Statement of research hypothesis
- 1.6 Definition of (unfamiliar) terms
- 1.7 Delimitation and scope of study
- 1.8 Significance of the Research

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

- 2.1 Literature Review
- 2.2 Theoretical framework/models building

CHAPTER THREE: RESEARCH METHODOLOGY: RESEARCH DESIGN/FRAME

- 3.1 Restatement of research questions and hypotheses
- 3.2 Research design
 - (i) *Exploratory Research Design*
 - (ii) *Descriptive Research Design*
- 3.3 Characteristics of the study population

- 3.4 Sampling procedure
- 3.5 Data collection instrument**
- 3.6 Pilot studies
- 3.7 Administration of data collection schedule
- 3.8 Data Analysis/processing procedure
- 3.9 Limitations of the methodology

CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA

- 4.0 A brief introduction
- 4.1 Respondents' characteristics and classifications
- 4.2 Presentation and analysis of data

CHAPTER FIVE: SUMMARY, CONCLUSIONS, RECOMMENDATIONS

- 5.1 Summary of Findings**
- 5.2 Conclusions
- 5.3 Recommendations
- 5.4 Recommendations for further studies

REFERENCES

APPENDIX

Explain what each of the following should contain in a brief paragraph for each:-

| | |
|---------------------------------------|------------------|
| (a) Statement of the Problem | [5 marks] |
| (b) Literature Review | [5 marks] |
| (c) Data Collection Instrument | [5 marks] |
| (d) Summary of Findings | [5 marks] |

[Total 20 MARKS]

END OF THE EXAMINATION PAPER