

Test 1

READING 1 hour

PART ONE

Questions 1–7

- Look at the statements below and the text on the opposite page about the use of coaching in staff development.
- Which section (**A**, **B**, **C** or **D**) does each statement (**1–7**) refer to?
- For each statement (**1–7**), mark one letter (**A**, **B**, **C** or **D**) on your Answer Sheet.
- You will need to use some of these letters more than once.

Example:

- 0** the best coaches being committed to their work and feeling pleased with what they achieve

0	A	B	C	D
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

- 1 the contact between coach and employee not solving all difficulties at work
- 2 the discussion of how certain situations could be better handled if they occur again
- 3 a coach encouraging an employee to apply what has been taught to routine work situations
- 4 coaching providing new interest to individuals who are unhappy in their current positions
- 5 coaching providing a supportive environment to discuss performance
- 6 employees being asked to analyse themselves and practise greater self-awareness
- 7 coaching enabling a company to respond rapidly to a lack of expertise in a certain area

Coaching

A

Coaching involves two or more people sitting down together to talk through issues that have come up recently at work, and analysing how they were managed and how they might be dealt with more effectively on subsequent occasions. Coaching thus transfers skills and information from one person to another in an on-the-job situation so that the work experience of the coach is used to advise and guide the individual being coached. It also allows successes and failures to be evaluated in a non-threatening atmosphere.

B

Coaching means influencing the learner's personal development, for example his or her confidence and ambition. It can take place any time during an individual's career. Coaching is intended to assist individuals to function more effectively, and it is a powerful learning model. It begins where skills-based training ends, and helps individuals to use formally learnt knowledge in day-to-day work and management situations. Individuals being coached are in a demanding situation with their coach, which requires them to consider their own behaviour and question their reasons for doing things.

C

The coach professionally assists the career development of another individual, outside the normal manager/subordinate relationship. In theory, the coaching relationship should provide answers to every problem, but in practice it falls short of this. However, it can provide a space for discussion and feedback on topics such as people management and skills, behaviour patterns, confidence-building and time management. Through coaching, an organisation can meet skills shortages, discuss targets and indicate how employees should deal with challenging situations, all at short notice.

D

Effective coaches are usually those who get satisfaction from the success of others and who give time to the coaching role. Giving people coaching responsibilities can support their development, either by encouraging management potential through small-scale one-to-one assignments, or by providing added job satisfaction to managers who feel they are stuck in their present jobs. A coach is also a confidential adviser, accustomed to developing positive and effective approaches to complex management, organisational and change problems.

Test 1

PART TWO

Questions 8–12

- Read the article below about a catering company.
- Choose the best sentence from the opposite page to fill each of the gaps.
- For each gap (8–12), mark one letter (A–G) on your Answer Sheet.
- Do not use any letter more than once.
- There is an example at the beginning, (0).

BUFFET ZONE

Lucy Robertson started working at a take-away food business to supplement her income during her student days at Edinburgh University. Several years later she had bought the business and now, 17 years on, she owns Grapevine Caterers, probably Scotland's leading independent caterers, with a turnover of almost £6m.

She had never planned to own a business, and had certainly never considered a career in catering. (0) ... **G** ... However, her unplanned career began in 1985, when she returned to Edinburgh and discovered that the takeaway she had worked in was up for sale. On impulse, she bought it, but admits that at the time she knew nothing about catering. (8) It was a difficult time, but essential in terms of gaining the experience she needed. The late 1980s boom was good for business, with large numbers of office workers wanting takeaway food for their lunches. (9) 'At one point there were 26 food outlets within a 5-kilometre radius,' Robertson recalls. As the economy changed and the once packed office blocks started to become vacant, it became clear that Robertson would need to diversify. (10) It changed the direction of the company for good.

As Robertson began to win catering contracts, she decided that the company would

have to move to larger premises. In 1994, the move was made when she bought another catering business that already had a number of profitable contracts for boardroom lunches.

Meanwhile, Robertson's main competitor, the oldest catering company in Edinburgh, was causing her some anxiety. 'Customer loyalty is not to be underestimated,' she warns. But Robertson is not someone who is easily put off. (11) Partly as a result of this, turnover doubled, and having outgrown another site, Robertson bought a city-centre location for the group's headquarters.

By now, Grapevine's main competitor was a new catering company called Towngates. Although Robertson tried to raise enough money to buy Towngates, she did not succeed. Then luck intervened and Towngates went bankrupt. (12) Many accepted and the company's turnover went from £700,000 to £1.5 million almost overnight.

However, the company's growth was not as smooth as it sounds in retrospect. Robertson admits, 'We were close to the edge during the growth period. Like many under-capitalised companies trying to grow, it might easily have collapsed.' But that, she feels, is the challenge of developing your own business.

Example:

0	A	B	C	D	E	F	G
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

- A** But there are plenty of similar contracts to be won in the east of Scotland before Robertson turns her attention elsewhere.
- B** Her way round this particular problem was to recruit the catering manager of the rival company.
- C** But this demand was short-lived, and before long, increasing competition made it harder to make a profit.
- D** 'It was a dramatic learning curve and very small amounts of money were earned at first,' says Robertson.
- E** She decided that the solution, since many companies required working lunches for meetings with clients, was to prepare and deliver meals to business premises.
- F** On hearing this, Robertson immediately contacted all of their clients and offered the services of Grapevine Caterers.
- G** Instead, she studied accountancy after leaving university, and a steady if unspectacular professional path seemed set.

Test 1

PART THREE

Questions 13–18

- Read the article below about an image consultant who advises people on how to present themselves in the world of work, and the questions on the opposite page.
- For each question (13–18), mark one letter (A, B, C or D) on your Answer Sheet.

===== HOW TO MARKET YOURSELF =====

We manage our own careers now. So knowing how to brand and position yourself in the market as ‘Me plc’ at different stages of your working life is becoming an increasingly vital skill. At least that is what image expert Mary Spillane believes. ‘Employment as we know it is decreasing. Jobs don’t exist, work exists. In the next decade most of us will be suppliers, not staff. We will have clients not bosses. If you are under 30, you probably know that there is only one firm to join for life: Me plc. It promotes you and your potential to others.’

‘We’re working in multi-national, multi-cultural, multi-corporate teams and it’s important to understand the implications of this. We need to create a personal brand that is unique, but complements the brand of the corporation we are working for. You have to find a way to do it so that you are not just a typical employee,’ advises Spillane. ‘You have to decide what central values you want to project, and also what may need to alter from situation to situation.’

Many people only remember Mary Spillane for the years she spent running a cosmetics company, but she actually has masters degrees in information science and politics. She used to hide that hard-hitting side, but is now eager to show it and forget about cosmetics. ‘Now that I’m working in the boardrooms of major plcs and global companies, I’m playing up my degrees and management background so that the image side is seen only as an addition to the value side,’ says Spillane.

Some contracts take longer than others. ‘The City law firms I’m currently working for are really difficult because they don’t have any idea of what their brand should be, and are still very

traditional even when talking about becoming modern. I’m showing them how to do everything from changing their reception areas – which tend to be very off-putting with their high-fronted reception desks – to how to make small talk that is less formal and rigid. Companies rebrand themselves all the time, spending millions on new office interiors and so on. But without an underlying change of attitudes, it can prove an empty exercise.’

She argues that for individuals too, there must be more than a surface change, as rebranding goes deeper than a mere change of wardrobe. Beyond advice on appearance, she tells clients, ‘Remind yourself of what you are selling: the personal values that comprise your brand. Learn to present yourself in a way that will project what you want to deliver. Lifelong learning is essential, together with the sort of discovery and adventure that promote personal growth. Always have an up-to-the-minute CV ready to print out, refreshing it every few months with your most recent achievements, just to remind others of your brand value.’

She believes it is essential that you understand both your public self and your private self, as well as your blind spots and your potential, in order to create an effective brand. ‘The public self is the image you project to the world, the private self is what you know about yourself but others don’t, and blind spots are those things that others see about you but you can’t see for yourself. By deciding what image you want other people to see, emphasising more of your private self and sorting out a few blind spots, you will increase not only your potential to influence others, but also your self-esteem and self-confidence.’

- 13** In the first paragraph, Mary Spillane says people should learn how to market themselves because
- A** it encourages companies to give them a job for life.
 - B** in the future it will be a company requirement.
 - C** in many careers it is becoming difficult to succeed.
 - D** it will help them adapt to developments in the job market.
- 14** Spillane says that, when creating a personal brand, it is important to
- A** change things depending on the circumstances.
 - B** decide what image people would like you to present.
 - C** make sure that colleagues feel at ease with your image.
 - D** follow the example of someone in the company you work for.
- 15** What do we learn about Spillane in the third paragraph?
- A** She is embarrassed about her career with a cosmetics company.
 - B** She doesn't like talking about her academic background.
 - C** She has qualifications many people are unaware of.
 - D** She worries about how other people see her.
- 16** Which problem does Spillane refer to when talking about the companies she is presently working with?
- A** They find it difficult to accept her ideas.
 - B** They are unaware of how to rebrand themselves.
 - C** They don't want to spend large amounts of money.
 - D** They are unwilling to modernise their work environment.
- 17** When advising people on rebranding themselves, Spillane tells them to
- A** attend courses to gain specialist skills.
 - B** update regularly their written proof of what they can do.
 - C** try out different ways of presenting themselves to others.
 - D** remember that what they look like is the most important point.
- 18** Spillane says that, in order to rebrand yourself successfully, it is important to
- A** ask for other people's opinions about your image.
 - B** feel confident about what you are trying to achieve.
 - C** learn how to make use of all aspects of your character.
 - D** model yourself on people with a certain amount of influence.

Test 1

PART FOUR

Questions 19–33

- Read the text below about planning.
- Choose the best word or phrase to fill each gap from **A, B, C** or **D** on the opposite page.
- For each question (**19–33**), mark one letter (**A, B, C** or **D**) on your Answer Sheet.
- There is an example at the beginning, (**0**).

Planning

In any planning system, from the simplest budgeting to the most complex corporate planning, there is an annual (0) This is partly due to the fact that firms (19) their accounting on a yearly (20) , but also because similar (21) often occur in the market.

Usually, the larger the firm, the longer the planning takes. But typically, planning for next year may start nine months or more in advance, with various stages of evaluation leading to (22) of the complete plan three months before the start of the year.

Planning continues, however, throughout the year, since managers (23) progress against targets, while looking forward to the next year. What is happening now will (24) the objectives and plans for the future.

In today's business climate, as markets constantly change and become more difficult to (25) , some analysts believe that long-term planning is pointless. In some markets they may be right, as long as companies can build the sort of flexibility into their (26) which allows them to (27) to any sudden changes.

Most firms, however, need to plan more than one year ahead in order to (28) their long-term goals. This may reflect the time it takes to commission and build a new production plant, or, in marketing (29) , it may be a question of how long it takes to research and launch a range of new products, and reach a certain (30) in the market. If, for example, it is going to take five years for a particular airline to become the (31) choice amongst business travellers on certain routes, the airline must plan for the various (32) involved.

Every one-year plan, therefore, must be (33) in relation to longer-term plans, and it should contain the stages that are necessary to achieve the final goals.

Example:

A performance **B** transaction **C** process **D** action

0	A	B	C	D
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- 19** **A** make up **B** carry out **C** bring about **D** put down
- 20** **A** basis **B** grounds **C** foundation **D** structure
- 21** **A** distributions **B** guides **C** designs **D** patterns
- 22** **A** approval **B** permission **C** consent **D** decision
- 23** **A** value **B** inspect **C** review **D** survey
- 24** **A** command **B** prompt **C** influence **D** persuade
- 25** **A** guess **B** speculate **C** reckon **D** predict
- 26** **A** operations **B** techniques **C** measures **D** exercises
- 27** **A** answer **B** respond **C** counter **D** reply
- 28** **A** move **B** lead **C** develop **D** benefit
- 29** **A** expressions **B** descriptions **C** words **D** terms
- 30** **A** reputation **B** position **C** situation **D** influence
- 31** **A** desired **B** selected **C** preferred **D** supposed
- 32** **A** acts **B** steps **C** means **D** points
- 33** **A** handed over **B** drawn up **C** made out **D** written off

Test 1

PART FIVE

Questions 34–45

- Read the job advertisement below.
- In most of the lines (34–45) there is one extra word. It is either grammatically incorrect or does not fit in with the meaning of the text. Some lines, however, are correct.
- If a line is correct, write **CORRECT** on your Answer Sheet.
- If there is an extra word in the line, write **the extra word** in CAPITAL LETTERS on your Answer Sheet.
- The exercise begins with two examples, (0) and (00).

Examples:

0	C	O	R	R	E	C	T	
00	S	U	C	H				

Customer Services Director

0 Our client is well known as a producer of branded products in the home
 00 improvement sector. The business is experiencing a period of such significant
 34 volume and profit growth and as a result is now looking to appoint itself a
 35 Customer Services Director. This position involves in reporting directly to the
 36 Managing Director and key responsibilities include the control and development
 37 of the process for ordering goods. While through the management and
 38 motivation of twenty staff, you will be seen the focal point of managing
 39 customers' expectations, from keeping them up to date at all times with the
 40 progress of their orders. This role is a challenging one and calls for an individual
 41 with those top-level interpersonal and communication skills and a good
 42 understanding of process management. In return for the company offers the
 43 right candidate with a highly competitive salary and benefits package. Assistance
 44 with relocation expenses, if appropriate, that is also available. If you feel you have
 45 the qualifications for this exciting role and are looking for a challenge, please write
 in confidence to:

WRITING 45 minutes**PART ONE**

- You are a manager in a large company. You have been informed that a member of your staff often arrives late for work.
- Write him a **memo** about the problem:
 - saying how often the member of staff arrives late
 - describing the effect on other staff
 - suggesting what the member of staff should do about the situation.
- Write **40–50** words.

MEMO

To: P. Jones

From:

Date: 21 November 2002

Subject: Lateness