

English 2

Exame Época Normal

7 June 2018

Time allowed: 2 hours

NOTE: During the exam students may consult a dictionary, which must not contain any handwritten notes. Students are NOT allowed to consult any electronic device or extra notes or materials.

The answers to question B, numbers 1-6 are to be written on the exam question paper. All other answers are to be written on an official exam answer sheet.

A. Vocabulary (2 points)

Complete each space with a suitable word or expression that is similar in meaning to the explanation in brackets. The first letter of each keyword is given to help you. All letters are in lower case. You will need to put verbs in the right tense. You might need to add a preposition. (0.4 points each)

1. But this new foray into female **e**..... seems to speak to the spirit of the moment, propelled forward with the same energy that has galvanised the MeToo and Time's Up campaigns. (giving [someone] the means to achieve)
2. The erosion of the office **d**..... **c**..... has led to some nasty habits. (rules about acceptable clothing to wear)
3. It is the difference between Buurtzorg, a decentralized network of community nurses in the Netherlands, and Jack Welch's **h**....., top-down General Electric of the 1990s. (organized in levels that indicate rank)
4. [Netflix] is renowned for its **o**..... **c**..... (a system of shared assumptions, values, and beliefs, which governs how people behave in organizations)
5. Company **p**..... include unlimited time off and an expense policy that is simply to "act in Netflix's best interests". (advantages or something extra, such as money or goods, that you are given because of your job)

B. Reading (5 points)

Read the text and answer the questions that follow.

Finance sector employers hunt for digital natives

Generation Y lacks technical expertise, business acumen and the ability to influence

Ian Wylie

Financial Times, 18 June 2017

1. These should be exciting times for finance graduates: tougher regulations and new reporting standards are being written to prevent another global financial crisis; the emergence of new fintech challengers is reshaping the sector as cutting-edge technology disrupts everything from trading floors to payment systems; and the recent
5. WannaCry ransomware was a reminder that cyber security will remain a high priority. Back-office roles in risk, compliance, technology and audit are growing again and employers are seeking graduates with commercial curiosity to match the intellectual capabilities needed to deliver and protect complex financial services. Yet more than 90 per cent of financial services companies are finding it hard to recruit Generation Y —
10. those born between 1977 and 1995 — according to a survey of chief financial and operating officers at financial services businesses in London, Hong Kong and Singapore by human resources consultancy Robert Half.
Respondents cited this skills shortage as their biggest current concern and said that
15. Gen Y lacks the necessary experience, technical expertise, commercial acumen and ability to influence others.
“While it will always be important to have strong technical knowledge, having softer, more commercial skills is what will set one finance candidate apart from **another**,” says Greg Scileppi, president of international staffing operations at Robert Half.
20. In many cases, employers are hoping Gen Y “digital natives” can help **them** meet technology-led challenges. The Robert Half research found that the biggest priorities for financial firms are customer-focused analytics (56 per cent), digitisation of compliance (43 per cent), improving use of mobile technology (38 per cent), the digitisation of processes (38 per cent) and blockchain (32 per cent).
25. Another survey, the Hays Salary & Recruiting Trends Guide 2017, found that more than three-quarters of finance employers said **they** expect a shortage of suitable applicants this year. Graduates with data science skills are in a position to fill acute skills gaps, says Chad Lawson, associate director at recruitment consultancy Robert Walters
30. in London, who points to the growing number of job opportunities with fintech start-ups, which he expects will mushroom after Brexit.
“As Britain negotiates **its** exit from the EU, challenging traditional models of banking and financial services in London, fintech firms are in a strong position to attract top talent and capitalise on the abundance of highly skilled finance professionals in the city,” he
35. says. He adds that the emergence of payment fintech companies will require more anti-financial crime analysts, given the risks associated with money transfer and regulatory scrutiny. His colleague in Frankfurt, associate director Marco Hermle, adds that language skills will help graduates post-Brexit.
40. “Bilingual professionals are consistently in high demand,” **he** says. “A good working knowledge of English and, say, German can help graduates.” Despite the evolving nature of financial services careers, it is a good idea to start out with some career progression goals in mind. Karen Young, director of Hays Senior Finance, advises graduates to establish a career plan before looking for a job. “Writing down your
45. goals for three or even five years from now may seem far away. Once you know where you want to be, it’s much easier to figure out how to get there.”

<https://www.ft.com/content/65e3d0b4-3bdf-11e7-ac89-b01cc67cfeec>

B. Reading Comprehension (Cont.) (0.5 each correct answer; - 0.15 each incorrect answer)

Choose **one** answer to each question and write the letter clearly in the box.

1. The main purpose of the article is
 - a. to argue a point of view.
 - b. to explain a recent event.
 - c. to give advice.
 - d. to report on a current state of affairs.
2. Why are financial services finding it hard to recruit Generation Y finance graduates?
 - a. Because they have technological knowledge but insufficient soft skills.
 - b. Because they don't have technological knowledge or language skills.
 - c. Because they lack only experience.
 - d. Because their skills and experience are inadequate.
3. Which statement is false?
 - a. There are not enough students graduating in finance to fill the needs of the financial service sector.
 - b. Knowing a foreign language can give a graduate a competitive advantage when applying for a position in financial services.
 - c. Soft and commercial skills are important for Generation Y applicants in the financial services.
 - d. Graduates should plan how they want to progress in their careers before they find a job.
4. Which statement is true?
 - a. The disruption of cutting edge technology has encouraged Britain's negotiation of exit from the European Union.
 - b. The financial service sector had suffered a downturn but is now rallying.
 - c. None of the alternatives is correct.
 - d. Brexit has stifled the emergence of new fintech companies.
5. What is Generation Y's advantage over Generation X for companies in financial services?
 - a. They have good commercial acumen.
 - b. They have good soft skills.
 - c. They have good data science skills.
 - d. They have good experience.
6. What challenges do traditional financial services in London face as a result of Brexit?
 - a. Attracting applicants for the number of jobs available.
 - b. Disruption due to technological innovation and new competitors.
 - c. Another global crisis.
 - d. Graduates not having clear career plans and goals.

Reference, Substitution and Ellipsis

What do the following terms, which are highlighted in the text, refer to? I.e. what is their specific meaning in this particular text? (0.4 points each)

7. another (line 18)
8. them (line 20)
9. they (line 26)
10. its (line 32)
11. he (line 40)

C. Writing (13 points)

Consider the following information.

Figure 1 represents the stages and path that an employee follows in his/her job ‘life-cycle’.



Figure 1: The performance quadrant: Stages in the job life-cycle of employees

Source: <https://www.atdchatt.org/page-1842892>

In class we studied Sean Graber’s concept of engagement (Figure 2, below). In what ways does the performance quadrant converge with and differ from his view of engagement?

PERCEPTIONS [of satisfaction]	Positive	Brat	Under-achiever	All Star
	Indifferent	Delinquent	Drifter	Workhorse
	Negative	Saboteur	Cynic	Martyr
		Destructive	Neutral	Constructive
		BEHAVIORS		

Figure 2 : 9 Employee Engagement Archetypes

Source : <https://hbr.org/2015/12/the-two-sides-of-employee-engagement>

Write a text using impersonal language (300-400 words) in answer to the question. Your text will be marked on relevance and breadth of content, discourse management and genre, appropriacy and range of vocabulary and structures, and grammatical accuracy.

Answers**A. Vocabulary** (0.4 points each)

1. empowerment
2. dress code
3. hierarchical
4. organizational culture / organisational culture
5. perks

B. Reading comprehension

(0.5 correct (0.4 each)
-0.15 incorrect)

1.	D	8.	another finance graduate
2.	D	9.	employers
3.	A	10.	Three quarters of finance employers
4.	C	11.	Britain's
5.	C	12.	Marco Hermle
6.	B		

C. Writing (13 points)

A good answer will explain Sean Graber's concept of engagement and how he measures it, and compare and contrast it with the performance quadrant. Content should include:

- Engagement is a measure of both the commitment/satisfaction and the behaviours of an employee.
- Plotting the two against each other makes it possible to measure how engaged an employee is and what might be needed to improve his/her engagement.
- The performance quadrant explains how an employee evolves in terms of motivation and competence during the course of a job. It plots competence against motivation and assumes that there is a one way trend over time. Peak performance is achieved in the second stage of the job lifecycle when both motivation and competence are high.
- The two systems are not totally comparable because the assumption of a one-way path through the job cycle in the performance quadrant is not applicable to Sean Graber's model of engagement.
- Behaviour and competence are not quite the same thing. Behaviour measures the external effectiveness of an employee with regard to the job/company whereas competence is internal for it measures an employee's ability. Internal ability may be externalised as both constructive and destructive behaviours quite independently of motivation.
- For example, stage 1 – high motivation and low competence – might correspond to an employee who shows satisfaction but may not be productive – a 'brat' or 'delinquent'. But the high motivation might be externalised as hard work, i.e. constructive behavior, which would place stage 1 in the workhorse – all-star column.
- Stage 2 seems to correspond to high engagement, where an employee is very productive and satisfied – an 'all star'.

The text should be clearly written with appropriate vocabulary and structures, and few grammatical errors. There should be a clear topic sentence. Information flow should be clearly maintained through use of conjunctions and appropriate thematic development.

Oral exam



Figure 1: The performance quadrant: Stages in the job life-cycle of employees
 Source: <https://www.atdchatt.org/page-1842892>

PERCEPTIONS [of satisfaction]	Positive	Brat	Under-achiever	All Star
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Candidates are asked specific questions based on the content of their answer in the written component.