

A. 5 trends that are affecting the workplace

1. Listen to the video and place the following items in the table in the order that the video talks about them. (<https://www.youtube.com/watch?v=LrhmHbDLM8o>)

New behaviours	Globalization	Millennials and changing demographics	Mobility	Technology
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The most important quality in an employee will be that he/she is able to adapt to change.	Organisational culture and structure now encompasses behaviours from our personal lives.	Workers don't need to go to an office to work.	Businesses will depend on IT to function and to enable workers to do their job.	There is greater homogeneity in working practices but a potentially greater diversity in staff.
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Trend	Impact on workplace/company

2. According to the video, what is the general consequence of these five trends for companies and human resource management in the future?

B. GLOBALIZATION

1. Describe the image in figure 1. What message does it convey? How is it relevant to the theme of globalization? What issues does it raise?



Figure 1

2. Circle the best option to complete the sentence and illustrate them meaning of the underlined expression.

- i. If something has a flaw, it is /isn't perfect.
- ii. When you uncover a problem, you find/hide that something is not right.
- iii. Your counterpart in another company is someone who does the same thing as you do/ someone who works at a more senior level.
- iv. In a meeting, a side issue is relevant to the meeting/irrelevant to the meeting.
- v. When you brief someone, you instruct or inform them so that can do their job / you quickly ask them what to do.
- vi. You would sigh if you were sad / tired / relieved / angry /frustrated.

3. MANAGING A MULTICULTURAL TEAM

1. What could cause day-to-day working problems among the team members of a multicultural team and could keep the multicultural team from realizing the very gains they were set up to harvest?
2. Consider the following business situations. Take the role of the character assigned to you. What would you do and why?

MANAGING A MULTICULTURAL TEAM**The situations**

1. A U.S.-Latin American team is negotiating to buy Korean products destined for Latin America. The negotiations are taking place in Korea. At yesterday's meeting both sides agreed on three points. It is now the second day of negotiations.

Role A: Brazilian; Role B: Korean

2. The project is to build an interface for a U.S. and Japanese customer-data system. The project work is taking place in Japan, the project manager is an American woman, and the rest of the team is Japanese.

Role A: American; Role B: Japanese

3. A multicultural consultancy team (Latin American and U.S.) is going to interview a new client. The interview takes place in English.

Role A: US American; Role B: Latin American

4. In a Korean-U.S. negotiation the American members of a due diligence team (the team responsible for the investigation into the details of a potential investment, such as an examination of operations and management and the verification of material facts) are working with and need to obtain information from their Korean counterparts.

Role A: American; Role B: Korean

5. A team of U.S. and Latin American buyers are negotiating with a team from a Korean supplier. The negotiations are taking place in Korea but the discussions are conducted in English.

Role A: Korean; Role B: Spanish-speaking Latin American; Role C: English-speaking US American

6. A major international software developer needs to produce a new project quickly. It puts together a team of employees from India and the U.S. From the start the team members could not agree on a delivery date for the product. The Americans thought the work could be done in two to three weeks. The Indians predicted it would take two to three months. The work is going slower than the Americans expect.

Role A: Indian team member; Role B: American team member; Role C: American project manager

The roles

Role A

1. You are a Brazilian member of the U.S.-Latin American side and you are about to start the meeting. Do you
 - a) begin at point 1;
 - b) recap yesterday's points and briefly check agreement on them;
 - c) propose to start the discussion on point 4?

2. (Role B speaks first)
You are a Japanese team member. The project manager, an American woman, has just sent an email to her U.S. boss and the Japanese team members, pointing out several flaws in the system that will significantly disrupt company operations. You are embarrassed because the project manager violated the norms for uncovering and discussing problems. What do you do?
 - a) Nothing, except complain about her behaviour to your team members.
 - b) Provide her with less access to the people and information she needs to monitor progress;
 - c) Have her office moved away from the other team members so that she is isolated.

3. You are U.S. American. Do you
 - a) discuss and decide with your team mate who will do what at the interview;
 - b) take the lead in the interview? In fact, this is what you usually do in this situation;
 - c) take it in turns with your team mate to lead the interview?

4. You are American team member. You are having difficulty getting information from your Korean counterparts.
 - a) You contact your Korean counterparts and ask them for the information directly;
 - b) You complain to your U.S. higher-level management that you are having trouble getting the information and ask him/her to do something;
 - c) You complain directly to higher-level Korean management that you are not getting the information you need.

Role B

1. You are a member of the Korean supply team and a Brazilian from the U.S.-Latin American buyers has opened the meeting, proposing that you start discussion on point 4. What do you do?
 - a) Ask if you can go over and discuss points 1 to 3 again.
 - b) Agree to move on to point 4.
 - c) Tell the other side that you would like to know more about the whole proposal before committing yourself to defining and agreeing on each point in detail.

2. You are the American project manager working in Japan. You have just found that several flaws in the system will significantly disrupt company operations. Do you
 - a) send an email to your U.S. boss as well as to your Japanese team members, pointing out the flaw;
 - b) point the flaw out to the Japanese team members so that they can solve it;
 - c) ask the Japanese team members what would happen if a certain part of the system (the one with the flaw) was not functioning correctly?

3. You are Latin American. Your U.S. team mate always takes the lead in the interviews. Do you
 - a) think this is understandable because she/he is a native speaker;
 - b) feel frustrated because you don't have the words to say some things that you are thinking;
 - c) feel disappointed because you are both at the same hierarchical level and neither is senior to the other?

4. You are Korean and higher-level management. You have received a complaint from the American due diligence team who are the counterparts of one of your teams.
 - a) You are offended because it was not the American team's place to tell you of this problem. You should have been briefed about it by your Korean team and approached by an American who has the same seniority and is at the same hierarchical level as you;
 - b) You are pleased to hear about the problem so quickly so that you can brief your Korean team on what to do.
 - c) You are annoyed that you didn't learn about the problem from your Korean team, but are pleased to deal with the problem.

The roles**Role A**

5. You are part of the Korean team. During the negotiations some side issues come up that are not necessarily relevant for the foreign buyers. Do you
- take a note of them to discuss them with your team later;
 - mention them and briefly discuss them in English, even though the U.S. and Latin American buyers won't contribute;
 - discuss them in Korean.
6. You are an Indian employee. There have been numerous setbacks in the project that will delay delivery dates. Do you
- report them immediately to the project manager, who is American?
 - report them to your U.S. team members but not the project manager?
 - avoid reporting them if possible, and just not have the work ready when the American team members expect it to be?
-

Role B

5. You are a Spanish speaking member of the buying team. During the negotiations the Koreans keep breaking into Korean to discuss ... You don't know; you don't understand Korean. What do you do?
- Sigh heavily and be patient;
 - Ask the Koreans to stick to the negotiations in English;
 - Pretend to discuss things related to the negotiations in Spanish, but actually only talk about sports or inconsequential current events;
 - Other.
6. You are an American member of the team. You are increasingly frustrated at the delays in production because your Indian counterparts are not telling you of delays and the work is not ready when you expect it to be. You also feel there is a lack of feedback from your Indian counterparts. Do you
- contact your Indian counterparts and ask them for new delivery dates;
 - complain to the project manager and expect him to solve the problem;
 - say nothing but go to the gym to work off steam.
-

Role C

5. You are an English-only speaking member of the buying team. During the negotiations the Koreans keep breaking into Korean to discuss ... You don't know; you don't understand Korean. Some of your own Latin American team members responded by starting up discussions in Spanish, which you can't understand either. What do you do?
- Sigh heavily and be patient;
 - Ask your team mates not to make things worse by speaking Spanish;
 - Pretend to speak Spanish too and join in the discussion;
 - Other.
6. You are the American project manager. Your American team members have been complaining to you about the Indian team members not sticking to schedule and not telling them about delays in their work. The Indian team members have been complaining to you about their American counterparts' response to any delays. It is obviously proving difficult for them to work together. What do you do?
- Tell them to sort it out themselves;
 - Organise a video-conference meeting with everyone concerned and set out procedures for dealing with the problems;
 - Act as an intermediary by taking over the decision making for all aspects of the production process.

What happened?

	A	B	A
1.			The Brazilian's boss "almost had a heart attack".
2.			It became harder for the project manager to work with the Japanese and she found it more difficult to uncover any other problems that might derail the project later on, but in the end the system was launched problem-free.
3.			Team members may become frustrated or impatient with non-native speakers' lack of fluency and this can lead them to ignore or undervalue non-native speaker contributions. This can also lead to interpersonal conflicts. Non-native speakers may become less motivated to contribute, or anxious about their performance evaluations and future career prospects.
4.			The whole deal was nearly wrecked. The crisis was resolved only when high-level U.S. managers made a trip to Korea, conveying appropriate respect for their Korean counterparts.

	A	B	C
5.			The Spanish speaking team members were amused at their English speaking team members' attempts to participate in Spanish. This conveyed to the Koreans that their discussions in Korean were frustrating and annoying to the other side. As a result, both teams cut back on sidebar conversations.
6.			The team members came to rely on the project manager for direction regarding minute operational details that the team should have been able to handle itself. The manager became so bogged down by quotidian issues that the project careened hopelessly off even the most pessimistic schedule – and the team never learned to work together effectively.

4. The preceding examples were taken from an article 'Managing Multicultural Teams' by Jeanne Brett, Kristin Behfar, and Mary C. Kern, which was published in the Harvard Business Review, November 2006. They identified four categories that can create barriers to a team's ultimate success. Match each category (i – iv) with a corresponding problem above (1-6)

- i. Direct versus indirect communication;
- ii. Trouble with accents and fluency;
- iii. Conflicting norms for decision making;
- iv. Differing attitudes toward hierarchy and authority.

5. Complete each gap in the continuation of the article on multicultural teams with the following words.

problem	challenges	resources	strategies	conditions
options	step	response	challenge	

The most successful teams and managers we interviewed used four **1**. for dealing with these **2**.: adaptation (acknowledging cultural gaps openly and working around them), structural intervention (changing the shape of the team), managerial intervention (setting norms early or bringing in a higher-level manager), and exit (removing a team member when other **3**..... have failed). There is no one right way to deal with a particular kind of multicultural **4**.....; identifying the type of **5**..... is only the first step. The more crucial **6**..... is assessing the circumstances – or “enabling situational conditions” – under which the team is working. For example, does the project allow any flexibility for change, or do deadlines make that impossible? Are there additional **7**..... available that might be tapped? Is the team permanent or temporary? Does the team’s manager have the autonomy to make a decision about changing the team in some way? Once the situational **8**..... have been analyzed, the team’s leader can identify an appropriate **9**.....

6. Complete each phrasal verb with a preposition from the box.

out (2)	at	down	with	around	ahead	up
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- I could not get the information because the system was incompatible. (get access to)
- Every time I try to open the document, the computer shuts (turn off/close)
- You’ll have to sort the problem yourself. (resolve)
- We worked the problem by not including the difficult data. (manage to do something by avoiding some aspects)
- We worked the problem and just accepted the difficulties as part of it. (accept the difficulties as part of the problem)
- We figured the answer easily. (calculate/find)
- We forged and finished early. (do tasks quickly so that you can progress quickly)
- We ended finishing 2 days before the deadline. (in the end)

7. Choose the best answer to illustrate the meaning of the underlined expression.

1. If you cling to something, you
 - a) hold on to it;
 - b) think it important;
 - c) hear it somewhere.
2. A mundane task is
 - a) an interesting task;
 - b) a worldly task;
 - c) an ordinary task.
3. To buffer means
 - a) to protect;
 - b) to separate;
 - c) to polish.
4. If you gain insight into something, you
 - a) learn something important about it;
 - b) win money on it;
 - c) analyse the data.
5. If something has stalemated, it has
 - a) stopped working well and doesn't advance;
 - b) become old;
 - c) reached a point of no return.
6. To breach etiquette is
 - a) to follow society's rules of good behaviour;
 - b) to not follow society's rules of good behaviour;
 - c) to establish society's rules of accepted or good behaviour.
7. Up front is the opposite of
 - a) obliquely;
 - b) openly;
 - c) keep hidden.
8. To lose face means
 - a) to become hidden in a crowd;
 - b) to mislay an important file;
 - c) to become less highly respected.
9. Your mind-set is your
 - a) mentality;
 - b) intelligence;
 - c) way of living.
10. In-your-face is the opposite of
 - a) openly;
 - b) discreetly;
 - c) beautifully.
11. A pitfall is
 - a) a (potential) problem;
 - b) a drop in salary;
 - c) a team's motto.
12. You would grit your teeth if you
 - a) were unhappy but didn't want to show it;
 - b) were pleased but wanted to keep it to yourself;
 - c) were annoyed but could do nothing to change the situation.
13. Who would chomp at the bit?
 - a) A horse;
 - b) An impatient person who wants to get on with things;
 - c) A team member who wants to do things thoroughly.
14. When you mutter, you speak
 - a) quietly in a whisper so no-one can hear you;
 - b) loudly so everyone knows what you think;
 - c) unclearly but show your displeasure.
15. When do you salvage a situation?
 - a) When there is a problem;
 - b) When there's a celebration;
 - c) When the team meets.
16. If you are stymied, you
 - a) are puzzled;
 - b) are stuck;
 - c) don't know what to do.

8. Two sentences from each of the strategies used to resolve problems within multicultural teams have been replaced by sentences from the other strategies (alien sentences).

i. Read your section to identify the sentences that do not belong to your strategy.

ii. Reread your section. As you read, make notes in the margins on what the strategy consists of and the examples given. DO NOT UNDERLINE. This will force you to be brief. These notes will be used to synthesise the content of your section so must include any important information. Ignore the alien sentences.

iii. Using your notes, orally synthesise the information from your section to the other members in your group. Do not read or quote from it. As you listen to the other students' syntheses, identify the texts from which your two isolated sentences came.

iv. As a group, WITHOUT SHOWING each other your texts or sentences, recreate the original text. Student A begins.

v. Once your information is complete, as a group complete the table below with the information given.

A (i – iv)	B (v – viii)	STRATEGY	C (ix – xii)
REPRESENTATIVE PROBLEMS	ENABLING SITUATIONAL CONDITIONS		COMPLICATING FACTORS
		Adaptation	
		Structural intervention	
		Managerial intervention	
		Exit	

A

B

C

<p>i) The team is affected by emotional tensions relating to fluency issues or prejudice. Team members are inhibited by perceived status differences among teammates</p>	<p>v) Team members can attribute a challenge to culture rather than personality. Higher-level managers are not available or the team would be embarrassed to involve them.</p>	<p>ix) If team members aren't carefully distributed, subgroups can strengthen pre-existing differences. Subgroup solutions have to fit back together.</p>
<p>ii) A team member cannot adjust to the challenge at hand and has become unable to contribute to the project</p>	<p>vi) The team can be subdivided to mix cultures or expertise. Tasks can be subdivided.</p>	<p>x) The team becomes overly dependent on the manager. Team members may be sidelined or resistant.</p>
<p>iii) Conflict arises from decision-making differences. Misunderstanding or stonewalling arises from communication differences.</p>	<p>vii) The team is permanent rather than temporary. Emotions are beyond the point of intervention. Too much face has been lost.</p>	<p>xi) Team members must be exceptionally aware. Negotiating a common understanding takes time.</p>
<p>iv) Violations of hierarchy have resulted in loss of face. An absence of ground rules is causing conflict.</p>	<p>viii) The problem has produced a high level of emotion. The team has reached a stalemate. A higher-level manager is able and willing to intervene.</p>	<p>xii) Talent and training costs are lost.</p>

Student A. Adaptation

Some teams find ways to work with or around the challenges they face, adapting practices or attitudes without making changes to the group's membership or assignments. Adaptation works when team members are willing to acknowledge and name their cultural differences and to assume responsibility for figuring out how to live with them. She used this technique repeatedly and made a point of changing the subgroups' membership each time so that team members got to know and respect everyone else on the team. When team members have this mind-set, they can be creative about protecting their own substantive differences while acceding to the processes of others.

An American software engineer located in Ireland who was working with an Israeli account management team from his own company told us how shocked he was by the Israelis' in-your-face style: "There were definitely different ways of approaching issues and discussing them. There is something pretty common to the Israeli culture: They like to argue. I tend to try to collaborate more and it got very stressful for me until I figured out how to kind of merge the cultures."

The software engineer adapted. He imposed some structure on the Israelis that helped him maintain his own style of being thoroughly prepared; that accommodation enabled him to accept the Israeli style. He also noticed that team members weren't just confronting him; they confronted one another but were able to work together effectively nevertheless. He realized that the confrontation was not personal but cultural.

A U.S. and UK multicultural team tried to use their differing approaches to decision making to reach a higher-quality decision. This approach, called fusion, is getting serious attention from political scientists and from government officials dealing with multicultural populations that want to protect their cultures rather than integrate or assimilate. In setting the ground rules for the team, the manager addressed the challenge directly, telling the members that they had been chosen for their task expertise, not their fluency in English, and that the team was going to have to work around language problems. Meanwhile, the UK members would have been gritting their teeth and saying "We told you things were moving too fast." If the team had used the "Let's think about this" UK approach, it might have wasted a lot of time trying to identify every pitfall, including the most unlikely, while the US members chomped at the bit and muttered about analysis paralysis. The strength of this team was that some of its members were willing to forge ahead and some were willing to work through pitfalls. To accommodate them all, the team did both – moving not quite as fast as the US members would have on their own and not quite as thoroughly as the UK members would have.

Student B. Exit

Possibly because many of the teams we studied were project based, we found that leaving the team was an infrequent strategy for managing challenges. In short-term situations, unhappy team members often just waited out the project. When an American refinery-safety expert with significant experience throughout East Asia got stymied during a project in China, she called in her company's higher-level managers in Beijing to talk to the higher-level managers to whom the Chinese refinery's managers reported. Exit was likely when emotions were running high and too much face had been lost on both sides to salvage the situation.

An American member of a multicultural consulting team described the conflict between two senior consultants, one a Greek woman and the other a Polish man, over how to approach problems: "The woman from Greece would say, 'Here's the way I think we should do it.' It would be something that she was in control of. The guy from Poland would say, 'I think we should actually do it this way instead.' It's often the best possible approach to a problem, because it typically involves less managerial time than other strategies; and because team members participate in solving the problem themselves, they learn from the process. It would definitely switch from just professional differences to personal differences.

"The woman from Greece ended up leaving the firm. That was a direct result of probably all the different issues going on between these people. It really just wasn't a good fit. I've found that oftentimes when you're in consulting, you have to adapt to the culture, obviously, but you have to adapt just as much to the style of whoever is leading the project."

Student C. Structural intervention

A structural intervention is a deliberate reorganization or reassignment designed to reduce interpersonal friction to remove a source of conflict for one or more groups. This approach can be extremely effective when obvious subgroups demarcate the team (for example, headquarters versus national subsidiaries) or if team members are proud, defensive, threatened, or clinging to negative stereotypes of one another.

A member of an investment research team scattered across continental Europe, the UK, and the US described for us how his manager resolved conflicts stemming from status differences and language tensions among the team's three "tribes." The manager started by having the team meet fact-to-face twice a year, not to discuss mundane day-to-day problems (of which there were many) but to identify a set of values that the team would use to direct and evaluate its progress. At the first meeting, he realized that when he started to speak, everyone else "shut down," waiting to hear what he had to say. So he hired a consultant to run future meetings. The woman would kind of turn red in the face, upset, and say, 'I just don't think that's the right way of doing it.'

Another structural intervention might be to create smaller working groups of mixed cultures or mixed corporate identities in order to get at information that is not forthcoming from the team as a whole. The manager of the team that was evaluating retail opportunities in Japan used this approach. When she realized that the female Japanese consultants would not participate if the group got large, or if their male superior was present, she broke the team up into smaller groups to try to solve problems. If the team had relied exclusively on the Americans' "forge ahead" approach, it might not have recognized the pitfalls that lay ahead and might later have had to back up and start over.

The sub-grouping technique involves risks, however. It buffers people who are not working well together or not participating in the larger group for one reason or another. Sooner or later the team will have to assemble the pieces that the subgroups have come up with, so this approach relies on another structural intervention: Someone must become a mediator in order to see that the various pieces fit together.

Student D. Managerial intervention

When a manager behaves like an arbitrator or a judge, making a final decision without team involvement, neither the manager nor the team gains much insight into why the team has stalemated. But it is possible for team members to use managerial intervention effectively to sort out problems.

When teams were permanent, producing products or services, the exit of one of more members was a strategy of last resort, but it was used - either voluntarily or after a formal request from management. Unlike the Western team members who breached etiquette by approaching the superiors of their Korean counterparts, the safety expert made sure to respect hierarchies in both organizations.

"Trying to resolve the issues," she told us, "the local management at the Chinese refinery would end up having conferences with our Beijing office and also with the upper management within the refinery. Eventually they understood that we weren't trying to insult them or their culture or to tell them they were bad in any way. We were trying to help. They eventually understood that there were significant fire and safety issues. But we actually had to go up some levels of management to get those resolved."

Managerial intervention to set norms early in a team's life can really help the team start out with effective processes. In one instance reported to us, a multicultural software development team's lingua franca was English, but some members, though they spoke grammatically correct English, had a very pronounced accent. The consultant didn't represent a hierarchical threat and was therefore able to get lots of participation from team members. As the project moved to the customer-services training stage, the manager advised the team members to acknowledge their accents up front. She said they should tell customers, "I realize I have an accent. If you don't understand what I'm saying, just stop me and ask questions."

9. Consider the situation below.

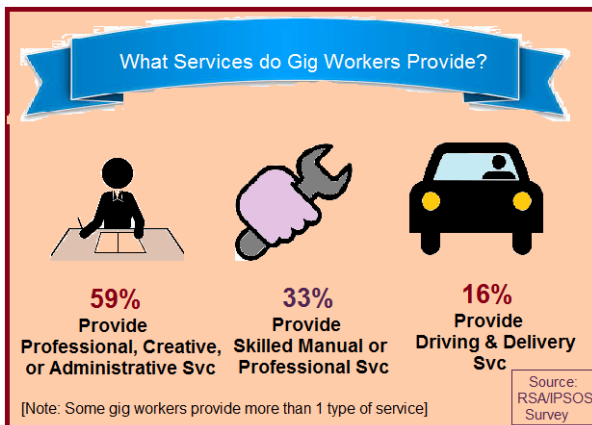
Groupe Bull, the Paris-based computer company, has acquired Zenith Data Systems, an American company. French engineers and American engineers are working together, but they find it difficult and both groups are becoming impatient with each other. As the Americans see it, the French colleagues insist on analysing a problem completely and correctly before taking any action to the extent where the Americans think it is over analysis. The French, on the other hand, think that the Americans are “shooting from the hip” and their insistence on action from the start is often at the expense of fully understanding the problem.

In light of the four types of obstacles to the working of effective multicultural teams (problems with accents and fluency, direct vs indirect communication, different attitudes towards hierarchy, and different approaches to decision making), identify the problems involved and propose an appropriate strategy or strategies to overcome them.

10. Write a report that analyses the problem and proposes an appropriate strategy or strategies to overcome it. (See grammar file for report structure) Maximum length 1 page.

C. Technology and mobility

1. What is the gig economy? To what extent has it been enabled by technology.
2. Figures 2 and 3 are both about the gig economy. What do they suggest?



www.taxce.com/blog/2018-brings-massive-tax-changes-for-the-gig-economy

Figure 2



<https://medium.com/the-nib/get-jobbed-bda6195ee0f2>

Figure 3

3. Do figures 2 and 3 have the same socio-cultural context? (Purpose, writer-reader relations, field) Justify your answer.

4. Match each term with its opposite

- | | |
|------------------------------------|------------------------------------|
| i. commonplace | a. reluctant |
| ii. to undermine | b. to be not firmly rooted |
| iii. willing | c. unusual |
| iv. to be entrenched | d. to make (something) difficult |
| v. to facilitate | e. to be excluded from (something) |
| v.. to factor in | f. to support |
| vii. to be entitled to (something) | g. to not contribute |

5. Read the text on the gig economy (pp 12/13). Use the prompts make questions in order to obtain the missing information.

STUDENT A

- | | |
|-------------|----------|
| 1. Who | |
| 3. What | 9. Why |
| 5. Why | 11. Why |
| 7. How much | 13. What |

Gig Economy

REVIEWED BY WILL KENTON

Updated May 24, 2018

What is a Gig Economy

In a gig economy, temporary, flexible jobs are commonplace and companies tend toward hiring 1. _____ . A gig economy undermines the traditional economy of full-time workers who rarely change positions and instead focus on a lifetime career.

BREAKING DOWN Gig Economy

Due to the large numbers of people willing to work part-time or temporary positions, the result of a gig economy is cheaper, more efficient services, such as Uber or Airbnb, for those willing to use them. Those who don't engage in using technological services such as the Internet 3. _____. Cities tend to have the most highly developed services and are the most entrenched in the gig economy. While not all employers tend toward hiring contracted employees, the gig economy trend often makes it harder for full-time employees to develop fully in their careers since 5. _____ .

There is a wide range of positions that fall into the category of a "gig." For example, adjunct and part-time professors are contracted employees as opposed to tenured or tenure-track professors. Colleges and universities can cut costs and match professors to their academic needs by hiring more adjunct and part-time professors.

What Factors Contribute to a Gig Economy?

America is well on its way to establishing a gig economy, and estimates show as much as 7. _____ is already in some gig capacity. Experts expect this working number to rise. In the modern digital world, it's becoming increasingly common for people to work remotely or from home. This facilitates independent contracting work as many of those jobs don't require the freelancer to come in to the office to work. Employers also have a wider range of applicants to choose from as 8. _____. Additionally, computers have developed to the point that they can take the place of the jobs people previously held.

Economic reasons also factor in to the development of a gig economy. Most times, employers cannot afford to hire full-time employees to do all the work they need done, so they hire part-time or temporary employees to take care of busier times or specific projects. On the side of the employee, people often find they need to move around or take multiple positions 9. _____. People also tend to change careers many times throughout their lives, so the gig economy is the reflection of this occurring on a large scale.

[There are challenges for gig workers. The most significant one is 11. _____, though in some cases it may be offset by higher direct labour rates. Freelancers are not entitled to paid vacation or personal leave, and they lack job certainty, health care benefits and retirement provision. These drawbacks can have an impact on financial planning. They can also make it more difficult to build networks at work and limit training and development.]

<https://www.investopedia.com/terms/g/gig-economy.asp> (adapted)

STUDENT B

- | | |
|----------|------------|
| i. Who | |
| ii. What | viii. What |
| iv. What | x. What |
| vi. How | xii. What |

Gig Economy

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In a gig economy, temporary, flexible jobs are commonplace and companies tend toward hiring **1.** _____. A gig economy undermines the traditional economy of full-time workers who rarely change positions and instead focus on a lifetime career.

BREAKING DOWN Gig Economy

Due to the large numbers of people willing to work part-time or temporary positions, the result of a gig economy is **2.** _____, such as Uber or Airbnb, for those willing to use them. Those who don't engage in using technological services such as the Internet tend to be left behind by the benefits of the gig economy. Cities tend to have the **4.** _____ and are the most entrenched in the gig economy. While not all employers tend toward hiring contracted employees, the gig economy trend often makes it harder for full-time employees to develop fully in their careers since temporary employees are often cheaper to hire and more flexible in their availability.

There is a wide range of positions that fall into the category of a "gig." For example, adjunct and part-time professors are contracted employees as opposed to tenured or tenure-track professors. Colleges and universities can cut costs and match professors to their academic needs by **6.** _____.

What Factors Contribute to a Gig Economy?

America is well on its way to establishing a gig economy, and estimates show as much as a third of the working population is already in some gig capacity. Experts expect this working number to rise. In the modern digital world, it's becoming increasingly common **8.** _____. This facilitates independent contracting work as many of those jobs don't require the freelancer to come in to the office to work. Employers also have a wider range of applicants to choose from as they don't have to hire someone based on their proximity. Additionally, computers have developed to the point that they can take the place of the jobs people previously held.

Economic reasons also factor in to the development of a gig economy. Most times, employers cannot afford **10** _____, so they hire part-time or temporary employees to take care of busier times or specific projects. On the side of the employee, people often find they need to move around or take multiple positions to afford the lifestyle they want. People also tend to change careers many times throughout their lives, so the gig economy is the reflection of this occurring on a large scale.

[There are challenges for gig workers. The most significant one is the lack of benefits, though in some cases it may be offset by higher direct labour rates. Freelancers are not entitled to paid vacation or personal leave, and they lack job certainty, health care benefits and retirement provision. These drawbacks can have an impact on **12.** _____. They can also make it more difficult to build networks at work and limit training and development.]

<https://www.investopedia.com/terms/g/gig-economy.asp> (adapted)

6. Complete the table with information from the text on the gig economy.

	Companies/Employers	Workers
Advantages		
Disadvantages		

7. Explain and comment on the message conveyed in the cartoon (figure 4)

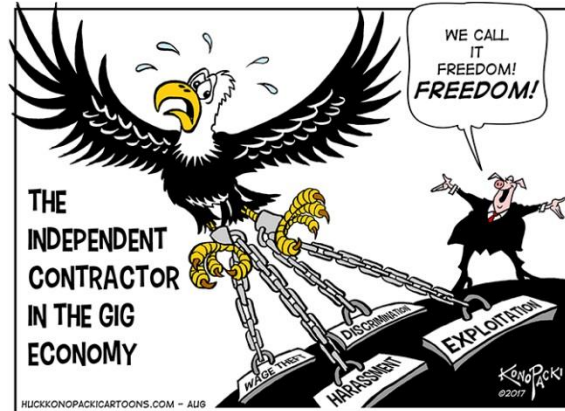


Figure 4






D. Demographics and new behaviours

1. HBR case study Fire Force Five

- a. Consider how the situation unfolds. (Powerpoint presentation on Aquila)
- b. How appropriate do you think Josh's behaviour was?
- c. How effective do you think Sarah's behaviour was?

2. The multigenerational workforce

- a. Match the descriptors (i. – v.) with a generation.

				
Veterans / Traditionalists 70 year olds – 80+	Babyboomers 50 year olds – late 60s	Generation X late 30s – late 40s	Generation Y / Millennials 20 year olds – early 30s	Generation Z / Digital natives born now – late teens

- i. Want to be rewarded for long hours. Want authority to make decisions. Work/life balance is important. Value social responsibility and personal development opportunities in organisations.
- ii. Value remote work options, personal development, continual feedback, rapid career progression and flexibility. Results-driven. Less face-to-face communication, more through social media. Most socially networked in history. Able to instantly access, consume and digest large quantities of information. Expect immediate responses to questions and will go directly to decision makers. Likely to change jobs frequently and be interested in starting their own businesses.
- iii. Value empowerment to get things done, challenging work, cooperation, teamwork and fun, responsibility for own personal development. Work/life is blurred. Feel benefits packages don't meet their needs. Like to participate in and contribute to talent communities. Don't understand the concept of a career ladder. Most have been with their current employer less than 3 years. Want to start their own businesses.
- iv. Want opinions and ideas to be valued. Want to be rewarded for loyalty and experience. Want clarity about roles and responsibilities and authority to make decisions. Need more explicit direction. Will work beyond retirement if they have flexible hours. Desire to coach and advise others.
- v. Highest priority on work/life balance. Value flat organisations, matrixed responsibilities, challenging work, responsibility for own personal development, flexible work, collaboration, and teamwork. Want authority to make decisions. Loyal to people, not organisations. Most stay at least 5 years with current employer.

Source: <https://www.virgin.com/virgin-unite/business-innovation/multi-generational-workforce>

- b. To what extent are the characteristics of each generation correlated with stage of life?
- c. To what extent are they stereotypes?
- d. What challenges do you think a multigenerational workforce brings for businesses?

3. Performance management

a. Consider this quote from Bill Gates.

*"We all need people who will give us feedback. **That's** how we improve."*

To what extent do you agree with it?

b. What is performance management? Complete the text with the nominal groups from the box.

goals	a process of linked activities	performance management
internal and external activities	organisations	
the most efficient and productive way possible	efficiency of operations	

Performance management is _____ that aim to ensure _____ are being met in _____.

Within _____, _____ attempts to drive _____ by aligning _____ with the company's objectives.

<https://www.hrzone.com/hr-glossary/what-is-performance-management>

c. How might performance management be monitored?

d. Consider the quote below.

"Now what are these millennial or Gen Y people wanting from the new performance management system? For them loyalty is seven months. I work for you for seven months or eight months, I'm loyal to you. I work with you as committed as any baby boomer and I will contribute to you within the time frame I'll stay with you, but the definition of loyalty is changed. The definition of engagement is changed."

<https://blog.mettl.com/talent-hub/performance-management>

What implications do these attitudes have for performance management employee reviews?

e. Match each expression on the left with its definition on the right.

- | | |
|--------------------|--|
| i. counterpart | a. to surprise someone, usually with harmful results |
| ii. to accommodate | b. a thing able to be provided, especially as the product of a development process |
| iii. deliverable | c. the confidence, enthusiasm, and discipline of a person or group at a particular time |
| iv. morale | d. a person or thing that corresponds to or has the same function as another person or thing in a different place or situation |
| v. to blindside | e. to fit in with the wishes or needs of |

f. Complete the text by placing ONE word in each space.

A report from Deloitte found that a good work-life balance is the most [1]_____ thing for millennials when accepting a job. Millennials are less loyal to their employers than their older counterparts and [2]_____ a bigger emphasis on their personal interests. Companies that are looking to acquire and keep millennial talent must be [3]_____ to offering good work-life balance and flexibility. To help with that, employers can offer employees the ability to choose [4]_____ own hours or provide work from home opportunities.

Employers understand the pressure being placed upon their employees. They understand [5]_____ an employee who feels stressed and overworked is less likely to be productive. That is why more employers are offering [6]_____ schedules to accommodate doctor appointments, family events, and other personal issues. Instead of focusing on hours in the office, companies [7]_____ turning their focus towards deliverables and outcomes.

Traditionally, performance reviews have been held once a year. You would work [8]_____ year, collaborate with colleagues, finish projects, and meet deadlines. At year's end, you would sit down with your manager [9]_____ typically receive a score that detailed how well your performance matched the job's responsibilities. Not only was this process [10]_____, but it could also damage morale, as employees who thought they were performing well all year long were sometimes blindsided with negative reviews.

Employers are starting to give their [11]_____ more responsive feedback through weekly or monthly reviews instead of annual reviews. In addition, Fast Company's Kris Duggan states that:

Today's employees [12]_____ frequent feedback, open communication, and collaboration with their peers.

Jim Barnett, CEO and co-founder of Glint, a cloud-based employee management tool, [13]_____:

We're in the early stages of a revolution... A lot of companies are doing this... and I think [14]_____ the next two years we're going to see a profound shift in this area. Progressive HR leaders are realizing that [15]_____ need continuous, real-time feedback and solutions.

Employers understand that more frequent performance reviews clarify objectives and help to improve [16]_____ morale. That's why a Deloitte study found that a majority of employers are looking to rethink their performance management. The [17]_____ found that companies reviewing employee performance on a quarterly basis, or even more frequently, perform at a higher level than companies that review employee performance annually:

Source: <https://instapage.com/blog/modern-workplace-trends>

g. Summarise the text in one or two sentences.

h. As young people about to enter the workforce, what kind of feedback would you like to receive and how would you like it to be given? Would you prefer to have performance evaluations, a mentor or both?

4. The new 360 dinner

I received this email from Management 3.0 at work on 4 April 2019.

Use reference expressions to complete the text.

1.	<p>A Fun Way of Giving Feedback <i>"We all need people who will give us feedback. [1]_____ 's how we improve,"</i> Bill Gates We all know that feedback is important. [2]_____ creates room for improvement and</p>
5.	<p>helps move us forward. There are several ways to give feedback and at Management 3.0 we've long pushed for the Feedback Wrap, which we still advocate. Recently however, we've discovered a fun alternative to giving feedback. [3]_____ 's something we tried at our company retreat in January and everyone on the team really enjoyed [4]_____.</p>
10.	<p>It's the 360 degree feedback dinner (or lunch or any other meal you'd like). So how does it work? #1: Invite your team to a nice dinner: Let colleagues know in advance it will be a special 360 Degree Feedback Dinner. #2: During the meal you'll give each other feedback: One person will start and the rest</p>
15.	<p>of the team will take a few minutes telling [5]_____ person both positive and negative things. The feedback must be honest and genuine with the aim of moving people forward, not roasting [6]_____ or pounding them into the ground. #3: The person on the receiving end can answer questions or comments and then thank everyone for [7]_____ thoughts. Once that person is done, move on to the</p>
20.	<p>next. [8]_____ can take a long time so carve out a few hours. #4: [9]_____ feedback works best if afterwards each person comes up with a few takeaways/themes based on the feedback [10]_____ got for what they want to improve. [11]_____ should then communicate [12]_____ to the team so that colleagues can hold each other to account and check in every few months to see how</p>
25.	<p>[13]_____ 're progressing. Change doesn't happen in a vacuum; in fact when we tell people we're trying to change, [14]_____ happens 90 percent faster than if we don't tell anyone.</p>

- a. What assumptions underpin Management 3.0's proposal for the 360 degree feedback dinner?
- b. What factors might contribute to or hinder its success?