

1

Recruitment

STARTER

Put the following list of recruitment tasks in the order you think they normally occur.

- a Check or write the job description.
- b Make a job offer.
- c Prepare a person specification.
- d Advertise the job.
- e Shortlist applicants from the first interviews.
- f Conduct second interviews.
- g Carry out screening and interviews.
- h Select the most suitable candidate.
- i After an employee resigns, analyse the job and consider alternatives for hiring a replacement (e.g. internal staff versus the labour market).
- j Send feedback to unsuccessful applicants.

Compare your results with a colleague's or check the Answer key.

In the above example an employee resigns. Can you think of other reasons to look for new staff? Which recruitment tasks above are you involved in?

1 Job descriptions and person specifications are two important HR tools. What type of information do they include? Sort the items below into the chart.

- desirable skills
- previous experience
- reporting relationship (who person is responsible to and for)
- job title
- practical requirements (shift work, travel, etc.)

- location of workplace
- skills and qualities needed for job
- main purpose of job
- qualifications/training
- key duties/responsibilities
- personal style/behaviour

Job description

Person specification

desirable skills

2 Label the sections of the job description extract below with section headings from the box.

Essential experience • Job title • Key duties/responsibilities •
Main purpose of job • Reports to • Responsible for • Workplace location

JOB DESCRIPTION

	1	Training Manager – U.K.
	2	General Manager, U.K. and Northern Europe
	3	A small team of U.K. trainers 2 administrators 1 secretary/personal assistant
	4	To design, develop, and carry out general training programmes for U.K.-based personnel, with particular emphasis on IT and sales-related training. To work closely with branch managers on implementing team-building training and monitoring effectiveness.
	5	To design and implement new training courses and record results and to identify future needs of the company. To prepare a staff training manual for use at all branch offices. To carry out an initial training audit and prepare a report on findings with on-going suggestions. To be responsible for the annual U.K. training budget, to report to the Board annually, and to work within the agreed budget. To visit all branch offices regularly in order to train branch managers, review on-going training, and assess customer service. To report weekly to the General Manager, U.K. and Northern Europe.
	6	Training management and evaluation experience. Management and coordination of team of trainers. Budget management.
	7	Based in Manchester, the job involves substantial travelling in Great Britain and Northern Ireland (e.g. to visit branch offices and carry out training programmes).

3 True or false? Correct the false statements.

- 1 The job is based in Northern Ireland and doesn't require much travelling.
- 2 The training manager is responsible for three people.
- 3 The job is for somebody with an extensive training background.
- 4 The training manager reports directly to the Board of Directors.
- 5 The training manager is responsible for conducting an audit of training requirements and preparing a new training manual.

USEFUL LANGUAGE

The language of job descriptions

Keep job descriptions simple so that they are easy for job applicants to understand. Avoid complicated phrases, company jargon, or abbreviations. Below are some useful verbs to use when explaining key responsibilities:

- to **develop** general training programmes
- to **work** closely with branch managers
- to **implement** new training courses
- to **prepare** a staff training manual
- to **carry out** an initial training audit
- to **assess** customer service
- to **be responsible for** the training budget
- to **identify** future needs
- to **involve** extensive travelling

Other useful 'doing' verbs for job descriptions:

- | | |
|--|-------------------------|
| to advise or to inform | to plan or to organize |
| to maintain or to keep at the same level | to support or to assist |
| to monitor or to check | to supply or to provide |

Remember ...

- people work **for** or **at** a company
- they work **in** a department or team
- they are responsible **for** other staff and **for** (doing) their work
- they are responsible **to** or accountable **to** their boss/manager

4 Choose the correct verbs to complete the sentences.

- 1 The training manager reports to/manages/monitors the general manager.
- 2 The suitable applicant must be able to develop/work/implement closely with branch offices and develop/introduce/support a good team spirit.
- 3 We need to contribute/implement/train new training courses and identify/develop/manage needs for the future development of the staff.
- 4 There is a certain amount of hands-on work which involves carrying out/ensuring/contributing training courses for U.K.-based personnel.
- 5 First you need to maintain/prepare/operate a new staff training manual.
- 6 U.K. branch offices need to be supported, so the job maintains/ensures/involves a lot of travelling.

5 Complete the gaps with verbs from the list to describe some of the competencies of a manager. Try to use each verb once.

build • develop • ensure • identify • improve • motivate • react to



A manager should be able to:

- _____ ¹ staff performance.
- _____ ² an effective team.
- _____ ³ change.
- _____ ⁴ staff.
- _____ ⁵ creativity.
- _____ ⁶ problems.
- _____ ⁷ deadlines are met.

6 Use some of the verbs covered in this unit so far to write a short job description of your own job. Then swap job descriptions with a partner and discuss any improvements that could be made.

7 Now look at the person specification on the next page. It is for the training manager's position described on page 6. Work with a partner to decide where the section headings go.

Additional information • Skills and qualities needed for job • Desirable skills • Personal style/behaviour • Previous experience • Qualifications/training

8 Match these words and phrases from the person specification with their definitions.

- | | | |
|---|--|---|
| <input type="checkbox"/> 1 to work on your own initiative | <input type="checkbox"/> 4 leadership | <input type="checkbox"/> 6 to coordinate |
| <input type="checkbox"/> 2 interpersonal skills | <input type="checkbox"/> 5 sound knowledge | <input type="checkbox"/> 7 training audit |
| <input type="checkbox"/> 3 open lines of communication | | |

- a the ability to develop good relationships between yourself and others
- b to organize the different parts of an activity or the people involved so that everything works well
- c a careful examination to find out how much training is done and whether it is effective and necessary
- d creating and maintaining an atmosphere in which people communicate easily and effectively
- e to work independently, without anyone telling you what to do
- f a good level of information about or understanding of something
- g the ability to head a group or company

Person Specification

Training Manager – U.K.

1

Educated to degree level or equivalent experience
Institute of Training certificate
Language skills in French and German an advantage

2

At least five years' experience in a leadership/managerial training role in an IT or a high-tech company
Member of recognized training organization(s)

3

Applicants must be able to demonstrate success in the following areas:

Managerial ability

Team building and ability to motivate staff

Creativity:

- a) to identify future training needs
- b) to design materials and manuals
- c) to design and carry out training programmes

Preparation and implementation of training budgets and audits

Monitor staff performance throughout the organization

Maintain open lines of communication on all training issues with managers and Board

4

Sound IT experience and knowledge of all general software programs
Customer care and quality management experience

5

Proven interpersonal skills

Ability to communicate at all levels of the organization

Active decision-maker able to work on own initiative

Innovative

Intercultural awareness and sensitivity

Team worker

6

Must be mobile and able to travel on a weekly basis.

This is a progressive role with opportunities for promotion in the U.S. or Europe.

9 Now write a person specification for your own job and evaluate it with your colleagues.

AUDIO



10 Listen to the conversation between Jackie Branigan, head of HR at the U.K. head office of a large European manufacturing company, and David Grundy, her recruitment officer. Tick the types of recruitment sources they mention.

- | | |
|--|---|
| <input type="checkbox"/> National newspapers | <input type="checkbox"/> Recruitment agencies |
| <input type="checkbox"/> Company intranet | <input type="checkbox"/> Trade magazines |
| <input type="checkbox"/> Local newspapers | <input type="checkbox"/> Internet |
| <input type="checkbox"/> Word of mouth | <input type="checkbox"/> International business magazines |



AUDIO



Listen again and decide whether the following statements about the conversation are true or false .

- 1 Jackie is responsible for the recruitment of the personnel in Madrid.
- 2 Francisco Menendez is general manager of the Madrid office.
- 3 The personnel officer they are looking for must have 2–5 years' generalist HR experience.
- 4 Applicants should have either a qualification in human resources management or a university degree.
- 5 English is not important for the job.
- 6 David is confident that they will have good applicants from inside the company.
- 7 There are not many job advertisements in the Spanish HR paper.
- 8 David is offering applicants interviews in the U.K. and in Madrid.
- 9 They are looking for a personnel officer because of a recent merger.
- 10 Jackie will conduct the interviews.

11 Match the words and phrases from the conversation with their meanings.

- | | |
|---------------------------|--|
| a keep (sb) posted | 1 discuss something |
| b disciplinary procedures | 2 (have been) given official approval |
| c have a word about | 3 an organization's private computer network |
| d merger | 4 inside a company |
| e trade paper | 5 when two companies become one |
| f cleared | 6 newspaper or magazine for a specific profession |
| g in-house | 7 keep somebody informed |
| h intranet | 8 ways of warning employees that they are breaking the rules |

Now complete the sentences from the conversation with the words and phrases above.

- Can we just _____ the search for the personnel officer ...
- ... the job description and person specification have been finalized and _____ with Francisco Menendez ...
- ... firstly on our European _____
- I don't think there's much chance of finding anybody _____ or in the European offices.
- ... we took on a lot of employees with the _____ in 2006.
- What about an ad in the Spanish _____ ?
- Just _____ (me), please.
- I have a meeting about _____ in about five minutes.

12 Word families: Complete the following sentences with words related to the key words – employ and recruit. (You might need to add prefixes or suffixes and change the form.)
Here's some help with *employ* to get you started.



employ

- We are unable to use people who are self-employed unless they work for several different companies.
- There are more people on the job markets when levels of _____ are high.
- She told her _____ she was looking for another job.
- We engaged six new _____ in the last quarter.
- We _____ her in the same position when she returned from maternity leave.

recruit

- Last year we _____ two team leaders for our call centre.
- We've revised our overall _____ procedures because of the new employment legislation.

13 Match the definitions (a–g) with the different sources of recruitment (1–7). Which sources does your company use to find new employees? Which sources do you think are most effective?



- | | |
|------------------------------|---|
| 1 word of mouth | a Internet recruitment sites for job seekers |
| 2 internal advertising | b magazines for specific professions |
| 3 media advertising | c organizations that match jobs with people's experience |
| 4 advertising in trade press | d letters received from people looking for a job (but not responding to an advertisement) |
| 5 online recruitment | e advertising vacancies inside a company |
| 6 recruitment agencies | f advertising jobs in the local or national press |
| 7 unsolicited applications | g passing on information by networking or talking to people |

14 First study the Useful Language for exchanging information, making suggestions, and agreeing and disagreeing. Then look at your profile in the Partner Files and role-play the situation with your partner.

PARTNER FILES

Partner A File 01, p. 60
Partner B File 01, p. 60

USEFUL LANGUAGE

Exchanging information

Can we just have a word about ...?
I'd like to be up to date on what's happening.
So where/what are you planning to ...?
Well, firstly I thought I would ...
I'll look into it (though).

Making suggestions

I suggest we ...
In my opinion ...
What do you think about ...?
Actually, there is someone in the company who ...
Well, we should consider ...

Agreeing and disagreeing

I agree./I disagree.
I think so too.
You have got a point (there).
Yes, (that's a) good idea.
(I'm) Not sure I agree with you there.

OUTPUT

Read the article on the benefits of using recruitment advertising agencies and discuss the questions below.

The benefits of using recruitment advertising agencies

Traditionally, recruitment advertising agencies are responsible for designing, writing, and placing job advertisements in the media. While this is still their main responsibility, they are now offering companies other services such as internal employee communication and the development of company literature, websites, and corporate identity (CI) in general. This change in focus reflects changes in the world of business. More and more companies now recognize the value of good employees and just how important it is to hold on to and attract skilled staff. Effective communication can help build bridges between the staff and the employer and provide both with an identity they can be proud of.



Here are just some of the benefits of using recruitment advertising agencies:

- Agencies have the expertise that companies do not always have in-house. This includes not only the ability to write and design ads but also the knowledge of, and relationships with, the press and media. Agencies can negotiate better prices and know which type of advert – whether in a newspaper, trade magazine, or online – can best reach the candidates you are looking for.
- Many larger agencies operate in wide, even global, markets and represent companies of different sizes across many different sectors or industries. This can help them understand a company's position within the recruitment marketplace and to see an employer's greatest selling points.
- Developing a new recruitment campaign or a new corporate identity requires a lot of time and money. Using an agency to handle this for you allows you to concentrate on running your company. By making one agency responsible for all your recruitment needs, you can make sure your company has a consistent message and thus attracts the right staff to fit your corporate culture and share your company's goals.

OVER TO YOU

Does your company use recruitment advertising agencies for designing and placing job advertisements? What are the advantages and disadvantages in your field of business?

How does your company deal with corporate identity? Is the same agency – or department in your company – responsible for both functions?

2. Text

You're the boss - so get on with it

University means the freedom to study when you want
and organise work the way that best suits you.
Beware, though, it's a freedom that can trip you up...

You have probably heard endless stories about lucky students who didn't attend a single lecture in three years and left with a first-class degree. I would like to meet one of these mythical creatures. Try it yourself and you are likely to be thrown out or just scrape by without understanding of your subject.

From now on, you are on your own. If you skip a lecture or don't hand in an essay, you will quickly notice that no one comes looking for you to find out why. It's up to you what level of commitment you make to your studies. The independence and freedom to study at your own pace should be welcomed, but freedom can be difficult for first-year student suddenly liberated from A-level pressure.

The good news is, on most courses you will have a lot of free time. You may have only one or two lectures a week and maybe twelve hours of lesson a week. There might not seem much work to do, but you are expected to work steadily on your own, and not leave revision or projects to the last minute.

Get a year plan and mark all the important dates - exams, due dates for essays, practicals, projects and holidays.

This way a big exam won't catch you without being prepared. Some people swear on weekly timetables. Tailor them to the way you work best - this may be every morning, in the dead of night, on the kitchen table or in your room. A timetable is particularly useful when your workload gets heavy - you will logically get through everything.

Make lists with dates to complete work by. If the assignment seems too difficult to you, approach your tutor for help with time to spare before your deadline. Don't leave it to the last minute. If you get deadlines extended, be careful they don't overlap with the next one - multiple deadlines could cause you a few headaches.

You should plan ahead what books you will require for an essay or a project. Even the best-equipped libraries run out of the recommended texts. If you have to buy it leave extra time to find it in the shops - they might have to order it for you.

If possible, do the required reading before attending lectures. Simply because the lecturer will refer to it and you won't know what they are talking about. Don't take copious notes during lectures, just take down

the most important things. These points will usually come up again during the closing summary.

It is possible to doze at the back of the lecture unnoticed, but these small group sessions are your chance to be heard! Don't be shy and don't worry if you think your comments aren't important enough - everyone else feels the same way.

Plagiarism is taken really seriously by tutors. Every year, students are thrown off courses for presenting other people's ideas as their own. Remember, the person marking your essay may be familiar with the work you have plagiarised. But quoting someone else and crediting them is not plagiarism, nor is discussing ideas in other works with reference to the author.

Organising your time well pays off. Your deadlines and exams are not so terrifying if you are prepared for them. And you will enjoy yourself more if you don't feel guilty about having work piling up. A beer at the students bar always tastes better when you are in control of your work.

3. Post-reading ac

Task 1 Answer:

1. What do you ur about Slovak st
2. In what ways d Discuss the advantages
3. Why can freedo
4. How can you m
5. Discuss the use ways of organi
6. Why is it impor
7. What is the tut universities? G

Task 2 Fill in a s

Some people ten (go to) a single le truth is that these (expell understanding the (bring in) an essa reasons). First-yea studies are often n

Task 3 Find a pr

- a) last i
- b) a tas
- c) goir
- d) note
- e) larg
- f) degt

Task 4 Refer bac

timetable
summary

C. LANGUAGE

Phrasal verbs
Therefore it is im
Study these exam

GET
get on (well) with
get through - ov
get away with -

3. Post-reading activity

Task 1 Answer:

1. What do you understand by "lucky university students"? Have you heard similar stories about Slovak students?
2. In what ways do university studies differ from A-level secondary education? Discuss the advantages and disadvantages of each of them.
3. Why can freedom at university be dangerous?
4. How can you manage to be successful at university? *What should you do?*
5. Discuss the use of a) weekly timetables b) lists of dates and deadlines c) other possible ways of organising work. Which one suits you best, and why?
6. Why is it important to plan ahead? What can be planned?
7. What is the tutorial system? In your opinion, should it be introduced at Slovak universities? Give reasons.

Task 2 Fill in a suitable expression from the text:

Some people tend to tell (long) stories about lucky students who did not (go to) a single lecture and still (finished) school with (honours). The truth is that these (unreal) creatures are (probably going) to be (expelled from) university or just (get through) without understanding the subject properly. If they (omit) a lecture or don't (bring in) an essay they will (see) that no one comes (to ask you the reasons). First-year students who have been (released) from the stress of A-level studies are often not able to study (without assistance).

Task 3 Find a proper word from the text to match these definitions:

- a) last possible date to hand in an essay or project
- b) a task or set of task to be done by a student
- c) going over the most important points
- d) notes written under the text on a page
- e) large amount of work to be done by a student
- f) degree of dedication to the subject

Task 4 Refer back to the text and give definition for the following:

timetable
summary

reference
multiple deadlines

comments
session

C. LANGUAGE AWARENESS

Phrasal verbs change their meaning according to the prepositions following them. Therefore it is important to note the verb+preposition and its meaning in the given context. Study these examples and guess the meaning of the phrasal verb:

GET

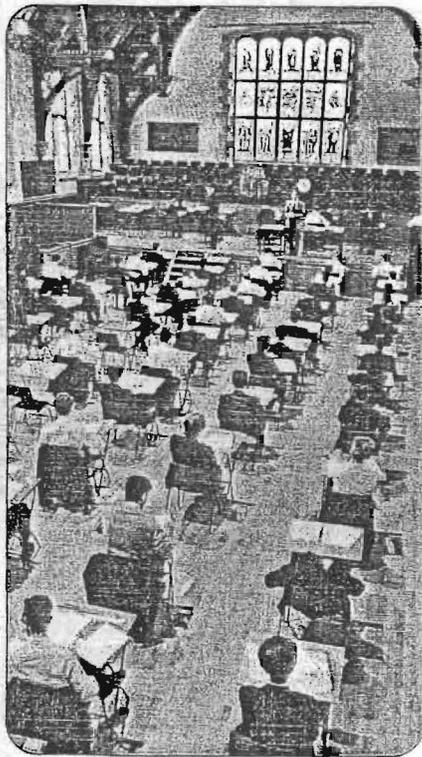
get on (well) with - be on (good) terms with s.o.
get through - overcome (some difficulties)
get away with - finish with

get around - manage to do s.t.
get away from - escape
get up - rise (from bed), stand up

Getting it right

Part A Task

Reading and vocabulary: how to pass exams
 Preparation for task: match the advice to the topic
 Task: make a list of tips on How to...



Reading and vocabulary

How to pass exams

1 Discuss the following questions in groups.

- Are you the sort of person who loves or hates exams? How do they make you feel?
- What's the most difficult exam you have ever taken? Why?
- Have you got any 'exam horror stories' (times when you or one of your friends missed exams, were ill during exams, etc.). What happened?



2 a) Read the list in the box and check the meaning of the phrases in **bold** in your mini-dictionary or with your teacher. Tick (✓) the things you should do when preparing for an exam, and write a cross (X) next to the things you should avoid.

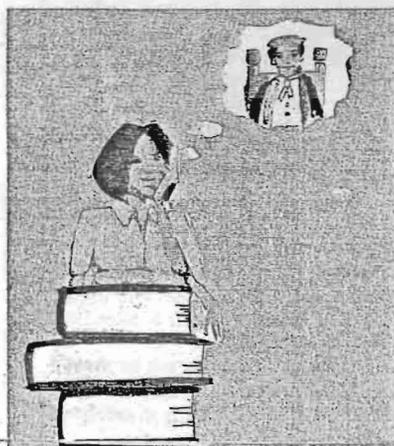
b) In groups, discuss which things you personally do / don't do when you are revising for exams. Do you have any other useful advice?

- draw up a revision timetable and stick to it
- set yourself tough goals for your revision each day
- meet a friend and study together
- spend a lot of time with your friends moaning about your exams
- get easily distracted
- only study for about thirty minutes at a time
- take regular breaks
- give up your social life during the weeks before the exams
- stay up late studying the night before the exam
- arrive at least an hour before the exam starts
- compare what you've revised with other students just before the exam

HOW TO PASS EXAMS

• If motivation is a problem, arrange to meet a friend and study together. But don't let it turn into an excuse for a social chat or a moaning session! 30

• Remember what you are studying for. Why do you need these exams? Keeping your long-term goal in mind will help maintain your motivation. 35



Studying tactics

• Go with your body clock: if you're slow in the morning, use that time to do some background reading. Do the weightier work in the afternoon. 45

• Don't study for more than thirty to forty minutes at a time. Take regular breaks to get enough fresh air and stretch your legs. 50

• Don't study too late, especially the night before your exam. Tiredness will hinder your performance the next day. Always make sure you wind down before you go to bed. 55

• It's important to maintain a happy, positive frame of mind, so don't let revising take over your whole life. Give yourself something to look forward to after a day's studying: meet friends for a drink, or relax in a warm bath. 60



• Eat well; have a proper meal rather than snacks snatched at your desk. 70

On the day

• Allow plenty of time to get to the exam, but don't arrive too early or you'll sit around getting nervous. 75

• Resist the temptation to compare what you've revised with other students while waiting. 80



• Do read the paper thoroughly before starting. It's time well spent. It's very easy to misunderstand simple instructions when you're under a lot of pressure. 85

• On multiple-choice exam papers, go through and do all the easy questions first then go back to the beginning and try the trickier ones. 90

• On essay papers, tackle the questions you feel happiest about first, so you can build up your confidence. 95

• Work out how much time you have for each question and pace yourself accordingly. You have nothing to gain from finishing early. 100

• Always keep things in proportion. The worst thing that can happen is that you'll fail. If necessary, you can usually retake an exam. 105

From *Cosmopolitan*