CAMBRIDGE Professional English

# Cambridge English for Human Resources

## TEACHER'S NOTES

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Cambridge English for

# Human Resources

TEACHER'S NOTES

# UNIT 1 HR strategy

- Linking business and HR strategies
- Developing an HR strategy
- Writing up the HR strategy

**Go to page 14 for essential background information on the topic and useful web links.**

**Don't forget to use the Additional activity worksheet in the Resources section of the Cambridge English for Human Resources website.**

**Technical human resources and other workplace vocabulary can be found in the Glossary on Student's Book pages 122–127**

**Refers to the Audioscript on Student's Book pages 93–108**

## Linking business and HR strategies

***Before you begin …***

**Discuss the following questions with the class.**

1 What is the purpose of an HR strategy?
2 What form does it take?
3 What is your experience of companies using (or not using) HR strategies?

**Suggested answers**

1 The purpose of the HR strategy is to define the role of HR, its key priorities and objectives, and describe how these will be achieved.
2 It typically takes the form of a formal written document, covering several pages. However, a strategy could also be oral (e.g. a discussion of 'where are we going and what do we want to achieve').

**1 a Students discuss the three questions in pairs and then feed back to the class.**

**Suggested answers**

1 The mission statement, business objectives, projects, and plans for completing the objectives.
2 The direction the organisation is moving in, change issues (how the organisation might change and what the results of the change will be), resourcing, and the role of HR in the organisation.
3 Because the HR plan needs to respond to and meet the broader business objectives.

**b Ask students to read the background information about Maracujá to find out what exactly the company does. You may want to ask students to suggest other examples of vertically integrated businesses (the best-known are oil companies such as BP).**


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**Go through questions 1–4 with the class and ask students if they can suggest different possibilities for each answer. For question 1 for example, students could suggest that the review is necessary because the current one is out-of-date, that the company is changing (downsizing or expanding), etc. Then play Audio 1.1 for students to answer the questions. Ask students to work in pairs to compare their answers then feed back to the class. During feedback, ask students to say how close their predicted answers were to the answers according to the dialogue.**
**▶1.1 page 93**

**Answers**

1 Because the business has grown and the current strategy is out of date.
2 The resourcing plan.
3 They are modernising the business.
4 Different strategic models.

## Note

Some HR and workplace-related vocabulary items:

- A *three-year plan* is a popular planning period because it offers sufficient long-range planning and continuity but is not so long that it becomes out-of-date.
- A *resourcing plan* is the plan that identifies the number and types of employees needed for the business over the next few years. It also identifies issues such as labour turnover and from where new employees will be found.
- If you *outsource* a business function, you contract it out to another organisation to deliver.
- *The board* refers to the board of directors, to management or to the supervisory board, depending on the organisational structure.
- *EU subsidies* are European Union funds available for the purpose of economic and social development within member states.

Different approaches to creating strategies (or *strategic models* as mentioned in Audio 1.1) are dealt with in Exercise 2b on Student's Book page 7.

## Extension activity

**Write the following words and phrases onto the board:**

| | | |
|---|---|---|
| three-year plan | resourcing plan | outsource |
| offshore | The board | strategic models |

**Students work in pairs to remember what was said about each of these items, and then listen to Audio 1.1 again to check. After they have discussed their answers, students feed back to the class.**

**Answers**

The *three-year plan* is already out-of-date.
A revised *resourcing plan* is the main priority.
Laura and Chris need to think about whether they want to *outsource* or *offshore* any business activities (that is, to contract the services of another organisation, either in Portugal or abroad).
*The board* haven't yet decided what to do about the old factory – some board members want to modernise the factory but others think that will be too expensive and would prefer to relocate.
Laura wants Chris to explore some *strategic models* (e.g. personnel, outsourced, business partner).


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**2 a Ask students to check their work in pairs and to see if they know all the highlighted words on the notepad by writing their own definitions. They then compare their definitions with those in the Student's Book Glossary (pages 122–127). Students work in pairs to discuss which issues will be the most important for the HR strategy and then feed back to the class.**

**Suggested answers**

To effectively match corporate and HR strategies, HR will need to take account of stakeholder expectations. In terms of areas in which HR has a direct influence, the possible closure and relocation of the factory is important. Also, developing a knowledgeable workforce and attracting high quality designers should form part of the HR strategy.

**b Students work alone to complete the matching exercise and then check in pairs. When you check with the class, ask students about their experiences of the various approaches.**

**Answers**

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

**Note**

Some HR and workplace-related vocabulary items:

- *self-service*, in an HR context, means that employees access and update much of their own employee data, such as holidays, themselves.
- *devolved power*, in an organisational context, involves moving power, control and decision making away from the central bureaucracy and to managers and departments. It can be devolved further by managers devolving power to their staff.
- *transactional HR* is based on the idea of transactions, which in this context involves the specific delivery of a core HR service such as recruitment or payroll administration.

**Extension activity**

**Students test each other in pairs by reading a definition to their partner who then tries to guess the correct approach. Alternatively, they could read an approach then ask for a definition from their partner. You could also ask them to give examples of each approach.**

**c You could ask students to close their books. In small groups, students think of the advantages and disadvantages of one of the eight approaches. Make sure each group chooses a different approach to discuss. Afterwards, they present their ideas to the class. Then discuss the question with the whole class. Encourage students to justify their suggestions.**

**Suggested answer**

Because the company wants to be modern and progressive, the approaches most likely to meet these needs are business partner and continuous improvement.

**3 a Students work alone to complete the headings. When you go through the answers with the class, discuss any similarities and differences to the students' own ideas. Make sure all students have the correct answers before moving on to Exercise 3b.**

**Answers**

| | | | |
|---|---|---|---|
| a | Personnel | c | Performance management |
| b | Business partner | d | Continuous improvement |


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**Note**
Some HR and workplace-related vocabulary items:

- *change management* (second advantage under heading b) is the process of planning and implementing major changes in business strategy, structuring and resourcing.
- *added value* (second disadvantage under b) refers to somebody's involvement or action contributing to an improvement or increased worth of something, e.g. a florist adds value by arranging flowers in a bouquet.
- *ownership* (first advantage under c) in this context refers to managers or employees 'owning' a problem or activity. They take responsibility and feel personally and emotionally involved.
- *total quality management (TQM)* (first disadvantage under d) is an organisational approach which considers quality very important and applies quality measurement and improvement to every aspect of the business.

**b** **Students first decide whether the eight statements are advantages or disadvantages. When they have identified four of each, they match them to the HR approaches. Point out that there could be room for discussion on some of the statements. When you go through the answers with the class, discuss whether students agree with all the statements about each approach, and whether the advantages outweigh the disadvantages.**

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

**Note**
*inter-departmental quality circles* were developed in Japan and through Kaizen production efficiency improvement methods: http://en.wikipedia.org/wiki/Kaizen. This involves getting groups of workers together from different departments to work on a specific aspect of improvement.

**c** **Ask students to read through the five statements first. Then play Audio 1.2 for students to complete the exercise. They compare their answers in pairs before feeding back to the class.**
**▶1.2 page 93**

**Answers**
1 F – Laura thanks Chris.
2 T
3 F – HR does have a strategic role, but it is limited.
4 T
5 F – Mai does not agree.

**Note**
Some HR and workplace-related vocabulary items:

- An *enabler* is someone who makes things easier or possible. In this sense, rather than directly doing things themselves, HR make things possible by providing the opportunity and tools for people within the organisation to achieve things by themselves.
- An *authoritarian role* is one in which power is held and exerted over others. An authoritarian HR department is likely to create rules and ensure that they are followed by exerting power and status.
- *coaching* sees HR in a supportive role, providing expertise but guiding others to develop their own skills (see also Unit 5).
- A *policing role* involves a strong emphasis on checking up on people and looking for examples of non-compliance with rules.


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## Extension activity

**Chris in Audio 1.2 uses two interesting metaphors in the conversation, which you could discuss with the class. Write the metaphors (below) on the board. Ask students to say what the literal meaning of each metaphor is and then how it is applied to HR strategy in this context.**

**a I've thinned it down to …**

**b By sharpening up the employee review scheme …**

**Suggested answers**

a Literally: to make something less thick/dense, e.g. hair, paint, to make it look/work better.
Metaphorically: reduce the number of options to make the decision-making process more efficient.

b Literally: to make something (e.g. a pencil or knife) sharper.
Metaphorically: to make the scheme more effective by removing unnecessary elements.

**d Students work alone to match the extracts with their functions and then share their answers with the class.**

**Answers**

1 f 2 c, d, g 3 a, b 4 e, h

## Extension activities

1 **Students listen to Audio 1.2 a second time to find out who said each extract from Exercise 3d and what they were doing or referring to.**

2 **For each function, ask the class to give you another one or two phrases to add to the board.**

3 **Students test each other in pairs by reading the beginning of one of the longer phrases in bold (e.g. *I'm inclined to* …) and asking their partner to say how it continues (e.g. … *agree with you*).**

**Suggested answers**

1

a Chris is introducing the topic.
b Chris is introducing the details.
c Chris is agreeing that the standard personnel model is just traditional HR.
d Chris is talking about traditional HR.
e Mai is asking about the difference between a service and a strategy.
f Chris is agreeing that simply providing a professional service would have limited strategic influence.
g Sevrinho is showing enthusiasm for a performance management approach.
h Mai is not sure about the value of tools for improving and measuring performance.

2

1 express mild agreement: *You could be right*; *Yes, that's a fair point.*
2 express strong agreement: *You're absolutely right*; *Yes, that's a really good point.*
3 signal that a speaker is moving on to a new topic: *OK, so to move on, I'd like to …*; *Anyway, …*
4 soften a disagreement: *I can see what you're saying, but …*; *OK, I agree with you in principle, but in this situation, I think …*


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**4** Before they begin, students should have a specific organisation in mind. Ask students to try and use as many of the phrases from Exercise 3d as they can during their discussions. After a few minutes, open up the discussions to include the whole class.

## Developing an HR strategy

***Before you begin …***
Students work in pairs. Give each pair a set of five pieces of paper or sticky notes (i.e. Post-it® notes). Students write the headings of five sections that they would expect to find in a strategy document, one on each note.

Tell each pair of students to stick their set of papers or notes on the board (or on a large table). Once every pair has added their set, ask students to work as a class to sort the notes into groups of equivalent or similar headings (e.g. *Aims*, *Objectives* and *Purpose* might make a single group).

Then ask students to open their Student's Books at page 9 to compare their answers with the headings featured in the word box in Exercise 5a. If there are differences, discuss whether this is about language choice or subject.

**5 a** Students work alone to complete the exercise and then check their answers in pairs. When you feed back with the class, ask students to say what might be included in each section.

**Answers**

1 Introduction
2 Context
3 HR vision and mission
4 Purpose
5 Key deliverables
6 Implementation and monitoring

**Note**

Some HR and workplace-related vocabulary items:

- *vision* describes an imagined picture of the future, while *mission* describes an organisation's main purpose for existing.
- *key deliverables* are the most important things that must result from action.
- *measurable outcomes* are results that can be quantified. Therefore, 'improve recruitment practices' is not a measurable outcome, while 'hire 100 people' is.

**b** Discuss the question with the class. You may want to ask students to suggest some examples of more formal and impersonal language. Discuss with the class whether they would use the same style of language in their own documents.

**Suggested answers**

The language is more formal and impersonal. Many of the sentences begin with a noun not a person, and the meaning of many of the verbs is specific not general. For example, compare *The aim of the HR strategy is to support and enhance the corporate strategy …* with the more informal *We want to be better at doing what the company wants.*

**c** Students complete the task alone and then feed back to the class. Point out that word-building tasks are a very effective way of increasing a learner's vocabulary, and they should train themselves to notice and remember nouns derived from verbs, etc.


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**Answers**

Nouns from verbs: actions, aim (no change), outcomes, deliverables, expansion, introduction
Nouns from adjectives: effectiveness, excellence

**6 a Students work in pairs to discuss which questions the strategy should answer and then read Laura's introduction to check. When you go through the answers with the class, ask students to give you the actual answers to the questions, not just which questions were answered.**

**Suggested answers**

The introduction should answer questions 1, 2, 4 and 5. Answering questions 1 and 5 is important as this will show the ways in which the HR strategy is linked to the business strategy of the organisation. Question 2 should always be answered. The reader may want or need to ask questions to the author(s) about the document. It is especially important to mention who has helped to write the report if the writing process included consultation with and input from a wide range of stakeholders. Question 4 needs to be answered much more fully in the main part of the strategy document, but there also needs to be a brief summary of the most important factors in the introduction. It is not usually necessary to answer question 3. However, question 3 might be answered briefly in the introduction, but only to explain how detailed the consultation process was. Question 6 cannot be answered by the authors of the strategy document. The management board's opinion of the strategy will be given only after they have read the document as part of the approval process.

## Extension activity

**Students underline any phrases in Laura's introduction that they could use in their own strategy documents. Then ask them to discuss the advantages and disadvantages of using technical HR vocabulary (or *jargon*) in such documents.**

**Suggested answers**

(useful phrases underlined):
The aim of the HR strategy is to support and enhance the corporate strategy by realising key deliverables through HR services and actions. The strategy has been developed in consultation with senior management and staff and takes account of lessons learnt from strategic planning in the past. As a global company, it is important that we connect all aspects of the business whilst retaining the ability to respond quickly to market changes.
HR jargon
Advantages: It enables very precise meanings to be communicated; it helps create the impression that HR is a professional department.
Disadvantages: It may alienate some readers, who may feel HR is about important-sounding statements which don't have any meaning or relevance to the employees.

**b Students read the two versions to identify the changes. They discuss their answers in pairs and then feed back to the class. You may need to focus on the form and functions of the passive when you go through the answers (see Language note on page 9 for advice).**

**Answers**

Verbs in the second sentence have changed from active (*have driven, created*) to passive (*has been driven, was created*). The passive is more common in formal and impersonal documents. The passive can be used to move longer or more important information away from the beginning of the sentence.


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## Language note

The passive has two important but contrasting functions:

1 It allows the writer not to mention the agent (= the person who performs the activity), typically because the agent is unknown, unimportant or irrelevant to the message (e.g. *This strategy has been developed in order to enhance* …).

2 It allows the writer to move the agent away from the beginning of the sentence, typically in order to focus special attention on it (e.g. *The initiative was created by the management board*) or because the agent is a long phrase which would sound odd at the beginning of a sentence (e.g. compare *Global economic growth within the clothing sector has driven change* … in the first draft with *Change has been driven by global economic growth within the clothing sector and* … in the second draft). These two factors, sometimes known as end-focus and end-weight, often go together: longer phrases also tend to be the ones that need more focus within a sentence.

**Note:** The passive is not only used for tensed verbs. It may also be used in infinitives (e.g. *In order* ***to be approved****, the plan must* …) and participle clauses (e.g. *This will result in the factory* ***being closed***).

**c** **Students work in pairs to rewrite the sentences. Discuss the answers with the class before referring students to the version in the Answer key on Student's Book page 109.**

**Suggested answers**

(passive verbs are in bold)
Whilst some potential constraints **are anticipated**, it **is expected** that the company's change programme **will be achieved**. This will result in the Braga factory **being closed** and the manufacturing operation **being relocated** to Evora.

**d** **Students work in pairs to ask questions to make sure their partners know all the words in the box (e.g. 'Can you explain to me what a *business partner* is, in the context of HR strategy?') before checking their ideas in the Glossary or a dictionary. Afterwards, ask students to close their books and then call for volunteers to explain the words to you. Students then work alone to put the words and phrases into the gaps and then check in pairs. Finally, go through the answers with the class.**

**Answers**

1 internal customers
2 human resource profile
3 human capital management
4 succession planning
5 transition
6 flexible working
7 business partner
8 consultancy

## Note

Some HR and workplace-related vocabulary items:

- The term *business partner* reflects the idea that many HR people are keen to be perceived as having an influential and strategic role in the business as a whole, rather than just performing an administrative personnel function.
- The word *transition* is now often preferred over *change* by companies as it is viewed as being more developmental, progressive and therefore less threatening.

**7** **Students work in pairs or small groups to plan their outlines. They should do this in character (i.e. in the role of a group of colleagues working together to develop a strategy). Therefore they will need to have a specific company in mind before they start, even if they are students in full-time education. They can then write up all or part of the strategy document, either in their groups (with one person as secretary) or as a homework task. They should focus on the sections covered so far in this unit – other parts of the strategy document will be covered later.**


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# Writing up the HR strategy

***Before you begin …***
**Divide the board into two columns and write the headings 'Outcomes' at the top of the left column and 'Outputs' at the top of the right one. Ask the class to suggest what the difference might be between the two terms. Then read the following statements aloud, pausing after each statement to discuss whether it applies to outcomes or outputs or both. When you give the answers, make brief notes on the board in the two columns.**

- It is a state. (outcome)
- It is a specific event or action. (output)
- It is quantified. (output)
- It is general. (outcome)
- It has target dates. (output)
- It is aspirational, that is, something to aim for. (outcome)
- It is detailed. (output)
- It identifies who will be responsible. (output)

**8 a Students discuss the three questions in pairs. After a few minutes, open up the discussion to include the whole class.**

**Suggested answers**

1 Because without some form of measurement there would be no way of judging its effectiveness.
2 Specified outcomes relating to HR, such as resourcing, development and strategy.
3 Financial results, costs, production of reports, surveys.

**b Students work alone to find the words to match the definitions and then check in pairs.**

**Answers**

1 in conjunction with
2 feasibility study
3 skills audit
4 output
5 offshoring
6 optimise
7 conducted
8 utilisation

**Note**

*utilisation* is a term widely used in many aspects of business. A typical example is machine utilisation in a factory. If a machine is running for 12 hours in every 24, then it has 50% utilisation. Many people working in consultancies have utilisation targets where they must spend an agreed percentage of their time on direct fee earning.

**9 a Ask the class to suggest why the strategy might need to include an implementation and monitoring plan. You could then ask students to read the first paragraph under the heading 'Implementation and monitoring' on page 13, to compare it with their ideas. After this, ask students to discuss the factors and people in pairs. When you discuss the answers with the class, make sure students justify their inclusion (or exclusion) of each factor or person.**


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**Note**

Some HR and workplace-related vocabulary items:

- The term *accountabilities* refers to the allocation of responsibilities to identified people, specifying who will be accountable for whether something happens.
- *key indicators (*also known as *KPIs* or *Key Performance Indicators).* This is a very widely used piece of business jargon which describes specific, measurable targets which need to be met. These may relate to a department or an individual.
- An *employee development group* is a group of employees formed to discuss and influence employee development matters.
- *line manager* refers to someone who has responsibility for directly supervising the work and progress of one or more employees. Each line manager may be line managed by another (usually more senior) person in the organisation.

**b** **Students listen to Audio 1.3 and tick the factors and people that are mentioned. When you check with the class, ask students if they can recall what was said about each factor/person.**

**▶1.3 page 93**

**Answers**

Factors: desired outcomes, key indicators, accountabilities and deadlines.
People: HR, line managers, employee development group and management board.

**Note**

Some HR and workplace-related vocabulary items:

- If a plan is *robust* it is well thought-out and is still functional when challenged by argument or even by changing conditions.
- A *matrix* is a grid which cross-references two sets of factors.

**c** **Ask students to work in pairs and to try to remember whether the statements are true or false. You may want to assure students that you do not necessarily expect them to remember perfectly, but that the aim of this task is to help them focus their attention when they hear Audio 1.3 again. Then play Audio 1.3 a second time for students to check their predictions. When you go through the answers with the class, check comprehension by asking students to explain why the false statements are untrue.**

**▶1.3 page 93**

**Answers**

1 F – The purpose of the meeting is to share ideas.
2 F – The board will read the plan (we know this because they may disagree with it).
3 F – Laura suggests using both key indicators and outputs.
4 T
5 F – The board must be informed throughout.

**d** **Students work alone to match the sentence halves.**

**Answers**

2 f 3 e 4 b 5 a 6 c


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### Extension activity

**After completing Exercise 9d, students can test each other in pairs by reading the beginning of a phrase to see if their partners can produce a suitable continuation.**

**e** **Discuss the question with the class.**

**Answers**

Proposal: 2, 3, 5
Counterproposal or qualified agreement: 1, 4, 6

**10 a** **Students work alone to read the extract and to complete the task. Afterwards, they discuss their answers in pairs and then feed back to the class. For question 2, you could ask students to describe exactly how each objective will be measured.**

**Answers**

1 F – The management board and cross-function employee development team will also be responsible.
2 T
3 T
4 F – It is ongoing.
5 F – The business supports family friendly policies.

### Note

Some HR and workplace-related vocabulary:

- It is common practice in business to divide the financial year into *quarters*. These are: *Q1* (May–July), *Q2* (August–October), *Q3* (November–January) and *Q4* (February–April)
- *equality* is the overall philosophy and process of treating everyone fairly and equally regardless of differences in race, religion, gender, etc.
- *equality of opportunity* refers to the situation where everyone has equal access to opportunities such as training and promotion.

**b** **Students work alone to put the words in the spaces and then listen to check their answers.**
▶1.4 page 94

**Answers**

1 open
2 8%
3 framework
4 100%
5 attitude
6 80%
7 profile
8 ongoing

### Note

*employee buy-in* happens when employees agree with an idea and demonstrate their support through willing participation.


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**11** **Students work in small groups to brainstorm ideas for an implementation and monitoring plan for their organisation or an organisation they know well. Make sure students have a clear idea of which organisation they are discussing before they start. If you are teaching university students with little or no personal experience of the workplace, you could ask them to think about the University (or Faculty) as the organisation requiring the implementation and monitoring of a new HR strategy. You could write the following questions on the board to organise the discussion.**

1 What should an HR strategy implementation and monitoring plan include?
2 How can you measure success?
3 How can HR gain employee buy-in to the plan?

**Encourage students to use the phrases from Exercise 9d. Allow plenty of time for the role plays. Afterwards, give and ask for feedback on both the success of the meetings and the quality of the language used during the role plays.**

**Students could do the planning in class in small groups followed by the writing itself as a homework task, or the whole task could be done in groups, with one student acting as secretary. When the reports are ready, ask volunteers to present their plans to the class. Give and ask for feedback on the strength of the plans and students' presentation techniques as well as the quality of the language used.**

## Additional activity Unit 1: Vocabulary revision

**If students need more help revising some of the technical human resources and workplace vocabulary covered in this unit, you can use the Additional activity worksheet for Unit 1 in the Resources section of the course website.**


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# Background information and useful web links

## Strategic Human Resources

Strategic HR represents an important change in the role and perceived role of Human Resources. Many HR people are keen to be seen as playing an important part in influencing the direction and development of their organisation. This has involved moving away from the traditional, administrative personnel functions, sometimes described as 'hire-and-fire', towards activities which are longer term and affect the whole business. Typically, this involves long-range resource planning (e.g. how many people are needed over the next five years) and approaches to human capital management (i.e. how the talent pool in the organisation will be managed and increased). The greatest challenge for HR remains being accepted as an equal strategic partner in comparison with other influential departments such as legal, finance, marketing and production.

Useful links

*The CIPD's guide to HR Strategy*: http://www.cipd.co.uk/NR/rdonlyres/3AED2D2D-763C-48A0-9282-AF0BA4D89365/0/9781843982128_SC.pdf

The difference between *mission* and *vision*: http://www.differencebetween.net/language/difference-between-mission-and-vision/

*Sample mission statements*: http://www.skills2lead.com/sample-mission-statements.html

*Sample vision statements*: http://www.skills2lead.com/sample-vision-statements.html

*Factsheet on strategic HR management*: http://www.cipd.co.uk/subjects/corpstrtgy/general/strathrm.htm

*How to create an HR strategy map*: http://www.askthehrguy.com/2011/01/how-to-create-hr-strategy-map.html

## Outsourcing and offshoring

Outsourcing involves having an activity of the company delivered by an outside organisation. In the UK, for example, this process first became common in the 1980s with the aim of getting local councils to deliver services more efficiently and cheaply. Initially, this applied mostly to manual activities such as cleaning and security but also extended to other functions such as IT, payroll, accounts and even HR. Some problems with the quality of outsourced services led people to reconsider the idea and there has even been a reverse trend towards *insourcing* (i.e. returning services back into the organisation). However, outsourcing remains one of the options to be explored in strategic planning.

Offshoring retains a service within the company but transfers it to another country. Increasing globalisation and advances in technology have made this more and more attractive and realistic for many companies. The main reason for offshoring is cost savings through the lower labour costs in some parts of the world. This trend has developed from *near-shoring*, where companies transfer activities to a nearby country (e.g. from Sweden to Poland), towards *far-shoring*, where activities are shifted to countries much further away (e.g. from Sweden to India). The main activities targeted for offshoring are manufacturing, IT and customer services. The decision to use offshoring forms part of a company's global strategy.

Useful links

*Outsourcing*: http://en.wikipedia.org/wiki/Outsourcing

*Offshoring*: http://en.wikipedia.org/wiki/Off_Shoring


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# Human Resources

TEACHER'S NOTES

# Unit 2 Employee resourcing and talent management

- Researching a resourcing plan
- Producing a resourcing plan
- Solving resourcing problems

Go to page 27 for essential background information on the topic and useful web links.

Don't forget to use the Additional activity worksheet in the Resources section of the Cambridge English for Human Resources website.

Technical human resources and other workplace vocabulary can be found in the Glossary on Student's Book pages 122–127

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## Researching a resourcing plan

*Before you begin …*
Discuss with the class how they each got their current jobs (if they are currently working) and any previous jobs they have had, including casual work (e.g. holiday jobs as students). Encourage them to remember how they first became aware of the employer (e.g. recommendation from a friend, noticing a job advert by chance, a painstaking and determined effort to get this specific type of job) and the position they now hold if they are currently employed (if this is not their first position in the organisation).

You could also discuss what companies do to manage their employees to make sure that (a) they continue working for the same company and (b) they are given the chance to use their talents effectively.

If your students have not worked before, you could ask them about people they know (friends, family members) and how they got their jobs.

Note: Be aware that some cultures may be more reticent about discussing these questions in class than others. If you are teaching students from a culture (or cultures) that you are unfamiliar with, try to ask a colleague whether this kind of question is acceptable or not.

**1 a** Students work alone to complete the matching activity. When you go through the answers with the class, try to develop a short discussion about each method (e.g. 'What are the advantages and disadvantages of this method?', 'What types of job would it be most suitable for?'), but try to avoid pre-empting the discussions in Exercises 1b and 1c.

**Answers**
2 e 3 f 4 h 5 g 6 b 7 a 8 d

**b** Students discuss the questions in pairs and then feed back to the class.


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**Answers**

1 a 2, 5, 6, 7, 8 b 2, 3, 6 c 1, 4, 7

2 **Suggested answers**
company director: succession planning, headhunting, internal promotion
delivery driver: recruitment agency, outsourcing, local print media, job search sites
market researcher: job search sites, graduate fair
nurse: recruitment agency, outsourcing, local print media, job search sites

**C** **Ask students to discuss the questions in pairs. When you discuss the answers with the class, ask if any of the students have their own experiences of outsourcing to share.**

**Suggested answers**

1 Most suited: specialist skills that are not needed all the time, and activities that can easily be provided externally such as security and cleaning.
Least suited: core strategic and management roles.

2 Benefits: saving money on wages and overheads.
Risks: loss of control, harder to manage quality, and possible lack of commitment.

## Extension activity

**You could also extend the discussion to cover the advantages and disadvantages of outsourcing for:**

**a employees**

**b national economies**

**c HR managers.**

**With a higher-level class, you could also try to explore question 1 further by asking students to do the following:**

**Imagine a typical medium-sized company, such as a manufacturer. What departments does it have? How many employees does it have in each department? How much of this company's work can/should be outsourced?**

**If students have a concrete example in mind, this could provoke some good discussion.**

**Suggested answers**

a For employees directly affected by outsourcing, the obvious disadvantage is that they could lose their jobs. Even those that remain could see a fall in wages, as they are now competing with cheaper or more efficient workers in other companies. For some employees (e.g. line managers, HR, finance), outsourcing could make their life easier (e.g. if they no longer had to deal with in-house problems and could concentrate on achieving the company's aims).

b For national economies, the benefits include more efficiency, which in theory allows workers to be employed in more productive work. In practice, however, this may lead to increases in unemployment in some areas.
A typical manufacturing company might have 70 factory workers (50 in production, 10 in warehousing and 10 in engineering), 50 office staff (10 in accounts / finance, 20 in sales, 5 in production planning and purchasing, 5 in marketing, 2 in HR, 8 in quality control / research and development) and 10 in senior management (directors and senior managers plus their PAs). The whole factory could be outsourced, along with most of the office staff.

c There will be fewer people to directly manage, so less work to do. On the other hand, it may involve work in liaising with outsourcing providers. Furthermore, fewer people on the payroll is likely to lead to pressure to reduce the size of the HR department, resulting in a loss of status, personnel and possibly wages.


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**2 a Ask students to read the background to Hoffmann-Strenge to find out what it does and why it is reconsidering its resourcing strategy. Students then discuss the two questions in pairs and share their answers with the class.**

**Answers**

1 falling orders, mergers, to increase efficiency or to reduce costs
2 poor location, uncompetitive salary, poor career development

**b Students read the six statements and then listen to Audio 2.1 and complete the task. After they have listened, ask students to discuss their answers in pairs. They should decide why the false statements are untrue and then feed back to the class. You could also discuss the problem with redundancy payments (i.e. that they could end up costing more than they save).**
**▶2.1 page 94**

**Answers**

1 F – Wages have been frozen (not increased).
2 F – Colin says redundancies are the last resort (the worst possible option).
3 T
4 F – Colin does support innovation (*I'm all for* …).
5 T
6 F – Colin says it has to be (doable), meaning that he will do it in two weeks.

**Note**

Some HR and workplace-related vocabulary items:

- A *quarterly report* is a brief, written progress report that is produced every three months.
- A *labour-costs-to-sales ratio* is a figure calculated by dividing the total sales value by the total labour costs. Profits are reduced if the labour costs are higher than the return of sales.
- *staffing levels* refers to the number of people employed in various positions.
- A *downturn* is a period of worsening economic conditions, e.g. higher unemployment, business closures, reduced consumer spending. (The opposite is an *upturn*.)

**c Tell students to close their books. Ask the class to say what a current employee profile might be and what sort of information it might contain. Then ask students to turn to Exercise 2c on Student's Book page 15 to compare ideas. Students then work alone to match the headings and feed back to the class.**

**Answers**

A Demographics
B Employment relationship
C Employee data
D Contextual resourcing factors


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**Note**

Some HR and workplace-related vocabulary items:

- A *position* in a company is not the same as a *job title*. For example, you could be a senior or middle manager, which denotes your relative position in the organisational hierarchy, whereas systems analyst and accountant are job titles, which do not tell us the level of the job holders.
- A *key position holder* is someone on whom the business is absolutely dependent. For example, an airline pilot or a project manager for a large development such as a national sports stadium.
- *market conditions* include things like consumer demand, inflation, competition and economic growth.

**d** **Students work alone to add the words and phrases to the profile and then feed back to the class.**

**Answers**

1 age
2 part-time
3 temporary contract worker
4 length of service
5 total benefits package
6 development investment in employee
7 labour supply and demand
8 labour turnover

**Note**

Some HR and workplace-related vocabulary items:

- *development investment* is another term for the money spent on the training and development of employees.
- *labour supply and demand* refers to the balance between workers seeking jobs and employers seeking workers.
- The *total benefits package* covers pay and financial benefits but also factors such as development opportunities and working environment.

**e** **Discuss the question with the class. You may need to check that the students understand the meaning of *asset* first, by referring to the Glossary on Student's Book pages 122–127.**

**Answers**

an asset: length of service, key position holder, development investment in employee
a business cost: salary, total benefits package

**3 a** **Discuss with the class what Colin might want to talk about with the Remuneration Manager (see Note on page 19 for a definition). Go through the four questions with the class and then play Audio 2.2 for students to answer them. Students discuss their answers in pairs before feeding back to the class.**
**▶2.2 pages 94–95**

**Answers**

1 Yes, and she thinks job cuts would be a bit dramatic, too.
2 All the resourcing mix (full-time, part-time, temps and fixed-term contract employees).
3 Present employees as assets not (just) costs.
4 Market conditions.


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**Note**

Some HR and workplace-related vocabulary items:

- A *Remuneration Manager* is someone responsible for pay and rewards in the company.
- *payroll data* will include information such as name of employee, number of employees, wage levels and tax codes.
- *natural wastage* is the process of reducing the workforce by not replacing people as they leave.

**b** **Students work in pairs to decide what word should go in each gap. Then students listen again to Audio 2.2 to check their answers. They compare answers in the same pairs before feeding back to the class.**

**Answers**

| | | | |
|---|---|---|---|
| 1 | temps | 6 | redeployment |
| 2 | length | 7 | errors |
| 3 | service | 8 | complaints |
| 4 | turnover | 9 | talent |
| 5 | wastage | 10 | retention |

**4 a** **Students discuss the three questions in small groups. After a few minutes, open up the discussion to include the whole class. Ask students if they have experienced or heard of any examples of the problems in questions 1 and 2.**

**Answers**

1 Inability to meet orders, loss of market share, effects on morale and stress levels.
2 High costs, financial problems.
3 They show the likely future demand for work.

**b** **Go through the questions with the class, asking students to suggest possible answers, and writing their ideas on the board. Then students listen to Audio 2.3 to answer the questions. They discuss their answers in pairs before feeding back to the class. Finally, compare the answers from Audio 2.3 with students' ideas from the board.**
**▶2.3 page 95**

**Answers**

1 Because of falling sales.
2 Because of the way the luxury car market operates (output demand doesn't match market conditions).
3 Warehousing, stockpiling, cash flow, not enough space.
4 The company would be unable to meet demand and would lose market share.

**Note**

Some HR and workplace-related vocabulary items:

- *output demand* is the level of demand for the company's products.
- The *order book* is the number of advance orders received which are to be delivered during future months.
- If you *maximise current utility*, you use something (people or machinery) to the limit of its capacity.

**c** **Students work alone to complete the matching task. When you go through the answers with the class, ask students if they can remember which speaker from Audio 2.3 (Colin or Manuela) used each phrase and in what context. However, avoid confirming or rejecting students' suggestions until after Exercise 4d.**


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**Answers**

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

### Extension activity

**Ask students to suggest at least one other phrase for each of the eight functions.**

**Suggested answers**

a As a result of …; In the light of …
b let's say
c How much?; Wow!
d Correct me if I'm wrong, but …
e That's anybody's guess; I'd need some time to come up with a figure for that.
f So if I've understood you correctly, …; Are you saying …?
g Alternatively, …; To approach this from a slightly different angle, …
h Basically, …; In a nutshell, …

**d** **Students work alone to put the phrases into the extracts. They then listen to Audio 2.3 to check their answers.**
**▶2.3 page 95**

**Answers**

a In view of
b You mean; say
c is it fair to say
d I wouldn't like to say
e Really?
f To put it simply
g to look at it another way

### Extension activity

**Students test each other in pairs by reading the beginning of a sentence from Exercise 4d to their partner and then asking them for a sensible continuation, which may or may not be the same as the one in the Student's Book.**

**5** **Make sure students have a specific organisation in mind before they start. Encourage them to treat the planning/discussion stage as a role play, i.e. using the phrases they looked at in Exercise 4c. They can then write up their current employee profiles as a homework task.**

## Producing a resourcing plan

***Before you begin …***
**Print out the following case study of a resourcing plan, produced by the company British Gas (http://www.thetimes100.co.uk/case-study--workforce-planning-at-british-gas--137-408-1.php). The document is four pages in total.**

**Divide the class into five groups and assign one of the following sections from the document to each group.**

The role of human resource management

Training

Workforce planning

Recruitment

Selection


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**Ask students to read their section for homework, checking any vocabulary and researching any concepts that might be unfamiliar to them. Let students know that the document is authentic so is likely to include language they are unfamiliar with. Encourage them to work on understanding the key information in their section, rather than having to understand every word in the document.**

**At the beginning of the next class, ask students to get back into their groups and work together to produce a summary of the main information in their section. Then ask students to form new groups consisting of five students, each of whom read a different section of the document. Groups then share their summaries (orally) with each other.**

**Finally, you may want to ask for feedback from the whole class.**

**6 a Students look at the flowchart and discuss the questions in pairs before feeding back to the class. Discuss with the class what might be involved at each stage of the flowchart. Focus especially on the side branches (e.g. 'Why might an organisation decide to revise its strategy after scanning the environment?').**

**Answers**

1 The flowchart shows the overall process and sequence of stages in creating a resourcing plan.
2 It is most likely to be used by HR as a planning tool.

**b Ask students to work alone to complete the questions. Then ask them to check their answers in pairs before feeding back to the class.**

**Answers**

1 objectives
2 a external factors
2 b objectives
3 workforce
4 a need
4 b shortage problems
4 c enough of
5 a coming years
5 b a shortage of
6 when
7 plan into practice
8 effectiveness
9 improve

## Extension activity

**Ask students to look only at the flowchart and to try to remember the question for each box. The questions do not have to be exactly the same as the questions from Exercise 6b, but they should address the same issue and aim to be grammatically correct.**

**7 a For this activity and the two following (Exercises 7b and 8), the focus moves away from the case study on Hoffman-Strenge to the supermarket chain Szopalot (/ˈʃɒpəlɒt/). Make this clear to students if necessary. Students read the plan carefully to answer the questions. Allow several minutes for students to read the plan and then ask them to discuss their answers in pairs before feeding back with the class.**

**Answers**

1 Because people buy cheaper products when the economy is weak.
2 Because higher wages would reduce profit margins.
3 Yes
4 Temporary vacancies
5 Exit interviews, staff surveys and store visits
6 Because the work is unskilled and there is an adequate labour supply
7 Quarterly (every three months).


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## Note

Some HR and workplace-related vocabulary items:

- The term *hygiene factors* was created by Fred Herzberg and refers to financial rewards and physical working conditions but does not include emotional factors such as association with colleagues, belonging, praise and recognition.
- *resolving issues* is often preferred to 'solving problems' as it is considered more positive. Also, an issue can be neutral or positive, while a problem is always negative in this context.
- A *shift pattern* is a way of organising the workforce to work at different periods of time, or *shifts*. This enables a company to provide services or maintain production 24 hours per day. For example, a three-shift pattern is usually divided into morning (06.00–14.00), afternoon (14.00–22.00) and night (22.00–6.00) shifts. There are other shift arrangements such as split shifts and continental shifts. In a split shift, employees may work four hours in the morning (10.00–14.00) and then four hours in the evening (17.00–21.00). This shift pattern is common in the hotel and catering industries. In a continental shift, employees work an afternoon, followed by a morning, and then have a day off. Some workers work a single shift such as only nights, while others may work a different shift each week.
- A *recruitment bus* is not metaphorical but an actual bus which has been specifically designed (or hired) to travel around towns or parts of cities to promote the company and attract potential candidates.

## Extension activity

**Students work in pairs to ask and answer the questions from Exercise 6b based on Szopalot's Resourcing Plan.**

**Suggested answers**

1 To be the market leader in the low-cost food shopping sector in the Czech Republic, Slovakia and Poland. To provide a limited range of good value, high quality products. To achieve this through aggressive pricing campaigns and imaginative marketing and promotion.

2a Economic conditions (national wage inflation, unemployment rate)

2b No, the current economic circumstances do not require the strategy to be adjusted.

3 and 4a Although there are no current labour surpluses or shortages, labour turnover is high, which causes temporary gaps in demand.

4b Consideration could be given to raising wages above competitor rates. The standard of store management and hygiene factors (issues relating to working conditions) should be investigated.

4c Consideration could be given to raising wages above competitor rates. The standard of store management and hygiene factors (issues relating to working conditions) should be investigated.

5a The workforce will increase by 31% in the next three years.

5b No, the existing labour pool within the countries of operation will be sufficient to meet labour demands, although managerial positions could be harder to fill.

6 See Action Plan.

7 See Implementation Plan.

8 The plan will be reviewed quarterly to measure effectiveness and make any necessary adjustments.

9 Possibly. If so, management will be informed of any circumstances which may have a strategic impact.

**b** **Students work in pairs to find the phrases before feeding back to the class.**


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**Answers**

1 the current 10% unemployment rate produces a sufficient labour supply
2 The current economic circumstances do not require the strategy to be adjusted.
3 Consideration could be given to
4 should also be investigated
5 It is anticipated that
6 Management will be informed of any circumstances which may have a strategic impact.

**8** **Students write their plans as homework or in class. Note that they could write their plan for Hoffmann-Strenge if they prefer, especially if they are university students with little or no personal experience of the workplace.**

## Solving resourcing problems

**9 a** **Ask students to close their books. Get students to brainstorm a list of factors which may influence talent management and the resourcing plan and write these onto the board. The list should include both internal factors (i.e. things that happen within the organisation) and external factors (i.e. things that happen outside the organisation). Students then turn to Student's Book page 20 to compare their ideas with the list of factors in 1–8.**

**Students then work alone to match the factors with the definitions. Afterwards, discuss the factors with the class, asking students if they have any experiences of their own with any of these situations.**

**Answers**

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

### Extension activity

**Students test each other in pairs by reading a definition from Exercise 9a to their partner, who then tries to guess the correct factor. Alternatively, they could read a factor then ask for a definition from their partner.**

**b** **Students work in pairs to complete the sentences.**

**Answers**

1 redeployment
2 shortage of promotion opportunities
3 high labour turnover
4 skills shortage
5 annual adjustment
6 voluntary redundancies
7 high trainee turnover
8 offshoring

### Extension activity

**Ask students to use the phrases in bold from Exercise 9b to continue the chain of cause and effect by making sentences starting with one of the terms from Exercise 9a. (For example, *A skills shortage* (item 1 in Exercise 9a) *would require* (item 5 in Exercise 9b) *an investment in training* (the student's own completion of the sentence). Show this example with the class. Students then work in pairs to produce sentences before feeding back to the class.**


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**Suggested answers**

- A skills shortage would require an investment in training.
- High trainee turnover could lead to stricter rules for trainees attending courses.
- High labour turnover could result in more mistakes made by inexperienced staff.
- Voluntary redundancies would require careful planning.
- An annual adjustment may lead the company to change its strategy.
- A shortage of promotion opportunities could lead talented employees to apply for jobs elsewhere.
- Offshoring could result in problems with morale.
- Redeployment would require additional training.

**10 a** **Go through the questions with the class. Then play Audio 2.4 for students to answer the questions. They then discuss their answers in pairs before feeding back to the class.**
**▶2.4 page 95**

**Answers**

1 Because 25% of the current workforce will retire within five years.
2 Wages have remained in line with inflation.
3 His evidence is advance orders, and economic and market data.

**Note**

Some HR and workplace-related vocabulary items:

- In Audio 2.4, Colin says that to be more accurate he uses *four methods but one approach*. The distinction he is drawing here is that *approach* describes the overall assumptions which inform his analysis, whereas *method* refers to specific actions or ways of doing things within that approach.
- *advance orders* are customer orders for products or services to be delivered in the near future.
- *'what if' scenario building* involves imagining a set of circumstances and creating a plan that would deal with that situation.

**Additional activity Unit 2: Describing graphs in presentations**

**If students need more help with giving presentations, you can use the Additional activity worksheet for Unit 2 in the Resources section of the course website.**

**b** **Discuss the question with the class, including the advantages and disadvantages of each scenario.**

**Answers**

A worst
B best
C medium

**c** **Go through the statements to make sure students understand all the words. Then play Audio 2.5 for them to complete the task. They discuss the answers in pairs, including as much as they can remember of what the speakers said about each scenario, and then share their ideas with the class.**
**▶2.5 pages 95–96**


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**Answers**

1 unlikely, but could happen
2 optimistic
3 will improve
4 agrees

**Note**

Some HR and workplace-related vocabulary items:

- If you are 20% *over capacity*, you have 20% more workers than you need.
- *short-time working* involves a temporary reduction in workers' hours.
- If sales *peak*, they reach their highest level.
- If something is *cross functional*, it involves employees from different departments
- A *quality circle* is a group of employees formed into a team to focus on an aspect of product or process quality.
- A *product mentor* is someone within the company who has a high level of knowledge about a particular product and helps to advise and support other employees to learn about it.

**d** **Students work alone to complete the collocations. You could play Audio 2.5 a second time for students to check the answers and to find out how each collocation was used. Afterwards, go through the answers with the class, making sure students fully understand all the collocations.**
**▶2.5 pages 95–96**

**Answers**

1 flow
2 plan
3 improvement
4 functional
5 indicators
6 circles
7 programme
8 redundancy

**11 a** **Students work alone to complete the matching exercise and then feed back to the class.**

**Answers**

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


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## Extension activity

Tell the students that they are going to practise paraphrasing through a series of mini-dialogues with other members of the class. First, tell students to close books and then ask them to tell you the eight different phrases for introducing a paraphrase (these are the words in bold in Exercise 11a). Don't be surprised if students don't recall all of these and be prepared to do some prompting, especially in some of the longer phrases such as *or to put it another way*. A simple way of prompting would be to write the phrases on the board, with blanks indicating the number of missing words (e.g. __ __ *put* __ _____ *way*), to help them remember.

Write the following short dialogue on the board:

A: What do you mean, over-resourced?

B: Over-resourced? What I mean is, having more employees than we actually need.

Cross out *over-resourced* in A's turn and ask students to suggest an alternative from exercise 11a (e.g. *product mentors*). Then ask students to suggest a new paraphrase for the B turn. Make it clear that students do not have to say exactly the same phrase that was in the book, but it should be an accurate paraphrase of the term.

Finally, ask the students to stand up. Explain that they should try to have two short dialogues (one in the A role and one in the B role), with as many different students in the class as they can within three minutes.

While students are doing the activity, go around the room monitoring and helping.

**b** Go through the instructions with the class. Point out that Colin paraphrases four of the HR terms (1–8) and introduces them using four of the phrases in bold (a–h) from Exercise 11a, but that he uses different structures to paraphrase the HR terms. Students should tick only the HR terms he paraphrases and the terms he uses.

**Answers**

1 over-resourced, short-time working, pay off, product mentors
2 simply put, for example, in other words, you know

**12** Students work in small groups to prepare their presentations. Alternatively, they could prepare them as a homework task. When the presentations are ready, make sure the non-presenters know they should ask difficult questions. After each presentation, give and elicit feedback not only on the quality of the language but also on the success of the presentation and the strengths and weaknesses of the resourcing plans.


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# Background information and useful web links

## Employee resourcing

*Employee resourcing* can refer to all of the activities of an organisation to attract and maintain a workforce to meet its business objectives. This involves the attraction of candidates, recruitment and selection, and development. In times of changing needs, it may involve increasing or reducing the workforce or reallocating employees to different jobs. Increasingly, in a global context, the question of which country to locate parts of the operation in needs to be included in the equation. Companies also consider how much of the work will be done by full- and part-time and permanent and temporary workers, as well as by external providers.

All of this has to be managed in the context of the economic and commercial climate which may be unpredictable. A resourcing plan therefore needs to match the anticipated business needs as closely as possible whilst providing sufficient flexibility to respond to changes in circumstances.

Useful links

*Authentic HR Action Plan:* http://www.adb.org/Documents/Others/in58-09.pdf

## Talent management

*Talent management* is becoming a popular term to describe maximising the abilities of the workforce. This starts with induction or *onboarding* and continues throughout the employee's time with the employer. It is concerned with developing all employees to the maximum of their potential, but also in attracting, identifying and developing high quality individuals.

## Total rewards

A total rewards approach is increasingly being used by more and more employers. It is materially and philosophically different to the historic, traditional approach to employee rewards. In the traditional approach, rewards were limited to pay and financial benefits; in total rewards, every aspect of an employee's interaction with the company is considered as part of the overall reward package. This includes factors such as training and development, promotion opportunities, working environment and flexible working (see also Unit 9 for more on total rewards).

## Producing a resourcing plan

Although resourcing plans contain roughly the same information, there is no single, standard format and plans come in many shapes and sizes.

## Solving resourcing problems

Scenario building involves artificially constructing a set of circumstances and developing a range of outcomes and actions based on that reality. It is sometimes called 'what if?' Typically, a number of scenarios are imagined with different levels of probability and impact. This can be used as part of a goal setting exercise by building an 'ideal scenario' and then taking sequential steps to work towards it. At the same time, it could be used as part of a contingency planning process.

In the case of resourcing, there are many external variables such as economic conditions, labour supply and demand, consumer behaviour and competition that are difficult to predict with certainty. Developing and maintaining the right number of employees can be difficult to judge, particularly for businesses requiring heavy capital investment, where plans need to cover many years ahead. Therefore resource planners need to anticipate a range of possibilities whilst making a specific plan based on the most likely scenario.


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# Human Resources

TEACHER'S NOTES

# Unit 3 Recruitment and selection

- Defining job requirements
- Identifying suitable candidates
- Conducting interviews
- Choosing the right candidate

**Go to page 45 for essential background information on the topic and useful web links.**

**Don't forget to use the Additional activity worksheet in the Resources section of the Cambridge English for Human Resources website.**

**Technical human resources and other workplace vocabulary can be found in the Glossary on Student's Book pages 122–127**

**▶ Refers to the Audioscript on Student's Book pages 93–108**

## Defining job requirements

***Before you begin …***
**Find some HR job adverts on the Internet (e.g. http://jobs.guardian.co.uk/jobs/hr-and-training/), print them out and distribute them to students in small groups. Each group should look at a different advert to identify what it says about the job, the company and the ideal candidate. They should also think carefully about what information is not always given (e.g. salary? detailed job description?) and why it might be missing. Afterwards, they report back to the class.**

**1** **Students discuss the questions in small groups. For question 2, make sure they think about the practical arrangements to be made for an employee coming from another country. After a few minutes, open up the discussion to include the whole class.**

**Suggested answers**

1 professional magazines, online, headhunting agencies
2 Advantages: can attract a type or calibre of candidate not available locally. Disadvantages: relocation expenses and possible complications with visas, work permits, accommodation, schooling, language training, and cultural adaptation.

**2 a** **Go through the three questions briefly with the class and ask them to predict what the answers might be. Then play Audio 3.1 for students to answer the questions. Allow them to discuss their answers in pairs before feeding back to the class.**
**▶ 3.1 page 96**

**Answers**

1 It would save time – Kate wants to find a project manager as soon as possible (ASAP).
2 She means that although Moscow is large, people in the telecoms industry there (including Moscotel's competitors) all know each other – so it can be difficult to keep a secret.
3 visas, work permits, accommodation and schooling


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**Note**

- *tell me about it* is often used ironically, meaning 'you don't need to tell me about it – I know the situation well'.
- *shoot* is sometimes used in informal language to mean 'go ahead' or 'I'm listening'.

**b** **First, ask students to see if they can remember which words are missing first, then listen to Audio 3.1 again for them to check and complete the remaining sentences. When you go through the answers with the class, use the seven sentences to generate mini-discussions on what the terms mean, what they might mean in the specific context of this case study (e.g. What type of person would be considered *high calibre* in this situation?), and how students' own experiences may relate to the terms.**

▶3.1 page 96

**Answers**

1 high calibre
2 appoint
3 appointment
4 headhunting agency; discreet
5 relocation
6 brief; agency
7 job profile

**3 a** **Go through the statements with the class first, to make sure students understand them. Note that the Regional Director in statement 2 refers to Kate Palmer. Students listen to Audio 3.2 to complete the task. Afterwards, they discuss their answers in pairs, including any additional information they remember about the conversation, and then feed back to the class.**

▶3.2 page 96

**Answers**

1 15
2 Regional
3 market share
4 not as important as
5 leadership

**Note**

Some HR and workplace-related vocabulary items:

- *performance indicators* are specific outcomes that define and measure success.
- A *penetration pricing policy* is one where goods are priced much lower than competitors' in order to gain customers and enter the market.
- *vision* here refers to the ability to imagine future development, while *drive* refers to the energy and determination to turn the vision into a reality.

**Extension activity**

**Write the following phrases onto the board:**

liaise closely  challenging targets  a penetration pricing policy
cable systems installers  vision and drive

**Ask students to discuss in pairs what each phrase means and what it referred to in Audio 3.2. Then play the recording again for them to check their answers. Afterwards, they compare their ideas in pairs before feeding back to the class.**


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**Answers**

- The Project Manager needs to *liaise closely* with the Marketing Director …
- There'll be some really *challenging targets* regarding market share …
- … in the first year we'll be operating *a penetration pricing policy*.
- … but negotiating with *cable systems installers* is the key.
- We're looking for someone with *vision and drive* …

**b** **Make sure students realise they need to insert each complete line from the notebook into the spaces in the Job Profile. You may need to check the difference between *responsible to* (= who does the person report to, i.e. who is the person's boss) and *responsible for* (= what are the person's responsibilities).**

**Answers**

Responsible to: Regional Director
Responsible for: All staff in new cable division
Purpose: To introduce and develop Moscotel's cable TV provision
Key duties: Create brand identity
Create business and implementation plans
Negotiate client contracts
Results criteria: 20% market share first year
Resources: Autonomous marketing budget – to be arranged
Conditions: Occasional business travel to New York office

**Note**

Some HR and workplace-related vocabulary items:

- *job profiles* describe the requirements for a person performing a particular job.
- *full administrative support* usually means an office and support staff with all the necessary equipment and facilities to support the manager in terms of administrative functions.

**c** **Students discuss the task in pairs and then feed back to the class.**

**Suggested answers**

1 Key duties – Building inspector
2 Location
3 Job purpose – Accounts Manager, Director
4 Conditions – Manager
5 Key duties – Salesperson
6 Results criteria – Distribution/Warehouse Manager
7 Relationships – Purchasing/Distribution/Sales Manager

**4 a** **Students work alone to complete the task and then compare their ideas with a partner. Students then listen to Audio 3.3 to check their answers. When you go through the answers with the class, discuss whether students agree with the various requirements: are Kate and Dmitri being reasonable in their expectations?**
**▶3.3 page 96**

**Answers**

1 qualifications
2 marketing
3 new product development
4 phone networks
5 negotiation
6 PR
7 presentation
8 psychometric
9 English
10 Russian


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## Note

Some HR and workplace-related vocabulary items:

- *competences* are sets of behaviours that define the minimum standards to which is necessary to perform a task. Competences are likely to be made up of individual skills and knowledge areas. Competences are covered in more detail in Unit 6.
- For information on *psychometric characteristics* and the traits mentioned in Audio 3.3 (introversion, extroversion, sensing and thinking, caution and risk-taking) see Background information and useful web links on page 45.
- A *derailer* refers to an individual whose personal weaknesses or issues may interfere with their ability to do the job.

## Extension activity

**Ask students to compare some authentic examples of Person Specifications (see below for examples of links to sources). Make copies of the Person Specifications and then ask students to work in pairs to make a note of any similarities and differences between the example(s) from the Internet and the template in Exercise 4a. Students should aim to look at:**

- **language (e.g. *criteria* or *factor* or *requirement*; *how assessed* or *measured by* or *capability assessment*)**
- **format and layout (a table or a list).**

**Person specifications:**

http://www.volresource.org.uk/samples/pers_spec.htm

http://www.hantsfire.gov.uk/retainedspec

**b** **Students work in pairs to complete the sentences and then listen to Audio 3.3 again to check. Go through the answers with the class.**
▶3.3 page 96

**Answers**

1 We really expect to see; would be a bonus
2 Ideally
3 useful but not critical
4 They should have; I'd settle for
5 They must have
6 That would certainly be useful; takes priority

**5 a** **Students work in pairs to discuss examples of personality traits and answer the questions on page 86. They then share their ideas with the class.**

**Answers**

1 Examples from the discussion: introversion, extroversion, sensing, thinking. Other examples: practicality, creativity, being relaxed, tense, reserved, outgoing, open or resistant to change, following or disregarding rules.
   a introversion: looking inwardly, preferring solitude to social contact.
   b extroversion: being socially uninhibited, enjoying and needing social contact.
   c sensing: using intuition and being receptive to feelings.
   d thinking: preferring and using rationalism and logic.
2 Advantages: provides additional information regarding a candidate's suitability of personality for a position, which may be particularly important in positions of high stress and responsibility, such as airline pilot.
   Disadvantages: should only form part of a recruitment process and may be misused or misinterpreted by some people.
3 1 anxiety
   2 agreeable
   3 intuitive
   4 introverted/inhibited
   5 accommodating
   6 impulsive


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## Extension activity 1

**If you are teaching on a longer course, you may want to exploit the vocabulary in the 16PF5 table on Student's Book page 86 for further language work.**

**Write the word 'introverted' on the board and ask students what part of speech this is (an adjective – some students may logically assume that this is a past participle, but you can explain that there is no verb *to introvert* in standard English usage).**

**Then ask students to say what the nouns are (*introversion*, *introvert*) and what the difference is between them (noun for the trait, noun for the person).**

**Draw the following table on the board and ask students to work in pairs to complete the table in their notebooks as best they can, using the words from the 16PF5.**

| Noun | Verb | Adjective |
|---|---|---|
| | | |

**Suggested answers**

| Noun | Verb | Adjective |
|---|---|---|
| **extroversion** (trait), an extrovert (person) | | **extroverted** |
| introversion (trait), an introvert (person) | | **introverted** |
| inhibition (concept) | to inhibit sth | **inhibited, inhibiting** |
| **a participant** (person), participation (concept) | to participate (in sth) | participatory |
| **anxiety** (concept), anxiousness (trait) | | anxious |
| relaxation (concept) | to relax | **relaxed**, relaxing |
| tension (concept), tenseness (trait) | to tense | **tense** |
| tough-mindedness | | tough-minded |
| willpower | to will (sth to happen) | (strong-willed) |
| open-mindedness | | open-minded |
| intuition (concept), intuitiveness (trait) | to intuit sth | **intuitive** |
| determination (concept/ trait), determinedness (trait) | (to determine – but not closely related in meaning) | **determined** |
| **independence** | | **independent** |
| accommodation (concept, can be related to the trait) | to accommodate sb | **accommodating** |
| agreement (concept), agreeableness (trait) | to agree (with sb) | **agreeable** |
| persuasion (concept), persuasiveness (trait) | to persuade sb (to do sth) | **persuasive** |
| **self-control** | to control oneself | self-controlled |
| an impulse (sensation), impulsion (concept), impulsiveness (trait) | to impel sb to do sth | **impulsive** |
| | | uncontrolled |


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### Extension activity 2

**You could find some free online personality tests to give to your students. There is an excellent range of links to tests at http://www.businessballs.com/tests.htm They could complete the tests in pairs or alone. Once they have done the tests, you could discuss their usefulness with the class.**

**b** **Ask students to work in pairs to create the two documents. If you prefer, they could plan the documents in class and write them as homework. Make sure they have a specific job in mind before they begin. Afterwards, students explain to the class what they have written.**

## Identifying suitable candidates

***Before you begin …***

**If your students are employed (or have work experience), ask them if they have ever had any experience of working with headhunters and/or recruitment agencies. Ask students to give you an explanation of the difference between the two. Ask them to think about:**

- the way each organisation works
- the types of jobs they typically deal with.

**Suggested answers**

The major differences between headhunters and a recruitment agency are in job level and methodology.
Typically, headhunters deal with senior executive appointments including extremely important positions such as a Chief Executive position for a whole region (e.g. USA, Europe, China, etc.). Because of the level of appointments, headhunters use a lot of networking and actively search for suitable candidates. This will lead them to approach people directly and discreetly to ask them if they would be interested in an opportunity with another company
The work of recruitment agencies on the other hand will include some managerial positions but quite often focuses on manual and office work. Recruitment agencies tend to collect CVs that have been sent by people looking for jobs and match them up with information about vacancies they have received from companies.

**6 a** **Go through the instructions carefully with the class. You could point out that this type of task, in which students are asked to pick out the key words and phrases which best summarise the main information, is a useful real-life skill for the workplace. Make sure students understand that they can underline short phrases as well as single words. Students work alone to complete the task and then compare their answers in pairs. Finally, compare students' answers with those from the Answer key. Some examples of candidate summaries can be found in Exercise 7a.**

**Suggested answers**

creative, experience of working in international sales, ambitious, extensive knowledge of the telecoms industry, persuasive communicator, dynamic leader, motivating and creating a winning team, high-level achiever, proven track record, delivering results in new markets


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## Extension activity 1

**Write the following questions on the board:**

**1 Which phrases suggest action in progress?**

**2 Which phrase uses a conditional form to make an urgent request more polite?**

**3 Which phrase uses a conditional form to offer information?**

**Alternatively, you could dictate the questions. If you do choose to dictate, explain to students that you will repeat the question as many times as they want but you will always repeat the full question, not a part of it. You should also try to dictate the question as it would be spoken naturally (i.e. not slowly and word by word).**

**Students read the email again to answer the questions in pairs and then feed back to the class.**

**Answers**

1 We are looking …; I am inviting …; we are seeking …
2 I would appreciate it if you could …
3 If you have any questions, please feel free to …

## Extension activity 2

**Discuss with the class which phrases or complete sentences from the email students could use when writing an email to a headhunter. Explain that whole sentences are also useful, as these can be stored in word processing files for automatic insertion. This is especially true of the last paragraph, all of which could be used (see Suggested answers below).**

**Suggested answers**

- We are looking to make a new, high-level appointment and I am inviting you to source candidates on our behalf.
- We are happy to consider people from …
- Specifically, we are seeking: …
- I know that you maintain a large database of highly qualified professionals and contacts and I would appreciate it if you could get back to me at your earliest convenience with candidate summaries of anyone whom you might think suitable. If you have any questions, please feel free to contact me.
- Thanking you in advance.
- Kind regards,

**b** **Go through the pattern with the class. Ask students to suggest more phrases for each column, either from the email or from students' own ideas.**

**Suggested answers**

| | | | |
|---|---|---|---|
| with | a proven track record of | delivering | results. |
| | qualifications from | | a professional body. |
| | a background in | | marketing. |
| | the energy and drive | to lead | our company in new markets. |

**c** **Students work in small groups to make phrases. If they struggle to come up with five phrases, encourage them to think of at least three. Afterwards, elicit the best phrases from the class.**


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**Suggested answers**

with experience of working in an international restaurant
with the ability to lead a team of kitchen staff
with extensive knowledge of designing exclusive menus
with skills in creating original recipes
with experience of preparing meals for VIP and celebrity clientele

## Extension activity

**Students write an email to a headhunting agency, either for the master chef job or for the job they wrote about in Exercise 5.**

**7 a Divide the class into groups of three and assign each student in each group a letter (i.e. Student A, Student B and Student C) so they know which candidate to look at on pages 87–89. Point out that they will need to analyse their candidates carefully, using the criteria in Exercise 4a and the four questions in Exercise 7a. Allow around four minutes for students to analyse their candidates. If you don't have a multiple of three students, you will need to have one or two pairs, where both Students A and B look at Student C's candidate after they have analysed their own.**

**Suggested answers**

**Candidate A**

1 MBA, over 10 years in telecoms sector (phone networks), project management, leadership, fluent English
2 New product development, negotiation, PR, creativity/imagination, fluent Russian, marketing qualification
3 Possibly
4 Yes

**Candidate B**

1 Over 16 years in telecoms sector, project management, new product development, leadership, fluent Russian
2 MBA, negotiation, PR, creativity/imagination, fluent English, marketing qualification
3 No, unlikely
4 A lot of telecoms but mostly in research roles

**Candidate C**

1 MBA, project management, leadership, new product development, experience in telecoms sector, fluent English, fluent Russian
2 How many years' experience in telecoms? negotiation, PR, creativity/imagination, marketing qualification
3 Possibly
4 Probably – limited telecoms but good commercial background

## Note

Some HR and workplace-related vocabulary items:

- A *shift leader* is a team leader for a particular shift (e.g. the night shift).
- The *major player* in a market is the market leader and the company which has the majority of business.

**b Students work in their groups of three to present their candidate's strengths and weaknesses and then discuss in their groups which candidates to select for interview (if any).**


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### Extension activity

**Ask students to read all three candidate profiles to find useful collocations with the verbs *take* and *gain*. You can help students by giving the following examples from Candidate A:**

***gain an MBA* = verb + article + noun**

***take a job* = verb + article + noun**

**Suggested answers**

gain a position (Candidate A)
gain the confidence of others (Candidate A)
gain experience (Candidate B)
gain market share (Candidate C)

take responsibility for sth (Candidate A)
take a (similar) position (Candidate C)
take on a (significant) challenge (Candidate C)

## Conducting interviews

***Before you begin …***
**Ask the class about any experiences they may have had of job interviews, either as an interviewer or as an interviewee. Ask students to discuss what makes interviews so stressful and, sometimes, even unpleasant.**

**If you have access to the Internet, you could search YouTube.com for 'job interview' for videos such as this example from the US of an interview for a sales position:** http://www.youtube.com/watch?v=XibFbxbPfu4

**Students could be asked to discuss different aspects of the video:**

- the number of interviewers
- the interview room
- the seating and lighting of the room (though students should note that some of this may be artificial for the purposes of filming , e.g. the interviewer and interviewee may be sat more closely together than they would normally)
- the manner of the interviewer (casual or serious, relaxed or intimidating, etc.)

**8 a Students discuss the methods in small groups. Try to find at least one advantage and disadvantage for each method. After a few minutes, open up the discussion to include the whole class.**

**Suggested answers**

Advantages:
A Saves time – a number of people can observe candidate simultaneously.
B Each manager can form an independent opinion.
C The person who will work closest to the employee makes the decision.
D Can ensure professional interview.
E Provides a balance of functional and corporate needs.
Disadvantages:
A Can be intimidating and impersonal.
B Tiring for candidate; may lead to mixed impressions from interviewers.
C Risk of interviewer making a personal and subjective decision based on personality (therefore may ignore objective business needs or labour law issues such as equality and diversity).
D The manager may be unhappy with the decision.
E Candidate is outnumbered two to one (may be intimidating).


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## Extension activity

**When you go through the answers to Exercise 8a, write the answers onto the board in the form of a table. Make sure you include the following answers as well as students' own ideas.**

**For each advantage, discuss why it is important. For each disadvantage, discuss why it could be problematic.**

**You could then develop the discussion by focusing on the types of jobs which are most likely to be filled using each approach.**

| | Advantages | Disadvantages |
|---|---|---|
| A Panel interview | Saves time – a number of people can observe candidate simultaneously | Can be intimidating and impersonal |
| B Sequential interviews with a number of managers | Each manager can form an independent opinion | Tiring – may lead to mixed impressions |
| C Interview just with direct manager | The person who will work closest to the employee makes the decision | Risk of biased or unqualified opinion |
| D Interview just with HR representative | Can ensure professional interview | May lead to appointment which the manager is unhappy with |
| E Interview with manager and HR representative | Provides a balance of functional and corporate needs | Candidate is outnumbered two to one |

**Suggested answers**

*Advantages:*

A Recruitment can be a very costly process, not just in terms of practical costs (hotel bills, transport for candidates travelling long distances) but also in the time that managers have to spend on it, which they cannot spend on other matters. A panel interview can therefore save company time.

B This avoids the problem of *groupthink*, where a group of people reach a decision that perhaps none of them would have reached if they had been working alone.

C The rapport between the employee and his/her manager can be crucial. The manager also possesses deeper technical knowledge than someone from outside the department.

D A professional interview is important for a number of reasons, including the fact that even unsuccessful candidates have to be managed well. A trained HR professional can deliver this kind of professionalism in the interview. An unsuccessful candidate who gets the impression that the organisation is unprofessional could be a potential customer, or could apply later for a more suitable job. S/he could also influence other potential customers or employees (e.g. through social networking). A successful candidate may decide not to accept a job offer from an organisation s/he perceives as unprofessional.

E The department manager may focus on the short-term task of finding the right person for this particular post. The HR manager also needs to focus on the longer-term suitability of the candidate (e.g. for a management position in a few years) and the 'bigger picture' e.g. how unsuccessful candidates are managed.


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*Disadvantages*

A This can add to the stress of the interview, which may not be the best way to find out what s/he would be like in the job.
B In addition to the increased stress, this may make candidates (successful and unsuccessful) feel more negative about the organisation.
C This may be illegal or unethical (e.g. if the manager is prejudiced against a particular social group) and often means that the best candidate is not selected and that the chosen candidate may not be suitable.
D It is vital that the employee and his/her manager can work together well.
E Same as point B above.

*Types of jobs each method is most suitable for:*

A senior appointment where board members interview
B in a multi-site operation where liaison with a number of managers is important – e.g. car sales dealership, logistics, retail
C manual or technical work, construction
D not often used, although possible for internships and newly graduated people who will work in a number of departments initially
E preferred option in most cases

**Note**

*functional needs* refer to the needs of the job (or function), while *corporate needs* refer to the wider needs of the company as a whole.

**b** **Students discuss the types of interview in pairs, including any experience they have of the two types. After a few minutes, open up the discussion to include the class.**

**Suggested answers**

1 Stress interview: to test someone's reaction to stress if managing stressful situations is an important aspect of the job.
Mechanical interview: to remove any possibility of bias or prejudice.
2 Stress interview: may create an unrealistic situation, gives candidate a negative impression of the organisation.
Mechanical interview: little additional information gained by interviewing, no chance to explore potentially useful subject areas.

**9 a** **Students work alone to match the questions with their functions. When you check the answers with the class, discuss the advantages and disadvantages of asking these particular questions in an interview.**

**Answers**

2 a 3 f 4 d 5 e 6 b

**b** **Do this quickly with the class. Then ask students to suggest more examples of each type of question.**

**Answers**

1 d 2 c 3 b 4 f 5 a 6 e

**c** **Discuss the question with the class.**

**Suggested answers**

Hypothetical: unclear assumptions, better to ask for specific examples.
Leading: no information gathered by prompting a specific response.
Multiple: question may be confusing, unclear and only partially answered.
(Closed and alternative questions can be useful to clarify and confirm.)


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## Extension activity

**Find a bank of interview questions (e.g. http://www.collegegrad.com/jobsearch/Mastering-the-Interview/Fifty-Standard-Interview-Questions/).**

**Ask students to work in small groups to think of a specific job that they might recruit for. Alternatively, they could choose the Project Manager position for Moscotel. Then ask them to look at the list of interview questions and decide which questions would be most suitable in an interview for the particular job they have chosen. They could also adapt some of the less suitable questions to make them more suitable.**

**10 a** **Go through the statements with the class. Then play Audio 3.4 for students to complete the task. They compare their answers in pairs, including any other information they remember from the conversation, and then feed back to the class.**
**▶3.4 pages 96–97**

**Answers**

1 F – She does not want to 'go through the résumé step by step'.
2 T
3 F – Dmitri says hypothetical questions are problematic.
4 T
5 T

## Note

Some HR and workplace-related vocabulary items:

- *résumé* tends to be more common in American English and *curriculum vitae (CV)* in British English. Internationally, either word is common.
- A *pitch* is a (short) sales presentation, whether planned or spontaneous. In a job interview, candidates are selling themselves, so their answers may be described as pitches.
- An *operator* in this context simply refers to a person and the way they operate (= function, work).

**b** **Ask students to match the questions and factors in pairs and then listen again to Audio 3.4 to check their answers.**
**▶3.4 pages 96–97**

**Answers**

1 d 2 a 3 b 4 c

**11 a** **Before listening, ask students to ask and answer the five questions briefly in pairs. Note that they will have a chance to role play a full interview using these questions in Exercise 12, so the main aim of this activity is to prepare students for the listening task. Afterwards, discuss with the class what would be a good answer to each question and what the interviewers should be listening for.**

**Ask students to make notes in their notebooks. Then play Audio 3.5 for students to take notes on Raúl.**
**▶3.5 page 97**

**Answers**

1 Wants to work for progressive, expanding company.
2 Strong desire and winning mentality.
3 By being a positive role model and making commitment and success a way of life.
4 30-minute team meeting.
5 Go to internal meetings.


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**b** **Students listen to Audio 3.6 and take notes on Ritva.**
▶3.6 page 97

**Answers**

1 Fantastic opportunity matched to personal skills.
2 Product launch process skills.
3 Clear communication and goal setting, and stressing the importance of the team.
4 Check for problems with night shift team leader.
5 Focused work; briefing with PA and deputy; breakfast meeting with clients.

**Note**

A *prospect* is someone who has been identified as a potential customer.

**c** **Students work in pairs or small groups to discuss their notes and to compare the two candidates. You could play both Audio 3.4 and 3.5 again for them to check their notes and refine their opinions. Afterwards, open up the discussion to include the whole class.**

## Extension activity

**Tell students they are going to focus on the grammar of questions. Elicit different ways of forming questions in English. Then draw the following table on the board:**

| Question word | Auxiliary verb | Subject | Main verb | rest of question |
|---|---|---|---|---|
| | | | | |
| | | | | |

**Ask students to suggest two different kinds of question that might be heard in an interview (e.g. *Have you applied for this position before?* or *How long did you work at Google for?*). Complete the first two rows of the table with the suggested questions.**

**Then ask students to look at Audioscripts 3.5 and 3.6 (on Student's Book page 97) and to underline all the questions asked by Dmitri and Kate in the interviews. Ask students to identify any questions in the interviews which can be used to complete the table above. Warn them that some questions may not fit neatly into the table. Ask them to discuss how these exceptions are different from the grammar of 'normal' questions.**


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**Questions from the interviews include:**

- **Have you had a chance to look around?**
- **Ms Palmer and I would like to … discuss how you could contribute to Moscotel's success.**
- **I'd like to start by asking you, 'What attracts you to Moscotel?'**
- **… what I'd really like to know is how you think your skills can add value to Moscotel.**
- **… maybe you can tell me how you actually go about motivating your team so that they share your enthusiasm.**
- **… but on a more operational level, how do you spend your time? Take me through a typical day.**
- **And in the afternoon?**
- **… what prompted you to apply for this position?**
- **Can you expand on how your skills can add value to this job?**
- **And how about the role of your team in a new product launch?**
- **How do you go about motivating and managing your team?**
- **Can you tell me, on a regular, day-to-day basis, how you spend your time?**

**Suggested answers**

- Two of the questions from the interview, however, are subject questions, where the question is about the subject. The word order is the same as for statements:

  *What attracts you to Moscotel?* (Compare: *The money* [subject] *attracts me to Moscotel*.)

  *What prompted you to apply for this position?* (Compare: *The advert* [subject] *prompted me to apply …*)
- Five of the questions are indirect questions, where the question is embedded in a larger statement or question. Again, the word order is the same as for statements.

  *I would like to discuss [how you could contribute to Moscotel's success].* (Compare: *How could you …?*)

  *What I'd really like to know is [how you think your skills can add value to Moscotel]*. (Compare: *How do you think …?*)

  *Maybe you can tell me [how you actually go about motivating your team …]* (Compare: *How do you actually go about …?*)

  *Can you expand on [how your skills can add value to this job]?* (Compare: *How can your skills …?*)

  *Can you tell me, on a regular, day-to-day basis, [how you spend your time]*? (Compare: *How do you spend …?*)
- Finally, there are two question fragments with no verb.

  *And in the afternoon?*

  *And how about the role of your team in a new product launch?*

## Additional activity Unit 3: Indirect questions

**If students need more help with indirect questions, you can use the Additional activity worksheet for Unit 3 in the Resources section of the course website.**

**d** **Students work alone to complete the matching exercise and then feed back to the class.**

**Answers**

2 a 3 c 4 b 5 d 6 e


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### Extension activity

**Ask students to suggest some more phrases for each function.**

**Suggested answers**

a OK, so now we'd like to ask you some questions about yourself.
b Right, thank you. Can we turn, now, to the question of …?
c And how long does that normally take?
d I'm glad to hear it. / Hmm, that sounds very impressive.
e What exactly does that involve? / Go on.
f Did you have any problems finding our office? / How was your journey?

**e** **Students work alone to complete the questions.**

**Answers**

1 how many; the level of
2 how; measured
3 an example of how; demonstrated

**f** **Students work in pairs to write follow-up questions and then share their ideas with the class.**

**Suggested answers**

1 What did the training involve?
2 How do you demonstrate your approachability?
3 Specifically, which activities were you responsible for?

### Extension activity

**Students test each other in pairs by making one of the 'A' statements from Exercise 11e and 11f to elicit a suitable follow-up question from their partner, who has his/her book closed. They then swap roles.**

**12** **Go through the instructions with the class. Allow around five minutes for each interview and then tell students to swap roles. Point out that the focus in the role plays is on the interviewer's skills at managing an interview rather than the interviewee's skills at answering questions, so the interviewee could be deliberately rather difficult/evasive in their answers. Afterwards, discuss the interviewer's techniques with the class, together with any comments on how useful the five questions are for the interviewer and how difficult they are for the candidate.**

## Choosing the right candidate

***Before you begin …***
**Elicit what students know/think about graphology. If you have access to the Internet in the classroom, you could show the follwoing clip to generate some discussion on the arguments for and against graphology in recruitment:** http://www.youtube.com/watch?v=KGFFq9CsaXM.

**Finally, discuss with the class whether they agree with what the video is saying and what the dangers of using graphology for recruitment might be.**


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**Suggested answers**

Possible dangers include: the technique may lead to bad recruitment decisions; it is unfair on candidates; candidates may refuse to take the tests or may feel hostile towards an organisation which forces them to participate in graphology tests.

**13 a** **Students work alone to complete the matching exercise. Afterwards, discuss with the class exactly what each method involves.**

**Answers**

2 e 3 a 4 c 5 f 6 b

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

**Suggested answers**

1 By providing additional information that may be impossible or difficult to get or assess in interview.
2 Depending on the job, all could be useful except graphology. Although it has some supporters, it is not accepted by the British Psychological Society.

**c** **Students read the profile summaries to answer the questions. When they have discussed their answers in pairs, go through them with the class, focusing on which words or phrases led students to the correct answers.**

**Answers**

1 Raúl
2 Ritva
3 Raúl
4 Ritva

**Note**

Some HR and workplace-related vocabulary items:

- *performance anxiety* is nervousness caused by self-consciousness in an important situation that has a negative effect on performance in that situation.
- If someone has *high social needs*, being involved with and working with others is important to them.
- If someone is *consultative*, they share ideas and involve others in decision making.
- *soft selling* involves selling in a way which is indirect and gentle, and works on gaining trust rather than strongly promoting product benefits.

**d** **Students work alone to make collocations and then check their answers in the text.**

**Answers**

2 c 3 g 4 f 5 j 6 i 7 h 8 d 9 e 10 a

**Extension activity**

**Students work in pairs to make similar sentences to the ones in Exercise 13c which apply to them. Allow them to change the sentences slightly (e.g. *I have a natural disposition towards high anxiety and I often experience performance anxiety.*) They could do this first with their books open and then with books closed, to see how much they can remember about the phrasing.**


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**14 a** **Students play the roles of Kate, Dmitri and their colleagues at Moscotel. Allow plenty of time for the discussions, but make sure they reach a decision before feeding back to the class.**

**b** **Students listen to answer the question. Discuss the answer with the class.**
▶3.7 pages 97–98

**Answer**
Ritva

**c** **Students discuss the answers in pairs and then listen again to Audio 3.7 to check their answers. Finally, discuss the answers with the class. You could also highlight the words from the Note on page 43 by pausing the recording to discuss what the speakers mean by each phrase.**
▶3.7 pages 97–98

**Answers**
1 He would take too long to become fully operational.
2 She would settle in very quickly.


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# Background information and useful web links

## Person specification

A *person specification* is a document that describes the characteristics required of the ideal candidate. Typically, this includes experience, education and qualifications, skills, knowledge and personality characteristics. Elements of these are then defined as being essential or desirable. It is often the case that none of the candidates possess all of the features identified but may have a strong overall profile. The person specification is therefore an important guide in screening applicants rationally and fairly, but needs to be used with some judgement regarding the relative importance of desirable features.

## Psychometric testing

The use of psychometric testing has increased dramatically over the past 20 years. Not only is it used for recruitment purposes, but also to inform decisions regarding placing and developing existing employees. Historically, tests were based on intellect and focused on verbal, numerical and mechanical reasoning. Latterly, there has been much more interest in personality and identifying character traits. These are often placed on a bi-polar scale of opposites e.g. introversion and extraversion. This is one of the factors within the widely used 16PF which is the basis of many 'own brand' psychometric tests. Another popular model is the Myers-Briggs Type Indicator® (MBTI®).

Whist some people may attempt to give what they believe to be desired survey responses, these are usually picked up through 'control questions' which seek to identify cheating and inconsistency. There are, in fact, no correct model answers and it is in the interest of the candidate to give an honest account. Usually, testers are trained and licensed not only to administer tests but to give detailed, informative and constructive feedback.

Useful links

Myers-Briggs: http://www.myersbriggs.org/my-mbti-personality-type/

Psychometric testing: http://www.psychometric-success.com/

## The 16PF

The 16PF (Personality Factors) test was created in the 1940s by Paul Cattell. After analysing hundreds of traits, these were reduced into sixteen fundamental traits of personality. These are presented on a bi-polar scale where pairs of opposite features are assessed. By completing a questionnaire, respondents acquire a profile mapped onto a grid. Although the test is now quite old, it has a high level of credibility and is still used in its original form as well as in many variations created by psychological testing companies.

Useful links

Information about the 16PF: http://www.discoveryourpersonality.com/16pf.html

## Conducting interviews and choosing the right candidate

Over the years, the process of candidate selection has become more scientific, structured and sophisticated, with the aim of removing subjectivity and interviewer bias. Selectors are led towards a choice firstly by detailing the requirements of the job and ideal candidate and matching applications against these criteria. The shortlisted candidates for many jobs now undergo psychometric testing, task completion, observation and presentations to provide the company with a broad and deep understanding of the candidates' strengths and weaknesses. However, interviewing remains the most important selection method. Approaches to interviews vary between organisations with some favouring very rigid and unvarying questions, whilst others favour a more spontaneous approach. The majority will have a set of questions with some kind of rating or scoring mechanism, but also with some flexibility in questioning – for example, asking different supplementary questions depending on the initial response. The purpose of questioning is not to 'catch out' the candidate but to truly identify the person who will fit best into the organisation and meet the requirements of the job. However well prepared and organised an interview, there is always the possibility that someone who interviews very well does not perform so well in the job; but by adopting a professional approach, this possibility can be kept to a minimum.


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# Human Resources

TEACHER'S NOTES

# Unit 4 Training and development strategy

- Writing a training and development strategy
- Designing learning interventions
- Producing a development programme
- Evaluating training and development

**Go to page 59 for essential background information on the topic and useful web links.**

**Don't forget to use the Additional activity worksheet in the Resources section of the Cambridge English for Human Resources website.**

**Technical human resources and other workplace vocabulary can be found in the Glossary on Student's Book pages 122–127**

**Refers to the Audioscript on Student's Book pages 93–108**

## Writing a training and development strategy

***Before you begin …***
**Discuss these questions with the class:**

- Why do companies invest in training?
- What might happen if they didn't?
- What are the dangers of cutting all training during times of economic difficulty?

**1 a Ask students to close their books and to suggest why organisations need a training and development strategy. Then ask them to read the introduction on Student's Book page 30 to compare it with their own ideas. Students feed back to the class.**

**Suggested answers**

The document is written for the management board (to show how the HR strategy meets the corporate strategy), for the HR Department (for preparing the implementation plan), and also for all employees (where they can find an explanation of HR strategy).

**b Students discuss the best order in pairs and then feed back to the class. Discuss what each section might include.**

**Suggested answers**

2 Context and issues
3 Assumptions
4 Approach to training and development
5 Learning intervention methodology
6 Development plan
7 Evaluation

**c Make sure students understand that the terms *internal* and *external* refer to factors within the organisation and factors from the outside world. You could explain the difference through changes in legislation (external) and company culture (internal). Students then discuss the question in pairs and feed back to the class.**


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**Answers**

Internal: 2, 3, 4, 8, 9
External: 1, 5, 6, 7, 10

## Extension activity

**Ask students to work in pairs to discuss the following question: *How might each of these factors (in Exercise 1c) affect an organisation's training strategy?* Ask them to support their answers with examples.**

**Suggested answers**

1 changes in legislation: Employees may need to be trained in the new rules (e.g. financial reporting). The legislation may determine what compulsory training is given and how often (e.g. health and safety).
2 company culture: The management of the organisation could be very pro-development. In an organisation where quality is seen as less important, training may be needed to change that culture.
3 corporate objectives: The company may be planning to concentrate on new foreign markets, in which case perhaps language training is needed. The company may become more focused on environmental or ethical issues, in which case training for all employees is needed.
4 management development needs: One senior manager is about to retire, and his/her internal replacement needs to be trained up. All managers need regular training in company policies (e.g. discipline and grievance procedures).
5 market competition: Strong competition has forced the company to halve its training budget to save costs. A competitor is much better in a particular marketing activity (e.g. trade fairs) and the company needs to raise the skill level of its employees to keep up with the competitors in this area of the business.
6 the economy and political stability: There are concerns that political or economic instability could force the company to withdraw from some markets, which means staff no longer need training for those markets. A period of financial stability allows a company to increase its long-term investment in staff development.
7 technological developments: Staff need to be trained in using the new technology. The new technology means fewer employees are needed, so less training.
8 training budget: The training budget could be cut, forcing many courses and programmes to stop. The budgeting procedures could be changed, so that departments are billed for training, rather than all costs being covered by the company's global training budget.
9 training facilities: A new computer suite could allow the company to use more distance learning or blended learning. Some training rooms could be converted into meeting rooms or offices.
10 unemployment: If unemployment is low, the company will have a smaller pool of potential workers to choose from, meaning more training may be necessary for specialised jobs. If unemployment is high, new employees who have been unemployed for a long time may need re-training – for example, if technology has moved on during their period of unemployment.

**d** **Students discuss the questions in pairs and then feed back to the class.**

**Suggested answers**

1 Internal – corporate objectives, as this should be the starting point for the strategy, and budget, as this will affect what can be done, and how.
2 External – the economy and political stability are likely to have the biggest influence, although technological developments could also have an impact.


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**2 a Go through the instructions with the class. Make sure they know to tick the factors in Exercise 1c that are mentioned. After you have played Audio 4.1, students discuss their answers in pairs, including what they remember about each factor, and then feed back to the class.**
▶4.1 page 98

**Answers**

the economy and political stability, changes in legislation, training budget, market competition, management development needs

**Note**

A *fast-track management programme* is one which provides highly talented people with the skills to advance quickly to more senior positions.

**b Ask students to discuss the questions in pairs first to see if they can remember the answers, and then to listen to Audio 4.1 again to check their answers, including what Saeed said about each question. When they have checked in pairs, go through the answers with the class.**
▶4.1 page 98

**Answers**

1 Yes, he thinks it's a good idea (*I'm all for it*).
2 Legislation (*tax and financial regulations*) is always changing and it can be difficult to change company policy (*it's sometimes a struggle to keep up*).
3 Investment in training has made the company market leader (*well ahead of our competition*).
4 Yes, he does (*I'm right behind training and I'll back it up with money*).
5 He would like to prepare them for more senior roles (*very soon they will have to take on more senior roles*).

**c Students work alone to complete the matching exercise and then feed back to the class.**

**Answers**

2 d 3 b 4 a 5 c

**d Discuss the questions with the class. Ask students to point to examples of formal or informal language for each question from Exercise 2c.**

**Answers**

more informal: 2, 3
more formal: 1, 4, 5

**3 Make sure students know what Logorhythm does. Discuss briefly these questions with the class:**

- What type of employees might this company have?
- What types of training might they need?
- How might the business and culture of the company affect the style of training required?

**Students work alone to find and correct the inappropriate language and then discuss their answers in pairs. Afterwards, go through the answers with the class.**


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**Answers**

gives us a few difficulties – causes some difficulties
are all pretty good – are stable/satisfactory
Michael and I guess that – it is believed/expected that
are gonna – will
cut back on – reduce/limit

## Note

*business volumes* is another way of describing the total amount of sales.

## Extension activity

**Ask students to underline examples of formal language in the Logorhythm document that they think they could use in their own writing. Then ask them to compare their ideas and suggest how these phrases might be expressed in a less formal or more conversational way. Give the following example to start students off:**

**… to provide (*to give*) Logorhythm with a coordinated development strategy (*a really organised plan*) which meets the needs of the business (*does what we need it to do*) …**

**Ask students to feed back their ideas to the class. Then ask students to say if they can recognise any patterns to help them recognise the difference between more formal and more informal language (see Language note below).**

**Suggested answers**

| | |
|---|---|
| The company's location gives us … difficulties in attracting high quality managers … | We find it difficult to attract managers who are good enough because of where we're located. |
| Whilst the transportation, logistics and operational side of the business are all … good, the business has weaknesses in marketing reflected by loss of market share. | We're happy with everything in transport, logistics and operations, but we're not so good at marketing, which is why we've lost market share. |
| The training and development department proposes that: | Here are our suggestions: |
| Plans to (cut back on) training expenditure should be cancelled as a reduced investment in people could damage the business. | We shouldn't cut back on our spending on training – if we did that, it could be really bad for the company. |
| Greater emphasis should be placed on measurable outcomes to prove the value of development expenditure. | We should focus more on things we can measure, to show that the money we're spending isn't being wasted. |

## Language note: Formal and informal English

- There are many pairs of words with similar meanings, where one is formal and the other is informal, e.g. *provide* and *give*.
- Formal English tends to use more nouns (e.g. *location, weaknesses, expenditure*) while informal English tends to use more verbs and adjectives (e.g. *where we're located, we're not so good, the money we're spending*).
- Some linking words (e.g. conjunctions) are more formal than others, e.g. *whilst* (similar usage to *although, but*), *as* (similar usage to *because*).


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**4** **Make sure students have a specific organisation in mind before they begin. They could either plan their writing in groups in class and write up their strategies as homework, or they could do everything in groups, with one person acting as secretary. Make sure they use formal language in their writing.**

## Designing learning interventions

***Before you begin …***
**Draw a circle in the middle of the board and write 'learning methods' in the middle. Then nominate one student from the group to come to the front of the class – ask this student to lead the class in a five-minute brainstorm on the topic of learning methods, and to record the group's answers on the board. (Different approaches to learning can be found in Exercise 5a on Student's Book page 32.)**

**Afterwards, ask students to discuss the difference between *training* and *a learning intervention*. The difference is mainly one of attitude and perception. Both terms can be used to describe any activity which gives an opportunity to learn a new process, skill or system, but *training* focuses on what is taught, while *a learning intervention* focuses on what is learned. *Training* also tends to apply to only one approach, whereas *a learning intervention* can be used to describe any activity where learning takes place.**

**5 a** **Ask students to work alone to complete the matching exercise. Then discuss the answers with the class, including a discussion of exactly what each method involves, using examples from students' own experiences.**

**Answers**
2 g 3 f 4 h 5 e 6 b 7 c 8 a

**b** **Students discuss the question in pairs and then feed back to the class.**

**Suggested answers**
1 on-the-job training – Advantages: offers immediate workplace guidance. Disadvantages: colleagues may not be effective as trainers.
2 self-directed study – Advantages: enables people to organise their own learning. Disadvantages: requires a lot of self-discipline.
3 e-learning – Advantages: ideal for people who prefer technology. Disadvantages: less suitable for people who don't like technology.
4 blended learning – Advantages: offers the best of face-to-face and technology-based learning. Disadvantages: might be difficult to coordinate interpersonal and technological aspects.
5 coaching – Advantages: offers a support process for self-discovery. Disadvantages: may not be directive enough for some people.
6 mentoring – Advantages: provides an opportunity to gain wisdom from an experienced colleague. Disadvantages: might make less experienced people feel nervous.
7 training course – Advantages: very cost-effective at meeting the training needs of a number of people at the same time. Disadvantages: may be a compromise of different people's needs and not fully meet any.
8 didactic teaching – Advantages: effective for giving specific information. Disadvantages: not interactive, may be boring.

**c** **Students discuss the four situations in pairs and then share their ideas with the class.**


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**Suggested answers**

a didactic, as it is one-way information giving
b on-the-job training, as an experienced colleague can provide immediate assistance
c mentoring, as a senior manager will be able to provide the right level of knowledge and guidance
d on-the-job training, coaching or training course – all could produce improvements

## Extension activity

**Divide the class into four groups and assign one of the four situations from Exercise 5c to each group. Ask students to work together and discuss what learning interventions could be used in each case (e.g. Should the training be conducted by an internal trainer or an external consultant? How many sessions would be needed? Where should the training take place? What might it concentrate on? How will success be measured? etc.). Go round the class, monitoring and helping students with any language they need.**

**Then ask each group to summarise their discussion for the others. Students who are not presenting should be asked to take notes during the presentations and be prepared to ask the presenters questions.**

**During the presentations, you could take notes on the language used by the students. Rather than feed back immediately, check the notes you made and find suitable exercises (on grammar, vocabulary or pronunciation as relevant) for students to work on at the beginning of the next class.**

**6 a Go through the task with the class to make sure they know what to do. Then play Audio 4.2 for students to answer the questions. They discuss their answers in pairs before feeding back to the class.**

**You may want to ask students if they understood Greg's joke near the beginning of the session. The joke relies on the two meanings of the word *concrete*. The trainer intends it as an adjective, to mean 'specific, based on facts', while Greg jokes that it refers to the building material.**
**▶4.2 page 98**

**Answers**

1 Training course

**Suggested answers**

2 uninterested, impolite/rude, unhelpful
3 interested, serious, thoughtful

## Note

Some HR and workplace-related vocabulary items:

- An *Account Manager* is commonly found in sales of financial services and has a portfolio of clients that s/he manages.
- For information on *Kolb's Learning Cycle*, see Exercise 6c and the Note on page 52.

**b Discuss the questions with the whole class. Get students to give you examples.**

**c Discuss the theory and the diagram with the class.**


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**Note**

The Kolb's Learning Cycle diagram (on Student's Book page 33) shows a four-stage cycle starting at the top. The boxes represent the four stages – concrete experience, reflective observation, abstract conceptualisation and active experimentation. In simple terms, this equates to having an experience, thinking about it, forming a conclusion or theory and then testing that theory by planning a new action. The two continua represent internal and external processing.

**d** **Tell students to try to complete the diagram first and then to listen to Audio 4.2 again to check. Encourage students to remember as much as they can about each stage in the cycle. Afterwards, discuss the answers with the class.**
▶4.2 page 98

**Answers**

1 Concrete experience
2 Reflective observation
3 Abstract conceptualisation
4 Active experimentation

**e** **Discuss the question with the class.**

**Answers**

By giving a practical example from personal experience.

**Extension activity**

**The language used by the trainer, John, can be exploited further. Ask students to turn to Audioscript 4.2 on Student's Book page 98 and to underline any phrase that John uses which they think they could adapt for their own training in English. Then ask students to work in pairs to compare their notes and suggest a function for each one. Go through the answers with the whole class.**

**Answers**

Suggested functions in brackets (note that this is an expanded list of the phrases found in the *Useful language* box on Student's Book page 86):

- *Now at this stage, I'd just like to explain …* (introducing the topic)
- *I don't want to get too technical …, but …* (explaining how the training will work)
- *Of course, feel free to ask questions as we go along.* (explaining how the training will work)
- *Right, so …* (signalling the beginning of the main part)
- *… and here you can see (the complete model).* (referring to a visual)
- *I just want to start off with …* (structuring)
- *Each of these represents …* (structuring)
- *The first of these … refers to …* (structuring)
- *What do you think that might involve?* (involving the audience)
- *That's true.* (encouraging participation)
- *Let me give you a simple example: some time ago, I was …* (introducing an example)
- *Exactly, and that's where (the next stage) comes in, which is …* (relating a comment to the theory)


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- *Yes. And that point takes us to (the third stage), which is …* (structuring)
- *But to continue with this example, …* (signalling a return to the example)
- *This is called …* (explaining)
- *Here, you've …. You then …* (explaining)
- *That's an important point.* (emphasising)

### Language note

John uses *I* mainly for his specific example, with verbs in the past tense. He uses *we* to make general abstract points about the theory, i.e. that they apply to everybody (e.g. *… if we just had experiences, we might repeat the same mistakes*). He also uses *you* to make general points about the theory, but these feel more concrete and personal than his statements with *we* (e.g. *If you're sitting in a car …*; *You've had an experience …*)

### Additional activity Unit 4: Exploring the learning cycle

**If students are interested in exploring the learning cycle further, you can use the Additional activity worksheet for Unit 4 in the Resources section of the course website.**

**7** **Students could prepare their presentations either in groups or as a homework task. When the presentations are ready, students take turns to deliver their presentation, using the language from this unit. Afterwards, give and elicit feedback on the quality of the presentations as well as the language used.**

### Extension activity

**You could also ask students to research and prepare a presentation on other learning theories. After students have given their presentations, open up a class discussion on each topic.**

**Examples of topics to research and present:**

- **Howard Gardner's Multiple intelligences. See information under the search word *Intelligence* here: http://en.wikipedia.org/wiki/Multiple_intelligences**
- **NLP (Neuro-linguistic programming), Bandler and Grinder. See http://en.wikipedia.org/wiki/Neuro-linguistic_programming**
- **Accelerated language learning, Colin Rose and Tony Buzan / Lozanov's suggestopedia. See http://en.wikipedia.org/wiki/Accelerated_language_learning**
- **Honey and Mumford Learning Styles. See information under *Learning styles* here: http://en.wikipedia.org/wiki/Learning_styles#Honey_and_Mumford.E2.80.99s_model**
- **Fleming's VAK (Visual, auditory, kinaesthetic) learning theory. See information under *Learning styles* here: http://en.wikipedia.org/wiki/Learning_styles#Fleming.27s_VAK.2FVARK_model**

## Producing a development programme

***Before you begin …***
**Write the following on the board:**

*ad hoc training*

*planned training programme*

**Then ask students to discuss what the difference is between the two (*ad hoc* is defined under the entry *ad hoc request* in the Glossary in the Student's Book) and to say what the advantages and disadvantages are for each one, giving examples if they can.**


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**Suggested answers**

Ad hoc training deals with training needs as they arise. The advantage of ad hoc training is that it is quick and solves an immediate need. Disadvantages include the problem that it may be an inefficient way of delivering training and may not be as effective as planned training.
Examples could include training in specific skills (presentations, computer systems), where there is an urgent need for training.

Planned training programmes have many advantages, most obviously that they allow plenty of preparation time for the trainer; they allow the right people to plan attendance; and they enable HR to manage the time and money costs of training effectively. A disadvantage is that they can be inflexible and do not respond to urgent needs.
Examples include almost all types of training.

**8 a Students work alone to complete the matching task. They compare their answers in pairs and then feed back to the class.**

**Answers**

1 Introduction
2 Compulsory training
3 Technical and academic development
4 Soft skills training
5 Excellent manager programme
6 Ad hoc requests
7 To find out more
8 Enrolment

**Note**

Some HR and workplace-related vocabulary items:

- A *needs analysis* in a workplace context is an individual or company-wide assessment of training and development needs.
- A *development review* is usually an annual meeting between a manager and employee to discuss key job issues, performance and development needs.
- *due diligence* is a procedure carried out by lawyers and sometimes financial experts before signing an important contract, typically before an acquisition of another company. It involves checking many documents carefully in order to identify potential problems.
- A *team-building weekend* is usually held away from work at a hotel or in a country area where there will be a mixture of team-building exercises and social activities to encourage team morale and greater cooperation.
- *assertiveness training* is training aimed at developing confidence and people's ability to act firmly but politely in difficult situations.
- A *modular course* is one which is delivered in a number of units over a period of time.

**b Discuss the question with the whole class.**

**Suggested answers**

The language is mostly formal because this is an official company document and includes instructions which employees must follow. However, it includes some informal language to sound more encouraging and friendly (*Thanks for helping us … / John Peters is our … / Just because something is not … / look out for our email …*).

**c Students work alone to complete the extracts and then check their answers in pairs before feeding back to the class.**


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**Answers**

1 assistance is available
2 in-house
3 development reviews
4 explore the options
5 be advised
6 will be required to attend
7 further details
8 modular course

**9 a** **Ask students what they think the Excellent Manager Programme at BPF might include. Then ask them to read the programme summary quickly to answer the questions. They discuss their answers in pairs before feeding back to the class.**

## Note

Modular courses may be attractive to an organisation because it is possible for an employee to only complete the modules most relevant to the business need (and thus save money). It is also believed that because each session of a training module is shorter than a long course, *learning retention* and *learning transfer* (where new skills are more quickly applied to the workplace) is likely to improve. Modular courses are therefore thought to provide a more integrated approach than a single block of study and an opportunity to explore current work issues.

The potential problems with this approach are that it can be difficult to retain focus and motivation over a long period and people are more easily distracted by work than on a fixed block of training away from the office. A week-long course or weekend residential course is more compact and may encourage concentration, particularly if delivered away from the workplace. On the other hand, people may tire towards the end of the course and *learning decay* (the forgetting of new information) can be more rapid. Furthermore, residential courses may be less attractive or more difficult for employees with families.

**b** **Ask students to work alone to complete the objectives. Afterwards, check the answers with the class.**

**Answers**

1 corporate
2 team
3 interpret
4 delegate
5 understanding
6 coordinate
7 experience
8 errors
9 decisions
10 win-win
11 write
12 transition

## Extension activity

**Write the following verbs onto the board:**

| | | | |
|---|---|---|---|
| provide | manage | maintain | make |
| interpret | coordinate | reduce | reach |

**Students work in pairs to find useful collocations with each verb in the programme summary. Collect students' suggestions onto the board in two columns (verbs on the left, collocates on the right), but with the words in the second column in mixed-up order. Students then work in pairs again to try to match the two halves of the collocations from the board.**


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**Suggested answers**

to provide (inspirational) leadership / support / a (high quality) experience
to interpret financial data
to manage time / change
to coordinate (complex) projects
to maintain (high) standards
to reduce errors
to make (informed) decisions
to reach (win-win) solutions

**10 a** **Students plan their documents in small groups. They can then either write up their documents for homework or in their groups, with one person acting as secretary.**

**b** **Students plan and write a summary of a modular course. When all the documents are ready, ask students to present their summaries to the class.**

# Evaluating training and development

***Before you begin …***
**Ask students to work in small groups and discuss the following questions:**

1 Why it is important to evaluate learning interventions?
2 In the organisation, who might find such evaluations useful? Why?

**Suggested answers**

1 Evaluation of all learning interventions is useful because it provides important feedback on the effectiveness and the value of development activities.
2 Evaluation is useful to:

- *The trainee*, because it helps them to reflect on what they have learnt and gives them an opportunity to express their opinion on the effectiveness of the training.
- *The trainer*, because it provides useful feedback on what worked well and suggestions for improvement which could be designed into future courses.
- *The trainee's manager*, because s/he can discuss with the trainee the effectiveness of the training and explore how the learning could be applied in the workplace.
- *HR*, because they need to measure training effectiveness, assess how well the training budget is being spent and to use this data when making future training plans and appointing external training providers.
- *The organisation's senior management*, because they need information which demonstrates that training is helping to support organisational development.
- *External training providers* because they need performance feedback on their own trainers to continually improve the quality of training, to keep and gain customers.

**11 a** **Students discuss the questions in pairs. After a few minutes, open up the discussion to include the whole class. Try to bring in students' own experiences of giving, collecting or receiving feedback and evaluation after training. You could offer your own experiences as a teacher.**


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**Suggested answers**

1

a Numerical data is easy to analyse but may not give sufficient detail.

b Narrative data gives a lot of detail but takes more time and is harder to analyse.

c It guarantees that they will be completed, but participants may give less considered answers if they are in a hurry to leave.

d Participants have more time to think carefully about the value of the course, but they may not remember well, or may fail to complete the evaluation.

**Note**

*Numerical evaluations* ask evaluators to give a number value to a question. Numbers can be popular with respondents as they are quick and easy to complete. On the other hand, this could lead to people filling in forms quickly and without much consideration. The most common number scale is 1–10. Number systems may seem objective but can still be influenced by attitudes to questionnaires. For example, some people, as a matter of principle, may not believe in scoring 10 for anything. Very often evaluations can have a lot of 7 and 8 responses which people may interpret as halfway between 5 and 10 and therefore only 50% effective. A scale of 1–6 is sometimes used as this does not permit a middle, non-committal score; however, with fewer numbers, the increments are larger and people may find it harder to make a choice.

*Narrative evaluations* require people to give written answers. These provide qualitative data. These take more time to complete and not everybody may feel they have the skills, time or patience to express their views accurately. Furthermore, they are more complicated to analyse and may be open to individual interpretation. The choice of questions can be very important as this can influence which aspects of the course are highlighted. For example, *Which aspect of the course did you find most useful?* focuses on positives so may need to be balanced with *What did you find least useful?*. However, some may feel that this question pushes people into a negative frame of mind.

A third type of evaluation not discussed in Exercise 11a is a *narrative multiple-choice survey*. This provides a compromise between the narrative and numerical evaluations by giving the respondent a set of statements to choose from, ranging from most negative to most positive.

**b** **Students read the numerical evaluation form to answer the questions. They discuss the questions in pairs before sharing their ideas with the class.**

**Suggested answers**

1 Well – trainer interaction, course objectives, audio-visual aids, handouts and materials, overall rating of trainer.
Not so well – lunch and refreshments, joining instructions, training facilities.

2 See Exercise 11c.

**c** **Students read the narrative evaluation form to answer the questions. They discuss the questions in pairs before sharing their ideas with the class.**

**Note**

A *breakout area* is a space or room, often with informal seating, where people can work in small groups.


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## Extension activity

**You could ask students to complete an evaluation of the English course for Human Resources they are currently studying (if you are feeling brave enough!). Divide the class into at least two groups and tell students that they are going to design an evaluation form which the other group is going to complete. Ask each group to nominate a secretary. Groups discuss the design of the form in class, then the secretary types up the form into a document which they email to you before the next session. At the beginning of the next session, give the groups a copy of each other's evaluation form to complete. Ask students to return the completed forms to the group who designed them. Students then analyse and discuss the results.**

**At the end of this class, collect in all the completed evaluation forms. At the beginning of the next class, you could discuss with students how you feel about receiving feedback (i.e. for most teachers, this is one of the most dreaded parts of the job, although the same teachers will acknowledge that it can be invaluable) and ask your students how they felt about assessing you (i.e. they may also have found it rather unpleasant, especially if they have spent some time getting to know you – they may be unwilling to hurt your feelings). This topic should generate some very interesting discussion about how to manage the evaluation process sensitively, and it could also provide you with some useful advice on how to improve your course!**

**12 a** **Go through the introduction and the questions with the class to make sure everyone understands what they have to do. Then play Audio 4.3 for students to answer the questions. They discuss their answers in pairs before going through them with the class. Discuss students' reactions to Bianca's ideas.**
▶4.3 pages 98–99

**Answers**

1 To get information about evaluation (for the development strategy document).
2 A numerical form which includes a box for comments.
3 At the end of the course (not after).
4 The company changes the training provider.
5 It focuses on people's perceptions (and is therefore not useful for measuring the impact of training on the business).
6 Track evaluation (to see how training affects sales, productivity and customer feedback).

**b** **Students work in pairs to try to complete the sentences and then listen to Audio 4.4 to check and complete the remaining spaces. When you go through the answers with the class, discuss the meaning of the gapped phrases.**
▶4.4 page 99

**Answers**

1 standard evaluation form
2 number rating scheme; comments
3 training providers
4 course effectiveness
5 perceptions
6 course objectives
7 return on investment

**13** **Make sure students have a specific organisation in mind before they begin. Remind them to think about the issues raised by Bianca and John in Audioscript 4.3 (Exercise 12a). They then work in pairs or small groups to design their evaluation forms.**


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# Background information and useful web links

## Kolb's Learning Cycle

Kolb's Learning Cycle is a well-established model for explaining learning. It is an experiential model which requires having experiences and processing them. It is possible that this can happen at a subconscious level but many trainers seek to bring this into the consciousness by encouraging structured reflection. Through the process of experimenting and subsequently modifying behaviour, it is possible to repeat the cycle and achieve what is called double loop learning.

Kolb's model was developed and adapted (also referring to work by Kurt Lewin) by Honey and Mumford's Learning Styles. This identifies learning preferences which correspond to each of the stages of the learning cycle: activist, reflector, theorist and pragmatist. They developed a questionnaire to identify learning styles which is often used in a development context.

Useful links

The experiential learning cycle: http://www.learningandteaching.info/learning/experience.htm

## Employee Development Programmes

For larger organisations, it is more effective to design and deliver a coordinated development programme. This gathers all of the training needs identified during personal development or performance reviews and matches these to corporate priorities. The training department can then produce a complete programme of events. Depending on the size and specialisms of the training department, these can be delivered in-house or through external training providers.

Useful links

Example of a training and development plan: http://docs.google.com/viewer?a=v&q=cache:QWY6dJn_iI0J:www.ussmc.com/pdf/sub/LeadershipDevelopment.pdf+training+and+development+programme&hl=en&gl=pl&pid=bl&srcid=ADGEEShMURHS_hKQqPEQ3T57zLrAYSTondKpBydNjDKJMHAWjnWMbjNiTuS_LdmK8d3UKxWoz9jM0CxBpF3xmUK2z8IFQS1dmNacMuOAMbZkO73RGmlUaRg7XlChQQJF6F3NBfe--BVd&sig=AHIEtbT5BuGXMh6HUxiBxPNDLwiY7xUDKw

## The training budget

Typically, organisations have an annual budget for training and development. In some organisations, this is completely centralised and all requests for attendance on training programmes must be submitted to and authorised by the training or HR department. In other organisations there is a mix of centralised and devolved training budgets, which allow department managers to have some influence in what kind of training can be given. Going one stage further, some companies give employees individual learning accounts and a set amount of money to spend on their own development.

## Evaluating training and development

Evaluation is extremely important as it helps to measure the effectiveness of training and therefore the cost effectiveness of the development budget. Over the years, the quality and sophistication of evaluation methods have improved. Initially, many organisations used what were disparagingly described as 'happy sheets'. These were a simple set of questions often focused on environmental factors such as the room and lunch. Assessment of the trainer and the programme itself were largely subjective. Improved evaluation processes involve greater learner (and manager) involvement before the development activity begins, in order to clarify learning objectives in advance of the course. This is then followed by a post-training meeting to discuss what has been learned or gained and how this will be applied in the workplace. Furthermore, training departments may also seek to measure the impact the training has on corporate goals by linking development to performance objectives, performance quality and financial goals.


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One of the most established approaches to evaluation is the Kirkpatrick model. This looks at four levels of assessment: Reaction, Learning, Behaviour and Results.

Useful links

Evaluating training efficiency and the Kirkpatrick model: http://www.businessperform.com/workplace-training/evaluating_training_effectiven.html


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TEACHER'S NOTES

# Unit 5 Coaching, mentoring and counselling

- Coaching in the workplace
- Conducting a mentoring session
- Delivering a counselling service

**Go to page 74 for essential background information on the topic and useful web links.**

**Don't forget to use the Additional activity worksheet in the Resources section of the Cambridge English for Human Resources website.**

**Technical human resources and other workplace vocabulary can be found in the Glossary on Student's Book pages 122–127**

**Refers to the Audioscript on Student's Book pages 93–108**

## Coaching in the workplace

***Before you begin …***

**Write the words, *coaching*, *mentoring* and *counselling* on the board. Then ask students to say what they think the words mean in an HR context. Don't confirm whether students' answers are correct yet, as they will find definitions for these words in Exercise 1a in the Student's Book.**

**Next, write (or dictate) the following questions, which students discuss in small groups:**

1 What do you call a person who performs these activities? What do you call the person who receives them?
2 What is the difference between the three activities?
3 What skills, knowledge and personality traits are needed for the three activities?
4 What is your experience of these three activities?

**Afterwards, open up the discussion to include the whole class.**

**Suggested answers**

1 A coach, a mentor, a counsellor; a learner/coachee, a mentee, a client
2 Coaching is more active on the part of the coach, being focused more on passing on practical skills although it can also be facilitative. Mentoring places more emphasis on the mentee, who has to actively seek knowledge from the mentor. Counselling is facilitated actively by the counsellor, but otherwise all decisions and opinions come from the client.
3 A coach and a mentor both need deep subject knowledge. For a coach, motivational skills can be just as important. All three need to be patient and tolerant, but this is especially so with counsellors. The most important skill for counsellors is the ability to listen and to get the client to open up.

**Note**

A *counsellor* is not the same as a councillor, although they are both pronounced the same. The former is a person who counsels other people. The latter is a member of a council (e.g. an elected representative in local government).


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**1 a** **Students complete the definitions. You may want to make sure all students agree with the definitions, as they will be crucial for the rest of the unit.**

**Answers**

1 b 2 c 3 a

**b** **Students discuss the five situations in pairs and then share their ideas with the class.**

**Suggested answers**

Coaching: 1, 2, 4
Mentoring: 5
Counselling: 3

**Note**

A *sales calls to conversion rate* (scenario 1) describes the number of calls made in relation to sales. Ten calls and one sale would be a 10% conversion rate.

**Extension activity**

**Ask students to work in groups to suggest possible causes for each of the issues in the five scenarios. Then ask students to suggest five more scenarios (from their own experience of the workplace or studying) where coaching, mentoring or counselling would be most appropriate.**

**c** **Go through the instructions with the class. Then play Audio 5.1 for students to complete the exercise. They discuss the answers in pairs, including any details they remember about the three scenarios, and then feed back to the class.**
**▶5.1 page 99**

**Answers**

Extract 1 mentoring
Extract 2 coaching
Extract 3 counselling

**d** **Students complete the matching exercise in pairs and then feed back to the class.**

**Answers**

1 What would you like to happen
2 So how would you define
3 I suggest you
4 In what way?
5 What do you think went well?
6 Yes, that was excellent
7 let's see what our options are
8 Yes, I can see it's difficult.

**Extension activity 1**

**There is a free lesson on empathy at work on Professional English Online, which you could use in class.** http://peo.cambridge.org/index.php?option=com_content&view=article&id=167:empathy-at-work&catid=5:general-activites&Itemid=6

**Extension activity 2**

**Discuss with the class whether each function would be suitable for all three activities: coaching, mentoring and counselling.**


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**Suggested answers**

Functions 1, 2, 4, 5 and 7 would be suitable in all three situations.
Function 3 (giving advice) would be inappropriate in counselling, where all suggestions should come from the client.
Function 6 (giving praise) might also be inappropriate in counselling, as it is a form of judgement.
Function 8 (showing empathy) is especially important in counselling, but is also useful in many other situations.

**e** **Go through the instructions with the class. Students then work alone to complete the questions before feeding back to the class.**

**Answers**

1 How; work
2 Why; say
3 Where; like
4 When; feel
5 Who; help

## Extension activity

**Write the beginnings of five or more closed questions on the board (e.g. *Can you … ? / Do you … ?/ Did you … ? / Will you … / Is it … ?*). Then ask students to suggest how each question might be completed in a coaching, mentoring or counselling context. (You could suggest that students think of one of the scenarios from Exercise 1b on page 38 of the Student's Book for ideas.)**

**Then ask students why open questions are more suitable than closed questions in the context of coaching, mentoring and counselling (Answer: open questions encourage the other person to find their own solution to the problems).**

**Students then work in pairs to create open questions from the closed examples on the board.**

**2 a** **Read the introduction with the class. Check that students understand the six questions before they listen to Audio 5.2 (they may want to know what a *skills matrix* is – see Note below). They discuss their answers in pairs, including any other information they remember from the conversation, and then feed back to the class.**

▶5.2 pages 99–100

**Answers**

1 The information management system.
2 He is not sympathetic at all; he is very frustrated.
3 Remove emotions; focus on finding a solution.
4 He recommends including a scale of one to ten (to record Ole's progress gradually).
5 It will take too much time.
6 Information on a coaching programme Chinua is developing.

## Note

A *skills matrix* is a table that matches employees to a set of desired skills, for the purposes of assessing current ability and development needs.

**b** **Students work in pairs to try to remember what the missing words were, and then listen to Audio 5.2 again to check. They compare their answers in pairs before feeding back to the class.**

▶5.2 pages 99–100


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**Answers**

1 caught
2 pick
3 get; hang
4 once; thousand times
5 in; ideal
6 give; go
7 get off

**c** **Ask students to discuss the expressions in pairs and try to make definitions. Then they either check in the Answer key or discuss their ideas with the class.**

**Answers**

1 catch sby: to meet someone unexpectedly that you need to speak to
2 pick sby's brains: to ask someone who knows a lot about a subject for information or their opinion
3 get the hang of sth: to learn how to do something, especially something that is difficult to do or understand
4 If I've told sby once, I've told him/her a thousand times: an expression used to describe a person who cannot do something correctly even after they have been given instructions or help
5 in an ideal world: an expression used to describe a hypothetical situation which is not possible in reality
6 give sth a go: to try or attempt to do something (even when you know that it may not be successful)
7 get off: leave

**d** **Students discuss the questions in pairs and then share their ideas with the class.**

**Suggested answers**

1 Advantages: immediate, on-demand, natural, informal.
Disadvantages: not everyone gets coached, may be inconsistent in quality, difficult to measure impact.
2 To have a consistent and high quality approach to coaching.

**3 a** **Students work in pairs to put the stages in order and then listen to Audio 5.3 to check their answers.**
▶5.3 page 100

**Answers**

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

**Note**

Some HR and workplace-related vocabulary items:

- A *performance issue* is a euphemistic or neutral way of describing a problem or need relating to performance.
- A *performance objective* is a specified goal regarding what somebody needs to do, by when and to what standard.
- *aye* is commonly used in non-standard Scottish English and other parts of northern England to mean 'yes'.

**b** **Students discuss the eight statements in pairs to decide whether they are true or false and then listen to Audio 5.3 again to check. Afterwards, go through the answers with the class.**
▶5.3 page 100


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**Answers**

1 F – Managers are coaching their staff but the coaching may not be consistent.
2 F – Fergus says managing conference calls is a performance issue.
3 F – Fergus's staff have to find out information when sales figures are down.
4 T
5 T
6 T
7 F – It can also be a colleague with specialist skills.
8 T

**c** **Ask students to suggest some examples of performance issues from the class (such as the ones described in the scenarios in Exercise 1b on Student's Book page 38, but relevant to their own organisation or institution). Then ask students to discuss the task in pairs. Afterwards, ask volunteers to report back to the class on their discussions.**

**d** **Students work alone to complete the definitions and then discuss what they know about each method with the class.**

**Answers**

1 peer coaching
2 role modelling
3 instruction
4 guided reading
5 learner control and self-review

**e** **Students listen to Audio 5.4 and answer the question. In pairs, they discuss what they remember about the three methods and then feed back to the class.**
**▶5.4 page 100**

**Answers**

instruction, role modelling, learner control and self-review (*reflection and self-assessment*)

**f** **Students discuss the questions in pairs and then listen to Audio 5.4 again to check their answers. Afterwards, discuss the questions with the whole class.**
**▶5.4 page 100**

## Extension activity

**Ask students to turn to Audioscript 5.4 (on Student's Book page 100) and then ask students if they can find examples of actions Maritza takes or things that she says which help her to manage the workshop effectively. Give students the following example:**

**She asks the whole group for suggestions, but quickly chooses a 'volunteer' to get the discussion started (*Would anybody like to make any suggestions? John?*).**

**Make sure students understand that this is a discussion task (i.e. there are no specific right or wrong answers, though some suggestions might be more likely than others).**


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**Suggested answers**

- In response to Fergus, she challenges his negative attitude (*not for me, it wouldn't*) by asking him to come up with a solution through a direct request for a more positive comment (*So what would you suggest?*).
- She encourages Callum, who might otherwise be hesitant to give his opinion (*Please do, Callum,* and *Go on*).
- She adds her ideas to Callum's, but in the form of a question, in order not to appear dominating (*And then get feedback?*).
- She defuses a potential conflict between John and Fergus by praising all the participants and thanking them for their contributions (*Well, gentlemen, thank you very much for all of your interesting contributions*).

**4 a Students work in pairs to discuss which phrases are unsuitable and why.**

**Suggested answers**

1 c 2 b 3 a 4 b 5 c 6 b 7 a 8 c

**Note**

Some of the reasons why items are inappropriate may be less clear than others. Some reasons which could be discussed in class are:

- Items 1c (*Doing a better job*), 2b (*To improve on current performance*) 3a (*We will have fewer problems*) and 7a (*Yes, that seems OK now*) might sound reasonable at first but they are unsuitable because they are unmeasurable (or unquantifiable).
- 4b (*This is how I learnt to do it*) is prescriptive and imposes a method or approach that is suitable for one person onto another (who may find it easier to get the same result by a different route).
- 6b (*I can't seem to get anything right*) is an example of negative and destructive self-talk (from the coachee) and would need to be addressed by the coach.
- 8c (*Don't you think it was a great success?*) is a leading question.

**b Students work in pairs or small groups to make more phrases.**

**Extension activity**

**Students take turns to read their phrases to the class. The other students have to guess which stage in the coaching process the phrase is intended to be for. Discuss the suitability of each phrase before moving on to the next group.**

**c Students discuss the question in pairs. After a few minutes, open up the discussion to include the whole class.**

**Suggested answers**

1 Advantages: ensures everybody uses the same words and is consistent throughout the organisation. Disadvantages: could become very mechanical and managers could use phrases without really understanding them.
2 Advantages: managers become more involved and have to understand the language they use.
Disadvantages: may lead to inconsistency if managers are not well trained or monitored.


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**Note**

A *prompt sheet* is a brief set of notes with pre-planned questions which serves as a prompt or reminder of things to ask.

**5** **Make sure students are clear about the issue they wish to address before they begin. You may want to spend time checking what the issues are with the class before they begin the activity. You may also want students to review the phrases from Exercises 4a and 4b before they begin. They then take turns to coach each other and to give feedback on the effectiveness of the coaching. You could ask students to do this activity in groups of three. In this case, the third student is a monitor who reviews the effectiveness of the student in the coach role.**

## Conducting a mentoring session

***Before you begin …***

**Ask the group if anyone has ever had a mentor and to describe their experience. Then ask students to imagine a situation where they were joining a new company and knew that they would be appointed a mentor. What would be their hopes, fears and expectations of the mentoring?**

**6 a** **Students read the email to answer the questions and then discuss the answers in pairs. After a few minutes, open up the discussion to include the whole class.**

**Suggested answers**

1 Totally unsuccessful.
2 a Hi b Best, Jim
3 It is informal, but this is normal in business correspondence between colleagues who are friends.

**Note**

A *mentoring contract* is a form which documents a formal agreement between the mentor and the mentee.

**Language note**

The second sentence of the email (*All new employees were appointed a mentor*) may cause a comprehension challenge for students at intermediate to upper-intermediate (B1–B2). The sentence is an example of a passive verb which has two objects. Compare with the active voice: *HR appointed all new employees* (indirect object of *appoint*) *a mentor* (direct object of *appoint*). This could also be expressed as *HR appointed a mentor for all new employees*.
In many languages, the passive can only be formed from a direct object. English is unusual in that passive can also be formed from an indirect object.

**Extension activity 1**

**Ask students to focus on the language used in the email by asking them what other ways Jim could have used to begin and end the email instead of *Hi Chinua*, and *Best, Jim*.**

**As students make their suggestions, write them on the board so that informal phrases are on the left-hand side, more neutral phrases are in the middle and more formal phrases are on the right – but don't explain that this is what you are doing.**

**When students have finished, tell them that you arranged their answers in a particular order then ask them to suggest what order you used (i.e. degrees of formality).**


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**Suggested answers**

A range of beginnings and endings are available, from very formal to very informal:
Beginnings: *Dear Sir; Dear Mr Okeke; Dear Chinua; Hello Chinua; Chinua*
Endings: *Yours sincerely/faithfully, Yours, Best/Kind regards, All the best, Best, Cheers*
We don't normally write a person's name and surname in the greeting. It is safest to use the same greeting formula that the other person uses with you, or perhaps one level higher or lower. If the greeting is too formal, it may sound unfriendly. For fairly new business contacts, neutral greetings may be most appropriate (*Hello Chinua – Best regards*), becoming slightly less formal (*Hi Chinua – Cheers*) once the relationship becomes friendly.

## Extension activity 2

**Students find more examples of informal language in James's email. When you check with the class, ask students to then find some examples of more formal language in the email, and discuss why James uses this mixture.**

**Suggested answers**

- Conversational-style omission of words (e.g. *Hope you are well*)
- Contractions (e.g. *I'm*)
- Informal writing conventions (e.g. *Re mentoring, …*)
- Exaggeration (e.g. *a bit of a disaster*)
- Heavy use of simple linkers (e.g. *and, but, because*)
- Many personal subjects, especially *I* (e.g. *I don't know who …*)
- Phrasal verbs: (e.g. *pair up, fade away, rush through*)
- Informal vocabulary (e.g. *guy*)
- Conversational-style comments (e.g. *it caused a right scandal*)
- Emoticons (e.g. *:–O*)
- Conversational-style linkers (e.g. *Anyway*)
- Short or familiar forms of first names and no surname (e.g. *Jim* not *James Boyle*)

Note that the email contains a mixture of informal and neutral or even formal language (e.g. passive, long words, some long and complex sentences). This is because the writer is trying to be friendly and open while at the same time communicating some important professional information.

**b** **Students read the email again and discuss the questions in pairs. When you check with the class, ask the students to describe any of their own experiences of mentoring schemes.**

**Answers**

1 No.
2 No meetings to explain the mentoring process, no contract, no ground rules, no guidelines, incompatible partnerships, inappropriate relationship between mentor and mentee, people not having meetings when they were supposed to.
3 There was no adequate planning or training.
4 People stopped going to the meetings.

**c** **Students work in small groups to make their lists and then compare the lists with the one in the Answer key.**


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**Suggested answers**

Plan and prepare.
Provide adequate training.
Make participation voluntary.
Give potential participants a chance to meet first and choose a mentor.
Have a mentoring contract and agree rules.
Monitor the scheme's progress.

**d** **Students discuss the questions in pairs. After a few minutes, open up the discussion to include the whole class.**

**Suggested answers**

1 See Exercise 6e.
2 **Suggested answers**
Advantages: clarifies roles and responsibilities, demonstrates commitment, increases likelihood of mentoring success.
Disadvantages: signing a contract for a voluntary relationship may be uncomfortable for some people.

**e** **Students work alone to complete the contract and then discuss their answers in pairs before feeding back to the class.**

**Answers**

1 Start date
2 End date
3 Purpose of mentoring activity
4 What I expect from the mentee
5 What I expect from the mentor
6 Ground rules
7 Problem resolution arrangements
8 Meeting details

**Note**

*dyslexia* is a learning disability caused by brain defects which affect the processing of written information. Although it causes problems with literacy, absorbing organising and remembering information, many people overcome these difficulties and there are many famous and successful dyslexics.

**Extension activity**

**Discuss with the class what is unusual about the language of the mentoring contract, with examples.**

**Suggested answers**

It is written in a formal abbreviated style, with many non-essential words omitted. Most of the omitted words are articles (*a/the*), e.g. *~~The~~ purpose of ~~the~~ mentoring activity*. Other words and phrases are omitted if they are clear from context, e.g. *If frequent non-attendance is caused by ~~the~~ mentee's manager, ~~the~~ mentor will contact ~~the manager~~ to discuss ~~the non-attendance~~*. There are some long noun phrases (e.g. *Problem resolution arrangements*) rather than full clauses with subjects and verbs such as 'How will we resolve any problems that arise?'. Passive is also used to avoid mentioning human subjects (e.g. *Problems will be resolved through discussion*).

**7 a** **Discuss the questions with the class.**

**Suggested answer**

1 The issues in (10): Focus of meetings


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**b** **Ask students to read through the questions to make sure they understand them before they listen. Allow them to discuss their answers in pairs before feeding back to the class.**
**▶5.5 pages 100–101**

**Answers**

1 It has got worse.
2 It makes Ole more confused.
3 He will be angry and think Ole can't do the job.
4 He will understand why Ole is struggling.
5 Look at previous coping strategies and apply them to this situation.

## Note

Some HR and workplace-related vocabulary items:

- An *information management system* is any computerised system to store and access data, but it can also be a networked company database that is updated in real time and can be accessed by employees from different locations.
- *coping strategies* are attitudes and behaviours that help people to deal with difficult situations.

**c** **Students work alone to complete the exercise and then check in pairs. When you go through the answers, ask students if they can recall the context in which each question was used and what they remember about the answers that were given.**

**Answers**

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

## Extension activity

**Ask students to turn to Audioscript 5.5 on Student's Book pages 100–101 and ask them if they can find examples of actions Maritza takes, or things that she says which help her to ensure the smooth running of the session with Ole. Give students the following example:**

**She is friendly and informal from the beginning (*Oh, hi*).**

**Make sure students understand that this is a discussion task (i.e. there are no specific right or wrong answers, though some suggestions might be more likely than others).**

**Suggested answers**

- She asks if Ole wants a drink.
- She uses neutral sounds (e.g. *Oh?*) to invite Ole to give more information.
- She makes it clear that the topic of the meeting is based on Ole's suggestion (*You said last time* …), and that he can still choose what to talk about (*Is that still the case?*).
- She reacts to bad news in a non-judgemental way (*I see*).
- She prompts Ole to provide more details using a very open-ended question (*In what way?*).
- She uses a question to gently lead Ole towards a possible way around his problem (… *and have you told your manager about your dyslexia?*).
- She offers a more positive alternative to Ole's prediction (*Or it might help him to understand* …).
- She moves on from a topic that is becoming rather negative in order to approach it from a different direction (*OK, to put that aside for a minute,* …).


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- She paraphrases and personalises an abstract concept (*Yes, ways of dealing with your difficulties*).
- She suggests a possibly fruitful direction to take their discussion (*OK, so maybe we could talk about …*).
- She explains why the topic is of practical use (*… and how you could apply that to this situation*).
- She offers a practical solution, with some options still open (*Then you could explain to John … even if you choose not to …*).
- She shows that she knows Ole's story well, and that he is not just one of hundreds of employees that she has to deal with (*Now, I remember from when you were recruited …*).

**8** **Go through the instructions with the class. Point out that each role play will involve two parts: first, negotiating and writing the first mentoring contract, and then conducting the first mentoring session. Make sure students also use the question types considered in Exercise 7c. Allow around five minutes for each part of the role play. Afterwards, discuss the effectiveness of the sessions with the class. Give and elicit feedback on students' performances and the language and techniques they used.**

## Delivering a counselling service

***Before you begin …***
**If you have access to the Internet in the classroom, you could search for an online video of a counselling session to show students as an example. Suitable search words are 'empathy' and 'counselling' (a good example can be found at: http://www.youtube.com/watch?v=NH8sEpc_A9I). Play the video to the class, pausing every time the counsellor is about to speak. Elicit from the class what the counsellor might say and then play the next part of the clip to check. Afterwards, discuss the effectiveness of the counselling techniques with the class.**

**9 a** **Students discuss the questions in pairs and then share their answers with the class.**

**Suggested answers**

1 Problems adjusting to the organisation or environment, financial problems, relationship problems, family deaths, stress, depression, substance or alcohol abuse.
2 It demonstrates that the organisation cares about its employees. It can help solve problems that have an impact on productivity and morale.

**b** **Students work alone to complete the sentences and then compare answers in pairs.**

**Answers**

2 Recommend
3 Provide
4 challenging
5 happen
6 consideration
7 understand


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## Extension activity

**Ask students to write down the numbers 1–5 in a list in their notebooks or on a piece of paper. Tell them you are going to read out five examples of bad advice. Their task is to listen and make notes on what is wrong with the advice after you have read out each one in turn. Then ask students to work in pairs to compare ideas before feeding back to the whole group. The examples of bad advice are:**

1. **Insist on more counselling for the client if you feel it is good for them.**
2. **Tell the client what you think is the best choice.**
3. **Contradict the client if you think s/he is being unreasonable.**
4. **Show that you feel sorry for the client.**
5. **Tell the client to cheer up and stop worrying.**

**Suggested answers**

1. This statement includes the word *insist*. One of the most important rules of counselling is that it cannot be imposed.
2. This statement contains the word *tell*. The counsellor should not make decisions or give advice regarding a specific course of action.
3. The problem here is the word *unreasonable*. It is not the role of the counsellor to make judgements about the client's reasoning.
4. *feel sorry* is another judgement and about the counsellors feelings which do not belong in the counselling session.
5. The phrase *cheer up* is inappropriate. It provides specific advice, diminishes the importance of the problem, and is likely to be perceived as patronising and unhelpful.

**c** **Students discuss the three questions in pairs and then feed back to the class. Encourage them to bring their own experiences into the discussion (while respecting the confidentiality of the people in their stories, of course).**

**Suggested answers**

1. Telling you that they have broken company rules or even the law.
2. By making it clear from the outset that this is problematic for the HR person and stopping the conversation immediately if a compromising situation is likely to occur.
3. When specialist counselling expertise or subject knowledge is required.

## Note

For HR people, the greatest *conflict of interest* is likely to occur when an employee confides that they have broken company rules (or even the law) in some way.

**10 a** **Go through the situation with the class. Then play Audio 5.6 for students to answer the questions. Students check in pairs before feeding back to the class.**
**▶5.6 page 101**

**Answers**

Transfer back to Dubai because of the opportunities that would give him, and because the move to Nigeria hasn't worked out, so it's time for a change.

**b** **Go through the questions quickly with the class to predict some possible answers. Then play Audio 5.7. Students discuss their answers in pairs and then feed back to the class.**
**▶5.7 page 101**


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**Answers**

1 Fergus is worried that his wife is unhappy.
2 She might be angry that he didn't talk to her about it.
3 No.

**c** **Ask students to turn to Audioscript 5.7 on page 101 to find Chinua's questioning and prompting techniques. They then work in pairs to find examples of the five techniques. Discuss the answers with the class.**

**Answers**

1 She doesn't mind? Relieved?
2 Do you? What do you think would be best?
3 So you thought the return to Dubai would cheer her up?
4 So is it just about work or are there any other factors involved?
5 And you came with family?

**d** **Discuss the question with the class.**

**Suggested answers**

Because it helps the client to understand the problem more clearly and to find their own solution.

## Additional activity Unit 5: Exploring counselling techniques

**If students are interested in exploring the techniques used by Chinua in the counselling session, you can use the Additional activity worksheet for Unit 5 in the Resources section of the course website.**

**11** **Go through the instructions with the class. Allow plenty of time for each role play. Afterwards, give and elicit feedback on how both people felt in each role, as well as on the quality of the language you heard.**


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# Background information and useful web links

## Coaching in the workplace

While some people still strongly associate coaching at work with coaching in sport, work-based coaching aims to be less directive and tends to give the lead clearly to the employee. A coach in the workplace may be either a (line) manager or a fellow colleague.

Many organisations now encourage coaching as an effective means of developing their workforce. This often requires a change in the business culture and a different perspective on the role of the manager away from supervisor and towards facilitator. However, coaching is very goal-specific and focused on workplace performance issues and generally avoids open-ended, broader development that might be better met through counselling. It cannot be assumed that managers automatically possess the skills to coach, so organisations frequently provide training and a framework for managers to work to.

Useful links

Guide to coaching: http://www.trainingreference.co.uk/skills/coaching/coaching_guide.htm

Example of coaching framework: http://docs.google.com/viewer?a=v&q=cache:LRtZ5QWQUjkJ:www.whnt.nhs.uk/document_uploads/LD_Policies_Strategies/Coaching%2520Strategy%2520final%2520version%2520July%25202006.pdf+a+workplace+coaching+framework&hl=en&gl=pl&pid=bl&srcid=ADGEESjcrldg1VRRpe_0wjRuEmrL6EMfWflgMQzXD42snUrnEkD9wgDefxwfzadXWt5J_t_PbqXGuuQXoCry2JDgAJE_WyXa_1LY9qge4FzVCTAzb_F-Z_N2m0PQRiabJ7w5A6OTYu7V&sig=AHIEtbS-39gnMiawTEcJYHtPOC2ajI8O1w

Coaching others to improve performance: http://www.mindtools.com/pages/article/newLDR_89.htm

## Mentoring

Mentoring schemes are more popular in larger organisations, particularly multi-nationals. There are three main types of mentee: newly qualified graduates who have recently joined a company, managers identified for career progression through the company, and senior executives. In the case of the last group, it is more common to have an external mentor. Mentoring schemes can be very useful but also problematic if not well-designed and monitored. It is important that participants are adequately trained and briefed to know what to expect and how to behave. There are some critics of mentoring, who feel that the process and relationship are too paternalistic.

A mentoring contract is a useful tool in the mentoring process. It is not so much a legal contract as a psychological contract. Like mentoring itself, it can only be consensual, so both parties must be in full agreement about all of its contents. Primarily, it is a document to manage expectations and to define the nature and extent of commitment that each person makes to the other. There is no single template for this but generally, they cover frequency of meetings and commitment to attend as well as issues such as honesty and confidentiality.

## Dyslexia in the workplace

The workplace can be a difficult place for the dyslexic to navigate, particularly if they have kept it secret. Whilst disclosure is a personal choice, it is generally considered better to be open about it as this can enable the employer to make appropriate adjustments. The most extreme cases may involve problems with literacy and filling in forms, reading documents and being asked to write in training sessions, which can be very stressful. Other problems may relate to poor working memory, which can make processing a lot of information challenging. Overall organisational and time management skills can also be affected. Many people have learnt to overcome these difficulties through list making, diary management, creating templates, using visualisation and location techniques. Employers can help by creating an environment and learning processes that work best for the individual.


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Useful links

Guide to dyslexia in the workplace: http://www.the-dyslexia-center.com/dyslexia-in-the-workplace.htm

## Counselling in the workplace

A number of organisations, particularly in the public sector, offer counselling to employees. This often supports employees in very demanding jobs dealing with members of the public. To ensure confidentiality and employee trust, it is common practice to outsource the counselling service to an external organisation, often via a confidential, telephone helpline. Counselling done badly or unprofessionally can be very harmful, so it is important that counsellors are very well trained. Depending on the issue, they may recommend referral to a specialist such as a debt or marriage counsellor.

Useful links

Guide to counselling in the workplace: http://www.thecounsellorsguide.co.uk/counselling-workplace.html


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# Human Resources

TEACHER'S NOTES

# Unit 6 Competences

- Preparing a competence framework
- Identifying competences
- Writing performance standards
- Introducing a competence framework

**Go to page 88 for essential background information on the topic and useful web links.**

**Don't forget to use the Additional activity worksheet in the Resources section of the Cambridge English for Human Resources website.**

**Technical human resources and other workplace vocabulary can be found in the Glossary on Student's Book pages 122–127**

**Refers to the Audioscript on Student's Book pages 93–108**

## Preparing a competence framework

***Before you begin …***

**Before the class starts, take enough pieces of large (A4 or A3) paper for every pair of students. On each piece of paper, write a job title (e.g. *customer services assistant, lawyer, accountant, personal assistant,* etc.) in the centre of the page (allowing space for students to write notes during the class).**

**In class, write the word *competence* on the board and then ask students to suggest a definition for the word (a competence describes a workplace activity that must be performed to a minimum standard in order to fulfil a specific role, e.g. *ensuring all invoices are paid on time*). If a more experienced professional student in the class raises the difference between competence and competency within HR, allow the students to discuss the issue but do not comment (this difference between these terms is discussed on Student's Book page 51 under the heading *Writing performance standards*).**

**Ask students to get into pairs, and then give each pair one of the pieces of paper with a job written on. Tell students that you are going to give them exactly two minutes to write down as many competences as they can think of for the job that is written on their paper. At the end of two minutes, tell students to stop writing (even if they have not finished a sentence) and then to pass their paper to the pair on their left so that each pair now has another job title with some competences written on. Give students another two minutes to add new competences to the ones already on the paper. Repeat the process with the class until every pair has had an opportunity to work on every piece of paper. Finally, collect in all the papers and choose two or three of the jobs for further discussion (Do we agree that these competences are correct? Why (not)?). As a follow-up, students could also be asked to discuss how each of the competences could be measured and judged.**

**Note**

According to the Chartered Institute of Personnel and Development (CIPD), 'although in the 1980s and 1990s HR professionals drew a distinction between "competencies" and "competences", now the two terms are often used interchangeably.' (CIPD, 2011: https://www.cipd.co.uk)


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**1 a With books closed, ask students if anyone has used a competence framework and, if so, to explain what the document was used for. If students are not familiar with such documents, you could print out some pages from an authentic competence framework (e.g. http://www.mod.uk/DefenceInternet/DefenceFor/Jobseekers/CivilianCareers/ModCoreCompetenceFrameworkDocument.htm) and show them to students.**

**Students then open their books to discuss the three questions in pairs. After a few minutes, open up the discussion to include the whole class.**

**Suggested answers**

1 Advantages: it can drive and define excellence; people know what's expected of them.
Disadvantages: it could be bureaucratic, it can take time to gather data that is not used.
2 Professional associations, employees, job descriptions, performance data.
3 To increase commitment and involvement.

**b Ask students to read the introduction about the Putrajaya Paradise Hotel. Ask them what kind of competences might be needed for hotel staff (you could, for example, ask about the competences of the porter shown in the photograph at the top of the page). Then ask students to listen to Audio 6.1 and make notes in their notebooks. Students then compare their notes with a partner and listen again if necessary before feeding back to the class.**
▶6.1 pages 101–102

**Suggested answers**

Xiao Long's reasons for: had success with previous employer, is dynamic, defines and drives excellence, defines minimum standards, defines expectations of high performance, staff understand what they are expected to do, achieves a culture of excellence.
Andrew's reasons against: bureaucratic, wastes time in gathering data which is never used, they already have customer care training, a lot of work, might be difficult to persuade staff that it is useful.

## Extension activity

**Ask students to look at Audioscript 6.1 (on Student's Book pages 101–102) and to read and listen again to underline all the phrases for polite disagreements. Then go through the answers with the class.**

**You could practise the phrases by asking students to hold a light-hearted argument about which of two things is better (e.g. mornings or evenings, HR or finance, etc.), using as many of the phrases as possible.**

**Suggested answers**

Well, to be honest, I have my doubts.
Yes, I take your point. That's always a possibility, but …
Of course, but …
That's useful too, but …
I guess so, but …
It is at first, but …
Maybe you have a point, but …
We'll come to that in a minute, but …
OK, you've convinced me. But …

**c Students discuss the question in pairs and then feed back to the class. Avoid confirming or rejecting students' ideas at this stage, as the purpose of this question is to prepare students for the listening in Exercise 1d**


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**d** **Discuss the questions with the class to make sure students understand them. You could also ask students to suggest possible answers to each question. Then play Audio 6.2 for students to answer the questions. Allow them to check in pairs before feeding back to the class.**
▶6.2 page 102

**Answers**

1 Buy a ready-made competence framework (for the hotel and leisure industry).
2 They take ownership and it's more meaningful.
3 It takes a lot of time and people with the same job will give the same answers.
4 It builds a more accurate picture, everyone is personally involved, individuals highlight different aspects (of the same job).

**e** **Discuss the question with the class.**

**2 a** **Ask students to read the email and answer the questions. Students then discuss their answers in pairs before feeding back to the class.**

**Suggested answers**

1 To explain the purpose of the interviews and how they will be conducted.
2 A reiterative process involves the employee in the process (*cross-referenced and checked by you*) and will therefore give HR a better understanding of each employee's job (*modify our understanding … build up a complete and accurate picture of each competence*).
3 More formal because this is describing an official obligation.

## Note

A *reiterative (interview) process* is one which involves asking the same set of questions many times in order to create a detailed description of a situation. The aim of such a process is to build a complete picture through ongoing re-evaluation and assimilation of new information. In the example given in the Student's Book, this means that information gathered in an initial conversation is then fed into a second round of interviews (with other staff) which in turn provides information for a third round and so on.

## Language note

The second sentence of Xiao Long's email begins *Myself and other members of HR …* , where *Myself* is part of the subject. Typically, when we use *I* as part of a compound subject (i.e. a subject that refers to more than one person), we put it last (e.g. *My friends and I …* not *I and my friends*). However, because Xiao Long is the HR Manager and he wants to use his position to show how important the competence framework is, it makes sense for him to put himself first here. As *I* sounds unnatural in this position, he chooses *Myself* over the more common but less formal *Me*.

## Extension activity

**Discuss with the class the features of the email that make it sound more formal.**


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**Suggested answers**

- He doesn't use contractions (e.g. *I am* … , *we are* …)
- He uses more formal vocabulary (e.g. *inform* rather than *tell*)
- He uses some words with very precise meanings in this context (e.g. *reiterative*, *cross-referenced*)
- He uses some long, complex sentences, with several relative clauses.
- When he joins sentences with *and*, he omits repeated subjects (*We look forward … and ~~we~~ thank you …*)
- He uses some formal fixed expressions (e.g. *Regards*).

Note that, as is typical for most formal business writing, the email does include some features of less formal language such as addressing the reader personally (e.g. *you and your colleagues*) and including multi-word verbs (e.g. *feed in, build up*).

**b** **Students work alone to complete the matching exercise and then feed back to the class.**

**Answers**

1 feed in
2 modify
3 cross-referenced
4 build up
5 in the course of
6 enable
7 inform

**3 a** **Students complete the exercise alone and then discuss their answers in pairs. When you check with the class, discuss why it is important to do or not to do each thing on the list.**

**Answers**

Do – 1, 5, 6, 7
Don't – 2, 3, 4, 8

**b** **Students discuss the extracts in pairs, including what is wrong with the inappropriate phrases. Then check with the class.**

**Suggested answers**

1 b 2 b 3 a 4 b

**Note**

Reasons why the other phrases are inappropriate:
1a might be seen as confrontational (i.e because if you didn't read the email, there will be consequences).
2a offers praise but could also be divisive (not every employee is praised in this way) and so could make employees doubt the objectivity of the process.
3b might cause offence because it is too direct.
4a is a leading question, which should not be used as it gives too much influence to the interviewer's opinion.

**4 a** **Before you listen, ask students to discuss what competences Rebecca's job as Conference Centre Manager might involve. Then play Audio 6.3 for students to answer the questions. Allow them to check in pairs before going through the answers with the class.**

▶6.3 page 102


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**Answers**

1 F – Rebecca is not sure what Xiao Long wants but she has read the email.
2 T
3 F – Rebecca manages 'customers, employees and processes'.
4 T
5 F – Her job is to make sure that tasks are completed.
6 F – Not yet – Xiao Long needs more details.

**b** **Before you play Audio 6.3 again, students discuss in pairs who said each sentence, Rebecca or Xiao Long. Then play the recording for them to complete the sentences before feeding back to the class.**
**▶6.3 page 102**

**Answers**

1 time
2 perceive
3 group
4 skills
5 need
6 saying
7 correct
8 helpful

**c** **Students match the extracts to their functions.**

**Answers**

a 6, 7 b 3, 4, 5 c 2 d 1, 8

### Extension activity

**Students test each other in pairs by reading aloud one of the functions (a–d) to the other person, who then tries to guess the two corresponding phrases from Exercise 4b (1–8). Alternatively, they could read aloud one of the phrases then ask for the correct function from their partner.**

**5** **Students work in pairs to conduct their interviews. Make sure the student playing the interviewer keeps notes of the other person's competences, as these will be important for later parts of the lesson (Exercises 6c, 7f and 9). Allow about five minutes for each interview and then tell students to swap roles. Afterwards, give feedback on the effectiveness of the interviews and the quality of the language they used.**

## Identifying competences

***Before you begin …***
**As an introduction to the idea of generic and job specific competences dealt with in Exercise 6a, write the following on the board:**

English language: knowledge and skills

| General English (generic) | HR English (job specific) |
|---|---|
| | |

**Ask students to copy the table into their notebooks and tell them that you are going to dictate a few phrases to them. For each phrase, they should decide whether it describes an English language knowledge or skill which could be used by any learner of English, or one which is specific to HR:**

1 reading for specific information
2 interviewing techniques
3 writing a person specification document

**Check students' answers (1 General English, 2 & 3 HR English). Ask them to work in pairs to extend the lists. Then feed back to the whole class.**


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**Suggested answers**

General English (generic): Grammar, pronunciation, reading skills, listening skills, most vocabulary, useful phrases for meetings, emailing, presentations
HR English (job specific): interviewing techniques, counselling techniques, useful phrases for development reviews

**6 a Check students fully understand the differences between generic and job specific competences. Then ask them to discuss the task in pairs and then feed back to the class.**

**Answers**

All specific except 1 and 8.

**b Discuss the task with the class.**

**Answers**

a 2, 6
b 4, 5
c 3, 7

**c This task is related to those in Exercises 5, 7f and 9. Ideally, students will have their notes from Exercise 5 for this task. If they do not, it would be worth completing Exercise 5 before beginning this task. Students work in pairs to write sentences for their jobs or planned jobs, using the notes they made during the role plays. Afterwards, ask students to give you examples.**

**7 a Give students about two minutes to read the document and think about the possible headings and then to discuss their ideas with a partner. Avoid confirming or rejecting students' answers at this stage, as the actual headings are provided in Exercise 7b (on the next page).**

**b Students work alone to complete the matching exercise and then feed back to the class. Discuss with the class which heading belongs with which column before confirming the answers.**

**Answers**

2 e
3 a
4 b
5 c
A Job title
B Competence
C Element
D Underpinning knowledge
E Performance standard

**Note**

- A *competence* provides a broad description of what somebody should do, while an *element* is merely a sub-division of a competence which breaks down the competence into its constituent parts.
- *underpinning knowledge* describes the things that people need to know in order to deliver the competence. For example, in order to safely manage fire procedures, an employee would need to know the location of the fire exits and also how to use a fire extinguisher. The *performance standard* describes the standard to which something must be done, e.g. clear the building of guests within ten minutes.

**c Students work alone to answer the questions and then feed back to the class.**


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**Answers**

1 E 2 E 3 C 4 D

**d** **Students work in pairs to complete the framework document and then feed back to the class.**

**Answers**

a 6 b 3 c 1 d 5 e 4 f 2

**Note**

Some HR and workplace-related vocabulary items:

- A *quality management system* is a coordinated and documented control system for managing product and service consistency throughout the organisation.
- *customer care standards* are standards that an organisation creates to specify the standard of behaviour required for all interactions with customers. This can include general issues of politeness but also specific performance standards such as 'phones must be answered within three rings'.

**e** **Ask students to work in pairs to make the four knowledge statements and then feed back to the class.**

**Suggested answers**

1 Knowledge of growing conditions of plants
2 Awareness of how to design landscapes (landscape design)
3 Knowledge of flower seasons and habits
4 Knowledge of gardening budget

**Extension activity**

**You could ask students to suggest some more competences and elements for the job of Head Gardener. Then ask students to work in pairs to come up with more knowledge statements for one or two or the elements.**

**f** **This task is related to those in Exercises 5, 6c and 9. Ideally, students will have their notes from Exercise 6c for this task. If they do not, it would be worth completing Exercises 5 and 6c before beginning this task. Students could work either alone or in pairs to write the statements. Afterwards, ask students to volunteer some examples.**

**g** **Students discuss the questions in pairs and then feed back to the class.**

**Suggested answers**

1 There is insufficient information to define competent behaviour without them.
2 Specifically, what a competent person will be doing.

## Writing performance standards

**8 a** **Make sure all students have read and understood the difference between *competence* and *competency* in the introduction on page 51. You may want to add that the Chartered Institute for Personnel Development (CIPD) has noted that the terms may also be used interchangeably, especially over the last few years. Students then discuss the four statements in pairs and feed back to the class.**

**Answers**

Competence – 2, 3 (satisfactory performance)
Competency – 1, 4 (excellent performance)


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**b** **Discuss the question with the class.**

**Suggested answers**

Advantages: provides information on expected performance and provides a motivational higher target for employees.
Disadvantages: may create uncertainty regarding which standard people should be working to; reduces the value of the minimum standard, identifying it as an inferior achievement.

**c** **Students work alone to complete the matching exercise and then check their answers with the class.**

**Answers**

1 b 2 c 3 d 4 a

**d** **Students work alone to complete the tasks and then feed back to the class.**

**Answers**

1 a each month
b all; ten
c can; is able to
d must
2 a To show that the statements apply to the competences of the job, not the qualities of a particular individual.
b To describe the actions of one person in the job.
c Because *may, might* and *could* suggest a performance standard statement is optional. A performance standard statement describes the ability to do something (*is able to*, *can*), a responsibility (*meets, fulfils*, etc.) or an obligation (*must, should*).

## Extension activity

**Ask students to look again at question 1 in Exercise 8d and then write on the board:**

**a the frequency of an action**

**b a quantity**

**c an ability**

**d an obligation**

**Ask students to work in pairs to make a list of other examples of words or phrases that could be used in performance standard statements. Then they feed back to the class.**

**Suggested answers**

a by the 4th of every month, at least four times per calendar year, quarterly
b 90%, at least half, no more than 20
c is capable of, knows how to
d needs to, (should)

**e** **Students work alone to complete the sentences and then check their answers in pairs before they feed back to the class.**

**Answers**

1 Must; all; equipment
2 Is able; at least; must; massage
3 organise; always
4 Gathers; generates


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**Note**

A *staffing rota* is a plan of the different times during which each member of staff works.

**9** **This task is related to those in Exercises 5, 6c and 7f. Ideally, students will have their notes from Exercise 6c for this task. If they do not, it would be worth completing Exercises 5 and 6c before beginning this task. Students work alone or in pairs to write performance standard statements. Afterwards, elicit some good examples from volunteers and discuss with the class how to make any vague statements more specific.**

**10 a** **Discuss the question with the class. Avoid confirming or rejecting students' ideas at this stage, as the purpose of this question is to prepare students for Audio 6.4 in Exercise 10b.**

**Answers**

Through observation, reference to documents, performance results and customer feedback

**b** **Students read the six statements to make sure they understand all the words. Then play Audio 6.4 for them to complete the exercise. They discuss their answers in pairs, including any other details they remember from the dialogue, and then feed back to the class.**
**▶6.4 pages 102–103**

**Answers**

1 F – Andrew has two more jobs before he finishes.
2 F – Xiao Long says they only need a general guide.
3 F – Xiao Long says a mystery shopper might suggest that management do not trust their staff.
4 T
5 T
6 F – Xiao Long asks him to write an implementation plan.

**Note**

A *mystery shopper* is someone who is employed to pretend to be a customer and then afterwards write a report on the quality of customer service they received.

**c** **Students work in pairs to complete the HR collocations and then listen to Audio 6.4 again to check their answers. When you check with the class, discuss the meanings of the six expressions.**
**▶6.4 pages 102–103**

**Answers**

1 sources
2 confidence
3 assessment
4 performance
5 outcomes
6 plan

## Introducing a competence framework

***Before you begin …***
**Ask students if they know what a *pilot scheme* is and to check in the Glossary (Student's Book pages 122–127) if they are not sure. Write the following on the board and then ask students to work in pairs to discuss which of these schemes or changes to an organisation would benefit from being piloted before being introduced to the whole organisation.**

1 mentoring scheme
2 bonus scheme
3 new disciplinary code
4 coaching programme


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**Then ask students to feed their ideas back to the class. Note that answers may vary depending on the type of organisation they are working for (or would like to work for in the future).**

**Suggested answers**

1 mentoring scheme – Yes, especially because such a scheme can be piloted discretely with selected individuals or teams first without having any immediate impact on the organisation.
2 bonus scheme – No, piloted bonus schemes (which would only cover some people) may cause resentment amongst other employees not receiving the bonus. In most countries, it may even be breach of employment law.
3 new disciplinary code – No, it would breach employment law to pay or discipline workers differently.
4 coaching programme – Yes (as mentoring).

**11** **Go through the introduction with the class, to make sure all students fully understand the concept of *going live* (i.e. when a new system begins to function). Then ask students to discuss the three questions in pairs. After a few minutes, open up the discussion to include the whole class.**

**Answers**

1 Advantages: can test and perfect model before going live and may help to 'sell' competence framework.
Disadvantages: takes longer, results may only be true for the pilot group.
2 Because they want to continuously improve standards.
3 Demanding senior managers, competitive commercial environment.

**12 a** **Before turning to the web page for employee briefings, ask students to suggest what Xiao Long might include in it. Write down students' suggestions on the board. Then ask them to turn to Student's Book page 90 and read the web page to see if it includes any of their suggestions. Discuss the question in the Student's Book with the class.**

**Suggested answers**

Yes. Xiao Long's web page explains what a competence framework is and offers links to more information for both managers and employees. He also summarises the stages in the implementation process of the framework to Putrajaya Paradise.

**Note**

Some HR and workplace-related vocabulary items:

- If something is *fit for purpose*, it does what it should do.
- *excellence* is an extremely high level of service which is increasingly becoming the new, expected minimum standard. The use of the word in a business context was largely popularised by management guru Tom Peters with his book *In Search of Excellence.*

**b** **Ask students to work in pairs or small groups to complete the three tasks. When they have finished, discuss the answers with the class.**


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**Suggested answers**

1
1 competence framework
2 competently
3 key competences
4 generic
5 job specific
6 elements
7 acceptable
8 competency
9 exemplary performance
10 performance statements

2
1 HR
2 skills and knowledge
3 Feed back
4 industry standards
5 pilot
6 Adapt
7 Launch
8 update

3 Manager: a, b, c, e
Employee: a, c, d

**Note**

*exemplary performance* is performance of an extremely high standard that serves as a model for others to follow. That person is described as an *exemplar*.

**13** **Students could write their reports in groups in class or as a homework task. If you decide to set it as homework, you could ask students to plan their reports in class before writing them up at home. The following sample answer (one of many possible answers) might be useful as a guide for you and/or the students.**

## Report to management board on the use of competences

**1 Introduction: What are competences?**

Competences are descriptions of what employees need to be able to do. These may be generic, which cover activities in all employees' work such as awareness of health and safety regulations, and job specific, which relate to a particular function such as accountancy.

**2 A competence approach for Putrajaya Paradise**

Putrajaya Paradise has chosen to adopt a competency approach because it is believed that this provides the best means of ensuring consistent and high standards of service delivery.

**3 How competences relate to quality and performance standards**

Competences can be used to tie together all currently unconnected quality, performance and safety standards by writing them into a single competence framework.

**4 Competence framework design**

The framework was designed using a reiterative process of consultation. This involved interviewing employees to discuss their work activities and then feeding this into conversations with other staff. Afterwards, this information was sorted into generic and job specific competences, as well as competences covering minimum performance requirements and competencies describing exemplary performance.

**5 The main components**

The components of the framework are job titles, competences, elements (which divide competences into parts and provide more detail), underpinning knowledge (which describes what people need to know in order to behave competently), and performance indicators (which describe the standard to which something must be done and provide specific examples).

**6 Competence framework introduction**

The framework was introduced using a pilot scheme, which tested and modified the scheme in the conference centre and gardening team, before rolling it out to the rest of the organisation. Once perfected, it was introduced into the whole of the company.

**7 Scheme update**

The scheme will be updated through annual review to check if it is still current and to make any changes necessary.


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**Your report should include the following answers.**

1 Competences define the actions and performance standards required of each employee.
2 To make clear to employees the standard of performance expected.
3 By including links to business goals and quality standards.
4 By interviewing employees to identify their competences.
5 Competence, Element, Underpinning knowledge, Performance standard.
6 By introducing a pilot scheme in the gardening and conference sections first.
7 By reviewing it every year to check for changes in the business and environment.

**14** **Students work in groups to outline their implementation plans. Note that this could be conducted as a role play, especially if students have different professional backgrounds. They can then write up their plans either at home or in class.**

## Additional activity Unit 6: Crossword

**If students need more help revising some of the technical human resources and workplace vocabulary covered in this unit, you can use the Additional activity worksheet for Unit 6 in the Resources section of the course website.**


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# Background information and useful web links

## Competences

Competences are used by organisations to communicate and specify their expectations of staff. Competences can be defined as a statement of the desired minimum standard and ability. They tend to be more widely used in public sector and health service organisations. Competences can be written for different kinds of job, including management and a competence framework for managers was produced by the management charter initiative.

Useful links

*The management charter initiatives National Occupational Standards for Management:* http://www.brefigroup.co.uk/training/mcicomps.html

*Competence and competency frameworks:* http://www.cipd.co.uk/subjects/perfmangmt/competnces/comptfrmwk.htm

## Pilot schemes

Introducing a new system or process using a pilot scheme has many advantages. It enables any 'teething troubles' to be identified and rectified before being rolled out to the rest of the organisation. This not only has a practical benefit, it can also help to 'sell' a new initiative to the cautious-minded. Frequently, managers and departments that are the most positive about an initiative are selected for the pilot. These people are likely to be more tolerant of the imperfection of the new systems whilst providing constructive feedback. They can help to build a positive buzz in the organisation and increase the chances of successful implementation.

## Reiterative/consultative process

As with pilot schemes, the reiterative approach serves a practical and political purpose. It gathers and tests information but gains support through the process of consultation. Consulting as many people as possible can help to persuade members of an organisation that future change or transition in the organisation has been developed with their full knowledge and cooperation (as opposed to being imposed from above). This means that consultation is in reality, an early stage of the implementation process. These kinds of methods are some of the primary tools in management consultancy.

## Best practice, exemplars, product champions

Consultative processes, such as the one discussed in this unit, also provide opportunities to discover areas of *best practice* where something is done particularly well. This can be used for organisational learning by identifying exemplars and product or service champions who provide examples of how to do something very well and pass on their knowledge to their colleagues.


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TEACHER'S NOTES

# Unit 7 Employee development and performance review

- Planning for a development review
- Introducing a new review scheme
- Delivering an employee briefing
- Conducting a development review

**Go to page 102 for essential background information on the topic and useful web links.**

**Don't forget to use the Additional activity worksheet in the Resources section of the Cambridge English for Human Resources website.**

**Technical human resources and other workplace vocabulary can be found in the Glossary on Student's Book pages 122–127**

**Refers to the Audioscript on Student's Book pages 93–108**

## Planning for a development review

***Before you begin …***

**Discuss the following questions with the class:**

- Have you ever had a performance review? Did you find it useful?
- Have you ever been involved in conducting a performance review? Do you think it was more useful for the employee or the organisation, or was it equally useful for both? Why?

**1** **Students discuss the four questions in pairs. After a few minutes, open up the discussion to include the whole class.**

**Suggested answers**

1 To measure performance, decide on pay levels, set objectives, identify training needs.
2 It can be perceived as authoritarian, paternalistic or threatening.
3 Yes. It should describe the type of scheme and will influence how it is perceived by employees.
4 To respond to changes in business needs, organisational culture, management style, ownership, employment trends or HR fashions.

**2 a** **Tell students to read about Capo Verde International to find out what it does and who Jesper Koenig is. Then ask students to read the forum posts to complete the exercise, ignoring any unfamiliar words or phrases they might find. Students check their answers in pairs before feeding back to class.**

**Answers**

1 Kaplan's balanced scorecard
2 performance indicators
3 MBO
4 cooling-off period
5 developmental dialogue
6 performance-related pay
7 grandparent appeal process


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## Note

A *paper chase* (in Tomasz Kamiński's post) is a metaphor for a bureaucratic system, particularly in an organisation that generates excessive inter-departmental documentation.

## Extension activity 1

**Students test each other in pairs by reading a definition to their partner who then tries to guess the correct approach. Alternatively, they could read an approach then ask for a definition from their partner. You could also ask them to give examples of each approach.**

## Extension activity 2

**If you have time, you might want to draw your students' attention towards the different styles of language used in the HR forum posts. While students are completing Exercise 2a, use the time to write the following questions on the board:**

**Which post is written**

**1 more formally overall?**

**2 more informally overall?**

**Who**

**3 disagrees politely but firmly?**

**4 agrees with the previous writer but reaches a different conclusion?**

**5 makes a direct recommendation?**

**6 sees things from the employee's point of view?**

**7 uses a lot of emphatic language?**

**8 uses a lot of negative arguments?**

**After checking the answers to Exercise 2a with the class, ask them to work in pairs to answer the questions on the board. Tell them that sometimes, more than one answer is possible. Students should also underline or make a note of the language used to express these ideas.**

**Answers**

1 Davindra (no contractions – *I am … is not … does not …* and *I beg to differ* is very formal and considered old-fashioned by many English speakers)
2 Maria (*Oh Davindra! The sad reality … the poor employee doesn't have even … just told what to do*) and Tomasz (*just turn the whole thing into a paper chase … The last thing we want is …*)
3 Davindra (*I am very sorry but I beg to differ …*)
4 Tomasz (*You have a point, Maria … On the other hand, …*)
5 Linda (*I think we should … That kind of target-driven approach is the most effective and acceptable.*)
6 Davindra (*an employee is not interested … if it does not affect his salary … Employees will be much more engaged … if …*) Maria (*The sad reality … managers often dominate and impose unrealistic goals … the poor employee … safeguards for employees … someone to talk to …?*)
7 Davindra (*very sorry … in any way whatsoever … You must … much more engaged*) and Maria (*Oh … If only it was so simple! … doesn't have even the smallest involvement … is just told what to do*) and Tomasz (*just turn the whole thing into a paper chase … The last thing we want is …*)
8 Davindra (*… not interested … just sit around wasting time, creating meaningless objectives …*) and Tomasz (*… just turn the whole thing into a paper chase. The last thing we want is to be spending our time filling in pointless forms.*)


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**b** **Students discuss the questions in pairs and then share their answers with the class.**

**Suggested answers**

1 Linda Evans prefers MBO – straightforward, effective, acceptable. Davindra Singh disagrees with Linda, thinks employees are not interested unless pay is involved, prefers PRP, which results in employee engagement. Maria da Silva thinks MBO and PRP don't allow for employee involvement. She supports employee safeguards to protect against imposed objectives. Tomasz Kamiński prefers two-way dialogue – maximises motivation and potential. He thinks structured systems are bureaucratic.

3 **Suggested answer**
Developmental dialogue would be appropriate to the culture of a green (and ethical) company such as Capo Verde. However, a management-by-objectives (MBO) approach would be appropriate for the construction industry (where objectives are specific and usually connected to a specific deadline). Therefore, an approach which included some parts of developmental dialogue and MBO might be best.

### Extension activity

**Students work in groups to discuss their experiences of the approaches, whether as a manager or as an employee. After a few minutes, ask volunteers to share their experiences with the class. You could also ask students to research some of the approaches as a homework task and then report their findings to the class in a later lesson.**

**c** **Students work alone to make collocations. They check their answers in pairs before feeding back to the class.**

**Answers**

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

### Extension activity

**You could ask students to find some three- or four-part collocations in the forum posts.**

**Suggested answers**

target-driven approach
satisfy the review criteria
impose unrealistic goals
maximise the motivation/potential of employees
filling in pointless forms

## Introducing a new review scheme

***Before you begin …***
**Tell students to read the case study information to find out why Capo Verde International (CVI) is creating an action plan. When they have read the information, discuss the following questions with the class.**

1 How did CVI enter the Romanian market?
2 How likely is it that the Romanian company had its own performance review system?
3 What three things do CVI's HR team hope to learn from the new employee development review scheme?


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4 What jobs do the Romanian employees do?
5 Have the five branches had a coordinated HR policy up to now?
6 Who has requested the action plan?
7 What must be included in the action plan?

**Suggested answers**

CVI is creating an action plan in order to introduce its corporate employee development review scheme to its new Romanian offices.

1 It bought a local construction company.
2 Unlikely. It has *very few existing HR systems*.
3 They want to (i) *objectively measure performance*, (ii) *identify current skills* and (iii) identify current *needs*.
4 A *full range of building and administration roles*.
5 No. Each branch has *operated independently*.
6 The management board.
7 *Timescales for implementation*, *anticipated problems* and *suggested solutions*

**4 a If they haven't already done so, ask students to read the case study information. They then discuss the three questions in pairs. After a few minutes, open up the discussion to include the whole class.**

**b This task can be conducted as a role play: begin by asking students to suggest participant roles (e.g. chair, minutes, attendees). Then ask students to provide an agenda for the meeting and write it up on the board. For example:**

CVI HR meeting

Romanian employee review scheme

Chair:

Minutes:

Date:

**Ask students to suggest typical phrases for a meeting: agreeing (*Yes, I think you're right*), disagreeing (*I take your point but* ...), taking turns (*Could I just stop you there?*), concluding (*If everyone is agrees, shall we minute that point?*). Students then work in small groups to work out their action plans. The discussion should then be set up as a role play. Allow around 15 minutes for the discussion. Make sure they produce a written plan, as this will be important for Exercise 6a. Afterwards, discuss the action plans briefly with the class. Note that there will be a chance to discuss the plans more fully in Exercises 6a and 6b.**

**5 a Go through the questions first and ask students to predict the answers. Then play Audio 7.1 for students to answer the questions. They discuss their answers in pairs before feeding back to the class.**
**▶7.1 page 103**

**Note**

There is no standard timeframe for the introduction of a review process into a new organisation, as it depends on many variables. In the context of the Romanian scenario, it is likely that data gathering and relationship and trust building will take around three months, a trial pilot in the capital would be a further six weeks to three months, and that assessment and modification would take a further three months. Therefore, there would be a nine-month lead time to full implementation. This is a generous estimate but given the factor of pressure on end of year accounting and summer holidays, a nine-month period is quite realistic.


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**Answers**

1 Carry out a skills audit.
2 It would create an extra task that would delay implementation.
3 It may lead to resistance to change.
4 He agrees with Olga.

**Note**

When you *roll out a scheme*, you extend it to include the whole organisation.

**b** **Ask students to read the extracts first to try to remember / work out which words could go in each space. Then play Audio 7.1 again for students to complete the sentences. They check in pairs before feeding back to the class. Discuss the seven gapped phrases to make sure all students fully understand them.**
**▶7.1 page 103**

**Answers**

1 skills audit
2 delay; implementation
3 resistance; change
4 fact-finding mission
5 gradual; phased
6 pilot scheme
7 rolling; out

**6 a** **Students swap plans with another pair to discuss the two questions. Allow around five minutes for the discussions. Then they feed back to the pair who created the plan.**

## Delivering an employee briefing

***Before you begin …***
**Discuss the following questions with the class:**

- Have you ever conducted/attended an employee briefing?
- Why can it be difficult to conduct a briefing for a large number of employees?
- What advice would you give to someone before conducting an employee briefing?

**7 a** **Students read the email and answer the questions. They discuss the answers in pairs before feeding back to the class. For question 4, ask students to suggest reasons for their answers.**

**Answers**

1 Run briefing sessions, communicate the requirements of the reviews and explain their importance.
2 Conduct reviews for all staff within the first two months of the year.
3 Frustration and resistance, caused by time pressure and budget cuts.
4 Official and formal.

**Note**

Some HR and workplace-related vocabulary items:

- An *operational manager* is one with an active, functional role such as production or logistics.
- A *cascade system* starts from the top (most senior part) of an organisation. In this scheme, senior managers conduct reviews first, followed by the people below them in the hierarchy.


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**b** **Students work alone to find the phrases and then discuss their answers in pairs. When you check with the class, discuss which of the seven phrases students could use in their own emails (Answer: all of the phrases are useful, although phrases 4, 6 and 7 are more specific to the situation; phrases 1, 2, 3 and 5 are useful for a wide range of emails).**

**Answers**

1 Please find attached
2 I am requesting that (HR Managers)
3 Also stress that
4 participation is compulsory
5 I realise
6 (this) may result in some frustration or resistance
7 we are operating a cascade system

**8 a** **Students work alone to put the stages into the right order and then discuss their answers in pairs. When you discuss the answers with the class, ask students to say why each stage is important and what the consequences would be if the stage were not completed.**

**Answers**

2 Make room reservations for all briefing sessions and create an enrolment process.
3 Identify key communication objectives and content for briefings.
4 Email managers and employees with details of briefings and enrolment process.
5 Prepare appropriate presentational material and prompt cards.
6 Send reminders near to the briefing sessions.
7 Take a register of attendees and arrange additional briefings for people off work during planned briefings.

**b** **Students discuss the task in pairs. After a few minutes, open up the discussion to include the whole class.**

**c** **Go through the instructions with the class. Make sure they realise that Cindy is a woman and Roman is a man. Remind them that CVI stands for Capo Verde International. Then play Audio 7.2 for students to complete the task. They compare their answers in pairs and then feed back to the class.**
**▶7.2 page 103**

**Answers**

1 C 2 R 3 B 4 C 5 R 6 B

**d** **Discuss the questions with the class.**

**e** **Students discuss the task in pairs and then listen to Audio 7.2 again to check their answers.**
**▶7.2 page 103**

**Answers**

1 FR 2 IC 3 FR 4 IC 5 IC 6 IC 7 FR


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**f** **Students work alone to complete the matching exercise and then check their answers with the class. Make sure students know how to use each of the multi-word verbs (i.e. which of them can have objects, and whether the object comes in the middle or at the end) – see Language note below.**

**Answers**

1 b 2 d 3 a 4 e 5 c

## Language note: Multi-word verbs

Multi-word verbs are simply verbs which consist of more than one word but which have a single meaning. Examples include *wake up*, *look after* and *put up with*. The term *phrasal verb* is widely used instead of multi-word verb, but many linguists argue that the term phrasal verb should be limited to only certain multi-word verbs (types 1, 2 and 4 below).

Most multi-word verbs belong to the following four groups:

1 Intransitive phrasal verbs: VERB + ADVERB (without an object), e.g. *go along, kick off, wake up*
2 Transitive phrasal verbs: VERB + OBJECT + ADVERB, e.g. *fill somebody in, wake somebody up*
3 Prepositional verbs: VERB + PREPOSITION + OBJECT, e.g. *run through something, go over something, look after somebody*
4 Phrasal prepositional verbs: VERB + ADVERB + PREPOSITION + OBJECT, e.g. *put up with something, kick off by doing something*

Note that several multi-word verbs, e.g. *wake (somebody) up, kick off (by doing something),* can be used in more than one pattern. The distinction between group 2 and group 3 is important because it determines where the object is placed. In group 2, object pronouns (me, him, her, it, them) normally come in the middle of the phrasal verb. In group 3, however, the object always comes after the preposition.

**g** **Discuss the questions with the class.**

**Suggested answers**

If you are presenting to people who use English as a second or foreign language, they might not understand the multi-word verbs you use. (The decision to use multi-word verbs should depend on whether your audience use English as a first language or as a second or foreign language.)
Not everyone uses the same acronyms, even if they are working for the same organisation.

**9 a** **Go through the instructions with the class. Ask students to suggest how each of the four issues could be connected to resistance to the review scheme. Point out that Luis will address each speaker by name, so students should be able to recognise who is speaking and when. Then play Audio 7.3 for students to match the names with the issues. Students discuss their answers in pairs, including as much as they can remember about each issue and Luis's responses to them, and then discuss their answers with the class.**
▶7.3 page 103

**Answers**

1 Jo
2 Kim
3 Carla
4 Mike


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**b** **Students work alone to put the words in the right order and then compare their ideas in pairs. Play Audio 7.3 for students to check and then go through the answers with the class.**
▶7.3 page 103

**Answers**

1 I understand that it can be difficult to
2 it is a chance to
3 I can assure you that
4 Thank you Kim, yes, that is an excellent question
5 I'm sorry, Jo, but that is not the purpose of this meeting

**Extension activity**

**Discuss with the class the function of each phrase from Exercise 9b and elicit more phrases for each function.**

**Suggested answers**

1 Showing empathy, but standing firm
2 Highlighting a possible benefit
3 Reassuring, promising
4 Praising a good question
5 Avoiding going off-topic

**10** **Students work in small groups to plan their briefing sessions, including trying to predict what hostile or difficult questions may be asked and how best to deal with them. After about five minutes, put them into different groups, ideally not with the students they planned their sessions with. Students take turns to present their briefing sessions and to act as audience members to their partners' sessions. Allow plenty of time for each briefing session. Afterwards, give feedback on the effectiveness of the sessions, the way the presenters dealt with questions and any language issues that arise.**

## Conducting a development review

***Before you begin …***
**Invite two volunteers to the front of the class. One of them should conduct a very short development review with the other. Before you begin, make sure they have a specific job in mind – it could be a humorous or unusual job (e.g. a circus acrobat) or it could be the interviewee's real job. The other students should watch and take notes of the good and bad techniques they observe during the review. Point out that the aim of this exercise is to experiment with different techniques – you are not expecting a perfect performance at this stage. In fact, it will be useful if they make mistakes, as this will generate some good discussion later and help students understand what not to do in a real-life review.**

**After a few minutes, you could ask a different pair of volunteers to take over where the previous pair stopped. Afterwards, discuss the strengths and weaknesses of the review with the class and elicit any tips for conducting an effective review.**

**11** **Students discuss the task in pairs. After a few minutes, open up the discussion to include the whole class.**


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**Suggested answers**

| | |
|---|---|
| Advantages: | |
| employee friendly | c, d |
| neutral or shared space | b, c, d |
| no risk to confidential documents | a, c |
| private and confidential | a, c |
| relaxed and informal | d |
| Disadvantages: | |
| formal and possibly intimidating | a |
| imbalance of power | a |
| lack of privacy | b, d |
| possibly noisy | b, d |
| risk to confidential documents | b, d |

**12 a** **Elicit from students what Cindy's job title is (Answer: she's an HR manager – see Exercise 8b). Students then discuss the question in pairs, including justifications for their answers. Afterwards, discuss the question with the class.**

**Suggested answers**

2 should not be discussed in a development review. 4 and 8 would be illegal and contrary to equality legislation in most countries. 5 would be inappropriate unless part of a 360 degree review process. All other options are possible depending on the type of scheme.

**b** **Go through the questions with the class and then play Audio 7.4 for students to find the answers. They discuss their answers in pairs before feeding back to the class.**

▶7.4 pages 103–104

**Answers**

1 previous year's performance (11)
2 He is generally positive.

**c** **Students discuss the five questions in pairs before listening to Audio 7.4 again to check their answers. Then ask them to compare their answers in pairs before going through the answers with the class. You could ask students to discuss what would have happened if Ian had been more critical, and even role play this situation to see how it develops.**

▶7.4 pages 103–104

**Answers**

1 Feedback from participants.
2 They need to evaluate the pilot scheme first.
3 There were positive and negative aspects – there was some resistance in some of the sessions and there wasn't time to convince everyone the programme was good.
4 It reinforced the idea that the review scheme was created by and for the benefit of HR.
5 They can now realise the importance of engaging managers and work on this in the future.


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## Extension activity

**Ask students to look at Audioscript 7.4 (on Student's Book pages 103–104) for examples of Ian being positive towards Cindy (e.g. *Yes, you did a great job* …) or offering a non-judgemental response (e.g. *Uh-huh, in what way?* in response to Cindy's disappointment about the briefing sessions – … *to be honest, they were a bit of a mixed bag*). Discuss with the class why it is important to avoid judgements, especially negative judgements, during a performance review.**

**Suggested answers**

Positive:

- Yes, you did a great job and the participants commented on this, too. I know you researched it carefully before setting up the scheme, so thanks for all your hard work.
- Seeing that it has been such a big success, …
- You did a great job within the limits you were set …

Non-judgemental:

- Uh-huh, in what way?
- I see, and have you any thoughts about …
- The wrong approach?
- So you think it would have been better if …

## Note

Being judgemental or critical creates a confrontational atmosphere within the review. It is likely to lead the interviewee to be defensive and less willing to discuss weaknesses and training needs. They are likely to come out of the review feeling negative and demotivated, and believe that the process is a waste of time. From the manager's point of view, it achieves nothing.

**13 a** **Discuss the questions with the class.**

**Answers**

1 suggests a possible future action.
2 talks about something which did not happen in the past.

## Extension activity

**Point out that the two sentences are both in the passive and elicit from the class why this might be (Suggested answer: to avoid putting the blame on a specific person who could have done things differently, to keep the discussion focused on avoiding the problem).**

**Ask students to suggest the active equivalent of the two sentences, with you as subject, and the grammatical structures they each use:**

**… what you could do differently. (*could* + infinitive)**

**… what you could have done differently. (*could have* + past participle)**

**b** **Discuss the questions with the class. Point out that both *could have* and *might have* can also be used to criticise, but this meaning generally comes from context or from (criticising) intonation. In 2, *should have* in this context is always used to criticise a past mistake.**


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**Answers**

1 and 3 describe a possible alternative action in the past but which did not happen.
2 criticises a mistake in the past.

## Language note: Modal perfect structures (*should have, might have*, etc.)

Most modal perfect structures have two very different meanings, depending on context:

1 They are often used to make logical deductions about the past, which the speaker believes to be true:
   - *They will/must have arrived by now.* = I am sure they have arrived by now
   - *They should have arrived by now.* = I'm fairly sure
   - *They may/might/could have arrived by now.* = it's possible
   - *They can't have arrived by now.* = it's impossible
2 They are used to hypothesise about events in the past that didn't happen. These are often part of conditional structures:
   - *You could/might/should have tried harder* = but you didn't try harder
   - *I would have tried harder if I'd known how important it was* = I didn't know how important it was so I did not try harder

## Extension activity

**Write the following sentence on the board:**

**If you _____ (know) then what you _____ (know) now, what _____ (you do) differently?**

**Ask students to suggest the best verb forms to go in each space. For the last space, note that several modal verbs are possible. You could ask students to tell you the differences between the modal verbs, including which one they should avoid in a development review.**

**Suggested answers**

- If you had known then what you know now, what would/could/might/should you have done differently?
- It is best to avoid *should have done* when asking about past problems, as it assumes the person made a mistake, and is therefore judgemental.

**C** **It might be a good idea to start by describing a past mistake of your own, so students have a chance to tell you what you should/could have done. Students work in pairs to describe their situations. Encourage them to use plenty of modal perfect structures. With weaker classes, you could tell them to discuss their stories first, without worrying about the grammar, and then to focus on the grammar once they had their stories clear. Afterwards, ask students to volunteer some of their examples to the class.**

**14 a** **Students discuss the questions in pairs. You may need to check they understand some of the abbreviations used in Cindy's notes:**

*proj.* (= project)

*bldng* (= building)

*dev.* (= development)

*progs* (= programmes)


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**After a few minutes, open up the discussion to include the whole class. Avoid confirming or rejecting students' ideas until they have completed the listening exercises which follow.**

**b** **Ask students to read through the five statements first to check they understand. Then play Audio 7.5 for students to complete the task. They discuss their answers in pairs, including anything else they remember about the conversation, before feeding back to the class.**
**▶7.5 page 104**

**Answers**

1 T
2 F – Cindy is only putting in the numbers of department managers.
3 F – Rik thinks recharging departments will work against them.
4 T
5 F – She would like to encourage managers to find their own solutions.

**Note**

Some HR and workplace-related vocabulary items:

- *unit cost*, in a training sense, is the cost per person.
- A *learning champion* is someone in the organisation who has responsibility for developing a particular skill, area of knowledge, or initiative. They do this as an additional task to their regular job.
- A *milestone* is a significant action or event to be completed in order to achieve another, main objective.

**c** **Students work in pairs to choose which verb form was used and then listen to Audio 7.5 again to check. Afterwards, discuss why each verb form was used in each case.**
**▶7.5 page 104**

**Answers**

1 is going to cause
2 will cause
3 might forget
4 'll talk; 'll have
5 will be
6 will you ensure

**Language note: *will, going to* and *might***

These verb forms can be used for two reasons:

1 To make decisions:
We tend to use *will* for spontaneous decisions and *going to* for decisions made earlier. We use *might* if we have not yet fully decided or it is not yet possible to say.

2 To make predictions:
We tend to use *will* for subjective predictions, based on our own opinion or feelings, often with *maybe* or *I think*. We tend to use *going to* for more objective predictions, based on some external evidence. We use *might* when we are not sure of our predictions.

**15 a** **Students discuss the questions in pairs and then share their ideas with the class.**


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### Additional activity Unit 7: Conducting a review meeting

If students would benefit from more practice in conducting a review meeting, you can use the Additional activity worksheet for Unit 7 in the Resources section of the course website.

**b** Make sure students have got specific jobs in mind before they start their reviews. The interviewer could use some of the topics listed in Exercise 12a for ideas. Point out that although this may be more stressful for the interviewee, it is the interviewer whose skills are being tested. Allow plenty of time for each interview (around 8 minutes), after which students swap roles. Afterwards, give feedback on the interviewers' skills and any language issues that arose.


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# Background information and useful web links

## Employee development and performance review

On a wide scale, organisations have been using some kind of employee review process since the 1980s. It was initially more common in public sector organisations such as the UK's National Health Service. It is a language sensitive area where the original word, *appraisal*, is now rarely used and is replaced by the less judgemental, *review*. However, the addition of the word *development* or *performance* changes the emphasis considerably.

Useful links

*Overview of performance appraisals and other forms of review:*
http://www.businessballs.com/performanceappraisals.htm

## 360 degree appraisal

In the early 1990s, the idea of 360 degree appraisal or feedback became popular. In this, an employee would be assessed not only by their manager, but also by peers and subordinates. Although this was thought to be a useful and progressive tool, many organisations have found it difficult to implement, partly because of the administrative complexity, but more commonly because of the level of trust required to do it honestly and without negative consequences. In short, people fear criticising managers and colleagues too openly.

Useful links

*A critique of 360 degree appraisals:*
http://www.missouribusiness.net/sbtdc/docs/360_performance_eval.asp

## Paperless reviews

As technology has developed, many organisations are now moving to paperless reviews. Although this has obvious environmental and logistical benefits, in some instances it has led to the introduction of more complicated schemes as people seek to exploit the new functions available. In other words, employees have to enter more data into more fields. The paperless aspect has spread to many HR functions

## Employee briefings

When introducing new corporate-wide initiatives, such as a new employee review scheme, it is common practice to give employee briefings. These are short meetings, usually around 30 minutes or so, in which information is given, documentation explained and any questions answered. The aim is to make sure that all employees have the same information at roughly the same time. Consequently, they often involve groups of between 20 and 50 people at a time and are delivered over a short period of time. An alternative method of disseminating information is via existing departmental team meetings; this is more time efficient but it can be harder to ensure message consistency.


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Cambridge English for

# Human Resources

TEACHER'S NOTES

# Unit 8 Discipline and grievance

- Investigating a complaint
- Writing a disciplinary procedure
- Conducting a disciplinary hearing
- Dealing with a grievance

**Go to page 117 for essential background information on the topic and useful web links.**

**Don't forget to use the Additional activity worksheet in the Resources section of the Cambridge English for Human Resources website.**

**Technical human resources and other workplace vocabulary can be found in the Glossary on Student's Book pages 122–127**

**Refers to the Audioscript on Student's Book pages 93–108**

## Investigating a complaint

***Before you begin …***
**Write on the board:**

- resign
- lose your job
- remove somebody from a job

**Then ask students to call out as many verbs, phrases or expressions as they know for each category. Write students' suggestions on the board.**

**Suggested answers**

- resign: hand in your notice; quit; take voluntary redundancy; give up a job
- lose your job: get / be sacked; get / be fired; get / be made redundant; be given the sack / the boot / your marching orders; (be told to) collect your cards, (be told to) take a walk. have your contract terminated
- remove somebody from a job: dismiss; sack; fire; make somebody redundant; give somebody the sack / the boot / their marching orders; get rid of somebody; terminate somebody's employment

**1 a Ask students to read the background information on McCabe's to find out what the company does and why it has employed a Personnel Manager. Then play Audio 8.1 for students to answer the four questions. They discuss their answers in pairs before feeding back to the class.**
**8.1 page 104**

**Answers**

1 Fire the employee.
2 Because the employee is frequently late, and because this was normal behaviour in the past.
3 He says it is unacceptable because it does not follow the law.
4 Talk to the employee.


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### Language note: non-standard varieties of English

Many of the audioscripts in this unit feature speakers of non-standard Scottish English who use regional variations on standard uses of English. These are:

- *aye* – yes
- *cannae* – contraction of *cannot*
- *didnae* – contraction of *did not*
- *doesnae* – contraction of *does not*
- *lad* – man (or boy)
- *maybes* – perhaps
- *shouldnae* – contraction of *should not*

You may want to tell students that although English is a global language, regional variations of English are common among both native and non-native speakers.

So, for example, there are recognisable differences between American and British English but, even when the speakers are very proficient, there are also regional variations between English speakers from France and those from Spain or Russia. For preparation for work in a global marketplace, it would therefore be helpful for learners of English to gain experience in listening to non-standard regional as well as standard international varieties of English – in this case, a non-standard variety of Scottish English.

**b** **Students work in pairs to complete the sentences and then listen to Audio 8.2 to check their answers. Afterwards, check with the class.**
**▶8.2 page 105**

**Answers**

1 discipline
2 follow; law; formal procedures
3 resolve; disciplinary action

**c** **Students discuss the questions in pairs. After a few minutes, open up the discussion to include the whole class.**

**Suggested answers**

3 Advantages: it may reveal information that is important, the problem may be resolved amicably without the need for discipline and it could save a lot of time and expense in the future.
Disadvantages: it introduces another stage of action and it may take longer to arrive at the same conclusion.

**d** **Make sure students know who Robbie is (i.e. the man that Khalid has been asked by Stewie Dawson to sack). Then play Audio 8.3 for students to answer the question. They discuss the answer briefly in pairs and then feed back to the class.**
**▶8.3 page 105**

**Answer**

He takes neither side.

### Note

An *employee representative* can be anybody who acts to support the employee on their behalf. Typically, it is a union representative, but it could be just a friend or colleague.

**e** **Students discuss the questions in pairs to try to remember the answers. After you have played Audio 8.3 again, students discuss their answers in pairs and then feed back to the class.**
**▶8.3 page 105**


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**Answers**

1 To take his time, to describe the situation (as he understands it).
2 Yes.
3 It makes him late (because he has to take the children to school).
4 To start and finish work later.
5 It is an investigatory conversation (only), so formal action would not be appropriate.
6 Khalid, Robbie and Stewie will meet (to try to agree a solution together).

**2 a Students discuss the question in pairs and then share their answers with the class.**

**Answer**

b

## Extension activity

**Ask students what the three questions have in common.**

**Answer**

They are all presented as statements.
Question 1 paraphrases Robbie's statement in order to check understanding and prompt Robbie to provide more information.
Questions 2 and 3 are presented as statements in order for Khalid to show what he expects, i.e. they are based on the assumption that Robbie is a good employee who has done these things.

**b Play Audio 8.4, pausing after each pair of extracts to discuss the differences with the class. Afterwards, ask students to practise the two different versions, either individually or as a class.**
▶8.4 page 105

**3 Students discuss the situations in small groups. After a few minutes, open up the discussion to include the whole class.**

**Suggested answers**

1 lack of skill or knowledge, avoiding responsibility – training/coaching, discuss expectations
2 bullying – investigate
3 lack of skill or knowledge – training/coaching
4 stress, domestic problems – counselling
5 unchallenging work – discuss, introduce new tasks/responsibilities

## Extension activity

**Students work in pairs (or groups of three) to role play an informal meeting between one of the employees from the situations in Exercise 3 and one (or two) HR managers. The meetings should follow the meeting between Robbie and Khalid as a model, and the HR managers should try to remain neutral and avoid taking sides while calming down the employee and gathering information.**

**Allow at least five minutes for the role plays, after which you could tell students to swap roles. Afterwards, give feedback on the effectiveness of the techniques and the language they used.**


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# Writing a disciplinary procedure

***Before you begin …***
**You could print out a set of sample warning letters from the ACAS site (http://www.acas.org.uk/index.aspx?articleid = 1439) and distribute them so that each pair has one or two letters (ACAS – Advisory, Conciliation and Arbitration Service – is a British organisation that seeks to improve employment relations). Note that only the first eight letters on the site are warning letters: do not print out the ninth letter. As a class, students work out the most likely order in which the eight letters would be sent. Afterwards, make sure students have the web address of the sample letters, as they could be very useful in their future work.**

**Answer**

The letters would be in the order they appear on the ACAS site.

**4 a Students discuss the questions in pairs. After a few minutes, open up the discussion to include the whole class.**

**Suggested answers**

1 To comply with legal requirements.
2 To provide clear guidance to employees and have an established process for managing discipline.
3 It could break the law, lead to poor management practices or poor employee discipline.

**b Students work alone to decide which four questions are unsuitable. Ask students to work in pairs to discuss their answers and encourage them to give reasons for each answer. They then feed back to the class.**

**Answers**

Unsuitable: 2, 3, 6, 7

## Extension activity

**Discuss with the class useful language for rules of conduct, based on the four good examples from Exercise 4b (1, 4, 5 and 8). Ask students for examples of other rules which could use the same useful language. The rules could be semi-serious or extreme, as in the examples below.**

**You could explain that the reason for using less serious examples is to help students to focus their attention on getting the language right (even when the content is dubious).**

**Suggested answers**

1 … will be considered … and receive …
4 You must … if you …
5 … will result in … and a …
8 Failure to … will result in … and a …

1 Using the photocopier without permission will be considered a disciplinary offence and will receive a written warning.
4 You must polish your shoes if they become dirty.
5 Talking during office hours will result in a verbal warning and a disciplinary hearing.
8 Failure to smile at all times will result in a written warning and a five-day suspension without pay.


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**c** **Read the criteria for rules of conduct from Exercise 4b. Students then work in pairs to rewrite the rules. Tell them to invent any necessary details. Afterwards, discuss the best answers with the class.**

**Suggested answers**

2 Failure to meet agreed performance standards may result in disciplinary action.
3 Three or more individual absences in a month will result in an investigative interview.
6 Removal of quantities of stationery beyond normal working requirements will be viewed as theft of company property and will result in a verbal or written warning.
7 Failure to comply with the dress code will result in a verbal warning.

**5 a** **Students work alone to complete the flowchart and then feed back to the class.**

**Answers**

| | | | |
|---|---|---|---|
| 1 | guidelines | 6 | written |
| 2 | investigatory | 7 | final |
| 3 | misconduct | 8 | record |
| 4 | verbal | 9 | letter |
| 5 | hearing | 10 | appeal |

**Note**

Some HR and workplace-related vocabulary items:

- *evidence* is specific proof. This could be a document, camera evidence or a witness statement. It is important that disciplinary actions are based on evidence and not unsupported rumour.
- *suspension* involves someone being relieved of their duties and not being allowed to attend work. Usually, this is on full pay, as to stop pay would prejudge an outcome of a disciplinary hearing.
- A *probationary period* is a trial period. Often, people are employed on three- or six-month's probation pending acceptance. In a disciplinary context, a probationary period is a specified time in which further misconduct will lead to an escalation of proceedings.
- *dismissal* is the formal noun for being sacked. It is important to understand the distinction between dismissal and redundancy. Dismissal is the removal of somebody from the company as a punishment for unacceptable behaviour.
- *redundancy* is an economically motivated activity where somebody has to leave the company because their job is no longer available. In most countries, the reason for termination will have an impact on what social benefits can be claimed.

**b** **Go through the three situations carefully with the class, to make sure all students are familiar with the way the flowchart works.**

**Suggested answers**

Disciplinary matters must always take into account the specific circumstances. However, as a general guide, the most likely actions would be:

1 verbal or written warning depending on level of refusal
2 suspension, followed by hearing and possible final warning or dismissal
3 investigation


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## Extension activity

**Students ask and answer questions about the flowchart, e.g.**

**A: What happens if there is evidence of serious misconduct?**

**B: This leads to suspension of the employee.**

**Alternatively, this activity could be personalised, so that students ask and answer about what would happen to employees in various situations. This would be an excellent chance to practise second conditionals (see Language note below) to describe imaginary situations, e.g.**

**A: What would happen if there was/were evidence that an employee was/were guilty of serious misconduct?**

**B: The employee would be suspended.**

## Language note: Second conditionals

We use second conditionals to talk about imaginary present or future situations (e.g. *If you continued to behave in this way, we would hold a disciplinary hearing*). Note that we generally use the past simple, not *would*, in the *if*-clause.

Note also that with the verb to be in *if*-clauses, many people consider *were* correct for all persons (*if I/you/it were* … ), but *was* is also very widely used (*if I/he was* …).

**c** **Students work alone to complete the extracts. They discuss their answers in pairs before feeding back to the class.**

**Answers**

| A | | B | | C | | D | |
|---|---|---|---|---|---|---|---|
| 1 | accordance | 8 | disciplinary code | 13 | severity | 19 | right |
| 2 | undertakes | 9 | duties | 14 | counselling | 20 | consider |
| 3 | irrespective | 10 | company property | 15 | issue | 21 | commensurate |
| 4 | make | 11 | reasonable instructions | 16 | verbal | 22 | emerges |
| 5 | follow | 12 | specified standards | 17 | breaches | 23 | influence |
| 6 | provide | | | 18 | written | 24 | ignored |
| 7 | give | | | | | | |

**d** **Students discuss the questions in pairs. After a few minutes, open up the discussion to include the whole class.**

**Suggested answers**

1 So that it is totally clear what the charge is.
2 Depending on the severity, from three days to two weeks.
3 Personnel Manager's office or private meeting room.
4 a It can help to explain the employee's situation.
  b It is good practice which ensures fairness.


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## Extension activity

**Use the disciplinary policy and procedure document to make a quiz. Make sure students have their books closed. Students then work in teams to take turns to give you a question number. Ask the question corresponding to that number. If they get it right, they get a point. If they get it wrong, don't give the correct answer. Other groups can then choose that number again if they think they know the answer. At the end, the team with the most points is the winner.**

1. **What guidelines were used to write the document?**
2. **Who was consulted during the writing of the document?**
3. **What two adjectives describe the manner in which the company will act?**
4. **Will the manner in which the company behaves depend on things such as age, race or religion?**
5. **What four things can employees expect?**
6. **When, specifically, should employees be careful not to break the law?**
7. **What two things may employees not do in connection with company property?**
8. **What two groups of people should employees treat with respect?**
9. **What type of instructions are employees expected to carry out?**
10. **What two factors affect the disciplinary actions that the company may take?**
11. **What examples of non-disciplinary actions are given?**
12. **What type of warnings do not form part of the formal disciplinary process?**
13. **What two adjectives describe breaches of conduct that may lead to formal disciplinary action?**
14. **What are the four formal disciplinary actions, in order of severity?**
15. **In what three situations do employees have the right to appeal?**

**Answers**

1. ACAS guidelines
2. employee representatives
3. fair and just
4. No
5. They will be made aware of the disciplinary code; The company will follow the code; They will be informed of the details of their transgressions; They will have the opportunity to defend themselves.
6. In the course of their duties
7. damage or remove it
8. customers and colleagues
9. reasonable instructions
10. The nature and the severity of the problem
11. training and counselling
12. verbal warnings from managers
13. serious, persistent
14. disciplinary hearing; written warning; final warning; dismissal
15. If they believe the punishment is excessive; if there is important new evidence; if the employee believes the procedure was not followed

**6** **Students could write their documents at home. Note that they could use most of the model for their own documents: there is nothing wrong with copying a good model! However, they must make sure their document fits in with their own organisation, so for each section they should think carefully about what to add, what to remove and what to amend.**


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# Conducting a disciplinary hearing

**7 a** **Ask students to read the introduction to find out who James and Len are. Go through the eight statements with the class to make sure students fully understand them. Then play Audio 8.5 for students to complete the task. They discuss their answers in pairs, including any other details they remember from the recording, before feeding back to the class.**

▶8.5 page 105

**Answers**

1 F – Khalid is friendly but *Good morning … please come in* is more formal spoken English (compare with *Hi, come on in!* or *Hi! What's up?*).
2 T
3 F – Len (Dickinson) should only speak if James asks him to (note that Len does interrupt however).
4 F – James admits to sleeping on the night shift.
5 F – James decided not to tell the shift leader.
6 T
7 T
8 F – James has never been in trouble before.

**Note**

- Khalid asks to be called *Mr Khan* (not *Mr Aziz*) as this is the most formal way he can be addressed.
- A *three-shift pattern* is a work pattern which involves working mornings, afternoons and nights, usually in consecutive weeks. See the Note under Exercise 7a of Unit 2 on page 22 for more detail on shift patterns.

**b** **Discuss the questions with the class.**

**Suggested answer**

This type of question (e.g. *so you were simply overtired?*) is necessary in the hearing because Khalid needs to ensure that his interpretation of James's answers is one which James agrees with. This is important to avoid any later suggestions from James that he was misrepresented – this is just what James attempts to imply when he says *No, I didnae say that. You're saying that!* and which Khalid counters by summarising the situation:

**James:** No, the bag's not mine. It must have been left there from another shift.

**Khalid:** So are you saying that it's normal for employees to sleep at work?

**James:** No, I didnae say that. You're saying that!

**Len:** I think James means he just found the bag and doesnae know who it belongs to.

**James:** That's it, exactly.

**Khalid:** OK, to summarise, you're saying that you accept that you were sleeping at work, you didn't tell the shift leader and that you just found the sleeping bag?


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## Extension activity

**Ask students to look at Audioscript 8.5 (on Student's Book page 105) and to read and listen again. While they are listening, write the following on the board:**

- **greeting**
- **addressing a particular person**
- **establishing a procedure**
- **asking for more information**
- **summarising**
- **showing understanding**

**After students have listened, ask them to underline words or phrases used by Khalid which match these functions.**

**Suggested answers**

- greeting: *Ah, good morning …*
- addressing a particular person: by using their names – *James, Len*
- asking for more information: *A good reason? … so you were simply tired? And you didn't …? And is there anything else you'd like to add?*
- introducing a new conversation topic: *Right, I'd like to* [confirm/propose]…
- summarising: *As you know …, So, in other words, it was …, So are you saying that … ? OK, to summarise, you're saying that …*
- showing understanding: *I see*

**c** **Ask students to work in small groups to discuss their answers. Make it clear that students should be able to justify their decision and that this should involve thinking of reasons why the other options are not suitable. After five minutes, ask groups to feed back their ideas to the class. Students' ideas will then be confirmed in Exercise 7d.**

**d** **Students listen Audio 8.6 to answer the questions. They discuss their answers in pairs before feeding back to the class.**
**▶8.6 pages 105–106**

**Answers**

Khalid gives James a written warning.
Yes, based on the evidence in the hearing, it is possible that James is not the only person who is sleeping on night shifts.

**e** **Students work alone to match the beginnings with the endings and then listen again to Audio 8.6 to check their answers. Afterwards, go through the answers with the class.**
**▶8.6 pages 105–106**

**Answers**

2 d 3 b 4 f 5 e 6 a

**8** **Make sure students have a specific situation in mind. Go through the advice in the box with the class. Then allow up to 10 minutes for each role play. Students swap roles and repeat the activity, using a different situation. Afterwards, give feedback on the effectiveness of the language and techniques used during the disciplinary hearings.**


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# Dealing with a grievance

***Before you begin …***
**Ask students to suggest a definition of the word *grievance*. Then write the following sentences on the board.**

1 An employee may ___ a grievance.
2 An employer should try to ___ that grievance.

**Ask students to work in pairs to think of a range of verbs that could go in each gap (or which collocate). If you think students might find this difficult, write the words from the Suggested answers below in random order on the board and ask students to match the verbs to the two sentences. Afterwards, discuss their ideas with the class.**

**Suggested answers**
1 have, discuss, raise (with his/her employer), inform (his/her employer) of
2 handle, resolve, deal with, address, settle

**9 a** **Make sure students are all comfortable with the idea of grievances and grievance procedures. They then discuss the questions in pairs. After a few minutes, open up the discussion to include the whole class.**

**Suggested answers**
1 To provide a legal structure and practical process for employees to raise grievances.
2 See Exercise 9b.

**b** **Students work alone to match the grievances with their definitions. When you check with the class, ask students if they know of any real-life examples (but not any that are confidential of course!) for each type of grievance.**

**Answers**
2 d 3 f 4 b 5 g 6 h 7 a 8 c

**c** **Students discuss the task in pairs, including justifications for their answers. Then discuss the statements with the class. You could play devil's advocate here, by suggesting possible reasons to justify the 'wrong' answer. This will force students to justify the 'right' answer.**

**Answers**

| | | | |
|---|---|---|---|
| 1 | informally | 4 | will |
| 2 | specific | 5 | can |
| 3 | in writing | 6 | possible |

**10 a** **Students read the email to answer the questions. They compare their answers in pairs before feeding back to the class.**

**Answers**
1 To put her complaint on record.
2 Her manager, Bill Wallace.
3 Rudeness, sexism and victimisation.
4 She wants Khalid, as Personnel Manager, to make Bill stop.
5 Take legal advice.


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### Extension activity

**The following link provides a background to a real-life example of victimisation/discrimination from the UK. The case concerns a policeman from West Yorkshire who was repeatedly overlooked for promotion.**
http://www.unison.org.uk/acrobat/B367.pdf

**With stronger classes, you could ask them to read the first page of the case study. With weaker classes, you could explain the facts of the case. Students could then work in two teams, one representing the employer, the other representing the employee, to think of arguments for their side of the case. Afterwards, put the two groups together to discuss the case. Finally, you could give them the remaining two pages of the case study, or simply tell them what was decided and why.**

**b** **Students discuss the questions in pairs and then share their answers with the class. For the points in question 2, they should justify their answers.**

**Suggested answers**

See Exercise 10c.

**c** **Students read Khalid's email to complete the tasks before feeding back to the the class.**

**Answers**

Options expressed:
a I acknowledge receipt
c I understand from your email that you are unhappy with the behaviour of your manager, Bill Wallace
d I will conduct an informal investigation
Options not expressed: b, e

### Extension activity

**Ask students to identify phrases from Khalid's email that they could use in their own emails in response to a grievance.**

**Suggested answers**

Thank you for your email [date] for which I acknowledge receipt.
I understand from your email that you are unhappy with …
Your aim in writing is to …
I take the matter very seriously and in the first instance I will …
After this, I will …
I will be in touch again within …

**d** **Students could write their emails alone as a homework task or in groups in class. Encourage them to use phrases from Khalid's email.**

**11 a** **Go through the questions quickly with the class. Then play Audio 8.7 for students to answer the questions. They discuss the questions in pairs, including any other details they remember about the conversation, and then feed back to the class.**
**▶8.7 page 106**

**Answers**

1 No
2 As one of those PC (politically correct) types
3 'love'
4 It's not bad (but only because he watches her carefully)
5 Bullying


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**b** **Play Audio 8.7 again for students to identify words and phrases. You may need to point out that Khalid's name is Arabic, which suggests that he is of Muslim origin. Afterwards, discuss the answers with the class.**
▶8.7 page 106

**Suggested answers**

racist: Oh, sorry, I don't suppose *you people* eat that.
sexist: Well, I call all the girls '*love*'.

## Extension activity

**Discuss with the class Khalid's techniques for dealing with Bill's unpleasant behaviour during the interview. You could ask students to look at Audioscript 8.7 on page 106 of the Student's Book.**

**Suggested answers**

He completely ignores Bill's racist comment about *your people*.
He asks questions (*Why do you say that? In what way?*) rather than confirming that he is talking about *that Jenny McKinsey*. Bill's use of *that* before her name suggests hostility towards her.
He shows that he is not sympathising with Bill (*I'm not sure I do*) when Bill tries to suggest his attitude is justified.
He avoids commenting on Bill's general sexist attitude (*I call all the girls 'love'*) but keeps the discussion focused in this particular grievance.
He avoids reacting to Bill's rude comments about Jenny (*a young girl with a marketing degree*).
He turns the conversation from a focus on Jenny towards a focus on Bill's attitude and behaviour.
He avoids expressing his opinion in response to Bill's challenge (*You're saying …, aren't you?*), but continues to ask questions (*I'm asking what you think*).

**c** **Discuss the question with the class.**

**d** **Students discuss the questions in pairs or small groups. After a few minutes, open up the discussion to include the whole class.**

**Answers**

1 If someone is *politically correct*, they avoid saying or doing something which might be rude or even offensive to other people (especially things connected to gender, sexuality, ethnicity/race, nationality or religion). For example, in many English-speaking cultures the person who manages a meeting is called a *chairperson* (or a *chair*) but not *chairman* (because it suggests only men do this job, which is untrue in most companies today).
2 **Suggested answer**
The modern meaning of *politically correct* originally comes from the United States, although similar ideas are common in many countries today (though the meaning and influence of politically correct ideas varies).


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**Note**

*political correctness* is a concept considered to have started in USA but is also prevalent in the UK. It is an emotional term which is used by some to describe a high level of sensitivity towards minority groups but by others, it is a pejorative term that describes an absurd level of consideration. Its two main manifestations are in the use of language and in policies and practices. For example, the terms *deaf* and *blind* are replaced by people with *hearing* or *visual impairments*; *disabled* becomes *people with disabilities* or *other-abled people*. Policy actions tend to focus on not acting in a way which might marginalise minorities.

**12 a** **Students discuss the task in pairs and then feed back to the class.**

**Suggested answers**

a 4 – critical, judgemental and unhelpful
b 1, 5
c 2, 3

**Note**

The purpose of Khalid's meeting is to gather information, assess Bill's perspective on the situation and to explore what kinds of solutions might be possible. It is therefore unhelpful to make provocative or judgemental remarks, or to ask leading questions.

**b** **Students listen to Audio 8.8 to identify the questions. They discuss in pairs what they remember about Bill's responses to the questions and then feed back to the class.**
▶ 8.8 page 106

**Answers**

Questions 3 and 5

**c** **Students discuss the questions in pairs and then share their ideas with the class.**

**Suggested answers**

1 Khalid deals with Bill directly and fairly. He uses questions to explore Bill's options (*have a dialogue about the situation*), the consequences of his choices (*a formal grievance procedure*) and what Bill would like to do (*do you think it would be possible to …* ; *Would you prefer that?*)
2 a Probably yes. During his conversation with Khalid, Bill becomes less confident, which suggests he may not be as strong as he appears to be at first.
  b Yes. It is better to avoid a formal grievance action if possible because this will make working together in the future more possible and comfortable for both people.

**d** **Go through the questions quickly with the class and then play Audio 8.9 for students to answer the questions. They discuss their answers in pairs before feeding back to the class.**
▶ 8.9 page 106

**Answers**

1 Criticism of her work
2 No
3 No
4 Neither

**e** **Ask students to start making notes in pairs and then to listen to Audio 8.9 again to add to their notes. Afterwards, students compare notes in pairs and feed back to the class.**
▶ 8.9 page 106


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**f** **Students work in pairs to take turns to make sentences, using the sentence beginnings. Afterwards, elicit the best answers from the class.**

**Suggested answers**

*As I understand it,* there's been something of a clash of personalities and working styles.
*According to Jenny,* some of Bill's comments are sexist, he is unreasonably critical of her work and he would like to get her to leave.
*Bill has confirmed that* he can be hard but feels that he is fair and is not trying to remove Jenny from the company by making her life unpleasant.
*We all agree that* Jenny's work is of a good standard and that performance is not an issue.
*The main issue seems to be about* the level and nature of supervision.

**13** **Students work in groups of three to role play the situation. If you prefer, you could allow students to change the details of some of the grievances (e.g. using the list of possible causes of grievance from Exercise 9b on Student's Book page 67). Allow no more than around five minutes per role play, to allow every student the chance to play the HR manager.**

## Additional activity Unit 8: Vocabulary revision

**If students need more help revising some of the technical human resources and workplace vocabulary covered in this unit, you can use the Additional activity worksheet for Unit 8 in the Resources section of the course website.**


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# Background information and useful web links

## ACAS

ACAS is the Advisory, Conciliation and Arbitration Service. It is an independent, government-funded body designed to encourage and support fair and legal employment practices. It is neutral and not on the side of the employer or employee but will freely give information to either party regarding the legal conditions of a situation. As well as giving advice, the service can offer conciliation where they act as a facilitator to help two parties to reach a voluntary agreement. The final level of support is arbitration, in which both parties present their argument and undertake to agree with the ruling of ACAS. This is sometimes used in large-scale disputes between employers and unions that have reached an impasse.

Useful links

ACAS guide to Discipline and Grievance at Work, including samples of Discipline and Grievance procedures: http://www.acas.org.uk/CHttpHandler.ashx?id = 1043

## Harassment and bullying at work

Harassment and bullying in the workplace is an extremely destructive and distressing behaviour which is illegal. Bullying can be carried out by peers, often where one person is victimised by the rest of a group or by a manager. The bullying is usually of a psychological nature and may involve unreasonable criticism and undermining somebody's confidence. It may be combined with sexual harassment followed by making someone's working life very unpleasant if sexual advances have been rejected. Because of peer pressure or fear of losing the job, victims often feel helpless and unwilling to complain. Organisations have a duty to develop anti-bullying policies and procedures and to take reasonable steps to ensure that it does not happen and to take appropriate action when it does.

Useful links

CIPD factsheet: http://www.cipd.co.uk/subjects/dvsequl/harassmt/harrass.htm

## Dismissal and unfair dismissal

Organisations have the right to dismiss an employee; however, this must be based on reasonable grounds and conducted in the correct manner. Reasonable grounds can include gross misconduct such as violence or theft, or repeated smaller offences or refusal to accept instructions. Employees may also be dismissed on the basis of incapability or incapacity; they lack the skill to do the job or are physically unable to attend work for a long period. In all cases, it is important that employers work with a legal disciplinary framework which is correctly followed. If the employee feels s/he has been unfairly dismissed s/he may appeal firstly to the employer and then to an independent employment tribunal. The ruling of the tribunal is legally binding. Often, the employee's case is upheld (supported) not because they did not deserve to be sacked, but because the company failed to follow its own procedures and acted illegally.

## Employee representatives

Unions in many countries retain the right of employees to be represented, either by a non-union employee representative or just another colleague. This can be of benefit to the employer as it helps to ensure fair play and also provides a witness to proceedings.


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TEACHER'S NOTES

# Unit 9 Reward management

- Evaluating a reward system
- Writing a reward strategy
- Introducing a new reward system

**Go to page 130 for essential background information on the topic and useful web links.**

**Don't forget to use the Additional activity worksheet in the Resources section of the Cambridge English for Human Resources website.**

**Technical human resources and other workplace vocabulary can be found in the Glossary on Student's Book pages 122–127**

**Refers to the Audioscript on Student's Book pages 93–108**

## Evaluating a reward system

***Before you begin …***
**With books closed, write the words *compensation* and *reward* onto the board. Ask students to suggest two definitions of each, one from general English and one specifically for an HR context. Afterwards, students can compare their HR definitions with those in Exercise 1a.**

**Answers**

General English definitions:
Compensation is commonly associated with insurance. If something bad happens to you (e.g. your bags are lost while you are flying), you may receive compensation from the airline. If you have an accident at work, you may try to claim compensation (for medical costs or other costs relating to the injury).

A reward is like a prize, given to thank somebody for their efforts. For example, if you lose your cat, you may offer a reward to the person who finds your cat.

HR definitions: see Student's Book page 70 Exercise 1a.

**1 a Students discuss the questions in pairs. After a few minutes, open up the discussion to include the whole class.**


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**Suggested answers**

2 As part of a continuing quality management process; because it has been noticed that the reward system is not suitable for changing business needs.

3 1–3 years: businesses work in annual cycles and the needs of a business often change after more than three years.

4 a Advantages: HR Department likely to be very familiar with the system, can work flexibly because they are on site, saves on cost, likely to have many contacts in the organisation.
Disadvantages: may be too close to be objective, may influence the outcome to favour the HR Department, staff may not be completely open if they fear giving negative feedback might be personally risky.

b Advantages: a consultant may be a specialist in analysing schemes, can provide an uninvolved objective view, people may be more open to someone outside of the organisation, the final report is perceived as impartial and valuable.
Disadvantages: it is likely to be costly, consultant will have limited time and limited flexibility, it may take time to build trust as not everybody trusts consultants or their objectives, the consultant may not understand or may need time to learn the specific company culture.

**b** **Students work alone to complete the matching exercise and then feed back to the class. Afterwards, they can test each other in pairs by reading a term to elicit a definition or vice versa.**

**Answers**

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

## Note

Some HR and workplace-related vocabulary items:

- A *reward element* is one part of the total rewards package. Increasingly the rewards that employees receive in exchange for work is being seen as much wider than just pay.
- *benchmarking* is used widely in consultancies and larger organisations to gain comparisons of wage levels and also product performance.
- A *spinal point* is a point on a pay scale (sometimes called the *spine*). It is a system widely used in the public sector in the UK.
- *job evaluation* involves analysing many aspects of a job such as complexity, autonomy and responsibility in order to determine its value to the organisation and identify the appropriate pay level. It is done every few years and may lead to some jobs being upgraded or downgraded.
- An *employee survey* is a questionnaire that gathers employees' opinions about the company. These are frequently completed anonymously or carried out by an external consultancy that produces an overall report.
- *grade shift* occurs when a job drifts up or down a pay scale, although the level of responsibility may not have changed.
- Many organisations operate various *bonus schemes* to act as an incentive for extra effort.
- *employee value proposition* is the perception of the employee regarding the balance between what they get from and give to the employer.


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## Extension activity

**You could explore the reward system further by asking students the following questions and asking them to note down their answers. After you have read out all the questions, ask students to compare their answers in pairs. Then they feed back to the whole class.**

1. **What are some examples of reward elements?**
2. **How exactly does benchmarking work? Why is it important?**
3. **What problems could there be in having too few or too many spinal points?**
4. **Regarding job evaluation, in what ways could a job change over a number of years? An Office Manager post, for example.**
5. **What are the possible consequences of asking employees to put their names on their employee survey questionnaires?**
6. **What might cause grade shift?**
7. **What kinds of bonuses can companies offer?**
8. **What non-financial aspects might influence the employee value proposition?**

**Suggested answers**

1. Pay, bonuses, company car, pension, healthcare.
2. By making direct comparisons between companies regarding factors such as pay and company performance. It is important because organisations need to be aware of how they are performing in comparison with their competitors. It can also help to determine wage rates by establishing industry norms. Benchmarking is also used in the public service to measure comparative levels of service within health authorities and local government organisations.
3. Too few could mean that people with different levels of responsibility receive the same wage; too many may result in a complex scheme that is difficult to operate.
4. The most common factors are changes in the number of staff supervised, level of responsibility such as authorising invoices for large sums, changes in tasks and systems.
5. There may be fewer responses and/or people may not be completely honest with their answers, fearing that making negative comments will damage their position in the organisation.
6. Although a particular job may not change, other jobs around it may do so, giving it a different ranking in the overall order of positions.
7. Monthly sales bonus, cash bonus at the end of year, one-off awards such as employee of the month, gift vouchers, prizes or holidays.
8. A reputation for being a 'good' employer, a moral stand on factors such as environment and child labour, a market reputation as a prestigious company to work for.

**2 a Tell students to read about BelleBank to find out who Dirk Woulters and Jacek Król are. Then play Audio 9.1 for students to mark the phrases they hear. Afterwards, they discuss in pairs what they remember about each phrase and then feed back to the class.**

▶9.1 page 106–107

**Answers**

All 8 phrases are discussed: job evaluation, benchmarking, spinal point, grade shift, reward element, employee survey, bonus scheme, employee value proposition.


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**Note**

Some HR and workplace-related vocabulary items:

- *return on investment (ROI)* is the financial return in percentage terms of capital invested.
- *the works* means 'everything'.
- A *focus group* is a term from marketing where companies get a group of members of the public to discuss their thoughts and feelings about a product. In an HR context, it is a group of employees gathered to focus on a particular issue.

**b** **Students discuss in pairs if the statements are true or false and then listen again to Audio 9.1 to check their answers. Go through the answers with the class.**
**▶9.1 page 106–107**

**Answers**

1 F – Staff complain about the reward system but it is popular with the board.
2 T
3 F – He says the external consultant has not helped.
4 F – Benchmarking shows BelleBank is not the best or the worst employer.
5 T
6 F – Jacek thinks an employee survey would encourage more complaints.
7 T

**3 a** **Ask students to discuss the task in pairs. Make sure they know to justify their answers. Afterwards, discuss the task with the class.**

**Answers**

Appropriate: 1, 2, 4, 5, 6, 8, 9 – because they focus on various aspects of the reward system.
Inappropriate: 3, 7, 10 – because they could encourage an emotional reaction (e.g. many employees could say they are not paid enough compared to the directors).

**Note**

*payroll administration* is the process of managing payment of employees. Sometimes this is managed within the accounting department and sometimes as a sub-section of human resources.

**b** **Discuss the question with the class.**

**Suggested answers**

Advantages: they are easy to answer, give clear, black and white answers, easy to score and generate statistical information.
Disadvantages: people may want to give an answer somewhere in between or may want to explain their answer; the survey may therefore not reflect a true picture, or may give a very simplistic explanation of people's views.

**c** **Students read the introduction to the survey to answer the questions. They discuss their answers in pairs and then feed back to the class.**

**Answers**

1 To make sure (ensure) that the reward system is suitable (effective and rewarding).
2 Email Jacek or put it in a box outside the Personnel Office.
3 No.
4 The date when surveys must be completed; how the survey should be completed (put a tick (✓), a cross (✗), a number, etc.).


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## Extension activity

**Use the following questions to discuss the language from Jacek's message with the class:**

1. **In the first sentence, why did he put the reason (*In order to* …) before the request (… *we would be* …)?**
2. **What phrase did he use to make his request very polite?**
3. **What two phrases did Jacek use to show that the survey will be quick and easy?**
4. **Why do you think Jacek used the passive (… *can be returned* …) in the second paragraph?**
5. **Think about your answer to question 4 (Exercise 3c). How could Jacek have added the two missing pieces of information ? (completion date and how to complete the survey, e.g. tick, cross, etc.)**

**Suggested answers**

1 To make the request less aggressive; to draw maximum attention to the fact that this is for the employees' own benefit, not HR's.
2 … we would be most grateful if you would …
3 a little time, the brief survey
4 To avoid having to refer to the survey three times (You can return the surveys by email or print them and return them …). In this case, the active voice would also be acceptable, and may in fact make the email a little friendlier.
5 Please complete the brief survey below by [date]; For each statement below, tick the box which is closest to your view.

**d** **Students work alone to rewrite the questions. Make sure they know to rewrite only the appropriate ones (i.e. questions 1, 2, 4, 5, 6, 8 and 9). Afterwards, discuss the best answers with the class.**

**Suggested answers**

2 I understand how the bonus scheme operates.
4 I am aware of my non-financial rewards.
5 I understand the overtime payment system.
6 I think non-financial rewards are important.
8 I am satisfied with the company healthcare plan.
9 The payroll administration is efficient.

**e** **Students work alone to answer the questions. They discuss their answers in pairs before feeding back to the class.**

**Answers**

1 22%
2 **Suggested answers**
People don't read all their emails, employees didn't think it was a priority, if employees are unhappy they may not be interested in replying, they may receive many surveys, (in Jacek's case) no completion date was included so employees may be planning to do it in future or may have forgotten to do it.
4 a payroll administration
b bonus scheme
5 Fairness of rewards, overtime system, awareness and importance of non-financial rewards.

**f** **Students work alone to answer the questions. They discuss their answers in pairs before feeding back to the class.**


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**Answers**

1 a Payroll (efficiency), healthcare (covers family members and leisure cards for swimming pools and gyms), enjoyable place to work, training programme is a perk.
  b Bonus scheme (unfair, demotivating).
2 End the bonus scheme.
3 indirect benefits, perks

## Extension activity

**You could ask students to look at the ways in which the actual comments of the focus group have been reported in the summary. Ask students to read the summary again and underline all the examples of reporting, for example: *The focus group recognised that …***

**After a few minutes, ask students to compare the words they have underlined in pairs. Then write up the phrases on the board. Ask students to suggest what members of the focus group might actually have said, for example: 'Well, most of us think that HR is really well organised and well managed too. For example, we all think that the payroll system is really well run.' (Obviously there are many different possible answers for this and students should be aware that this is the case.)**

**Finally, discuss the use of tenses in the reporting structures.**

**Elicit from the class all the phrases used in the summary to report opinions. Discuss also the tenses used after the reporting structures. Elicit some examples of what the members of the focus group actually said.**

**Suggested answers**

Reporting structures
The Focus Group recognised that …
People felt that …
The focus group also saw that …
The majority of the group see … as …
However, everyone agreed that …
Everybody wants … to …

**4** **Go through the useful language in the box. Students then work in groups of up to five students to discuss the results and their implications. Allow around 10 minutes for the role plays, and then give and elicit feedback on the language used as well as the results of the discussions.**

# Writing a reward strategy

***Before you begin …***
**Ask students to brainstorm a list of different pay packages, e.g. fixed salary, basic plus commission, productivity bonus, extra reward based on manager assessment, share of company profits. Then discuss with the class which packages they (as employees) would prefer and why.**

**5 a** **Students discuss the questions in pairs and then feed back to the class.**


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**Suggested answers**

2 Inputs: effort, creativity and innovation, loyalty, attendance, compliance with rules.
Outputs: productivity, sales, profit, customer feedback.

3 Advantages: can motivate employees, can result in greater effort and productivity.
Disadvantages: can be time-consuming, can be demotivating to those who do not benefit.

## Note

*inputs* and *outputs* are two different criteria against which to assess and reward workers. At first sight, it may seem to make more sense to reward people primarily on outputs, namely, productivity and impact on profits. However, it can also be argued that where there are two workers in the same job and one puts in more effort, that extra effort should be recognised and rewarded.

## Extension activity

**You could also discuss with the class whether extra effort by an employee should be rewarded even if it doesn't impact on profits.**

**b** **Students work alone to start completing the table and then discuss the answers in pairs. When you check with the class, discuss each term from the table, including which they would find most attractive as part of their own pay package.**

**Answers**

Financial (any order): bonus, flexible benefits, leisure card, share ownership
Non-financial (any order): autonomy, flexible working hours, participation in decision making, work–life balance

## Note

Some HR and workplace-related vocabulary items:

- *flexible benefits* are when the employee chooses his/her own preferred balance of benefits. For example, employee A may prefer more holiday while employee B wants a leisure card and private health cover.
- *work–life balance* has become an important topic over the past ten years or so. As a reaction to *burnout* (when people become too exhausted to work effectively) and stress, many people became more aware of the importance of balancing career with other factors such as family, friends and health.
- *profit share* is used as a means of linking overall company profitability to individual bonuses. This has the advantage for the company of not paying bonuses on poor performing years. However, bonuses are not usually guaranteed and it may be difficult to maintain staff motivation for a whole year if they are not sure whether or not they will receive their bonus.


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## Extension activity

**The issue of work–life balance can generate plenty of good discussion. You could ask the class to discuss the following questions:**

- **Are people becoming less interested purely in pay and more interested in getting and keeping a good work–life balance?**
- **If so, how might this change the way a company designs its reward system?**

**If you have access to the Internet in the classroom, you could show the following presentation on the topic of work–life balance:** http://www.youtube.com/watch?v=SXM7MpoVAD0 **(you may want to start at 0'59" as the introduction may be a little challenging for the students – though the core of the talk should be manageable for students at B1–B2).**

**Students watch the clip to make notes on the presenter's four main observations. Afterwards, students work in groups to discuss each of these observations in turns and then share their ideas with the class.**

**c** **Students discuss the questions in pairs and then feed back to the class.**

**Suggested answers**

The employee: provide a wider variety of benefits, which may be important, useful and motivating.
The employer: saves money while motivating employees in a way that is attractive to them.

**6 a** **Ask students to read the introduction to find out what approach BelleBank Poland is going to use and what it means. Students then work alone to read the strategy document to complete the task. They discuss their answers in pairs before feeding back to the class.**

**Answers**

1 T
2 F – Wages will only increase if the bank's profits improve.
3 T
4 F – Staff will be rewarded for working during national holidays, doing overtime or working in shifts.
5 T
6 T
7 F – PRP (performance-related pay) will stop (*discontinue*).


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**Note**

Some HR and workplace-related vocabulary items:

- A *total rewards approach* is an approach to designing a reward system based on all aspects of reward that might be attractive to employees.
- A *benchmarking table* is a league table which ranks organisations against the same factor(s).
- A *single spinal column system* is one where all jobs from the lowest to the highest are placed on the same scale, with each being placed on a different point. In this way it is possible to see how many points there are between jobs and effectively creates a common currency. See http://www.ucu.org.uk/index.cfm?articleid=2210 for an example.
- *preferred office space* refers to giving some workers the opportunity to choose their office; this may be with an outside window or on a particular floor. There is often a higher status attached to having an individual office rather than working in an open space shared with many other workers.
- A *lump sum* is a single payment.
- A *loyalty bonus* is money paid to staff for remaining with the company. This is often paid to workers whose skills are in high demand but short supply.
- A *share option scheme* gives employees the option to buy shares in their company, sometimes at below market rates or as a bonus paid in shares.

**b** **Students discuss the three questions in pairs. After a few minutes, open up the discussion to include the whole class. Encourage students to give specific examples in their discussions.**

**Answers**

1 They will review the system every year.
2 **Suggested answers**
By offering rewards that are more accessible to or more attractive to part of the workforce, e.g. football tickets, weekend breaks, or incentives to work nights or overtime.
3 Conduct research with employees, conduct regular equality reviews.

**Note**

An organisation should make sure that a reward system does not favour one group of people over another. This is called *equality proofing*. This involves making sure that a company's policies, procedures and practices do not favour or discriminate against any group of employees. Although cases of blatant discrimination are becoming less frequent, companies may still discriminate without meaning to or realising it. Typical examples include the timing of meetings and training courses in evenings and weekends, locations or activities inaccessible to people with disabilities, excessive travel away from home and career development dependent upon frequent relocation, both of which may exclude single parents or people with young families. It is important to remember that equality is about fairness and inclusiveness and not designed exclusively for the protection of women and ethnic minorities. It is therefore possible that a white male could be a victim of inequality.

**c** **Ask students to work alone to complete the collocations and then to check in pairs before feeding back to the class.**

**Answers**

1 strategy
2 system
3 basic pay levels
4 system
5 number
6 staff

**d** **Discuss the questions with the class.**


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**Suggested answers**

1 has been developed; have been established
2 will be administered, will be simplified, will be reduced, will be entitled
3 The passive is often used in formal writing. The passive shows that the object of the activity (e.g. *the strategy, basic pay levels*) is more important than the person or people doing the activity (e.g. *HR*).

## Extension activity

**You could also ask students to discuss these additional questions:**

1 **What is the form of the present perfect passive?**
2 **Why did the writer choose present perfect and not past simple in this document?**
3 **What is the form of the future simple passive?**
4 **Why did the writer choose the future simple (*will*) and not another future tense structure (e.g. *going to*)?**
5 **How could you say sentences 1–5 from Exercise 6c in the active voice? Use *we*.**
6 **Is it possible to say sentence 6 in the active voice?**

**Suggested answers**

1 *have been* + PAST PARTICIPLE
2 To emphasise that the present results (i.e. the strategy itself, the pay levels) are more important than the time the events happened.
3 *will be* + PAST PARTICIPLE
4 *Will* is often used in more formal documents. One important function of *will* is to make promises. Promises made with *will* sound stronger than decisions described by *going to*.
5 1 We have developed the strategy through …
   2 … how we will administer the system
   3 We have established basic pay levels through …
   4 Over the next year, we will simplify the current grading system
   5 We will reduce the number of grades …
   6 Yes, but we don't normally use a human subject (i.e. not *We will entitle you to* … ). The subject needs to be something you have, such as a position in a company or the length of your experience: *Your position/experience will entitle you to a company car* …

**e** **Students work alone to rewrite the sentences. Make sure they know to change the tenses where appropriate, and to delete any inappropriate information. They compare their answers in pairs before feeding back to the class.**

**Suggested answers**

1 The strategy has been developed through employee consultation.
2 This document will set out how the new reward system will be administered.
3 A new grading system has been established.
4 The current system will be simplified.
5 Some staff will be entitled to a company car.

## Additional activity Unit 9: Vocabulary revision

**If students need more help revising some of the technical human resources and workplace vocabulary covered in this unit, you can use the Additional activity worksheet for Unit 9 in the Resources section of the course website.**

**7** **Students write their reward strategies as a homework task or in pairs in the lesson. Encourage them to use the strategy on Student's Book page 74 as a model.**


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# Introducing a new reward system

***Before you begin …***
**Write the following on the board:**

accounting  communication  continuity  technology

**Then ask students to imagine an organisation that is going to replace its existing reward system with a new one, and ask them to discuss what practical issues the organisation will need to think about to make sure that the transition to the new system works effectively. Students work in pairs to discuss the question, using the four issues to help them. Then open up the discussion to the whole class.**

**Suggested answers**

- accounting: procedures may need to change and this may require training of staff and new software (depending on the nature of the change).
- communication: all staff need to be fully informed about the nature of the change, when the old system will be discontinued and when the new one will start. Furthermore, staff (such as those in accounting) will need full information about the schedule for the implementation of the scheme.
- continuity: the changeover needs to involve the minimum disruption to employees; everybody still needs to get paid the right amount and on time.
- technology: new software or programmes may need to be installed which may require training for staff on how to operate them. IT staff may need to work with accounting staff to select an appropriate software package. Training rooms and trainers will need to be booked, etc.

**8 a Students discuss the questions in pairs and then feed back to the class.**

**Suggested answers**

1 Level of information provided, how well it is introduced, how well the new system works, whether employees felt it is an improvement or not and staff attitude towards it.
2 Have a well managed system, provide quality information in a variety of formats and encourage people to be involved.

**b Make sure students remember who Dirk and Jacek are (see Exercise 2a). Ask students to read through the six statements first and then listen to Audio 9.2 to decide if they are true or false. Afterwards, they compare their answers in pairs, including any other details they remember from the recording, and then feed back to the class.**
**▶9.2 page 107**

**Answers**

1 F – The strategy has been approved.
2 F – Jacek suggests filing the document, but Dirk disagrees.
3 T
4 T
5 T
6 F – Dirk suggests putting all the information onto the intranet.

**c Students work alone to match the beginnings with the endings and then listen again to Audio 9.2 to check. Go through the answers with the class.**
**▶9.2 page 107**

**Answers**

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


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**9 a** **Ask students to read the email quickly to answer the question before feeding back to the class.**

**Answer**

To explain the results of the reward scheme review.

**b** **Students discuss the questions in pairs and then share their ideas with the class.**

**Suggested answers**

1 No. The style is very informal and the information is limited and not always clear.
2 He should make it more formal and clearer.

**c** **Ask students to work alone to complete the email. They discuss their answers in pairs before feeding back to the class.**

**Answers**

1 Reward scheme
2 announcement
3 employee
4 pleased to
5 important
6 complete
7 has been
8 completed
9 employees
10 would like to
11 helpful and informative
12 The most significant change is that
13 discontinued
14 provide
15 shortly

**d** **Discuss the questions with the class.**

**Answers**

More positive or enthusiastic: 4, 5, 6, 12, 15
More formal and polite: 1, 2, 3, 7, 8, 9, 10, 11, 13, 14

**e** **Students work alone to rewrite the email. Make sure they know to change the grammar of the sentence where necessary. They may also use their own ideas for improving the email. When they have discussed their improved emails in pairs, discuss the answers with the class.**

**Suggested answer**

Furthermore, we plan to simplify the grading system. The total rewards system will include a wide range of benefits. For details, just log onto the intranet. Managers need to bear in mind that they are required to communicate details through team briefings.
That concludes this update, but feel free to contact HR if you require any further information.
Regards
Jacek

**10 a** **Put students into small groups of three to four students for this discussion. Make sure they have a specific organisation in mind. If students worked alone or in different groups to write the strategy document for Exercise 7, make sure all students in each group are familiar with the relevant strategy document before they begin. They should complete the activity as a role play, using as many of the phrases for making suggestions from Exercise 8c as they can. Allow around five minutes for the role plays. Afterwards, give feedback on the success of the communication and the quality of the language you heard.**

**b** **Students could write their emails as a homework task or in their groups.**


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# Background information and useful web links

## Reward strategy

Establishing and writing a reward strategy is one of the most important jobs that HR needs to do. It will have significant financial implications for the company as the wages bill is one of the greatest costs for most businesses. It is likely that HR departments will have to operate within financial constraints set at board level. Reward strategies have become more wide-ranging and sophisticated, often incorporating a total rewards approach (see below). This gives the company the opportunity to make an attractive offer to the employee, while deriving maximum benefit from the available resources.

Useful links

Reward strategy – a practical guide: http://www.employment-studies.co.uk/pdflibrary/mp11.pdf

Reward strategy examples: http://www.gov.mu/portal/sites/ncb/fsc/reward.htm

PwC case study: http://www.pwc.co.uk/eng/services/alexander_mann_group_case_study.html

## Total rewards

A total rewards approach encompasses all aspects of the employee experience. It is often considered by many to consist of the following five elements:

- pay
- benefits
- work–life balance
- recognition
- career opportunities

All of these factors have some value to the employee and can therefore be designed into a reward package and strategy.

## Financial and non-financial rewards

It might be argued that all rewards cost the company money in some respect. For example, a leisure card is not financial from the employee's perspective but it obviously costs the organisation money to fund. Purely non-financial rewards relate to psychological rewards such as recognition and praise and the flexibility to enhance work–life balance (e.g. being able to leave early to collect children from school).

Useful links

What is total rewards: http://awlp.org/awlp/about/html/aboutus-whatis.html

Strategic reward and total reward: http://www.cipd.co.uk/subjects/pay/general/totrewdqf.htm

## Flexible benefits

Flexible benefits may be considered as a 'benefit buffet' whereby employees choose which benefits they value most. For example, some people may be purely interested in maximising their pay, whilst others value longer holidays or flexitime more highly.

Useful links

Flexible benefits: http://www.employeebenefits.co.uk/benefits/flexible-benefits.html

Case study (Honda): http://www.employeebenefits.co.uk/item/11827/23/316/3


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## The employee value proposition

The employee value proposition describes the overall perception of the employee regarding the exchange of his or her time for compensation in money and other benefits.

Employees' satisfaction will be greatly influenced by the perception of whether or not they think they are getting a good deal.

Useful links

The employee value proposition: http://www.recruitersnetwork.com/articles/article.cfm?ID=1456

## Performance-related pay (PRP)

Performance-related pay simply seeks to link increased pay to improved results. It is a philosophy based on rewarding outputs, (what people produce) rather than inputs (what effort people put in). At face value it makes sense, but the reality has been that it is not so easy to introduce in all circumstances. The idea gained considerable popularity in the 1980s and was widely introduced in the public sector in order to raise service standards and make people more accountable for their work. However, whilst it is easy to make a reward link for a salesperson's job, it is not so easy for administrative, academic and technical jobs, particularly in larger organisations. Many organisations have now modified their approach to use a hybrid of input and output measurements.

Useful links

Performance related pay: http://www.cipd.co.uk/subjects/perfmangmt/perfrelpay/prefrelpay.htm

## Work–life balance

Work–life balance as a notion started to become popular in the late 1980s as a response to executive burnout. Many people started to realise that although they had highly successful careers, they had paid a very high price in terms of family sacrifices and damage to personal health and well-being. Many training courses were developed and awareness raised to help people to redress the balance and redefine the meaning of success.

Useful links

Case study (NHS): http://www.employeebenefits.co.uk/item/12188/23/305/3


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# Human Resources

TEACHER'S NOTES

# Unit 10 HR branding and consulting

- Creating an HR brand
- Communicating the brand message
- Negotiating service level agreements
- Developing a consultancy role

**Go to page 145 for essential background information on the topic and useful web links.**

**Don't forget to use the Additional activity worksheet in the Resources section of the Cambridge English for Human Resources website.**

**Technical human resources and other workplace vocabulary can be found in the Glossary on Student's Book pages 122–127**

**Refers to the Audioscript on Student's Book pages 93–108**

## Creating an HR brand

***Before you begin …***

**Explain to the group that the unit concerns how HR is presented to the outside world and employees within the company. Then ask them to discuss these questions:**

- What role, if any, does marketing play in HR?
- What role does HR play in marketing?

**Suggested answers**

- HR teams need to market themselves and their skills to other parts of their organisation. They have to demonstrate that they add value to the organisation and are not just a cost. If organisations fail to appreciate the value of HR, its budget may be cut or its work may be outsourced.
- Directly, wherever HR's work is visible to the outside world, e.g. the recruitment webpage, job adverts, interviewing candidates (who may later become customers), etc. Less directly, training (e.g. customer service skills, quality, etc.) is a key part of marketing. Finally, a happy workforce can be the most effective form of marketing, as employees speak highly of their organisation and enhance its reputation. Conversely, if the organisation treats its employees badly, they can seriously undermine the organisation's marketing efforts.

**1 a Ask students to work alone to complete the matching exercise and then to compare their answers in pairs. Make sure students realise that although this exercise focuses on marketing rather than HR, its relevance will become clearer as the unit progresses. When you go through the answers with the class, elicit what students know about each term.**

**Answers**

2 c 3 f 4 d 5 e 6 a


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## Note

Some HR and workplace-related vocabulary items:

- *platform* is the overall term for all the brand elements. Marketers build a platform.
- *mission* describes the main purpose of a product, service or company. It could be argued that the true mission is to make a profit, but usually the word *mission* implies some higher level of purpose. Sometimes this might be about functionality (e.g. to be easy to use) or about market position (e.g. to be the world's favourite retailer).
- *vision* is important because in order for people to connect with the brand, they need to imagine and visualise the brand experience.
- *values* are important because increasingly, consumers make judgements about companies, (whether they want to buy their products or work for them) based on their moral behaviour.
- *personality* in branding seeks to give a product human characteristics that people either relate to or aspire to. From an HR perspective, a company may describe itself as friendly, although in reality the company itself is inanimate.
- *tone* refers to how the brand is delivered, e.g. quickly, politely, totally; as such, it nearly always uses adverbs.

## Extension activity

**Tell students to work in small groups. Each group should choose a well-known brand, such as a make of car, a soft drink, etc. They then try to identify the brand mission, personality, etc., for their chosen brand. Afterwards, discuss their ideas with the class.**

**You could also approach the same question from an employee's point of view. This may be less easy, as many organisations do not promote themselves as employers to the same extent as they promote their goods and services. One strong exception is McDonald's, which uses TV and cinema adverts to promote itself as an employer.**

**If you have access to the Internet in the classroom, you could play an extract from the following video, http://www.youtube.com/user/mcdonaldscorp#p/u/40/2e-VY_wXmys, where McDonald's uses its reputation as a good employer as part of its mainstream marketing efforts. The video consists of employees at McDonald's telling personal stories about their experiences of working for the company. The employees promote strong professional aspects (career development, good wages) and personal aspects (they enjoy working with customers, they work hard but have good fun and have made friends) of their work.**

**b** **Students discuss the questions in pairs and then share their ideas with the class.**

**Suggested answers**

1 By treating the company as a market and its services as products.
2 To communicate what services it provides, send a message about the style of HR and raise the profile of HR within the company.

**2 a** **Ask students to read the introduction to Real-Time Consulting to find out what it does. Discuss with the class what the term *real-time technology solutions* might mean (see Note on page 134). Then ask students to read through the statements to check they understand all the words. You may need to check students' understanding of *tagline* (see Note below). Students then listen to Audio 10.1 to complete the task. They discuss their answers in pairs, including anything else they remember about the conversation, before feeding back to the class.**
▶10.1 page 107


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**Answers**

1 T
2 F – Paula has been working on taglines but Bernhard explains that this is not the right starting point.
3 T
4 T

**Note**

Some HR and workplace-related vocabulary items:

- *real-time technology solutions* are solutions that must be delivered within a specific, often very short, timeframe in order to be effective. Some examples are alarm systems, car braking systems, traffic and rail signalling.
- A *tagline* is a short sentence which summarises a brand.
- A *centre of excellence* is a place where best practice and high standards are developed, demonstrated and taught. Companies may develop their own centre of excellence for management or other skills.

**b** **Ask students to work alone to complete the matching exercise and then to listen to Audio 10.1 again to check.**
**▶10.1 page 107**

**Answers**

2 a 3 e 4 f 5 b 6 c

**c** **Ask students to read the corporate objectives and then to discuss the three questions in pairs. After a few minutes, open up the discussion to include the whole class.**

**Suggested answers**

1 Because the HR Department should serve the needs of the business.
2 To maintain and develop … – because it relates most closely to the core function of HR.
3 respond, develop, dynamic

**Extension activity**

**You could explore company mission statements further by asking students to answer questions 2 and 3 in Exercise 2c for the mission statement of their own organisation(s). Alternatively, you could print off some authentic mission statements from the Internet, for example: http://www.missionstatements.com/company_mission_statements.html (you will need to click on one of the boxes to view the mission statements).**

**3 a** **Make sure all students have a specific organisation in mind before they begin. Make sure they also understand all the words in the survey (see the Extension activity on page 135 for ideas). Students then work alone to complete the two survey questions and discuss their answers in pairs. Afterwards, ask one or two pairs of students to feed back to the class.**


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## Note

The purpose of question 1 in Paula's survey is to see whether there is a mismatch between what the HR department does and how it is perceived internally by other departments and staff. For example, HR may believe that it is providing support and advice whereas employees perceive it as acting in a policing role and checking up on people.
In general, there has been a shift away from procedural behaviour towards a more consultative approach, but perceptions of HR within companies are not always favourable and that is something that an HR department needs to manage and improve.

## Extension activity

**You can review the adjectives which appear in part 2 of Paula's survey by photocopying and distributing the following worksheet to students before they begin Exercise 3a.**

| | | | | |
|---|---|---|---|---|
| approachable | authoritarian | bureaucratic | consultative | creative |
| dynamic | efficient | flexible | friendly | proactive |
| radical | reactive | reliable | responsive | satisfactory |

Which adjective in the box means that

1 other people can trust that you will do what you say you will do?
2 you have original ideas?
3 you pay attention to what others say and take action based on that?
4 you don't waste time, money or effort?
5 you are nice, with a positive attitude towards other people?
6 you are prepared to be completely different, to take extreme risks or to try something completely new?
7 people feel they can come to you at any time for advice or help?
8 you use your power to impose decisions on others?
9 you take action without waiting to be told or forced to take it?
10 you may be good enough at something, but not excellent?
11 you have a lot of procedures, documentation and rules, which others might find excessive?
12 you ask for other people's opinions and advice before making decisions?
13 you have a lot of energy and that you make things happen?
14 you are prepared to change your plans and your ideas to adapt to the situation?
15 you generally take action only after you have been asked or forced to do it?

**Answers**

| | | | | | |
|---|---|---|---|---|---|
| 1 | reliable | 6 | radical | 11 | bureaucratic |
| 2 | creative | 7 | approachable | 12 | consultative |
| 3 | responsive | 8 | authoritarian | 13 | dynamic |
| 4 | efficient | 9 | proactive | 14 | flexible |
| 5 | friendly | 10 | satisfactory | 15 | reactive |

**b** **Students discuss the questions in pairs and then feed back to the class.**

**Suggested answers**

1 That it is solid and reliable but not very dynamic or innovative.
2 No.

**c** **Ask students to listen to Audio 10.2 and mark the words from the survey that they hear. In pairs, they discuss what was said about each word and then feed back to the class.**

▶10.2 page 107


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**Answers**

partner, advisor, creative, proactive, consultative, radical, dynamic, friendly, approachable, reliable
(Paula also uses the term *administrative function*, but she doesn't use *administrator*.)

**Note**

A *service portfolio table* shows the complete set of services delivered by a department in an organisation (e.g. HR).

**d** **Students discuss the four questions in pairs to see how much they remember and then listen to Audio 10.2 again to check their answers. Afterwards, discuss the questions with the class, including students' experience or knowledge of service portfolio tables.**
▶ 10.2 page 107

**Answers**

1 They are not happy.
2 That HR is reliable.
3 Key services and main activities.
4 It is a planning tool to help HR define its range of services.

**4 a** **Students work in pairs to discuss the abbreviations and then feed back to the class.**

**Answers**

D&G – discipline and grievance
R&S – recruitment and selection
F2F – face-to-face
SLAs – service level agreements
KPIs – key performance indicators

**Note**

Some HR and workplace-related vocabulary items:

- *development activities* cover all activities aimed at developing employees such as coaching, mentoring and on the job training. HR and employee development departments are very keen to encourage people to think about development as covering a wider range of activities than just training courses.
- A *business partner role* is one in which HR has an important strategic role in the direction of the business as a whole, rather than just delivering HR and personnel services. HR in this role aims to become a value adding service through listening and responding to employee needs. For a fuller explanation, see Background information and useful web links on page 145.
- *service delivery methods* describe the different ways in which services are delivered. Traditionally, this just involved straightforward delivery (e.g. the HR department physically perform the action). Now, it may include self-service HR and a greater use of technologically delivered services. Examples include holiday records being updated by employees themselves or conducting feedback using an electronic template.
- *contracting* with other departments has its origins in business unit management, which was a concept created by the Boston Consultancy Group to encourage greater accountability amongst managers by identifying their area of budget responsibility. This led to cross-charging internal customers for services delivered, in order to recover costs. The final link in this chain of events was to formalise the contracting through service level agreements (SLAs).


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**b** **Students work alone to complete the definitions and then check in pairs before feeding back to the class.**

**Answers**

1 succession planning
2 strategic partnering
3 self-service HR
4 human capital management
5 internal consultancy

## Additional activity Unit 10: Exploring the HR service portfolio

**If students would like to explore the HR service portfolio in more detail, you can use the Additional activity worksheet for Unit 10 in the Resources section of the course website.**

**5 a** **Quickly elicit from the class the meaning of the terms in the model (as described in Exercise 1a). Then play Audio 10.3 for students to answers the two questions. They compare their answers in pairs before feeding back to the class.**
**▶10.3 pages 107–108**

**Answers**

1 brand platform, brand mission, brand vision
2 internal, external

**Note**

*internal customers* are all employees who receive a service from other departments and colleagues. Ultimately, everybody in an organisation is an internal customer of everyone else. The concept supports cooperation between individuals and departments.

**b** **Students work alone to match the sentence halves and then listen to Audio 10.3 again to check their answers. Go through the answers with the class.**
**▶10.3 pages 107–108**

**Answers**

1 b 2 c 3 d 4 e 5 a

**c** **Students discuss the questions in pairs. After a few minutes, open up the discussion to include the whole class.**

**d** **You may need to check students' understanding of some of the words in the box before they begin the task (e.g. *considerately, impartiality, innovative* and *qualities* may be words unfamiliar to B1 and B2 students). Students work alone to complete the table and then compare their answers with a partner before feeding back to the class.**

*considerately*: kindly and helpfully

*impartiality*: behaving objectively or in a way that does not support any of the sides involved in an argument

*innovative*: using new methods or ideas

*qualities*: characteristics or features of someone or something


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**Answers**

1 will create
2 will use
3 to provide
4 see
5 are enjoying
6 are leaving
7 impartiality
8 qualities
9 innovative
10 considerately

**Note**

The *employer brand* is how the company is perceived and the *HR brand* represents how HR is perceived. To a potential candidate that might be one and the same, but to existing employees it may be different.

**e** **Students complete the task in pairs and then feed back to the class.**

**Answers**

1 Personality
2 Tone
3 Values
4 Platform
5 Mission
6 Vision

**Extension activity**

**Ask students to work in pairs to suggest other:**

- **nouns that could be used to describe brand values**
- **adjectives that could be used to describe brand personality**
- **adverbs that could be used to describe brand tone.**

**Students then feed back their ideas to the class. You could also make a list on the board.**

**Suggested answers**

- *brand values*: patience, integrity, creativity
- *brand personality*: positive, approachable, enthusiastic
- *brand tone*: efficiently, calmly, creatively

**6** **Make sure students have a specific organisation in mind. If you prefer, you could make this a light-hearted and imaginative exercise, by allowing students to create their brand platforms for an old-fashioned organisation or one with no respect for employees.**

## Communicating the brand message

**7** **Students discuss the questions in pairs and then feed back to the class.**

**Suggested answers**

1 senior management, all employees and potential employees

**8 a** **Ask students to work alone to read the email and answer the questions. Allow students to discuss their answers in pairs before feeding back to the class.**

**Suggested answers**

1 To explain improvements to the service HR provides to employees.
2 Yes
3 b

**b** **Students quickly read the improved version. Discuss the question with the class.**


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**Suggested answers**

She has made the email more engaging and interesting.

**c** **Students work alone to add the phrases to the email. Then ask them to compare their answers in pairs before feeding back to the class.**

**Answers**

1 as part of our modernisation programme
2 also
3 even more
4 in addition to this
5 quickly and simply whenever you want
6 further
7 for an informal chat about how we may help you
8 We hope HR is working for you!

## Extension activity

**Ask students to look again at the phrases in bold in the text in Exercise 8b and the phrases in the box in Exercise 8c and ask them to discuss the following questions in pairs:**

1 **Which phrases make the email more positive and enthusiastic?**
2 **Which phrases provide additional information?**
3 **Which phrases help the email flow more naturally, and fit together more logically?**
4 **Which phrases make the email more personal and friendly?**

**Then feed back to the whole class. Make it clear to students that a number of possible answers are correct and a word or phrase could be the answer to more than one question in some cases.**

**Suggested answers**

1 are delighted to release; newly; high; we hope HR is working for you!; even more; further; quickly and simply
2 as part of our modernisation programme
3 still; also; in addition to this
4 that you have come to expect; for an informal chat about how we may help you; We hope HR is working for you!; whenever you want

**9** **a** **Make sure students realise the discussion is about websites for external customers (and not intranet sites, for example). Students discuss the two questions in pairs and then feed back to the class.**

**b** **Students work alone to read the careers page and find the information on the website. They check in pairs before feeding back to the class.**

**Answers**

1 Store roles, Head office roles
2 Apply now
3 Rewards & benefits
4 Trainee management scheme

**c** **Discuss the question with the class.**

**Suggested answers**

The company can show that it does more than just make a profit. Future employees might want to work for a company which has similar values.


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**d** **Students work alone to complete the sentences and then check in pairs before feeding back to the class.**

**Answers**

1 You will have the chance to gain experience in a number of locations.
2 Our levels of pay are extremely competitive.
3 Do you take graduates?
4 We are looking for a design engineer.
5 We actively pursue ethical and environmental policies.
6 We offer a comprehensive technical skills building programme.

**e** **Students work alone to complete the task and then feed back to the class.**

**Answers**

a 4 b 1 c 3 d 6 e 2 f 5

### Extension activity 1

**If you have access to the Internet in your classroom, search for the careers page of other well-known organisations for students to look at (e.g. https://jobs.bbc.co.uk/fe/tpl_bbc01.asp). Ask students to identify sections similar to those in Exercise 9e and useful phrases in those sections similar to the ones in Exercise 9d.**

### Extension activity 2

**Students create their own HR websites, using the examples they have studied in this section as models. They could work alone at home or in groups in class.**

## Negotiating service level agreements

***Before you begin …***
**Books closed, write 'service level agreement (SLA)' on the board and ask students if they know what it is and if any students have experience of working with them. Do not confirm answers yet but ask them to turn to Student's Book page 83.**

**Suggested answer**

A *service level agreement (SLA)* defines what service(s) one department can offer another and how much each service costs.

**10 a** **Students discuss the questions in pairs. After a few minutes, open up the discussion to include the whole class.**

**Suggested answers**

1 Advantages: people know exactly what they are getting, can choose which services to have. Disadvantages: it takes extra time and bureaucracy on internal accounting systems.
2 payroll, training, recruitment, discipline


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**Note**

*SLAs* (see http://www.slatemplate.com/ for an example), are very popular with IT departments, which bill other departments for their service. They can also be used with other departments that provide a service for the rest of the organisation, such as finance, legal services or administration.

**b** **Discuss briefly with the class what an SLA with the Accounting department might include. Students read the three statements and then listen to Audio 10.4. They discuss their answers in pairs, including anything else they remember from the conversation, before feeding back to the class.**

▶10.4 page 108

**Answers**

1 F – Bernhard suggests that it is better to discuss the SLA informally before they write the contracts.
2 T
3 F – Simone wants to be responsible for recruitment because she feels that HR do not have specialist knowledge of accountancy.

**c** **Students read through the expressions first to try to remember who said what and then listen to Audio 10.4 again to check their answers. You may want to explain to students that this is a prediction task which will make listening easier – they are not being expected to recall every word. When you check with the class, elicit the context that each phrase was used in.**

▶10.4 page 108

**Answers**

1 S 2 B 3 S 4 S 5 B 6 S 7 B 8 B

The contexts for the answers are:

- *I guess we'd better get down to business* (getting the meeting started)
- *And how about recruitment and selection?* (asking if these are to be part of the SLA)
- *You know, I've been thinking about that.* (*that* = if recruitment and selection are to be part of the SLA)
- *The thing is, a lot of accounting positions …* (justifying why HR's support in recruitment and selection may not be needed)
- *I don't doubt it.* (agreeing that Simone is the best judge of who to recruit for her department)
- *Therefore, with respect, I'm not sure what added value HR brings …* (questioning whether HR's services are needed)
- *I can understand your point of view. I'd like to suggest that …* (responding to the suggestion that HR doesn't add value to the recruitment process)

**d** **Students work alone to complete the exercise and then feed back to the class.**

**Answers**

a 3, 4, 6, 7 b 5 c 1, 2, 8

**Extension activity**

**Students work in pairs to think of more phrases for the three functions.**


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**Suggested answers**

a There's one thing that still bothers me, though … ; I can see what you're saying, but …
b Absolutely; Yes, that's a good point.
c Why don't we …?; Let's …

**e** **Students discuss the question in pairs. After a few minutes, open up the discussion to include the whole class.**

### Extension activity

**You could continue the discussion from Exercise 10e by asking students to suggest more examples of employees with special skills, where HR may have a limited role in recruitment and selection. You could also elicit some examples of employees who do not need special skills, where HR could conduct the whole recruitment/selection process without the need for support from department managers, etc.**

**f** **Students work alone to complete the SLA template. They check in pairs before feeding back to the class.**

**Answers**

1 clearly define
2 Services provided
3 billing arrangements
4 reviewed annually
5 organisational development
6 payroll administration
7 reference checking

**11** **Make sure students have a specific department in mind, and preferably a specific organisation. Students work in pairs to negotiate their SLAs. After about five minutes, tell students to swap roles, so everyone has a chance to play the HR role.**

## Developing a consultancy role

***Before you begin …***
**Prepare a piece of paper with the following questions on, clearly written:**

- What major changes might an organisation undertake?
- How are staff likely to react to these changes?
- What might HR's role in change be?

**In class, write on the board the following sentence, making sure to underline 'transition' as shown:**

Organisations increasingly talk about managing <u>transition</u>.

**Ask students to give you a definition for *transition* (a change from one form or type to another, or the process by which this happens). Then invite one student to volunteer to be the chair for a short class discussion. Explain to students that you will not get involved but will only listen (you may find it helpful to move to the back of the classroom to show that you want the students to be responsible).**

**Give the volunteer chair the paper with the three questions on and give him/her a time limit of seven minutes. Explain that the role of the chair is not only to manage the discussion but to ensure that every student contributes.**

**12 a** **Students discuss the questions in pairs and then feed back to the class.**

**Suggested answers**

1 project management, strategy development, change management
2 increased respect and status


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**b** **Tell students that they are going to listen to part of a meeting and then ask them to read the instructions to find out who they will be listening to and what they will be talking about. Explain that this is an open-ended listening task – they will be taking personal notes to summarise the situation (i.e. there won't be a traditional listening comprehension exercise such as they have used throughout this course).**

**Play Audio 10.5 for students to make notes. Then ask students to compare their notes in pairs. Ask each pair of students to prepare a short written summary. You can then ask students to circulate the completed summaries and say whether all the students understood the situation in the same way.**

**If you feel that your students may not enjoy such an open-ended activity, the Extension activity below provides more traditional comprehension questions.**
**▶10.5 page 108**

**Suggested answers**

Bernhard is gathering information on the situation. Kevin is not keen on the reorganisation because of the disruption it will cause and time it will take. He also feels it will be difficult working closely with Central Admin as their Head, Véronique, is not being very cooperative about reporting to him.
Bernhard should first of all speak to Véronique to see how she feels.

## Extension activity

**You could use these questions to check comprehension, and play Audio 10.5 a second time if necessary to check the answers.**

1. **What situation does Kevin want to discuss with Bernhard?**
2. **Which two parts of the business does the situation involve?**
3. **What is the first problem Kevin mentions?**
4. **What is the second issue Kevin is worried about?**
5. **How does Kevin describe Véronique's attitude?**
6. **When will Bernhard talk to Kevin again?**

**Answers**

1 The reorganisation
2 Legal and Central Admin
3 The office move
4 Staff relations – it will be difficult to get people to work together
5 Not very cooperative
6 Tomorrow

**13 a** **Students work alone to match the actions to the stages before feeding back to the class.**

**Answers**

1 Talk to Véronique
2 Organise integration activities
3 Take emotion out of situation
4 Get others involved to form working party
5 Set up brainstorming meeting
6 Agree objectives, priorities and deadlines
7 Put into practice and review


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**Note**

Stage 3 of the consultancy sequence is *Move from positions to objectives*. Positions here refer to emotional attachments such as (in this context) *I won't share my office space*, whilst objectives refer to desired outcomes such as *I need a minimum of 10 square metres*. Maintaining a position makes it harder to reach agreement than focusing on objectives, but people often develop an emotional attachment to an idea from which they find it difficult to back down.

**b** **Students discuss the question in pairs and then share their answers with the class.**

**Suggested answer**

Spend time meeting the people involved and help them to work together.

**14 a** **Ask students to read the four questions to make sure they understand, and then play Audio 10.6. Students discuss their answers in pairs before feeding back to the class.**

▶10.6 page 108

**Answers**

1 stressed
2 Kevin is not helpful (*obstructive*) and says he is too busy to discuss it with her.
3 two or three people from each section
4 Yes

**Note**

A *joint working party* is a group of people from different departments.

**b** **Students try to complete the extracts from memory and then listen to Audio 10.6 again to check their answers. They check in pairs before feeding back to the class.**

**Answers**

1 Could
2 it going
3 Why; then
4 bit; know
5 Is there
6 you like out
7 idea; Let's

**c** **Discuss the question with the class.**

**Suggested answer**

He is friendly and informal but also supportive.

**15** **Make sure students have a specific situation in mind before they begin. It might be best to role play the situation with Kevin first and then the situation with Véronique in the second role play. Make sure each student has a chance to play the HR manager. Allow around five minutes for each role play and then tell students to swap roles.**


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# Background information and useful web links

## Employer branding

Whilst companies have always been aware of the need to brand their products to make them attractive to customers, employer branding is a much more recent development. It concerns managing how the company is perceived by an external market. This is important within a broad PR context but also with regard to attracting candidates and being able to compete within the job market.

Useful links

*CIPD guide to employer branding*: http://www.cipd.co.uk/subjects/corpstrtgy/general/empbrand.htm

## HR branding

HR branding is closely linked to employer branding because the HR department is involved in presenting the company to candidates through its website, recruitment practices and influence on company culture. However, HR branding has another dimension regarding how it manages the perception of HR among employees within the company. It is generally considered that HR should model its brand to reflect corporate brand aspirations and objectives, in the same way that HR strategy should reflect or serve corporate strategy.

Useful links

*HRM guide to employer branding:* http://www.hrmguide.net/usa/commitment/employer_branding.htm

## Business partnering

Business partnering is a term coined by HR management guru, Dave Ulrich. In his model, he sought to reposition the role of HR to become one that was perceived as adding value rather than cost. In his model, he identified four key roles; strategic partner, administrative expert, employee champion and change agent. With the exception of administrative expert, these roles are more proactive and place HR in a more prominent role within the organisation. However, although the model is attractive, it remains more of an aspiration than a reality for many HR departments.

Useful links

*CIPD guide to HR business partnering:* http://www.cipd.co.uk/subjects/corpstrtgy/general/hrbusprtnr.htm

## Service level agreements

Service level agreements are contracts between suppliers and customers which stipulate the level of service that will be delivered. These became popular in the 1980s, particularly as organisations started to outsource services but still wanted to specify the standards required for the service. This process became internalised as the mechanism was also adopted for service delivery between departments within the same organisation. Currently, the use of service level agreements is widespread within the delivery of IT services.

Useful links

*Guide to SLAs:* http://www.businesslink.gov.uk/bdotg/action/detail?itemId=1073792564&type=RESOURCES

*Authentic example of an HR SLA:* http://www.bracknell-forest.gov.uk/human-resources-sla-2007-to-2010.pdf

## Internal HR consulting

Many HR Managers and departments are keen to develop a consulting role. The title consultant implies a certain level of expertise and wisdom. However, unlike a medical consultant, the HR consultant may take a facilitative role as well as an advisory one. This means providing process skills to enable others to solve their own problems. In large organisations with complex internal politics, the consultancy role may also involve mediating and enabling cooperation between different interest groups and departments.


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