

# **PAYROLL TECHNICIAN IN FRANCE AND MULTILINGUALISM**

**COMMENT DÉVELOPPER LA DURABILITÉ SOCIALE  
CHEZ LES FUTURS TECHNICIENS DE PAIE**

**Dr. Jacques COULARDEAU  
SYNOPSIS PAIE, NICE, France  
2003-2016**

## Besoin de compétences en gestion salariale ?



2016-2017

**Formation  
Sciences et Techniques  
de la Gestion Salariale  
PARIS – PAU**

# From UNIVERSITÉ PARIS (IX) DAUPHINE to BOULOGNE-BILLANCOURT & LEVALLOIS-PERRET – 2003-2013

## INITIAL LEVEL TEST

NAME	Determiners 25	Verbs 30	Essay 25	Average 20
KHEDHIRI Khouloud	7	1	10.5	4.6
CORRIOLAN Rodeline	1	10	10.5	5.3
GICQUEL Marie	15	11	13	9.75
GARY Alahji	16.5	13	10	9.5
MOULARD Gregory	17	17	7	10.25
SCARON Célia	14	12	14	10
FRECON Thibaut	14	15.5	14	10.8
DUCK Sophie	14	17	16	11.7
N'GUESSAN Laetitia	16	17	14	12
FABIEN Maurice	17	18.5	13	12.1
DENEUVE Taous	15	18.5	15	12.1
NGO Catherine	17.5	21.5	21	15
<b>Averages</b>	<b>13.6/25</b>	<b>14.3/30</b>	<b>13.1/25</b>	<b>10.25/20</b>

# BASIC PRINCIPLE: GUIDED SELF-LEARNING



## Guided Self Learning Jacques Coulardeau

AIPL, Association Internationale de  
Psychomécanique du Langage,  
Montgeron, France.

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Corresponding author: Jacques  
Coulardeau,  
Tel: (33)-7 88 84 22 57 / (33)-9 64 04  
91 66,  
Email: [dondaine@orange.fr](mailto:dondaine@orange.fr)

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Greetings from Symbiosis Group!  
Hope you are doing well  
We are glad to inform you that your manuscript has been published on our website.  
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Best regards,  
**Neron Ferreri**  
International Journal of Family Business and Management  
Symbiosis Group  
1203, Heron Dr.  
Normal, IL 61761



# **CATCHUP AFFIRMATIVE ACTION**

**Every week for five weeks a worksheet on the following documents with a written part (short questions on the documents opening to a personal opinion) & a fifteen minutes telephone call normally during working hours to discuss the document itself**

**FIRST            “Who Am I?” Personal presentation sheet**

**THEN            Documents (one extra in case there is a problem on one document for the students)**

- 1. Four mothers share pain of losing sons (Black sons shot by US police)**
- 2. Jack Ma: Alibaba is just a baby**
- 3. Job Interview: The 5 Questions YOU Must Ask**
- 4. Nigerian girls who escaped Boko Haram risk their lives to go to school**
- 5. Waiting for Our Ship to Come In: An Expat’s Search for Her Stuff**

# CATCHUP AFFIRMATIVE ACTION - RESULTS

## Objectives:

- 1- Re-assure the student about his/her ability to learn (English)
- 2- Self Learning tasks + direct personal communication
- 3- Telephone medium for one-on-one in blind praesentia


	1-A	1-B	2-A	2-B	3A	3B	4A	4B	5A	5B	Average
Rodeline Corriolan	14	13	10	12	11.45	11	14.4	12.5	15.3	12	12.56
Khouloud Khediri	13	14	12.6	13	9.55	13	13.6	12	14.1	12	12.68

# BROCHURE PLUS LONG-RANGE FILE

Synopsis Paie

**Formation  
Sciences et Techniques de la  
Gestion Salariale**

**ENGLISH COURSE  
CLASS RESOURCES**



Formation animée par  
Jacques COULARDEAU

Session 2015-2016

Dr Jacques COULARDEAU – SYNOPSIS PAIE – 2015-2016 – 1

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## PART TWO : DOCUMENTS

● <b>First Document</b> Starting a journey with a single click, Bill Gates	p. 61-63
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## Write an email

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## ● **Second Document**

**THE WALL STREET JOURNAL, THE SATURDAY ESSAY, DECEMBER 24, 2011**

**How to Ace a Google Interview**, Brain teasers like the ones used for hiring by the Internet giant are spreading to other picky employers. By **WILLIAM POUNDSTONE**

**If You Want To Work For Amazon, You'd Better Be Able To Answer These Questions**  
CAROLINE MOSS OCT. 20, 2013, 8:28 AM

● **Third Document**

Retirement in the USA

● **Fourth Document**

Microsoft Diversity and Inclusion

● **Fifth Document**

**CENTER FOR AMERICAN PROGRESS, The Top 10 Economic Facts of Diversity in the Workplace, A Diverse Workforce Is Integral to a Strong Economy**  
By Sophia Kerby and Crosby Burns July 12, 2012

● **Sixth Document**

**UNIVERSITY OF CALIFORNIA AT BERKELEY, Why Diversity Matters**

p. 94-99

p. 100-115

## SOME PERSONAL ACTIVITIES

	p. 116-118
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Dr Jacques Coulardeau Synopsis Paie



CENTER FOR DISEASE  
CONTROL AND PREVENTION



What's New



Working in Cold Weather  
Find tips to be prepared and prevent illness and injury when you must work in cold weather.



Protect Against RSV  
RSV can be serious, especially for infants and older adults. Learn 6 tips to help prevent infection.



Healthy Winter Travel  
Find useful tips for before and during travel to prevent flu and stay healthy during the winter months.



Women's Health in 2015  
Read more about CDC contributions to understand, improve, and promote the health of women

# TODAY IS PAYDAY (1)

<u>Vacances</u>		<b>PAYCHECKS, PAYSLEIPS – LEXICON in the Anglo-Saxon world</b>
1- Un congé	A leave	<p>In military language it is “ une permission”. A leave can be paid or unpaid. A leave can be granted or taken for many reasons: a training leave for further education, a sick leave because the worker is sick, a maternity leave for a pregnancy (women only) and a parental leave for taking care of a child after birth or when the child is sick for example (both men and women can apply, married or unmarried). You can also take a leave, most of the time unpaid, for some urgent personal business. Note: a three-day leave, a two-week leave.</p>
2- Un jour férié	A holiday	<p>You can have statutory holidays (jours fériés officiels ou légaux) or holidays that are provided by tradition or collective agreements (Sainte Barbe for miners for one example in mining communities in France, up to 1986, date when the last mine pit was closed in Oignies). In France there is only one statutory paid holiday (May 1, Labor Day) though many collective agreements provide more including Christmas, New Year, Easter and All Saints Day. In England the most famous holidays are the “Bank Holidays” and Boxing Day after Christmas.</p>

# TODAY IS PAYDAY (2)

<p>3- Les vacances, les congés payés</p>	<p>Holiday(s) in GB Vacation(s) in US</p>	<p>This term is tricky. Note in British English it can be mixed up with the previous one. Paid vacations were instated in France in 1936 by the Matignon Agreement that put an end to the strikes of May 1936, after the sweeping victory of the Popular Front in the general elections but started before the instating of Leon Blum's new socialist government. In fact, this demand was not included in the Popular Front program. It came from the trade-union movement, and according to some actors of these days like Lucien Bonnafé, the idea came from the Christian Union (CFTC). Note such paid holidays or vacations were instated for the first time in the world by Stalin in the USSR around 1930 due to his calendar reform, and by Hitler in Germany in the form of one week off work for workers. It all happened anyway in the 1930s in Europe. Be careful with expressions and phrases in British English:</p> <ul style="list-style-type: none"><li>I am on holiday in August.</li><li>I went on holiday to Spain.</li><li>I was in Austria for my holiday.</li><li>I took my holiday in November.</li><li>I took my holidays (at least two holiday periods) in March and September.</li><li>I am on holiday.</li></ul> <p>The workers are taking their holidays (one holiday per workers, that makes many) from March to November.</p> <p>In American English, use "vacation" in exactly the same way with the plural in the same cases.</p>
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# HORIZONTAL SOCIAL SECURITY (ILO)

“The horizontal dimension of the ILO strategy for extension of social security coverage: A set of essential non-contributory social security guarantees

■ **All residents** have the necessary financial protection to afford and have access to a nationally defined set of **essential health-care services**, in relation to which the State accepts the general responsibility for ensuring the adequacy of the (usually) pluralistic financing and delivery systems.

■ **All children** have income security, at least at the level of the nationally defined **poverty line level**, through family/child benefits aimed at facilitating **access to nutrition, education and care**.

■ **All those in active age groups** who are unable to earn sufficient income on the labor markets should enjoy **a minimum income security** through social assistance or social transfer schemes or through employment guarantee schemes.

■ **All residents of old age** and **those with disabilities** have **income security** at least at the level of the nationally defined poverty line through pensions.”

# VERTICAL SOCIAL SECURITY (ILO)

“The vertical dimension of the ILO extension strategy seeks the provision of a wider range of benefits covering additional social risks and categories of persons, and the increase of benefit rates to at least the level prescribed by Convention No. 102 and other up-to-date social security Conventions.

Together, these two dimensions help countries in realizing progressively the human right to social security, first by establishing the bases of their social security system and, afterwards, by guiding them, when it becomes possible, up the social security “staircase” to higher standards of protection. Support for this strategy has been endorsed by tripartite ILO constituents at the “Tripartite Meeting of Experts on Strategies for the Extension of Social Security Coverage” (Geneva, September 2009) and more recently at the “Second African Decent Work Symposium” (Yaoundé, October 2010).”

# OBJECTIVES

The **first objective** is for the students to cope with the diversity of the student body;

The **second objective** is to prepare the students to their future jobs in globalized businesses;

The **third objective** is to open the students on what the reality is in our globalizing world, and first of all in Europe;

The **fourth objective** is the opening of the students to total freedom of speech, of expression, and total respect of the diversity around them, in the class and outside:

1. Age diversity
2. Gender diversity
3. Linguistic diversity
4. National diversity
5. Marital diversity
6. Religious diversity
7. Sexual orientation diversity
8. ETC.



# FINAL ORAL TEST – RESULTS

NAME	Average student	Teacher	Final grade
1. CORRIOLAN Rodeline	16.8	13	14.9
1. DENEUVE Taous	18.7	14.5	16.6
1. DUCK Sophie	17.6	15	16.3
1. FABIEN Maurice	abs	abs	Abs
1. FRECON Thibaut	17.9	14	15.9
1. GARY Alahji	15.9	12	13.9
1. GICQUEL Marie	18.1	15	16.5
1. KHEDHIRI Khouloud	16.3	12	14.1
1. MOULARD Gregory	17.6	13.5	15.5
1. N'GUESSAN Laetitia	17	14	15.5
1. NGO Catherine	17.8	16	16.9
1. SCARON Célia	17.1	13	15
<b>Averages</b>	<b>17.34</b>	<b>13.81</b>	<b>15.55</b>

# COMPREHENSIVE EVALUATION

It integrates the final oral test. All activities in class and all assignments are graded. It integrated the catchup affirmative action grades.

NAME	Init. Test	Total	Coef	Aver
CORRIOLAN Rodeline	5.3	208.92	17	12,28
DENEUVE Taous	12.1	236.1	16	14,75
DUCK Sophie	11.7	205.2	15	13,68
FABIEN Maurice	12.1	abs	abs	abs
FRECON Thibaut	10.8	214.4	16	13,4
GARY Alahji	9.5	181.6	16	11,35
GICQUEL Marie	9.75	217.8	15	14,52
KHEDHIRI Khouloud	4.6	185.56	16	11,59
MOULARD Gregory	10.25	167	15	11,13
N'GUESSAN Laetitia	12	187.4	15	12,49
NGO Catherine	15	233.15	15	15,54
SCARON Célia	10	196.5	15	13,1
<b>Averages</b>	<b>10.25</b>			<b>13.07</b>

# FINAL WRITTEN TEST

## PRELIMINARY REMARKS

1- Je vous conseille de commencer votre travail par la première partie qui ne nécessite pas de visionner la vidéo sélectionnée. Pour bien travailler vous allez avoir besoin de la page Google Search en anglais et de la page Google Translate (barre de menus de la page Google Search en anglais) ou de la page Google Traduction (barre de menus Plus/Traduction en français). Ouvrez ces deux pages dans deux onglets différents pour gagner du temps ensuite.

2- Vous avez droit à tous les outils de l'ordinateur et de l'Internet, toutes vos notes et documents. Vous devez avoir des écouteurs pour que le son de vos vidéos ne gêne pas vos voisins. Les moindres écouteurs de lecteur MP3 ou de téléphone devraient aller : petit jack. Je vous conseille de brancher vos écouteurs sur l'unité centrale de l'ordinateur.

### NOTA BENE

**I WILL TAKE INTO ACCOUNT THE STARTING POINT OF EACH STUDENT. DO NOT TRY TO DO EVERYTHING BUT DO WHAT YOU ARE DOING WELL. THE WEAKER STUDENTS (AND I KNOW WHO IS WHO) WILL BE GRADED ACCORDINGLY. EVERYONE SHOULD HAVE SERIOUSLY PROGRESSED SINCE NOVEMBER.**

**JE PRENDRAI EN COMPTE LE NIVEAU DE DÉPART DE CHAQUE ÉTUDIANT. N'ESSAYEZ PAS DE TOUT FAIRE MAIS FAITES BIEN CE QUE VOUS FAITES. LES ÉTUDIANTS LES PLUS FAIBLES SERONT NOTÉS EN FONCTION DE LEURS CAPACITÉS. L'IMPORTANT EST QUE CHACUN ET CHACUNE D'ENTRE VOUS AIT FAIT DES PROGRÈS SENSIBLES DEPUIS LE DÉBUT.**

# FINAL WRITTEN TEST – FINAL RESULTS

1. Three hours and a half. The students manage their time. They can pause, go out, and so on.
2. First part (96 points) of various “simple” exercises (grammar, comprehension, write an email)
3. Second part (90 points) on a video documents with transcript whose reference had been provided one month before the test for preparation. Essentially comprehension questions and an essay.

NAME	Initial Test	FINAL TEST			Comprehensive evaluation			Final Result
		Final-1	Final-2	Final-Average	Total	Coeff	Aver	
CORRIOLAN Rodeline	5.3	15.8	12.4	14	208.92	17	12,28	13.14
DENEUVE Taous	12.1	16.8	12.9	14.8	236.1	16	14,75	14.77
DUCK Sophie	11.7	17.1	7.1	12.1	205.2	15	13,68	12.89
FABIEN Maurice	12.1	abs	abs	abs	abs	abs	abs	Abs
FRECON Thibaut	10.8	14.7	11.5	13.1	214.4	16	13,4	13.25
GARY Alahji	9.5	10.3	0	5.2	181.6	16	11,35	8.27
GICQUEL Marie	9.75	14.5	14.5	14.5	217.8	15	14,52	14.51
KHEDHIRI Khouloud	4.6	13.1	10.9	12	185.56	16	11,59	11.79
MOULARD Gregory	10.25	13.5	16.1	14.8	167	15	11,13	12.96
N'GUESSAN Laetitia	12	16.8	7.3	12	187.4	15	12,49	12.24
NGO Catherine	15	16.7	14	15.3	233.15	15	15,54	15.42
SCARON Célia	10	11.6	12.4	12	196.5	15	13,1	12.55
<b>Averages</b>	<b>10.25</b>	<b>14.62</b>	<b>10.82</b>	<b>12.70</b>			13.07	<b>12,89</b>

# CONCLUSIONS

- i. A foreign language, in that case English, was targeted and they were encouraged to keep their first languages when they were not French;
- ii. Tools they could take along and use later on in their profession were provided, and particularly a specific lexicon including a lot of elements about the context of payroll managing in various countries;
- iii. Grammar and exercises including some links on the Internet to get more, like my own recent file on Academia.edu: [https://www.academia.edu/38676571/GLOBAL\\_ENGLISH\\_COMMUNICATION](https://www.academia.edu/38676571/GLOBAL_ENGLISH_COMMUNICATION);
- iv. Elements about email writing and communication were presented;
- v. Opening of the students' minds to all kinds of problems and objectives in their professional life, and in life as well, was a fundamental didactic commitment;
- vi. Internet navigation and all the tools the Internet proposes were explored and tested;
- vii. Diversity in all shapes and shades was an ethical covenant and bond;
- viii. Opening to culture in general and world cultures in particular and tolerance were minimum requirements, and exchange was an advanced procedure;
- ix. Self-pride and affirmative action that imply a fair and honest assessment of one's capabilities and activities necessary to reach these objectives, had to be built in a guided self-learning perspective;
- x. Empathy for others and what could be called a caring attitude towards others were like a didactic protocol.

**It is all based on globalized communication and thus on a whole palette of languages and linguistic abilities.**