**GCSE Business Studies**

***Unit 3:People***

***Revision Guide***



|  |  |
| --- | --- |
| Name: | Target grade: |

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**Unit 3: People - An overview**

|  |  |  |
| --- | --- | --- |
| **Paper 1: Business Activity, Marketing and People** | | |
| **Content overview** | **Assessment overview** | |
| Business Activity  Marketing  **People** | Business 1  80 marks  1 hour 30 minute paper | 50% of total GCSE |

|  |  |
| --- | --- |
| **Topic** | **Content** |
| 3.1 The role of human resources | * The purpose of human resources in business |
| 3.2 Organisational structures and different ways of working | * Different organisational structures * The terminology of organisation charts * Why businesses have different organisational structures * Ways of working |
| 3.3 Communication in business | * Ways of communicating in a business context * The importance of business communications * The influence of digital communication on business activity |
| 3.4 Recruitment and selection | * Why businesses recruit * The use of different recruitment methods to meet different business needs * Methods of selection |
| 3.5 Motivation and retention | * Financial methods of motivation * Non-financial methods of motivation * The importance of employee motivation * The importance of employee retention |
| 3.6 Training and development | * Different training methods * Why businesses train their workers * Staff development * The benefits to employees and businesses of staff development |
| 3.7 Employment law | * The impact of current legislation on recruitment and employment |

**Personalised Learning Checklist**

Complete the checklist below to rate your understanding of each of the topics in

Unit 3: People

Tick the relevant column to identify your learning and understanding of each of the areas studied.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit 3: People** | | Smiley Faces Assess - BelowSmiley Faces Assess - ABOVESmiley Faces Assess - ABOVE | Smiley Faces Assess - AT | Smiley Faces Assess - ABOVE |
| **3.1** | **The Role of Human Resources** | | | |
|  | The purpose of human resources in business   * Identifying and meeting the human resource needs of a business |  |  |  |
|  |  | | | |
| **3.2** | **Organisational Structures and Different Ways of Working** | | | |
|  | Different organisational structures   * Tall, flat |  |  |  |
|  | The terminology of organisation charts   * Span of control, chain of command, delegation, subordinates, authority |  |  |  |
|  | Why businesses have different organisational structures   * Importance of effective communication * Different job roles and responsibilities |  |  |  |
|  | Ways of working   * Full time, part time, flexible working, temporary working, working from home, working whilst mobile, self-employed |  |  |  |
|  |  | | | |
| **3.3** | **Communication in Business** | | | |
|  | Ways of communicating in a business context   * Letter, email, text, phone, meeting/presentation, social media, website |  |  |  |
|  | The importance of business communication |  |  |  |
|  | The influences of digital communication on business activity |  |  |  |
|  |  | | | |
| **3.4** | **Recruitment and Selection** | | | |
|  | Why businesses recruit   * Replace employees who leave, business growth, skills gap |  |  |  |
|  | The use of different recruitment methods to meet different business needs   * Internal methods, external methods, job description, person specification |  |  |  |
|  | Methods of selection   * CV, application form, letter of application, interviews, tests, group activities, references |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **3.5** | **Motivation and Retention** | | | |
|  | Financial methods of motivation   * Pay, bonuses, profit sharing, fringe benefits |  |  |  |
|  | Non-financial methods of motivation   * Praise, award schemes, working environment |  |  |  |
|  | The importance of employee motivation   * Improved employee performance, helps employee retention |  |  |  |
|  | The importance of employee retention   * Already familiar with the business and customers, saves time and expense on recruitment |  |  |  |
|  |  | | | |
| **3.6** | **Training and Development** | | | |
|  | Different training methods   * Induction, on-the-job, off-the-job |  |  |  |
|  | Why businesses train their workers   * Development of business, improve productivity, skill shortages, customer service, motivation and retention |  |  |  |
|  | Staff development   * Vocational and academic qualifications, apprenticeships |  |  |  |
|  | The benefits to employees and businesses of staff development |  |  |  |
|  |  | | | |
| **3.7** | **Employment Law** | | | |
|  | The impact of current legislation on recruitment and employment   * Discrimination, employees’ right to a contract, holidays, hours of work |  |  |  |

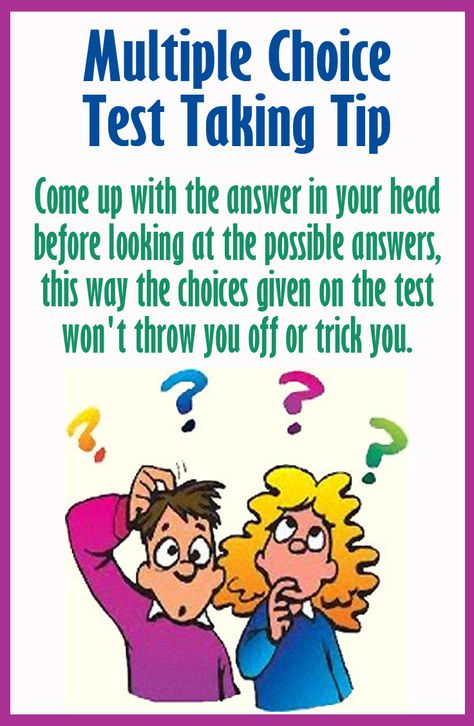
**Glossary/Key Terms**

In your exam you will be required to explain the meaning of a range of key terms.

In most cases 2 marks are available for demonstrating full understanding of the key term and 1 mark for providing a relevant example.

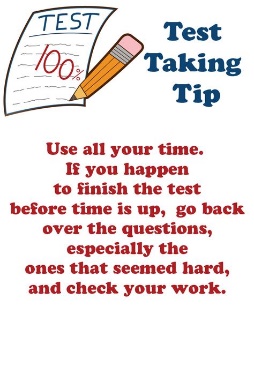
Complete the glossary below so that you have a full set of key term definitions with examples.

|  |  |  |
| --- | --- | --- |
| **Key Term** | **Explanation** | **Example** |
| Application form |  |  |
| Apprenticeship |  |  |
| Authority |  |  |
| Award scheme |  |  |
| Bonus |  |  |
| Chain of command |  |  |
| Communication |  |  |
| Contract of employment |  |  |
| CV |  |  |
| Delegation |  |  |
| Digital communication |  |  |
| Discrimination |  |  |
| Employment agency |  |  |
| Employment law |  |  |
| Employment tribunal |  |  |
| External communication |  |  |
| External recruitment |  |  |
| Flexible working |  |  |
| Formal communication |  |  |
| Fringe benefits |  |  |
| Full-time working |  |  |
| Group activities |  |  |
| Holiday entitlement |  |  |
| Horizontal communication |  |  |
| Human resources |  |  |
| Induction training |  |  |
| Informal communication |  |  |
| Internal communication |  |  |
| Internal recruitment |  |  |
| Interviews |  |  |
| Job description |  |  |
| Layers |  |  |
| Letter of application |  |  |
| Motivation |  |  |
| Off-the-job training |  |  |
| On-the-job training |  |  |
| Organisation chart |  |  |
| Part-time working |  |  |
| Pay |  |  |
| Person specification |  |  |
| Praise |  |  |
| Professional development |  |  |
| Profit sharing |  |  |
| Recruitment agency |  |  |
| References |  |  |
| Retention of workers |  |  |
| Selection |  |  |
| Self-employment |  |  |
| Social media |  |  |
| Span of control |  |  |
| Subordinates |  |  |
| Temporary working |  |  |
| Tests |  |  |
| Trade union |  |  |
| Training |  |  |
| Turnover of labour |  |  |
| Verbal communication |  |  |
| Website |  |  |
| Working environment |  |  |
| Working time directive |  |  |
| Working while mobile |  |  |
| Written communication |  |  |
| Zero-hours contract |  |  |

**Exam ‘Top Tips’**

Read the question carefully and decide on the answer.

Check the possible options and cross out the ones that are **definitely wrong!**

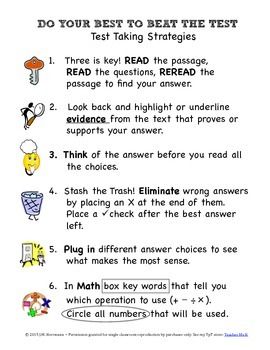


*“Be specific about what the product or service actually is. Use actual competitor names too”*

Read the question and the information very carefully. Some of your answers will come directly from the text!

Highlight/underline key information in the text

*“Follow the correct structures, you have been given them for a reason”*



*“Where the question asks for TWO reasons/example/benefits, make sure you include TWO”*

*“If the question doesn’t tell you how many to include, look at the number of marks available”*

If you finish your paper before the 90 minutes are up

Check, check and check again!

Ask yourself: So? Why? How? If?

**Exam Structures**

Follow each of the structures below when answering your exam questions

|  |
| --- |
| **Explain [2 marks]** |
| Point |
| Explain *2 strands of information using a connective* |

|  |
| --- |
| **Explain [4 marks]** |
| Point |
| Explain *2 strands of information using a connective* |
| Point |
| Explain *2 strands of information using a connective* |

|  |
| --- |
| **Analyse [3 marks]** |
| Point |
| Explain *2 strands of information using a connective* |
| Impact |

|  |
| --- |
| **Analyse [6 marks]** |
| Point |
| Explain *2 strands of information using a connective* |
| Impact |
| Point |
| Explain *2 strands of information using a connective* |
| Impact |

|  |
| --- |
| **Recommend [3 marks]** |
| Point |
| Explain *2 strands of information using a connective* |
| Impact |
| However |

|  |
| --- |
| **Evaluate/Discuss [7/9 marks]** |
| Point 1 |
| Explain positive *2 strands of information using a connective* |
| Impact |
| However |
| Explain negative *2 strands of information using a connective* |
| Impact |
| Point 2 |
| Explain positive *2 strands of information using a connective* |
| Impact |
| However |
| Explain negative *2 strands of information using a connective* |
| Impact |
| In conclusion the business should..... |
| The most important reason for this is.......because..... |
| While they do need to consider..... |
| I would still recommend.....for the business because..... |

**3.1 The role of human resources**

|  |  |
| --- | --- |
| **Specification content** | **What you should know** |
| The purpose of human resources in business | * Identifying and meeting the human resource needs of a business |

***Identifying and meeting human resource needs***

Businesses need to identify what **human resources** and functions they need when they start up and throughout the lifetime of the business. Identifying **human resource needs** enables a business to create a personnel plan. This will include:

* How many workers it needs to employ
* The type of workers it needs - skilled or unskilled, managers, full time or part time, where they will work and at what times they will work
* How the business will get the best out of its workers

The table below highlights the factors influencing the **human resource needs** of a business.

|  |  |
| --- | --- |
| **Factor** | **Influence on the human resource need** |
| What it produces | Are skilled or unskilled workers needed, or a mix of both? |
| How much it produces | How many workers will the business need? |
| The method of production | Can machines rather than workers be used? |
| When production takes place | Are workers needed seven days a week or only on specific occasions? |
| The ‘functions’ or ‘jobs’ to be completed | What type of workers are needed - finance, production, marketing, human resources? |
| The budget available to the business | How much can be spent on workers? |

Using the words below, fill in the gaps to complete the paragraph

Businesses must identify their human needs when they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ up. They need what kind of staff and how \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ workers to employ. Other decisions will be whether to employ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ time or part time workers. Well-run businesses plan ahead. They will look at their staffing needs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to see if they are changing, for example, because the business is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the way it produces its goods or services.

**start**

**full**

**many**

**changing**

**regularly**

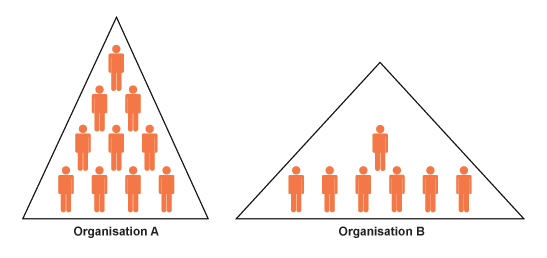
**growing**

Match the change given in the table below with its effect on business.

|  |  |  |
| --- | --- | --- |
| **Change** |  | **Effect on the business** |
| A kitchen fitting business increases its sales as a result of the growth of incomes and employment in the economy |  | Some workers may lose their jobs but the business may want some workers to work in the new factory |
| A car manufacturer introduces high-tech robotic equipment |  | It will have to ask the workers to work different hours |
| Next PLC has to pay its shop assistants more as the government raises the national living wage |  | More of the same kind of workers will be needed |
| A bicycle manufacturer decides to switch production to a factory abroad |  | The business may look to reduce the number of workers it employs |
| A family activity centre decides to close on a Wednesday and open at the weekends instead |  | Skilled workers will be needed to program the equipment |

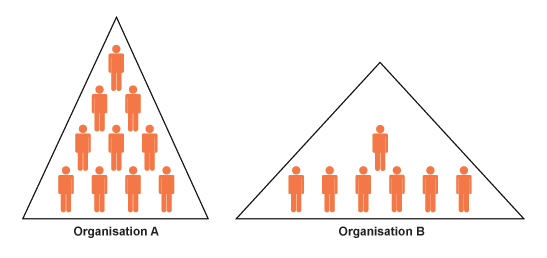
**3.2 Organisational structures and different ways of working**

|  |  |
| --- | --- |
| **Specification content** | **What you should know** |
| Different organisational structures | * Tall, flat structures |
| The terminology of organisation charts | * Span of control, chain of command, delegation, subordinates, authority |
| Why businesses have different organisational structures | * Importance of effective communication, different job roles and responsibilities, different ways of working |
| Ways of working | * Full-time, part-time, flexible working, temporary work, working from home, working whilst mobile, self-employed |

***Different organisational structures***

**Organisational structures** can be classed as either ‘**tall’** or ‘**flat**’.

**Tall organisational structures** have many layers of staff from top to bottom. Here there are four layers, including the board of directors at the top, and down to the shop-floor workers at the bottom.



**Flat organisational structures** will only have a few layers, maybe as little as two or three. There may be a board of directors at the top, one layer of managers and the shop floor workers.

The table below shows the advantages and disadvantages of different types of **structures**.

|  |  |  |
| --- | --- | --- |
|  | **Tall structure** | **Flat structure** |
| **Advantages** | * There are clear lines of communication from the people at the top to the people at the bottom of the organisation * Managers tend to have only a few people that they are responsible for * There will be opportunities for people to gain promotion within the organisation, which can be good for motivation | * Managers tend to delegate responsibilities to the workers they have responsibility for, which is good for motivation * Workers are likely to talk to a wider range of colleagues, so structure is good for generating ideas |
| **Disadvantages** | * Subordinates may feel they are too controlled by their line manager which can stifle motivation and creativity * Workers may only talk to immediate colleagues and may be less sympathetic or supportive to workers in other areas of the business | * There are not always clear lines of communication and some workers may miss out on information which would help them and the business * Managers may have a large number of workers to oversee * Promotion opportunities may be few and may be unclear to workers, which may reduce motivation |
| **Suitability** | * Tall structures suit large organisations such as hospitals * Tall structures suit non-creative businesses where workers perform limited, clear tasks, for example, a building company | * Flat structure are suitable forcreative businesses, such as computer game design * Flat structures are good for smaller businesses because they can help workers feel valued |

***The terminology of organisation charts***

The **organisation chart** below is for J.J. Jewellery, a sole trader business owned by Joe Johnson. Joe is responsible for the business, its finances and its accounts. The business makes its own jewellery and sells it through a shop, also owned by Joe Johnson, in the town of Bowton. The jewellery is designed by Amna Johnson, Joe’s wife. It is made in a workshop by a team of three. Vafi Oman, Amna’s brother, manages the production team. The shop is run by Myiesha Oman, Amna’s sister. There are four shop assistants. Zac Doyle is a part-time buyer who buys jewellery from other manufacturers to sell in the shop.

There are five important terms connected to **organisation charts** that you need to know. In the table below can you identify the correct key term and match them with the correct explanation.

|  |  |  |  |
| --- | --- | --- | --- |
| **Explanation** | **Key term** |  | **Example** |
| The power that one person has to make decisions and to give instructions to those workers they are in charge of. A line manager is a person who is in charge of other workers. |  |  | If Joe Johnson wants to pass an instruction to the production workers, the chain of command would be from him to Vafi and then to the production workers |
| Workers what a line manager is responsible for |  |  | Vafi has authority over two production assistants |
| A process where a manager gives a subordinate responsibility to make certain decisions, for which the manager remains ultimately responsible. |  |  | The span of control for Joe is three - he has authority over Amna, Myiesha and Vafi |
| The link in authority from those at the top to those at the bottom |  |  | Myiesha is a subordinate of Joe Johnson |
| The number of subordinates that a manager has authority over |  |  | Joe Johnson has delegated responsibility for designing jewellery to Amna Johnson |

***Why businesses have different organisational structures***

Businesses can be **organised** in different ways. There are three main reasons why businesses choose different **organisation charts**:

1. Importance of effective communication

Communication is very important in all businesses. A business will organise its **structure** in a way it thinks will result in the best communication between its workers. One business may put all the workers connected with one particular product in one department so that they consider all the different but connected functions when making decisions. A business which operates in different parts of the world may organise its workers by place or area so that it is easier for them to communicate.

1. Different job roles and responsibilities

A business may decide that all its workers for one function should be together so that, for example, the marketing experts are helping each other with decisions. Each function or department will focus on what it does best, it is an example of specialisation in production.

1. Different ways of working

You have seen that **tall** and **flat organisation structures** suit different types of businesses. **Tall organisations** suit large businesses where the success depends on workers carrying out clearly defined tasks. **Flat organisations** are better for businesses that need their workers to be creative - a **flat structure** will enable workers to communicate with a range of different workers and to share ideas.

***Ways of working***

The table below summarises the different ways of working you need to know and the main advantages and disadvantages of each - from the point of view of the business.

|  |  |  |  |
| --- | --- | --- | --- |
| **Way of working** | **Definition** | **Advantages to the business** | **Disadvantages to the business** |
| Full time | When a person works 35 hours or more per week | The worker is permanently available for the business | The business may have to pay a worker at a time when no work needs to be done |
| Part time | When a person works less than 35 hours per week | The worker can be asked to work at specific times needed by the business | The business may have to train many more workers than if it employed only full-time workers |
| Flexible working | The practice of people working partly at their place of work and partly elsewhere. Perhaps at home or while mobile, and possibly at times that suit them | The business may benefit from motivated workers who like the flexibility of when they will work | The worker may not be available to work when needed by the business |
| Temporary working | When a person only works for a short period of time for an employer, sometimes on a short-term contract or sometimes on a day-to-day basis | The business only needs to employ workers for the length of time they need them, for example, at Christmas time | The business may find it difficult to recruit enough workers at times when they are needed |
| Working from home | When a person completes work for a business, or for themselves if they are self-employed, in their home | The business may save costs by not having to provide office space | Workers may not communicate with each other very well, reducing their efficiency |
| Working while mobile | When people work while they are on the move, travelling or on holiday | The business benefits from the increased productivity of the worker | The business may not be able to monitor that the worker is working as much as he or she should |
| Self-employment | When people work in their own business, selling their work to buyers who may be consumers or other businesses | Businesses often like to use self-employed contactors to do work for them because they only need them for a specific job and they do not need to pay national insurance or pension contributions for the worker, or to pay them when there is no work to be done | The self-employed person may not work in the way that the businesses own employees are trained to |

The table below summarises the main advantages and disadvantages of different ways of working - from the point of view of the workers.

|  |  |  |  |
| --- | --- | --- | --- |
| **Way or working** | **Definition** | **Advantages to the worker** | **Disadvantages to the worker** |
| Full time | When a person works 35 hours or more per week | The worker is paid for a full working week | The worker is tied to working a full working week throughout the year |
| Part time | When a person works less than 35 hours per week | The worker can work when it suits them, for example, during the hours their children are in school | The worker will only get paid for the hours they work and this may mean less money than they need or want. The worker may have to take a second job |
| Flexible working | The practice of people working partly at their place of work and partly elsewhere. Perhaps at home or while mobile, and possibly at times that suit them | The worker can work at times that suits them, for example, they can work four long days and take the fifth day off as flexi-time | The worker may not be offered as much work as they want |
| Temporary working | When a person only works for a short period of time for an employer, sometimes on a short-term contract or sometimes on a day-to-day basis | The worker can work and earn for a period and then have time to do other things they want to, such as going on long holidays | The worker may find there are times of the year when there is no work for them |
| Working from home | When a person completes work for a business, or for themselves if they are self-employed, in their home | The worker saves time and money by not having to travel to work | The worker may find there are distractions at home such as noisy children or they may miss socialising with other workers |
| Working while mobile | When people work while they are on the move, travelling or on holiday | The worker can take full use of their time, even when they are travelling | The worker may feel under pressure to work a lot, even while on holiday |
| Self-employment | When people work in their own business, selling their work to buyers who may be consumers or other businesses | The worker may like being in control and may be highly motivated because their earnings depend on how much they produce | There is less job security for the worker as there may be times when there is no work and so no income |

**3.3 Communication in Business**

|  |  |
| --- | --- |
| **Specification content** | **What you should know** |
| Ways of communicating in a business context | * Letter, email, text, phone, meeting/presentation, social media, website |
| The importance of business communications | * Which method should a business use and why |
| The influence of digital communication on business activity | * How digital communication influences business activity i.e. placing less reliance on location, impacting on the number of workers required and ways of working in a business |

***Ways of communicating in business context***

The table below summarises the main ways of **communicating** that you need to know; **verbal communication** and **written communication**. Two advantages and two disadvantages are given for each method of **communication**.

|  |  |  |
| --- | --- | --- |
| **Method of communication** | **Advantages** | **Disadvantages** |
| Verbal/spoken | | |
| **Phone** Communication using a mobile phone or a landline | * Good for discussion of ideas or problems and making arrangements * It is immediate, providing the communicators are available to speak | * No record of the discussion * Can be difficult with long waiting times to get through to a call centre |
| **Meeting**  People come together to have a discussion, either in person or through video-conferencing | * It is a good way to exchange ideas and to check understanding * Minutes provide a record of the meeting | * Can be expensive to get people together * If it is a formal meeting, it can take time to arrange |
| **Presentation**  A speaker explains something, often using projected slides or real objects | * The speaker has time to prepare in advance what they wish to say and then to explain clearly * It is often possible to ask questions to help understanding | * There may be a lot of listeners and it may be difficult to check they all understand * Presentations take time to arrange and can be expensive |
| Non-verbal/written | | |
| **Letter**  A written document that is usually sent through the post | * Provides a record of the communication * The sender can take time to make sure ideas are clearly expressed while the reader can read the message more than once | * It takes time for letters sent in the post to be delivered * If the meaning of the message is unclear, it is difficult for the receiver to check |
| **Email**  An electronic message that can be sent to an individual, a group or many people | * A very fast method of communicating * Good for short messages although attachments are a way of adding more information | * A person may not check their emails regularly * Bulk emails are often ignored and deleted or lost in spam |
| **Text**  A written message sent from one phone to another. Texts can be to individuals, groups or to many people | * A very fast method of communicating that can include a lot of people * The receiver can save the text to remember details in the message, for example, of an appointment | * Only limited information can be given * Not good for discussing ideas |
| **Social media**  A message sent through sites such as Facebook and Twitter | * The message can be sent to selected groups or in bulk to large numbers cheaply * Sometimes pictures can be added to the message | * Somebody in the business needs to manage the communications, for example, responses from receivers * It is not always easy to judge how successful the message has been |
| **Website**  Businesses can post information on their website or let customers order from it | * It saves money because information does not need to be printed and posted * Customers can order online so the business may not need to have a shop or office accessible to customers | * Customers cannot ask for information easily * Customers cannot view the goods |

***Importance of business communications***

Good **communication** and feedback is very important in business. **Communication** can be **internal** or **external**. The figure below shows some examples of the type of **communication** used in different business divisions.

In the table below, match the kind of business activity with the example of communication.

|  |  |  |
| --- | --- | --- |
| **Kind of business activity** |  | **Example of communication** |
| Marketing |  | A computer-controlled robot is programmed to paint cars on the assembly line |
| Finance |  | A sales representative visits a possible customer |
| Human resources |  | Information about new health and safety regulations is posted on a website |
| Government and trade |  | A business sends out a bill to a customer for money that is owed |
| Operations |  | An employee is given a telling off for repeatedly being late to work |

***Influence of digital communication on business activity***

Email, social media, websites, mobile phones and messaging sites such as What’s App and Twitter enable the **digital communication** of voice messages, video, images and text messages. The use of **digital communications** has changed the way many companies operate across all their business functions.

The diagram below gives examples of the ways in which business functions have changed as a result of **digital communication**.

Using the words below, fill in the gaps to complete the paragraph

Digital communication is about sending and receiving information \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. It has transformed business activity. There is now greater \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and trade has become more \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of workers has been increased and production \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have fallen as a result. All the functional departments of a business have been affected. Finance departments can store and process \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ information more quickly. Marketing departments use websites and \_\_\_\_\_\_\_\_\_\_\_\_\_ to reach potentially huge markets. Production is now \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as what is being produced can be changed much more quickly. Human resource departments have seen more staff working while \_\_\_\_\_\_\_\_\_\_\_\_\_\_ or working from \_\_\_\_\_\_\_\_\_\_\_\_\_. Many workers have benefited from the changes to business activity but some have lost their \_\_\_\_\_\_\_\_\_\_\_\_\_\_ or had to undergo \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**leaner**

**mobile**

**jobs**

**accounting**

**costs**

**global**

**electronically**

**home**

**social media**

**competition**

**retraining**

**productivity**

**3.4 Recruitment and Selection**

|  |  |
| --- | --- |
| **Specification content** | **What you should know** |
| Why businesses recruit | * Replace employees who eave, business growth, skills gap |
| The use of different recruitment methods to meet different business needs | * Internal methods, external methods, job description and person specification |
| Methods of selection | * CV, application form, letter of application, interviews, tests, group activities, references |

***Why businesses recruit***

**Recruitment** refers to the process of finding people to work in a new or established business. Businesses analyse their human resource needs when they start up and, usually at regular intervals once the business is established. The analysis will tell them if they need to **recruit new workers** to fill a skills gap and will identify the type of workers needed as well as how many, when and for how long.

The diagram below shows the main reasons why businesses need to **recruit workers**.

Using the words below, fill in the gaps to complete the paragraph

Recruitment and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are very important to businesses. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in a business make it successful or not. Recruiting new staff is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. If good staff are not recruited by firms, money spent on the recruitment process is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Also, the productivity or workers may fall, which may raise the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the firm. For this reason, using correct recruitment and selection \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is important. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are one way of finding out about people by they can give the wrong impression. Many firms now plan their recruitment and selection very carefully - employing good workers can be the difference between \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and failure for a business.

**wasted**

**expensive**

**costs**

**selection**

**interviews**

**methods**

**workers**

**success**

Can you put the **recruitment process** in the correct order?

**Advertise the vacancy**

**Appoint**

**Identify a vacancy**

**Interview**

**Prepare a job description**

**Prepare a person specification**

**Selection**

|  |
| --- |
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|  |

***Use of different recruitment methods to meet different needs***

Two documents are very important in recruitment - the **job description** and the **person specification**. The information given in these documents makes it more likely that only workers able to do the job will apply, saving time for the business and the applicants.

Businesses must choose whether to use **internal recruitment** or **external recruitment** when looking for a new worker. Both methods have their advantages and these are shown in the table below.

The table below describes the media which a business can use to recruit workers. It states whether the media is suitable for **internal** and/or **external recruitment** and some gives key points to remember about each type.

|  |  |  |
| --- | --- | --- |
| **Media** | **Internal or external** | **Key points** |
| Website | Both | The firm’s own website or a special site advertising jobs |
| Social media | Both | This is now widely used as many potential applicants use social media |
| Local newspapers | External | Appropriate when the job is likely to appeal only to people who live near the business |
| National newspapers | External | Good for recruiting workers from a very wide geographical area, but advertising in them is expensive |
| Specialist magazines | External | Good for recruiting workers such as engineers, doctors and HR specialists who read journals and magazines relevant to their particular job expertise |
| Job centre | External | These are run by the government and give workers the opportunity to use computers and find out about a wide range of jobs |
| Word of mouth | Both | Existing employees tell friends and others about jobs, which saves the business money |
| Email | Internal | The business can send an advertisement to workers they know may be interested in the job |
| Noticeboard or company magazine | Internal | This is cheap and will be seen by workers likely to be interested in the job |

**Job advertisements** need to include enough detail to attract the right kind of person to apply, for example, contact information (business address and phone number/email address), detailes about the job (some information from the job description), details about the person needed (some information from the person specification), pay and conditions.

***Methods of selection***

Businesses need to obtain information about the people who apply for a job. They use this information to decide which of the applicants will be best able to do the job.

The diagram below gives the main points about each of the **methods of selection** a business can use.

**3.5 Motivation and Retention**

|  |  |
| --- | --- |
| **Specification content** | **What you should know** |
| Financial methods of motivation | * Pay, bonuses, profit sharing, fringe benefits |
| Non-financial methods of motivation | * Praise, award schemes, working environment |
| The importance of employee motivation | * Improved employee performance, helps employee retention |
| The importance of employee retention | * Already familiar with business and customers, saves time and expense of recruitment |

***Financial methods of motivation***

Workers who feel safe at work, who feel that their contribution to the organisation is valued and that their talents are recognised, are likely to feel **motivated**. Successful organisations ensure they **motivate** their workers.

**Financial methods of motivation** all involve some kind of payment, either in money or in kind, to encourage workers to work longer or more efficiently. The diagram below summarises the four main **financial methods of motivation**.

***Non-financial methods of motivation***

**Non-financial methods** of **motivation** are ways of encouraging workers to work longer or more efficiently but which do not involve paying them extra money for example, by praise, an award scheme or providing a good working environment.

The table below explains how each **non-financial method** of **motivation** works.

|  |  |  |  |
| --- | --- | --- | --- |
| **Method** | **Praise** | **Award schemes** | **Working environment** |
| Description | Workers are thanked and praised for the (good) work that they have done either in private or in front of other workers | Workers are presented with rewards for their work these might include vouchers for days out, holidays or simply certificates of achievement | Improving the workplace so that it is a pleasant place to work. It can also involve listening to people and giving them a say in the business or sending them on team building activities |
| How it motivates | It makes the worker feel appreciated and valued. Those not praised may feel that they need to do better to earn praise | Makes workers feel valued and will encourage them and others to continue to increase their efforts | Makes workers feel well looked after and that their opinions are valued |
| Advantage | It does not cost the business anything and it helps to create a positive climate | The cost of these rewards vary but not all are expensive to give | If workers feel valued they will respect the business and their colleagues, creating a positive attitude to work |
| Disadvantage | Sometimes if there is no financial reward for good work over a long period, workers may feel that they are not truly valued | There is some cost to them. They need to be given fairly or workers who do not receive an award may be upset | There is a cost to some of this, for example, improving the furniture or facilities in a building or paying for activities |
| Suitable for | All workers as everyone likes to feel appreciated | All workers as everyone likes to feel appreciated | Most workers, except for those who work in conditions where improvements to comfort are difficult, such as those working on a North Sea oil rig or in a mine |

***Importance of employee motivation and importance of employee retention***

**Motivated workers** will recue costs and increase sales through improved employee performance. The table below explains why **motivated workers** help businesses to compete, survive and grow.

|  |  |
| --- | --- |
| **Benefit** | **Explanation** |
| Higher worker productivity | Workers will produce more goods or improved services in the time they work. This will reduce the costs of production and the prices the business charges can be reduced so that sales and profits rise |
| Reduced levels of worker supervision | Workers will want to do their job well. This may reduce business costs as fewer supervisors need to be employed |
| Low worker absenteeism | Workers will be happy about coming into work and less likely to take a day off if they are only slightly unwell |
| Improved quality | Workers will take pride in doing their work well and will produce quality goods and services, knowing that this will satisfy consumers and give the business a good name. There will be less waste which helps to reduce costs |

A high **employee retention** means workers stay with a business for a long period of time. A low **employee retention** rate means that workers do not stay long and there is a **high labour turnover**.

Workers will be happy to stay with business if they feel they are being treated fairly. For example, they will feel that their pay is what they deserve, that they are respected by their managers and that there are opportunities in the business for them to develop their skills and make progress in their careers.

Benefits of workers staying a long period of time:

* The business will need to recruit workers less often, saving time and recruitment costs
* Training costs will be lower because the business will not need to train as many new workers. Workers will already be familiar with the business and its customers, so will need less training
* When the firm does want to recruit new workers, it will be easier for them to do so because it will have a good reputation for treating its workers well

However, not all businesses want to **retain** their workers for a long period of time. Sometimes workers may only be needed for a particular length of time, for example, a hotel may require more workers during the summer tourist season and shops may take on extra staff for the Christmas period.

For each of the statements below, identify whether they are true or false.

|  |  |  |
| --- | --- | --- |
| **Statement** | **True** | **False** |
| If a worker improves productivity, they will produce more than they used to in the same amount of time |  |  |
| If workers in a car factory improve their productivity, the cost of producing each car will fall |  |  |
| Motivated workers will always want to leave the business to work elsewhere |  |  |
| training costs will usually fall if staff turnover is high |  |  |
| Increased motivation reduces costs because workers are less likely to be absent |  |  |
| Motivated workers need a lot of supervision to make sure they work hard |  |  |
| Increased motivation saves on training costs because workers are likely to remain working for the firm for longer and fewer new recruits are needed |  |  |
| Motivated workers may help to reduce business costs because they will take price in working accurately, so reducing waste |  |  |
| Motivation systems can be expensive as managers need to be paid to run them |  |  |
| Financial methods of motivation increase total business costs |  |  |
| Motivating workers always reduces the average costs of producing goods and services |  |  |

**3.6 Training and Development**

|  |  |
| --- | --- |
| **Specification content** | **What you should know** |
| Different training methods | * Induction, on-the-job, off-the-job |
| Why businesses train their workers | * Development of the business, improve productivity, skill shortages, customers service, motivation and retention |
| Staff development | * Vocational and academic qualification, apprenticeships |
| The benefits to employees and businesses of staff development | * Planning staffing needs for the future, maintaining quality, productivity and competitiveness, motivation for staff and increased skill levels for staff |

***Different training methods***

**Training** involves developing a worker’s specific skills, for example, by teaching them to operate the company computer system, deal with customers or work safely. Induction training occurs when a worker first joins a company. **Training** is divided into **on-the-job** and **off-the-job**.

**On-the-job training** usually involves a trainee working with a more experienced worker who shows the trainee what to do and then gives them feedback to improve their skills as they do their work. Somebody learning to ice a cake might learn in this way.

The table below describes the advantages and disadvantages of **on-the-job training**.

|  |  |
| --- | --- |
| **Advantages of on-the-job training** | **Disadvantages of on-the-job training** |
| * It is specific to the individual and the business * It saves on the cost of travel to a course * The worker produces something as he or she trains * The business can teach the person exactly how they want the job done | * The work done as the learner starts to train may not be of a good enough quality * The trainer may be good at their job but not at training others how to do it * The worker may learn only how to do the work in the way the business does it * The worker may not obtain a qualification as a result of the training * It is not easy to train a group of trainees |

**Off-the-job training** is when the worker is away from his or her work. The diagram below shows the different types of **off-the-job training**.

|  |  |
| --- | --- |
| **Advantages of off-the-job training** | **Disadvantages of off-the-job training** |
| * Training is often given by experts so higher quality * The trainee may be motivated by a day away from work * A worker can feel valued because the business is paying for the training * Some types of training i.e. safety, are better carried out by experts | * It can be expensive - the employer will have to pay for travel costs and the training fees * The business loses output while the worker is away from work * Improving a worker’s skills may make it possible for them to get work in another business |

***Why businesses train their workers***

Reasons why businesses **train** its workers include:

* Introduces new recruits to the business and their work (induction training)
* Gives workers technical skills such as how to use a fork-lift truck
* Develops workers’ personal skills such as leadership, communication and organisation
* Inform workers of health and safety procedures
* Inform workers about employment law or rules such as discrimination in the workplace
* Teach workers to manage others
* Teach workers to function together as a group
* Tell workers about the features of new products that they will be selling
* Train workers to be flexible so that they can do different types of jobs as needed
* Teach workers new skills of their existing skills are no longer needed

The benefits to a business of **training** is workers are contained in the diagram below.

***Staff Development***

**Staff development** involves learning over a long period of time. Workers may learn through an external course, with learning being reinforced by practical activity in the workplace. The aim is to realise the long-term potential of the employee. Workers can gain vocational qualifications or academic qualifications.

Two types of **staff development** are compared in the table below.

|  |  |
| --- | --- |
| **Apprenticeship** | **Professional development programme** |
| A long term learning programme - often over two, three or four years | A long-term programme - often two years or more |
| Usually leads to a specific National Vocational Qualification, for example, Level 2 qualification in childcare or a Level 3 qualification in plumbing | May lead to a professional qualification such as a Chartered Surveyor or a member of the Association of Dental Anaesthetists. It may lead to general academic qualifications such as a degree |
| It develops skills and knowledge relevant to a specific job, i.e. veterinary nursing | It contributes to a person’s general education as well as enabling them to develop a set of skills and body of knowledge related to a specific vocation, such as medicine, business management or accountancy |
| Available at two main levels - intermediate (for people with GCSEs) and advanced (people with GCSEs and A-Levels). Some apprenticeships go to degree level work and beyond | Professional development applies at all levels from junior to senior workers |
| The development programme is usually completed partly in the work place and partly in a college | Professional development programmes often include a high academic content completed at college or online, but there will also be a practical element |

***Benefits to employees and businesses of staff development***

The diagram below shows the benefits to employees of **staff development**.

The diagram below shows the benefits to businesses of **staff development**.

However, there may be problems for the business resulting from **staff development**:

* **Staff development** costs money, so when a business is experiencing a decrease in its profits or a financial loss, it may decide to reduce **staff development** costs as a way of increasing profits or even to stay in business
* Staff who have completed their training may find that they can get a better job elsewhere

**3.7 Employment Law**

|  |  |
| --- | --- |
| **Specification content** | **What you should know** |
| The impact of current legislation on recruitment and employment | * Discrimination, employees’ right to a contract, holidays, hours of work |

***Discrimination laws***

**Discrimination** is illegal. The **Equality Act 2010** says a person cannot be treated differently on the grounds of their gender, race, ethnicity, disability, sexual orientation, religion or beliefs.

A business must not:

* Pay workers differently for doing the same work
* Favour certain types of people when recruiting workers, for example, advertise specifically for male workers (unless an exception in law has been made i.e. a male PE teacher)
* Discriminate when promoting or training workers or making them redundant
* Allow workers to be mistreated by other workers because of, for example, their skin colour, sexual orientation or religion

A business that does discriminate may find:

* Staff become less motivated, which may affect the performance of the business
* Workers decide to leave, so the business must recruit new workers
* It develops a poor reputation, which could reduce sales and affect recruitment
* It can be fined and made to pay compensation to employees

A business that takes action to stop discrimination may find:

* It increases costs, for example, it may have to raise the pay for women
* It may need to rewrite recruitment and training policies to prevent discrimination
* It needs to monitor what goes on in the business to prevent discrimination taking place

***Contract of employment***

A contract of employment makes clear what the worker is being employed to do and the pay and conditions that the business will give to the worker, including holiday entitlement. A statement of employment particulars is a written part of a contract of employment which gives details of pay, conditions and holiday entitlement. It must be given to the worker within eight weeks of starting work.

All workers are entitled to holidays each year, depending on how many hours per week they work for the business. Legally workers are entitled to a minimum of 5.6 weeks’ holiday per year, including bank holidays (these are not extras!).

Holiday entitlement can be calculated as follows:

Number of days worked per week x 5.6 = holiday entitlement

5 x 5.6 = 28 days

2 x 5.6 = 11.2 days

Normally, workers cannot be asked to work more than 48 hours per week, though there are some exceptions (i.e. police officers, people in the armed forces, seamen and servants in private households), but workers can opt out of this legal restriction if they wish to.

The working hours are governed by the ‘Working Time Directive’ and the 48 hours per week is an average over a 17-week period. This means that a worker can be asked to work more than 48 hours one week so long as the average over 17 weeks is not more than 48 hours.

The average number of hours worked can be calculated as follows:

Number of hours worked = average number of hours

17

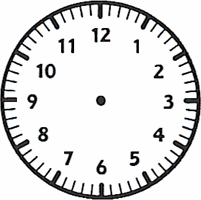
799 hours worked = 47 hours on average

17

The effects of providing a contract of employment to all workers include:

* Increased costs because the business may need to employ additional limited number of hours each week
* Managing staff holidays to ensure there are always enough workers to do the work

**Revision Clocks**



The role of human resources

Employment law

**Unit 3**

Organisational structures

Training and development

Motivation and retention

Ways of working

Communication in business

Recruitment and selection

Motivation and retention

Training and development

Ways of working

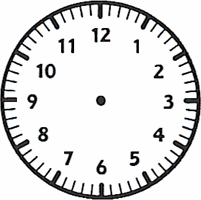
Organisational structures

Communication in business

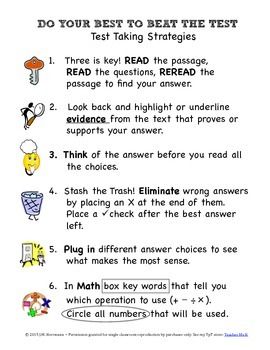
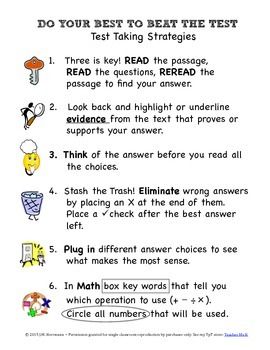
The role of human resources

Recruitment and selection

Employment law



**Unit 3**

**Possible Practice Exam Questions**

Answer each of the following exam style questions. Use the structures on p10 to help you.

**Womanic Ltd**

Womanic was started by Louise Baker in 2016. With a passion for cars and some business acumen, Louise came up with a brand directly aimed at the modern-day man and woman. With people’s lives being so busy, Louise’s idea offers a fast and hassle-free service to car maintenance - with a *feminine touch.* She has approximately 35% market share out of a total market of 67,000.

3 years later Louise is looking to open a second branch, she will need to recruit more mechanics and want to stick to her ethos of using female mechanics. She is considering putting an advert in the local paper. She plans on paying them an hourly rate of £9.50 and will expect them to work 36 hours per week. They also have the opportunity to earn 10% commission on the cleaning and valeting products they sell.

Louise also likes to encourage flexible working so that the employee’s lives can fit around the work. She also encourages personal development and is prepared to offer an apprenticeship if that helps find the right person.

1. Identify one financial and one non-financial method of motivation Louise could use. [2]

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Explain one reason why a business may need to recruit staff. [2]

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1. Calculate how much the new mechanic would earn in a week if they also managed to sell £550 of car cleaning products [3]

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1. Analyse one advantage to Womanic of using an apprenticeship to develop staff. [3]

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1. Calculate how many customers Womanic will service with their 35% market share . [2]

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1. Analyse one advantage of using an interview as a method of selection. [3]

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Analyse one advantage of using a test as a method of selection. [3]

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Recommend whether Louise should use a test or an interview when selecting the new mechanic.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [3]

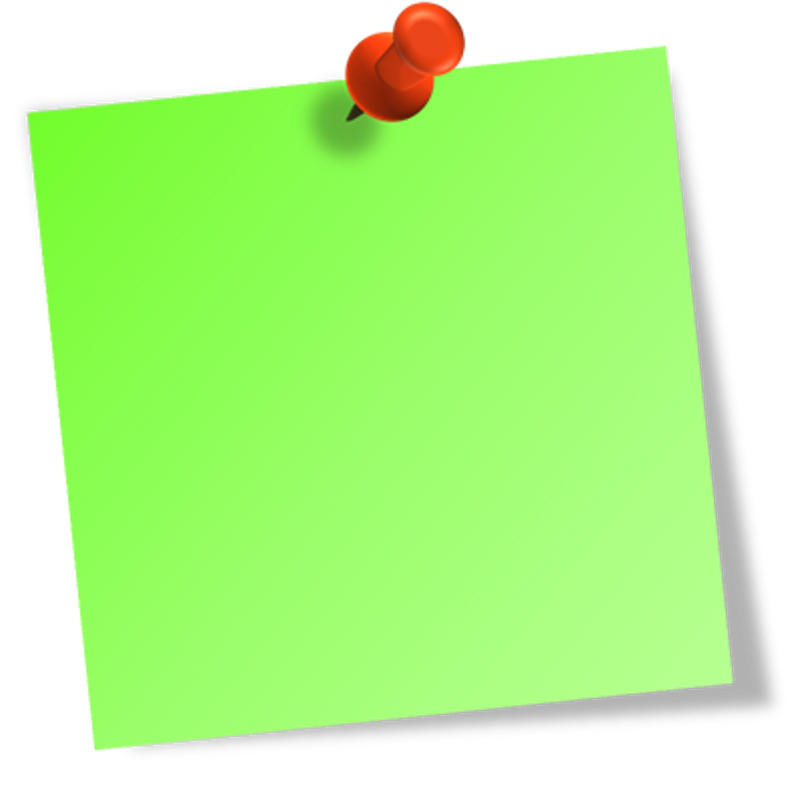
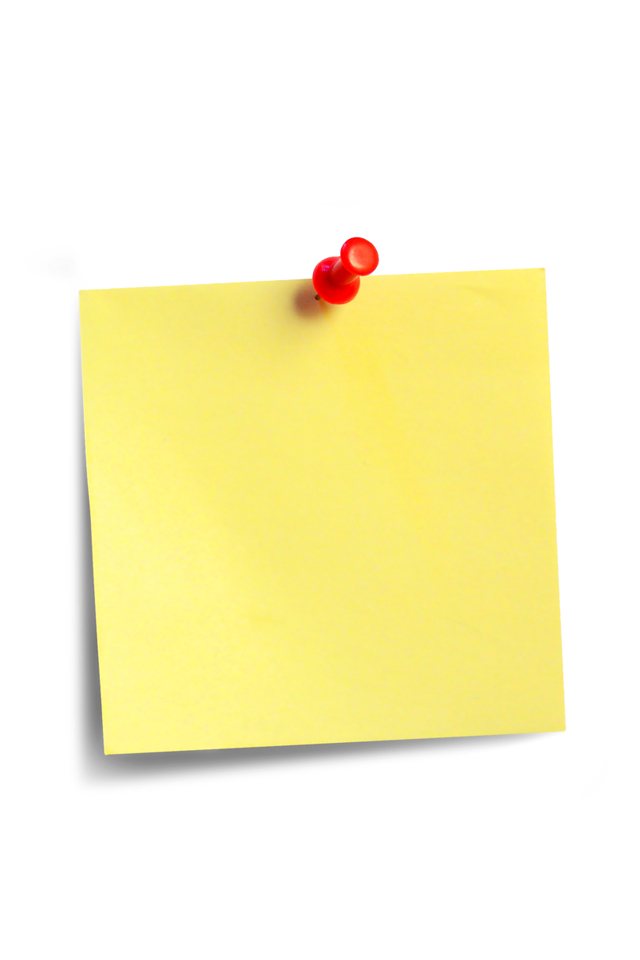
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Self-Review of Unit 3: People**



**I have completed the following tasks (✓):**

* Personalised Learning Checklist
* Glossary of key terms
* Read the exam ‘top tips’
* Learnt the exam structures
* Read the topic information and completed all tasks
* Completed at least two revision clocks
* Answered **all** of the possible exam questions using the exam structures



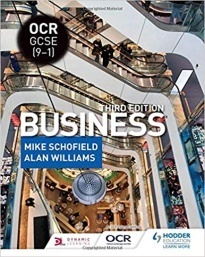
The topics I need to improve on are.....

The topics I understand well are.....

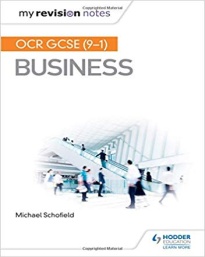
My targets to help me improve in this unit are.....

**Additional Support**

If you need any further support please speak to your teacher!

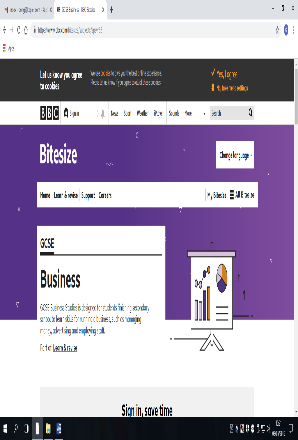
Course textbook: OCR GCSE (9-1) Business

<https://www.amazon.co.uk/OCR-GCSE-9-1-Business-Third/dp/1471899365/ref=sr_1_2?crid=3CWFI3AR0SAZ9&keywords=ocr+gcse+business+studies+9-1&qid=1556985885&s=gateway&sprefix=ocr+gcse+business%2Caps%2C185&sr=8-2>



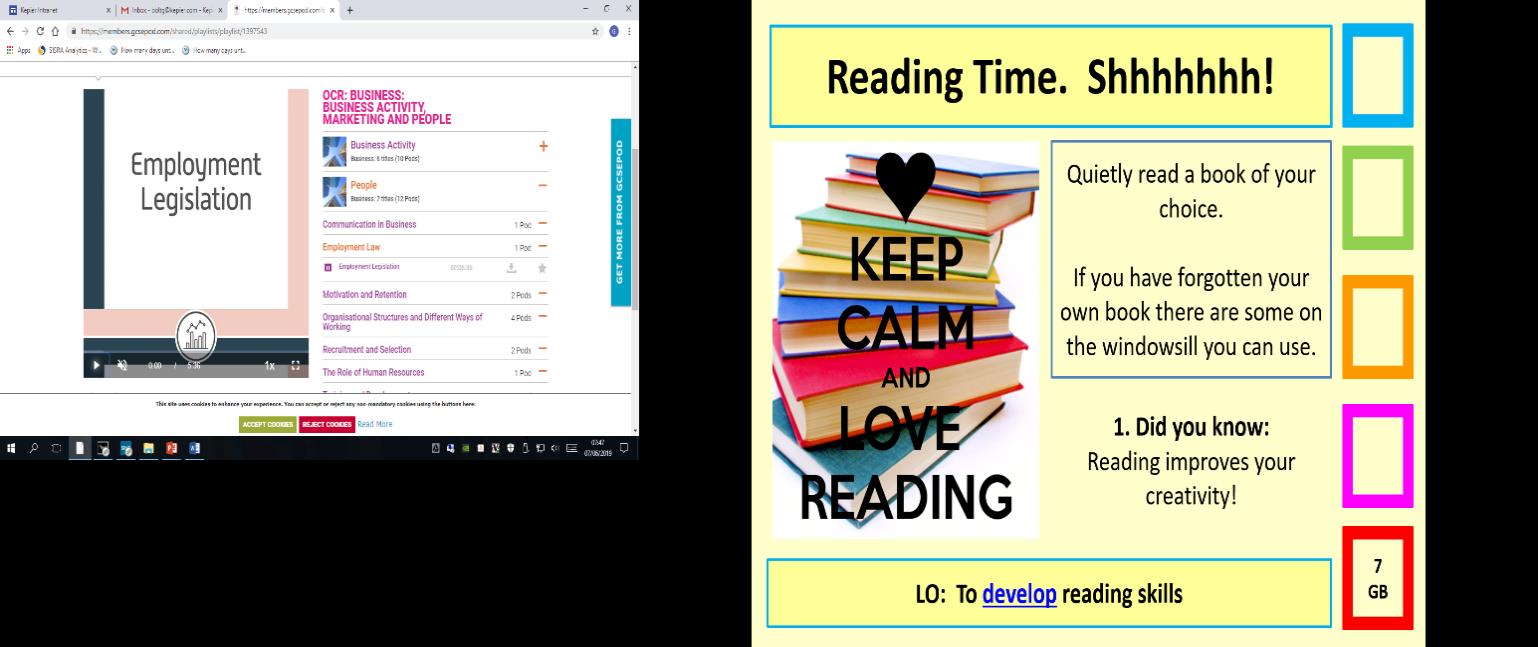
Revision guide: My Revision Notes OCR GCSE (9-1)

<https://www.amazon.co.uk/My-Revision-Notes-GCSE-Business/dp/1510423699/ref=sr_1_1?crid=3CWFI3AR0SAZ9&keywords=ocr+gcse+business+studies+9-1&qid=1556986123&s=gateway&sprefix=ocr+gcse+business%2Caps%2C185&sr=8-1>

You could also try the following websites:

<http://www.bbc.co.uk/education/subjects/zpsvr82>

<http://www.businessed.co.uk/index.php/home/activities/gcse-activities/gcse-activities-topic>



https://www.gcsepod.com

<https://www.tutor2u.net/>