CAMBRIDGE SPRING SEMINAR 2017

C1 BEC Higher

Reading for Reading Skills

Reading for Writing Skills

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PART 1 METHOD

How should students approach this task?

1)   Read the instructions. There is important information there - in the sample it is - *five extracts from a book about staff appraisals and feedback.*

2)   Read each of the statements and highlight keywords/expressions.

3)   Read each extract quickly to get an idea what it focuses on. Some statements can be matched quite quickly.
        NOTE: There are traps and distractors so be careful about word matching.
        For example:- The word 'facilitate' in statement 3 is found in text C 'facilitates', but it is not correct.

4)   Most students find that an effective method is to read an extract, then each statement and look for a match in meaning.

VOCABULARY

Below is the C1 & C2 vocabulary from both the statements and the texts. Unlisted means that it is not used by candidates in Cambridge English Exams to the extent that it can be level determined.

C1	C2	unlisted
associated	accountable	appraisals
assumptions	conceived	assertions
dedicated	fundamental	axiom
determining	hierarchy	earnest
evaluating	plausible	functioned
evaluation	ritual	hierarchically
facilitate	springs from	judgement
imposed	strive	misguided
injustices		objectivity
makes it		organisations
negotiated		overruling
notion		recognisable
premises		socially
rating		
related to		
unsafe		

ANALYSIS

	Statement		Extract
1	genuine feedback - release resources (B2)	E	When judgement is replaced by feedback(B2) in the true sense, organisations will have a lot more time to devote(B2) to their customers and their business.
2	enable(B2) their staff to work effectively(B2)	C	It is management's(B2) responsibility(B2) to ensure(B2) - facilitates (C1)their performance
3	Experts **unlikely to** facilitate(C1) - genuine feedback(B2)	E	**almost certainly will not** be forthcoming(B2) from human resources(B2) professionals
4	evaluating(C1) performance - negotiated(C1)	C	The measure(B2) has been worked out between the operators(B2) and their management.
5	the nature of the face-to-face relationship	D	a question of pleasing the boss, particularly in meetings
6	employees are responsible - seems reasonable	B	The notion(C1) - that workers should be held accountable(C2) - is plausible(C2)
7	Despite experts' assertions(unlisted) - management structures(B2) prevent genuine feedback(B2)	A	Human resource professionals(B2) claim(B2) - the nature of hierarchy(C2) distorts(C1) the concept(B2) of feedback
8	increasing effort - dedicated(C1) to appraisal process(B2)	A	enormous quantities of management hours spent in earnest(unlisted) ritual(C2) - practice is even more frequent

ADDITIONAL TASKS

Give students a list of words and expressions and get them to find similar meaning from the text.
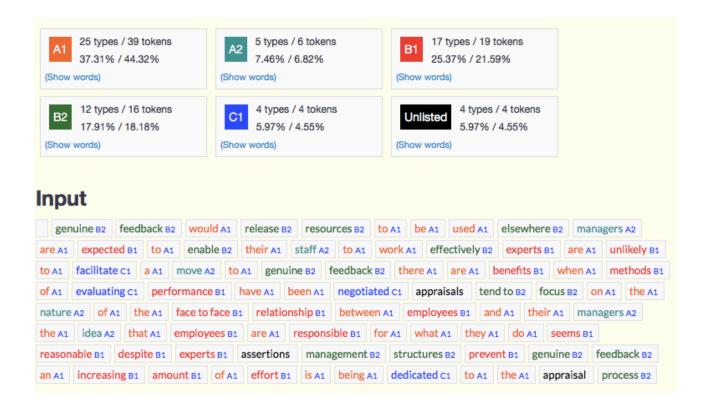
genuine feedback	feedback in the true sense
enable	ensure
unlikely to	almost certainly will not
negotiated	worked out
face-to-face	meetings
responsible	held accountable
notion is reasonable	plausible
experts' assertions	professionals claim
increasing effort	even more frequent

This could be a re-cycling task.

PART ONE

Questions 1 - 8

- Look at the statements below and at the five extracts from a book about staff appraisal and feedback on the opposite page.
- Which extract **(A, B, C, D or E)** does each statement (1 - 8) refer to ?
- For each statement (1 - 8), mark one letter **(A, B, C, D or E)** on your Answer Sheet.
- You will need to use some of these letters more than once.

1   Genuine feedback would release resources to be used elsewhere.

2   Managers are expected to enable their staff to work effectively.

3   Experts are unlikely to facilitate a move to genuine feedback.

4   There are benefits when methods of evaluating performance have been negotiated.

5   Appraisals tend to focus on the nature of the face-to-face relationship between employees and their managers.

6   The idea that employees are responsible for what they do seems reasonable.

7   Despite experts' assertions, management structures prevent genuine feedback.

8   An increasing amount of effort is being dedicated to the appraisal process.

A1	25 types / 39 tokens 37.31% / 44.32%	A2	5 types / 6 tokens 7.46% / 6.82%	B1	17 types / 19 tokens 25.37% / 21.59%
(Show words)		(Show words)		(Show words)	
B2	12 types / 16 tokens 17.91% / 18.18%	C1	4 types / 4 tokens 5.97% / 4.55%	Unlisted	4 types / 4 tokens 5.97% / 4.55%
(Show words)		(Show words)		(Show words)	

Input

genuine B2   feedback B2   would A1   release B2   resources B2   to A1   be A1   used A1   elsewhere B2   managers A2
are A1   expected B1   to A1   enable B2   their A1   staff A2   to A1   work A1   effectively B2   experts B1   are A1   unlikely B1
to A1   facilitate C1   a A1   move A2   to A1   genuine B2   feedback B2   there A1   are A1   benefits B1   when A1   methods B1
of A1   evaluating C1   performance B1   have A1   been A1   negotiated C1   appraisals   tend to B2   focus B2   on A1   the A1
nature A2   of A1   the A1   face to face B1   relationship B1   between A1   employees B1   and A1   their A1   managers A2
the A1   idea A2   that A1   employees B1   are A1   responsible B1   for A1   what A1   they A1   do A1   seems B1
reasonable B1   despite B1   experts B1   assertions   management B2   structures B2   prevent B1   genuine B2   feedback B2
an A1   increasing B1   amount B1   of A1   effort B1   is A1   being A1   dedicated C1   to A1   the A1   appraisal   process B2

A

Performance appraisal is on the up and up. It used to represent the one time of year when getting on with the work was put on hold while enormous quantities of management hours were spent in the earnest ritual of rating and ranking performance. Now the practice is even more frequent. This of course makes it all the more important how appraisal is conducted. Human resources professionals claim that managers should strive for objectivity and thus for feedback rather than judgement. But the simple fact of the matter is that the nature of hierarchy distorts the concept of feedback because performance measures are conceived hierarchically. Unfortunately, all too many workers suffer from the injustices that this generates.

B

The notion behind performance appraisal - that workers should be held accountable for their performance - is plausible. However, the evidence suggests that the premises is wrong. Contrary to assumptions, appraisal is not an effective means of performance improvement - it is judgement imposed rather than feedback; a judgement imposed by the hierarchy. Useful feedback, on the other hand, would be information that told both the manager and worker how well the work system functioned, and suggested ways to make it better.

C

Within the production system at the car manufacturer Toyota, there is nothing that is recognisable as performance appraisal. Every operation in the system has an associated measure. The measure has been worked out between the operators and their manager. In every case, the measure is related to the purpose of the work. That measure is the basis of feedback to the manager and worker alike. Toyota's basic idea is expressed in the axiom 'bad news first'. Both managers and workers are psychologically safe in the knowledge that it is the system - not the worker - that is the primary influence on performance. It is management's responsibility to ensure that the workers operate in a system that facilitates their performance.

D

In many companies, performance appraisal springs from misguided assumptions. To judge achievement, managers use data about each worker's activity, not an evaluation of the process or system's achievement of purpose. The result is that performance appraisal involves managers' judgement overruling their staff's, ignoring the true influences on performance. Thus the appraisal experience becomes a question of pleasing the boss, particularly in meetings, which is psychologically unsafe and socially driven, determining who is 'in' and who is 'out'.

E

When judgement is replaced by feedback in the true sense, organisations will have a lot more time to devote to their customers and their business. No time will be wasted in appraisal. This requires a fundamental shift in the way we think about the organisation of performance appraisals, which almost certainly will not be forthcoming from the human resources profession.

A

performance B1 appraisal is A1 on A1 the A1 up A1 and A1 up A1 it A1 used to B1 represent B2 the A1 one A1 time A1 of A1 year A1 when A1 getting on with B2 the A1 work A1 was A1 put on A2 hold A2 while A2 enormous B1 quantities B1 of A1 management B2 hours A1 were A2 spent A2 in A1 the A1 earnest ritual C2 of A1 rating C1 and A1 ranking C1 performance B1 now A1 the A1 practice A2 is A1 even A2 more A1 frequent B1 this A1 of A1 course A1 makes it C1 all A1 the A1 more A1 important A1 how A1 appraisal is A1 conducted B2 human B1 resources B2 professionals B2 claim B2 that A1 managers A2 should A2 strive C2 for A1 objectivity and A1 thus B2 for A1 feedback B2 rather B1 than A1 judgement but A1 the A1 simple A2 fact A2 of A1 the A1 matter A2 is A1 that A1 the A1 nature A2 of A1 hierarchy C2 distorts C1 the A1 concept B2 of A1 feedback B2 because A1 performance B1 measures B2 are A1 conceived C2 hierarchically unfortunately A2 all A1 too A1 many A1 workers A2 suffer from B1 the A1 injustices C1 that A1 this A1 generates B2

B

the A1 notion C1 behind A1 performance B1 appraisal that A1 workers A2 should A2 be A1 held A2 accountable C2 for A1 their A1 performance B1 is A1 plausible C2 however A2 the A1 evidence B2 suggests B1 that A1 the A1 premises C1 is A1 wrong A1 contrary B2 to A1 assumptions C1 appraisal is A1 not A1 an A1 effective B2 means A2 of A1 performance B1 improvement B1 it A1 is A1 judgement imposed C1 rather B1 than A1 feedback B2 a A1 judgement imposed C1 by A2 the A1 hierarchy C2 useful A2 feedback B2 on A1 the A1 other A1 hand A1 would A1 be A1 information A2 that A1 told A1 both A1 the A1 manager A2 and A1 worker A2 how A1 well A1 the A1 work A1 system B1 functioned and A1 suggested B1 ways A2 to A1 make it C1 better A1

C

within B1 the A1 production B2 system B1 at A1 the A1 car A1 manufacturer B2 toyota there A1 is A1 nothing A2 that A1 is A1 recognisable as A1 performance B1 appraisal every A1 operation B1 in A1 the A1 system B1 has A1 an A1 associated C1 measure B2 the A1 measure B2 has A1 been A1 worked out B1 between A1 the A1 operators B2 and A1 their A1 manager A2 in A1 every A1 case A2 the A1 measure B2 is A1 related to C1 the A1 purpose B1 of A1 the A1 work A1 measure B2 is A1 the A1 basis B2 of A1 feedback B2 to A1 the A1 manager A2 and A1 worker A2 alike B1 toyota s basic B1 idea A2 is A1 expressed B2 in A1 the A1 axiom bad A1 news A2 first A1 both A1 managers A2 and A1 workers A2 are A1 psychologically B2 safe A1 in A1 the A1 knowledge B1 that A1 it A1 is A1 the A1 system B1 not A1 the A1 worker A2 that A1 is A1 the A1 primary B2 influence B2 on A1 performance B1 it A1 is A1 management B2 s responsibility B2 to A1 ensure B2 that A1 the A1 workers A2 operate B1 in A1 a A1 system B1 that A1 facilitates C1 their A1 performance B1

D

in A1 many A1 companies A2 performance B1 appraisal springs from C2 misguided assumptions C1 to A1 judge B1 achievement B1 managers A2 use A1 data B2 about A1 each A1 worker A2 s activity A2 not A1 an A1 evaluation C1 of A1 the A1 process B2 or A1 system B1 s achievement B1 of A1 purpose B1 the A1 result B1 is A1 that A1 performance B1 appraisal involves B1 managers A2 judgement overruling their A1 staff A2 s ignoring B2 the A1 true A2 influences B2 on A1 performance B1 thus B2 the A1 appraisal experience B1 becomes A2 a A1 question A1 of A1 pleasing B1 the A1 boss A2 particularly B1 in A1 meetings A2 which A1 is A1 psychologically B2 unsafe C1 and A1 socially driven A1 determining C1 who A1 is A1 in A1 and A1 who A1 is A1 out A2

when judgement is replaced by feedback in the true sense organisations will have a lot more time to devote to their customers and their business no time will be wasted in appraisal this requires a fundamental shift in the way we think about the organisation of performance appraisals which almost certainly will not be forthcoming from the human resources profession

PART 2 METHOD

BEC H Reading Part 2 is the sentence gapped text exercise.

Seven sentences have been taken out of a text. One is an example and you should get your students to write it into the text as it helps the flow of the text in the first paragraph.

Of the remaining six gaps there are seven sentences to choose from.

1.   Students should identify the topic of each paragraph and list it in the worksheet. In BEC H some paragraphs may have more than one sentence missing. Nevertheless, it is important for your students to understand how the text evolves. In the sample the text has 7 paragraphs each with a gap, including the example. Then they should read the jumbled sentences and list briefly what each one is about.

MAIN TEXT	JUMBLED SENTENCES
i)	A
ii)	B
iii)	C
iv)	D
v)	E
vi)	F
vii)	G
	H

2.   Here is the list of C1/C2 & Unlisted vocabulary

BEC H Reading Pt 2 Vocabulary

C1	C2	unlisted
diversity	constraints	acquisitions
equivalent	formulating	conflicting
frustrated	mergers	emphasising
indications	quests	expatriates
perspectives	underway	globalisation
recruitment	ventures	industrialised

		packaged

3.   Students should look at the jumbled sentences to identify critical words.

A	From the moment **THEY** join the company ….	Who are THEY?
B	**THIS** can be through involvement ….	What is THIS?
C	Should, **FOR EXAMPLE**, only a few ….	Where is an EXAMPLE needed?
D	**THESE** problems mean that developing ….	What problems?
E	-	-
F	**Jet-setting**	Find an example
G	-	-
H	**THESE** trends …..	What trends?

4.   Once your students have completed the exercise you could give them the entire text with the sentences in the correct place and ask them to identify the like within the text.

PART TWO

Questions 9 - 14

- read this text from an article about the development of international managers.
- Choose the best sentence from the opposite page to fill each of the gaps.
- For each gap (9 - 14), mark one letter **(A - H)** on your Answer Sheet.
- Do not use any letter more than once.
- There is an example at the beginning, (0).

SEARCH FOR THE 'WORLDLY-WISE'
COMPANY EXECUTIVES

The quest for international managers is underway in virtually every industrialised economy. The search has been made urgent by the globalisation of world markets and the growth in cross-border mergers and acquisitions. (0) …H… Many firms report being so stretched that they simply do not have enough of the high-quality people they require to lead their global expansion.

Other companies are having difficulties releasing experienced people from existing operations in order to lead new international ventures. There are indications that a shortage of internationally skilled people may be an important constraint on firms' international ambitions. (9) …….. However, identifying the need for international managers is easier than developing them.

So what makes an international manager? Paul Evans, a professor at INSEAD, the European business school, does not believe that any particular nationality produces a more international manager. Neither does he believe that it's a matter of having the ability to cope with a lifestyle that involves working in Madrid one day, London the next and Berlin the day after. (10) …….. Rather, he believes that the secret of being a good international manager is being comfortable with managing diversity.

Ford of Europe, which has encouraged the development of international managers for more than 20 years, says that its managers are globally-minded before they become global operators. (11) …….. A car you buy in the UK, for example, is going to be the same car that sells in Germany, Finland and Poland, so the people who are involved in the car's development have to be aware of the market requirements in all those different countries.

Generally, it seems that the only effective way to develop international skills and perspectives is through direct international experience. (12) …….. Such experiences open people's minds to the fact that things are done differently elsewhere and encourages them to think in a wider context.

Formulating effective strategies for developing a company's management resource is a demanding exercise, with conflicting issues to be solved. (13) …….. Another dilemma is whether to use local managers or expatriates.

The recruitment and development of effective international managers requires considerable financial resources and can be hard to justify at budget meetings. (14) …….. However, without them, companies will continue to find their expansion plans frustrated by a lack of internationally effective managers.

Example   0   H

A   From the moment they join the company, employees are faced with having to think internationally.

B   This can be through involvement in international task forces or through living and working abroad.

C   Should, for example, only an elite few receive international experience in preparation for top jobs or should it be offered to a wider group?

D   These problems mean that developing managers who think and operate globally is absolutely vital for companies operating in foreign markets.
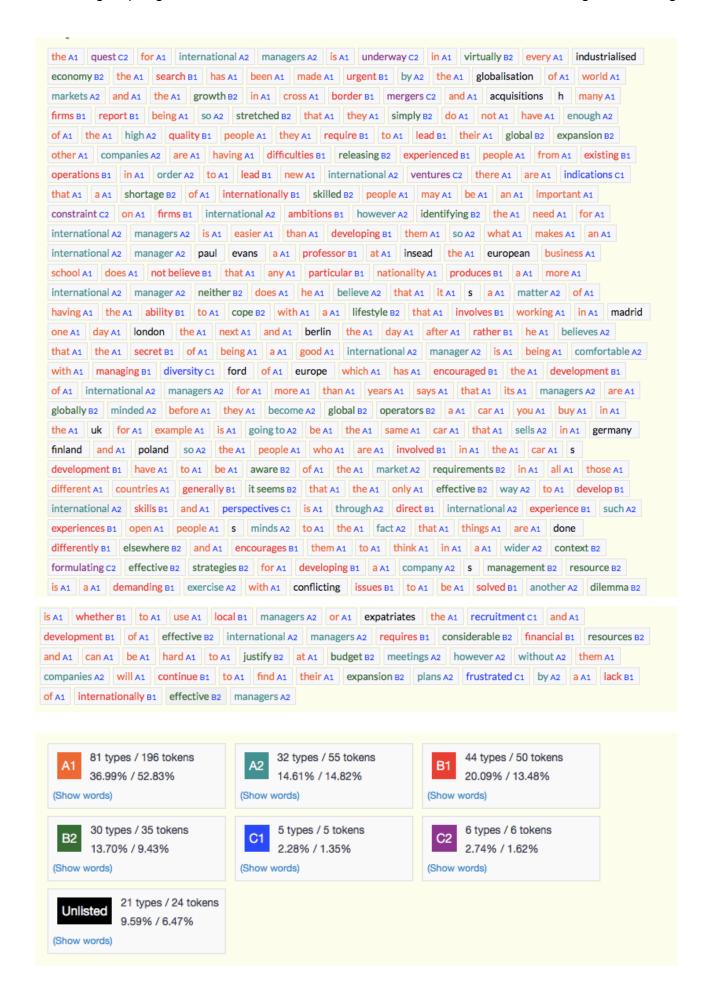
E   Language training, overseas visits and in-house management courses are all expensive to implement.

F   Jet-setting between international operations merely creates a business equivalent of the over-packaged tourist.

G   Companies are now emphasising the human skills involved in managing other people.

H   These trends are pushing companies' existing management resources to the limit.

the quest for international managers is underway in virtually every industrialised economy the search has been made urgent by the globalisation of world markets and the growth in cross border mergers and acquisitions h many firms report being so stretched that they simply do not have enough of the high quality people they require to lead their global expansion other companies are having difficulties releasing experienced people from existing operations in order to lead new international ventures there are indications that a shortage of internationally skilled people may be an important constraint on firms international ambitions however identifying the need for international managers is easier than developing them so what makes an international manager paul evans a professor at insead the european business school does not believe that any particular nationality produces a more international manager neither does he believe that it s a matter of having the ability to cope with a lifestyle that involves working in madrid one day london the next and berlin the day after rather he believes that the secret of being a good international manager is being comfortable with managing diversity ford of europe which has encouraged the development of international managers for more than years says that its managers are globally minded before they become global operators a car you buy in the uk for example is going to be the same car that sells in germany finland and poland so the people who are involved in the car s development have to be aware of the market requirements in all those different countries generally it seems that the only effective way to develop international skills and perspectives is through direct international experience such experiences open people s minds to the fact that things are done differently elsewhere and encourages them to think in a wider context formulating effective strategies for developing a company s management resource is a demanding exercise with conflicting issues to be solved another dilemma

is whether to use local managers or expatriates the recruitment and development of effective international managers requires considerable financial resources and can be hard to justify at budget meetings however without them companies will continue to find their expansion plans frustrated by a lack of internationally effective managers

Level	Types / Tokens	Percentages
A1	81 types / 196 tokens	36.99% / 52.83%
A2	32 types / 55 tokens	14.61% / 14.82%
B1	44 types / 50 tokens	20.09% / 13.48%
B2	30 types / 35 tokens	13.70% / 9.43%
C1	5 types / 5 tokens	2.28% / 1.35%
C2	6 types / 6 tokens	2.74% / 1.62%
Unlisted	21 types / 24 tokens	9.59% / 6.47%

(Show words)

from A1　the A1　moment A2　they A1　join A2　the A1　company A2　employees B1　are A1　faced B1　with A1　having A1　to A1　think A1　internationally B1　this A1　can A1　be A1　through A2　involvement B2　in A1　international A2　task B2　forces B2　or A1　through A2　living A1　and A1　working A1　abroad B1　should A2　for A1　example A1　only A1　an A1　elite C1　few A2　receive A2　international A2　experience B1　in A1　preparation B1　for A1　top A2　jobs A1　or A1　should A2　it A1　be A1　offered A2　to A1　a A1　wider A2　group A1　these A1　problems A1　mean A2　that A1　developing B1　managers A2　who A1　think A1　and A1　operate B1　globally B2　is A1　absolutely B1　vital B2　for A1　companies A2　operating B1　in A1　foreign A2　markets A2　language A1　training B1　overseas B2　visits A1　and A1　in A1　house A1　management B2　courses A1　are A1　all A1　expensive A1　to A1　implement B2　jet B1　setting B1　between A1　international A2　operations B1　merely B2　creates B1　a A1　business A1　equivalent C1　of A1　the A1　over A2　packaged　tourist A2　companies A2　are A1　now A1　emphasising　the A1　human B1　skills B1　involved B1　in A1　managing B1　other A1　people A1　these A1　trends B1　are A1　pushing A2　companies A2　existing B1　management B2　resources B2　to A1　the A1　limit B1

ANSWER SHEET

SEARCH FOR THE 'WORLDLY-WISE'
COMPANY EXECUTIVES

The quest for international managers is underway in virtually every industrialised economy. The search has been made urgent by the globalisation of world markets and the growth in cross-border mergers and acquisitions. These trends are pushing companies' existing management resources to the limit. Many firms report being so stretched that they simply do not have enough of the high-quality people they require to lead their global expansion.

Other companies are having difficulties releasing experienced people from existing operations in order to lead new international ventures. There are indications that a shortage of internationally skilled people may be an important constraint on firms' international ambitions. These problems mean that developing managers who think and operate globally is absolutely vital for companies operating in foreign markets. However, identifying the need for international managers is easier than developing them.

So what makes an international manager? Paul Evans, a professor at INSEAD, the European business school, does not believe that any particular nationality produces a more international manager. Neither does he believe that it's a matter of having the ability to cope with a lifestyle that involves working in Madrid one day, London the next and Berlin the day after. Jet-setting between international operations merely creates a business equivalent of the over-packaged tourist. Rather, he believes that the secret of being a good international manager is being comfortable with managing diversity.

Ford of Europe, which has encouraged the development of international managers for more than 20 years, says that its managers are globally-minded before they become global operators. From the moment they join the company, employees are faced with having to think internationally. A car you buy in the UK, for example, is going to be the same car that sells in Germany, Finland and Poland, so the people who are involved in the car's development have to be aware of the market requirements in all those different countries.

Generally, it seems that the only effective way to develop international skills and perspectives is through direct international experience. This can be through involvement in international task forces or through living and working abroad. Such experiences open people's minds to the fact that things are done differently elsewhere and encourages them to think in a wider context.

Formulating effective strategies for developing a company's management resource is a demanding exercise, with conflicting issues to be solved. Should, for example, only an elite few receive international experience in preparation for top jobs or should it be offered to a wider group? Another dilemma is whether to use local managers or expatriates.

The recruitment and development of effective international managers requires considerable financial resources and can be hard to justify at budget meetings. Language training, overseas visits and in-house management courses are all expensive to implement. However, without them, companies will continue to find their expansion plans frustrated by a lack of internationally effective managers.

PART 3 METHOD

This is the multiple-choice comprehension part.

1.   Firstly, students should read the instruction as there is important information there
-       'an article about incompetent employees'.

2.   Quickly read the text for gist. Identify any vocabulary that is difficult. Here is the list:-

BEC H Reading Pt 3 Vocabulary

C1	C2	unlisted
attain	morale	appraisal
competence	confront	bracing
frustrating	favoured	deluded
inefficient	scenario	delusions
inevitability	let go	disinterested
pointless		dreariest
poorly		entrenched
productivity		exceedingly
tactic		exceedingly
		hypochondriac
		incompetent
		ineffective
		infrequently
		motivational
		organisation
		privatised
		resistant
		subordinate
		touchy
		variant

Identify other vocabulary

well-entrenched   *management-resistant*   *infrequently adopted*

desirable behaviour   *best solution*   *touchy or sensitive*

3.   Ask students to identify 'trigger' words or phrases. These are words or phrases that indicate the importance of something.

more to do with   _That is_   _Traditionally_   _inevitably leads to_

the most favoured   _Alternatively_   _not infrequently_

is thus confirmed   _first wants_   _then wants_   _The net result_

This insists   _The emphasis is on_   _best solution_   _A final strategy_

4.   Ask students to identify phrasal verbs

go away   _leads to_   _getting away with it_

sold off   _buy them out_   _let go_

5.   Give students the worksheet with just the questions. They should identify where in the text they can find the answer.

The reason to do this is that the 4 answer choices contain distractors. Often there is a reasonable answer offered but it is not fully reflected in the text itself. Warn your students not to overlay their own opinion onto the text.

6.   Then ask your students to look at the 4 choices and decide which is correct.

PART THREE

Questions 15 - 20

- Read the following extract from an article about incompetent employees, and the questions on the opposite page.
- For each question 15 - 20, mark one letter (A, B, C or D) on your Answer Sheet for the answer you choose.

Every organisation has its share of employees-from-hell: the lazy, deluded, hypochondriac under performers. They are difficult to manage and miserable to work with. Their productivity is low and their ability to poison staff morale high. They are, alas, always well-entrenched and management-resistant. Interestingly, their numbers in any organisation have more to do with management's refusal to deal with the situation than with poor selection. That is, their existence in the organisation is nearly always due to a long line of weak managers who have declined to tackle the problem.

Traditionally, there are three classic ineffective ways of dealing with the incompetent. The first is to ignore the problem, hoping that it will go away. Rather than confront laziness or serious absenteeism, the manager gives the employees less work to do. This inevitably leads to frustration on the part of the good hardworking staff who see the problem employee getting away with it.

The second approach, which has traditionally been the most favoured, is to pass them on. There is usually a part of any business where people believe the poor performer can do no damage. Alternatively, poor performers can be moved to another branch in the dreariest part of town, or to another town, or even to another country. A clever variant of this tactic is to herd all the incompetent employees into one part of the company that is then sold off or privatised.

There is a third approach which is to promote the incompetent. This sounds bizarre and exceedingly stupid but is not infrequently adopted. The idea is that, although these posts are quite senior and well-paid, the actual jobs are fairly pointless ones in which incompetent people can hide without doing any serious damage. The employee is thus confirmed in his or her delusions of competence.

All three of these strategies are the result of not dealing with the problem early on. Many managers find dealing with incompetence very difficult. The scenario that all managers hate is as follows: show a subordinate a low mark on their appraisal form. The employee first wants the behaviour defined; then wants an example of when this behaviour occurred; then argues about how this incident occurred and how typical it was. The net result is a row about the past and frustration on the part of both.

A different and more successful method is the problem-solving approach. This insists that one still shows the low score but, rather than attempting to explain it, one describes what needs to be done differently to achieve a higher score. The emphasis is on the future not the past; on a clear description of the desirable behaviour, not the incompetent behaviour. The touchy or sensitive employee normally responds to this reasonably well. Nevertheless, there are those who cannot, or will not, respond to good management. They may be unable to do the job due to not having the ability to learn ever-changing tasks fast enough. They may be distracted by problems at home or more likely they have been managed very poorly in the past.

There is really only a very limited number of things that can be done with the really incompetent. Buy them out, which may be the best solution for all concerned; raise the game by making sure they are given ever higher but reachable targets. A final strategy is to insist that they have an annual psychological test where a disinterested outside consultant does a motivational analysis and has the power to recommend that they be let go - not encouraged to go to another part of the organisation, but into the bracing waters of the job market.

15   What criticism does the writer make of managers in the last paragraph?

        A   They lose interest in the issue of incompetent employers.
        B   They fail to take a firm line with inefficient employees.
        C   They have little idea of what is really required of their staff.
        D   They often make bad decisions when choosing new staff.

16   What is the effect of the first of the methods suggested for dealing with incompetent staff?

        A   It has only a short-term effect on the problem.
        B   It means that better workers will not have to work so hard.
        C   It makes good workers aware that problems are being dealt with.
        D   It sends a negative message to those who do their job well.

17   In both the second and third ineffective methods of dealing with incompetent employees, the managers' aim is to

        A   have all of the incompetent staff working in the same part of the company.
        B   improve the attitude pdf the incompetent staff to work by giving them promotion.
        C   put the incompetent staff in a situation where they can do as little harm s possible.
        D   make the work so unattractive that the incompetent staff want to leave.

18   The writer says in the fifth paragraph that employees who are given a low mark on their appraisal form will

        A   demand a detailed explanation of what they have done wrong.
        B   claim that special circumstances have had an effect on their work.
        C   deny that their work has been in any way unsatisfactory.
        D   argue that they find the work they have had to do frustrating.

19   In the sixth paragraph the writer says that when talking to an incompetent employee a manager should

        A   make no reference to the most recent appraisal mark.
        B   compare the work of the employee with that of more efficient workers.
        C   make clear what will happen if performance does not improve.
        D   explain to the employee how he or she can gain a better mark.

20   What does the writer suggest as a way to deal with incompetent employees who fail to respond even to a problem-solving approach?

        A   Set them targets which it would be impossible to attain.
        B   Give them a test designed to identify their strengths.
        C   Pay them a sum of money to leave the company.
        D   Get an outside consultant to find them another job.

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every organisation's its share of employees from hell the lazy deluded hypochondriac under performers they are difficult to manage and miserable to work with their productivity is low and their ability to poison staff morale high they are alas always well entrenched and management resistant interestingly their numbers in any organisation have more to do with management s refusal to deal with the situation than with poor selection that is their existence in the organisation is nearly always due to a long line of weak managers who have declined to tackle the problem traditionally there are three classic ineffective ways of d ealing with the incompetent the first is to ignore the problem hoping that it will go away rather than confront laziness or serious absenteeism the manager gives the employees less work to do this inevitably leads to frustration on the part of the good hardworking staff who see the problem employee getting away with it the second approach which has traditionally been the most favoured is to pass them on there is usually a part of any business where people believe the poor performer can do no damage alternatively poor performers can be moved to another branch in the dreariest part of town or to another town or even to another country a clever variant of this tactic is to herd all the incompetent employees into one part of the company that is then sold off or privatised there is a third approach which is to promote the incompetent this sounds bizarre and exceedingly stupid but is not infrequently adopted the idea is that although these posts are quite senior and well paid the actual jobs are fairly pointlessness in which incompetent people can hide without doing any serious damage the employee is thus confirmed in his or her delusions of competence

all three of these strategies are the result of not dealing with the problem early on many managers find dealing with incompetence very difficult the scenario that all managers hate is as follows show a subordinate a low mark on their appraisal form the employee first wants the behaviour defined then wants an example of when this behaviour occurred then argues about how this incident occurred and how typical it was the net result is a row about the past and frustration on the part of both a different and more successful method is the problem solving approach this insists that one still shows the low score but rather than attempting to explain it one describes what needs to be done differently to achieve a higher score the emphasis is on the future not the past on a clear description of the desirable behaviour not the incompetent behaviour the touchy or sensitive employee normally responds to this reasonably well nevertheless there are those who cannot or will not respond good management they may be unable to do the job due to not having the ability to learn ever changing tasks fast enough they may be distracted by problems at home or more likely they have been managed very poorly in the past there is really only a very limited number of things that can be done with the really incompetent buy them out which may be the best solution for all concerned raise the game by making sure they are given ever higher but reachable targets a final strategy is to insist that they have an annual psychological test where a disinterested outside consultant does a motivational analysis and has the power to recommend that they be let go not encouraged to go to another part of the organisation but into the bracing waters of the job market

Questions

what criticism does the writer make of managers in the last paragraph a
they lose interest in the issue of incompetent employers b they fail to take
a firm line with inefficient employees c they have little idea of what
is really required of their staff d they often make bad decisions when
choosing new staff what is the effect of the first of the methods
suggested for dealing with incompetent staff a it has only a short term effect
on the problem b it means that better workers will not have to
work so hard c it makes good workers aware that problems are being
dealt with d it sends a negative message to those who do their job
well in both the second and third ineffective methods of dealing with
incompetent employees the managers aim is to a have all of the
incompetent staff working in the same part of the company b improve the
attitude pdf the incompetent staff to work by giving them promotion c put
the incompetent staff in a situation where they can do as little harm s
possible d make the work so unattractive that the incompetent staff want
to leave the writer says in the fifth paragraph that employees who are
given a low mark on their appraisal form will a demand a detailed
explanation of what they have done wrong b claim that special circumstances
have had an effect on their work c deny that their work has been
in any way unsatisfactory d argue that they find the work they have
had to do frustrating in the sixth paragraph the writer says that when
talking to an incompetent employee a manager should a make no reference
to the most recent appraisal mark b compare the work of the employee
with that of more efficient workers c make clear what will happen if
performance does not improve d explain to the employee how he or she
can gain a better mark what does the writer suggest as a way to
deal with incompetent employees who fail to respond even to a problem solving
approach a set them targets which it would be impossible to attain b
give them a test designed to identify their strengths c pay them a sum
of money to leave the company d get an outside consultant to find
them another job