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# MANAGING PEOPLE

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An intermediate course in  
English for Management

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Malachy Scullion

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**Student's Book**

**Malachy Scullion**



**HODDER AND STOUGHTON**  
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# MANAGING PEOPLE Student's Book

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# Introduction

*Managing People* is an English Language course for managers who want to:

- raise their general level of English;
- communicate effectively with subordinates, superiors, colleagues and clients.

It develops the four skills of reading, writing, listening and speaking. Its flexibility makes it suitable for managers at both intermediate and advanced levels.

There are ten units. Units 1 to 8 have a case study format. Each deals with a major managerial activity, eg developing staff, and each has a secondary management topic, eg manpower planning. The managerial activities are what managers do through the medium of English. The topics are what they talk about. Units 9 and 10 review and extend the speaking and writing skills developed in the previous units. A Grammar Appendix at the back gives detailed grammar rules for easy reference.

Practice exercises include role play and simulation. They are devised as realistic managerial activities. Guidelines are given for adapting these to the specific needs of particular classes.

The airline industry has been chosen as the setting because it covers a wide range of professional and technical fields. The Teacher's Book contains important input and is an essential part of the course.

## Units 1 to 8

### 1. Talk

### 2. Case Study

- a. Case History
- b. Documents
  - (1) Guided Reading
  - (2) Layout Analysis
  - (3) Language Analysis/  
Vocabulary Definition
  - (4) Activities
- d. Grammar

### c. Dialogues

- (1) Guided Listening
- (2) Language Analysis
- (3) Pairwork/  
Mini Role Play

### 3. Extension

- a. Writing
  - (1) Structure Practice
  - (2) Planning
  - (3) Writing
- b. Role Play

### Talk

The Talk is recorded on cassette. Its purpose is to:

- a. give you practice in listening to talks, taking notes, and asking for clarification;
- b. describe the procedures normally followed in the managerial activity of the unit. This will show you the relevance of the oral expressions presented later in the Dialogue. It will also help you to perform the role play more effectively.

### Case History

This text outlines the events of the imaginary case study which the Documents and Dialogues are based on.

## Documents

These are reading texts set in the events of the Case Study. Some are samples of the documents that a manager has to write when carrying out the managerial activity of the unit. Over the eight units they cover the common types of management forms, memos, letters and reports. Their purpose is to:

- a. develop your reading skills;
- b. exemplify writing techniques;
- c. present new vocabulary, including the terminology of the management topic;
- d. present management issues for group discussion and for writing activities.

The Documents are followed by a variety of exercises:

a. Guided Reading

This develops two skills:

- 1) to quickly identify the main functions of a management text — Why was it written? What do I have to do about it?
- 2) to quickly scan a text for the main facts and ideas. As managers you have to read a lot of documents. Many of these are of no interest to you. You have to decide quickly what a document requires of you and whether you need to read it in detail.

b. Language Analysis

In this exercise you identify specific writing techniques used in the document. You will practise these later in Structure Practice.

c. Layout Analysis

Here you analyse how information is arranged in the document. This will prepare you for planning your own writing.

d. Vocabulary Definition

This exercise appears in the first five units. It checks your understanding of the vocabulary in the document.

e. Activities

Many of the documents that you read as a manager require you to do something, often in cooperation with others. Here you are given a group task. You have to locate relevant information in the text, interpret it, and apply it to the task.

## Dialogues

The Dialogues are recorded on cassette. They are set in the events of the Case Study. They enact the managerial activities. Their purpose is to:

- a. develop your listening skills;
- b. present expressions for carrying out the managerial activity.

The Dialogues are followed by:

a. Guided Listening

This exercise gives you practice in listening.

b. Language Analysis

You identify key expressions in the Dialogue that are needed to carry out the managerial activity.

c. Oral Drills

Repetition and substitution drills are available in the Teacher's Book. These can be used for thorough practice of the oral expressions.

d. Pairwork and Mini Role Play

Often it is difficult to go from practising oral expressions in drills to using them fluently in role play. These exercises bridge this gap.

## ***Grammar***

Each unit focuses on a primary area of grammar. Aspects of it are presented in the Documents and Dialogues. Limited practice exercises are given in Grammar. The aim is to develop concept recognition and appropriate usage, rather than give comprehensive rules. These are given in the Grammar Appendix. This serves as a reference section to which you can refer when you have difficulties with particular grammar points. If more extensive practice is needed for certain points, this should be taken from other sources.

## ***Writing***

### **a. Structure Practice.**

You practise constructing sentences and connecting sentences in discourse.

### **b. Planning and Writing.**

Here you plan and write the memos, letters and reports modelled in the Documents. You use the writing techniques and ways of organising information that you identified and practised in earlier exercises. Normally there are two writing activities. In one data is provided for you. In the other you are guided in writing about a subject from your own work situation.

## ***Role Play***

In this you enact the managerial activity of the unit. Usually there are two types of Role Play. In one a situation and role information is given. In the other you develop your own role play activities, directly related to your work situation.

## ***Group Activities***

Many of the practice exercises involve group activities. Much of your work as a manager is done in cooperation with colleagues. It is common managerial practice to try to agree on actions through group discussion. Even your written work is often the outcome of discussions with colleagues. Group activities are therefore given a key role in this course.

## ***Units 9 and 10***

Unit 9 reviews the oral skills developed in previous units, and provides role play and simulation activities for applying these skills in unpredictable situations.

Unit 10 reviews the writing skills developed in previous units, and gives practice in applying these to the actual reports that each of you has to write in your own job.

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## UNIT 1 · *Recruiting Staff*

This unit gives practice in the language involved in recruiting a new member of staff.

- Activities**
- a Writing specifications for the type of person required.
  - b Conducting a selection interview.
  - c Discussing different candidates.
  - d Writing reports on candidates.

**Topic** The main reading text presents the management topic of manpower planning. Guidance is given in writing a description of a process or operation.

**Industrial setting** The industrial setting is airline customer services. In many respects this requires the same type of person as other customer service areas — sales, hotel and office reception, public relations and catering. The main sections of each unit contain activities that give practice in applying what you have learnt to your own area of industry.

### Interviewing job applicants

Discuss these statements and choose the best answer.

- 1 For most jobs it is best to select the candidate who
  - a has the highest level of intelligence;
  - b has a certain type of intelligence;
  - c can think the quickest.
- 2 The best way to find out if a candidate will be motivated to do the job well is to ask him
  - a if he likes that kind of work;
  - b what he enjoys doing;
  - c what kind of people he admires.
- 3 The best way to get a candidate to talk about himself is to
  - a put him at his ease;
  - b ask him a lot of questions;
  - c tell him things about yourself.

- 4 From reading his application form you realise that you must ask him some awkward questions. It is best to
  - a ask these at the beginning and get them over with;
  - b wait for a suitable opportunity during the interview;
  - c keep them to the end.
- 5 If a candidate stops before he has completed his answer it is usually best to
  - a give him a few moments to think;
  - b go on to another question;
  - c say nothing until he answers.
- 6 Inviting the candidate to ask you questions is
  - a polite but not important;
  - b not important;
  - c important.



Listen carefully to the talk on the selection interview.

Note down several key points, using only one or two words for each point. Show your colleagues the words you have written. Listen to the talk again and note down secondary points under each of your key points. If you wish you may change your original key points. Form groups of three. Each group agrees on a set of key and secondary words. Form different groups. One member of each group gives a short talk on holding a selection interview and the other two ask him questions.

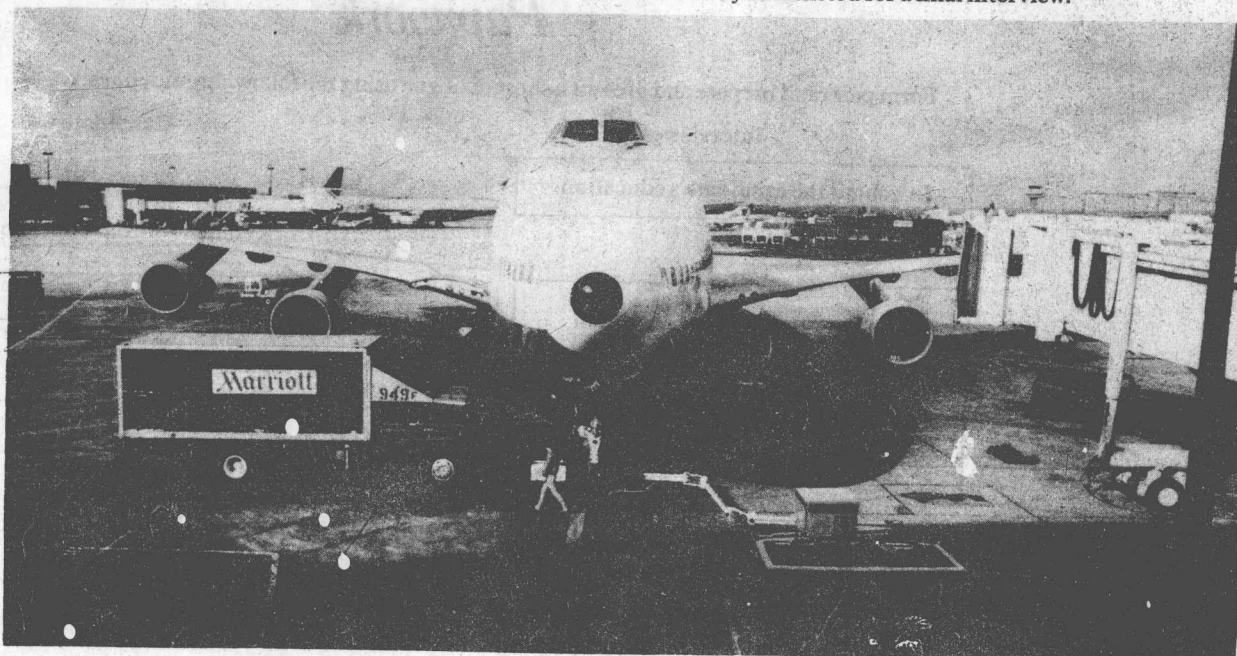
## Case Study

### Case History

In January 1985 a computer was installed in the Rath-Air Personnel Department. The company decided to set up a new system of manpower planning. All the department managers were informed of this and asked to co-operate. Each manager received an outline of the process involved in setting up the system (*Document A*).

In June 1985 the Rath-Air London Station informed the Personnel Department that it needed a new customer

services supervisor. The station had recently expanded and the most suitable agents had already been promoted. As a result there was no suitable candidate for promotion. The Personnel Department advertised the position within the company, but did not receive any applications. A description of the type of person required for the job was written (*Document B*), and the position was advertised publicly. Four applicants were eventually shortlisted for a final interview.





## RECRUITING STAFF

### Interviewing a job applicant

**1** Listen to one of the applicants being interviewed for the job and answer the following questions.

- 1 Who is being interviewed?
- 2 Which airlines did she work for?
- 3 In which city did she work?
- 4 What did she think of the staff at Volair?
- 5 Was the work difficult?
- 6 What additional work did she do at the airport?
- 7 What other work did she do for Volair away from the airport?

**2** Listen again to the interview and answer these more detailed questions.

- 1 How long did she spend with Volair?
- 2 What was her job?
- 3 Why did she think typing would help her in the future?
- 4 About what does the interviewer seem to disagree with her?
- 5 Why do you think she was chosen to work at the airshow?
- 6 What information suggests that she was not lazy?
- 7 At the beginning of the interview her answers are short. Why do you think they become longer as the interview progresses?



### Language Analysis

Identify the expressions used by the interviewer to

- a get the candidate talking;
- b show that he is paying attention;
- c show that he understands what the candidate has said.

### Pairwork

Form pairs and prepare and present a short dialogue using the following guidelines.

#### Interviewer

#### Candidate

Ask about the candidate's education.

Give brief details of your education.

Show that you are paying attention.

Give further information.

Show that you have understood.

Give more detailed information.

Do the same with the following topics:

- a Leisure activities.
- b Colleagues.

- c Plans for the future.
- d Work experience.

**Grammar**

1 To tell someone what another person has said we often use reported speech.

eg *She said (that) she worked with Volair for 2 years.*

Form pairs. One student asks what Miss Bingham said about the following subjects and the other student tells him what she said.

eg A *What did she say about her work?*

B *She said it wasn't very demanding.*

- |                     |                      |
|---------------------|----------------------|
| a Volair.           | d Her colleagues.    |
| b Secretarial work. | e Potential clients. |
| c The airshow.      | f Typing.            |

2 At the time of the interview Miss Bingham no longer worked for Volair. To make it clear that the action referred to in reported speech happened **before** the time of speaking we use the past perfect.

eg *She said (that) she'd worked with Volair for 2 years.*  
(When writing use the full form: *she said that she had worked...*)

Report her statements about the same topics making it clear that she was referring to something in the past. Then write down your answers.

**Document A****MEMORANDUM**

TO: All Managers

FROM: Manager, Personnel Department

DATE: 22/January 1985

**Manpower Planning**

A computer has recently been installed in the Personnel Department. One of our first undertakings will be to develop a new system of manpower planning. This will involve several related activities.

- Analysing the organisational structure of the firm.
- Setting up and maintaining a data base of existing manpower.
- Setting up and maintaining a data base of manpower available to the company both locally and nationally.
- Predicting the probable development of the company.
- Predicting staffing requirements.
- Developing and maintaining procedures to meet these requirements.

Some of these activities must be carried out before others can be undertaken, while others may be carried out simultaneously, but all of them, once established, are ongoing.

The first stage in the process is to analyse the structure of the organisation. It is, therefore, necessary firstly to identify all the different jobs and an organisation chart can then be produced. This shows how each job fits into different levels of the organisation. Job descriptions are then written. These specify the purpose of each job and the main duties it involves. They can later be helpful in assessing the people in the jobs.



## RECRUITING STAFF

The second stage will be to set up a data base of current manpower resources. To do this information must be collected to show the following:

- a The age structure of the workforce.
- b Number of staff.
- c Natural wastage - rates of turnover and absenteeism.
- d The expected results of current training programmes.
- e Staff with potential for promotion.

Setting up a data base of labour available to the company involves collecting statistics that show the size of the labour supply and its composition in terms of skills, age and sex. Predicting the development of the company firstly requires a clear statement of the company's objectives. After assessing the results of market research a forecast can then be made for the expansion or contraction of the company's business operations. When probable technological changes have been taken into account we can then forecast the size and composition of the workforce that we will need.

When this information has been collated we are able to forecast how many staff we will require to develop or to recruit and when we will need to do this.

When this has been done procedures will then be set up to ensure that these requirements will be met. These consist of:

- a A training and development programme to prepare suitable members of staff for jobs that require new skills;
- b A recruitment programme to supply new staff.

To ensure that the most suitable candidates are recruited, job specifications are written that describe the activities of the job in detail and personnel specifications are compiled that describe the qualities necessary for the job.

Finally, it must be emphasised that this is an ongoing operation. The key to its success is maintaining an effective system of communication. The personnel department must be kept fully up to date with changes that occur throughout the company.

This system, once developed, will be of considerable benefit to the company, and will ensure that the staffing requirements of each department are quickly and effectively met. To develop and maintain such a system we need the cooperation of all departments. You can assist us now by completing and returning the enclosed forms as soon as possible, and in the future by keeping us informed of any relevant changes that occur within your department.

### Guided Reading

1 When you are reading a memo or report look for the main ideas first. The most important information is often given in the first and last paragraphs. Put yourself in the position of a Rath-Air manager reading this circular and answer the following questions, reading only the first and last paragraphs.

- a What is the circular about?

- b What does the writer want me to do?
- c What do I have to do, if anything?

2 Read through the circular quickly. Do not try to understand every word. As you read, note down the main topic of each paragraph in one or two words. Compare your topic words with those of your colleagues.

### Activities

- 1 Read through the text again and briefly note:
  - a the main documents (or computer reports) that will form part of the completed manpower planning system;
  - b features of the proposed Rath-Air system that are similar to the manpower planning system in your own organisation;
  - c features of the manpower planning system in your own organisation that could be usefully included in the proposed Rath-Air system.
- 2 Form groups, discuss the points you have noted down and agree on:
  - a changes that could usefully be made to the manpower planning system in your organisation;
  - b difficulties that might arise in implementing these changes;
  - c ways that these difficulties could be overcome.
 A member of each group then briefly outlines his group's conclusions to the whole class.

### Vocabulary Definition

Match the words from Document A (in list 1 below) with the correct definition from list 2.

	List 1	List 2
Paragraph 1	a System.	1 Collection of information.
	b Analyse.	2 Examine the parts of something.
	c Data base.	3 Set of actions needed to do something.
	d Procedure.	4 Planned way of working.
Paragraphs 2 and 3	a Establish.	1 Show what something is.
	b Process.	2 Set up.
	c Identify.	3 Set of connected actions.
	d Specify.	4 State exactly.
Paragraph 4	a Resources.	1 Ability to grow.
	b Natural wastage.	2 Staff leaving and being replaced.
	c Turnover.	3 Possessions that help one to do something.
	d Potential.	4 Employees leaving or absent.
Paragraphs 5 and 6	a Statistics.	1 How parts fit together.
	b Composition.	2 Purpose.
	c Objective.	3 Study of what people buy.
	d Market research.	4 Collection of numbers that give information.
	e Expansion.	5 Reduction.
	f Contraction.	6 The use of scientific knowledge.
	g Technology.	7 Growth.

### Personnel Specifications

- 1 Before you read Document B, select the five most important qualities in a person recruited to work in customer services (eg sales, catering, hotel or office reception, public relations, passenger handling).
  - a Methodical.
  - b Able to plan work ahead.
  - c Tactful.
  - d Able to express oneself clearly in writing.
  - e Good at mental arithmetic.
  - f Likes to follow a regular routine.
  - g Patient.
  - h Attentive to detail.
  - i Energetic.
  - j Able to make quick decisions.
  - k Likes working in peaceful surroundings.
  - l Has an open, friendly manner.
  - m Considers all the alternatives before making a decision.
- 2 Arrange all 13 specifications in the categories of:
  - a Intelligence.
  - b Motivation.
  - c Personality.



3 Select the five qualities that you consider the most important for someone working in your own area of industry.

4 Read the personnel specifications for a Rath-Air customer services supervisor in Document B. Write a set of personnel specifications for your own job or for that of one of your subordinates or colleagues.

## Document B

### PERSONNEL SPECIFICATIONS

#### JOB TITLE:

Customer Services Supervisor

#### KEY RESPONSIBILITIES:

Supervises customer services agents

Ensures that flight boarding deadlines are met

Deals with critical customer problems

#### PERSONNEL SPECIFICATIONS:

##### Knowledge and Experience

Has a minimum of 2 years' experience in airline customer services

Has a minimum of 1 year's experience as a customer services supervisor

Has a good knowledge of customer handling techniques and principles

Has a good knowledge of check-in procedures

Has a good knowledge of supervisory techniques and principles

##### Intellectual Features

Has good verbal skills - is able to communicate effectively in face-to-face situations

Is able to make quick decisions

Is mentally organised - will have to make decisions about priorities

##### Motivational Features

Likes a lot of contact with people

Has a high energy level

Likes physical mobility

##### Personality Features

Is patient - will have to deal with awkward customers

Is able to withstand pressure - will have to meet critical deadlines

Has strong personality - will have to make refusals

Can project an attitude of caring for others