Gobierno de Canarias

Consejería de Educación, Universidades, Cultura y Deportes
Dirección General de Formación Profesional y Educación de Adultos

| NIVEL C2 | EXAMEN |

CERTIFICADO DE NIVEL AVANZADO C2

IDIOMA: INGLÉS

CONVOCATORIA ORDINARIA - 2022

COMPRENSIÓN DE TEXTOS ESCRITOS

INSTRUCCIONES PARA REALIZAR ESTA PARTE:

DURACIÓN: *90 minutos*

- Esta parte consta de tres tareas. Lea las instrucciones al principio de cada tarea y realícela según se indica.

- Las respuestas escritas a lápiz o en tinta roja no se calificarán.

- No está permitido el uso del diccionario.

- El uso de cualquier dispositivo electrónico queda prohibido durante toda la prueba. El móvil tendrá que permanecer apagado y guardado.

- **Atención: Escriba sus respuestas en la hoja de respuestas. Las respuestas escritas en este documento no se corregirán**.

TEXTS

TASK ONE (6 x 0.4 points = 2.4 points)
Read the texts below and match each text 1-6 to a statement A-J. There are THREE extra statements you do <u>not</u> need to use. Text 0 is an example. You can find the statements and a table for your answers on the answer sheet.

TEXT 0: Internet dominates job search process

Of the 20% of employees who changed jobs in 2014, 55% used the Internet job search sites to find new positions, says a report from the Boston Consulting Group and Recruit Works Institute.

The report delivers a global view of the job search process today. The findings raise strategic questions that can help employers fine-tune their recruitment strategies.

TEXT 1: Humans win over robots - for now

Mercedes-Benz is bucking modern HR trends in the manufacturing industry by trading in some of its assembly-line robots in favour of actual people.

According to the head of production at Mercedes-Benz, the robots struggle particularly when it comes to customization. However, robots will not be abandoned all together. Instead, Mercedes Benz is using the system it calls 'robot farming'. This equips employees with an array of smaller, lighter machines.

TEXT 2: Can AI and analytics help employers detect burnout?

From electronic time tracking to email monitoring, employee surveillance has become widespread and integral to the modern workplace. Now, behavioural analytics are being touted as a way to detect burnout. "By employing behavioural analytics, companies are able to detect when employees' behaviours breach individual 'norms' and can identify when people might be acting in a way that suggests they're overworked," said the CEO of global security analytics firm Gurucul.

TEXT 3: The modern worker is looking for a laptop lifestyle

Only 43% of employees believe their office computer is actually "fit for purpose", according to a survey conducted by Higher Intelligence. Moreover, about two-thirds of workers believed 25% of their employers' IT hardware is fast becoming useless or outdated. The survey revealed that laptops are the number one item on most employees' wish lists - 38% of respondents said an office laptop would significantly improve their working life. The second most popular requests were wireless charging points and tablets, further indicating that employees favour technology that can adapt to flexible work arrangements.

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TEXT 4: Technology doesn't match up

The idea of employees quitting over terrible office software might sound extreme, but 24% of workers have thought about leaving their post if the technology they are given doesn't match up to the demands of their job, according to a report from software review site G2 Crowd. The site estimated that organizations spend a staggering US$1.4 trillion per year on enterprise tech products and services, which makes bad software a huge loss.

TEXT 5: Robots at work will give rise to 'super jobs'

In the digital age, traditional jobs will transform into tech-powered, data-driven 'super jobs', according to Deloitte's Global Human Capital Trends report. Analysts predict that emerging technologies will broaden and redefine roles so they're less focused on routine tasks. "This will create new roles we call 'super jobs': jobs that combine parts of different traditional jobs into integrated roles that leverage the significant productivity and efficiency gains that can arise when people work with technology," said David Brown, lead partner for Deloitte.

TEXT 6: Robotic recruiter to eliminate interview bias

Swedish researchers have developed an AI-powered robot said to be capable of carrying out job interviews without bias. Scientists at Stockholm-based Furhat Robotics spent four years developing Tengai, a female robot specifically designed to interview job candidates. Tengai can talk and make subtle facial expressions, which the company says feels much less scary or strange compared to a more traditional robot.

TASK 2 (9 x 0.4 points = 3.6 points)

Read the text below. Fill in the gaps with one suitable word from the WORD BANK provided on the answer sheet. There are FOUR extra words you do <u>not</u> need to use. Write your answers in the table provided. Item 0 is an example.

Why? Because it's there.

Somebody once said there are two types of people in this world: those who say there are two types of people in this world and those who don't. And so, I'm going to say there are two types of people in this world: those who want to climb incredibly dangerous mountains, and those who don't.

George Mallory was a pioneering British Mountaineer who made three attempts to be the first to climb Mount Everest. This was a crazy thing to do in the 1920s when they didn't have oxygen tanks and they probably liked to smoke lots of **(0)** *unfiltered* cigarettes. When he was asked why he wanted to climb the impossible mountain, Mallory famously said, "Because it's there." Mallory disappeared on Mount Everest during his third attempt in 1924 and his body wasn't found until

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1999. His body was close enough to the (1) _____ that he may have been the first to reach the top, but getting up is only half the task. Getting back down alive is kind of important and the round-trip wasn't successfully completed until 1953.

I was watching a TV documentary about mountain climbers. Why? Because it was on. This documentary was about the disastrous 2008 expeditions to climb K2, the world's second highest mountain in northeastern Pakistan. K2 is harder to climb than Everest and in 2008 a series of (2) _____ killed 11 mountaineers. Obviously, each death was a very sad tragedy, and yet I found it hard to muster much sympathy. From the comfort of my armchair on a (3) _____ hot day in Kuala Lumpur, I just couldn't understand why they wanted to climb a mountain where one-in-four mountaineers die. I once spent a very enjoyable afternoon drinking cappuccino in a quiet piazza in Venice. That's how I want to spend my holidays, not climb a mountain (4) _____for oxygen before being swept away by an avalanche. And yet the daredevil spirit of those adventurous mountaineers does make me feel small and as if my venetian afternoon was a (5) _____ experience. I don't know. Is it?

We were on Holiday in Bali and my wife said, "We should go white water rafting. It'll be fun!" And I thought, no it won't. It would be the opposite of fun. Fun is rummaging through a secondhand bookstore in Thailand and finding a biography of Bryan Ferry, the lead singer of Roxy music. Not fun is careening (6) _____a mountain river being led by a tough and rugged leader who shouts tough and rugged things like, "Paddle harder now!" while I'm at the back of the boat in (7) _____ scream. That's the problem with adventure: it exposes my unmanliness.

There was a time when I did climb mountains, and I'd do it again if I could. These were mountains in Wales and Scotland and none of them were anything like an Everest. They were more than a *bukit* but less than a *gunung.* I climbed up (walked up, really) several unpronounceable Welsh mountains in the 70s and 80s along with (8) _____ of other holidaymakers but I felt a sense of achievement, which was enhanced by my private belief that I was achieving some kind of first by planting an imaginary Malaysian flag at the top (one of the great things about being Malaysian is that a bar for Malaysian first can be set incredibly low, as low as the 14th highest mountain in Wales). But I would never have made the attempt if there had been any kind of risk, if I knew one-in-four hikers would die. Where's the fun in that?

Clearly I'm not a risk-taker. Risk-takers still climb mountains even when they know they might die. They'll eat raw maggot-infested sheep carcass and use what's left as a sleeping bag. Most of all, they'll do everything they can to make me feel bad about myself. I think these people climb K2 for the (9) _____ purpose of making me feel ashamed that my coffee in Venice isn't pioneering, exciting and manly enough. The only risk I take is whether or not to leave a tip. But I have to convert from Malaysian ringgit and these days, even being able to afford to get to Venice is perhaps the biggest achievement possible. So next time I'm traveling and I find a delightful café, I'm going to have coffee and think of those people clambering up dangerous mountains. Why? Because they're there and thankfully, I'm not.

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MEASURING A PEER COACHING INTERVENTION

HR professionals may be reluctant to implement initiatives that have an unclear return on investment (ROI). Ken Senda and Kentaro Lijima provide their insights on peer coaching success – and its financial return - at Fujitsu Social Science Laboratory.

Peer coaching - a key aspect of what is known as social learning – is a fascinating approach to developing leaders. Instead of focusing on pouring knowledge into leaders, it seeks to have them draw lessons from their own and their peers' experience.

At Fujitsu, we used an approach to peer coaching developed by McGill professor Dr. Henry Mintzberg. In his book, Managers Not MBAs, Mintzberg was sharply critical of existing approaches to management education, and colleagues challenged him to create something better. That something better was a master's program based on learning from the managerial practice of its participants. At its heart was peer coaching.

Mintzberg's approach to peer coaching, translated into Japanese as 'reflective round tables,' is to establish a group of 10 to 12 people who meet for 75 minutes once a week to discuss a topic. The topics we used covered a wide range of issues, including becoming a visionary leader, silos and slabs in organizations, zen and management, and sources of motivation. Each topic had a study guide that structured the group conversation by providing provocative insights and asking thought-provoking questions.

What makes peer learning such a special means of leadership is that the conversation is always in the context of the manager's experience in the organization; thus, the relevance and the recollection of the conversation is high. This also means that two different groups studying the same topic might have quite different discussions. The structure of this learning intervention is ideal for a group of practicing managers facing real business issues. And real business issues were the reason we invested in this method.

The business context
Fujitsu Social Science Laboratory is headquartered in Kawasaki, Japan, and is one of the central firms of the Fujitsu group. It has 1,160 employees and posted revenue of ¥26.2 billion (approximately US$240 million) in 2015. It provides systems integration and IT solutions to large organizations.

The pressing business issue was a shift in strategy that required much more intense cooperation between the solutions business and the systems integration business. This ongoing cooperation is driven by a core of middle managers. The peer coaching model not only offered the opportunity to

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improve the capability of managers, but also provided a venue for building stronger cross-functional understanding as the peer groups, working as a team, reflected on the relevance of each topic to Fujitsu.

We launched the peer coaching program in 2007 and I've come to believe it is a powerful tool for improving performance.

How we tested to see if peer coaching was working

It's common to ask about the ROI of leadership development, but that's too narrow a view. We needed to drive profitability, not merely cover the relatively small cost of the peer coaching intervention. The question we wanted to answer was: is peer coaching effective in helping the business thrive?

Luckily, we had a number of different units doing peer coaching, and this created a kind of natural experiment. We could look at how the intensity of peer coaching was related to profitability. Furthermore, the program had a long duration - leadership development takes some time to have an impact on business results, and we were fortunate to have nine years of data to study.

Our first hypothesis was that greater participation in the program would be positively related to greatest sales and profits. Data shows that departments with higher participation in peer coaching posted higher profits.

Correlation does not prove causation, but there is a credible causal mechanism in this case. We believed that the business needed cooperation across silos to generate profits; we implemented a program to increase cooperation, and then profits went up. The evidence tilts towards the conclusion that peer coaching was having a positive impact. The weight of evidence strongly suggested to business leaders at Fujitsu SSL that they were much better off with the program than without it.

Our second hypothesis was that the peer coaching program was one important cause of the organization's success, and the business results could not be fully accounted for by other factors. Was there perhaps something else going on to explain the increase in profit - meaning that, in fact, the social learning was inconsequential?

This is a difficult question, but to get some insight on the matter we interviewed the managers. This led to qualitative evidence in the form of comments such as "I was able to understand and accept the characteristics of the type of manager that I am" (about the servant leadership discussion topic) and "I tried to find a solution by intentionally letting the others talk and confirming the essence of the problem together" (about the topic of decision-making in groups). Another manager commented, "after participating in peer coaching in 2012, I started to 'sow seeds' in the project and finally brought on results in 2014 that made beneficial change to profit and loss."

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NIVEL C2 | **HOJA DE RESPUESTAS**

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COMPRENSIÓN DE TEXTOS ESCRITOS

CUMPLIMENTE LOS SIGUIENTES DATOS:

APELLIDOS: _____

NOMBRE: _____

ASPIRANTE: Libre ☐   Escolarizado ☐   Grupo: _____
(Marque con una X la respuesta que corresponda)

INSTRUCCIONES PARA REALIZAR ESTA PARTE:

DURACIÓN: *90 minutos*

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- **Atención: Escriba sus respuesta en esta hoja de respuestas.**

- **No escriba en los recuadros sombreados; son espacios reservados para la calificación de las tareas.**

ANSWER SHEET

Please write your answers on this answer sheet.

TASK ONE (6 x 0.4 points = 2.4 points) **Read the texts and match each text 1-6 to a statement A-J. There are THREE extra statements you do <u>not</u> need to use. Text 0 is an example.**	**MARK**

	STATEMENTS
A.	~~Job seekers going online for opportunities.~~
B.	Assistance that helps keep discrimination out of the recruitment process.
C.	Employees are not protecting work devices.
D.	Halting machines' reign on the production line.
E.	More and better technology to lessen the constraints.
F.	Workers calling it quits over bad technology.
G.	Monitoring employees to spot problems.
H.	Obsolete technology causing company shutdowns.
I.	Merging technical skills and soft skills to achieve effectiveness.
J.	Technology responsible for mass firings.

Text	*0.*	1.	2.	3.	4.	5.	6.
Statement	*A*						
Correction	✔						

TASK 2 (9 x 0.4 points = 3.6 points)
Read the text *Why? Because it's there*. Fill in the gaps with one suitable word from the WORD BANK below. There are FOUR extra words you do <u>not</u> need to use. Write your answers in the table provided. Item 0 is an example.

MARK

WORD BANK				
DOWN	FULL	GASPING	GRASPING	GRIP
HORDES	ILL-PREPARED	LESSER	MISHAPS	SOLE
SUMMIT	SWELTERINGLY	*UNFILTERED*	WITHDRAWAL	

0. *UNFILTERED*	✔							
1.		2.		3.		4.		
5.		6.		7.		8.		
9.								

TASK 3 (10 x 0.4 points = 4 points)

Read the text *Measuring a peer coaching intervention* and decide which of the sentences (1-10) are true or false. Write T (True) or F (False) in the table provided. Sentence 0 is an example.

MARK

	SENTENCES	Sentences	T/F	
0.	*The writers of this article believe peer coaching is profitable.*	*0.*	*T*	✔
1.	Peer coaching involves a considerable amount of teaching input.	1.		
2.	Mintzberg developed a master's program as a result of criticism by his colleagues.	2.		
3.	The discussion groups aimed to prompt debate.	3.		
4.	Peer learning is valuable for managers because it is persona-lized.	4.		
5.	The solutions business and the systems integration business of the Fujitsu group are managed independently.	5.		
6.	There was insufficient proof to link the cause of higher profits to the peer coaching program.	6.		
7.	Business leaders at Fujitsu SSL were convinced of the program's benefits.	7.		
8.	To confirm the second hypothesis, managers were interviewed.	8.		
9.	One manager commented that investment in the project led to more profit and less loss.	9		
10.	Managers' comments provided scientific proof of the program's suc-cess.	10.		

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CLAVE DE RESPUESTAS

TASK ONE (6 x 0.4 points = 2.4 points) **Read the texts and match each text 1-6 to a statement A-J. There are THREE extra statements you do <u>not</u> need to use. Text 0 is an example.**	**MARK**

Text	*0.*	1.	2.	3.	4.	5.	6.
Statement	*A*	D	G	E	F	I	B
Correction	✔						

N.º respuestas correctas	**1**	**2**	**3**	**4**	**5**	**6**
puntuación	**0,4**	**0,8**	**1,2**	**1,6**	**2**	**2,4**

TASK 2 (9 x 0.4 points = 3.6 points) **Read the text *Why? Because it's there*. Fill in the gaps with one suitable word from the WORD BANK. There are FOUR extra words you do <u>not</u> need to use. Write your answers in the table provided. Item 0 is an example.**	**MARK**

0. *UNFILTERED*	✔						
1.SUMMIT		2.MISHAPS		3.SWELTERINGLY		4.GASPING	
5.LESSER		6. DOWN		7. FULL		8.HORDES	
9.SOLE							

N.º respuestas correctas	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
puntuación	**0,4**	**0,8**	**1,2**	**1,6**	**2**	**2,4**	**2,8**	**3,2**	**3,6**

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	MARK
TASK 3 (10 x 0.4 points = 4 points) **Read the text *Measuring a peer coaching intervention* and decide which of the sentences (1-10) are true or false. Write T (True) or F (False) in the table provided. Sentence 0 is an example.**	

Sentence	*0.*	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
Answer	*T*	F	F	T	T	F	F	T	T	T	F
Correction	✔										

N.º respuestas correctas	1	2	3	4	5	6	7	8	9	10
puntuación	0,4	0,8	1,2	1,6	2	2,4	2,8	3,2	3,6	4

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