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George Sandford

Series Editor: Jeremy Day

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Human Resources

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Cambridge, New York, Melbourne, Madrid, Cape Town,
Singapore, São Paulo, Delhi, Tokyo, Mexico City

Cambridge University Press
The Edinburgh Building, Cambridge CB2 8RU, UK

www.cambridge.org

Information on this title: www.cambridge.org/9780521184694

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First published 2011

Printed in the United Kingdom at the University Press, Cambridge

A catalogue record for this publication is available from the British Library

ISBN 978-0-521-18469-4 Student's Book with Audio CDs

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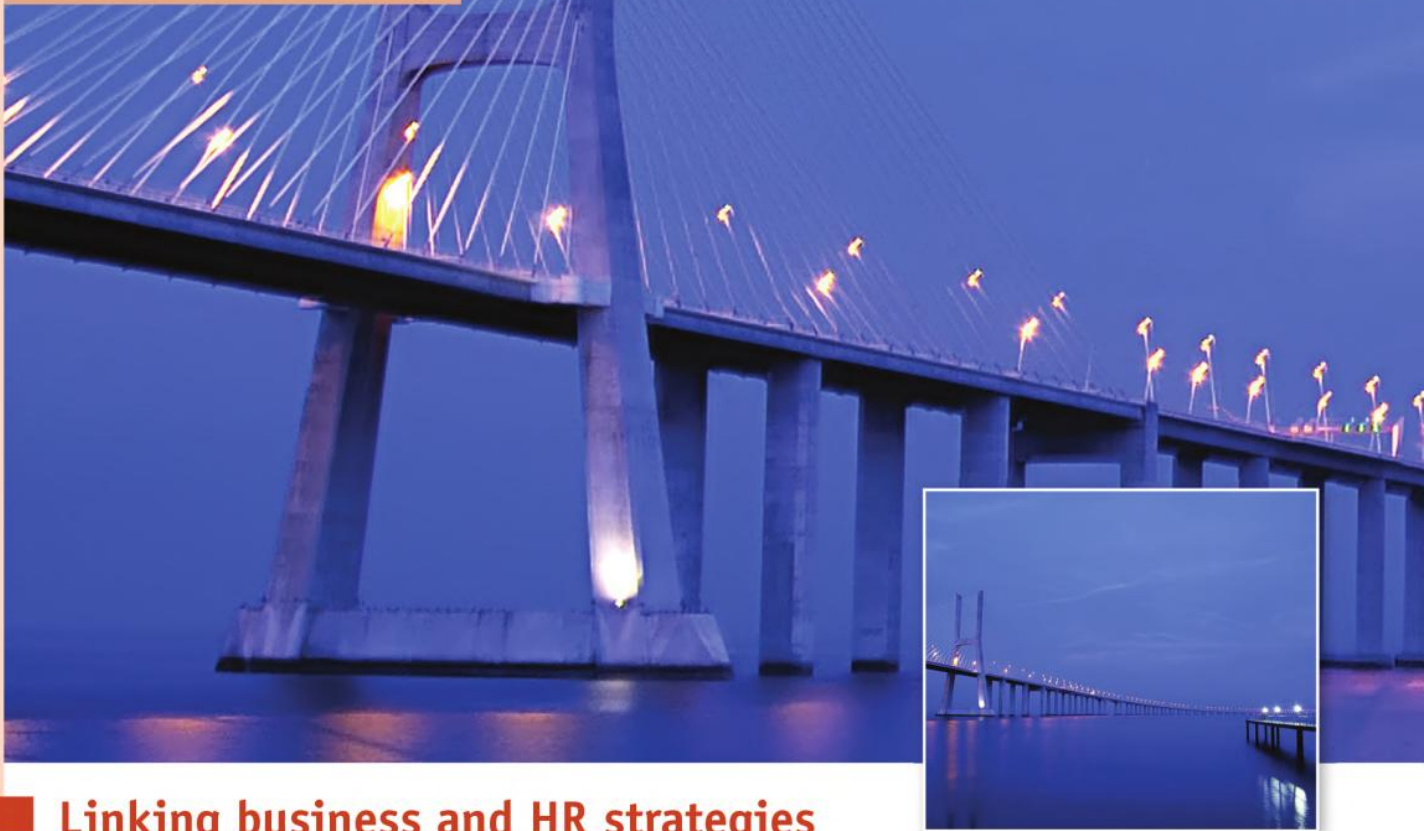
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UNIT 1

HR strategy

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



Linking business and HR strategies

A strategy sets out the larger and longer-term plans of an organisation. In many organisations, HR has its own strategic plan.

1 a In pairs, discuss the following questions.

- 1 What subjects would you expect to find in a corporate strategy document?
- 2 What subjects would you expect to see in an HR strategy document?
- 3 Why is it important to link the HR strategy to the corporate business plan?

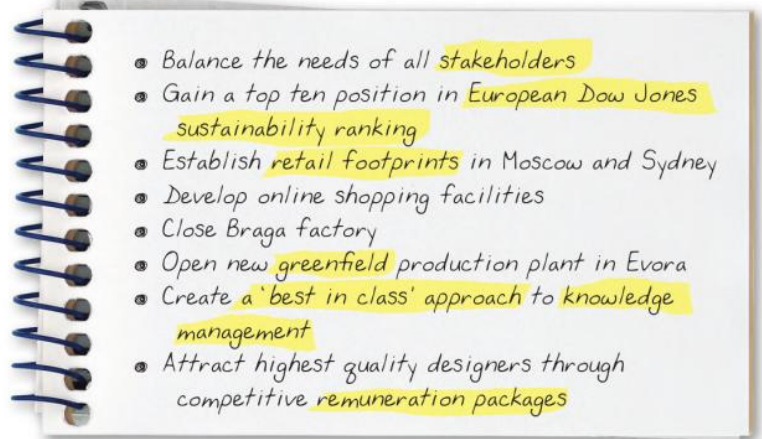
Maracujá is an international fashion designer based in Lisbon. The business is vertically integrated, meaning that it controls all aspects of the business from the design and manufacture of the clothes to retail and marketing.

b ▶1.1 Listen to a conversation between the HR Director, Laura Carvalho, and her Organisational Development Manager, Chris Ellis, and answer the following questions.

- 1 Why does Maracujá need to review its HR strategy?
- 2 Which part of the strategy do Laura and Chris agree will be the most important to review?
- 3 How is the management board currently changing the business?
- 4 What does Laura ask Chris to investigate for the HR Department?

2 a Read the notes Chris has made on Maracujá's corporate strategy. Use the glossary (pages 122–127) to check the meaning of the highlighted words. In pairs, discuss which issues you think will be most important for the HR strategy.

b HR can use a number of different approaches when creating a strategy. Match the approaches (1–8) to their main characteristics (a–h).



| | |
|--------------------------|---|
| 1 personnel | a a paperless HR function in which technology is used to offer self-service HR |
| 2 outsourced HR | b the responsibility for many HR activities is given directly to managers in other departments |
| 3 business partner | c HR is seen as part of an overall quality management system |
| 4 performance management | d HR people act as advisors and project-based experts |
| 5 e-HR | e the focus is placed on providing traditional, transactional HR functions such as payroll, and recruitment and selection |
| 6 continuous improvement | f all (or most) of the HR functions are provided externally |
| 7 devolved HR | g HR encourages a performance culture by measuring results and building skills |
| 8 consultancy | h the focus is less on traditional HR functions (e.g. payroll) and more on playing an influential and strategic role |

c Look at the strategic corporate objectives in Exercise 2a. Which of the approaches to HR strategy in Exercise 2b would be most appropriate? Why?

3 a Chris is preparing a summary of the advantages and disadvantages of four approaches to strategic HR. Read the information in this extract and then complete the headings (a–d) with the correct approach (1–8 in Exercise 2b).

| | |
|---|---|
| <p>(a) _____</p> <p>Advantages</p> <ul style="list-style-type: none"> Strong management of central function Easy to manage and operate (1) _____ <p>Disadvantages</p> <ul style="list-style-type: none"> Limited influence HR may be seen as self-serving bureaucracy (2) _____ | <p>(b) _____</p> <p>Advantages</p> <ul style="list-style-type: none"> HR plays an active role in strategy Participates in change management (3) _____ <p>Disadvantages</p> <ul style="list-style-type: none"> May reduce involvement with majority of workforce Added value may be hard to quantify (4) _____ |
| <p>(c) _____</p> <p>Advantages</p> <ul style="list-style-type: none"> Creates greater ownership among managers HR plays an important role in developing performance management systems (5) _____ <p>Disadvantages</p> <ul style="list-style-type: none"> Performance culture needs to have high level support to work There is a possibility of employee resistance (6) _____ | <p>(d) _____</p> <p>Advantages</p> <ul style="list-style-type: none"> Increased perception of HR as being business focused HR provides quality management tools for managers (7) _____ <p>Disadvantages</p> <ul style="list-style-type: none"> To work, the organisation needs a total quality management culture May spend too much time measuring and reporting (8) _____ |

b Complete the extract from Chris's summary in Exercise 3a by matching the following advantages and disadvantages (a–h) to the points (1–8) in the table.

- a If results become the main focus of the culture, employee development and motivation may become weak
- b HR may be perceived as an administrative cost only
- c HR may participate in inter-departmental quality circles
- d HR staff may lack the skills to perform a strategic role
- e HR's influence and presence are increased
- f May lose sight of the 'human' aspect of HR
- g Organisational focus is shifted from effort and input to output and results
- h People understand what HR does

c ▶ **1.2** Chris is presenting the results of his investigation to Laura and other colleagues in the **HR Department**. Listen and decide if the following statements are true (T) or false (F).

- 1 Laura thanks the HR Department for their hard work.
- 2 The first approach Chris discusses is a traditional model of HR.
- 3 Chris agrees that HR does not have a strategic role in the personnel approach.
- 4 According to Chris, HR's main role in a performance management approach is to support managers.
- 5 Everyone agrees that a performance management approach is the best option.

d Read the extracts from the meeting (a–h) and say which of the phrases in bold are used to:

- 1 express mild agreement
 - 2 express strong agreement
 - 3 signal that the speaker is moving on to a new topic
 - 4 soften a disagreement
- a **Well**, as you know, I've been ...
 - b **Right**, I've looked at a number of ...
 - c **Exactly**. It's clearly not the most ...
 - d **There's no doubt that** these services ...
 - e But really, Chris, **if you don't mind me saying** ...
 - f **Yes, I'm inclined to agree with you**. Certainly, our ...
 - g Good, **that sounds more like it**.
 - h Hm, **I'm not convinced**. I still think ...

4

Work in small groups. Take turns to present the advantages and disadvantages of a strategic approach to **HR** for your organisation or an organisation you know well. Try to use the phrases in Exercise 3d.

Developing an HR strategy

Laura has decided to adopt the business partner model and is developing the HR strategy document.

- 5 a** Complete the document headings (1–6) with the words and phrases in the box.

Context HR vision and mission
Implementation and monitoring
Introduction Key deliverables
Purpose


- b** Is the language in the document more formal and impersonal or more informal and friendly?

- c** Read the document again and find the singular or plural noun(s) from:

- the verbs:
act aim come out
deliver expand introduce
- the adjectives:
effective excellent

- 6 a** Read the following questions. In pairs, say which four questions you think a good introduction should answer, and why. Then read the beginning of Laura's introduction on the right to check your answers.

- 1 How will the HR strategy help the corporate strategy?
- 2 Who has written the HR strategy?
- 3 How long did it take to write?
- 4 What factors does the strategy take into account?
- 5 Why is it important to connect different parts of the business?
- 6 What does the management board think about the HR strategy?

HR strategy document

(1) _____
The aim of the HR strategy is to support and enhance the corporate strategy by realising key deliverables through HR services and actions.

(2) _____
The new strategy exists within a framework of the company's rapid expansion.

(3) _____
To work in partnership to provide you with HR excellence.

(4) _____
The strategy comprises four key elements:

- ♦ Service delivery
- ♦ Employee commitment
- ♦ Change
- ♦ Strategic actions

(5) _____
This section outlines the measurable outcomes that the strategy will produce.

(6) _____
The effectiveness of the introduction and impact of the strategy will be thoroughly assessed by HR, the management board and the cross-functional team.

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.

- 9 a The strategy document should conclude with an implementation and monitoring plan, which explains how the strategy will be introduced to the company. In pairs, discuss which factors and groups of people you think should be included in an implementation and monitoring plan.

Factors

Accountabilities Deadlines Desired outcomes Goals
Key indicators Performance targets Revenue Seasonal variations

People

Accounts Department All employees Consultants Customers
Employee development group HR Department Line managers
Management board Shareholders

- b ▶13 Listen to the beginning of a meeting of the HR Department and say which four factors and which four groups of people they mention.

- c ▶13 Listen again. Are the following statements true (T) or false (F)?

- 1 The purpose of the meeting is for Laura to explain her ideas to the department.
- 2 HR managers will approve the implementation plan.
- 3 The group decides not to include key indicators in the plan.
- 4 The group would like to include both managers and employees in the plan.
- 5 The group will only discuss the plan with the board after it is finished.

- d The meeting includes several examples of proposals and counterproposals. Match the beginnings of the extracts (1–6) to the endings (a–f).

| | |
|---|--|
| 1 That's true, but it's not just | a some straightforward accountabilities and deadlines? |
| 2 I think, like the deliverables section, we should build | b too complicated. |
| 3 Maybe we can | c the management board. |
| 4 As long as it doesn't get | d about appearances. |
| 5 So why not just include | e use both. |
| 6 Good idea, but let's not forget | f a matrix with a number of components. |

- e Look at the phrases in bold in each extract. Which are used to make a proposal? Which are used to make a counterproposal or qualified agreement?

- 10 a Read the extract on the opposite page from Laura's completed implementation and monitoring plan and decide if the following statements are true (T) or false (F). Ignore the gaps for now.

- 1 HR only will be responsible for measuring the success of the HR strategy.
- 2 The success of every objective will be measured through a specific action or event.
- 3 HR promises to find new employees for positions in eight weeks or less.
- 4 The employee review scheme will be completed by the end of Q4.
- 5 The strategy may cause problems for employees with young children.

- b ▶14 Laura is presenting the HR strategy to the board. Complete the missing information from the implementation and monitoring plan (1–8) using the words in the box. Then listen and check your answers.

100% 8% 80% attitude framework ongoing open profile

Implementation and monitoring

The effectiveness of the introduction and impact of the strategy will be thoroughly assessed by HR, the management board and the cross-function employee development team.

This will be achieved by using the monitoring process below, which identifies how success will be demonstrated and sets milestones for each goal.

Goal: To recruit and retain a skilled workforce

| Outcome | Indicators | Outputs | Responsibility | Deadline |
|--|------------------------------|--|--------------------------------|---------------------------------|
| Employee skills and workforce capacity fully meet the needs of the business. | ♦ Duration of (1) _____ | ♦ Vacancies are filled within a maximum of two months. | HR / Line managers | By end of Q2 |
| | ♦ Labour turnover | ♦ Labour turnover reduced to (2) _____. | HR / Line managers | By end of Q4 |
| | ♦ Skills–supply demand match | ♦ Full company-wide skills audit. | HR / Line managers | By end of Q2 |
| Learning processes meet the development needs of the company. | ♦ Competence (3) _____ | ♦ A company-wide process defines skills and performance standards. | HR / Line managers | Develop over the next 12 months |
| | ♦ Employee review scheme | ♦ The ER scheme has (4) _____ employee coverage and produces measurable learning objectives. | HR / Line managers / Directors | Current and ongoing |

Goal: To support ethical working practices

| | | | | |
|---|------------------------------|--|---------------------------|----------------------|
| The business supports family friendly policies. | ♦ Policy documents | ♦ Family friendly policy documents provide evidence. | HR | Current |
| | ♦ Employee (5) _____ surveys | ♦ At least (6) _____ of the workforce say the company has flexible, family friendly working hours. | HR / External consultancy | Carried out annually |
| The business upholds and promotes equality. | ♦ Equality survey | ♦ Regular surveys are conducted to check equality of opportunity in the workplace. | HR | Carried out annually |
| | ♦ Employee statistics | ♦ The employee (7) _____ is socially representative and variations are rectified. | HR | (8) _____ monitoring |

11

Work in groups. Plan and write an implementation and monitoring plan like the one above. Then take turns to present your plan to the group.

UNIT 2

Employee resourcing and talent management

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



Researching a resourcing plan

- 1 a** Companies use a variety of ways to find employees to meet their resourcing needs. Match the resourcing methods (1–8) to their definitions (a–h).

| | |
|--|--|
| 1 succession planning | a asking company employees to find new employees |
| 2 headhunting and recruitment agencies | b websites where job offers are posted |
| 3 outsourcing supply | c preparing managers for senior positions before the job becomes available |
| 4 internal transfer or promotion | d visits to universities by companies to attract new candidates |
| 5 local print media | e organisations that specialise in advertising and filling job vacancies |
| 6 job search sites | f getting part of the company's activity delivered by another organisation |
| 7 employee recommendation | g newspapers and magazines distributed near the workplace |
| 8 graduate job fair | h filling vacancies with people already employed by the company |

- b** In pairs, discuss the following questions about the resourcing methods (1–8) above.

- Which methods:
 - attract new employees?
 - have a company activity delivered by an outside organisation?
 - meet resourcing needs using the existing workforce?
- Which methods would you use for sourcing the following jobs?

company director delivery driver market researcher nurse

- c** Services can be delivered 'in-house' or they can be outsourced, that is, an outside company can be paid to provide the services. In pairs, discuss the following questions.

- Which types of job are most and least suited to being delivered from outside the company? Why?
- What are the potential benefits and risks to a company of outsourcing?

- 3 a ▶ 3.2 Listen to the next part of the meeting, in which Kate and Dmitri discuss the job profile. Choose the correct words to complete the job profile data.

- 1 The Project Manager will lead a team of around 15 / 50 employees.
- 2 The Project Manager will report to the *Marketing* / *Regional* Director.
- 3 In the first year, gaining *market share* / *profit* will be important.
- 4 Networking is *more important than* / *not as important as* negotiating.
- 5 The job is essentially about *leadership* / *sales*.

- b Companies often use a job profile to build accurate job descriptions. Complete the following template with the phrases on Dmitri's notepad.

| JOB PROFILE | |
|----------------------|--|
| Job title | Cable TV Project Manager |
| Date created/updated | May 2011 |
| Responsible to | • _____ |
| Responsible for | • _____ |
| Purpose | • _____ |
| Key duties | • _____ • _____ • _____ |
| Results criteria | • _____ |
| Relationships | • Liaison and regular progress reports / key Directors |
| Resources | • Full administrative support • _____ |
| Conditions | • City centre based, some home working • _____ • Car, fully expensed |
| Location | • Moscow |



- c Look at the following data (1–7) for profiles of different jobs. Where would you write the data in the job profile template? Can you say what kind of job the data might be for?

- 1 Carry out building inspections to ensure they meet with legal regulations
- 2 Berlin
- 3 To manage the company's finances
- 4 Private office at company headquarters
- 5 Make sales calls and demonstrate products
- 6 95% on-time delivery of all stock items
- 7 Regular meetings with production manager

- 4 a ▶ 3.3 Kate and Dmitri move on to discuss the person specification. Complete the template below with the words and phrases in the box. Then listen and check your answers.

English marketing negotiation new product development phone networks
PR presentation psychometric qualifications Russian

| PERSON SPECIFICATION | | | |
|-----------------------------------|---|---|-------------------------------|
| Job title | Cable TV Project Manager | Date created/updated | 01-05-11 |
| Factor | Essential | Desirable | How assessed |
| Education, training and (1) _____ | ▸ MBA | ▸ (2) _____ / telecom qualification | ▸ check certificates |
| Experience | ▸ (3) _____ ▸ minimum 3 years in telecoms sector | ▸ 5 years + in telecoms sector ▸ (4) _____ | ▸ interview |
| Skills and competences | ▸ project management ▸ (5) _____ ▸ leadership | ▸ (6) _____ | ▸ (7) _____ |
| Psychometric characteristics | ▸ mental toughness ▸ good judgement | ▸ creativity ▸ imagination | ▸ (8) _____ testing |
| Other | ▸ languages: fluent (9) _____ | ▸ languages: fluent (10) _____ | ▸ interview ▸ presentation |

- b ▶ 3.3 Kate uses a number of phrases to identify requirements as essential or desirable for Dmitri. Complete the extracts (1–6) below using the words and phrases in the box. Then listen again and check your answers.

ideally I'd settle for takes priority that would certainly be useful they must have
they should have useful but not critical we really expect to see would be a bonus

- _____ an MBA, but marketing or telecom-specific qualifications _____.
- _____, I want someone who's managed a similar project.
- Working with phone networks would be _____.
- _____ at least five years' experience in a telecoms-related sector, although _____ three if other factors were outstanding.
- _____ a strong list of competences.
- _____, but seeing that we're looking at a global market and not for a Russian specialist, then English _____.

- 5 a Dmitri mentions 'personality traits' during the discussion. In pairs, think of some examples of personality traits. Then complete the additional tasks on page 86.

- b In pairs, create a job profile and a person specification for a position you know well or a position you would like to recruit for in the future.

Identifying suitable candidates

- 6 a** Dmitri is sending an email to Maria Smith of the Sinclair Headhunting Agency. Read the email and choose up to ten key words and phrases which best summarise what Dmitri is looking for. In pairs, compare the words and phrases in your lists and discuss any differences.

Dear Maria,

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 anywhere in the world as a Russian background is not essential. Specifically, we are seeking:

- a creative individual with experience of working in international sales and knowledge of the telecoms market
- an ambitious professional with extensive knowledge of the telecoms industry
- a persuasive communicator with the ability to gain new clients
- a dynamic leader with skills in motivating and creating a winning team
- a high-level achiever with a proven track record of delivering results in new markets.

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,

Dmitri

- b** It can be useful to summarise information about candidates in phrases like those Dmitri uses in the email. Note how Dmitri makes the descriptions of the candidate more specific by adding a phrase beginning with the preposition *with*.

| | NOUN (+ PREPOSITION) | + VERB- <i>ing</i> OR VERB + INFINITIVE | + NOUN |
|------|--------------------------|---|-----------------------|
| with | experience of | working in | international sales |
| | (extensive) knowledge of | | the telecoms industry |
| | the ability | to gain | new clients |
| | skills in | motivating and creating | a winning team |

- c** Use the constructions in the table to create five similar phrases for a master chef in a top restaurant.

- 7 a** Dmitri has received three introductions to candidates from Maria. In groups of three, read about one candidate each and assess your candidate using the person specification template you completed in Exercise 4a. Then answer the following questions about your candidate.

- 1 Which essential and desirable qualities does the candidate possess?
- 2 What qualities are missing or impossible to know from the information about the candidate?
- 3 Do the candidate's other strengths make up for these weaknesses?
- 4 Does the candidate's professional experience look suitable for the job?

Student A, turn to page 87; Student B, turn to page 88; Student C, turn to page 89.

- b** In your group of three, take turns to present your candidate's strengths and weaknesses. Then decide together which candidate, if any, you would invite for interview.

10 a ▶ 3.4 Listen to part of a meeting in which Kate and Dmitri are planning questions for the Project Manager interviews. Are the following statements true (T) or false (F)?

- 1 Kate thinks it is useful to ask candidates about their résumé during the interview.
- 2 Dmitri wants to know why each candidate wants the job and what their expectations are.
- 3 Dmitri and Kate agree that they should ask the candidates hypothetical questions.
- 4 Dmitri thinks candidates should be asked to describe a specific event at work.
- 5 Dmitri and Kate can learn about what candidates think is important by asking them about their work routine.

b ▶ 3.4 Match the questions (1–4) to the factors they are designed to assess (a–d). Then listen again and check your answers.

| | |
|---|--|
| 1 How will your experience add value to our organisation? | a motivation and ambition |
| 2 Why do you want to work for us? | b an example of how a problem was solved |
| 3 Can you tell me about a time when ... ? | c prioritisation and working habits |
| 4 How do you spend your time at work? | d how past performance and current skills will be useful in the new role |

11 a ▶ 3.5 Listen to the beginning of Kate and Dmitri's interview with candidate Raúl Ramírez and make notes on questions 1–5.

- 1 Why does s/he want to work for Moscotel?
- 2 What skills/abilities can s/he bring?
- 3 How does s/he motivate and manage his/her team?
- 4 What's the first thing s/he does at work?
- 5 What else does s/he do in the morning?

b ▶ 3.6 Now listen to the next candidate, Ritva Aho, and make notes on questions 1–5 above.

c In pairs, compare notes and decide which candidate gave the best answers, and why.

d Match the extracts from the two interviews (1–6) to their functions (a–f).

| | |
|---|---|
| 1 Have you had a chance to look around? | a change from small talk to business |
| 2 Well, to get down to business ... | b change the subject |
| 3 And in the afternoon? | c ask for a (detailed) description |
| 4 That's good, so moving on to ... | d offer encouragement |
| 5 That's interesting. | e prompt the candidate to give more information |
| 6 How do you go about ... ? | f relaxing, ice-breaking |

b Read the email again and answer the following questions.

- 1 Did James manage the mentoring scheme in Scotland?
- 2 What problems did the scheme in Scotland have? Name at least three.
- 3 What does James think caused the problems?
- 4 What happened to the scheme?

c Based on the information in the email, make a list of points for good practice in mentoring programme design. Then compare your ideas with the key on page 114.

d James's email refers to a mentoring contract. In pairs, discuss the following questions.

- 1 What important information should a mentoring contract include?
- 2 What are the advantages and disadvantages of formalising the mentoring relationship through a contract?

e Complete the mentoring contract with the words and phrases in the box.

End date Ground rules Meeting details Problem resolution arrangements
Purpose of mentoring activity Start date What I expect from the mentee
What I expect from the mentor

Mentoring Contract

Mentor: Maritza Rosas Hernandez

Mentee: Ole Grønkjær

(1) _____ : 12 June 2011

(2) _____ : 12 December 2012

(3) _____

To develop greater corporate culture awareness

Expectations

(4) _____

(5) _____

- Serious about mentoring process
- Keep a log of important issues
- Attend meetings

- Listen to mentee
- Give advice when asked for

(6) _____

Mentoring conversations will be completely confidential

If unable to attend meeting, inform asap

NB: If frequent non-attendance is caused by mentee's manager, mentor will contact to discuss

(7) _____

Problems will be resolved through discussion

(8) _____

Focus of meetings

Frequency: Every two weeks

Location: Training room

- Relationship with manager
- Dyslexia

Signed:

Signed:

Xiao Long has prepared some information to be used in employee briefings and to be placed on the company's intranet.

12 a Ignoring the gaps for now, read the competence framework web page on page 90 and decide whether Xiao Long has included all the basic information an employee needs.

b Complete the web page by doing tasks 1–3.

1 Complete 'An introduction to competences' using the words in the box.

| | | | |
|-----------------------|------------------------|----------------------|---------|
| acceptable | performance statements | competently | generic |
| exemplary performance | competency | competence framework | |
| elements | job specific | key competences | |

2 Complete the 'Competence framework design and operation' section by choosing the correct word or phrase from each pair (1–8).

- 1 HR / Management board
- 2 skills and knowledge / training
- 3 Read / Feed back
- 4 performance standards / industry standards
- 5 pilot / complete
- 6 Adapt / Abandon
- 7 Release / Launch
- 8 reward / update

3 Complete the 'Manager's guide' and 'Employee's guide' with the following phrases. Some phrases can be used for both the manager and the employee.

- a Competences help you to know what standard of performance is expected of you.
- b It will make it easier for you to give specific feedback on performance.
- c Judging if a competence has been met should be done by referring to performance statements.
- d If you have any questions about performance standards, discuss them with your manager.
- e If you think any of your team members requires additional skills, training or support to achieve a competent level of performance, you should consult the HR Department.

13 Based on what you have learnt in this unit, write a report which answers the following questions.

- 1 What are competences?
- 2 Why has Putrajaya Paradise chosen to adopt a competence approach?
- 3 How does this link to other quality and performance management processes?
- 4 How was the framework designed?
- 5 What are its main components?
- 6 How was it introduced?
- 7 How will it be updated?

14 Design a competence framework implementation plan for an organisation you work with or an organisation you know well.

12 a Cindy van der Meer of Capo Verde is going to have her employee development review meeting with her line manager, Ian Calder, the Head of Human Resources. Look at the following list of review topics. Which topics would you expect and not expect to be covered during Cindy's review meeting?

- | | |
|------------------------------------|--------------------------------|
| 1 departmental goals | 8 personal beliefs |
| 2 disciplinary record | 9 possible work problems ahead |
| 3 future development needs | 10 previous year's development |
| 4 pregnancy and family plans | 11 previous year's performance |
| 5 other team members | 12 promotion opportunities |
| 6 pay rise or bonus payments | 13 the employee's manager |
| 7 personal goals for the next year | 14 timekeeping |

b ▶7.4 Listen to part of Cindy's review meeting with Ian and answer the following questions.

- 1 Which topic (1–14 above) do they discuss?
- 2 Is Ian generally positive or negative towards Cindy's work?

c ▶7.4 Listen again and answer the following questions.

- 1 What evidence do Cindy and Ian have for the success of the mentoring programme?
- 2 Why does Cindy think it is too early to run the mentoring programme with other departments in Capo Verde?
- 3 What does Cindy mean when she says the briefing sessions were 'a bit of a mixed bag'?
- 4 According to Cindy, what was the disadvantage of HR running the briefing sessions?
- 5 What does Ian suggest that they can learn from Cindy's experience of the briefing sessions?

13 a Ian asks Cindy to suggest alternative approaches to last year's briefing sessions. Look at sentences 1 and 2 below and then say which sentence:

- suggests a possible future action
 - talks about something which did not happen in the past
- 1 Have you any thoughts about what **could be done** differently?
 - 2 Have you any thoughts about what **could have been done** differently?

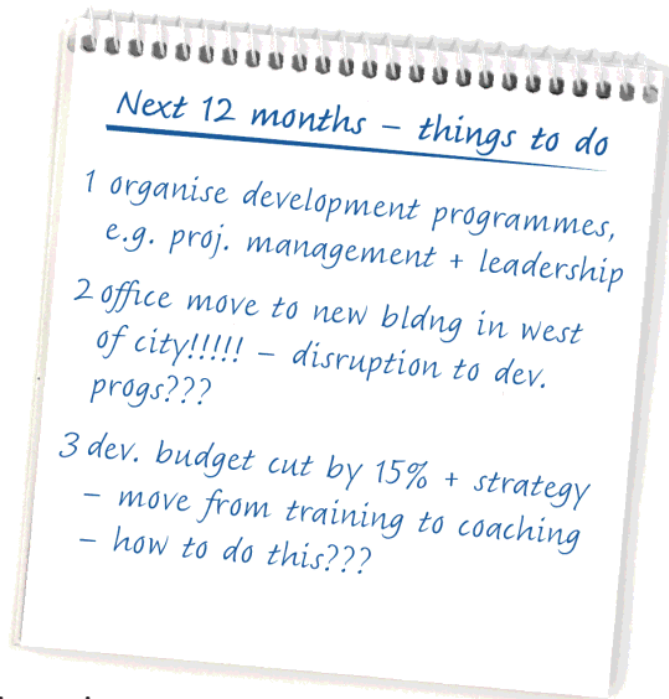
b Look at three more sentences and say which sentence(s):

- describe(s) a possible alternative action in the past but which did not happen
 - criticise(s) a mistake in the past
- 1 We **could have concentrated** on supporting them.
 - 2 We **should have concentrated** on supporting them.
 - 3 We **might have concentrated** on supporting them.

c Work in pairs. Take turns to describe a situation which could have been more successful and then explain to your partner what you should, would, could or might have done differently.

- 14 a** You are going to listen to another part of Cindy's review meeting with Ian. In this part of the meeting, Ian wants to ask Cindy about her work in the coming year. In pairs, look at Cindy's notes for the meeting and discuss the following questions.

- 1 What difficulties do you think the office move might cause to the task in the next 12 months? Make a list.
- 2 What could Cindy do to solve these difficulties?
- 3 What could she do to reduce the budget by 15%?
- 4 What could she do to help staff move from a training to a coaching culture?



- b** ▶ **7.5** Listen to Cindy and Ian discussing the issues in

Exercise 14a and decide if the following sentences are true (T) or false (F).

- 1 It might not be easy to remind staff about training during the office move.
- 2 Cindy plans to put the contact numbers of all staff into her mobile phone.
- 3 Ian thinks Cindy should recharge departments for non-attendance.
- 4 Cindy wants managers to help her find experts from the staff of Capo Verde International.
- 5 Cindy has created a plan to help managers introduce more coaching.

- c** ▶ **7.5** Cindy and Ian use different verb forms to talk about the coming year. Listen again and choose the verb form they use in the meeting.

- 1 The office move to the other side of the city *will cause* / *is going to cause* some disruption.
- 2 What difficulties do you think it *will cause* / *is going to cause*?
- 3 People *will forget* / *might forget* or not turn up to programmes ...
- 4 I'll talk / 'm going to talk to our director and see if she'll have / might have a word ...
- 5 I think that *will be* / *is going to be* the smartest way to deal with it politically.
- 6 It's a great idea, but how *will you ensure* / *are you going to ensure* that it actually happens ... ?

- 15 a** You are going to role play an employee development review meeting. In pairs, discuss the following questions.

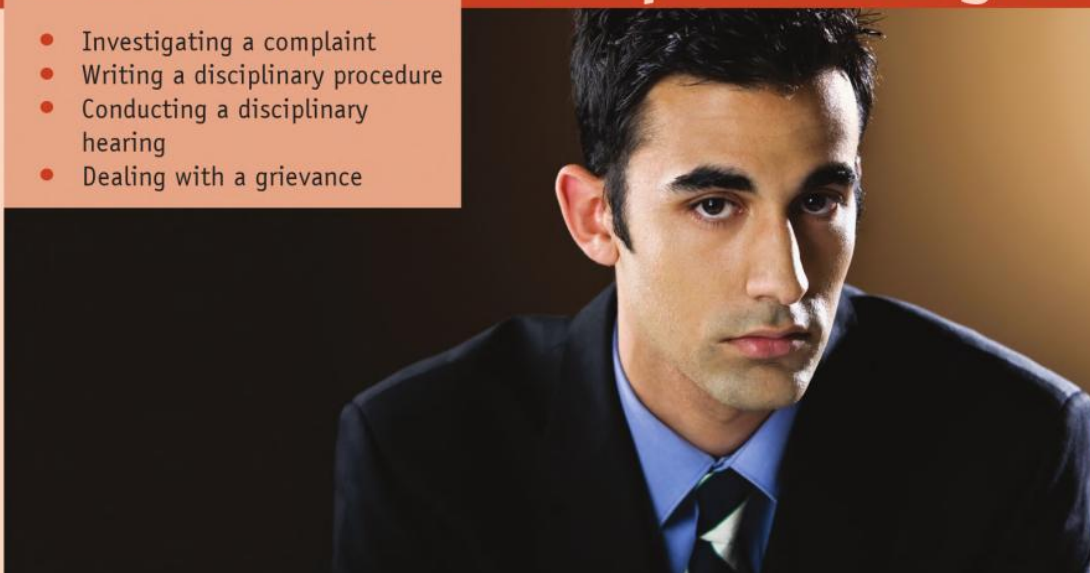
- 1 What can the manager say to create an open and encouraging atmosphere?
- 2 What can the manager say to create a positive atmosphere at the beginning and the end of the interview?

- b** Role play the development review. Think about your objectives and the progress you have made in your work or studies over the last six months. Then take turns to be the manager and the employee. Use the language you studied in Exercises 13 and 14c to help you.

UNIT 8

Discipline and grievance

- Investigating a complaint
- Writing a disciplinary procedure
- Conducting a disciplinary hearing
- Dealing with a grievance



Investigating a complaint

McCabe's Scottish Marmalade, based in Dunfermline, Scotland, is a family-run business that has been managed in an old-fashioned way for many years. Because the company has expanded, they have recently employed a professional personnel manager.

- 1 a ▶ 8.1** Listen to a telephone conversation between Khalid Aziz Khan, McCabe's Personnel Manager, and Stewie Dawson, Warehouse Manager, and answer the following questions.

- 1 What does Stewie want Khalid to do?
- 2 Why does Stewie think this is a reasonable request?
- 3 What reason does Khalid give for not doing what Stewie asks?
- 4 What does Khalid want to do instead?

- b ▶ 8.2** Listen to the following extracts and complete the sentences.

- 1 We never had any problems with _____ in the old days.
- 2 We have to _____ the _____ and work to _____.
- 3 We might even be able to _____ it without formal _____.

- c** In pairs, discuss the following questions.

- 1 What would you do if you were Khalid in this situation? Why?
- 2 Stewie claims that Robbie is often late for work. If this is true, what reasons might Robbie have for being late? What possible solutions, other than discipline, can you think of?
- 3 Khalid wants to see if he can deal with matters informally. What are the advantages and disadvantages of this approach?

- d ▶ 8.3** Listen to Khalid and Robbie discussing the situation and say whose side you think Khalid takes: the employee's (Robbie), the manager's (Stewie) or neither?

e ▶ 8.3 Listen again and answer the following questions.

- 1 At the beginning of the meeting, what two things does Khalid suggest to encourage Robbie to talk?
- 2 Does Robbie agree that he is often late for work?
- 3 What effect has Robbie's wife's job recently had on his work at McCabe's?
- 4 What solution does Khalid suggest might be possible?
- 5 What reason does Khalid give for not taking any formal action in the meeting?
- 6 What does Khalid say will happen next?

2 a Look at the three questions below from the discussion and say which option (a, b or c) best describes their function.

- a to encourage Robbie to speak more freely
- b to confirm the facts of the situation in a way that is non-threatening
- c to show that Khalid is on Robbie's side

- 1 Mr Dawson's not happy with you?
- 2 So you've given Mr Dawson an explanation for your lateness?
- 3 And you've explained this to Mr Dawson?

b ▶ 8.4 You are going to hear each question (1–3) in Exercise 2a twice. First you will hear it as a statement and then as a question. Listen carefully to the difference in intonation. In pairs, practise pronouncing 1–3 as questions.

3 For each of the situations below identify:

- a possible explanation
 - a non-disciplinary solution
- 1 an employee who is avoiding a particular task
 - 2 an employee who is in conflict with colleagues
 - 3 an employee who is performing poorly
 - 4 an employee with a high absence level
 - 5 an employee with low motivation

Writing a disciplinary procedure

A disciplinary and grievance procedure is a document which sets out the rules for dealing with misconduct and unacceptable performance or behaviour.

4 a In pairs, discuss the following questions.

- 1 Why do companies need a disciplinary and grievance procedure?
- 2 Why else might they *choose* to have such a procedure?
- 3 What are the possible consequences of managing discipline without a formal procedure?

Dealing with a grievance

In addition to a disciplinary procedure, employers also have grievance procedures. A grievance procedure describes the process an employee should use to make an official complaint about his or her work, colleague(s) or manager(s).

9 a In pairs, discuss the following questions.

- 1 Why do companies need a grievance procedure?
- 2 What sort of grievances might an employee have?

b Match the possible causes of grievances (1–8) to their definitions (a–h).

| | |
|---------------------------|---|
| 1 working hours grievance | a ignoring someone or not giving them the same opportunities as other workers |
| 2 pay grievance | b unwelcome actions, behaviour or comments of a sexual nature |
| 3 discrimination | c making someone's life at work so unpleasant that they decide to leave their job |
| 4 sexual harassment | d not giving someone a bonus they should receive or reducing wages unfairly |
| 5 managerial bullying | e giving someone a schedule or shifts unfairly |
| 6 client bullying | f treating someone differently because of their race, religion, gender, disability or sexuality |
| 7 exclusion | g using a position of power to victimise a subordinate |
| 8 constructive dismissal | h being treated by customers in a violent or abusive manner |

c Grievance procedures have many common elements with disciplinary procedures. Read the following statements and choose the best alternative for each one.

- 1 It's better to try to deal with a grievance *informally* / *formally*.
- 2 Any allegations made should be *general* / *specific*.
- 3 Complaints should be made *in writing* / *in person*.
- 4 A formal hearing *will* / *will not* form part of a grievance procedure.
- 5 Employees *can* / *cannot* be accompanied by a colleague or representative.
- 6 It is *possible* / *not possible* that a grievance may lead to disciplinary action being taken.

10 a Read the email from Jenny McKinsey, McCabe's Marketing Manager, to Khalid Aziz and answer the following questions.

- 1 Why does Jenny put her complaint in writing?
- 2 Who is she complaining about?
- 3 What is she complaining about?
- 4 What does she want to happen?
- 5 What will she do if Khalid doesn't take action?

Dear Khalid,

I am emailing you because I want my views to be on record and acknowledged. I want to complain in the strongest terms about my manager, the Sales Director, Bill Wallace. Since I started work here, he has done everything possible to make my life hell. Although sales have risen dramatically since my arrival, he constantly criticises my work. He is rude and sexist and I think this victimisation is an attempt to constructively dismiss me. I believe his behaviour is not just unacceptable but also illegal, and I hope that you will advise him about this so he stops. If not, I will have to consider taking private legal advice. I look forward to your prompt reply.

Yours sincerely

Jenny McKinsey

b In pairs, discuss the following questions.

- 1 What do you think Khalid should do next?
- 2 Which of the following should Khalid include in a written reply to Jenny?
 - a a formal acknowledgement that he has received her email
 - b an agreement that Bill's behaviour is unacceptable
 - c a summary of Khalid's understanding of the situation
 - d a brief statement of what action he proposes to take
 - e a confirmation that Khalid will discipline Bill

c Read Khalid's reply to Jenny and underline the parts of the email which express the options (a–e) from question 2 of Exercise 10b. Which options are not expressed?

d Using Khalid's email as a model, write an email replying to a grievance based on one of the issues in Exercise 9b.

Dear Jenny,

Thank you for your email of 12th June for which I acknowledge receipt. I understand from your email that you are unhappy with the behaviour of your manager, Bill Wallace. Your aim in writing is to stop the alleged behaviour or otherwise you may feel obliged to consider legal action. I take the matter very seriously and in the first instance I will conduct an informal investigation. After this, I will invite both of you to an informal meeting with me to discuss if and how the matter could be resolved. I will be in touch again within 48 hours.

Yours sincerely

Khalid Aziz

11 a ▶8.7 Listen to the first part of an informal meeting between Bill and Khalid and answer the following questions.

- 1 Is Bill surprised by the complaint against him?
- 2 How does Bill describe Jenny?
- 3 How does Bill refer to all his female colleagues?
- 4 What does Bill say about the quality of Jenny's work?
- 5 According to Bill, what does Khalid suggest the grievance is about?

b ▶8.7 Listen again and identify words or phrases that might be considered:

- racist
- sexist

c In your opinion, is Bill's behaviour acceptable or should it be challenged? Why (not)?

d Bill uses the term 'PC' (politically correct). In pairs, discuss the following questions.

- 1 What does 'PC' / 'politically correct' mean? Think of examples.
- 2 Do you think politically correct behaviour belongs to global culture or only English-speaking cultures?
- 3 Do you think a workplace can be *too* PC?



- 12 a** Read the beginnings of five questions below that Khalid could ask Bill in the next part of the conversation. Which questions:
- would be inappropriate in this situation (and why)?
 - look at feelings?
 - look at facts or practical aspects of the situation?
- Does it seem to you that ... ?
 - What would you do if you were ... ?
 - Have either of you spoken about ... ?
 - Does it make you feel powerful when ... ?
 - Do you think it would be possible to have a dialogue ... ?
- b** ▶ **8.8** Listen to the next part of the conversation and say which questions from Exercise 12a Khalid asks.
- c** In pairs, discuss the following questions.
- What do you think of the way Khalid deals with Bill?
 - Do you think the situation with Jenny and Bill can be resolved without going to a formal grievance action? Why (not)?
 - Even if it were possible, would it be desirable? Why (not)?
- d** ▶ **8.9** Jenny and Bill agree to hold an informal meeting with Khalid to see if they can resolve their differences. Listen to the first part of the meeting and answer the following questions.
- What is Jenny most unhappy about?
 - Does Bill criticise her work in the meeting?
 - Does Jenny want to become Sales Director?
 - Whose side, if either, does Khalid take?
- e** ▶ **8.9** At the end of this part of the meeting, Khalid pauses to make a summary of the meeting so far. Listen again and make notes summarising the situation from:
- Jenny's point of view
 - Bill's point of view
- f** Use your notes to suggest how Khalid could complete the following sentence beginnings in an appropriate style.
- As I understand it, ...
 - According to Jenny, ...
 - Bill has confirmed that ...
 - We all agree that ...
 - The main issue seems to be about ...
- 13** In groups of three, role play the next part of the meeting. Take turns to be the Personnel Manager (Khalid), the Marketing Manager (Jenny) and the Sales Director (Bill).

UNIT 9

Reward management

- Evaluating a reward system
- Writing a reward strategy
- Introducing a new reward system



Evaluating a reward system

- 1 a Read the following definitions of the roles of pay and rewards. In pairs, discuss the questions below.

compensation *the employee gives his/her time and freedom. In exchange, the employer compensates him/her with a pay and rewards package.*

reward *the employee makes an effort to do good work and add value to the organisation and in exchange for this he/she is rewarded.*

- 1 In your opinion, which definition most accurately describes the employment relationship? Why?
- 2 Why would an organisation want to evaluate its reward system?
- 3 How frequently should the reward system be evaluated?
- 4 What are the advantages and disadvantages of evaluating a reward system:
 - a internally by the HR Department?
 - b externally by a consultancy?

- b Match the phrases related to evaluating a reward system (1–8) to their definitions (a–h).

| | |
|------------------------------|---|
| 1 reward element | a a system to provide extra financial rewards for better than average performance |
| 2 benchmarking | b assessing the complexity, responsibility and worth of a position |
| 3 spinal point | c a process for collecting employee feedback |
| 4 job evaluation | d an increase in a job's pay grade without an increase in responsibility |
| 5 employee survey | e comparison with other similar organisations or jobs |
| 6 grade shift | f the balance of pay and rewards in exchange for work |
| 7 bonus scheme | g a place on a pay scale representing a pay increment |
| 8 employee value proposition | h one part of a total pay and rewards package |

BelleBank, an international bank with its head office in Brussels, has just appointed a new country HR Director, Dirk Wouters, to its operation in Poland.

- 2 a ▶9.1** Dirk is meeting the Remuneration Manager, Jacek Król, to discuss the reward system. Listen and say which phrases from Exercise 1b (1–8) you hear them discuss.

- b ▶9.1** Listen again. Are the following statements true (T) or false (F)?

- 1 According to Jacek, the board is unhappy with the reward system.
- 2 The reward system in BelleBank Poland is reviewed annually.
- 3 According to Jacek, the external consultancy has been effective.
- 4 Benchmarking shows BelleBank is one of the best employers in Poland.
- 5 Dirk wants more proof that the current system is value for money.
- 6 Jacek agrees that it is important to get feedback from the employees.
- 7 Jacek speaks to Dirk rather informally during the meeting.

- 3 a** Dirk asks Jacek to design an employee reward attitude survey. Read the following questions and then in pairs, decide if each question is appropriate or inappropriate, and say why.

- 1 Do you feel fairly rewarded for your work?
- 2 Do you understand how the bonus scheme operates?
- 3 Would you like a pay rise?
- 4 Are you aware of your non-financial rewards?
- 5 Do you understand the overtime payment system?
- 6 Do you think non-financial rewards are important?
- 7 Do you think that the directors are overpaid?
- 8 Are you satisfied with the company healthcare plan?
- 9 Is the payroll administration efficient?
- 10 Do you get enough holidays?

- b** What are the advantages and disadvantages of using closed questions in a survey?

- c** Read the introduction to Jacek's survey and answer the following questions.

- 1 What is the purpose of the survey?
- 2 What should employees do after they complete their survey?
- 3 Is it necessary to include their name on the completed survey?
- 4 What two important pieces of information has Jacek not included?

- d** Rewrite the appropriate direct questions from Exercise 3a as statements for Jacek's survey. Use the model in statement number 1 to help you.

BelleBank

Pay and reward system employee survey

Dear Employee,

In order to ensure that BelleBank's reward system is effective and rewarding, we would be most grateful if you would take a little time to complete the brief survey below.

Surveys can be returned as an email attachment or printed and returned anonymously to one of the boxes outside the Personnel Office on the 10th floor.

Thank you,
Jacek Król

| Pay and reward system | Employee survey | | | | |
|--|---|-------|-----------------|----------|-------------------|
| Statement | For each statement below, say to what extent you agree. | | | | |
| | strongly agree | agree | partially agree | disagree | strongly disagree |
| 1. I feel fairly rewarded for my work. | | | | | |
| 2. | | | | | |

Work in small groups. Role play a discussion about the results of the survey among members of BelleBank's HR Department. Discuss the results of the employee survey (Exercise 3e) and focus group (Exercise 3f), identifying strengths and weaknesses of the current system and making suggestions for the future. Use the phrases in the box to help you.

Useful language

Discussing positive results

The good news is (that) ...

It's good to see (that) ...

I'm pleased to say (that) ...

Discussing negative results

The greatest cause for concern is (that) ...

The most worrying factor by far is (that) ...

It's disappointing to see (that) ...

Giving reasons

This can be explained by ...

The reason for this is (that) ...

It's worth noting (that) ...

Writing a reward strategy

5 a Read this quotation and discuss the questions below.

"What gets rewarded gets done."

- 1 Do you agree with the quotation? Why (not)?
- 2 What kinds of inputs (things that people do) and outputs (results of activities) can an organisation reward?
- 3 What are the advantages and disadvantages of a PRP (performance-related pay) scheme?

b Complete the table of financial and non-financial rewards with the words and phrases in the box.

autonomy bonus flexible benefits flexible working hours leisure card
participation in decision making share ownership work-life balance

| Financial rewards | Non-financial rewards |
|-------------------|--------------------------------|
| • basic salary | • training |
| • | • |
| • car | • |
| • medical cover | • pleasant working environment |
| • | • |
| • profit share | • career development |
| • | • |

c What are the benefits of non-financial rewards to:

- the employee?
- the employer?

BelleBank Poland's country HR Director, Dirk Wouters, has decided to replace the current PRP (performance-related pay) scheme with a total reward approach. A total reward approach describes all financial and non-financial elements of an employee's reward package. The new approach will be presented to all employees in Dirk's reward strategy document.

6 a Read Dirk's overview of the reward strategy document and decide if the following statements are true (T) or false (F).

- 1 HR used staff comments and suggestions to inform the new strategy.
- 2 Basic levels of pay will increase as a result of the new system.
- 3 In the new system, employees who are on the same grade but who work in different departments will receive the same salary.
- 4 All staff must work the same number of hours in the new system.
- 5 Travel and communication costs will be paid for some employees.
- 6 The new system will be better for employees with children.
- 7 PRP will exist alongside the new system.

BelleBank

Reward Strategy Overview

Introduction

The strategy has been developed through employee consultation. It takes into account corporate objectives of profitability and the desire to foster innovation.

Reward strategy statement

The aim of the strategy is to set out the aims and objectives of the pay and rewards system, the criteria upon which it has been developed, and how the system will be administered. The company will be taking a total reward approach, which incorporates all aspects of reward.

Basic pay criteria

Basic pay levels have been established through research and reference to industry norms. BelleBank will seek to improve its position in the wages benchmarking table through increased profitability.

Grading

Over the next year, the current grading system will be simplified. The number of grades will be reduced, as will the number of spinal points between grades. The company will operate a single spinal column system, with all rates being published on the intranet.

Additional payments

Additional payments will be made to employees who work on national holidays in order to accommodate international clients. Overtime, shift working and special duties will also attract additional pay.

Additional benefits

All employees will receive additional benefits in the form of healthcare and sports club membership. Additionally, some staff will be entitled to a company car, laptop and mobile phone.

Non-financial elements

BelleBank will also seek to develop non-financial rewards in the form of options for home working, flexible benefits and preferred office space.

Attraction and retention additions

BelleBank reserves the right to offer additional incentives to attract hard-to-recruit workers or retain employees in areas where there is a skill shortage. This will be in the form of a lump sum or loyalty bonus.

Performance pay and incentives

The company has decided to discontinue the current performance pay system and is currently investigating an alternative with an employee share option and profit share scheme.

Equality statement

The company will make every effort to ensure that the reward system does not discriminate against any group of employees, and will carry out annual equality audits.

b In pairs, discuss the following questions.

- 1 How will BelleBank Poland make sure that the new reward system is fair?
- 2 How might an employer discriminate against part of its workforce through its reward scheme?
- 3 What can an organisation do to prevent discrimination?

c Without looking at the overview, complete the collocations (in bold) in the following extracts with the words and phrases in the box.

basic pay levels number staff strategy system (x2)

- 1 The _____ has been **developed** through ...
- 2 ... how the _____ will be **administered**.
- 3 _____ have been **established** through ...
- 4 Over the next year, the current grading _____ will be **simplified**.
- 5 The _____ of grades will be **reduced** ...
- 6 Additionally, some _____ will be **entitled to** a company car, laptop and mobile phone.

d Answer the following questions about the collocations in Exercise 6c.

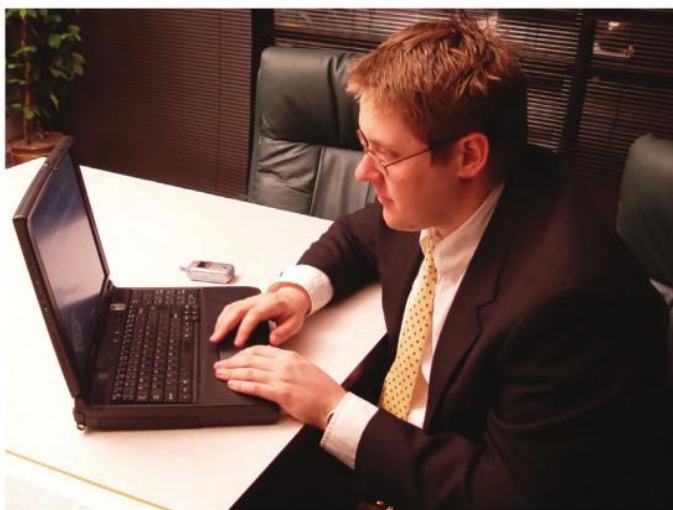
- 1 Which verbs are in the present perfect passive?
- 2 Which verbs are in the future simple passive?
- 3 Why do you think the passive voice has been used here?

e The following sentences are not appropriate for a reward strategy document. Rewrite them in a more appropriate style, using the passive of the present perfect or future simple.

- 1 We asked the staff questions before we did this strategy.
- 2 I'm going to explain in this document how HR is going to organise the new reward system.
- 3 HR has made a new grading system for the company.
- 4 Emma and Dan in HR are going to make the system we're using now less difficult.
- 5 Some of you can get a company car if you ask for one.

7

Write an overview of a reward strategy document for your organisation or an organisation you know well. Use the model and language you studied in Exercise 6 to help you.



Introducing a new reward system

8 a In pairs, discuss the following questions.

- 1 What factors could influence the success or failure of the introduction of a new reward scheme?
- 2 What can HR do to ensure the introduction is successful?

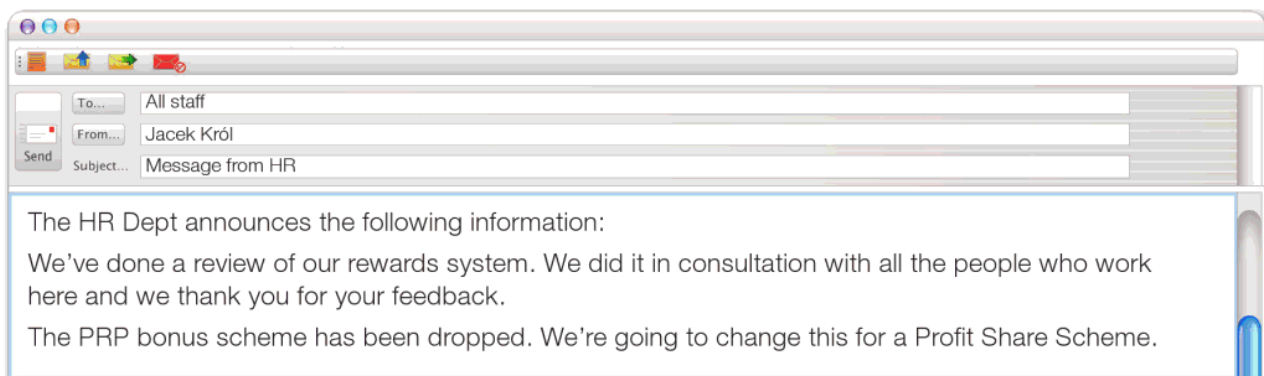
b ▶ 9.2 Listen to part of a conversation between Dirk and Jacek and decide if the following statements are true (T) or false (F).

- 1 The board has not approved the new reward strategy yet.
- 2 Dirk asks Jacek to file the reward strategy with other policy documents.
- 3 According to Dirk, it is necessary to formally present the strategy to all staff.
- 4 Jacek has some doubts about briefing all the staff.
- 5 Dirk suggests that managers could be asked to help HR present the new strategy.
- 6 Dirk would like Jacek to prepare additional information for managers.

c ▶ 9.2 During the conversation, Dirk and Jacek discuss a number of suggestions. Match the beginnings of the extracts (1–8) to the endings (a–h). Then listen again and check your answers.

| | |
|-------------------------|--|
| 1 I'll file it | a then? |
| 2 So maybe an email | b but maybe just manager briefings would be better. |
| 3 That would be a start | c but you know people don't always read their internal mail. |
| 4 Some briefings | d for reference with all the other policy documents. |
| 5 That's one way | e listing key points? |
| 6 I could | f put it on the intranet. |
| 7 I think that | g prepare some additional information for managers to hand out, too. |
| 8 Let's just | h would create a lot of work and waste resources. |

9 a Read the first part of Jacek's draft email about the new reward strategy and say what the purpose of the message is.



b In pairs, look at the first part of the draft email again and answer the following questions.

- 1 Is the style of the email appropriate? Why (not)?
- 2 If not, how could Jacek improve the email before sending it?

C Complete the final draft of the first part of Jacek's email below with the words and phrases in the box.

announcement complete completed discontinued employee employees
has been helpful and informative important pleased to provide
reward scheme shortly the most significant change is that would like to

Dear (3) _____ ,

The HR Department is (4) _____ announce the following
(5) _____ information:

- A (6) _____ review of the rewards system (7) _____
conducted. This was (8) _____ in consultation with
(9) _____ and we (10) _____ thank you for your
(11) _____ feedback.
- (12) _____ the current PRP bonus scheme has been
(13) _____. We hope to replace this with a company-wide
Profit Share Scheme and we will (14) _____ you with details
(15) _____ .

d Look at the completed draft and say which words and phrases (1–15) make it:

- more positive or enthusiastic?
- more formal and polite?

e Rewrite the second part of Jacek's draft email below in a more suitable style. Use the words and phrases in the box to help you.

a wide range update bear in mind feel free to contact further information
furthermore conclude log onto plan simplify be required to will include

Here's more news. We are going to make the grading system simpler. There will be plenty of benefits in the total rewards package. Go to the intranet for details.

Managers – remember, you must do briefings.

That's all for now, let me know if you need anything.

Jacek

10 a In pairs, look at the overview of the reward strategy document you wrote in Exercise 7. Then discuss the best way of informing staff about the reward scheme. Use the language you studied in Exercise 8c to help you.

b Write an email in an appropriate style informing the staff about the new reward scheme. Use the language you studied in Exercises 9c and 9e to help you.

UNIT 10

HR branding and consulting

- Creating an HR brand
- Communicating the brand message
- Negotiating service level agreements
- Developing a consultancy role



Creating an HR brand

- 1 a** Many products and services have a clear brand identity. Match the collocations with the word **brand** (1–6) to their definitions (a–f).

| | |
|---------------------|---|
| 1 brand mission | a how we picture the brand |
| 2 brand personality | b the aim of the brand |
| 3 brand platform | c the human characteristics of the brand |
| 4 brand tone | d the manner in which the brand is communicated |
| 5 brand values | e the moral qualities that the brand represents |
| 6 brand vision | f the overall process for designing the brand |

- b** Organisations are beginning to see the benefit of branding HR. In pairs, discuss the following questions.

- 1 How could branding apply to HR?
- 2 Why would an organisation want to brand its HR Department?

Real-Time Consulting is a Zurich based international company specialising in providing real-time technology solutions for a range of construction and manufacturing processes.

- 2 a** ▶ **10.1** HR Development Manager Paula Abruzzi is discussing branding with Head of HR Bernhard Klos. Listen to the first part of their conversation and decide if the following statements are true (T) or false (F).
- 1 Paula and Bernhard are both keen on the idea of branding the HR Department.
 - 2 According to Bernhard, the branding process begins with finding the right tagline.
 - 3 Bernhard explains the need to link the HR brand to the company's brand.
 - 4 Bernhard would like to change the way HR works.

- b** ▶ **10.1** Match the beginnings of Bernhard's explanations of HR branding (1–6) to the endings (a–f). Then listen again and check your answers.

| | |
|---|--|
| 1 Yes, I think it's important that our services | a starting with corporate strategy. |
| 2 It's part of a much bigger process | b the brand in a short phrase. |
| 3 Well, HR exists within | c and move towards an internal consultancy approach. |
| 4 We need to be clear how | d are clearly defined and presented in the right way. |
| 5 A tagline can describe | e the context of corporate objectives. |
| 6 I want to modernise our service | f HR contributes to these objectives, and that defines our role. |

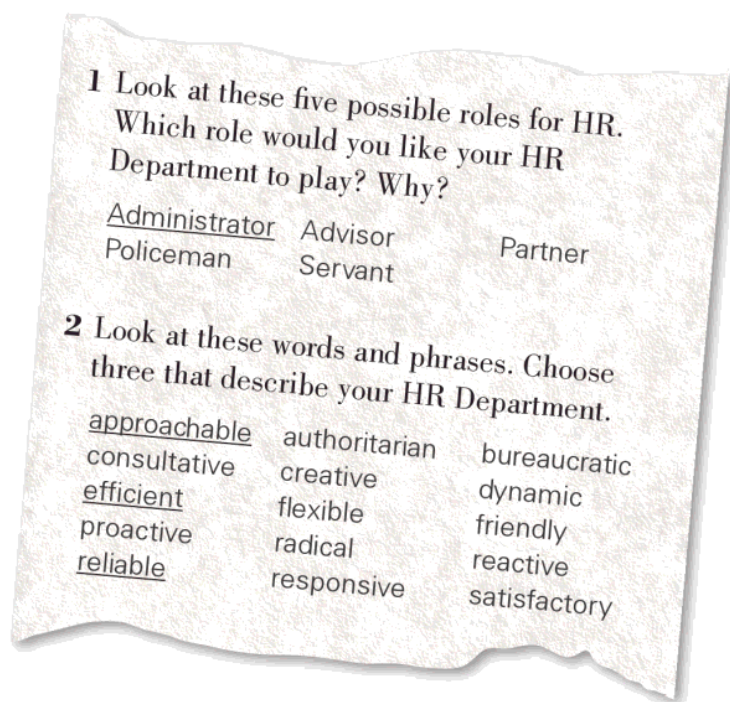
- c** Bernhard explained the importance of corporate objectives to the branding process. In pairs, look at Real-Time Consulting's objectives and answer the questions below.

- To be the European market leader in real-time technology solutions
 - To respond quickly and decisively to changes in the market
 - To maintain and develop a highly skilled and dynamic workforce
- 1 Why is it important that the HR brand reflects corporate objectives?
 - 2 Which of the objectives do you think is most relevant to HR? Why?
 - 3 Which three words would you pick from the corporate objectives to help form an HR brand?

- 3 a** As part of the branding process, Paula has created a survey to gather opinions about how employees perceive the HR Department. Ignoring the underlined words for now, look at an extract from the survey and answer the questions for your organisation or an organisation you know well.

- b** The underlined words show the main results of Paula's survey of employees. In pairs, look at the words and discuss the following questions.

- 1 What do the results of the survey tell you about Real-Time Consulting's HR Department?
- 2 Do the results suggest that the HR Department is meeting its corporate objectives?



- c** ▶ **10.2** Listen to a conversation between Bernhard and Paula about the results of the survey. Which words from the survey do you hear them say?

- d** ▶ **10.2** Listen again and answer the following questions.

- 1 How do Paula and Bernhard feel about being seen as administrators?
- 2 Which quality do employees appreciate most about HR?
- 3 What information will be shown in a 'service portfolio table'?
- 4 What is the main purpose of the 'service portfolio table'?

- 4 a Paula has summarised the main components of their HR service portfolio into the following table. In pairs, give the full descriptions for the five highlighted abbreviations in the table.

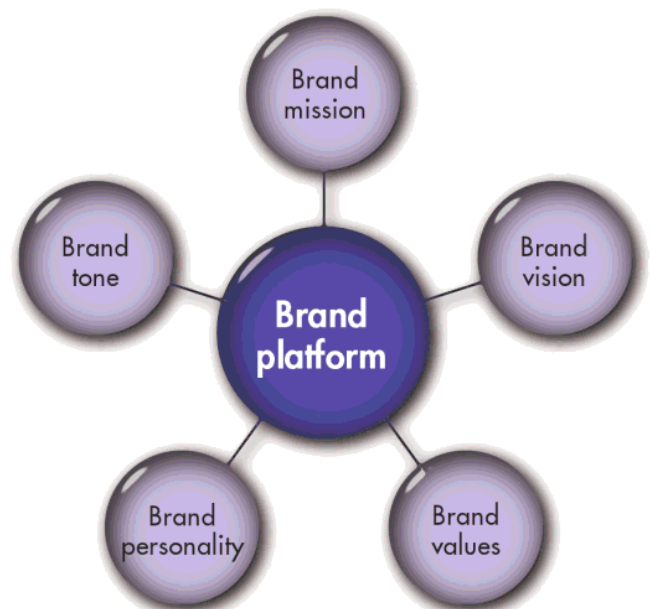
| | |
|------------------------------|--|
| Key services | payroll D&G R&S |
| Development activities | skills and knowledge management human capital management succession planning |
| Business partner role | advisor strategic partnering internal consultancy |
| Service delivery methods | administrative procedures F2F self-service HR |
| Contracting with departments | acting as service provider SLAs KPIs |

- b Complete the following definitions using words or phrases from the right-hand column of the table above.

- 1 _____ developing employees to replace senior managers who will leave
- 2 _____ playing a key role in developing corporate strategy
- 3 _____ providing services in a way that employees can access them themselves
- 4 _____ the process of maximising the asset value of the workforce
- 5 _____ the process of working more as an advisor than a provider of services

- 5 a ▶ 10.3 Bernhard has created a model of the brand platform. Listen to part of a discussion about the model between Bernhard and Paula and answer the following questions.

- 1 Which parts of the model are mentioned?
- 2 Which types of customer are mentioned?



- b ▶ 10.3** Bernhard discusses different aspects of the brand platform. Match the sentence halves and then listen again and check your answers.

| | |
|---------------------------------|---|
| 1 The brand platform is | a a vision saying customers enjoy using our services? |
| 2 The logical starting point is | b made up of these five components. |
| 3 Our mission is | c the brand mission. |
| 4 What image do you see | d to provide a totally customer focused service. |
| 5 What about | e when you think of our customers using our service? |

- c** Paula asks: 'Can you enjoy an HR service? Surely it's just functional?' In pairs, discuss how Bernhard might answer her questions.

- d** The brand platform model can be presented as a table which can be referred to when creating and communicating the brand. Complete the table drawn up by Paula with the words and phrases in the box.

are enjoying are leaving considerably will use impartiality
innovative qualities see to provide will create

| Brand element | Description | Key statement |
|--------------------|---|--|
| Platform | How we (1) _____ the brand | The brand design process we (2) _____ |
| Mission | Our fundamental aim | (3) _____ a totally customer focused service |
| Vision | How we (4) _____ the brand in action | Customers (5) _____ using our service; they (6) _____ our office delighted |
| Values | What we believe in and represent | Honesty, trustworthiness, (7) _____, selflessness |
| Personality | The brand character – if it was a person, what (8) _____ would s/he have? | Modern, (9) _____, lively, dynamic, creative, energetic, fresh, original |
| Tone | The manner in which messages are communicated | Warmly, (10) _____, consultatively, imaginatively |

- e** In pairs, look at the completed table. Which brand elements are described using:

- 1 adjectives only?
- 2 adverbs only?
- 3 nouns only?
- 4 verb(s) in the future simple (*will* + VERB)?
- 5 verb(s) in the infinitive (*to* + VERB)?
- 6 verb(s) in the present continuous (*be* + VERB-*ing*)?

6

Create an HR brand platform description like the one in Exercise 5d for your organisation or an organisation you know well. In pairs, compare your tables.

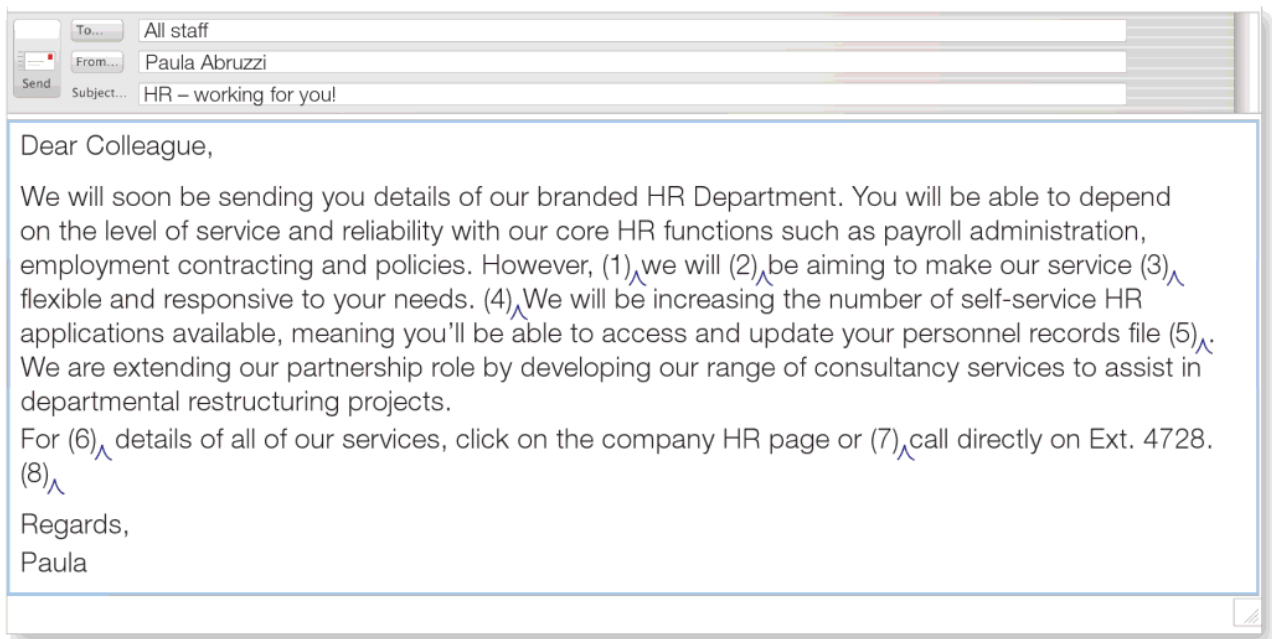
Communicating the brand message

7 After the brand has been created, it needs to be communicated. In pairs, discuss the following questions.

- 1 Who do you think needs to be informed about the new brand?
- 2 What methods of communication would you use?

8 a Paula is writing an email. In pairs, read the draft email below and discuss the following questions. Ignore the numbered 'insert' symbols [^] for now.

- 1 What is the main purpose of the email?
- 2 Do you think this email has achieved its main purpose?
- 3 Would you describe the tone of the email as:
 - a engaging and interesting?
 - b informative and functional?



b Before sending the email, Paula revises the text. How has she improved it?

We **are delighted to release** details of our **newly** branded HR Department. You will **still** be able to depend on the **high** level of service and reliability **that you have come to expect** with our core HR functions such as payroll administration, employment contracting and policies.

c Improve the rest of Paula's email by adding the words and phrases in the box to the places where there are numbered 'insert' symbols.

also as part of our modernisation programme We hope HR is working for you!
for an informal chat about how we may help you even more further
quickly and simply whenever you want in addition to this

- 9 a** Websites are useful for communicating an organisation's brand to external customers. In pairs, imagine you are visiting the website of an organisation that you would like to work for and discuss the following questions.
- 1 What information would you need to find?
 - 2 What features should the website have to make it easy to find information?
- b** Look at the Careers page from the 2010 Marks and Spencer plc website on page 92. Which headings would you click on to find information about:
- 1 different kinds of work that it is possible to do?
 - 2 the jobs the company is currently recruiting for?
 - 3 salary?
 - 4 opportunities for career development?
- c** Marks and Spencer include information about their values. Why might this be important for the company and for any future employees?
- d** Sentences 1–6 are examples of information that could be included in a company website. Put the words in brackets into the correct order.
- 1 You [chance experience gain have in the to will] a number of locations.
 - 2 Our [are competitive extremely pay of levels].
 - 3 Do [graduates take you]?
 - 4 We [a are design engineer for looking].
 - 5 We [actively and environmental ethical pursue] policies.
 - 6 We [a building comprehensive offer skills technical] programme.
- e** Which of the following sections of a website (a–f) would you expect to include sentences 1–6 from Exercise 9d?
- | | |
|------------------------|----------------------------|
| a Apply now | d Learning and development |
| b Career opportunities | e Rewards and benefits |
| c FAQs | f Values |

Negotiating service level agreements

A service level agreement (SLA) *defines what service(s) one department can offer another and how much each service costs.*

- 10 a** Real-Time Consulting is introducing a system of service level agreements (SLAs). In pairs, discuss the following questions.
- 1 What are the advantages and disadvantages of the SLA process?
 - 2 What are the services that HR would charge other departments for?
- b** ▶ **10.4** Bernhard is meeting Simone Leroy, Head of Accounting, to discuss SLAs between their departments. Listen to the beginning of the meeting and decide if the following statements are true (T) or false (F).
- 1 Bernhard recommends drawing up the contracts during the meeting.
 - 2 Both Bernhard and Simone agree that administration will be HR's most important function.
 - 3 Simone wants HR to be responsible for recruiting accountants.

- C ▶ 10.4** Bernhard and Simone are careful in their choice of language so that they do not cause offence or create conflict. Listen again and say who uses the following expressions. Write **B** for Bernhard or **S** for Simone.

- 1 _____ I guess we'd better ...
- 2 _____ And how about ... ?
- 3 _____ You know, I've been thinking about that.
- 4 _____ The thing is ...
- 5 _____ I don't doubt it.
- 6 _____ With respect, ...
- 7 _____ I can understand your point of view.
- 8 _____ I'd like to suggest ...

- d** Match the phrases (1–8) above to the functions (a–c).

- a Introduce a disagreement or criticism _____
- b Show agreement _____
- c Make a suggestion or proposal _____

- e** Simone says: 'I'm not sure what added value **HR** brings to the process of recruiting accountants.' In pairs, discuss how **HR** can help in the recruitment of employees with special skills such as accountants.

- f** Complete the **SLA** template below for Simone's Accounting Department with the phrases in the box.

billing arrangements clearly define organisational development
payroll administration reference checking reviewed annually services provided

| | |
|--|---|
| Purpose | The purpose of the agreement is to (1) _____ the services of HR, the standards and costs. |
| Contents of agreement | |
| <ul style="list-style-type: none"> ▪ (2) _____ ▪ Standards of provision ▪ Costs and (3) _____ ▪ Disputes procedure | |
| Review | The contract will be (4) _____. |
| Objectives of the HR Department | |
| To provide: an efficient, complete and reliable HR service | |
| To support: employee and (5) _____ | |
| Service specification – key service areas | |
| HR administration | <ul style="list-style-type: none"> ▪ (6) _____ ▪ HR procedures ▪ D&G ▪ holiday recording |
| Recruitment and selection | <ul style="list-style-type: none"> ▪ interview support ▪ (7) _____ ▪ shortlisting ▪ employment web page |

In pairs, use the **SLA** template to role play a discussion between **HR** and another department (e.g. **Marketing**). Discuss what services **HR** can provide. Use the language in Exercise 10c to help you negotiate.

ADDITIONAL MATERIAL

Unit 3

5 a 1 What do you understand by the words below which Dmitri mentions?

- a introversion
- b extroversion
- c sensing
- d thinking

2 What are the advantages and disadvantages of psychometric testing?

A well-known model of psychometric testing is the 16PF (Personality Factors), developed by Paul Cattell in the 1930s. This has formed the basis of many tests and has since been presented as the Five Global Factors (16PF5).

3 The following table summarises the 16PF5. Complete the definitions below with words from the table.

| Global Factors | Low | High |
|------------------------------|---------------------------------|--------------------------------------|
| Extroversion | introverted, socially inhibited | extroverted, social participant |
| Anxiety | low anxiety, relaxed | high anxiety, tense |
| Tough-mindedness / Willpower | open-minded, intuitive | tough-minded, determined |
| Independence | accommodating, agreeable | independent, persuasive |
| Self-control | impulsive, uncontrolled | self-controlled, inhibiting impulses |

- 1 _____ an uncomfortable feeling of nervousness, worry or even fear
- 2 _____ a person who is kind and easy to talk to
- 3 _____ a person who can understand a situation even if they don't have all the facts
- 4 _____ / _____ shy, not confident enough to say or do something
- 5 _____ very keen and willing to help others
- 6 _____ a person who does things without thinking about the consequences

Unit 4

7

Useful language

I'd just like to explain ...
I don't want to get too technical but ...
Feel free to ask questions as we go along.
I just want to start off with ...
Let me give you a simple example: ...
Now, I've got some exercises to explore this.
If you'd just like to get into small groups, ...

Unit 3

7 Student B

Candidate B

'B' has worked exclusively in the telecommunications sector for 16 years. All of his experience has been gained in one company in Hungary. After he qualified to PhD level in Electronics, he worked in the Research and Development Department where, after five years, he became manager of a small team. This led him into new product development, and he was part of a cross-functional team that introduced mobile phone networks into Hungary. He was later promoted to a Regional Manager position with network management responsibility for Debrecen and the Great Plain region. He is highly intelligent, well organised and has been very capable in all of his roles. He speaks fluent Russian, but his English is only intermediate. He feels that he has not fulfilled his potential with his current employer and believes he can contribute a great deal more if provided with a suitable challenge.

Unit 5

8

Mentee 1

You are a young manager who has been identified as extremely talented and you have been fast-tracked through the company. You have got a new managerial position and you feel that some of the older, more experienced people in the department are unhappy with your rapid progress.

Mentee 2

As part of your development, your company has sent you to work for a charity for a year to develop your managerial skills. Although you can understand the idea behind this, you would much prefer to work in the head office with more skilled managers. You don't know how to say that this work placement is not useful for you.

Unit 5

11 Student B

Counsellor

You work as a Student Advisor in the HR Department of a large university. Particularly at the beginning of an academic year, many students (and staff) visit you with problems.

As the counsellor, you should aim to:

- find out what the (underlying) problem is
- help the client to understand what s/he feels and why
- help the client to think of some options and what s/he would like to do.

Try to use the questioning and prompting techniques you studied in Exercise 10c.

Unit 3

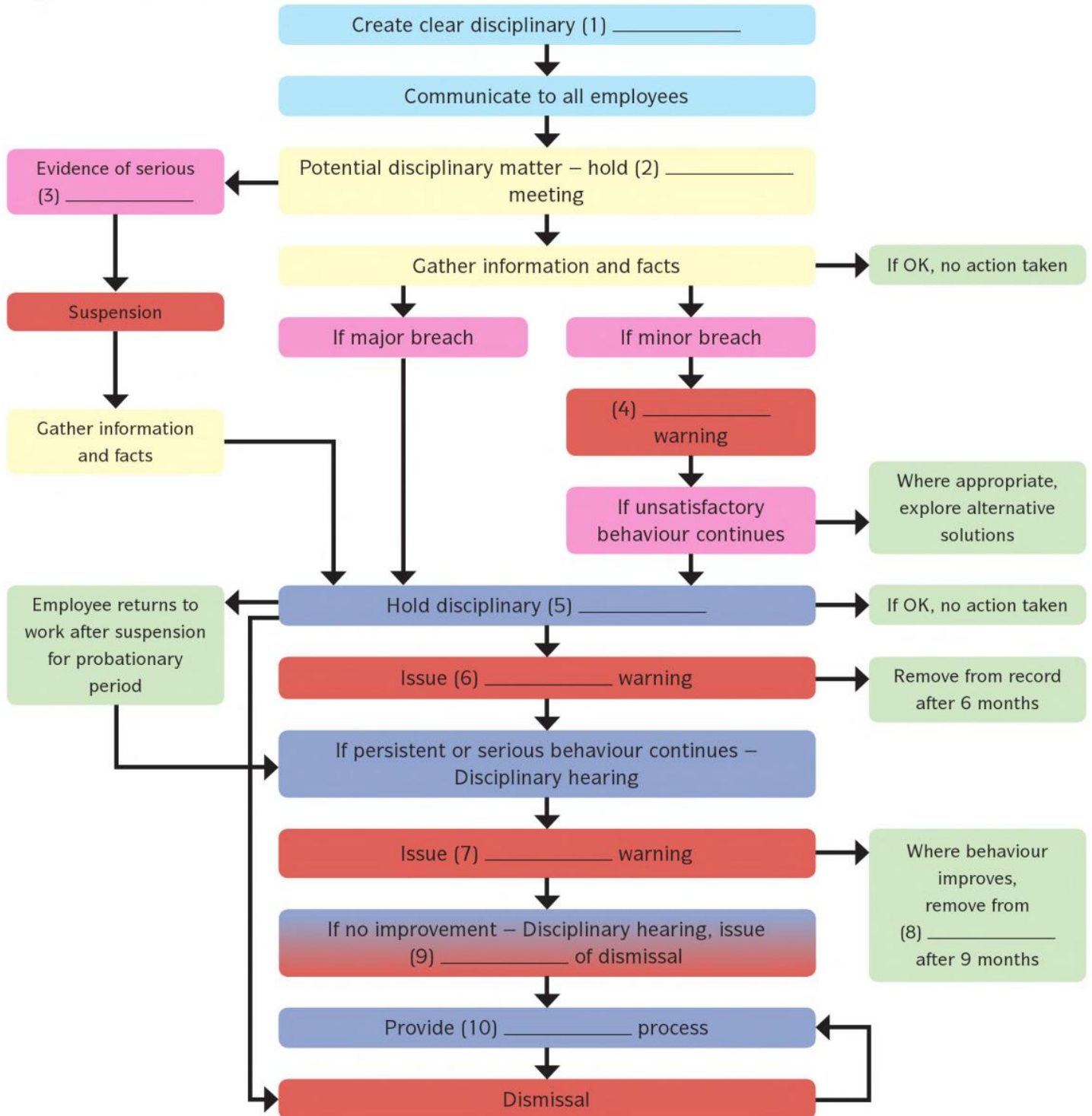
7 Student C

Candidate C

'C' qualified in Minnesota with an MBA, specialising in Retail Management. When she moved to the UK, she went into store management and rapidly rose to become Regional Manager. After this, she was posted to Manager for Northern Ireland, where she modernised and rebranded the stores and achieved record sales. Her successes attracted the interest of headhunters and she was offered a position as new product manager for a leading telecoms operator in the extremely competitive UK market, despite having no experience in this sector. She rose to the challenge and gained market share for her brand. After this, she took a similar position in Finland but found this to be unfulfilling. She returned to the UK six months ago and has been working as a consultant. She wants to re-enter the telecoms market and take on a significant challenge. She is a fluent communicator in English, as well as Finnish and Russian.

Unit 8

5a/b Disciplinary flowchart



Careers

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- Head office roles
- Shared services / admin
- Graduate careers
- Trainee management scheme

Learning & development

Rewards & benefits

FAQ for stores

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Opportunities



Our opportunities will get people talking.

You might be surprised by the scale and scope of the opportunities on offer at Marks & Spencer. As well as the different jobs in our stores (everything from customer assistants to senior management) we have a range of roles at our Head Office in London and we also have positions in our Shared Services team (based in Manchester), who provide human resources and finance services support to the entire Marks & Spencer group.

No matter which area of the business you join you'll find there are plenty of opportunities to learn new skills and develop a rewarding career:

- Store roles
- Head office roles
- Shared service/admin
- Graduates
- Trainee management scheme

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AUDIOSCRIPT

1.1

Laura: Hi, Chris.

Chris: Hi.

Laura: I've been talking to the Managing Director.

Chris: Oh? Is that good news or bad?

Laura: Good – I think. We've both agreed it's high time we reviewed and rewrote the HR strategy.

Chris: Yeah? Why's that then?

Laura: The business has grown so rapidly that the three-year plan we wrote two years ago is already out of date.

Chris: Hm, I can see that. So I guess a revised resourcing plan is the main priority.

Laura: Yes that's absolutely right. But we'll also need to think about labour demand and also whether we want to outsource or even offshore any of the business's activities.

Chris: There's a lot to think about. And I suppose time is limited in this case, too?

Laura: Yes. And obviously, it has to fit together with the corporate strategy.

Chris: Have the board decided yet about the old factory in Braga?

Laura: No, not yet. Their focus is on modernising every aspect of the business but they are split at the moment. Some of them want to modernise the existing site, but others think it'll be cheaper and easier just to move to a new location. So there's a good chance that they'll close it down and then relocate.

Chris: Right, I see. So where do we start?

Laura: I think before we get down to details we need to study the corporate strategy carefully.

Chris: And then what?

Laura: Then maybe you could explore some different strategic models, you know, personnel, outsourced, business partner, and that sort of thing. Then we can have a think about what our options will be.

Chris: OK ...

Laura: Naturally, we'll work on it together as a department and decide which is the best approach.

Chris: That's good to know. It's a big responsibility.

Laura: It is. That's why we're paid so well!

Chris: Hm, very funny!

1.2

Chris: Hi, everybody.

Others: Hi.

Chris: Well, as you know, I've been putting together some information for the HR strategy.

Laura: Yes, well done, Chris. Thanks for all your hard work.

Chris: Thanks. Right, I've looked at a number of possible strategic approaches and I've thinned it down to what I think are the four strongest options.

Sevrinho: Great. So what have we got?

Chris: Well, the first strategic approach we could use is a standard personnel model.

Mai: So that's just traditional HR?

Chris: Exactly. It's clearly not the most radical approach we could use and we'd focus our efforts on basic HR tasks.

There's no doubt that these services will continue to be needed at Maracujá and we can play an important role by providing a professional service. Mai?

Mai: But really, Chris, if you don't mind me saying, is that really a strategy or just a service?

Chris: Yes, I'm inclined to agree with you. Certainly, our strategic influence in such a role would be limited, and that moved me to consider a performance management approach.

Sevrinho: Good, that sounds more like it.

Chris: Yes, Sevrinho, I think this *would* change our role and increase our strategic influence.

Laura: Can you explain in what way?

Chris: Yes, of course. By sharpening up the employee review scheme, we could promote much more of a performance management culture aimed at delivering clear, measurable outcomes.

Laura: And how would you see HR's role in that process?

Chris: We would act as enablers providing tools for managers to improve and measure performance – not just in reviews but throughout every aspect of daily working life.

Sevrinho: I like it, and it's bound to be popular with the board.

Mai: I'm not so sure I want to play such an authoritarian role.

Sevrinho: I don't think creating high expectations and standards has to be authoritarian. We can achieve it through coaching.

Mai: Hm, I'm not convinced. I still think we'd create a policing role for ourselves.

Laura: Chris, how do you see this approach connecting to the broader corporate objectives?

Chris: Well, obviously we ...

1.3

Laura: Hi, everyone.

Others: Hi.

Laura: I thought it would be helpful to share our ideas regarding the development of the implementation and monitoring section of the strategy. Chris?

Chris: I think for our strategy to be credible, the implementation plan is going to have to be really robust. If the plan's not strong enough, I think there's a danger that the board just won't take any of our strategy seriously.

Sevrinho: That's true, but it's not just about appearances. It's about the way we make sure the plan actually works.

Laura: I agree. So what do you think it needs to cover? Mai?

Mai: I think, like the deliverables section, we should build a matrix with a number of components.

Sevrinho: That would certainly make it structured and systematic. What would you include?

Mai: To be logical, it needs to cover the desired outcomes from the previous section.

Chris: I think we need to look for evidence. To me, the obvious question is, where should we look for proof that the plan is working?

Mai: So, a column with key indicators could be the answer.

Sevrinho: Can't we just use outputs as we did with deliverables?

Laura: Maybe we can use both – the indicators to give us examples of the general type of evidence, and the outputs as the specific action, document or result.

Sevrinho: As long as it doesn't get too complicated. We don't want to reinforce the idea that HR is bureaucratic!

Laura: Yes, point taken, Sevv – I agree.

Chris: So why not just include some straightforward accountabilities and deadlines? You know, who's responsible for what and when.

Laura: And who do you see as being responsible, Chris?

Chris: Well, obviously it depends on the particular action. HR, of course, but I'd like to see line managers play an active part, too.

Mai: Yes, and we can encourage employee involvement by including the employee development group in the process, too.

Sevrinho: Good idea, but let's not forget the management board. We need to keep them informed throughout.

Laura: Hm, well it's all progressing very nicely. Let's jot down some notes and start to put the plan together.

1.4

Laura: Well, at this stage, I'd like to introduce the document itself. As you can see, it covers all the main areas from goals to deadlines. Now, to give you an example, this goal is to recruit and retain a skilled workforce. One of the ways we

want to achieve that is to limit the time that vacancies remain open.

Board member 1: By open, do you mean advertised?

Laura: To some extent, but it's the maximum time we want to take to fill a vacancy. The other aspect of this goal is labour turnover and we want to get that down to 8%.

Board member 2: That sounds quite ambitious. Do you think it's realistic?

Laura: Yes, it's quite ambitious but we believe achievable. Regarding learning processes, the development of the competence framework over the next 12 months will be an important project. Also the employee review will play a vital role.

Board member 3: Will that involve all employees?

Laura: Absolutely. It's completely non-negotiable and we're expecting 100% participation.

Board member 3: I see you've got directors as one of the responsible parties.

Laura: Directors need to show their full commitment to the scheme, otherwise it will lack credibility and just won't happen.

Board member 1: I quite agree. It certainly has my support.

Laura: Great. Thank you. Well, as a slightly different example, in line with the board's aspirations, we're also working on ethical practices.

Board member 2: And what work are you doing in that area?

Laura: Apart from developing policies, we are bringing consultants in to conduct employee attitude surveys. That way, it will be totally confidential and we'll find out what employees really think.

Board member 2: And how will you use that information?

Laura: Obviously, it will give us important feedback that we can respond to. We're hoping that at least 80% of people will believe our flexible working policies are family friendly. That should help with our retention goal of reducing labour turnover.

Board member 2: Excellent.

Laura: Finally, we want to make sure we encourage diversity and equality in the workplace and ensure that our employee profile is socially representative. As well as surveys, this will be achieved through ongoing monitoring. We'll also be checking that we don't unintentionally discriminate against people with a job design that ...

2.1

Hans: Well, Colin, as you know, I've got to give my quarterly report to the supervisory board and there are some HR issues I need to cover.

Colin: Sure. Fire away.

Hans: The most pressing matter is that with falling sales in the past six months, our labour costs-to-sales ratio is getting dangerously high. Although wages have been frozen, I don't know if I'll be able to justify keeping on so many people.

Colin: So you think they'll be looking to reduce the production and sales workforce?

Hans: Well, that rather depends on you and whether you can put together a case to maintain current staffing levels in those sections.

Colin: Hm, I see. Naturally, the business has to come first, but redundancies would be a last resort. Apart from the obvious morale and market confidence issues, redundancy payments could mean it costs us more than we save.

Hans: So what do you suggest?

Colin: I really need some solid sales projections in order to put together a resourcing plan.

Hans: OK, so you'll set up a meeting with Manuela in Sales and Marketing?

Colin: Yeah, definitely.

Hans: Good, OK so my second point concerns R&D. I want to propose a strategy for increasing investment in innovation; possibly even expanding the department. What do you think?

Colin: Well, as I told you before, I'm all for innovation. But did you know that, actually, we've been having problems recruiting for R&D? We can't seem to attract sufficient candidates of the right calibre for all scientific positions.

Hans: That's a concern. Why do you think that is?

Colin: I'm not 100% sure. Some graduates want a pure academic research position, whilst others go for big, global companies. Maybe car components just aren't cool enough. I'm working on making our offer more attractive and competitive.

Hans: I see. Well, what I'd like you to do is to explore the matters we've discussed and come back to me in two weeks with a complete resourcing plan with options and costs. Is that doable?

Colin: It has to be!

2.2

Colin: OK, so the next thing I want to discuss is our resourcing strategy.

Chantal: Oh yes?

Colin: Yes, I was talking to Hans and he thinks there might be talk of employment cuts at the next management board meeting.

Chantal: Really? That's a bit dramatic, isn't it?

Colin: Well, of course, we hope it won't come to that but if we can provide him with a full employee profile and resourcing plan, he'll have the information to back up his arguments.

Chantal: I see. So I suppose we are looking at providing a breakdown of full- and part-time employees and job categories.

Colin: Precisely.

Chantal: And what about temps and fixed-term contract workers?

Colin: Yes, it makes you think about who we're calling an employee. But in any case, I think we need to cover all the dimensions of the resourcing mix.

Chantal: OK, and I guess you need payroll data and the total wage bill, length of service, and so on?

Colin: Yes, please, but I think we should also include some contextual and analytical stuff like labour turnover and labour supply.

Chantal: Hm, well, as I'm sure you know, our labour turnover is very low, which is a problem if you were thinking about natural wastage as a way of reducing the workforce.

Colin: Yeah, I know. Also, we've a lot of long serving employees, so redundancies wouldn't come cheap either.

Chantal: Maybe we could explore some redeployment options?

Colin: It could be interesting, but of course, the overall wage bill would remain the same.

Chantal: True. Maybe I could make a suggestion?

Colin: Sure, go ahead.

Chantal: It all seems rather negative and defensive. I think we should be building a much more positive argument.

Colin: Sounds good, but how?

Chantal: By presenting employees as assets rather than pure cost. For example, we've invested a lot of money in developing people and it's paid off in fewer errors and customer complaints. The age profile of workers gives us a great deal of experience, skill and knowledge.

Colin: That could be an interesting angle to include output and quality issues, too.

Chantal: Anyway, I know sales have been down lately, but do we really need to make job cuts?

Colin: To be honest, I just don't know, so I'm setting up a meeting with Manuela in Sales and Marketing to discuss market conditions. You're welcome to come along, too.

Chantal: Thanks, but I think I'll get started on this data collection. If you agree, I've got an idea to put together some information on talent management and how we can be the leading employer in the industry – you know, through development and retention?

Colin: Yeah, that'd be great. You know, I think if we play our cards right, ...

2.3

Colin: Ah, Manuela! Thanks for finding a moment for me.

Manuela: No problem. I'm pleased to help.

Colin: Right, well to get straight down to business, in view of falling sales, we're reviewing our human resourcing plan. I wondered if you might be able to shed some light on future sales prospects.

Manuela: Yes, of course. Although this year sales are well down, I anticipate next year being much brighter.

Colin: Is there any evidence for that or is it just your personal feeling?

Manuela: No, I can back it up. Because of the way the luxury car market operates, output demand doesn't always match market conditions at the time.

Colin: You mean, things are improving, but we won't be back to normal for, say, another six months?

Manuela: Exactly, and the order book's increasing, too, so it's reasonable to assume the two factors are linked.

Colin: So, in your opinion, is it fair to say that it makes sense to maintain the same staffing and production levels?

Manuela: I wouldn't like to say. From a sales perspective, probably yes, but I know the drop in sales is causing problems for warehousing.

Colin: Really? I'll have to talk to Max about that. What's the problem?

Manuela: To put it simply, if we are producing more than we are selling, then we are stockpiling. All that stock has to go somewhere and we're running out of space. Plus of course, it has an impact on our cash flow.

Colin: Yes, I can see this is quite a tricky situation. OK, to look at it another way, what if we did cut staff and production to clear the stock? How would that impact on you next year?

Manuela: Well, there's a good chance we would be unable to meet demand, in which case we'd lose market share to our competitors. Once lost, it's hard to regain.

Colin: Hm, so what we need to do is ... find a way of managing our human resources to limit over-production, maximise their current utility and have the flexibility to be ready to get back up to full speed next year.

Manuela: It would be good if you could work out how.

Colin: Wouldn't it!

2.4

Colin: And that concludes the breakdown of the main financial data.

Hans: Thanks, Colin, that's very informative. But how about the forecast?

Colin: Yes, I want to come on to that now. I'd like to take you through the four approaches that we've used.

Hans: Four?

Colin: Well, to be more accurate, four methods; one approach.

Hans: OK. Tell me.

Colin: Right. The first thing we did was to analyse the existing workforce.

Hans: Hmhm.

Colin: Yes, and it revealed something quite interesting. Labour turnover for the last two years has been running at just 3%, and 25% of our workforce have 20 years or more service.

Hans: So not good for natural wastage or redundancy costs.

Colin: Exactly. At first we thought it was a problem. However, further analysis, as shown in Figure 1 here, shows that 6% of the workforce is projected to retire next year and a total of 25% of the current workforce within five years.

Hans: And how do you interpret that?

Colin: Well, to my mind, it means we shouldn't be thinking about redundancies or backing off recruitment.

Hans: Right.

Colin: Next, we looked at past trends, and apart from a slight drop three years ago, our total number of employees has risen year on year by around 5%. But, you'll be pleased to know that as shown in Figure 2, wages have remained roughly in line with inflation and have been on hold for the last six months.

Hans: Super!

Colin: Thirdly, we looked at projected sales, and although we've had two of our lowest quarters at the beginning of this year, Manuela is very optimistic that Q1 next year will see sales return to last year's levels, as the chart in Figure 3 shows.

Hans: That's good to hear, but is it based just on optimism or does it have some foundation?

Colin: Well, of course, with all forecasts, there's an element of prediction but it's based on advance orders, and economic and market data.

Hans: That's good to know.

Colin: However, we're not taking anything for granted, which brings me on to our final and combining approach. We've done some 'what if' scenario building, based on a range of best and worst case scenarios. Now, moving on to the actual plan ...

2.5

Colin: Now, moving on to the actual plan, I'd like to present three different scenarios.

Hans: Sounds interesting!

Colin: Yes, well, the first one paints a rather gloomy picture.

Hans: Oh?

Colin: Yes. Let's assume that the demand levels of Q1 and 2 of this year become the new norm. That would leave us 20% over capacity and over-resourced. Simply put, we'd have more people than we need.

Hans: In production?

Colin: Yes, but there'd be a knock-on effect for other departments, too, particularly sales, warehousing and distribution.

Hans: So we're looking at a wide-ranging redundancy programme?

Colin: Well, we could seek voluntary redundancies, but the people most likely to take that up would be the most senior people, so it could be very costly.

Hans: So what do you propose?

Colin: Within this scenario, I'd close down the oldest production line and put people on short-time working, for example, a thirty-hour week. This would solve our immediate problems but could leave us ill-prepared for market improvements.

Hans: And how likely do you think this first scenario is?

Colin: Hm, it's not impossible, but economic indicators suggest scenario B is more likely.

Hans: And that is?

Colin: Scenario B is a best case scenario. In this, we project that sales will pick up rapidly from now and peak around the second quarter next year.

Hans: Sounds very positive, but not very realistic, I'm afraid.

Colin: I think it could be described as a bit on the optimistic side. Whilst there are signs of improvement, sudden, dramatic growth is unlikely.

Hans: So the consequences of adopting this approach would be what?

Colin: We'd be well prepared for an upturn, but if sales didn't pick up, we'd have some serious stockpiling and cash flow problems. Then, if we had to lay people off, we wouldn't be able to afford to pay them off, in other words, cover the redundancy payments.

Hans: So let's hope your scenario C is a winner.

Colin: We believe it is. It's a kind of contingency plan, really.

Hans: Go on.

Colin: We expect that things will improve but not return to previous levels for another 12 months.

Hans: I agree.

Colin: If we reduced production, we would save money on warehousing and materials and improve our cash flow. We could achieve this by temporarily closing down the oldest production line and giving it a complete overhaul. We could redeploy some of the production workers to do this.

Hans: And the rest?

Colin: I'm glad you asked! In line with your objective of continuous improvement and investment in R&D, I'd like to propose that we involve them in cross-functional quality circles. They have a lot of skills and knowledge that we're just not utilising – and it'll walk out the door with them if we don't capture it!

Hans: I like it!

Colin: Thanks. They could even act as product mentors, you know, advisors and experts for new recruits to R&D.

Hans: You know, Colin, this is all rather encouraging. I think it would be a good idea if *you* presented this to the supervisory board!

Colin: Really? Well, I'm ...

3.1

Kate: Hi, Dmitri Andreevich. Thanks for coming along.

Dmitri: My pleasure.

Kate: Now, as you know from the strategy meeting, Moscotel is keen to expand into cable television in all our markets, and we're looking for a high calibre person to lead the operation.

Dmitri: Of course, and I think you want to appoint quickly?

Kate: ASAP! We really want to get in on this opportunity right away.

Dmitri: It would save some time if we found someone locally, here in Moscow. What do you think?

Kate: To be honest, I've got my doubts.

Dmitri: You have?

Kate: Yeah, Moscow's a big city, but it's a small world. There are plenty of talented candidates right here, but the best of those people are already working for our competitors – and I really don't want our competitors knowing about this appointment.

Dmitri: I understand, but we could use a headhunting agency. That would be more discreet.

Kate: You know, we're looking for somebody pretty special. We definitely need someone who's got international experience, and so I think we're going to have to go global.

Dmitri: Certainly, although this will add some complications regarding visas, work permits, accommodation, maybe schooling if the right candidate has a family, that sort of thing.

Kate: Yeah, tell me about it! But you did a pretty good job on my relocation, so I don't anticipate any problems there.

Dmitri: Thanks. OK, I'll brief the agency but I'm going to need some more details.

Kate: Shoot.

Dmitri: Maybe we could start with the job profile and then move on ...

3.2

Dmitri: Maybe we could start with the job profile and then move on to the person specification?

Kate: Sure. To start with, we're going to set up a department of around 15 people. The Project Manager needs to liaise closely with the Marketing Director but reports directly to me.

Dmitri: The Regional Director? Sure. What kind of performance indicators are we looking at?

Kate: There'll be some really challenging targets regarding market share, so that means profitability will be less significant, as in the first year we'll be operating a penetration pricing policy.

Dmitri: And key tasks?

Kate: Networking, of course, comes high up on the agenda, but negotiating with cable systems installers is the key.

Dmitri: So are you saying this is essentially a sales role?

Kate: That's a part of it, but it's a much bigger job than that. We're looking for someone with vision and drive who can really lead projects and inspire others.

Dmitri: Hm, it sounds like we're moving on to describing the ideal candidate. Let's do that then.

3.3

Dmitri: OK, so maybe we could go through the person specification and identify some essentials and desirables.

Kate: Sounds good.

Dmitri: Starting with qualifications, what did you have in mind?

Kate: You know how it is – for this level of job, we really expect to see an MBA, but marketing or telecom-specific qualifications would be a bonus. To be honest, I'm more interested in their experience and the practical reality. That's what I really want to explore when we interview.

Dmitri: Fine then, let's look at your requirements.

Kate: Ideally, I want someone who's managed a similar project, such as a new product launch in a new territory. Working with phone networks would be useful but not critical.

Dmitri: Anything else?

Kate: They should have at least five years' experience in a telecoms-related sector, although I'd settle for three if other factors were outstanding.

Dmitri: That's interesting. For example?

Kate: They must have a strong list of competences including project management, negotiation and leadership, all backed up by hard, measurable results. Oh, and some PR know-how would be good, too. Maybe we could get them to demonstrate these during presentations?

Dmitri: I'm sure we could. And what about personality traits such as introversion, extroversion, sensing or thinking? Do you consider those things important?

Kate: Well, that's more your field than mine. Some creativity and imagination would be great but more important is mental toughness and sound judgement.

Dmitri: So, do you favour caution over risk taking?

Kate: No, I wouldn't say that at all, but I just think oftentimes these charismatic types don't always deliver what they promise.

Dmitri: I think some psychometric testing and assessment centre work would help identify any personality traits and any potential derailers.

Kate: Derailers?

Dmitri: Yes, any fatal flaws of character that might lead to a person going off track, like vanity or excessive self-interest. That can sometimes be the case with apparently high performers.

Kate: Cool! I look forward to reading the reports.

Dmitri: Oh, I nearly forgot – what about languages? Fluent Russian and English?

Kate: That would certainly be useful, but seeing that we're looking at a global market and not for a Russian specialist, then English takes priority.

Dmitri: Right, well I think I have enough to go on for the headhunting agency. I'll let you know as soon as they propose any candidates.

Kate: Great! I can't wait!

3.4

Kate: Hi, Dmitri Andreevich. I thought it would be useful to get together ahead of the interviews to map out a game plan.

Dmitri: Yes, of course. Naturally, I have some questions planned, but no doubt you have your own ideas!

Kate: Sure thing. You know, what I don't want to do is just go through the résumé step by step where the candidate says, 'I did this, then I did that.' We've already got that stuff. What I want to know is what they're going to do for us.

Dmitri: Yes, I understand. We can solve this by asking them to link their past to our future.

Kate: Uh-huh.

Dmitri: By asking something like, 'How will your experience add value to our organisation?'

Kate: Good.

Dmitri: Plus, I think we should have some questions that inform us about the candidate's motivation and ambition.

Kate: I guess 'Why do you want to work for us?'

Dmitri: I think it's a question candidates should be ready to answer. It's also useful to explore their approach to problems.

Kate: Good idea. Maybe we could create some 'what if' scenarios and see how they'd handle different situations.

Dmitri: I see your point, but it's problematic. The trouble with hypothetical questions is we can't be

sure we're all working on the same set of assumptions and you might not get the model answer you expect.

Kate: I see, so what do you suggest?

Dmitri: Well, it's not so difficult to turn hypothetical questions into questions that give qualified answers.

Kate: Oh yeah, how's that?

Dmitri: For example, 'Can you tell me about a time when you disagreed with your manager? What was it about, and how did you deal with it?'

Kate: Nice! I'll be interested to hear the answer to that one! I also like to know what makes people tick, you know, what kind of operator they are. Any ideas?

Dmitri: A useful question for this is: 'Take me through a typical week. How do you spend your time at work?'

Kate: I guess that tells us about priorities.

Dmitri: It can tell us a lot about what somebody values and how they go about their work.

Kate: Great ...

3.5

Dmitri: Good morning, Raúl, and thanks for coming along.

Raúl: My pleasure. Thanks for inviting me.

Dmitri: I believe you've been in the city for a couple of days. Have you had a chance to look around?

Raúl: Yes, I've never been before. Naturally, I had to see Red Square and The Kremlin, plus the Metro. It's all very impressive.

Dmitri: Thank you. Well, to get down to business, Ms Palmer and I would like to discuss the position in more detail and discuss how you could contribute to Moscotel's success.

Raúl: Sure, I'd like that also.

Dmitri: I'd like to start by asking you, 'What attracts you to Moscotel?'

Raúl: From reading industry publications, I know that Moscotel is a very progressive company and that it is rapidly expanding. And this is exactly the type of opportunity I'm looking for.

Kate: We're glad to hear that. Now Raúl, having looked at your résumé, I can see you've achieved a lot, but what I'd really like to know is how you think your skills can add value to Moscotel.

Raúl: I believe achievements are the best measure of success but I know also that once achieved, they are history. What I can bring forward from this is a strong desire and a winning mentality, for example by impressing upon people that even difficult problems can be overcome if viewed positively as challenges.

Kate: Thanks. We sure need positive attitude, but maybe you can tell me how you actually go about motivating

your team so that they share your enthusiasm.

Raúl: A strong leader is a role model who believes in himself and those around him. He makes commitment and success a way of life. One way of doing this is to make sure that in team meetings everyone has to bring an example of a success during the week that we can share.

Kate: I see. That certainly tells us about your inspirational attitude, but on a more operational level, how do you spend your time? Take me through a typical day.

Raúl: As you probably know, Spain has a rather specific culture and my working day is normally from around 10 am to 8 or 9 in the evening. Every morning, we start with a 30-minute team meeting with coffee and cakes. Everybody gives a brief report on performance against targets and any problems, sorry challenges, they might have. We also like to celebrate success. The rest of the morning is spent in internal meetings.

Dmitri: And in the afternoon?

Raúl: OK, well, in the afternoon I usually ...

3.6

Ritva: ... fine, thanks. I come to Moscow on business every month so I knew where your offices were.

Dmitri: That's good, so moving on to the job, what prompted you to apply for this position?

Ritva: To be honest, I only became aware of the post through the agency but I believe it's a fantastic opportunity that is perfectly matched to my skills and aspirations.

Dmitri: That's interesting. Can you expand on how your skills can add value to this job?

Ritva: Certainly. Having launched new products on three previous occasions, I have developed process skills and know what problems can arise. Whilst no two projects are the same, I believe my experience could save Moscotel a lot of time and money in bringing the new product to the market quickly and cost-effectively.

Dmitri: Thanks. And how about the role of your team in a new product launch? How do you go about motivating and managing your team?

Ritva: I believe clear communication is the key, and to get people to set very specific weekly and daily goals. Also, everybody has to understand that the team is more important than any individual, and everybody's role is to support their colleagues.

Kate: Thanks Ritva, that's informative. Can you tell me, on a regular, day-to-day basis, how you spend your time?

Ritva: Yes, I like to get into the office by 7, if only to avoid the traffic.

Dmitri: That's a good idea in Moscow!

Ritva: First, I check with the night shift team leader if any major issues have arisen overnight that need an immediate response. Then I have a clear hour for quiet, focused work. At 8.15, I have a short briefing meeting with my PA and deputy to go through our agendas. After that, I usually go for a breakfast meeting with a major client or prospect. Should I go on?

Kate: Sure, go ahead.

3.7

Kate: Hi, Dmitri Andreevich. It's decision time.

Dmitri: Indeed!

Kate: You know, we could have decided yesterday afternoon but I think it's a good idea to give it a little time.

Dmitri: Me too. Well, I have to say there isn't much between the two candidates.

Kate: So, in your opinion, would either be suitable?

Dmitri: Yes.

Kate: So how do we choose?

Dmitri: We could decide which one would fit the Moscotel culture better.

Kate: I know culture's important but I just want the best candidate. Let's just consider how they'd go about the job.

Dmitri: OK, so, based on the interview and psychometric report, Raúl would spend time building relationships and gaining the trust of people.

Kate: Yeah, and I figure Ritva would just come straight in and start trading punches.

Dmitri: Erm, well anyway, according to her interview answers, she'd establish goals immediately.

Kate: I bet! On the other hand, Raúl's track record in telecoms is impressive whilst she's still a bit new to this industry. Maybe he's got the advantage there.

Dmitri: True, but we knew that at the beginning, and we have to consider what new information we have as a result of the selection process.

Kate: Sure thing. Look, Dmitri, you know how it is: our shareholders expect results today and not tomorrow. My vote's with Ritva. I think she'd settle in very quickly. What do you think?

Dmitri: There's always a risk that she might upset one or two people but she prepared so thoroughly for the interview and presentation that I'm sure she'd have a plan to avoid that. I agree – she's our choice.

Kate: Excellent. Still, it's a pity for Raúl. He put a lot of effort in, too, but I just think he'd take too long to become fully operational. I'll call him personally but naturally, you'll draft a letter?

Dmitri: Of course, but first we need to check if Ritva will accept our offer so that

we still have Raúl as a back-up – assuming you'd take him on if she says 'no'.

Kate: Now that's an interesting thought. Let's not go there right now!

4.1

Saeed: Ah, good morning Bianca, good to see you.

Bianca: Thank you for sparing me some time.

Saeed: Not at all. I'm sure it will be in my best interests.

Bianca: I hope so. As you know, I'm keen to develop a training and development strategy to pull together and focus our development efforts.

Saeed: Yes, I'm all for it, and how can I help you?

Bianca: I am forming a training and development strategy and what I want to do with the strategy is pull everything together. I'd like to start by setting it in some kind of context and look at the external and internal factors that have an important influence on the business.

Saeed: I see, well, things in the country are pretty good at the moment. In the external environment, we are currently enjoying a period of political and economic stability. Of course, being in financial services, tax and financial regulations are always changing and it's sometimes a struggle to keep up.

Bianca: I can believe that.

Saeed: However, I'm glad to say that our investment in training has given us the position of market leader, well ahead of our competition.

Bianca: That's excellent, but, um, ... to move on to internal matters, will that financial commitment continue?

Saeed: You can be assured that I'm right behind training and I'll back it up with money.

Bianca: I'm sure that's appreciated by everybody. Often companies say people are their greatest resource, but it isn't always the case ...

Bianca: ... Yes, that's right, I'm going to make HR and training more self-service to cut down on administration. Are there any other factors relating to the company I should consider?

Saeed: Yes, things we need to think about are the fact that we are expanding rapidly and that I'd like the people who were here from the beginning to grow with the company.

Bianca: And play a bigger part?

Saeed: It's my belief that the company will continue to grow, and very soon they will have to take on more senior roles and I want them to be prepared.

Bianca: So, you are looking for some kind of fast-track management development programme?

Saeed: Yes, something like that.

Bianca: Thanks. That's extremely helpful. If you agree, I'd like to ...

4.2

John: Now at this stage, I'd just like to explain Kolb's Learning Cycle. I don't want to get too technical as we'll have some activities based on it afterwards, but I'd like to explain the model first. Of course, feel free to ask questions as we go along.

Greg: Excuse me, John, but will there be a handout on this?

John: Sure, Greg, and for no extra charge! Right, so Kolb proposed that learning goes in a cycle and here you can see the complete model. I just want to start off with the four orange, outside boxes. Each of these represents one of the stages of the learning cycle. The first of these, at the top, refers to concrete experience. What do you think that might involve?

Greg: Working on a building site?

John: Maria?

Maria: Well, to be more sensible, I guess it's like a lot of life – you just learn by doing things.

John: That's true. Every day is full of experiences and therefore learning opportunities. But if we just had experiences, we might not get the value from them and we might repeat the same mistakes. Let me give you a simple example: some time ago, I was on my way to a presentation for a really important customer of ours. I was so focused on the presentation that I didn't bother to listen to the traffic reports so when I got onto the highway, there were road works and I got stuck in a terrible traffic jam, several kilometres long. I was three hours late to the customer and the BPF board weren't impressed at all!

Greg: I'll bet. Nightmare!

John: Exactly, and that's where the next stage comes in, which is reflective observation. Sitting in the car, I had plenty of time to think about what a bad decision I'd made to travel by car on a Monday morning. Especially as I hadn't bothered to check the news first.

Maria: So ... you're saying that I can *think* about things, but making sense of things is another matter?

John: Yes. And that point takes us to the third stage, abstract conceptualisation, which is abstract conceptual thinking, basically.

Greg: Sounds a bit deep. Are you sure we do all this? I mean, if we analysed things so much, would we have time to *have* any experiences?

John: Well, if you're sitting in a car for three hours, you do! But to continue with this example, my abstract conceptual thinking came to the conclusion that

car travel to important meetings on a Monday morning was just too risky.

Maria: OK, and how does the final stage fit into this story?

John: This is called active experimentation. Here, you've had an experience, thought about it and formed a theory. You then plan to do something differently to see what happens.

Greg: So what did you do?

John: Well, from then on, I took the train the day before and stayed over night. I've never had a problem since. And, in fact, we won a big order from that same customer.

Greg: Don't you just love a happy ending?

Maria: I think I'm a more analytical person. Do you have to do all four stages?

John: That's an important point. Naturally, we're all different and people have different learning preferences ...

4.3

Bianca: Hi, John, how's it going?

John: Oh fine thanks, Bianca. I ran a workshop on self-development this morning – a bit of Kolb and learning styles.

Bianca: Excellent. Well, I wanted to talk to you about the development strategy we are putting together. We need to include something about evaluation.

John: Sure. I think we're pretty good on evaluation.

Bianca: Great. Can you just take me through what happens at the moment?

John: Yes, every course is evaluated using our standard evaluation form.

Bianca: Is that numerical or narrative?

John: Mostly it's numerical. It's a number rating scheme but there's a box for comments at the bottom.

Bianca: And how effective do you find it?

John: Very good. Firstly, we make sure that every trainer collects all the evaluations at the end of the course, before people leave. If you leave it until later, it just doesn't happen.

Bianca: Go on.

John: Well, it's quite straightforward really – a number of factors are rated one to ten and this data is entered into the system.

Bianca: Then what happens?

John: Well, it means I can get an immediate rating on all of our training providers. If their rating gets too low, we can change them.

Bianca: And what sort of things do you measure?

John: Oh, the usual things – training room, lunch, trainer, course effectiveness.

Bianca: Uh-huh, and how do you measure course effectiveness?

5.3

Maritza: And now I'd like to explain the Hexagon coaching framework, but feel free to ask any questions as we go along.

Callum: Er, I've got one.

Maritza: Yes, Callum.

Callum: Well, I'm sure it's not perfect but I think I already coach my staff. Do we need a framework for something we do naturally?

Maritza: Thanks, Callum, that's a great question and I'm glad you asked it. We're sure that many managers are coaching their staff but we also feel that it's important to have a consistent corporate approach. This ensures that all employees get the same high value experience and that managers have a template to work to.

Callum: OK. Thanks.

Maritza: So to go on to the framework, the first step is to identify the performance issue. Can anybody give me an example of a suitable subject? Yes, Fergus?

Fergus: How about conference calls? I know that's something a lot of my staff have been asking me for help with – it's something they really want to improve on.

Callum: Mine too!

Maritza: OK then Fergus, so let's say the performance issue is managing, or is it participating in, conference calls?

Fergus: I'd say managing is what they most want help with.

Maritza: Right, and secondly, to define some performance objectives and a timeframe. What sort of things do you want your staff to improve?

Fergus: Mainly asking for information and giving feedback on performance.

Maritza: Can you give me an example?

Fergus: Well, I'm responsible for all of West Africa. When sales are down, I need my staff to find out why and we use conference calls because it's cheap and efficient. But the thing is, sometimes they come across as too aggressive. And when they do, people become defensive and unhelpful. And that just makes it harder for me to get an honest answer about what's really happening out there.

Maritza: OK, so with a bit more time, we could break the call down into some specific questioning skills we wanted to work on. And how about the timeframe?

Fergus: The conference calls are monthly, so that would be the natural target to work to.

Maritza: Yes, it's very effective to use naturally occurring work deadlines. For the third stage, how could we establish the success criteria? How would you know if they'd improved their questioning skills?

Fergus: I suppose it's a bit subjective. I think I'd want them to come out of the conference call feeling better than they seem to do now. Feeling that they'd asked the right questions in the right way and got the information they were looking for.

Maritza: And could they get any feedback from anyone else?

Fergus: Yes, my manager is sometimes in on the calls, too.

Maritza: Great. Now the fourth stage is choosing the coaching method, but I'd like to explore that in more detail a bit later. Stages five to eight are pretty straightforward. Five is provide the coaching.

John: Would that be the manager then?

Maritza: Yes, John, it could be, but it could also be a colleague with the skill you're looking to develop. Stage six is implement the skill.

Fergus: In the call itself?

Maritza: Exactly. Seven, you'd check success against the criteria you'd set, so that's a mixture of self-assessment and feedback. Finally, you'd review the whole of the coaching process.

Callum: So really, it's just a sequence of actions to follow?

Maritza: Yes, I guess you're right, it's a structure, but with the flexibility for you to fill in the detail.

5.4

Maritza: OK, so on to coaching methods for conference calls. Would anybody like to make any suggestions? John?

John: What about good, old-fashioned instruction? I mean, when I think of the word coach, I still think of a football coach on the sidelines screaming at his players.

Fergus: Come on, John, that's a bit outdated, isn't it? Are you sure the way to coach people is by shouting at them?

John: Well, it works for some.

Fergus: Not for me, it wouldn't.

Maritza: So what would you suggest, Fergus?

Fergus: I think a better approach is to be a role model and provide a good example that people can imitate.

John: Do as I say, not as I do – that's what I always say.

Callum: So I hear. Can I suggest another approach?

Maritza: Please do, Callum.

Callum: What works for me as a learner is when I feel in control of the situation.

Maritza: Go on.

Callum: As the person being coached, I don't like to feel in the subordinate role but that I'm able to try stuff out and see how it works.

Maritza: And how do you know if it works?

Callum: Well, I think it's useful to have a list of best practice points and then actively try to implement them.

Maritza: And then get feedback?

Callum: I think a good coach should be able to help you to give feedback to yourself by encouraging reflection and self-assessment.

John: Sounds a bit deep to me.

Fergus: There's a surprise!

Maritza: Well, gentlemen, thank you very much for all of your interesting contributions. Let's put these ideas ...

5.5

Maritza: Oh, hi, Ole! The room's not locked, you can go straight in.

Ole: Right.

Maritza: Water?

Ole: Yes, please.

Maritza: So, our first meeting! How's life since I last saw you?

Ole: Oh, not so good.

Maritza: Oh?

Ole: Yeah, not much better really.

Maritza: You said last time that you wanted to discuss the relationship with your manager. Is that still the case?

Ole: Unfortunately, yes.

Maritza: Unfortunately?

Ole: Well, I wouldn't say we're getting on any better. Worse, if anything.

Maritza: I see. And why do you think that might be?

Ole: It's this information management system. I feel like it's taking over my life.

Maritza: In what way?

Ole: Like I told you before, I'm dyslexic and the system's quite complex. Sometimes I just feel like I get an information overload and it just seems a mass of letters and numbers.

Maritza: And has your manager explained the system to you?

Ole: He tries, but often the explanation just gives me more to think about and confuses me still further.

Maritza: I see, and have you told your manager about your dyslexia?

Ole: No way!

Maritza: What do you think would happen if you did?

Ole: I think he'd be angry and be even more convinced that I can't do the job.

Maritza: Or it might help him to understand why you're struggling.

Ole: Maybe, but I doubt it.

Maritza: OK, to put that aside for a minute, during your life, you must have developed certain coping strategies for your dyslexia.

Ole: Coping strategies?

Maritza: Yes, ways of dealing with your difficulties.

Ole: Sometimes it's just been a matter of determination, but I guess I have.

Maritza: OK, so maybe we could talk about how you've coped in the past and how you could apply that to this situation. Then you could explain to John how you'd like to be coached on the system, even if you choose not to tell him about your dyslexia.

Ole: It's worth a try, I guess.

Maritza: Now, I remember from when you were recruited, you had a fantastic set of exam results. So how did you do that, if not by coping?

Ole: Hm, I suppose so.

Maritza: Tell me how you did it. I promise not to tell a soul!

5.6

Chinua: Hello, Fergus, please come in. Take a seat.

Fergus: Thanks very much.

Chinua: So how can I be of service?

Fergus: I'm not sure if you can, really. It's hard to know where to start.

Chinua: Well, there's no rush. Take your time.

Fergus: Well, to put it bluntly, I'm thinking of putting in for a transfer to Dubai.

Chinua: I see, but isn't that where you were working before?

Fergus: That's right.

Chinua: And you've seen a better opportunity there?

Fergus: It's a country sales manager position, actually.

Chinua: Hm, yes, I think I remember seeing it on the company employment page.

Fergus: Yes, that's where I saw it.

Chinua: But isn't that a step down from your current position?

Fergus: Well, there's less responsibility than being regional manager for West Africa. But I think there'd be more opportunities in other ways.

Chinua: And that's why you're thinking of going?

Fergus: I thought the move here and the greater responsibility would renew my enthusiasm, but it hasn't really worked out that way.

Chinua: So would you say you are unhappy in your work?

Fergus: Not exactly, I mean, I can't complain. The work's fair enough and they're a great bunch of guys to work with. No, it's just time for a change.

Chinua: By going back to Dubai?

Fergus: Something like that.

5.7

Fergus: ... they're a great bunch of guys to work with. No, it's just time for a change.

Chinua: By going back to Dubai?

Fergus: Something like that.

Chinua: So is it just about work or are there any other factors involved?

Fergus: Sorry, I don't get you. How do you mean?

Chinua: Well, beyond work. Relocation's a big life change.

Fergus: Ah, I guess so.

Chinua: And you came with family?

Fergus: Just my wife, Mary.

Chinua: And, of course, you don't have to say, but how does she feel about the prospect of moving back to Dubai?

Fergus: Oh, she doesn't mind.

Chinua: She doesn't mind?

Fergus: Well, to be honest, I think she'd be relieved.

Chinua: Relieved? I see, and why's that?

Fergus: How can I put it? She's not exactly taken to it here. She feels lonely and isolated.

Chinua: Did she tell you that?

Fergus: Not in so many words, but in Dubai she had her own circle of friends. Here, she's on her own all day. She used to be so cheerful. I hate to see her so down.

Chinua: So you thought the return to Dubai would cheer her up?

Fergus: Yes, I'm hoping that'll do the trick.

Chinua: You said earlier you think she'd be relieved to go back to Dubai. Why do you say you *think* she would be?

Fergus: Well, I'm just thinking about it before I talk to her about it. I mean, there's no point getting her hopes up until I'm offered the job.

Chinua: So your plan is to get the job in Dubai and then surprise her with the good news?

Fergus: I guess that's it.

Chinua: And how do you think she would feel about that?

Fergus: Hm, pretty angry, I suppose, that I hadn't talked to her about it first. Do you think I should?

Chinua: Do you?

Fergus: Probably, but then she'd just say we should stay. She's always supported my career but I want to be fair to her, too. It seems one of us has to make a sacrifice.

Chinua: Maybe it's not so simple. You might consider your options.

Fergus: Here and now? Or with Mary?

Chinua: What do you think would be best?

Fergus: You know, you're starting to get repetitive. OK, I'll talk to her. Are you satisfied now?

Chinua: It doesn't matter what I think, it's how you feel that counts.

Fergus: Oh, I'm right enough. But one other thing.

Chinua: Yes?

Fergus: Thanks for your time. I appreciate it.

Chinua: You're welcome.

6.1

Xiao Long: ... Excellent. Now top of my list for discussion is the introduction of a competence framework. My previous employer used one to great effect and I am keen to introduce one here. What do you think?

Andrew: Well, to be honest, I have my doubts.

Xiao Long: Oh, really? Why's that then?

Andrew: Well, in my experience, they can be rather bureaucratic. You can spend a lot of time gathering data that is just filed away and forgotten about.

Xiao Long: Yes, I take your point. That's always a possibility, but used properly, competences can be very dynamic.

Andrew: They can?

Xiao Long: Certainly – by defining and driving excellence. As a luxury experience provider, our customers expect five-star service.

Andrew: Of course, but we do a lot of customer care training already.

Xiao Long: That's useful, too, but with competences we can clearly define what minimum standards are required and what the highest performance expectation is, too.

Andrew: I guess so but it's a lot of work.

Xiao Long: It is at first, but once it's in place everybody knows what's expected of them.

Andrew: Maybe you have a point but persuading other people might be harder.

Xiao Long: We'll come on to that in a minute, but I want to stress that this competence framework can help us achieve a culture of excellence.

Andrew: OK, you've convinced me. But how will you sell it to the employees?

Xiao Long: Well, that's quite simple, you see, you don't really have to sell it at all. All you do is ...

6.2

Xiao Long: ... OK, now the next question is where we will get our competences from.

Andrew: I imagine in the hotel and leisure industry there must be plenty of ready-made competences that we could buy. Surely, that would be the easiest way to go about it?

Xiao Long: It's one possibility. Professional bodies provide models and many consultancies design their own brands, too.

Andrew: Sounds good.

Xiao Long: Yes, it can be useful to be aware of and refer to industry standards, but to come back to your issue of how to sell a competence framework, if you impose a system from outside, there's always a danger that people won't identify with it and will reject it.

Andrew: I see, so we have to design our own?

Xiao Long: I think it would be the best way, as people will always take ownership of something that they've helped to create. In other words, it will mean more to them because it will be based on their own ideas about their work.

Andrew: OK. So what do you propose? Perhaps we could get people into groups of the same job and get them to list their competences.

Xiao Long: It's one approach but personally, I favour individual interviews.

Andrew: That could take forever, couldn't it? Do we really have that much time?

Xiao Long: It certainly takes longer but I think it builds a more accurate picture and everybody becomes personally involved.

Andrew: But surely, you just end up with the same answer each time. Won't all the chefs and all the receptionists and so on just say the same thing?

Xiao Long: Well, you'd be surprised. Obviously, you get a lot of the same answers from people who do the same job, but each individual tends to highlight different aspects of their work. You can mention these differences in later conversations and that can help us to see whether something is only important to just one individual, or whether it's important for the *job* they do for the organisation.

Andrew: You've certainly got it all worked out!

Xiao Long: Hm, not everything but I'm sure it's an effective process and with a bit of prompting we can hopefully build a very useful framework.

Andrew: Created by the employees themselves.

Xiao Long: Exactly!

6.3

Rebecca: Ah, Xiao Long, good morning. Maybe it would be quieter in here, in the Lakeside syndicate room?

Xiao Long: Very good, and thank you for sparing me some of your time.

Rebecca: You're welcome. I read your email but I'm still not exactly sure what it is you're after.

Xiao Long: I hope to make it clear. As you know, the Paradise is in a highly competitive sector, where excellent service is essential.

Rebecca: For sure.

Xiao Long: My intention is to build a framework to define the competences required to deliver that and use this to drive quality through the entire business.

Rebecca: Sounds great, but where do I fit in?

Xiao Long: I want to interview everybody and ask people to describe what they perceive as the key competences required for their jobs.

Rebecca: OK. Um, do you want me to go ahead and explain now?

Xiao Long: Yes, please.

Rebecca: Hm, I'm not sure where to start.

Xiao Long: Maybe you could group your work into the main areas of activity.

Rebecca: Right, well, the way I see it, the role of Conference Centre Manager has three key parts.

Xiao Long: Which are ...?

Rebecca: Managing customers, employees and processes.

Xiao Long: And what skills do you need for each?

Rebecca: Well, um, for our most important corporate clients, I like to meet face-to-face to show that there's a clear point of contact for their conference.

Xiao Long: And what do you need to be good at to do that well?

Rebecca: Obviously, you've got to be courteous and sensitive to different cultures. It's a balancing act between customer care and firm leadership. There are so many small things that can go wrong and become a big problem.

Xiao Long: So ... you need to meet and greet customers and use a range of interpersonal skills including cultural sensitivity?

Rebecca: Yes, that's very important.

Xiao Long: And moving on to staff?

Rebecca: I'm setting and monitoring standards.

Xiao Long: So what you're saying is you personally check every conference detail to make sure there are no mistakes?

Rebecca: No, not exactly. It's not like I go round myself checking every light bulb, but I have systems in place to make sure somebody does.

Xiao Long: So in fact, if I've got this correct now, you're establishing and monitoring quality control systems and making sure staff work to the specified standards.

Rebecca: Yeah, that's more accurate.

Xiao Long: Brilliant, that's incredibly helpful. Maybe we could explore some of these points in more detail and also talk about the knowledge that you require.

Rebecca: Sure, but maybe I could order us some drinks?

Xiao Long: Yes, that would be nice, thank you.

6.4

Xiao Long: ... so Andrew, where are we up to on this framework?

Andrew: Two more jobs to write up and then it's done.

Xiao Long: Excellent, but there's one other matter we need to deal with before we produce the full framework.

Andrew: There is?

Xiao Long: Yes, the issue of evidence.

Andrew: You mean how we prove competence?

Xiao Long: Exactly.

Andrew: Oh, should I create another column on the framework with evidence sources?

Xiao Long: You could, but I think it will be sufficient to produce a general guide as it could be rather repetitive to give sources of evidence for each element.

Andrew: OK, I'm not complaining, but what do you propose?

Xiao Long: Well, it rather depends on the job. Some administrative jobs could easily be assessed using documents.

Andrew: And I guess with reception staff, observation would be more appropriate.

Xiao Long: Indeed.

Andrew: But who should do it? Maybe we should employ a kind of mystery shopper from outside the organisation so staff don't know they're being observed.

Xiao Long: I don't think so. I think there's a risk that we could undermine confidence. It sends out a message to say we don't trust our own people.

Andrew: So the manager then?

Xiao Long: I think that's better, and there's no reason why we couldn't involve the employee in a dialogue in a process of self-assessment.

Andrew: But I imagine we need some hard, measurable outcomes, too.

Xiao Long: I'm sure the management board expect that, so we'll have to include some key performance indicators and customer feedback reports.

Andrew: So there are essentially three sources of evidence.

Xiao Long: That's right.

Andrew: Documentation, observation and measurable outcomes.

Xiao Long: It sounds like you're on the way to writing the guide notes already.

Andrew: Hm, it sounds like I just picked up another job.

Xiao Long: Ah, that's very kind of you, and perhaps you can also draw up an implementation plan with timescales.

Andrew: Yes, why not? I'm not very busy at the moment.

Xiao Long: Excellent! I know I can depend on your competence!

7.1

Michael: Hi, everyone, and thanks for coming along. As you know, our Romania operation is quite new and it's our task to develop an implementation plan for the employee review process. Who'd like to suggest how we might go about it? Olga?

Cindy: Yes, I think that by doing the briefings ourselves, it reinforced the idea that this is an HR initiative done just for our benefit. Also, it makes it easy for line managers to become less involved in staff development.

Ian: So you think it would have been better if managers had done the briefings themselves?

Cindy: Yes. We could have concentrated on supporting them to support their team rather than coming in with a big corporate system approach.

Ian: I agree. But the truth is my hands were tied as Jesper Koenig was keen to get this up and running globally within a certain timeframe, which was ... less than ideal. Perhaps what we can take from it is the need to engage managers and work on how we might do that. But you did a great job within the limits you were set and I'm sure we can learn from this and build on it, so well done.

Cindy: Thanks.

7.5

Ian: ... good point, we'll note that. Now, how about the coming year? What do you see as the key issues?

Cindy: Obviously, the office move to the other side of the city is going to cause some disruption. And with a number of key development programmes coming up, you know, like project management and inspirational leadership, it couldn't come at a worse time.

Ian: What difficulties do you think it will cause?

Cindy: Really, just keeping track of everything. It's possible that due to the move, people might forget or not turn up to programmes and we won't be able to contact them.

Ian: Any suggestions on how to deal with that?

Cindy: Well, I'm trying to make sure that I have in my cellphone all the work mobile numbers of department managers so we can contact them wherever they are.

Ian: Anything else?

Cindy: Well, I don't know what you think but we've bought in some very expensive expertise for these events and I don't want to be left with an empty room and a high unit cost. I think maybe we should recharge departments for non-attendance.

Ian: Hmm, I see your point but I think that might work against us. I think if we tried to recharge departments, we could upset a lot of senior people. But, um, I'll talk to our director and see if she'll have a word with the other directors to issue emails with your suggestion to the department managers. I think that will be the smartest way to deal with it politically.

Cindy: So I can leave that with you then?

Ian: Sure. I'll let you know what she says. Now, while we're on the subject of costs, as you know, the development budget has been reduced by 15% this year and there's a general strategy away from training and towards coaching. Have you had any thoughts about how to achieve that?

Cindy: Yes. First of all, if we advertise a course for 12 people, on average only 10 turn up, so that's a 15% loss on every course. So, with your agreement, I'd like to talk to all the department managers about identifying learning champions for various skills within their sections.

Ian: It's a great idea, but how will you ensure that it actually happens and people really do coach their colleagues?

Cindy: I'm not sure right now. I'd just like to start the dialogue at this stage and encourage the managers to work out how to do it.

Ian: Yeah, that's a good approach, and maybe we can get together next week to map out a plan ...

Language note on Unit 8

Audioscripts 8.1, 8.3, 8.5, 8.7 and 8.9 include words and phrases which are common in Scottish and Northern English dialects. These are: aye = yes; cannae = cannot; doesnae = doesn't; didnae = didn't; lad = man (or boy); maybes = maybe; shouldnae = should not

8.1

Khalid: Khalid Aziz.

Stewie: Khalid?

Khalid: Speaking.

Stewie: It's Stewie Dawson here, Warehouse Manager.

Khalid: Oh, hi, Stewie, how can I help you?

Stewie: I'm just ringing to let you know that I've sent you someone to sack.

Khalid: Sorry?

Stewie: It's Robbie Gray – he's a waste of space. The lad's no use to me so I've told him to come and collect his cards.

Khalid: Collect his cards?

Stewie: Aye, I want you to fire him. Officially.

Khalid: I'm sorry, Stewie, but it just doesn't work that way.

Stewie: Is that a fact? Well, we never had any problems with discipline in the old days.

Khalid: Hm, maybe, but we have to follow the law and work to formal procedures.

Stewie: Look, he's always late, I cannae rely on him to turn up in the morning, so you can use your procedures to get rid of him.

Khalid: Well, there are a few stages before we get to that. We might even

be able to resolve it without formal disciplinary action. I'd like to talk to him first.

Stewie: You're wasting your time. The lad's no good.

Robbie: Er, Mr Aziz? I'm Robbie, Robbie Gray. Mr Dawson said to see you.

Khalid: I know. I won't be a minute. Stewie?

Stewie: Aye?

Khalid: He's here now. We'll have a talk and I'll get back to you afterwards.

Stewie: As you please.

Khalid: Good. I'm sure we'll sort something out. Thanks, bye.

Stewie: You're welcome.

Khalid: Robbie, please come in and take a seat.

8.2

1 We never had any problems with discipline in the old days.

2 We have to follow the law and work to formal procedures.

3 We might even be able to resolve it without formal disciplinary action.

8.3

Khalid: So, what's all this about then?

Robbie: Hm, where shall I begin?

Khalid: Just take your time and describe the situation as you see it.

Robbie: Well, it's Dawson – he's got it in for me.

Khalid: Mr Dawson's not happy with you?

Robbie: Aye, you could say that.

Khalid: And why do you think that is?

Robbie: It's because of my time-keeping.

Khalid: And, is it a problem?

Robbie: Maybes, lately anyway. But Dawson won't listen to reason.

Khalid: So you've given Mr Dawson an explanation for your lateness?

Robbie: I've tried, but he doesnae want to know. He just says, if I cannae turn up on time, I shouldnae be working here.

Khalid: I see. So, what is the reason for your lateness?

Robbie: Well, we've had a few financial problems lately, taken on too many loans, you know how it is.

Khalid: Hmm, go on.

Robbie: So, Tina, that's my wife, she's taken on a morning cleaning job to bring in some extra money.

Khalid: And?

Robbie: And she leaves the house at six. I have to get the kids up and take them to school. By the time I've done that, the traffic's a nightmare and I'm nearly always late.

Khalid: And you've explained this to Mr Dawson?

Robbie: Like I said, I've tried, but he's not interested in excuses.

Khalid: And what about the afternoon? Who collects the children then?

Robbie: Tina takes care of that all right.

Khalid: So would it be possible for you to start later and finish later?

Robbie: Aye, I guess so, but I can't see Dawson agreeing.

Khalid: Well, I'll talk to Mr Dawson to see if it's a practical option.

Robbie: I see. So to be clear, am I getting sacked, disciplined, or what?

Khalid: No. This is just an investigatory conversation, so it would be inappropriate to take any formal action here.

Robbie: That's all right then.

Khalid: However, I must stress that Mr Dawson is quite reasonable in expecting punctuality, that is, for you to arrive on time. But maybe we can move your hours to make that more achievable.

Robbie: Fair enough. So what happens now?

Khalid: I'll go and talk to Mr Dawson now and then hopefully the three of us can get together to resolve it informally.

Robbie: And if not?

Khalid: If not, formal disciplinary action is required. You'll be informed and given the opportunity to be accompanied by the employee representative or a colleague. I hope it won't come to that.

Robbie: Me too. I can't afford to lose my job.

Khalid: Right, let's work together on this then.

Robbie: Sure thing. Let's hope Mr Dawson agrees.

8.4

1

Mr Dawson's not happy with you.
Mr Dawson's not happy with you?

2

So you've given Mr Dawson an explanation for your lateness.
So you've given Mr Dawson an explanation for your lateness?

3

And you've explained this to Mr Dawson.
And you've explained this to Mr Dawson?

8.5

Khalid: Ah, good morning, James, Len. Please come in.

James: Thanks.

Len: Yes, thanks.

Khalid: Right, I'd like to confirm that this is a formal disciplinary hearing which could result in disciplinary action. If you have any questions, please ask.

James: No, it's fine.

Khalid: OK. James.

James: Yes, sir?

Khalid: 'Mr Khan' will be fine. I'll direct my questions and comments to you and

only involve Mr Dickinson if you invite him to speak on your behalf.

James: Aye, got you.

Khalid: As you know from my letter, the disciplinary charge against you is that on the night of the 7th of May, you were discovered under a table asleep while on duty on the night shift. What's your response to that, James?

James: Aye, I'm not denying it but, you know, I had a good reason.

Khalid: A good reason?

Len: I think James means 'an understandable reason'.

James: Aye, that's right, see, since the kid was born, I've not been getting much sleep and this three-shift pattern's a killer.

Khalid: I see, so you were simply overtired?

James: Really tired, and, because I know the health and safety regulations I didnae want to operate the machinery while I was sleepy, I thought it was better to have a quick lie down.

Khalid: And you didn't think to tell the shift leader about your tiredness?

James: No, he was in his office. I thought it best not to bother him.

Khalid: I'm sure you did. So, in other words, it was just a one-off, sudden attack of tiredness?

James: Something like that.

Khalid: Can I ask, then, why you had a sleeping bag and a pillow? That seems more of a planned action.

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?

James: Aye, I suppose I am, yes.

Khalid: And, is there anything else you'd like to add?

Len: I'd just like to say, that James is a good worker, well liked and he's never been in any trouble before. None of us are perfect.

Khalid: Thanks, Len, I'll bear your comments in mind. Right, I'd like to propose a short break to review your comments and consider the best course of action. We'll get back in an hour and I'll let you know what that is. Thank you both.

Len: Right-oh.

James: Aye, thanks, Mr Khan.

8.6

Khalid: Right, I've had time to consider your comments, James.

James: Yes, sir, I mean, Mr Khan.

Khalid: I appreciate your acceptance of the charge. However, it doesn't alter the fact that sleeping on duty is a serious matter.

James: Yes, I'm sorry, it won't happen again.

Khalid: I've therefore decided to issue a formal written warning, which you will receive tomorrow. It will be effective from that date and will remain on your record for six months.

James: So will that go against me then?

Khalid: As long as there are no further breaches of contract during the next six months, it will be removed and not taken into account in the future.

James: Ah, great, is that it then? Can I go now?

Khalid: Not quite. If there is a repeat of any misconduct, it will lead to a further hearing with the possibility of a final warning and the threat of dismissal.

James: I see.

Khalid: If you wish to appeal against the decision, you have a week to do so and a further two weeks to prepare a case.

James: No, I don't think I will.

Khalid: That's it then. I'll issue the letter tomorrow and hopefully, in six months, this will be removed from the record and forgotten about.

James: I understand.

Khalid: Good, and thanks for your cooperation.

James: Thank you.

8.7

Khalid: Ah, Bill, thanks for coming.

Bill: Thanks. What can I do you for – a jar of marmalade perhaps? Oh, sorry, I don't suppose you people eat that.

Khalid: I'd like to have an informal talk with you.

Bill: Oh aye? What about?

Khalid: Well, I'm afraid there's been a complaint about your behaviour from a member of staff.

Bill: Don't tell me, I can guess. It'll be that Jenny McKinsey.

Khalid: Why do you say that?

Bill: The woman's been a thorn in my side since she arrived. She's nothing but trouble, always causing me problems.

Khalid: In what way?

Bill: Ah, she's one of those PC types, you know, 'politically correct', like she got all moody 'cause I called her 'love'. Said I was being patronising. I mean, you know how it is.

Khalid: I'm not sure I do.

Jacek: Some briefings then?

Dirk: Exactly.

Jacek: But for all staff? Really? That's a big job, you know.

Dirk: That's one way but maybe just manager briefings would be better. Then they can cascade the information when they hold their team meetings.

Jacek: I could prepare some additional information for managers to hand out, too.

Dirk: I think that would create a lot of work and waste resources. Let's just put it on the intranet.

Jacek: Hm, OK. Anything else?

Dirk: No, that'll do for now ... except I'm still waiting for that coffee.

10.1

Paula: Oh hi, Bernhard, I've just been looking at the new *HR Monthly*. There's a really interesting article about branding – have you read it?

Bernhard: Not yet, but I plan to. I think branding is something we should do.

Paula: You do?

Bernhard: Yes, I think it's important that our services are clearly defined and presented in the right way.

Paula: That's good because I've been working on some taglines for the department.

Bernhard: I see.

Paula: Yeah, which do you think is best: HR – the people people, HR – run by humans, or HR4U?

Bernhard: Well, I don't want to dampen your enthusiasm but I don't think a tagline is the right starting point.

Paula: No? But I thought that was an essential part of marketing HR.

Bernhard: Well, it may be a component, but it's part of a much bigger process starting with corporate strategy.

Paula: Really? How come?

Bernhard: Well, HR exists within the context of corporate objectives.

Paula: True, but how does that connect to HR branding?

Bernhard: We need to be clear how HR contributes to these objectives, and that defines our role. It's really about establishing ourselves as a centre of excellence within a world-class brand company.

Paula: That sounds exciting. How do you mean exactly?

Bernhard: Well, as a top brand company, HR should reflect that high quality by providing excellent service to our internal and external customers.

Paula: I see.

Bernhard: Yes, then we can think about how to do that and exactly what type of HR we are delivering.

Paula: The HR brand!

Bernhard: Exactly. A tagline can describe the brand in a short phrase.

Paula: But it's the last thing to develop, not the first?

Bernhard: Now you get it.

Paula: But you are still keen on branding?

Bernhard: For sure. I want to modernise our service and move towards an internal consultancy approach, so branding will be essential.

Paula: Great! Where do we start?

10.2

Paula: Oh hi, Bernhard, I've just finished analysing the employee attitude survey.

Bernhard: Oh yes, how's it looking?

Paula: Well, do you want the good news or the bad news?

Bernhard: You know I hate that question – the bad news, I guess.

Paula: So, the bad news is that we are seen as being an administrative function.

Bernhard: Not as a partner or advisor?

Paula: Not at all, I'm afraid.

Bernhard: I see.

Paula: Yes, and that's reinforced by the choice of words used, or not used, to describe us.

Bernhard: Really, such as?

Paula: Well, creative, proactive and consultative didn't score too highly, and radical and dynamic barely registered at all.

Bernhard: Oh dear, that's really disappointing. So is there any good news?

Paula: Yes, in basic terms, we're seen as doing a good job. People are satisfied with our service and describe us as friendly and approachable and above all, reliable.

Bernhard: Fair enough. But it looks like we've got a lot of work to do to change perceptions. And the reality for that matter.

Paula: What do you suggest we do next?

Bernhard: I think we need to draw up some kind of service portfolio table.

Paula: What's that?

Bernhard: Basically, it's a table which defines our key service areas and the main activities connected to each. It seems at present only a fraction of these are recognised by our customers.

Paula: OK, I can put that together. And then does it form part of a proposal to the board?

Bernhard: Yes, eventually, but that's not the main purpose. It's really just a tool to help us to plan.

Paula: Sounds like it's going to be a late night. I'll go and be dynamic and put the kettle on.

Bernhard: Now that's progress!

10.3

Bernhard: Hi, Paula.

Paula: Hi.

Bernhard: I've got that brand platform model I was telling you about.

Paula: Cool!

Bernhard: Yes, I thought we could go through it together.

Paula: That would be very interesting.

Bernhard: Right, well, as you can see from the diagram, the brand platform is made up of these five components.

Paula: Are they in any order?

Bernhard: Well, I guess the logical starting point is the brand mission.

Paula: OK, so that's about the whole purpose of our department.

Bernhard: True, but it's also about how we would like the ideal future to be.

Paula: OK, so could we say our mission is to be a really good HR Department?

Bernhard: It's in the right direction but I think we need something more specific.

Paula: Can you give me an example?

Bernhard: Hm, I would say our mission is to provide a totally customer focused service.

Paula: You mean, to internal customers?

Bernhard: Mainly, but also external ones through our website, interviews and everyone who we come into contact with.

Paula: It sounds a bit ambitious. Do you think we can do that?

Bernhard: We have to if we are striving for excellence.

Paula: Hm, it sounds a bit of a challenge. What about the vision? I'm not sure how that's different to mission.

Bernhard: Yes, it's similar to mission but it's about visualisation. What image do you see when you think of our customers using our service?

Paula: Well, satisfied customers, I hope.

Bernhard: Just satisfied? What about a vision saying customers enjoy using our services?

Paula: Can you enjoy an HR service? Surely it's just functional?

Bernhard: Well, let's give some thought to how we might achieve that.

10.4

Simone: Ah, good morning, Bernhard. Can I get you anything?

Bernhard: No, thanks I've just had a coffee.

Simone: Fine, then I guess we'd better get down to business about this service level agreement.

Bernhard: Yes, I thought it would be a good idea to start an informal dialogue before getting on to the contracting stage.

Simone: I agree. There's a lot to think about.

Bernhard: So, which HR services do you see as essential for your department?

Simone: Well, of course, the basic HR administration activities such as employment contracts, payroll, holiday and absence recording, and employment procedures.

Bernhard: Yes, I think these will form the basis of the agreement. And how about recruitment and selection?

Simone: You know, I've been thinking about that.

Bernhard: Good, and ...?

Simone: Well, now that everything will be charged for, I've been thinking more about what we really need and what we can do without.

Bernhard: And you're not sure that you need our recruitment and selection services?

Simone: The thing is, a lot of accounting positions require very specific skills and knowledge and I think I am the best judge of whether an accountant has what I need.

Bernhard: I'm sure you are. I don't doubt it.

Simone: Therefore, with respect, I'm not sure what added value HR brings to the process of recruiting accountants.

Bernhard: I see. I can understand your point of view. I'd like to suggest that ...

10.5

Kevin: Oh hello, Bernhard. Thanks for coming along.

Bernhard: My pleasure. How can I help you?

Kevin: Well, as you might guess, it's to do with this reorganisation.

Bernhard: Yes, I thought it might be.

Kevin: You know, I have to be honest with you and say I'm really not keen on the idea.

Bernhard: Because?

Kevin: Because merging Legal and Central Admin might seem like a good idea in theory but it's going to cause a lot of disruption.

Bernhard: What kind of problems do you anticipate?

Kevin: Well, first of all there's the basic accommodation problem.

Bernhard: The office move?

Kevin: Exactly. We've all got to move down to the third floor while they redecorate the fourth, and then we'll all move back again. There'll be stuff all over the place

Bernhard: Hm. Anything else?

Kevin: Actually, that's the least of my worries.

Bernhard: So what other problems are there?

Kevin: It's more in the way of staff relations. People identify very strongly with their old departments and getting them to work together as one unit isn't going to be easy.

Bernhard: Yes, we'll have to work out how to deal with that. Have you spoken to Véronique about it?

Kevin: Well, that's my biggest problem. As Head of Central Admin, she's not really happy that she'll now be reporting to me.

Bernhard: Has Véronique told you that?

Kevin: Not in so many words, but she's not being very cooperative so it makes the move even harder.

Bernhard: So what would you like to happen?

Kevin: Well, ideally, for the reorganisation not to happen but I can see that's not realistic.

Bernhard: So?

Kevin: So I'd just like us to work together and things to go as smoothly as possible. I've got hundreds of contracts to check and I haven't the got time or the energy for internal politics.

Bernhard: And have you any thoughts regarding how the situation might be dealt with?

Kevin: I've done what I can. It's down to Véronique now to be a bit more reasonable.

Bernhard: OK, well, thanks for explaining things. It's something we'll have to resolve. Let me think about it and I'll get back to you tomorrow.

10.6

Bernhard: Oh hi, Véronique. Could we have a chat about this departmental restructuring?

Véronique: Hi, sure.

Bernhard: How's it going?

Véronique: Well, it isn't.

Bernhard: No? Why's that then?

Véronique: Oh, I don't know, everybody's a bit stressed at the moment.

Bernhard: It can be a bit difficult, I know.

Véronique: I'll be glad when it's over.

Bernhard: Is there a transition plan?

Véronique: Hm, I've been trying to develop one, but Kevin's being rather obstructive.

Bernhard: Really?

Véronique: Yes. Every time I try to discuss it with him, he just says he's too busy.

Bernhard: Well, perhaps I can help to set up a meeting. Would that be helpful?

Véronique: Of course.

Bernhard: And what would you like out of that meeting in terms of objectives?

Véronique: I really just want the minimum disruption and to keep all our services running smoothly.

Bernhard: Great, let's work out how we might achieve that. Is there anybody else from your team that we could involve?

Véronique: Well, Sue, the office manager, really needs to be there.

Bernhard: Good, maybe we can include two or three people from each section. It would help take the pressure off you and Kevin.

Véronique: Yes, it would.

Bernhard: It would also help people to adapt to the change by being more involved.

Véronique: Perhaps we could set up some kind of joint working party between Legal and Admin to manage the changeover.

Bernhard: That's a good idea. Let's look for suitable times this week.

Véronique: OK, I'll talk to Sue and get back to you later.

ANSWER KEY

Unit 1

1a

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

- 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.

2a

Suggested answer

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

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

c

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.

3a

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

b

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

c

- 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.

d

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

5a

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

b

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

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

6a

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.

b

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.

c

Suggested answer

(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

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

8a

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

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

9b

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

c

- 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
2 f 3 e 4 b 5 a 6 c

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

10a
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.

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

Unit 2

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

b
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
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.

2a
1 falling orders, mergers, to increase efficiency or to reduce costs

2 poor location, uncompetitive salary, poor career development

b
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.

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

d
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

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

3a
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.

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

4a
Suggested 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
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.

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

d
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

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

7a
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).

b
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.

9a

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

b

- 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

10a

- 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.

b

- A worst
B best
C medium

c

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

d

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

11a

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

b

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

Unit 3

1

- 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.

2a

- 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

b

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

3a

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

b

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

c

- 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

4a

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

b

- 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

5a

- 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

6a

Suggested answer

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

c

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

7a**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

8a**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).

b

- 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.

9a

- 2 a 3 f 4 d 5 e 6 b

b

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

c

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.)

10a

- 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

b

- 1 d 2 a 3 b 4 c

11a

- 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.

b

- 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.

d

- 2 a 3 c 4 b 5 d 6 e

e

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

f**Suggested answers**

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

13a

- 2 e 3 a 4 c 5 f 6 b

b

- 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

- 1 Raúl
- 2 Ritva
- 3 Raúl
- 4 Ritva

d

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

14b

Ritva

c

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

Unit 4**1a**

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

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

c

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

d**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.

2a

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

b

- 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

2 d 3 b 4 a 5 c

d

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

3

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

5a

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

b

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

- 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

6a

- 1 Training course

Suggested answers

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

d

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

e

By giving a practical example from personal experience.

8a

- 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

b

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

- 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

9b

- 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

11a

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.

b

- 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.

12a

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

Unit 5

- 1a**
- 1 b 2 c 3 a

b
Suggested answers
 Coaching: 1, 2, 4
 Mentoring: 5
 Counselling: 3

c
 Extract 1 mentoring
 Extract 2 coaching
 Extract 3 counselling

- d**
- 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.

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

- 2a**
- 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.

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

c
Suggested 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
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.

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

- b**
- 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

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

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

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

c
 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.

- 6a**
- 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.
- b**
- 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
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**
- 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**
- 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

- 7a**
- 1 The issues in (10): Focus of meetings

- b**
- 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.

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

9a

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

c
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.

10a

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

Unit 6

1a

- 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

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.

d

- 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).

2a

- 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.

b

- 1 feed in
- 2 modify
- 3 cross-referenced
- 4 build up

- 5 in the course of
- 6 enable
- 7 inform

3a

Do – 1, 5, 6, 7
Don't – 2, 3, 4, 8

b

- 1 b 2 b 3 a 4 b

4a

- 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

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

c

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

6a

All specific except 1 and 8.

b

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

7a

See Exercise 7b.

b

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

c

- 1 E 2 E 3 C 4 D

d

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

e

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

g

Suggested answers

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

8a

Competence – 2, 3 (satisfactory performance)

Competency – 1, 4 (excellent performance)

b

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

- 1 b 2 c 3 d 4 a

d

- 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*).

e

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

10a

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

b

- 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.

c

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

11

Suggested 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.

12a

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.

b

- 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

13

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.

Unit 7

1

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.

2a

- 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

b

- 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.

c

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

3

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

4a

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

Unsuitable: 2, 3, 6, 7

c

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.

5a

- 1 guidelines
- 2 investigatory
- 3 misconduct
- 4 verbal
- 5 hearing
- 6 written
- 7 final
- 8 record
- 9 letter
- 10 appeal

b

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

c

A

- 1 accordance
- 2 undertakes
- 3 irrespective
- 4 make
- 5 follow
- 6 provide
- 7 give

B

- 8 disciplinary code
- 9 duties
- 10 company property
- 11 reasonable instructions
- 12 specified standards

C

- 13 severity
- 14 counselling
- 15 issue
- 16 verbal
- 17 breaches
- 18 written

D

- 19 right
- 20 consider
- 21 commensurate
- 22 emerges
- 23 influence
- 24 ignored

d

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.

7a

- 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.

c

See Exercise 7d.

d

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

2 d 3 b 4 f 5 e 6 a

9a

- 1 To provide a legal structure and practical process for employees to raise grievances.
- 2 See Exercise 9b.

b

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

c

- 1 informally
- 2 specific
- 3 in writing
- 4 will
- 5 can
- 6 possible

10a

- 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.

b

See Exercise 10c.

c

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

11a

- 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

b

racist: Oh, sorry, I don't suppose *you people* eat that.

sexist: Well, I call all the girls 'love'.

d

- 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,

GLOSSARY

This glossary contains useful words and phrases from the texts and audioscripts. The numbers in brackets refer to the unit(s) in which they appear. Key: v = verb; n = noun; adj = adjective; cc = collocation [a collocation is a common combination of words]

| Word or phrase | Definition | Translation |
|-------------------------------|--|-------------|
| absence (8, 10) | n when someone is not where they are usually expected to be (e.g. at work) | |
| accountability (1) | n a responsibility for completing a workplace activity satisfactorily | |
| ad hoc request (4) | cc asking for something to be done, which has not been planned and is not normally asked for | |
| align (1) | v to make sure that two (or more) things function effectively together | |
| allegation (8) | n a statement which has not (yet) been proved to be true which says that someone has done something wrong or illegal | |
| appeal (8) | n a formal request to change a previous decision | |
| appointment (3) | n 1 a job 2 the act of officially choosing someone for a job | |
| approachable (3, 10) | adj friendly and easy to talk to | |
| asset (2, 10) | n something valuable belonging to a person or organisation which can be used for the payment of debts | |
| auditor (4) | n someone whose job is to carry out an official examination of the accounts of a business and to produce a report | |
| authoritarian (1, 7, 8, 10) | adj demanding that people totally obey and refusing to allow them freedom to act as they wish | |
| autonomous (3) | adj independent and having the power to make your own decisions | |
| autonomy (9) | n the right of a group of people to govern itself, or to organise its own activities | |
| 'best in class' approach (1) | cc a corporate strategy of trying to achieve the highest standard within the industry | |
| bias (3) | n support for (or opposition to) a particular person or thing in an unfair way by allowing personal opinions to influence your judgment | |
| breach (8) | n an act of breaking a law, promise, agreement or relationship | |
| breakdown (2) | n a detailed analysis of something, especially data and statistics | |
| briefing (3, 6, 7, 9) | n (also cc <i>briefing session</i>) a meeting where information is given to someone in an organisation about a new system or way of doing things | |
| bully (8) | v to hurt or frighten someone who is smaller or less powerful than you, often forcing them to do something they do not want to do | |
| business partner model (1) | cc a model created by Dave Ulrich in <i>Human Resource Champions</i> (1997); the <i>business partner model</i> suggests four main roles for HR: Corporate HR, Embedded HR, Specialist HR and Professional HR | |
| candidate (1, 2, 3) | n a person who is competing to get a job or elected position | |
| capacity (1, 2) | n the total amount that can be contained or produced, or (especially of a person or organisation) the ability to do a particular thing | |
| cascade system (7) | cc a process in an organisation which happens in order of seniority (i.e. senior managers > middle managers > line managers > employees) | |
| cash flow (2) | cc the amount of money moving into and out of a business | |
| change management (10) | cc the effective planning and organisation to reduce the potential problems and stress which often happen when a company becomes bigger or smaller, moves to a new location, etc. | |
| close (5) | v to complete a business deal or to make a sale | |
| closed question (3, 5, 9) | cc a question that only offers a yes/no answer | |
| cohesion (3) | n when the members of a group are united | |
| commensurate (8) | adj in a correct and suitable amount compared to something else | |
| component (1, 2, 6, 10) | n a part which combines with other parts to form something bigger | |
| compulsory (4, 7) | adj If something is <i>compulsory</i> , you must do it because of a rule or law or because an organisation requires you to do it | |
| conduct (1, 2, 3, 5, 7, 8, 9) | v to organise and perform a particular activity n appropriate behaviour of a person expected by the organisation they work for | |
| confidential (1, 5) | adj secret, often in a formal, business or military situation | |
| conflict of interest (5) | cc when the decisions or actions of two (or more) people or organisations cause a problem for each other, there is a <i>conflict of interest</i> | |
| constraint (1, 7) | n something which controls what you do by keeping you within particular limits | |
| consultancy (1, 8, 9, 10) | n a company that gives specialist advice on a particular subject | |
| consultancy sequence (10) | cc the order in which a consultant organises his/her activities | |

| Word or phrase | Definition | Translation |
|---|---|-------------|
| consultation (1, 8, 9) | n a meeting to discuss something or to get advice | |
| conversion rate (5) | cc a ratio which describes the number of times an activity produces a successful result | |
| corrective action (8) | cc a consequence for an employee who breaks a rule of the organisation he/she works for | |
| credibility (1) | n when someone or something can be believed or trusted | |
| credible (1) | adj able to be believed or trusted | |
| criteria (1, 3, 5, 7, 8, 9) | n standards by which you judge, decide about or deal with something | |
| cross-function employee development team (1) | cc a team formed of people from different departments | |
| current employee profile (2) | cc data about employees | |
| cut (2, 7) | n a reduction in the number, amount or rate of something | |
| demographics (2) | n the quantity and characteristics of the people who live in a particular area, especially in relation to their age, how much money they have and what they spend it on | |
| development review (4, 7) | cc an annual meeting to discuss an employee's development and performance | |
| discriminate (1, 9) | v to treat a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their skin colour, religion, sex, etc. | |
| discrimination (8, 9) | n treating a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their skin colour, religion, sex, etc. | |
| dismissal (8) | n when an employer officially makes someone leave their job | |
| disposition (3) | n the particular type of character which a person naturally has | |
| disruption (7, 10) | n a period of time in which something (especially a process or system) stops working as usual | |
| distribute (2, 5) | v to give things out to several people, or to spread or supply something | |
| distribution (2, 3) | n the process of giving things out to several people, or spreading or supplying something | |
| doable (2) | adj If something is <i>doable</i> , it can be achieved or performed | |
| draw up (5, 6, 10) | v to prepare something, usually something official, in writing | |
| dynamic (3, 6, 10) | adj having a lot of ideas and enthusiasm; energetic and forceful | |
| dyslexia (5) | n a difficulty with reading and writing caused by the brain's being unable to see the difference between some letter shapes | |
| emerge (7, 8) | v to appear or become known, often as a result of another action or situation | |
| employee review scheme (1) | cc a formal system to assess employee performance | |
| enabler (1) | n someone who can help others to do something for themselves that they could not do (or do as well) before | |
| enrolment (4, 7) | n the process or result of officially joining a development activity, a training course or group | |
| ensure (1, 3, 4, 5, 6, 7, 9) | v to make something certain to happen | |
| entitled to (9) | cc given the right to do or have something | |
| establish (1, 2, 3, 5, 6, 7, 9) | v 1 to start a new system or procedure that will continue for a long time 2 to discover or get proof of something | |
| ethical (1,10) | adj relating to beliefs about what is morally right and wrong | |
| European Dow Jones sustainability ranking (1) | cc (also the <i>DJSI</i> or <i>Dow Jones Sustainability Index</i>) created in 1999, the DJSI measures how ethical and ecological an organisation is by investigating the effects the company's activities have on local and global communities | |
| evaluate (4, 7, 9) | v to judge or calculate the quality, importance, or value of something | |
| evaluation (4, 9) | n a judgement or calculation of the quality, importance or value of something | |
| exemplary performance (6) | cc work that is so good and suitable that it could or should be copied by other people | |
| exit interview (2) | cc interview conducted with employees who are leaving an organisation | |
| expense claim (5) | cc an official document which you use to request money from an organisation, usually which you have spent while travelling as part of your job | |
| facility (1, 4, 6) | n 1 a place, especially a building, where a particular activity happens 2 a place which is provided for a particular purpose | |
| fast-track (4,5) | v to put an employee on the quickest (also often the most competitive) route to success or progress in their career | |
| favour (2, 3, 6) | v to prefer or support one particular action or possibility more than others | |
| feasibility study (1) | cc an investigation which discovers whether an organisation will be able to make a particular decision | |
| feedback (2, 3, 5, 6, 7, 9) | n information or statements of opinion about something, such as a training session, that provide an idea of whether it is successful or liked | |

| Word or phrase | Definition | Translation |
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| fill a vacancy (1, 2) | cc to successfully find and employ someone for a particular job | |
| financial regulations (4) | cc an official rule or law which controls how an organisation may organise its finances | |
| fire (8) | v to remove someone from their job, either because they have done something wrong or badly, or as a way of saving the cost of employing them | |
| fixed-term contract (2, 3) | cc an employment contract for a defined and limited period of time | |
| flexibility (5) | n the ability to change or be changed easily according to the situation | |
| flexible working (1, 9) | cc different systems of time allocation of work, e.g. part-time, flexitime, annual hours | |
| follow-up question (3) | cc a secondary question used to find out more specific information | |
| foster (1, 9) | v to encourage the development or growth of ideas or feelings | |
| framework (1, 5, 6) | n a system, structure or process an organisation can use to complete its activities more efficiently | |
| funding (4) | n money given by a government or organisation for an event or activity | |
| gender (2, 8) | n the physical and/or social condition of being male or female | |
| grading (9) | n a system which arranges all the jobs in an organisation into levels according to their salary, importance or value | |
| greenfield (1) | adj describes land that has not yet been built on, or buildings built on land that had never been used before for building | |
| ground rule (5) | cc an informal agreement to behave in a certain way when doing a certain activity | |
| high calibre (3) | adj having an advanced level of ability or being of a good quality | |
| human capital management (1, 10) | cc the process of managing and maximising the talent, skills and knowledge of employees | |
| human resource profile (1) | cc the way in which the HR Department has been organised | |
| ice-breaking (3, 5) | cc an action or part of a conversation that makes people who do not know each other feel more relaxed together, especially if one or more people are likely to be nervous (e.g. in a job interview situation) | |
| impact (1, 2, 4, 5) | v to have an influence on something n a powerful effect that something, especially something new, has on a situation or person | |
| impartiality (10) | n not supporting any of the sides involved in an argument | |
| implementation and monitoring plan (1) | cc a plan which describes what actions will be taken, the order in which they will happen, and how the success of each stage will be measured | |
| incentive (9) | n something which encourages a person to do something | |
| incompatible (5) | adj not able to exist or work with another person or thing because of basic differences | |
| initiative (1, 7) | n a new action or system, often intended to solve a problem, which an organisation wants to introduce | |
| innovation (2, 9) | n (the use of) a new idea or method | |
| integration (10) | n combining two or more things in order to become more effective | |
| in-tray exercise (3) | cc a role play activity, usually part of a job interview, in which someone is given a list of tasks and asked which tasks are most important and in what order they should be completed; the aim of the exercise is to find out whether a potential employee can understand the importance of different activities and how well they can manage their time at work | |
| jargon (6) | n special words and phrases which are used by particular groups of people, especially in their work | |
| job evaluation (9) | cc the process of comparing a job with other jobs in an organisation and deciding how much the person who is doing the job should be paid | |
| key deliverable (1) | cc an important service which can be provided or an action which can be completed | |
| key performance indicator (6) | cc (also KPI) a quantifiable company or individual performance measurement | |
| knowledge management (1, 10) | cc creating or identifying new ways of working which will benefit the organisation | |
| knowledge statement (6) | cc a set of words that describe what someone will know if competent | |
| labour demand (1, 2) | cc market demand for workers | |
| labour pool (2) | cc 1 the employed workforce 2 the total possible supply of employees | |
| labour supply (2) | cc the availability of workers in the market | |
| labour surplus (2) | cc the state of having more employees than needed | |
| labour turnover (1, 2) | cc the number of leavers and joiners in a company expressed as a percentage of the total company workforce | |
| launch (3, 6) | v to officially introduce a new product, service or system n the official introduction of a new product, service or system | |
| learning intervention (4) | cc any activity which gives an opportunity to learn a new process, skill or system | |

| Word or phrase | Definition | Translation |
|-------------------------------------|---|-------------|
| prompt (3, 5, 6, 7, 8) | v to make someone decide to say or do something n a phrase which makes someone decide to say or do something adj done quickly, without delay | |
| prompt sheet (5) | cc a piece of paper which shows you all the standard phrases you should use for a particular business activity or situation | |
| psychometric testing (3) | cc the process of assessing personality, preferences and aptitudes | |
| punctuality (8) | n the ability to arrive somewhere or do something at the expected, correct time | |
| qualified agreement (1) | cc something that is accepted but only on certain conditions (i.e. 'Yes but only if ...') | |
| quality circle (1, 2) | cc the name for a group of workers working informally to solve work related problems | |
| quality control system (6) | cc a system designed to monitor and control product or service delivery compliance | |
| real-time solution (10) | cc from computer science – a system which receives data and must produce a solution within a specific time to be effective | |
| recruit (1, 2, 3, 4, 9, 10) | v to persuade someone to work for a company or become a new member of an organisation | |
| recruitment (2, 3, 4, 10) | n the process of finding people to work for a company or become a new member of an organisation | |
| redeploy (2) | v to move employees to a different place or use them in a cheaper or more effective way | |
| redeployment (2) | n the process of moving employees to a different place or using them in a cheaper or more effective way | |
| redundancy (2) | n the situation when someone loses their job because their employer does not need them | |
| reiterative (interview) process (6) | cc a process which involves asking the same set of questions many times in order to create a detailed description of a situation | |
| release (6, 10) | v to allow something to be shown to the whole organisation or to be available for use n when something is shown in public or to all members of an organisation or made available for use | |
| reminder (7) | n a written (or sometimes spoken) message which makes someone think of something (such as a meeting or training session) which they have forgotten about | |
| remuneration (1, 2, 9) | n the collective term for all employment rewards | |
| remuneration manager (2, 9) | cc an HR manager who is responsible for designing, introducing and organising the rewards and salary structure of an organisation | |
| resourcing mix (2) | cc the balance of internal and external sourcing of employees | |
| responsive (10) | adj making a positive and quick reaction to something or someone | |
| restructuring (2, 10) | n reorganising to improve efficiency and profitability | |
| retail footprint (1) | cc the behaviour of customers according to different categories (e.g. how much customers spend on certain items, how often they go shopping, etc.) | |
| retain (1, 9) | v to keep or continue to employ | |
| reward system (9) | cc the process and criteria against which employees are paid | |
| right (8) | n an agreed possibility and opportunity to be able to do something | |
| roll out (7) | v to make a new product, service or system available for the first time | |
| salary (2, 7, 9) | n a fixed amount of money agreed every year as pay for an employee, usually paid directly into his/her bank account every month | |
| sales projection (2) | cc a prediction of future sales, especially based on evidence and analysis | |
| sequential interviews (3) | cc a series of interviews, held one after the other | |
| service level agreement (10) | cc (also SLA) a contract defining the level and cost of service delivery | |
| service portfolio table (10) | cc a table which shows how business activities relate to different services | |
| severity (8) | n seriousness | |
| shadow (7) | v to follow someone else while they are at work in order to learn about that person's job | |
| shareholder (1, 3) | n a person who owns some of the equal parts into which the ownership of a company is divided | |
| share option (9) | cc (also <i>stock option</i> , especially in the US) the right to buy or sell one of the equal parts of a company | |
| shift (1, 2, 3, 8, 9) | v to move (or cause something to move) or change from one position or direction to another n the period of time during the day or night in which work may be done, especially in factories (e.g. night shift, day shift, etc.) | |
| shortage (1, 2, 9) | n when there is not enough of something | |
| shortfall (2) | n an amount which is less than the level that was expected or needed | |
| skills audit (1, 7) | cc a process to measure skills and skill shortages within an organisation | |
| soft skills (4) | cc skills relating to social and interpersonal behaviour | |

| Word or phrase | Definition | Translation |
|--------------------------------|--|-------------|
| specified (8) | adj describes something that has been written and agreed in a legal document such as contract | |
| staffing rota (6) | cc a list of things that have to be done, which employees will do them and when | |
| stakeholder (1) | n a person such as a customer, employee or supplier who is involved with an organisation and therefore has an interest in its success | |
| stock (2, 3) | n 1 a supply of something for use or sale 2 the total amount of goods or the amount of a particular type of goods available in a shop or warehouse | |
| stockpile (2) | v to gain more stock than needed | |
| strategic partnering (10) | cc a way of working with other departments to create more successful planning | |
| strategy (1, 2, 4, 7, 9, 10) | n 1 a detailed plan for achieving success in business 2 the skill of planning for such situations | |
| succession planning (1, 2, 10) | cc systematic preparation for the replacement of senior managers | |
| supplier (6) | n a company, person, etc. that provides things that people want or need, especially over a long period of time | |
| suspension (8) | n when a person is temporarily not allowed to work as a punishment | |
| systematic (1) | adj using a fixed and organised plan | |
| tagline (10) | n a short phrase which is used to make a brand, product or service more attractive and memorable | |
| takeover (7) | n when a company gets control of another company by buying most of its shares (<i>shares</i> = the equal parts into which the ownership of a company is divided) | |
| talent management (2) | cc the process of finding and keeping employees who have the skills necessary to achieve success for the whole organisation | |
| temp (2) | n an informal description of a person employed for a short period | |
| temporary contract worker (2) | cc a person employed for a short, defined period | |
| thought-provoking (5) | adj making you think a lot about a subject | |
| time constraint (7) | cc when a schedule controls what you can do by limiting the amount of time you have to complete each planned activity | |
| timescale (6, 7) | n the period of time over which something happens | |
| track record (3) | cc all the achievements or failures that someone or something has had in the past; if you have a <i>proven track record</i> , you have had a very successful career | |
| training provider (4) | cc a formal description of a person who gives training, especially in business | |
| transactional (1) | adj connected to the exchange of money | |
| transgression (8) | n the act of breaking an agreement, law, rule or contract, especially one that has very serious consequences | |
| transition (1, 4, 5, 10) | n a change from one form or type to another, or the process by which this happens | |
| undertake (7, 8) | v to do or begin to do something, especially something that might take a long time or be difficult | |
| update (3, 4, 6, 7, 9, 10) | v to make something more modern or suitable for use now by adding new information or changing its design n a piece of new or additional information about a situation | |
| uphold (1) | v to defend or keep a principle or law, or to state that a decision which has already been made, especially a legal one, is correct | |
| vacancy (1, 2, 10) | n a job that no one is doing and is therefore available for someone new to do | |
| verbal (8) | adj spoken rather than written | |
| verbal warning (8) | cc a disciplinary act of warning somebody by telling, not writing | |
| vertically integrated (1) | cc owning and controlling all stages such as material acquisition, production, distribution and retail | |
| victimisation (8) | n treating someone in an intentionally unfair way, especially because of their race, sex or beliefs | |
| wage (2, 8, 9) | n a fixed amount of money that is paid, usually every week, to an employee, especially one who does work that needs physical skills or strength, rather than a job needing a college education | |
| wage inflation (2) | cc a continuous increase in the amount of money employees expect to receive | |
| warehousing (2) | n the process of storing products in a large building before they are sold, used or sent out to shops | |
| workforce (1, 2, 9, 10) | n the group of people who work in a company, industry, country, etc. | |
| working party (10) | cc a group of employees who are brought together to deal with a specific business issue | |
| work-life balance (9) | cc the concept of managing the conflicting pressures of work and non-work life | |