

## Lesson 2

### HUMAN RESOURCES

#### A. READING

##### Main Ideas

You must still remember that when we read a piece of reading, we do not need to pay attention to every word in the text. The first thing that we have to do is to find the *main idea* of the passage. Below is a practice in finding main ideas. Read the text, quickly, without paying attention to individual words.



So long as companies have no reasonably accurate estimate of the asset value of their people, there will be gaps in the information on which managers base many of their decisions. For example, not many concerns can even count the financial benefits from money invested in training their operatives. Still fewer can calculate the return from management development programs. Yet more and more companies are deciding to devote large sums to improving their personnel. They feel that it pays, but cannot say how much.

The Michigan University of Institute of Social Research intends to fill these gaps. A number of organizations are cooperating with it to develop procedures for keeping account of money they devote to improving their human resources, whether by recruiting more employees, training them better, or organizing them more effectively. Then it aims to discover means of deciding how to invest capital in people so as to ensure the best return. The institute intends also to measure whether a human organization's value is increasing, being maintained, or declining as time goes by.

This last aim involves not only recording and apportioning monetary costs, but also measuring the effect of a manager has on people in his charge. Managers are usually judged by how well they use and maintain the non-human assets they control, and if they were earning their profits by disposing of these assets, it would soon be noticed by the accountants and stopped. Unless subordinates leave rapidly and in large numbers, however, it can take years to discover that a manager is handling his people badly and so reducing the worth of his human assets.

Now, state the main idea of each paragraph. How do you find it?

1. Main idea of paragraph 1: *There will be ....*
2. Main idea of paragraph 2: *The MUISR ...*
3. Main idea of paragraph 3: *The last aim involves*

## Detailed Comprehension

Answer the questions by choosing the right answer from A, B, C, or D.

- Managers usually have their decisions based on \_\_\_\_\_.
  - serious gaps in information
  - accurate reasons and estimates
  - value estimates of their employees
  - people working around them
- More and more companies decide to improve their workers \_\_\_\_\_.
  - with accurate budgeting
  - not knowing exactly how much it costs
  - without clear objectives
  - devoting large sums of money that they calculate accurately
- The phrase *these gaps* (line 7) refers to \_\_\_\_\_.
  - reasonable estimates of training cost
  - companies with training pro-grams for their workers
  - large sums of money spent on training programs
  - training costs which amount to large sums of money
- The Michigan University of Institute of Social Research is \_\_\_\_\_ some organizations.
  - assigned by
  - in competition with
  - assisted by
  - in opposition to
- The following are carried out to improve human resources, except:
  - cooperating with other people
  - recruiting more employees
  - training employees to work better
  - organizing employees more efficiently
- Recording and apportioning monetary costs are done for the following objective:
  - keeping accounts of money devoted to training
  - discovering means of how to invest capital in people
  - measuring the quality of the human organization's value
  - measuring the effects of a manager on employees
- It* (line 10) refers to \_\_\_\_\_.
  - the MUISR
  - a training program
  - a number of organizations
  - recruitment of more employees
- Judgement on managers is usually based on how well they \_\_\_\_\_.
  - affect their subordinates
  - control non-human assets
  - earn their profits
  - cooperate with accountants
- The next paragraph will most probably tell about \_\_\_\_\_.
  - what to do in training programs
  - what to study in the university
  - how to recruit and dismiss employees
  - how the MUISR effort is conducted
- The best title for the passage above would be \_\_\_\_\_.
  - Managers' Effects on Subordinates
  - Gaps in the MUISR
  - Managing Human Resource Asset
  - Recruitment and Dismissal of Employees

## B. Vocabulary

### Context Clues

You read above that we do not need to pay attention to individual words in reading. Then, how do we know the meaning of difficult words? One of the strategies is by using context clues. They are words around the difficult words.

So long as companies have no reasonably accurate *estimate* of the asset value of their people, there will be gaps in the information on which managers base many of their decisions.

- estimate***
- It is related to value
  - It can be accurate or inaccurate

Then it aims to discover means of deciding how to invest capital in people so as to ensure the best return. The institute intends also to measure whether a human organization's value is increasing, being maintained, or *declining* as time goes by.

- declining***
- It is related to value
  - It can be compared to *increasing* and *being maintained*
  - It can be related to time

This last aim involves not only recording and *apportioning* monetary costs, but also measuring the effect of a manager has on people in his charge.

- apportioning***
- It is related to monetary costs
  - It can be compared to *recording* and *measuring*

Unless subordinates leave rapidly and in large numbers, however, it can take years to discover that a manager is handling his people badly and so reducing the *worth* of his human assets.

- worth***
- It is related to human assets
  - It can be reduced or increase

## Exercise

Read the text. In the items that follow, find the word that is most-closely related to the selected words.

Alfred Nobel, the great Swedish inventor and industrialist, was a man of many contrasts. He was the son of a *bankrupt*, but became a millionaire; a scientist with a love of literature, and industrialist who managed to remain an idealist. He made a *fortune* but lived a simple life, and although *cheerful* in company he was often sad in private. A lover of mankind, he never had a wife or family to love him; a patriotic son of his native land, he died alone on foreign soil.

First of all, he was born in Stockholm on October 21, 1833 but moved to Russia with his parents in 1842, where his father, Immanuel, made a strong position for himself in the engineering industry. Immanuel Nobel invented the landmine and made a lot of money from government *orders* for it during the Crimean war, but went bankrupt soon after. Most of the family returned to Sweden in 1859, where Alfred *rejoined* them in 1863, beginning his own study of explosives in his father's laboratory. He had never been to school or university but had studied privately and by the time he was twenty, he became a skilful chemist and excellent *linguist* speaking Swedish, Russian, German, French, and English. Like his father, Alfred Nobel was imaginative and inventive, but he had better *luck* in business and showed more financial sense. He was quick to see industrial openings for his scientific inventions and built *over* 80 companies in 20 different countries.

(Adapted from: R. Lewis, *Reading for Adults*, Longman Group Limited, London, 1977)

1. **bankrupt:** a. money  
b. contrast  
c. father  
d. scientist
2. **fortune:** a. simple life  
b. luxurious life  
c. difficult life  
d. serious life
3. **cheerful:** a. private  
b. general  
c. sad  
d. happy
4. **orders:** a. war  
b. explosives  
c. money  
d. government
5. **rejoined:** a. went  
b. returned  
c. studied  
d. became
6. **linguist:** a. language  
b. nation  
c. mouth  
d. lecture
7. **luck:** a. parent  
b. business  
c. sense  
d. fortune
8. **over:** a. built  
b. companies  
c. more  
d. countries

## C. GRAMMAR

### Sentence Patterns: SVC

We have studied about the sentence patterns in English. One of these is the SVC pattern: **Subject + Verb + Complement**. Below, we will study more about this pattern.

The secretary is diligent.  
The secretary is a diligent boy.  
The secretary is in his office.

These are some of the characteristics of the SVC pattern:

- ◆ The verb is usually a form of **be**: e.g. is, am, are, was, were, be, been
- ◆ Linking verbs are also possible: e.g. look, seem, appear, feel, taste, get, become, etc.

The secretary looks diligent.  
The secretary becomes diligent boy.  
The secretary seems in his office.

- ◆ The complement (C) can be an adjective, a noun or noun phrase, or a preposition phrase

The secretary is <u>diligent</u> .	—————→	diligent = noun
The secretary is <u>a diligent boy</u> .	—————→	a diligent boy = noun phrase
The secretary is <u>in his office</u> .	—————→	in his office = preposition phrase

### Exercise

The sentences below have the SVC patterns. Look for the subject, verb, and complement. Identify the form of the complement.

1. The participants will be students of economics.
2. The subject of personal taxes is extremely complex.
3. One of the purposes of the network has been to show all the relations.
4. A manager will have to be very sensible to various kinds of problems.
5. By the middle of next month, he will have been in power for two years.
6. All the boys and girls look tired after working all days.
7. The participants who have finished their work are out.
8. Having the necessary financial and material resources, management functions should be to utilize human, financial, and material resources.
9. The conflicts arising among persons within the management level can get very serious.
10. The first step to getting to know yourself well is to take personal inventory of your strength and weaknesses.
11. After working for 13 years, he at last became supervisor of the night-shift lifters.
12. She seemed happy with all the preparation she was able to make.
13. One reason for Boeing dominant market share has been its international market share which rose almost 70% by the end of the year.
14. It is difficult for specialists to be promoted to the top management levels.
15. The conflicts arising among persons within the management level can get very serious.