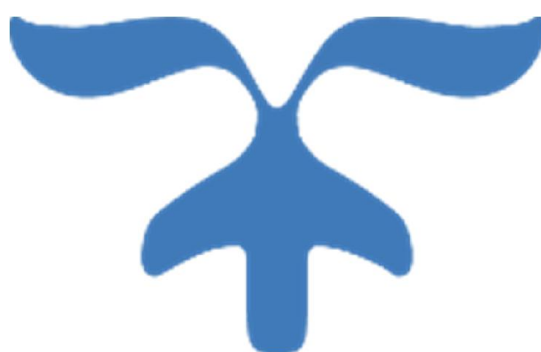


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# **HR MANAGEMENT**

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## **УПРАВЛЕНИЕ ПЕРСОНАЛОМ**



МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ

Нижегородский государственный университет им. Н.И. Лобачевского

# **HR MANAGEMENT УПРАВЛЕНИЕ ПЕРСОНАЛОМ**

Учебно-методические материалы к курсу английского языка для магистрантов 1 курса Института экономики и предпринимательства ННГУ по направлению «Управление персоналом»

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Учебно-методические материалы содержат задания на тренировку и совершенствование навыков устной речи в сфере управления персоналом, развивают стратегии чтения и аудирования, а также закрепляют лексико-грамматические навыки. К практическим занятиям приводятся текстовые и аудио материалы, раскрывающие основные аспекты темы. Для самостоятельной работы студентов в пособии представлены вебквесты и проекты.

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## SELECTION AND RECRUITMENT

### 1. PRE-READING

*Read the text and match the correct headings (a-f) to each of the paragraphs (1-4).*

*Two of the headings do not match the text.*

- a. Why recruitment and selection are more important for some kinds of job than others
- b. Where and how should companies be looking for new employees?
- c. The central importance of recruitment and selection for companies
- d. The difference between selection and recruitment
- e. How companies can make sure that they are recruiting the best candidates for the job?
- f. Why individual differences between employees are so important for recruitment and selection?

### The crucial role of recruitment and selection

1. \_\_\_\_\_  
When one looks at the size of the recruitment industry around the world, it seems that the people involved in this industry act as if recruitment and selection is the most important human resource function. The research on the key role of ability in explaining performance suggests that they are right to do so. Failure to recruit workers with appropriate skills will cause a firm to fail or, at the very least, not to grow properly. Firms need to attract and encourage people with the kind of abilities that will make the organization productive.

2. \_\_\_\_\_  
While firms should aim to recruit effectively at all levels of ability, the need to recruit successfully is particularly important where the ability to take difficult decisions or special combinations of skills is required in the work. As job complexity increases, so does the range of human performance. Thus, as we move up from low complexity work (such as routine clerical work) to jobs where greater ambiguity is involved in decision making, differences in skills and judgement become

more significant and have greater consequences for the organization.

3. \_\_\_\_\_  
It is quite possible for one professional, such as a lawyer or an IT consultant, to be several times better than another at the same task. The phenomenon of large performance variation is also commonly recognized in sales work, such as insurance sales. Some people simply lack the blend of intelligence and personality traits needed (such as a friendly manner plus the ability to pursue the sales deal and not be deterred by rejections) and these people should not be recruited at all. Among those who do have the necessary abilities, the performance range will still be enormous. In Anglo-American countries, at least, firms commonly find they need 'sales compensation packages' which allow high achievers to earn more money according to a system that is better linked to their personal productivity.

4. \_\_\_\_\_  
Recognizing the crucial role of ability in performance, the literature on recruitment and selection is vast. In terms of

highlighting the key messages in this literature, it is important to make a distinction between selection practices and recruitment strategies. Selection is about choosing among job candidates. It is about how to make fair and relevant assessments of the strengths and weaknesses of applicants. It is concerned with the value of particular selection techniques. Recruitment strategy is best understood as

the way in which a firm tries to find or attract people among whom it will ultimately make selections. Recruitment strategies include attempts to make the organization an attractive place to work and attempts to reach better candidates.

*(Adapted from Strategy and Human Resource Management by Peter Boxall and John Purcell, pp. 194-195 © Palgrave Macmillan, 2011)*

## 2. COMPREHENSION

***Do these statements match the information in the text? Mark each statement as true (T) or false (F).***

1. There is evidence to suggest that recruitment and selection are the most important aspects of HR.
2. Companies that do not carry out recruitment and selection well will always fail.
3. Effective recruitment is not really important for less complicated / lower-level jobs.
4. Sales people who lack the personality traits of friendliness and determination should not be recruited.
5. Performance variation can be explained entirely by the difference between those who have the necessary skills and personality traits and those who do not.
6. Selection is to do with choosing the right person from a group of potential job candidates, whereas recruitment strategy is focused on attracting good candidates in the first place.

## 3. VOCABULARY: WORD TRANSFORMATION

***Without looking back at the text, fill in the missing words (the first is done for you).***

1. the noun from the verb to recruit recruitment
2. the noun from the adjective able \_\_\_\_
3. the adjective from the verb to produce \_\_\_\_
4. the noun from the adjective complex \_\_\_\_
5. the noun from the adjective ambiguous \_\_\_\_
6. the verb from the noun pursuit \_\_\_\_
7. the noun from the verb to produce \_\_\_\_
8. the noun from the verb to distinguish (between) = to make a \_\_\_\_ between
9. the verb and adjective from the noun attraction = to somebody to a job; to make a job seem \_\_\_\_\_

***Now look back at the text and check your answers.***

#### 4. DISCUSSION

*Look at the following excerpt from the text then answer the questions.*

Some people simply lack the blend of intelligence and personality traits needed (such as a friendly manner plus the ability to pursue the sales deal and not be deterred by rejections) and these people should not be recruited at all.

1. Do you agree with this statement?
2. Can you think of other examples of particular personality traits and qualities needed for specific jobs? What about traits and qualities that might make someone unsuitable for a specific job.
3. What are the different ways in which a company can find out whether a candidate's intelligence and personality does (or doesn't) make them suitable for a particular job?

#### 5. ►PRE-LISTENING

*What do you think are the most important stages of the process of selecting and recruiting job candidates? Discuss your ideas in pairs or small groups and make notes. Then, listen to the conversation and make more notes. Which of the stages you discussed are (and aren't) mentioned?*

#### 6. ►COMPREHENSION

*Listen to the dialogue and decide whether these statements are true (T) or false (F).*

1. Nowadays, companies only advertise jobs on websites and only accept job applications online.
2. Companies that advertise jobs and manage recruitment on their own websites tend to be the bigger ones.
3. Companies only use recruitment agents to advertise jobs.
4. When recruitment agents manage the process of recruitment on behalf of a company, they do so independently of the company's HR department.
5. Nowadays, companies sometimes place advertisements simply to attract good candidates, rather than to advertise a specific job.
6. In the past, job interviews tended to be less organized and pre-planned than they are now.
7. Psychometric tests separately assess both a candidate's ability to do the job and whether their personality is right for the job.

#### 7. ►LISTENING FOR DETAIL

*Read the questions below. Then, listen to the recording again and answer them.*

1. What sorts of publications did job advertisements use to be placed in twenty years ago?
2. What term does the speaker use to describe the website page where recruitment agencies advertise jobs?

3. What term does the speaker use to describe advertisements that companies use to advertise themselves to job candidates (rather than advertising a specific job)?
4. What term does the speaker use to describe a person's general characteristics (i.e. their skills and personality) which make them suitable for a particular job?
5. What term does the speaker use to describe tests designed to assess candidates' personalities?
6. What term does the speaker use to describe a questionnaire where job candidates have to describe their own behaviour and attitudes?
7. What does Tom say are (a) the good consequences and (b) the bad consequences of online testing?

## 8. VOCABULARY

*Listen to the dialogue again and complete the notes below using the words in the box.*

abilities	application	department	interview
motivation	objectives	qualifications	reference
reports	responsibilities	standards	title

**Tom:** As you would expect, the job description describes the job and the \_\_\_\_\_ (1) of performance needed to do it. Typically it includes the job(2), the \_\_\_\_\_ (3) the job holder works in and who he or she \_\_\_\_\_ (4) to. It also sets out the overall purpose and \_\_\_\_\_ (5) of the job and the jobholder's specific duties and \_\_\_\_\_ (6).

**Laura:** And the personnel specification?

**Tom:** That focuses more on the 'ideal' person to do the job. It might include categories such as \_\_\_\_\_ (7) and experience, skills and \_\_\_\_\_ (8), why the person wants to do the job - in other words their \_\_\_\_\_ (9) and personality. It's useful as a way of deciding between candidates.

**Laura:** OK, so those are the earlier stages. What about the point at which the company selects the successful candidate?

**Tom:** Well again, looking back to when I started out, the key elements of selection were the \_\_\_\_\_ (10) form, the letters of \_\_\_\_\_ (11) and - most important of all - the job \_\_\_\_\_ (12).

## 9. DISCUSSION

*In pairs or small groups, make a list of examples of good questions and bad questions to ask candidates during a job interview. Why are they good or bad? How would you answer them?*

## 10. PROJECT

*Look again at the section of the conversation that deals with job descriptions and personnel specifications [see the Vocabulary question above]. Now write job descriptions and personnel specifications for two or three different jobs.*



## CORPORATE WELL-BEING

### 1. WARM-UP

*How important do you think it is for a company to have a healthy workforce?*

### 2. VOCABULARY

*Match the following words to their correct definition:*

- |                |  |
|----------------|--|
| 1. absenteeism | a. a long walk for pleasure or exercise, usually in the countryside or mountains             |
| 2. well-being  | b. an organisation which provides money or help to people in need (e.g. ill or poor people)  |
| 3. charity     | c. the state of feeling healthy and happy  |
| 4. temptation  | d. the substances that influence your health, which you take into your body as food          |
| 5. hike        | e. the way in which a person stands, sits or walks   |
| 6. eyestrain   | f. tired or painful eyes as a result of too much reading, looking at a computer screen, etc. |
| 7. nutrition   | g. wanting to have something that you know you should not have                               |
| 8. posture     | h. when employees are not at work when they should be  |

### 3. READING

*Read the article 'Corporate well-being' about the different health initiatives that the UK company i-to-i has experimented with. Answer the following questions:*

1. Why is a healthy workforce good for business?
2. What happens on 'Fruity Friday'? Is this initiative a complete success? Why/why not?
3. What did i-to-i give its staff as a reward? Why did they stop it?
4. Why did the firm cancel the Tai Chi classes?
5. What was the 'Caledonian Challenge'?
6. Why was the 14-mile hike more popular than the Caledonian Challenge?
7. Which key areas does the firm want to focus its health initiatives on?

**A firm that offers travel opportunities wants to expand the health horizons of its employees.**

- |  |   |
|--|---|
| <p>1. A healthy workforce is good for business. Apart from reducing absenteeism, there is increasing evidence that suggests a connection between good performance and employees who are in good condition. The Harvard Medical School recently found that the most healthy 25% of a workforce are seven hours more productive per week than the least healthy 25%.</p> | <p>2. I-to-i is one of a growing number of companies that is trying to improve the well-being of its staff. But, also like many firms, not everything is working.</p> <p>3. "You could say we're a company full of good intentions, but things often prevent us from doing exercise or eating what we should," says Sarah Horner, public relations manager of the organisation, which</p> |
|--|---|

provides opportunities for volunteer travel and training for TEFL (Teaching English as a Foreign Language). "We would like advice on what we can do to encourage all our 50 employees in our UK office to become really healthy."

4. The company has already experimented with a few strategies. "About six months ago, we introduced an initiative called 'Fruity Friday', which means all employees get free fruit on that day," explains Ms Horner. "It's become really popular: when the fruit arrives, people are informed online and, almost immediately, they're off to the kitchen to get some. The problem is that in the rest of the week, we consume enormous amounts of sweets and biscuits."

5. At least staff at i-to-i are eating less bad food than they used to. "At one stage we had a box full of chocolate, which seemed like a really nice way to reward staff. But it was almost too successful, and people were picking from it all the time. In the end, some staff members actually asked for it to be removed because they couldn't resist temptation," she adds.

6. The firm has also tried introducing weekly Tai Chi classes to relieve stress and improve well-being. "But they were arranged before work and unfortunately they had to be cancelled because not enough people could attend. Some travel long distances so they couldn't get here early enough. I wanted to attend, but couldn't because of the time of the classes."

7. Rather more successful was the Caledonian Challenge, which a fifth of the staff recently undertook. "You walk 54 miles (86.4 kilometres) in Scotland, through the night," explains Ms Horner. "We also arranged a 14-mile (22.4 km) hike recently, which we did for the charity we support, and even more people did that - probably because it was far less challenging. Nevertheless, it was still under half the workforce."

8. Above all, i-to-i would like to know what measures it can introduce on a daily basis, as well as on occasions, to get staff feeling their best. It would prefer to concentrate them in three key areas - eating, exercise and stress release - and it would like the initiatives to be long-term where possible.

*Adapted from The Independent, 04 September 2005*

#### 4. ► LISTENING

► Expert 1 Dr Frankie Phillips

► Expert 2 Neil Adams

***Listen to two experts commenting on i-to-i's corporate health initiatives. Tick the ideas they suggest.***

- |  |                          |                              |                          |
|--|--------------------------|------------------------------|--------------------------|
| daily fruit breaks                             | <input type="checkbox"/> | a tomato growing competition | <input type="checkbox"/> |
| leaflets on healthy living                     | <input type="checkbox"/> | a water cooler               | <input type="checkbox"/> |
| a lunchtime walking club                       | <input type="checkbox"/> | yoga classes                 | <input type="checkbox"/> |
| large 'exercise balls' for employees to sit on | <input type="checkbox"/> | monthly health seminars      | <input type="checkbox"/> |

## 5. VOCABULARY

*Match the verbs on the left with the nouns on the right to form phrases from the article and recording. Choose four phrases and invent a sentence for each one.*

- |              |               |
|--------------|---------------|
| 1. reduce    | a challenge   |
| 2. improve   | a charity     |
| 3. introduce | absenteeism   |
| 4. resist    | an initiative |
| 5. relieve   | stress        |
| 6. undertake | temptation    |
| 7. support   | well-being    |

## 6. GRAMMAR: PAST AND PRESENT TENSE REVIEW

*Name each underlined tense from the article and match it to one of the functions below.*

1. I-to-i is trying to improve the well-being of its staff.
2. I-to-i provides opportunities for volunteer travel and training.
3. The company has already experimented with a few strategies.
4. About six months ago, we introduced an initiative called 'Fruity Friday'.
5. It's become really popular.
  - a. a habitual or long-term activity in the present.
  - b. a temporary, current activity
  - c. a completed action that occurred at an unspecified time before now
  - d. an action that started in the past and is complete in the present
  - e. a completed action or state in the past

*Find one more example of each tense in the article and match it to one of the functions.*

## 7. GRAMMAR PRACTICE

*Complete the sentences with the verb in brackets:*

1. Their company \_\_\_\_ (offer) a variety of services for its customers.
2. Sales \_\_\_\_ (go up) every year, but this year they (increase) even more than usual.
3. About a year ago, I \_\_\_\_ (start) my own business. Till now, I \_\_\_\_ (sign) ten contracts.
4. Right now, Mr Chang \_\_\_\_ (wait) for some important news. He \_\_\_\_ (hope) to become the new operations director of the company's Shanghai office.
5. John \_\_\_\_ (decide) to take an extended holiday this year because he \_\_\_\_ (work) so hard on the latest project.
6. Peter usually \_\_\_\_ (commute) by car. However, this week he \_\_\_\_ (take) the train because his car \_\_\_\_ (break down).
7. Last month, we \_\_\_\_ (set up) a new call centre, but so far there (not/be) any results.
8. (you/book) a hotel room for tonight? I \_\_\_\_ (ask) you to do it yesterday morning.

9. Anna \_\_\_\_\_ (visit) some friends in Italy at the moment. She \_\_\_\_\_ (go) there every year.
10. (you/ever/eat) sushi? It \_\_\_\_\_ (be) one of my favourite types of food.

### 8. TALKING POINT

*What do you think of the initiatives and advice mentioned in this lesson? Would they be effective or popular in your company? Has your company introduced any successful/unsuccessful health initiatives? What changes have they made/did they make to the well-being and productivity of the workforce? What measures would you introduce to improve well-being in your company?*

## MOTIVATION

### 1. WARM UP

***Look at the words below. Discuss which ideas you think are most motivating for office staff.***

the sound of old	pleasant smelling	in-office doctors	arcade machines
fashioned	offices	free food	slides instead of
typewriters	treadmill desks		stairs
clear desks			

### 2. VOCABULARY

***Match the underlined words to their definitions below.***

1. When I saw my childhood home, I was full of nostalgia.
  2. According to the survey, workers are more stressed than in the past.
  3. They regularly perfume the office to get rid of unwanted smell.
  4. Joe is not at work today. He has a day off.
  5. Living 5 minutes from my work is very convenient.
  6. After jogging in the park for an hour, I decided to have a 30-minute nap.
  7. It was time for lunch, but Mike wasn't hungry because he'd just eaten a snack.
  8. The manager's compliment was very sincere. It was clear that he wasn't pretending.
- 
- a. a collection of people's opinions
  - b. a day when you are not working on a normal working day
  - c. a short sleep
  - d. a small amount of food eaten between meals
  - e. a strong feeling of desire for things, people or situations in the past
  - f. genuine, honest
  - g. give a pleasant smell to something
  - h. located where there is easy access to a place

### 3. READING

**You are going to read an article about how modern companies are motivating their staff. Answer the questions below with the ideas from Exercise 1.**

1. Which idea does The Times newspaper use to motivate staff?
2. Which idea does Tatler use to increase productivity?
3. What do companies need Aroma Co for?
4. Which device motivates staff and also has health benefits?
5. What does Google offer to motivate staff?

## The special devices that companies use to motivate staff

*Adapted from The Independent, by Gillian Orr, 27 August 2014*

1. Journalists at the UK's 'The Times' newspaper received a surprise this week when the noise of old-fashioned typewriters was heard in the newspaper's new offices. But it's not just nostalgia that has inspired this. It is suggested that the extra noise will increase energy levels and help reporters to meet deadlines.
2. We shouldn't be surprised. Offices these days are filled with little devices designed to motivate staff. Another publication, Tatler, operates a clear-desk policy. Sure, it may look pleasing, but according to a survey by the National Association of Professional Organisers, having more space on desks can also increase productivity by up to 30 per cent.
3. And if an office has a very pleasant smell, then it's very possible that it's there on purpose. Companies such as Aroma Co regularly perfume offices in order to stimulate the workforce. And the sweet smell of success? Lavender will relax employees, lower stress levels and reduce absenteeism.
4. In-office doctors are certainly convenient and they have also reduced the number of staff members who take days off.
5. Treadmill desks are becoming more popular. They offer lots of health benefits and also boost job performance, according to the University of Minnesota's Carlson School of Management. But after all that walking, workers are certainly going to want to lie down. However, research suggests that bosses should encourage them to rest. Although it might seem like a bad idea, a short nap is an excellent way to motivate employees.
6. Silicon Valley is leading the workplace revolution. With their slides, games rooms, arcade machines and endless free snacks (especially at Google), their workplaces look like adult theme parks.
7. But is it all just a way to attract the best applicants and make sure workers rarely leave the office? Or do these machines and devices actually increase productivity?
8. Alison Price, a psychologist and author, believes that workers who enjoy their office environment are likely to work harder. "It's positive psychology. There is a lot of evidence that happy employees are more productive," Price says. "They are also more creative, generate more sales and are less likely to take time off."
9. Of course, the tech industry has plenty of cash to spend on these things. Smaller companies should just remember that, according to Price, a sincere "good job" from the boss is certain to boost an employee's productivity.

### 4. COMPREHENSION

***Read the rest of the article and put 'T' (True) or 'F' (False) next to the statements below. Explain why the false statements are wrong.***

1. Having the sound of typewriters in a modern office is only about nostalgia.
2. Having a clear desk can increase productivity by up to 50%.
3. The smell of lavender makes employees less stressed and less absent.
4. In-office doctors increase productivity.
5. Bosses should not allow employees to lie down at work.

6. Silicon Valley is changing the look of modern workplaces.
7. Employees who enjoy their workplaces do not work very hard.
8. Happy employees are more creative and make more money for the company.
9. Smaller companies can increase an employee's productivity without all these expensive devices.

## 5. VOCABULARY

**1) Find a word or phrase in the text which means:**

1. nice (adjective, P2)
2. intentionally (phrase, P3)
3. give someone support or confidence (verb, P5)
4. a lot of, having no limit (adjective, P6)
5. people who apply for a job (plural noun, P7)
6. stop working temporarily because of some reason, e.g. illness (phrase, P8)

**2) Complete the phrases below with the infinitive form of verbs from the text:**

1. *increase* energy levels (P1)
2. \_\_\_\_\_ deadlines (P1)
3. \_\_\_\_\_ staff (P2)
4. \_\_\_\_\_ stress levels (P3)
5. \_\_\_\_\_ absenteeism (P3)
6. \_\_\_\_\_ job performance (P5)
7. \_\_\_\_\_ the best applicants (P7)
8. \_\_\_\_\_ more sales (P8)

## 6. GRAMMAR: PREDICTION AND SPECULATION

***Various structures and verb forms are used in English to speculate about and predict things. Look at the following sentences from the text and match them to the correct structure below.***

1. Having more space on desks can also increase productivity by up to 30 per cent.
2. And if an office has a very pleasant smell, then it's very possible that it's there on purpose.
3. Workers who enjoy their office environment are likely to work harder.
4. It is suggested that the extra noise will increase energy levels and help reporters to meet deadlines.
5. But after all that walking, workers are certainly going to want to lie down.
6. A sincere "good job" from the boss is certain to boost an employee's productivity.
  - a. It's possible/unlikely that...
  - b. be certain to + infinitive
  - c. be going to + infinitive
  - d. be likely/unlikely to + infinitive
  - e. can + infinitive
  - f. will/won't + infinitive



***Complete the sentences below with a suitable word or structure from this exercise. Compare your answers with a partner. Who is more optimistic about improving staff motivation?***

1. A cup of coffee \_\_\_\_\_ increase your energy level.
2. Allowing employees to work from home \_\_\_\_\_ boost their motivation.
3. \_\_\_\_\_ spending time on Facebook has a negative effect on work performance.
4. A very demanding boss \_\_\_\_\_ make workers more productive.
5. \_\_\_\_\_ giving employees more freedom improves their work performance.
6. Increasing workers' salaries \_\_\_\_\_ improve their job satisfaction.
7. Giving free chocolates to staff \_\_\_\_\_ improve their health.
8. Having a messy desk \_\_\_\_\_ make you work harder.
9. Giving free fruit to staff \_\_\_\_\_ improve their health.

## **7. TALKING POINT**

***Discuss any of the following questions***

1. Do you think any of these ideas would work in your company?
2. How healthy is the modern office lifestyle?
3. How do businesses typically motivate staff in your country?
4. How can companies with a low budget motivate staff?



# PERFORMANCE APPRAISAL

## 1. PRE-READING

**You are going to read a short text about performance appraisals. Match the headings to the correct paragraphs. Two of the headings in the list do not match.**

- What are the potential drawbacks of performance appraisals?
- What are the different stages of a performance appraisal?
- Why do many employees not respond well to performance appraisals?
- What does a performance appraisal involve?
- How can performance appraisals benefit both managers and employees?

1 \_\_\_\_\_  
Performance Appraisal (PA) systems are formal methods of planning and evaluating employee performance that involve interviewing (typically annually) to discuss work goals or standards of behaviour and to record what the employee has achieved in these two areas. In goal-based systems, new goals can then be agreed for the next year or period. But PA systems are not just about performance planning and feedback. They frequently require the line manager to make a recommendation about pay (for example a pay increase based on what the employee has achieved). The PA may affect decisions about promotion to a higher position. They also very often include some form of planning for employee development, including training, coaching and giving the employee specific tasks for the coming year. However, some organizations separate discussion of individual performance and career development, as it can be difficult to discuss both at the same time.

2 \_\_\_\_\_  
The complexity of HR systems means that how well PA systems are designed and implemented varies enormously. A lot can go wrong with them, which can undermine employee motivation and trust rather than strengthening them. The notion that

'performance appraisal improves performance' just because the word 'performance' is included in it should be treated carefully; (the same is true of any HR technique containing the word 'performance'). Each element in a PA system means that managers need to be skilled and each carries risks. Reviews of research on PA systems stress that they can be useful, but only if they are managed carefully.

3 \_\_\_\_\_  
Despite the serious challenges, executives have long been able to see a valid and important role for formal performance appraisal, particularly in big organizations with large numbers of salaried staff. Research in Britain shows that PA systems are growing as a way of managing individual performance, particularly in managerial and professional work. As noted above, the range of individual performance in jobs that involve higher levels of personal decision-making is vast and it seems only logical to manage each employee as an individual. From the employee's perspective, there is also potentially something to gain from a PA system. PA systems can form the basis for discussing the individual's job and their career development in a way that otherwise only occurs at their recruitment interview.

This means that employees are often keen to have an annual review: it is frequently their best chance to talk back to their manager. PA systems provide a one-to-one forum for employees to speak. The

employees - especially the more assertive ones - find this very useful.

*Adapted from: Management, Work & Organisations by  
Peter Boxall and John Purcell, pp. 215-217; © Peter  
Boxall and John Purcell, 2011*

## 2. COMPREHENSION

***Do these statements match the information in the text? Mark each statement true (T) or false (F).***

1. The employee's pay rise for the following year is always agreed at the performance appraisal meeting.
2. Performance appraisals are used to review the past year's performance and don't normally involve planning for the future.
3. The author questions whether performance appraisal always helps to motivate employees.
4. The author thinks that performance appraisal only really works well in big companies.
5. The author feels that, in the right circumstances, performance appraisal benefits employees as well as employers.

## 3. VOCABULARY 1

***Complete the words that have similar meanings to the ones below. Then look back at the text and check your answers.***

1. assessing e \_\_\_\_\_
2. to influence (e.g. a decision) to a \_\_\_\_\_
3. to keep apart to s \_\_\_\_\_
4. to weaken to u \_\_\_\_\_
5. to differ to v \_\_\_\_\_
6. 'This system involves risks.' This system c \_\_\_\_\_ risks.'
7. huge / enormous v \_\_\_\_\_
8. viewpoint p \_\_\_\_\_
9. to happen to o \_\_\_\_\_
10. confident (e.g. in expressing personal opinions) a \_\_\_\_\_

## 4. VOCABULARY 2

***Match the two halves of the sentences.***

- |   |   |
|---|---|
| 1. We need to agree your goals ...              | a. ...for PA in our company.              |
| 2. The manager has to make a recommendation ... | b. ... about your pay increase this year. |
| 3. We see an important role ...                 | c. ... with this.                         |
| 4. There is definitely something to gain ...    | d. ... for the coming year.               |

- 5. A lot can go wrong ...
  - e. ... for discussing your job in detail.
- 6. This can form the basis ....
  - f. ... from having this system.

## 5. DISCUSSION

*Make a list of questions that you think would be good to ask during a performance appraisal. Then make a second list of questions that you think would be (a) inappropriate (b) not useful. Make notes of the reasons for your choices. Then compare your list with other people in the class. Do you agree with their ideas?*

## 6. ►PRE-LISTENING

*You are going to listen to a conversation between Laura, a new employee, and Tom, who has been working at the same company for a long time.*

*As you listen, decide which two of the adjectives in the box best represent Tom's opinion of performance appraisals.*

positive                  negative                  idealistic                  confused                  cynical

## 7. ►COMPREHENSION

*Listen to the conversation again and choose the best answers (a, b or c).*

1. Tom thinks that training to prepare people for carrying out performance appraisals or for being appraised tends not to work because:
  - a. the training doesn't reflect how people actually behave in reality.
  - b. the training is too basic and doesn't anticipate the problems that come up.
  - c. the training is too complicated and people don't understand it properly.
2. Tom thinks that a manager's knowledge of appraisal procedures and how well he or she has prepared:
  - a. have no importance.
  - b. are extremely important.
  - c. have some importance, but the manager's personality is equally significant.
3. Tom believes that when managers criticize employees during an appraisal, they should always aim:
  - a. to be completely honest.
  - b. to explain to employees how they can change their personal attitudes and behaviour.
  - c. to help people to perform better in their job.
4. Tom believes that some managers will criticize an employee because:
  - a. they are jealous of how well the employee is doing.
  - b. they think that they could do the employee's job better.
  - c. they think that the employee doesn't like them.
5. Tom believes that some managers avoid criticizing employees because:

- a. they are unfairly criticized by their own manager and don't want to behave like them.
  - b. they are too worried about staying friends with the employees who report to them.
  - c. they are not confident enough that they have reached the right decision.
6. Tom argues that 'soft' appraisals are bad for companies because they lead to:
- a. poorly performing employees being over-promoted to jobs they aren't able to do well.
  - b. employees being paid too much.
  - c. good employees deciding to leave the company.

## 8. VOCABULARY

**Complete the description using the words in the box. Then listen to the first part of the conversation and check your answers.**

career	comment	company	constructive	contribution
deal	depends	for	improve	just
motivated	performance	set	suggest	supposed

**Tom:** Well, \_\_\_\_\_ [1] one thing, so much \_\_\_\_\_ [2] on how good the manager is. Think about what managers are \_\_\_\_\_ [3] to do during appraisals. They need to \_\_\_\_\_ [4] goals and \_\_\_\_\_ [5] standards. They are meant to \_\_\_\_\_ [6] on your performance during the past year in a way that is accurate, \_\_\_\_\_ [7] and fair. And they are required to \_\_\_\_\_ [8] ways you can both \_\_\_\_\_ [9] your performance and develop your \_\_\_\_\_ [10].

**Laura:** Yes, that's a lot.

**Tom:** And that's not all. While doing all this, the managers are expected to make sure you're performing well for the \_\_\_\_\_ [11]. But at the same time they have to ensure that that you feel that the company values the \_\_\_\_\_ [12] you're making; in other words, the appraisal should help you to stay \_\_\_\_\_ [13] as an employee. That's a great \_\_\_\_\_ [14] to achieve successfully in \_\_\_\_\_ [15] one interview.

## 9. DISCUSSION

**Tom has given some of the key arguments against performance appraisals, but there are also a lot of positive reasons for doing them. Make a list of arguments in favour of carrying out performance appraisals. Then compare them with other people in the class. Do you agree with each other's points?**

## HEALTH AND SAFETY

### 1. PRE-READING

*In what ways can a company's HR department help promote health and safety within the company? Discuss, then compare your ideas with those in the reading text.*

#### **Health and wellness and human resource management**

The employer has a legal duty to maintain a healthy and safe workplace. Health and safety responsibilities are directly related to key Human Resources Management activities such as selection, appraisal, rewards and learning, and development. Health and safety considerations and policy can affect the process of selecting new employees in two ways. First, it is safe to assume that, during the recruitment process, potential applicants will be more attracted to an organization that has a reputation for offering a healthy and safe work environment for employees. Second, by choosing applicants with personality traits that make accidents less likely, companies can help to keep the workplace healthy and safe. When a manager's performance appraisal takes account of the safety record of his or her department or team, this can also improve health and safety. Research suggests that safety management programmes are more effective when the assessment of managers' performance includes a check on the number of accidents in the departments or teams that they are responsible for.

Safe work behaviour can be encouraged by a reward system that ties bonus payments to the safety record of a work group or team. Some organizations also give prizes to their employees for safe work behaviour, a good safety record or for suggestions for improving health and safety. Training and human resources (HR) development play an essential role in promoting health and safety awareness among employees, and indeed the Health and

Safety at Work Act (HASAWA) 1974 requires employers to provide instruction and training to ensure the health and safety of their employees. Studies indicate that safety training for new employees is particularly beneficial, because accidents are highest during the early months of a new job.

On the question of the importance of occupational health and safety, the costs of ill-health and work-related accidents are not only borne by the victims, their families and their employers. In fact, the costs of occupational ill-health and accidents are also clearly borne by the taxpayer and public sector services. The health care sector, for example, bears the costs of workplace ill-health and accidents. Reliable estimates of the total cost of occupational ill-health and accidents are incomplete: this perhaps shows the low priority given to this area of work. The Health and Safety Executive (HSE) has admitted that, although occupational diseases kill more people in the UK each year than industrial accidents, there is only limited information on the former. An official survey in 1993 estimated the cost to society for deaths and accidents (excluding occupational disease) in British workplaces at £10-15 billion, or 1.75-2.75 per cent of the gross domestic product. In Canada, compensation for victims of workplace accidents exceeds US\$3 billion; this figure excludes the cost to the public health care system resulting from long-term work-related illnesses. *Adapted from Human Resources Management, Bratton & Gold, ©John Bratton and Jeff Gold, 1994-2007, pp. 481-2*

## 2. COMPREHENSION

*Do these statements match the information in the text? Mark each statement as true (T) or false (F).*

1. Having a good health and safety record can definitely help companies attract candidates.
2. Employers can keep a workplace healthy and safe by choosing employees who have a proven record of preventing and avoiding accidents.
3. All managers should be responsible for recording the number of accidents that take place in the departments or teams that they manage.
4. Safety training is only essential during the early months of a new job, because that is when most accidents tend to happen.
5. Estimates of the total cost of work-related ill-health and accidents are incomplete, probably because the authorities do not see them as being sufficiently important.
6. The figure of US\$3 billion for compensation of accident victims in Canada does not represent the true cost for the Canadian government.

## 3. VOCABULARY

*Without looking back at the text, fill in the missing words (the first one is done for you).*

1. a responsibility imposed by the law: a legal duty
2. when an organization is well known for something, it has a r\_\_\_\_\_ for something
3. particular qualities or types of someone's personality: personality t\_\_\_\_\_
4. to consider specific facts when deciding about something: to take a\_\_\_\_\_ of
5. payments that are in addition to somebody's normal salary: b\_\_\_\_\_ payments
6. to play a vital part in something: to play an e\_\_\_\_\_ role
7. especially valuable and useful: particularly b\_\_\_\_\_
8. costs are met by (the taxpayer): costs are b\_\_\_\_\_ by
9. when you are sure that estimates are correct, they are r\_\_\_\_\_ estimates
10. to treat something as unimportant: to give something a low p\_\_\_\_\_
11. diseases that you can get from the workplace: o\_\_\_\_\_ diseases

## 4. DISCUSSION

*How should the responsibility for maintaining health and safety in the workplace be divided between individuals, companies and the government?*

## 5. ►PRE-LISTENING

*What do you think are the main causes of workplace stress? Discuss this question and make notes.*

*You are going to hear a conversation between Laura, a new employee, and Tom, who has been working at the same company for a long time. Listen and compare your ideas with the ones mentioned in the conversation.*



## 6. ► COMPREHENSION

*Listen to the conversation and decide whether these statements are true (T) or false (F).*

1. Because he is suffering from stress-related illness, George will have to leave the company in a month's time.
2. Tom was surprised that George is suffering from stress, because he thought that George's job didn't involve a lot of responsibility or pressure.
3. Laura describes research showing that lower-level jobs tend to be more stressful than higher-level ones.
4. The research Laura mentions suggests that manual workers are two and a half times more likely to have a first heart attack than senior managers.
5. Laura thinks that George might be stressed because of the number of expense claims he has to deal with.
6. Tom feels stressed because he is constantly being interrupted at work.
7. Laura got stressed when she was promoted because she didn't get any support from her two managers.
8. Laura asked for the colleague she had been arguing with to be transferred to another department.
9. Tom accepts Laura's arguments that stress can be caused by personal factors such as financial or family problems.

## 7. VOCABULARY

*Listen to the conversation and find words that have equivalent meanings to the ones below. The first one is done for you. Then listen again and check your answers.*

1. to be told to take a month off work: to be given a month's leave
2. worried: a \_\_\_\_\_
3. clear, unmistakable: o \_\_\_\_\_
4. stressful, difficult (e.g. a job): high-p \_\_\_\_\_
5. pieces of academic research: s \_\_\_\_\_
6. work done with the hands: m \_\_\_\_\_ work
7. an office job (involving copying or calculating): a c \_\_\_\_\_ job
8. a job involving a lot of the same repeated activities: a r \_\_\_\_\_ job
9. obeying / respecting rules: f \_\_\_\_\_ rules
10. what you are meant to do: what you are e \_\_\_\_\_ to do
11. to fix a problem: to s \_\_\_\_\_ a problem
12. to be moved (to another department): to be t \_\_\_\_\_
13. to carry out two tasks at the same time: to c \_\_\_\_\_ tasks

## 8. DISCUSSION

*Laura mentions that you cannot always tell if someone is stressed just from talking to them. What are some common symptoms of workplace stress? How can individuals and companies reduce stress?*

## 9. WEBQUEST

*Enter the terms workplace stress and / or stress at work into a search engine and report on any interesting links that you find, especially from news stories as well as more academic sources.*



## TRANSCRIPTS

### SELECTION AND RECRUITMENT

Tom and Laura are talking about what can usually be expected in an interview, and how modern recruitment practices are a little different from those in the past.

**Laura:** So, what would you say are the most important stages of the selection and recruitment process?

**Tom:** I think the starting point has to be attracting the right candidates. When I first started twenty years ago, it was very simple. Each time a job vacancy came up, the company used to place an advertisement - in newspapers mainly, but also in specialist professional journals. Nowadays things are different in lots of ways.

**Laura:** For example?

**Tom:** Well, as you know, there's been a huge growth in e-recruitment. More and more companies only advertise jobs on websites and only accept job applications online. Big companies have the resources to do this for themselves on their own company websites. But there are also lots of recruitment agents who do the job of recruiting on the company's behalf. Sometimes these agents function like a newspaper's jobs page and just provide a job board and other advice to job applicants. But other recruitment agents offer to manage the entire recruitment process online, in collaboration with their client company's HR department.

**Laura:** Apart from e-recruitment, are there any other changes since you started out?

**Tom:** Yes, there are. The way in which companies advertise has changed. Whereas they used to just describe a particular job, where it was based, what it involved, what the salary was, and so on, now the bigger companies also place more general adverts which aim to make candidates aware of the company: what it does and what its image and values are. These ads are sometimes called 'low-involvement' advertisements. By doing this, companies hope to draw the best candidates away from their competitors.

**Laura:** Does that mean that companies have stopped using traditional job descriptions?

**Tom:** No, job descriptions are still a key aspect of the process. In fact, there are actually two key documents that most companies use: the job description and the personnel specification.

**Laura:** What's the difference between the two?

**Tom:** As you would expect, the job description describes the job and the standards of performance needed to do it. Typically it includes the job title, the department the job holder works in and who he or she reports to. It also sets out the overall purpose and objectives of the job and the jobholder's specific duties and responsibilities.

**Laura:** And the personnel specification?

**Tom:** That focuses more on the 'ideal' person to do the job. It might include categories such as qualifications and experience, skills and abilities, why the person wants to do the job - in other words their motivation and personality. It's useful as a way of deciding between candidates.

**Laura:** OK, so those are the earlier stages. What about the point at which the company selects the successful candidate?

**Tom:** Well again, looking back to when I started out, the key elements of selection were the application form, the letters of reference and - most important of all - the job interview. Job interviews used to be a bit like a general conversation. Nowadays, interviews tend to be much more structured and standardized than they were in the past. Also, job interviews used to focus quite a lot on the candidate's past experience: what they did and the things they were responsible for. Past experience is also significant now, of course, but these days we concentrate much more on finding out about the candidates' abilities and their personality - not just what they are able to do but also how well they are likely to perform in the job. This is what we mean by 'competencies', which is an expression you might have heard. And there are various techniques for finding out about this.

**Laura:** You mean things like psychometric testing?

**Tom:** Yes, psychometric testing can be a useful way of finding out how people will perform once they are actually doing a job. In fact there are really two kinds of tests. First, there are ability or aptitude tests that look at skills such as numeracy, verbal reasoning and other mental and physical abilities, depending on what the job requires. And secondly, there are personality tests or inventories, which are designed to find out about candidates' personalities: what their values and interests are; how intelligent they are; what sort of things they're interested in, and so on.

**Laura:** How do you ask people about their personalities?

**Tom:** Well, people usually are given a self-report questionnaire, where they have to agree or disagree with a list of statements. For example, a typical statement in a questionnaire might be: "I can work well, even when things are disorganized." People can give a range of responses to the statement, for example 'strongly agree', 'strongly disagree' and 'neither agree nor disagree'. Again, a lot of this kind of testing is done online nowadays. Online testing has good and bad consequences, in my opinion.

**Laura:** What do you mean?

**Tom:** Well, on the plus side, it allows companies to save money and to process candidates more quickly. But on the minus side, it means that they might end up rejecting good candidates as well as bad ones. In the end, it's all a question of...

## PERFORMANCE APPRAISAL

Laura, a new employee of a company, is talking to Tom, who has been working at the same company for a long time. They are talking about performance appraisals.

**Laura:** Tom, next week it's my first performance appraisal since I joined the company. You've been working here a long time, so you must have been appraised lots of times.

**Tom:** I certainly have Laura! Can't you see all these grey hairs on my head?

**Laura:** I never noticed them! So, what can I expect?

**Tom:** Well, I think you might be asking the wrong person.

Laura: Why's that?

**Tom:** Well, in my experience, performance appraisals are usually a complete waste of time.

**Laura:** That's a bit negative, isn't it? I did the training course about how to prepare for appraisals last month, and it seemed like a useful process to me. Why do you have such a bad opinion of them?

**Tom:** Well, for one thing, so much depends on how good the manager is. Think about what managers are supposed to do during appraisals. They need to set goals and performance standards. They are meant to comment on your performance during the past year in a way that is accurate, constructive and fair. And they are required to suggest ways you can both improve your performance and develop your career.

**Laura:** Yes, that's a lot.

**Tom:** And that's not all. While doing all this, the managers are expected to make sure you're performing well for the company. But at the same time they have to ensure that you feel the company values the contribution you're making; in other words, the appraisal should help you to stay motivated as an employee. That's a great deal to achieve successfully in just one interview.

**Laura:** But just like I got trained to prepare for my appraisal, surely the managers are trained to carry out appraisals, aren't they? Won't that training help them?

**Tom:** Well, yes. Of course they are trained to carry out appraisals, just as you've been trained to be appraised. But, unless you're very lucky, all the things they teach you on these training courses - well, they don't happen in real life. It's a bit like when you learn to drive. When you take your driving test, you do everything perfectly. But when people start driving on their own, they start to develop bad habits.

**Laura:** What do you mean?

**Tom:** What I'm saying is that it isn't just a question of how well-prepared or knowledgeable your manager is. It also has a lot to do with the manager's personality. I've had lots of different managers since I started here, so I've seen all sorts of problems.

**Laura:** What sort of problems?

**Tom:** Well, some managers are too critical. They just enjoy criticizing the people working for them, whether it's fair or not. And the problem is even worse when the feedback the manager gives is unconstructive. Criticism should help people to improve. There's no point criticizing things that the employee can't change or control.

**Laura:** Yes, I can see that.

**Tom:** And the worst situation of all is when a manager is criticizing someone for personal reasons, rather than because they are really performing badly.

**Laura:** But why would a manager want to do that?

**Tom:** Oh that's simple. They might not like the person they are appraising. Or, they could be jealous of the person because they are too successful. Or they may even see the person as a threat or a rival - somebody who might take their job.

**Laura:** That's really bad. So do you think the main problem with appraisals is the managers who criticize too much, or criticize unfairly?

**Tom:** Well, no actually. In my experience, the opposite problem is more common. A lot of managers are much too soft in appraisals.

Laura: But why would a manager not want to criticize a person in an appraisal if there's a real problem that needs to be addressed?

**Tom:** There are all sorts of reasons. Some managers think criticizing a person will reflect badly on them when it's their turn to be appraised by their boss. Some realise that they have to continue working with the person after the appraisal has been completed, so they prefer to avoid conflict because they don't want to risk spoiling their relationship with the employee. And some managers are simply lazy - they just don't want to do the additional work needed to deal with a problem.

**Laura:** That's terrible.

**Tom:** Yes, and it's terrible for the company, too. When performance issues aren't dealt with during the appraisal, then people who are performing badly often get promoted to a job that they are not capable of doing.

**Laura:** Yes, I see.

**Tom:** And because the poorly performing manager has been promoted, this means they get a higher salary, so they are less likely to want to leave the company. So the whole problem is passed on to the next manager to deal with.

**Laura:** Well, I can see some of the problems now you've explained them. But surely there's a positive case for having performance appraisals...

## HEALTH AND SAFETY

Laura, a new employee in the company, is talking to Tom, who has been working at the same company for a long time.

They are talking about causes of stress in the workplace.

**Tom:** Did you hear about George in the Accounts department?

Laura: No?

**Tom:** He's been diagnosed with work-related stress and has been given a month's leave.

**Laura:** Really? That's terrible.

**Tom:** Yes, I was very surprised. He always seemed so happy when I spoke to him. He didn't look especially tired or seem tense or anxious.

**Laura:** Well you can't always tell that somebody is suffering from stress just from talking to them. Sometimes the symptoms aren't obvious.

**Tom:** Yes, that's fair enough. But another reason I was surprised to hear about George is that I didn't think his job was particularly difficult or high-pressure. I mean, you read a lot about 'executive burnout', but George isn't even a manager. In fact, I don't think he has anybody reporting to him. All he has to do is check people's expenses claims.

**Laura:** That's not very fair! It isn't only people in senior jobs who can suffer from stress, you know. I was reading an article about workplace stress last week. There have been some studies in the US that show that the most stressful jobs are manual work and lower-level office jobs like secretaries or routine jobs like the one George does. In fact, the chances of suffering a first heart attack are 2.5 times higher among manual and clerical workers than they are among executives and senior managers.

**Tom:** Well, I never knew that. But why would someone get so stressed that they need time off work? What causes it?

**Laura:** Well, according to the article I read, there are lots of possible reasons. For example, to go back to

what we were just talking about, maybe George is depressed because of the way his job is designed. It's quite common for that to happen, you know, especially in a job like George's.

**Tom:** What do you mean by that?

**Laura:** Well, if you think about it, George's job is to check people's expenses claims. But he never gets to meet the people making the claims, or even talk to them. All he has to do is make sure the figures add up and people are following

the company expenses rules. And he never gets to travel anywhere himself!

**Tom:** Yes, I can see why not talking to people would make you stressed. Now I have the opposite problem.

My phone is ringing all day long, and I'm always getting lots and lots of emails. So it takes me ages to do all the things I need to do. And sometimes there's a fire alarm test or the computer system breaks down, so I have to stop what I'm doing. That's what causes me stress. And I'm sure I'm not the only person to hate constant interruptions, (pause) So what about you, Laura? Have you ever felt stressed at work?

**Laura:** Yes, I have. The last time I felt really stressed at work was when I was promoted to a new job. I didn't have a job description straight away, and I was working for two different managers. I wasn't really sure what I was expected to do, or whether I was succeeding or failing. That was really stressful.

**Tom:** Yes, it must have been.

**Laura:** And another time I had a big argument with one of my colleagues which lasted for several months. That was stressful, too.

**Tom:** I'm sure it was. Did you manage to solve the problem?

**Laura:** Well, in the end, the problem was solved for me.

**Tom:** How?

**Laura:** She was transferred to another department.

**Tom:** Oh, I see.

**Laura:** But I'm not saying that all workplace stress is caused by work. There are often personal factors as well.

**Tom:** What do you mean by personal factors?

**Laura:** Well, for example, someone could get stressed because they were having financial problems. They might be finding it hard to pay their monthly rent or mortgage.

**Tom:** Yes, that's true.

**Laura:** And a lot of women get stressed because they have to combine work with looking after their family.

And there are lots of other reasons. For example, they could be having problems with their marriage or their children.

**Tom:** Fair enough. So, if there are so many reasons for stress, are there things that companies can do to reduce the risk?

**Laura:** Well, yes there are. For example, they can ... (fade)

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# HR MANAGEMENT УПРАВЛЕНИЕ ПЕРСОНАЛОМ

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