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BUSINESS ENGLISH:

JOB HUNTING & RESUME WRITING

TEXTBOOK

KIEV - 2019

УДК 331
ББК 65.24
К 53

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К 53 Business English: Job Hunting & Resume Writing : учебник / Л. В. Кнодель. – Киев : ФОРМАНТА, 2019. – 321 с.

Учебное пособие «*Business English*» предполагается для широкого числа читателей, изучающих английский язык в высших учебных заведениях или на специализированных курсах. В этом пособии, прежде всего, подаются общие сведения о значении «Английского языка для установления деловых контактов», приводятся разновидности этого языка, основные параметры умений, навыков и требований для овладения английским языком; подаются рекомендации – как изучать язык наиболее успешно.

Данный учебник содержит 2 раздела: поиски работы и составление резюме. В каждом разделе во всем многообразии рассматривается одна из предложенных тем и подается объемный лексический материал в виде неадаптированных текстов и диалогов. После каждого текста или диалога дается языковой комментарий и целый набор упражнений для закрепления предложенной лексики, а также задания для формирования умений делового общения в конкретных ситуациях в устной и письменной формах.

Textbook «*Business English*» is expected for a wide number of readers of English language learners in higher education or specialized courses. This manual primarily has got the general information about "English for business contacts". There is a variety of basic parameters of skills and requirements for English language proficiency. It submits recommendations – how to learn the language most successfully. This textbook contains 2 sections: job hunting & resume writing. In each section, in all their diversity one of the proposed topics is considered and served a great volume of lexical material in the form of unadapted texts and dialogues. After each text or dialogue there is language commentary and a set of exercises to consolidate English, as well as assignments for the formation of business communication skills in specific situations in oral and written forms.

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CHAPTER I. JOB HUNTING

UNIT I. OCCUPATIONS & PROFESSIONS

INTRODUCTION



Occupation may refer to:

- Job (Role), a regular activity performed for
- payment, that occupies one's time
- Employment, a person under service of another by hire.
- Career, a course through life.
- Profession, a vocation founded upon specialized training.
- Vocation, an occupation that a person is drawn.
- A category in the Occupational Classification System.

A **profession** is a vocation founded upon specialized educational training, the purpose of which is to supply objective counsel and service to others, for a direct and definite compensation, wholly apart from expectation of other business gain.

A profession arises when any trade or occupation transforms itself through "*the development of formal qualifications based upon education, apprenticeship, and examinations, the emergence of regulatory bodies with powers to admit and discipline members, and some degree of monopoly rights*". Typically, individuals are required by law to be qualified by a local professional body before they are permitted to practice in that profession. However, in some countries, individuals may not be required by law to be qualified by such a professional body in order to practice, as is the case for accountancy in the UK (except for auditing & insolvency work, which legally require qualification by a professional body).

In such cases, qualification by the professional bodies is effectively still considered a prerequisite to practice as most employers and clients stipulate that the individual hold such qualifications before hiring their services. In order to become a fully qualified teaching professional in Hong Kong working in a state or government-funded school, one needs to have successfully completed a Postgraduate Diploma in Education ("PGDE") or a Bachelor's degree in Education ("BEd") at an approved tertiary educational institution or university. This requirement is set out by the Educational Department Bureau of Hong Kong, which is the governmental department that governs the Hong Kong education sector.

Professions tend to be autonomous, which means they have a high degree of control of their own affairs: "*professionals are autonomous insofar as they can make independent judgments about their work*". This usually means "*the freedom to exercise their professional judgment*".

However, it has other meanings. "*Professional autonomy is often described as a claim of professionals that has to serve primarily their own interests...this professional autonomy can only be maintained if members of the profession subject their activities and decisions to a critical evaluation by other members of the profession*" The concept of autonomy can therefore be seen to embrace not only judgment, but also self-interest and a continuous process of critical evaluation of ethics and procedures from within the profession itself.

STATUS & PRESTIGE

Professions enjoy a high social status, regard and esteem conferred upon them by society. This high esteem arises primarily from the higher social function of their work, which is regarded as vital to society as a whole and thus of having a special and valuable nature. All professions involve technical, specialised and highly skilled work often referred to as "*professional expertise*." Training for this work involves obtaining degrees and professional qualifications without which entry to the profession is barred (occupational closure).

Training also requires regular updating of skills through continuing education. All professions have power. This power is used to control its own members, its area of expertise and interests. A profession tends to dominate, police and protect its area of expertise and the conduct of its members, and exercises a dominating influence over its entire field which means that professions can act monopolist, rebuffing competition from ancillary trades and occupations, as well as subordinating and controlling lesser but related trades.

A profession is characterized by the power and high prestige it has in society as a whole. It is the power, prestige and value that society confers upon a profession that more clearly defines it. The power of professions has led to them being referred to as conspiracies against the laity. On the other hand, professionals acquire some of their power and authority in organizations from their expertise and knowledge.

As such they can bend rules, reduce bureaucratic inertia and increase problem solving and adaptability. There is considerable agreement about defining the characteristic features of a profession. They have a "professional association, cognitive base, institutionalized training, licensing, work autonomy, colleague control... code of ethics", to which Larson then adds, "high standards of professional and intellectual excellence", that "professions are occupations with special power and prestige", and that they comprise "an exclusive elite group", in all societies. Members of a profession have been defined as "workers whose qualities of detachment, autonomy, and group allegiance are more extensive than those found among other groups...their attributes include a high degree of systematic knowledge; strong community orientation and loyalty; self-regulation; and a system of rewards defined and administered by the community of workers".

A profession has been further defined as: "a special type of occupation...(possessing) corporate solidarity...prolonged specialized training in a body of abstract knowledge, and a collectivity or service orientation...a vocational sub-culture which comprises implicit codes of behaviour, generates an esprit de corps among members of the same profession, and ensures them certain occupational advantages... bureaucratic structures and monopolistic privileges to perform certain types of work, professional literature, legislation". Classically, there were only three: divinity, medicine, and law – the so-called "learned professions".

The main milestones, which mark an occupation being identified as a profession are:

- It became a full-time occupation.
- The first training school was established.
- The first university school was established.
- The first local association was established.
- The first national association was established.
- The codes of professional ethics were introduced.
- State licensing laws were established.



TOPICAL VOCABULARY

calling – призвание; профессия; деятельность, род занятий

He feels a calling for science. – Он чувствует призвание к научной работе.

calling (business) card – визитная карточка

capacity – роль, должность, качество

He works in the capacity of an engineer. – Он работает в качестве инженера.

mental capacity – умственные способности

earning capacity – трудоспособность

capacity for adjustments – приспособляемость

career – деятельность, карьера, достижение, успех

There are many careers open to you. – Перед вами открыт широкий выбор профессий.

brilliant / distinguished career – блестящая карьера

checkered career – перепады в карьере, взлёты и падения в продвижении по служебной лестнице

promising career – многообещающая карьера

successful career – удачная карьера

turbulent career – стремительный взлёт

academic career – научная карьера

diplomatic career – дипломатическая карьера

literary career – писательская карьера

military career – карьера военного

political career – политическая карьера

professional career – профессиональная карьера

to make a career in smth. – делать карьеру в какой-л. области

to carve out a career as a diplomat – сделать карьеру дипломата

to enter on / launch a career – начать карьеру

to abandon, give up one's career – отказаться от карьеры, забросить карьеру to

cut short smb.'s career – положить конец чьей-л. карьере

The accident cut short her career. – Недоразумение положило конец его карьеры.

public career – карьера государственного деятеля

stage career – актёрская карьера

career diplomatist – профессиональный дипломат

to obtain quick promotion (rise very rapidly; make good, get on) – быстро сделать карьеру

to make oneself a career, (be on the make, carve out a career for, climb the ladder) –

делать карьеру

career development – трудовая жизнь; продвижение по службе *Syn. personnel promotion, executive advancement, advance in office, advance in rank, promotion of manager*

career education – подготовка к трудовой деятельности

career path planning – планирование служебного продвижения

careers consultant – консультант по профессиональной ориентации

career pattern – трудовой стаж

career-guidance – профориентация

careerist – карьерист *Syn. place-hunter, office-seeker, place-hunter, climber разг. go-getter*

careerism (self-seeking, place-hunting, self-advancement, arrivisme) – карьеризм

careerman – профессиональный чиновник

duty – долг, обязанность I must do my duty. – Я должен исполнить свой долг.
дежурство, служебные обязанности

The manager explained to me what my new duties would be. – Управляющий объяснил мне мои новые обязанности.

civic duty – гражданский долг

moral duty – моральный долг

patriotic duties – долг перед родиной

sense of duty – чувство долга

to do smth. out of a sense of duty – делать что-л. из чувства долга

to do one's duty – исполнять свой долг

official duties – служебные обязанности

professional duties – профессиональные обязанности

to do (carry out, discharge, perform) one's duties – выполнять свои обязанности

to shirk one's duties – уклоняться от выполнения своих обязанностей

to take up one's duties – приступить к своим обязанностям

duty journey – служебная поездка, командировка

leave – отпуск on sick leave – в отпуске по болезни

He is on leave now. – Он сейчас в отпуске.

to cancel one's leave – досрочно выйти из отпуска

to extend smb.'s leave – продлевать чей-л. отпуск

to give / grant a leave – давать отпуск

to go on leave – уходить в отпуск

to overstay one's leave – засидеться в отпуске

to take a leave – брать отпуск

annual leave – ежегодный отпуск

research leave – творческий отпуск

paid leave – оплачиваемый отпуск

sabbatical leave – (творческий) отпуск продолжительностью до года

to ask leave (to do smth.) – просить позволения (сделать что-л.)

with / by your leave – с вашего позволения

line – занятие, род деятельности, специальность

What is his line? – Чем он занимается?

It is not in (out of) my line. – Это вне моей компетенции (интересов).

line of work – род занятий

line of business – актёрское амплуа

job – место (работа) а) работа, труд (в отличие от безделья); сдельная работа

by the job – сдельно, по выполнению, по выработке (вид оплаты труда)

Very soon he got a job as a doctor. – Очень скоро он получил место врача.

He is not doing the job he was trained for. – Он работает не по специальности.

What is your job? – Кем вы работаете?

служба, место (фирма, организация), должность

to get (land, take) a job – получить работу, место

to hunt (look) for a job – искать работу

to hold (down) a job – удерживать, не потерять место
 to give up (quit) a job – оставлять работу
 to lose a job – терять работу
 easy (soft) job – легкая работа
 out of job – без работы at a job – на работе
 cushy job – непьющая работенка, синекура, "тепленькое местечко"
 demanding job – ответственная работа
 steady job – постоянная работа
 She was working at two jobs. – Она работала на двух работах.
 full-time job – полная занятость
 menial job – низкооплачиваемая работа
 part-time job – неполная занятость, неполный рабочий день
 pink-collar job – амер. низкооплачиваемые виды работ в непромышленной сфере;
 "розовые воротнички" (традиционно женщины)
 задание, работа *Syn. task, affair, operation, transaction*
 He never lacked a job for Giles to do. – Для Джайлса у него всегда находилась работа.
 a job of work – участок, часть работы
 to do a job – выполнить задание
 to take on a job – получить задание
 difficult (hard) job – трудное задание
 odd jobs – странные задания
 It was quite a job to find him. – Найти его было достаточно тяжело.
 backbreaking job – непосильное задание; каторжный труд
 3) использование служебного положения в личных целях
 job lot – вещи, купленные по дешевке с целью перепродажи
 to do a hatchet job on smb. – критиковать кого-л.
 He really did a job on his opponent. – Он нанес серьезное поражение своему сопернику.
 to lie down on the job – работать кое-как
 to do smb.'s job, to do the job for smb. – погубить кого-л.
 to put up a job on smb. – амер. сыграть с кем-л. шутку
 snow job – амер. обман put-up job – заранее заданная схема
 job of work – нелегкая работенка
 bad job – безнадежное дело; неудача
 to make the best of a bad job – мужественно переносить невзгоды
 good job – хорошо выполненная работа; хорошие дела
 to make a good job of it – сделать что-л. хорошо
 A good job you made of it! – Хорошеньких дел вы натворили!
 on the job – в действии, в движении; очень занятой
 He is always on the job. – Он всегда занят. 3) готовый на все
 just the job – то самое, как раз то, что требуется
 относящийся к работающим, к занятости
 job creation – создание рабочих мест
 job discrimination – дискриминация в отношении занятости
 overseas job vacancies – свободные, вакантные места за границей

job classification – амер. основная ставка (зарплаты рабочего)

job evaluation – амер. разряд (для установления зарплаты рабочего)

job jobbed – дело сделано

многострадальный, либо терпеливый человек

to be as patient as job – обладать ангельским терпением

This would try the patience of job. – От этого у кого угодно терпение лопнет.

job's news – плохая весть, печальные новости

Job's turkey – сленг ирон. последняя стадия бедности

job opening (открытая) вакансия (появившееся свободное рабочее место)

candidates for job openings – кандидаты на открытые вакансии

job opportunity – возможность получения работы, вакансия

As a fast growing company, we always have job opportunities. – Так как наша компания быстро растет, у нас постоянно имеются вакансии.

occupation – занятие, род занятий, профессия *Syn. employment, business*

This man is a bookkeeper by occupation. – Этот человек по профессии бухгалтер.

Parachuting is a dangerous occupation. – Парашютный спорт – опасное занятие.

profitable (rewarding) occupation – доходная профессия

by occupation – по профессии

She is a waitress by occupation. – Она работает официанткой.

занятость, работа

Harold and Swend gave him full occupation throughout the year. – Гарольд и Свенд обеспечили его работой на целый год.

profitable (rewarding) occupation – доходная профессия

profession – род занятий, профессия; сфера деятельности специальность,

Do you like the profession of an architect? – Тебе нравится специальность архитектора?

to practice a profession – заниматься какой-л. деятельностью

medical profession – врачебная деятельность

nursing profession – работа няни / сиделки

teaching profession – преподавательская деятельность

by profession – по профессии

the (learned) professions – богословие, право, медицина

liberal professions – свободные профессии

the legal profession – юристы

the medical profession – врачи

She's a lawyer by profession. – По профессии она юрист.

learned professions – богословие, право, медицина

(the profession) лица какой-л. профессии

the profession – актеры

specialization – специализация *specialization in smth.* – специализация в чём-л.

an area of specialization – область специализации

specialization of labour – специализация труда

vocation – призвание; склонность (for – к чему-л.); профессия

vocation for teaching – призвание к профессии учителя

люди определенной профессии

to mistake one's vocation – ошибиться в выборе профессии

field – область, сфера, поле деятельности

She is a leader in the field of cosmetics. – Она является лидером в области косметики.

in the field of science – в области науки

trade – занятие, ремесло, профессия

He is a carpenter by trade. – Он по профессии плотник.

How long have you been in your trade? – Сколько времени вы работаете по специальности?

a jeweller by trade – ювелир по профессии

They've completely ruined the tourist trade for the next few years. – Они полностью разрушили туристический бизнес за последующие несколько лет. He learnt his trade as a diver in the North Sea. – Он обучился профессии водолаза в Северном море.

craft – ремесло; ловкость, умение, искусство; сноровка *Syn. skill, art, dexterity*

Of his craft he was a carpenter. – А занимался он плотницким ремеслом.

I told them that the craft was in catching it. – Я объяснил им, что самое-то искусство было поймать его.

seven crafts – ист. семь дисциплин, изучавшихся в средневековых университетах (тривиум – грамматика, логика и риторика, плюс квадриум – арифметика, геометрия, музыка и астрономия)

opportunity – возможность

at the earliest / first opportunity – при первом же удобном случае

to take (grab, seize) an opportunity – ухватиться за возможность, воспользоваться стечением обстоятельств

to afford (give, offer, empower (enable) smb (to + inf) an opportunity – предоставить возможность

to avail oneself of (take) the opportunity – воспользоваться возможностью

to provide smb with ample opportunity – предоставить кому-л широкие возможности

opening, favorable possibility, window of opportunity – благоприятная возможность

investment opportunities – инвестиционные возможности

equal opportunities – равные возможности

capabilities; potential; potentialities – потенциальные возможности

as far as possible, to the extent possible – по (мере) возможности

as soon as possible; at one's earliest convenience, at the first opportunity – при первой возможности

post – должность, пост *Syn. appointment, office, positio*

to hold (fill) a post – занимать пост

to hold a high (responsible) post (position) – занимать высокий (ответственный) пост

What post do you hold here? – Какую вы здесь занимаете должность?

skill – искусство, мастерство, умение; ловкость, сноровка *Syn. adroitness, artistry, mastery, deftness*

skill at / in using a computer – навык работы с компьютером

to hone a skill – оттачивать умение, мастерство

to demonstrate (display, show) skill – проявить умение

to market one's skills – продавать свое умение

consummate (great) skill – законченное мастерство
diplomatic skills – дипломатические качества/способности
professional skills – профессионализм
technical skills – техника
marketable skills – нужное, приносящее прибыль умение

She had the skill to cope with a difficult job. – Она может справиться со сложной работой.

to acquire (master) a skill – приобретать умение, навык
to reinforce the skills – закреплять навык
special skills – амер. дополнительные навыки

adroitness – ловкость, проворство; искусность; находчивость (at, in)

dexterity – ловкость; быстрота, сноровка (в физическом смысле) *Syn. knack, skill, adroitness*

to demonstrate (display, show) dexterity – выказывать сноровку
great dexterity – большая сноровка
manual dexterity – проворство рук
сообразительность; умение (управлять, распоряжаться)

Does he have enough dexterity to cope with a job like that? – У него хватит умения справиться с такой работой?

shift – смена day shift – дневная смена
night shift – ночная смена

I work on the second shift. – Я работаю во вторую смену.

flair – талант, склонность, способность (for – к чему-л.)

to develop a flair – развивать способность (к чему-л.)
to show a flair – обнаруживать способность (к чему-л.)
a distinctive flair for smth. – редкая способность к чему-л.

mastery – мастерство, совершенное владение (предметом – of, over)

the mastery of technique – овладение техникой (чего-л.)
to demonstrate (display) mastery – обнаруживать мастерство, умение
to acquire mastery – достигать мастерства
complete (thorough) mastery – филигранная техника
mastery of one's subject – владение своим предметом
mastery over other people – власть над другими людьми

artistry – искусство, мастерство, умение

work – занятие, труд, работа in work – имеющий работу

to work { at school (the Institute) – в школе (институте)
| at the factory (plant) – на фабрике (заводе)
| in the mine (a workshop) – в шахте (мастерской)
| on the farm – на ферме
| on the railway – на железной дороге
| in (at) the post office, railway station, hotel – на почте,
| железнодорожной станции, в отеле

to work at smth. – работать над чем-то

to be at work on (upon) smth. – быть занятым чем-либо

to set to work – приняться за дело, делать работу

When will you come to work? – Когда вы выйдете на работу?
Don't try to shirk work. – Не пытайтесь увиливать от работы.
working bee – рабочая пчела working model – рабочая модель
working efficiency – производительность труда
working conditions – условия труда

vacancy – вакансия, свободное место

job vacancy – незанятое рабочее место vacancy in office – должностная вакансия

When we do have a job vacancy, it will be mentioned on this page. – Когда у нас появится свободное рабочее место, мы уведомим об этом на данной странице.

vacancy in one's education – пробел в образовании

vacancy in office – должностная вакансия

to fill a vacancy – заполнить вакансию; занять должность

to create a vacancy – образовать вакансию

vacancy of attention – нехватка внимания

a vacancy in one's knowledge – пробел в знаниях

there is a vacancy to be filled – открылась вакансия

to fill a vacancy (a vacant job) – замещать (заполнять) вакансию

to advertise openings; announce (declare) a vacancy – объявлять о вакансиях

We currently have a vacancy for an engineer. – В настоящее время у нас есть вакансия инженера.

No Vacancies. – Мест нет. (объявление в гостинице)

vacancy of attention – нехватка внимания

Exercise 1. Analyze the topical vocabulary notes and remember them.

Exercise 2. Remember the types of jobs.

Workers in natural resources (farms, mines, oil etc.) – 25%

Routine operators (manufacturing, cash till operators, data processors) – 25%

Personal service providers (restaurant, hospitals, security) – 32%

Knowledge workers (professionals, artists, managers, scientists) – 18%

Exercise 3. Which divisions would you put the jobs into?

Computer operators; bank clerks; designers; catering workers (waiters, cooks); secretaries; government workers (cleaners); teachers; managers; farm workers; shop assistants; workers in manufacturing; healthcare workers (nurses); workers in leisure and sport; miners; military personnel; police officers; lawyers; tour guides.



Exercise 4. Using the phrases draw up some dialogues.

All of which could claim, using these milestones, to be professions by 1900.

Just as some professions rise in status and power through various stages, so others may decline. This is characterized by the red cloaks of bishops giving way to the black cloaks of lawyers and then to the white cloaks of doctors. More recently formalized disciplines, such as architecture, now have equally long periods of study associated with them. Although professions enjoy high status and public prestige, not all professionals earn high salaries, and even within specific professions there exist significant inequalities of compensation; for example, a trial lawyer specializing in tort litigation on a contingent-fee basis may earn several times what a prosecutor or public defender earns.

The ranking of established professions in the USA based on the above milestones shows surveying first (George Washington, Thomas Jefferson, and Abraham Lincoln were all land surveyors before entering politics), followed by medicine, actuarial science, law, dentistry, civil engineering, logistics, architecture and accounting.

Exercise 5. Remember that.

An "occupation" is activity of any kind, for which a person has the necessary qualifications and training: "I am by occupation a teacher, and he is by occupation a taxi-driver."

A "trade" is an occupation, a handicraft by means of which a person makes his living. Trade schools teach different trades, for example: cooking, furniture-making and operating different machines. In these schools you can get training in any trade you may choose.

A common example of the word "trade" given in English dictionaries is this: "Shoemaking is a useful trade". There are very many trades, all of them important and useful. Why not to learn the trade of a turner, a fitter or a bricklayer after you finish school? Workers of these trades are always in great demand. As to the word "profession", you know it very well. But be careful how you use it. English people speak of the profession of teaching, of medicine, or the profession of secretary, shop assistant and journalist. Some of you may already know what occupation you wish to follow, what you will be by trade or profession.

Others of you have not yet made your decision. There are so many different trades and professions today that it is not easy to decide. Your teachers and parents will help you to make a correct choice. Choosing the trade or profession that you will follow needs advice. With the rise of technology and occupational specialization in the 19th century, other bodies began to claim professional status: pharmacy, veterinary medicine, nursing, teaching, librarianship, optometry and social work.

APPLYING FOR A JOB / УСТРОЙСТВО НА РАБОТУ

job search – поиск работы

form, job application – анкета

to fill out (complete) a job application – заполнять анкету

administrative job – административная должность

high level job – высокий пост

top position – ведущая должность

managerial job – управленческая должность

job title – наименование должности

to resign – отказаться от должности

to fill a position – вступить в должность
to apply for a position – подать заявление о приеме на работу
probationary period – испытательный срок
job applicant – кандидат на должность
job duties description – служебные обязанности
want ad – объявление о найме на работу
to answer a want ad – позвонить по объявлению
personnel (department) office – отдел кадров
letter of introduction – рекомендательное письмо
seniority, length of service – стаж работы
dole – пособие по безработице (в Великобритании)
to go (be) on the dole – получать пособие
relief – пособие по безработице (в США)
His dole is to be happy. – У него счастливая судьба.

DISCHARGE / УВОЛЬНЕНИЕ С РАБОТЫ

layoff – сокращение **to lay off (to fire)** – увольнять
to be laid off (to be fired) – быть уволенным
pension – пенсия **to retire (on pension)** – выйти на пенсию (уйти в отставку)

COMMUNICATING AT WORK / ОБЩЕНИЕ НА РАБОТЕ

colleague (co-worker) – сотрудник, коллега
standing – положение (репутация) **status** – положение (статус)
promotion – повышение по службе
compensatory time – отгул
performance review – оценка трудового процесса
skill – квалификация, мастерство
to have a leg up on smth. – успешно начать какое-либо дело
break – перерыв **sick leave** – отгул по болезни
employees' lounge – комната отдыха
tiring day – утомительный день
to be an idler – быть разгильдяем
to be out of practice – не иметь практики
to work by fits and starts – работать урывками
to have a big staff – иметь большой штат
eager beaver – прилежный работник, стремящийся произвести впечатление
to be a job jumper – быть "летуном" (часто менять работу)
to be not equal to the task – не справляться с работой
to shirk work – увильнуть от работы



SUBSTITUTION PATTERNS

"It's because he cannot **manage his job well.**"

shirks his work
often comes late

is not experienced enough
is an idler (loafer)

"What is your **profession?**"

trade
job
occupation

"What can you do?"

"I can work as a **nurse.**"

a joiner
a gardener
a bricklayer
a tractor-driver

"I'd like **to enter an institute.**"

to join the army (the navy)
to go to work
to study by correspondence
to become a geologist

"As far as I know, he is a **skilled locksmith.**"

a qualified founder
an experienced teacher
a well-known journalist

"He works at a **Research Institute.**"

an automobile works
a Ministry
a toy factory
a printing-house
a power station
a furniture factory

"He **gets 350 grivnas a month.**"

earns 70 pounds a week
makes quite enough
gets not so much

"Why aren't you **at work now?**"

in your office
at your factory

"You see, I am **on leave.**"

on vacation
on sick-list
Dismissed

"I am a **carpenter.**"

a driver
a book-keeper
a doctor

"What did you plan to do **on leaving school?**"

when you're seventeen
when you're back from the army
when you move to Poltava

"What can you say of **your friend?**"

your new acquaintance
this fellow
Mr. Jones

"Where does your **father** work?"

brother
uncle

"What is (are) your father's **salary?**"

pay
wages

"Why is the chief displeased with **Jim.**"

Mr. Jones

Exercise 1. Do the substitution patterns.

Exercise 2. Learn the job-titles, which are found in a wide range of different work places.

Boss, director, manager, executive, administrator, secretary, clerk, skilled worker, unskilled worker, laborer, receptionist, public relations officer, safety officer, union official, economist, personnel officer, sales assistant, adviser, education officer, research-worker, supervisor.

Exercise 3. Learn the words that describe your activity.

Active, adaptable, aggressive, alert, ambitious, analytical, attentive, broad-minded, conscientious, consistent, constructive, cooperative, creative, dependable, determined, diplomatic, disciplined, discreet, economical, efficient, energetic, enterprising, enthusiastic, extroverted, fair, forceful, imaginative, independent, logical, loyal, mature, methodical, objective, optimistic, receptive, personable, pleasant, positive, practical, realistic, reliable, resourceful, respective, self-reliant, sincere, sophisticated, systematic, tactful, talented, willing to travel, willing to relaxate.

Exercise 4. Learn the expressions connected with work.

To work shift-work, to be on flexi-time, to work-to-five, to go / be on strike, to get the sack, to be fired, to be dismissed, to be made redundant, to be laid off, to give up work, to be on / take maternity leave, to be on / take sick leave, to take early retirement, to be a workaholic, to be promoted, to apply for a job.

Exercise 5. Which of the job-titles would best describe the following?

1. The person who represents the workers' interests with the management in a factory. 2. A person who has a high (but not the highest) position in a company and whose job it is to make important decisions. 3. An important person in a company who sits on the Board. 4. A worker whose job requires no special training. 5. A person generally in charge of the day-to-day administration in a company. 6. The person who makes sure there are no risks of accidents from machinery, etc. 7. A person whose job it is to keep an eye on the day-to-day work of other workers.

Exercise 6. Answer the questions.

1. What do you think is a good salary or wage in your country? How much would you like it? 2. Would you like to work on commission? Why? Why not? 3. Do you think people should get paid a bonus for especially good work? 4. What should you do to make a good impression at a job interview? 5. Think of a job you would like to do in the future. What skills do you need to do it? 6. For what reasons can people be sacked (made redundant)? 7. Why do people sometimes resign from the jobs? 8. At what age do men and women usually retire in your country?

Exercise 7. What is one of the best and worst things about the jobs below?

A dentist, a teacher, a secretary, a flight attendant, a salesclerk, an actor / actress, a waiter / a waitress, a soldier, a police officer.



CONVERSATIONS

"What will you do after leaving school, Harry?"

"I think I'll go to work as a turner, I learnt that trade at school."

"But why not enter the Polytechnic Institute and become an engineer? You're so good at maths and physics."

"I agree with you, but before that I'd like to gain a good knowledge of the industry."

"Hallo, Alec, fancy meeting you! They say you work somewhere in Siberia."

"Yes, after finishing school I did my national service and when I came out of the army I went to B. I'm on leave now."

"And what's your trade?"

"I'm a fitter. I work at the hydro-electric power-station and besides I take an evening course at the institute."

"Say, George, why haven't you chosen a profession to your calling?"

"But I have. I'm really an engineer by calling."

"I shouldn't say so. You seem to be very good at painting."

"Well, it's nothing but my hobby."

"Have you made up your mind yet what you want to do when you leave the University?"

"Well, it's a bit too early to decide on my career. I haven't even got to the University yet."

"Not at all. Such things should be thought of in good time. If I were as young as you I'd choose a job of a school master."

"Would you really? Look here, George, is it my career we are planning, of yours?"

"Why do you want to change your job, Bill? It's interesting and quite well-paid."

"The one I've found suits me better."

"Really? Are you sure?"

"Absolutely, it offers more opportunities and also I'll do the work for which I'm more qualified."

"Are you pleased with your new job, Mary?"

"Yes, very much. It's just my cup of tea. I work as a translator at the Research Institute."

"And what sort of translation are you engaged in?"

"Well, I translate articles on chemistry from different American and English magazines."

"Nick will be dismissed if he keeps working like that. Mark my words."

"But he is so out of practice, you know."

"I don't mean that. The foreman says he shirks work and does things by halves."

"Maybe the chief is simply trying to find fault with him."

"By no means. Nick is very lazy.

When at school he often stayed away from classes and never worked hard."

Exercise 1. Play out all the conversations above.

Exercise 2. Add some information & make up a small report and give a talk in class.

TOPICAL VOCABULARY

assistant – помощник, заместитель

head – глава, руководитель, начальник *Syn. chief, boss at the head of* – во главе
He is head of our office. – Он начальник нашего учреждения.

manager – управляющий, заведующий, директор

staff – штат *Syn. Personnel* Have you a big staff? – У вас большой штат?

to join a staff – влиться в коллектив, начать работать

She joined the staff as an editor. – Она стала работать редактором.

skeleton staff – немногие из сотрудников

administrative staff – административный персонал

coaching staff – команда тренеров hospital (medical) staff – медперсонал

editorial staff – сотрудники редакции, редакция

nursing staff – средний медицинский персонал

office staff – служащие офиса special staff – технический персонал

teaching staff – профессорско-преподавательский состав

worker – рабочий, работник fellow worker – сотрудник, коллега

research worker – научный работник

bricklayer – каменщик

carpenter – плотник

driver – шофер, водитель

engine-driver – машинист

tractor-driver – тракторист

fitter – слесарь-монтажник

founder – литейщик

gardener – садовник

actor – актер

actress – актриса

architect – архитектор

doctor – доктор, врач

engineer – инженер

civil engineer – инженер-строитель

cook – повар

agronomist – агроном

astronomer – астроном

book-keeper – бухгалтер

interpreter – переводчик (устный)

chemist – химик; фармацевт, аптекарь

foreman – мастер, старший рабочий

railwayman – железнодорожник

salesman – продавец

shop assistant – продавец, продавщица

dentist – стоматолог

editor – редактор

clerk – конторский служащий

locksmith – слесарь

joiner – столяр

miner – шахтер

nurse – медсестра

plumber – водопроводчик

technician – техник

turner – токарь

weaver – ткач

welder – сварщик

journalist – журналист

lawyer – юрист

musician – музыкант

painter – живописец

scientist – ученый

surgeon – хирург

geologist – геолог

physicist – физик

teacher – учитель

airman – летчик

fisherman – рыбак

postman – почтальон

seaman – моряк

saleswoman – продавщица

farmer – фермер

designer – конструктор

employee – служащий

fashion model – манекенщица

CONVERSATIONS

"I'm told you want people at your plant. Is that so?"

"Yes, we need skilled workers of different trades."

"Any vacancies for welders?"

"Yes, there are some. Please apply to the personnel department of the plant."

"You look very smart today, David. Are you going out?"

"Yes, I've got an appointment with Professor Roberts."

"Isn't it Roberts, the famous polar explorer?"

"Yes, I'm going to be his assistant."

"You'll get an interesting job. You're lucky, David. You'll travel all over the world."

"You know, Richard has come to work though he's on sick leave."

"Oh, did he? I wonder what for!"

"He wants his boss to see what a hard worker he is."

"That's almost incredible."

"And he did the same last month. He wants to put up a show that he deserves a rise."

"What are your wages, Bill?"

"It depends, you know. I'm on piece-work."

"And how much did you earn last month?"

"Well, 150 roubles let alone the bonus."

"I think Gorin's new device is simply wonderful."

"Yes, I've been told it's already widely applied in many shops of our factory."

"He is sure to receive an award for designing that."

"Of course, and what's more he fully deserves it, he is a talented engineer."

My brother has a terrible lot of work. He's so booked up these days."

"Why, isn't he going to take a leave?"

"Oh, no: most of his colleagues are on their vacation and the chief keeps him at work day and night."

"Nothing doing. The coming of the holiday-making season is in the air."

Exercise 1. Learn the expressions connected with work.

To work shift-work, to be on flexi-time, to work-to-five, to go / be on strike, to get the sack, to be fired, to be dismissed, to be made redundant, to be laid off, to give up work, to be on / take maternity leave, to be on / take sick leave, to take early retirement, to be a workaholic, to be promoted, to apply for a job.

Exercise 2. Which jobs in your country do you think are:

very exciting, very boring, very dirty, very well paid, very glamorous, very dangerous.

Exercise 3. Add some information & make up a small report and give a talk in class.

Exercise 4. Read the text & pick up the essential details in the form of quick notes.

Exercise 5. Play out all the conversations above.

TOPICAL VOCABULARY

experienced – опытный, знающий

qualified – квалифицированный

skilled – квалифицированный, искусный *Syn. skilful – искусный, умелый*

skilled craftsman (labourer) – высококвалифицированный рабочий

skilled helps – квалифицированные работники

skilled planner – квалифицированный инженер-технолог

to reinforce with skilled personnel – укрепить квалифицированными кадрами

skilled labour – работа, требующая (высокой) квалификации

skilled trade – профессия, требующая квалифицированного труда

skilful – опытный, искусный, квалифицированный; мастерский

expert – знаток, эксперт; мастер, специалист (at, in, on)

efficiency expert – специалист по научной организации труда

technical expert – технический специалист

expert at troubleshooting – специалист по решению проблем

expert in computer science – специалист по компьютерам

expert evidence – мнение специалистов, заключение экспертов

dexterous in the management – опытный в управлении

able – компетентный, знающий; искусный, умелый; юр. правоспособный

able direction – компетентное руководство

to be able (to) – мочь, быть в состоянии

insofar as I am able – насколько могу

able to pay – платежеспособный

talented – талантливый, одаренный, даровитый, способный *Syn. gifted*

intellectually gifted – интеллектуально одаренный

physically gifted – физически одаренный

department – отдел

factory – фабрика, завод *Syn. plant, works*

office – учреждение, контора; должность

He works in (at) an office. – Он работает в одном учреждении.

What office do you hold? – Какую вы занимаете должность?

power-station – электростанция

printing-house – типография

research institute – научно-исследовательский институт

shop – магазин; цех

bonus – премия

We got bonuses for overfulfilling the plan. – Мы получаем премии за перевыполнение плана.

cash award (bonus, premium) – денежная премия

deduction – вычет

pay – заработная плата (рабочего, служащего, военнослужащего), гонорар

What is the pay? – Какая оплата?

She is on half-pay. – Она работает на полставки.

gross pay – общая сумма зарплаты

pay statement – платежная квитанция

pay check – платежный чек

paid holidays – оплачиваемые праздничные дни

paid vocation – оплачиваемый отпуск

profit – прибыль profit sharing – участие в прибыли

salary – жалование, заработная плата (служащего)

salary based on hourly rate – почасовая оплата

net salary (take home pay) – чистая зарплата (за вычетом налогов)

to attach smb.'s salary – назначать кому-л. жалование

to boost, raise salaries – поднимать зарплату

to command (draw, earn, get, receive) a salary – получать зарплату, жалование

to cut (reduce, slash) salaries – урезать зарплату, оклад

to negotiate a salary – договариваться о зарплате

to pay a salary – платить зарплату

to pull down (амер., pull in брит.) a salary – загребать, зарабатывать жалование

annual salary – годовая зарплата

handsome salary – хорошая зарплата

meager (modest) salary – скромное, скудное жалование

fixed salary – твердый оклад, фиксированная зарплата

tax – налог

local tax – местный налог

income tax – подоходный налог

social security tax – налог социального обеспечения

income tax return – налоговая декларация

wages – заработная плата (рабочего), доход, вознаграждение *Syn. earnings*

He gets good wages. – Он хорошо зарабатывает.

I expect a rise in wages. – Я ожидаю повышения зарплаты.

earnings – заработанные деньги, заработок; прибыль

annual earnings – ежегодная прибыль

average earnings – средняя прибыль

gross earnings – большая прибыль

net earnings – чистая прибыль

erratic earnings – неустойчивая прибыль



to apply – обращаться

Our factory needs weavers; you may apply for work. – Нашей фабрике требуются ткачихи, вы можете обратиться по поводу работы.

to be in charge of – заведовать, ведать, возглавлять

Who is in charge of this department? – Кто заведует этим отделом?

to be on piece-work – работать сдельно

He is on piecework. – Он на сдельной оплате.

to dismiss – увольнять с работы *Syn. to sack, to give the sack; to fire; to discharge*

to discharge on grounds of staff reduction – увольнять по сокращению штатов

to discharge (dismiss) from office, to give the bucket – увольнять с работы

to retire; to place on the retired list – увольнять в отставку *Syn. to pension off*

to earn – зарабатывать *Syn. to get, to make*

He earns a pound a week. – Он зарабатывает фунт в неделю.

to employ – нанимать *Syn. to hire*

to be employed by smb. – работать, служить у кого-л. *Syn. to be in the employ of*

to employ gainfully – нанимать на выгодных условиях

in the government's employ – на государственной службе

to employ the skill and knowledge – применять навыки и знания

numbers employed – численность занятых



industry – а) трудолюбие, старание *Syn. diligence, assiduousness, assiduity*

б) усилия (для осуществления чего-л.) *Syn. exertion, effort*

industrious – прилежный, трудолюбивый, усердный *Syn. diligent*

запланированный, преднамеренный *Syn. intentional, designed, purposed, voluntary*

industriously – усердно, тщательно *Syn. carefully, studiously, zealously, persistently*

zeal – рвение, старание, усердие

to demonstrate (display, show) zeal – проявлять старание / усердие

ardent (fervent, great) zeal – сильное усердие, большое старание

excessive zeal – излишняя старательность

righteous zeal – праведное усердие

to show zeal for one's work – проявить старание в работе

Does she have enough zeal to finish the project? – У нее хватит терпения довести дело до конца? In her zeal to impress others, she made many blunders. – Стремясь всем понравиться, она допустила много ошибок.

zealously – рьяно, усердно; пылко, страстно

persistently – упорно

assiduousness – прилежание, старание, усердие *Syn. eagerness, zeal*

assiduity – прилежание, старание *Syn. eagerness, zeal, diligence*

hard-working – трудолюбивый, усердный *Syn. industrious, diligent*

diligence – прилежание, старание, старательность, усердие, усердность

due diligence – должное усердие

Does she have enough diligence to finish the job on time? – Достаточно ли она прилежна, чтобы закончить работу вовремя?

diligent – прилежный, старательный, исполнительный (о людях)

diligent in one's work – старательный/проявляющий усердие в работе

He was a diligent student, working day and night. – Он был прилежным студентом, который учился денно и нощно.

настойчивый, упорный, усердный (о действиях)

painstaking – старание, усердие, усердность *Syn. care, pains* а) исполнительный, старательный, усердный б) доскональный, кропотливый, скрупулезный, тщательный

painstaking job – трудоемкая работа

persevering – настойчивый, стойкий, упорный *Syn. diligent*

sedulous – прилежный, старательный, трудолюбивый, усердный *Syn. diligent*

eagerness – пыл, рвение, старание

eager – интенсивный, активный (о желании, взгляде, жесте и т. п.)

eager readiness – напряженная готовность *Syn. intense, impatient*

eager desire – горячее желание

eager welcome – энергичное приветствие

eager activity – активная деятельность

fervour – жар, пыл, страсть; рвение, старание, усердие

religious fervour (zeal) – религиозный пыл

We appreciate his eagerness to help. – Мы ценим его желание помочь.

dilly-dally – колебаться; мешкать, не решаться *Syn. procrastinate*

procrastinate – откладывать, отсрочивать; мешкать

procrastinate the time – тянуть время

Exercise 1. Analyze the information and use it in your practice.

Exercise 2. Explain the difference in the meaning between the pairs of phrases.

- An employer an employee.
- To win / to earn.
- A salary / a wage.
- A perk / a bonus.
- Unemployed / on a pension.
- To retire / to resign.
- To be sacked / to be made redundant.

Exercise 3. A. Translate the job-titles.

Here are **some professions** (jobs that require considerable training and / or qualifications) and **trades** (skilled manual jobs requiring on-the-job and other training): lawyer; dentist; hairdresser; mechanic; architect; priest; farmer; vet; librarian; physiotherapist; child-minder; police officer; accountant; engineer; scientist; chef; firefighter; civil servant; tailor / dressmaker; designer; builder; carpenter; plumber.

B. Collocations of words connected with work.

- It's not easy to *get / find* work round these parts.
- I'd love to do that *kind of* work.
- What d'you *do for a living*?
- It's difficult to *make a living* as a freelance writer.
- [earn enough money to live comfortably]
- I've been offered a *job* in Paris.
- She's not prepared to take on that job.
- [includes the idea of having personal responsibility]

C. Expressions connected with work:

- to be on flexi-time [flexible working hours]
- to work nine-to-five [regular day work] hours of work
- to go / be on strike [industrial dispute]
- to get the sack [thrown out of your job]
- to be fired [more formal than "get the sack"; used as a direct address: "You're fired!"]
- to be dismissed [more formal than be fired]
- to be laid off [more informal than make redundant]
- to give up work [e.g. in order to study]

- to be on / take maternity leave [expecting a baby]
- to be on / take sick leave [illness]
- to take early retirement [retire at 55]
- to be a workaholic [love work too much]
- to be promoted [get a higher position]
- to apply for a job [fill in forms, etc.]

Exercise 4. Fill in the collocations.

I'd love to ... (1) a job in journalism, but it's not easy without qualifications. Since I have to earn a ... (2) somehow, I'll have to get ... (3) wherever I can find it. I've been ... (4) some part-time work editing a typescript for a book, but I'm not sure I want to ... it (5).

Exercise 5. Using the expressions in C, say what you think has happened / is happening.

e.g.: I'm not working now; the baby's due in 3 weeks. / She's on maternity leave./

- I lost my job. They had to make cutbacks.
- He's enjoying life on a pension, although he's only 58.
- One week it's six-to-two, the next it's nights.
- They've made her General Manager as from next month!
- I was late so often, I lost my job.
- I get in at nine o'clock and go home at five.
- Your trouble is you are obsessed with work!

Now make a sentence for each of the verbs you have not used.

Exercise 6. What a job is like. Complete the list.

Interesting, safe, satisfying, well paid ..., boring, dangerous, dirty, stressful, tiring

Exercise 7. Whose job do the things belong to?

e.g.: bucket, ladder – window-cleaner

- Board, overhead projector, chalk.
- Scalpel, mask, forceps.
- Filing cabinet, stapler.
- Make-up, script, microphone.
- Tractor, plough, barn.
- Sewing machine, scissors, needle.
- Bucket, ladder, leather.

Exercise 8. Think of five people you know who work for a living.

Exercise 9. Answer the questions and explain the statements.

1. There are schools that teach different trades. Which of them would be suitable for you? 2. You have read that shoemaking is useful trade. Name some other useful trades and explain their usefulness. 3. What does a person do if he is a carpenter by trade or a nurse by profession? 4. The profession of architect requires special education. Name some other occupation in which special education or training is required. 5. The Constitution guarantees the right to work. How is this right carried into life by the government? 6. There are a lot of Lyceums nowadays. How do you think do they teach profession? 7. What free professions do you know? 8. What are learned professions? 9. What are liberal professions? 10. What does the notion "the profession" mean?

TOPICAL VOCABULARY

successful – благополучный, счастливый, удачный, успешный

a successful experiment – удачный опыт

a successful beginning – удачное начало

successful outcomes – благоприятные итоги

successful tests – успешные испытания

highly successful – очень удачливый, преуспевающий

successful in business – имеющий успех в бизнесе

to be successful in smth. – преуспеть в чем-л.

He is successful in everything. – Ему везет во всем. *Syn. wealthy*

success – а) удача, успех, благоприятный исход *Syn. luck, piece of luck, stroke of luck, fortune* *Ant. ill success – неудача* б) успех, достижение

well-deserved success – заслуженный успех

the secret of success – секрет успеха

to be a success with smb., in smth. – иметь успех у кого-л., в чем-л.

to be a poor success – не иметь успеха

to achieve, attain (a) success – добиться успеха

to enjoy success – радоваться успеху

to wish smb. success – пожелать кому-л. успеха

His plan was a success. – Его план удался. He is a success in every way. – Ему все удается.

brilliant (great, huge, resounding, thorough, total, tremendous, unequivocal, unqualified) success – громкий, ошеломительный успех

box-office (commercial) success – финансовая удача, коммерческий успех

luck – а) судьба б) счастливый случай, шанс *Syn. success, good fortune*

Just my luck! – Мне, как всегда, не везет! Такое уж мое везение!

We had the bad luck to get there at the wrong time. – Нам не повезло, что мы попали туда не вовремя.

It was bad luck that he broke his leg. – Ему не повезло, что он сломал ногу.

to push one's luck, stretch one's luck – искушать судьбу

to try one's luck – рискнуть, попытаться счастья

rough (tough) luck – несчастье, неудача; горькая доля

good luck – счастливый случай, удача

to bring luck – приносить удачу

to press (push) one's luck – поступать рискованно, испытывать судьбу

pure, sheer luck – чистая случайность

beginner's luck – первый успех

a bit (stroke) of luck – удача

one's luck improves (turns) – кому-л. везет

one's luck runs out – кому-л. не везет

a great piece of luck – большое счастье, большая удача

a run of luck – полоса удачи For luck! – На счастье!

I am in (out of) luck – мне везет (не везет)

if my luck holds – если удача не отвернется от меня

devil's own luck – необыкновенная удача; чертовски повезло

You are in luck's way. – Вам повезло. It was pure luck to find him. – Нам просто повезло, что мы нашли его. It was sheer luck that we met. – Это было чистое везение, что мы встретились.

to luck into – повезти, посчастливиться найти (что-л. хорошее)

They've lucked into the best of all possible job. – Им посчастливилось получить самую лучшую работу из всех возможных.

to luck out – быть счастливым; повезти

At last I lucked out and found a good job. – Наконец мне повезло и я нашел хорошую работу.

piece of luck – успех, удача, достижение *Syn. luck, success, stroke of luck*

stroke of luck – успех, удача, улыбка фортуны

Nothing succeeds like success. – посл. Успех влечет за собой новый успех. Success is never blamed. – посл. Победителя не судят.



failure – неудавшееся дело, неудача, неуспех, провал

By his failure in that work he might lose the reputation which he had gained. – Если то его начинание окончится неудачей, он может погубить всю свою репутацию.

to experience failure – потерпеть неудачу

an abject (complete, dismal, hopeless, miserable, outright) failure – полный провал crop (harvest) failure – неурожай, недород

to end in (meet with) failure – кончиться неудачей

неудачник *Syn. unlucky fellow / person*

abortively (awry, poorly) – неудачно a bad buy – неудачная сделка

If you elect me and I should turn out a failure. – Если вы изберете меня, а я окажусь неудачником.

misfortune (disaster, mischief, calamity) – неудача, несчастье беда *Syn. failure*

to have (suffer) (a) misfortune – потерпеть неудачу

She had the misfortune to get there at the wrong moment. – Ей страшно не повезло, что она попала туда в неподходящий момент.

Misfortunes never come alone (singly). – посл. Беда никогда не приходит одна.

Пришла беда, открывая ворота.

to fall on evil days (times) – попасть в полосу неудач

done to the world (wide) – потерпевший полную неудачу

conspicuous failure – явная неудача

mucker – большая неудача

to fail (miscarry; go phut; flop) – потерпеть неудачу

to be doomed to failure – быть обреченным на неудачу

run of bad luck, series of misfortunes – полоса неудач

insolvency – банкротство, несостоятельность

to force into insolvency – обанкротиться *Syn. bankruptcy, failure*

calamity – беда, бедствие, несчастье, катастрофа

to avert a calamity, ward off a calamity – предотвращать катастрофу

to survive a calamity – пережить бедствие (беду, катастрофу)

a calamity befalls smb. – с кем-л. произошла катастрофа

crushing (dire, great) calamity – ужасная катастрофа

national calamity – национальная катастрофа, национальное бедствие

disaster – беда, бедствие, несчастье

to bring (court) disaster (upon smb.) – накликать беду (на кого.-л)

to experience, meet, suffer (a) disaster – попасть в беду

to cope with (recover from) (a) disaster – справляться с бедой

a catastrophic (devastating, major, tragic, unqualified) disaster – страшное несчастье

a natural disaster – стихийное бедствие

an impending disaster – надвигающаяся беда

a national disaster – национальная катастрофа

to avert a disaster – предотвращать беду

to invite (court) disaster – накликать беду

to cause a disaster – приносить несчастье

to get out of a scrape – выпутаться из беды

as well be hanged for a sheep as for a lamb (in for a penny/ pound) – семь бед – один ответ

troubles never come singly; it never rains but it pours; when it rains, it pours

– беда (никогда) не приходит одна (пришла беда – отворяй ворота)

unluckily, unfortunately – как на беду

as ill luck would have it – на беду

What does it matter?; so what? – Что за беда?

it doesn't matter – не беда

there's no harm in that – беда не велика

It's a bad job! – Беда! Where's the harm? – В чем беда?

He's an awful trouble. – Беда мне с ним. That's the trouble. – В том-то и беда.

trouble – беда, злоключение, неприятность, горе

You've caused us a lot of trouble. – Вы причинили нам много неприятностей. The trouble is that these restrictions have remained while other things have changed. – Беда в том, что эти ограничения остались, а все другое изменилось. Your trouble is that that you can't take rejection. – Ваша беда в том, что вы не можете смириться с отказом.

this means trouble – пахнет бедой

to get into trouble (mess, hot water) (come to grief; be in hot water) – попадать в беду

to bring to grief, to lead to trouble – доводить до беды

catastrophe – катастрофа, трагедия; несчастье, беда

to suffer a catastrophe – пострадать в аварии

major (overwhelming) catastrophe – крупномасштабная катастрофа

The fire was a catastrophe to everyone. – Пожар был катастрофой для всех.

ecological catastrophe – экологическая катастрофа

cataclysm – катаклизм; катастрофа; катаклизм, крутой политический или социальный переворот; решительный поворот

cataclysmic – катастрофический, разрушительный

distress – горе, несчастье, душевное страдание

to smb.'s distress – к чьему-л. несчастью

deep (great, profound) distress – сильные страдания

to feel / suffer distress – страдать

to alleviate (ease) distress – облегчить страдания

to cause distress – причинять страдания *Syn. anguish, affliction*

затруднительное положение, стесненные обстоятельства

economic (financial) distress – затруднительное экономическое положение

нужда, нищета to relieve distress – помогать в нужде

person in distress – лицо, потерпевшее бедствие

company in distress makes trouble less (two in distress makes sorrow less)) – на

миру и смерть красна

anguish of body and mind – физические и душевные страдания

affliction – страдание, печаль, скорбь

the bread of affliction – горький хлеб *Syn. suffering*

горе, несчастье, бедствие *Syn. grief, trouble*

болезнь, недуг; физический недостаток

to suffer – 1) страдать; испытывать, претерпевать

to suffer from insomnia – страдать, мучиться бессонницей

He suffers from headaches. – Он страдает головными болями.

to suffer a loss – потерпеть убыток *Syn. endure, undergo*

suffering – страдание, боль, мука; страдающий, мучающийся

to alleviate / ease / relieve suffering – облегчать страдания

to bear / endure suffering – терпеть боль, страдания

to inflict suffering on smb. – причинять кому-л. страдания

chronic suffering – постоянная боль

great (incalculable, intense, untold) suffering – невыразимые страдания

Suffering cat(s)! The suffering Moses! – Чёрт! Вот ведь! (восклицание, выражающее

досаду, удивление)

rain and suffering – боль и страдание

grief – беда, бедствие, несчастье

to bring to grief – довести до беды

to come to grief – попасть в беду; потерпеть неудачу

good grief! – какое несчастье!

to express grief – страдать

to feel / suffer grief – оплакивать, сокрушаться

to die of grief – умереть от горя

Exercise 1. Analyze the topical vocabulary and remember it.

Exercise 2. Translate the words: people involved in business

Bidder, brand owner, competitor, consumers, contractor, distributor, entrepreneur, executives, exporter, importer, investor, manufacturer, retailer, shareholder, shipping agent, supplier, wholesaler, seller, buyer, (stock)broker, kerb-stone broker, the highest (best) bidder, manager, sales (service) manager, marketer.



Exercise 3. Which job you might find important looking for a job?



- Top wages.
- Opportunity to use your own ideas.
- On-the-job training when you begin.
- Chance to help other people.
- Further training.
- Opportunity to become well-known.
- No special qualifications needed.
- Regular working hours.
- Outdoors work.
- Flexible working hours.
- Work in a team with friendly people.
- Opportunity to become self-employed.

Exercise 4. Read the text "Jobseeker" and try to understand it.

Not so long ago almost any student who successfully completed a university degree or diploma course could find a good career quite easily. Companies toured the academic institutions, competing with each other to recruit graduates.

However, those days are gone, even in Hong Kong, and nowadays graduates often face strong competition in the search for jobs. Most careers organizations highlight three stages for graduates to follow in the process of securing a suitable career: recognizing abilities, matching these to available vacancies and presenting them well to prospective employers. Jobseekers have to make a careful assessment of their own abilities.

One area of assessment should be of their academic qualifications, which would include special skills within their subject area. Graduates should consider their own personal values and attitudes, or the relative importance to themselves of such matters as money, security, leadership and caring for others. An honest assessment of personal interests and abilities such as creative or scientific skills, or skills acquired from work experience, should also be given careful thought. The second stage is to study the opportunities available for employment and to think about how the general employment situation is likely to develop in the future. To do this, graduates can study job vacancies and information in newspapers or they can visit a careers office, write to possible employers for information or contact friends or relatives who may already be involved in a particular profession.

After studying all the various options, they should be in a position to make informed comparisons between various careers. Good personal presentation is essential in the search for a good career. Job application forms and letters should, of course, be filled in carefully and correctly, without grammar or spelling errors.

Where additional information is asked for, job seekers should describe their abilities and work experience in more depth, with examples if possible. They should try to balance their own abilities with the employer's needs, explain why they are interested in a career with the particular company and try to show that they already know something about the company and its activities. When graduates are asked to attend for interview, they should prepare properly by finding out all they can about the prospective employer. Dressing suitably and arriving for the interview on time are also obviously important. Interviewees should try to give positive and helpful answers and should not be afraid to ask questions.

DO'S & DON'TS FOR JOB SEEKERS

- *Do learn ahead of time about the company and its product. Do your homework.
- *Do apply for a job in person.
- *Do let as many people as possible know you are "*job hunting*"
- *Do stress your qualification for the job opening.
- *Do recount experience you have had which would fit you for the job.
- *Do talk as far as possible about the future rather than the past.
- *Do indicate your stability, attendance record, and good safety experience.
- *Do assume an air of confidence.
- *Do approach the employer with respectful dignity.
- *Do try to be optimistic in your attitude.
- *Do maintain your pose and self-control.
- *Do try to overcome nervousness and shortness of breath.
- *Do hold yourself erect.
- *Do answer questions honestly and with straightforwardness.
- *Do have a good resume.
- *Do know the importance of getting along with people.
- *Do recognize your limitations.
- *Do make plenty of applications.
- *Do indicate your flexibility and readiness to learn.
- *Do be well groomed and appropriately dressed.
- *Don't keep stressing your need for a job.
- *Don't discuss past experience, which has no application to the job situation.
- *Don't apologize for your age.
- *Don't display "*Cocksureness*".
- *Don't cringe or beg for consideration.
- *Don't speak with muffled voice or indistinctly.
- *Don't be one of those who can do anything.
- *Don't hedge in answering questions.
- *Don't express your ideas on compensation, hours, etc. early in the interview.
- *Don't hesitate to fill out applications, give references
- *Don't hesitate take physical examinations or tests on request.
- *Don't hang around, prolonging the interview, when it should be over.
- *Don't go to an interview without a record of your former work connections.
- *Don't arrive late and breathless for an interview.
- *Don't be a "*know it all*" or a person who can't take instructions.
- *Don't isolate yourself from contacts that might help you find a job.
- *Don't feel that the world owes you for a living.
- *Don't make claims if you cannot "*deliver*" on the job.
- *Don't display a feeling of inferiority.

Exercise 1. Add some information & make up a small report and give a talk in class.

Exercise 2. Read the text & pick up the essential details in the form of quick notes.

Exercise 3. Choose the keywords that best convey the gist of the information.

ADDITIONAL WORDS & EXPRESSIONS

What is your place of employment? – Место Вашей работы?

How long have you been working in your special field (in your trade)? – Сколько лет Вы работаете по специальности?

What is your regular business? – Чем Вы постоянно занимаетесь?

He is something in the Ministry. – Он занимает какую-то должность в министерстве.

He is a big pot (cheese, shot, wheel). – Он важная персона ("шишка").

I'd like to speak to you about working as ... – Я бы хотел поговорить с вами о возможности работать у Вас в качестве...

I am interested in getting into a field of ... – Меня интересует работа в области...

I have an appointment for a job interview at ... today. – У меня сегодня назначено собеседование на

I've completed a vocational training programme at ... – Я прошел курс профессиональной подготовки в ...

I attended the course of ... at ... – Я прослушал курс ... в ...

I was promoted to the position of ... – Я был переведен на должность ...

Do you like any managerial position? – Вы хотите руководящую должность?

What exactly are my duties? – В чем заключаются мои обязанности?

Will there be any opportunities for advancement? – Будут ли у меня возможности продвижения по службе?

What is the salary? – Какова зарплата?

What benefits do people working here have? – Какие льготы предоставляются вашим сотрудникам?

What deductions will be made from my salary? – Какие вычеты будут производиться из моей зарплаты?

I am not equal to this task. – Я не могу справиться с этой работой.

I am negligent of my duties. – Я невнимателен к моим обязанностям.

He wouldn't stir a finger. – Он и палец о палец не ударит.

He works by fits and starts. – Он работает урывками.

I have ceased working there. – Я собираюсь уволиться.

I was dismissed owing to reduction of staff. – Я был уволен по сокращению штатов.

I was discharged (fired, laid off). – Я уволен.

He lives in easy circumstances. – У него хорошее материальное положение.

He lives above (beyond) his means. – Он живет не по средствам.

They live fast. – Они живут широко.

They live in plenty (well off). – Они живут в достатке.

They are well-to-do people. – Они состоятельные люди.

He can't make both ends meet. – Он не может свести концы с концами.

I earn my daily bread. – Я зарабатываю себе на пропитание.

You certainly must attend an employment bureau. – Вам обязательно нужно посетить бюро по найму.

The holding of more than one office (appointment) is not welcomed by our chief. – Совмещение нескольких должностей не приветствуется нашим боссом.

Do you accept (take over) a post of a top manager in our company? – Вы примите должность главного менеджера в нашей компании?

He was commissioned a new post two days ago. – Его назначили на новую должность два дня назад.

to have pressing business – иметь неотложное дело

to be up to the elbows (ears, collar) in work – быть поглощенным работой

Slang Expressions

Johnny-come-lately – новичок

to boot – выгнать с работы, уволить

to bounce – исключать, выгонять

to get the axe – быть выгнанным с работы

to get the sack (mitten) – быть уволенным

to give the sack – уволить кого-л.

to give the bag – уволить, дать отставку *Syn. give the mitten*

to turn off workmen – увольнять рабочих

to sack (money) profit – прикарманить прибыль, деньги

handle without mittens – не церемониться; держать в ежовых рукавицах

brain drain – "утечка мозгов"

to have one's hands full – иметь работы по горло

to flub the dub – уваливать (от работы, от обязанностей)

to hack around – бездельничать, лодырничать;

to twiddle one's thumbs – сидеть без дела

to loiter about – слоняться, шататься

to lounge away one's life (time) – празднично проводить жизнь (время)

to have a loaf – бездельничать loaf-day – выходной

One of the pleasures of being on holiday is the freedom to loaf around without feeling guilty. – Одна из прелестей отпуска, что можно бездельничать с чистой совестью.

use your loaf – пошевели(те) мозгами

Half a loaf is better than no bread. – посл. Лучше хоть что-нибудь, чем ничего.

bum – лодырь, бродяга goldbrick – бездельник, лодырь

to linger – влачить жалкое существование

to be at odds – пререкаться, не соглашаться

to blow off work – уваливать от работы

to fritter – валять дурака

to idle away one's time – проводить время в безделье

idle talk – пустословие, болтовня

to make smb. (cause to) idle – делать неработающим

bust – провал, неудача; cabbage – деньги

to be in a fix – быть в затруднительном положении

to be in the bucks – быть при деньгах

top banana – главный руководитель

rap – выговор, порицание to take the rap – нести наказание

to beat the rap – избежать наказания

bad (bum) rap – подстроенное обвинение

I got a rap on/over the knuckles for not finishing my work in time. – Я получил выговор за то, что не закончил работу вовремя.

to rap knuckles – давать нагоняй

to rap with – поговорить с кем-л. неформально

You can learn a lot by rapping with people you think might be your enemies. – Ты можешь узнать многое, поболтав с людьми, которых ты считаешь своими врагами.

sweet blood – напряженно работать

to talk shop – говорить на профессиональные темы

to toady – подхалимничать

calamity howler – человек, постоянно предсказывающий бедствие; нытик; пессимист

Exercise 1. Analyze the additional phrases and slang expressions.

Exercise 2. Translate the sentences with the keywords «occupation» and «trade».

1. She is a waitress by *occupation*. 2. His *occupation* is farming. 3. He missed the bell in his *occupation* with the computer game. 4. In the space marked "*occupation*" she wrote "police officer". 5. His hobby is agricultural *occupation*. 6. Computer is an unhealthy *occupation*. 7. My primary *occupation* is teaching. 8. My friend is jeweller by *trade*. 9. They've completely ruined the tourist *trade* for the next few years. 10. He learnt his *trade* as a diver in the North Sea. 11. His father was in *trade*. 12. He sells only to the *trade*. 13. I am willing to make a *trade* with you. 14. There are novelties for the tourist *trade*. 15. Your misdeed is not accidental, but a *trade*. 16. They *traded* insults. 17. They *traded* insults. 18. Russia try restrain *trade* between our countries. 19. We'll broaden *trade* market with Asia. 20. Retail *trade* is very developed in Africa.

Exercise 3. Translate the sentences.

1. Do you have to *clock in* when you arrive? 2. She doesn't like *working to deadlines*. 3. She is *on a work placement* with SFD. 4. There could be some *staff cutbacks* in the short term. 5. In our company there is now more *opportunity for promotion* than before. 6. My *application* was unsuccessful. 7. The successful applicant will have a *good track record* in accounting. 8. The job has no clear *career structure*.

Exercise 4. Remember the topical vocabulary.

To charge a fee – назначать плату за что-либо;

employment agency – кадровое агентство;

experience – опыт работы; to fill a vacancy – заполнить вакансию;

experimental period – испытательный срок; files – архив;

to get along with people well – хорошо ладить с людьми;

highly specialized person – высококвалифицированный специалист;

to submit a candidate thesis – защищать кандидатскую диссертацию;

to take physical examination – проходить медосмотр.

Exercise 5. Complete the sentences.

You can ... (adapt to, catch up, cope with, ignore, keep up with, overtake) *the competition*.

You can: (enter into, be drawn into, be in with, withstand, meet, win) *competition*.

Explain the difference among synonyms: rivalry, conflict, strife, contention, emulation, contest and verbs: to compete, to vie, to contend.

Exercise 6. Choose the keywords that best convey the gist of the information.

PLACES TO START YOUR JOB HUNT

Job hunting can be a pain if there is not many vacancies are outthere. So if your hunting for your 1st job or been unemployed for awhile and looking for your next job, it's all to easy to fall in the trap of looking in the same place for a job.

You should search for job openings advertised through a diversity of media, you also don't have to apply for an advertised vacancy to get a job. Approximately, only about 30% of jobs are advertised, so you are really limiting your job search by only looking for vacancies that are made public. Here are some avenues into finding both advertised jobs and openings that your rival job hunters may not be aware of.

Newspapers are not dead, the industry is still alive and kicking and they provide a great source for finding jobs locally or in major cities, also most newspapers are online advertising their printed jobs.

Employers recruiting recognise this and know that newspaper ads still get plenty of traffic. Check the job advertisements page in your local newspaper or the job section of online newspapers and you might find something decent that you would of missed.

Online newspaper job boards are rivalled and mainly over shadowed by dedicated job sites. Although, you must be careful not to spend all of your time job hunting on these dedicated job boards applying for jobs that don't match your skill.

You should instead use the advanced job search to narrow down the results to vacancies that correctly match your skills. Which should be obvious but many people do just hit apply without reading what the job advertised actually wants.

There are millions of businesses out there and many don't openly advertise their jobs so the only way to get employed by one of these companies is to have a look at there job page. Many companies have a dedicated job vacancy page that you can subscribe to and get updates when jobs become available.

Or you could do some research on the company and send them an email explaining who you are what skills you have and what job you are looking for 9 times out of ten some one will contact you and let you know if they have an opening or not and the really helpful ones will point you in the right direction or give you tips/advice on your job hunt.

Your network may be bigger than your realise, Professional contacts you have met from current or previous jobs, friends from school, college, university. people you meet volunteering or out on holiday and families. You may be surprised by who or what your existing contacts know. Ask the people who you know well if they can help you with your search for a job. If you know someone who is in the industry or company you want to get into, call them up or email them. Having a chat with them could open some doors to your future job. For more information on networking read through this

Social media job hunting is the new kid on the block when it comes to finding job vacancies to apply for. Most businesses now have a twitter or Facebook page and constantly use them to build awareness about there brand including any jobs they have being advertised. Make sure you connect to the companies you want to work for so you don't miss out on a job they post. Apart from Facebook and Twitter, LinkedIn is another social site that everyone should be on it's a job magnet, you can connect to friends, colleagues, businesses and gain recommendations from customers or co-workers and get head hunted by recruitment agencies.

It's basically an online CV where you would want to look professional. I have been hunting for a medical job for about 4 years it is my passion.

I am starting to become very frustrated because I hate my current job but it pays the bills (barely). What should I do? Go for the internet business which requires less of your time and the one that will not make you feel headache with web designing or which require.

Second, choose the internet based company which offer you the opportunity and at the same time giving you the convenience to start the business where all the things are automated.

Third, choose the business which does not require big money to start it.

Think again, when you are earning money from the internet, you have the chance to get rid from an income tax. I tried so many internet business before and this is the one that 100% reliable. PLEASE NOTE: you only will understand the whole marketing concept if you read every details & the trial period is FREE!

Remember, you CAN'T guarantee whether you will get many fish or not by spreading your net into the sea, but u CAN guarantee that there is no fish at all if you never spread your net into the sea. You can never apply to too many. If you're not having luck with medical jobs, look for something else you think you'd like more than your current job. Try and figure out why you're not getting the job you want.

Are you not even getting calls from your applications? Then you should try to figure out what's missing from your resume and how to make it more eye catching.

You're kind of vague when you say you're looking for a "medical job", exactly what job do you mean? Are you sure you're qualified for the jobs you've applied for? If not, figure out what it takes to become qualified. Until then, you could get a job that you'd like better than your current job.

Do you have the credentials necessary for the job you are seeking? If so, make contacts within those companies-do you know anyone that knows anyone, and so on? get with the personnel department and find out the application process and hiring policies. Keep your application with them current. Update your resume' with any new skills you pick up. If they have any kind of advisory board or networking meetings, attend them. Consider volunteering a couple of hours a week in the profession you want to join-it will open your eyes to other positions within the field. best wishes.

I am a Wellness Consultant. I help people with health issues using natural methods when possible. This is the most rewarding thing I have found. I work when, where, and with whom I want, and more than pay the bills. it is very easy and we have a full training program that is very easy. If you already have a background in the medical field this would be perfect for you. If you would like more info just email me at
Hi, these are few suggestions for helping you in your job search.....

Networking – Register at the Unemployment Office (you don't need to be on unemployment to register for their assistance). They often will have networking groups on a regular basis. They also are a good source for the jobs that never show up in the paper or online.

Check the local paper – in many cases the papers classified are now online.

Search Smart Online – If you don't have a lot of time, spend most of your time at sites that aggregate the job feeds from several job search engines.

Organization – I use a free online application that allows you to track your ads, jobs you apply for, send or print mail merged correspondence, and track your job search history.

Finding a great job – one that matches your skills, values, and interests – is much more likely to happen when you've got a solid job search plan in place. If you're looking for a job, particularly if you're unemployed. It's easy to fall into the trap of applying for any and every job opportunity that comes your way.

Taking the extra bit of time to create a job search plan, however, is well worth it. It will focus you on the job sectors that match your interests. This enable you to unearth open positions that are right for you. Moreover, a good job search plan ensures that you have everything ready and in place to stand out from the crowd and make an outstanding impression on any prospective employer. Briefly, here's what you need to do to create a top-notch job search plan and then put it into action.

- Understand your values, skills, motivators, and interests.
- Study the job market in your field.
- Identify job opportunities that match your goals and network.
- Develop an outstanding resume and interview skills.
- Learn to negotiate salary and terms of employment.

These three workers ditched the traditional job-hunting regimen – mailing out resumes and cover letters – in favour of more innovative methods. Try one of these job search techniques when looking to land your next gig.

Name: *Marian Schembari*

Old gig: Freelance writing in New York and Connecticut.

New gig: Associate publicist at Jane Wesman Public Relations in New York

Smart strategy: Instead of responding to an employer's job posting, she posted an ad for herself on Facebook, the social networking site, and used its microtargeting capability to home in on people who were most likely to offer her a job. Her ad asked, "I want to work for Harper Collins, can you help?" Anyone identifying themselves as a company employee saw it on their page. Readers could click on a link that directed them to her resume. Though she wasn't able to find work with Harper Collins, she did connect with 100 people in two weeks, including someone who was able to offer her a job.

Words of wisdom: Recognize that the best way to get a job isn't always to apply for it directly. "I wasted so much time writing perfect cover letters and sending them into the Internet abyss", she says. "You have to get out there in a way that people will come to you, not the other way around."

Name: *Nick Stowe*

Old gig: Engineering studies student at Lafayette College in Easton, Pa.

New gig: A consultant for Booz Allen Hamilton now assigned as a contractor to the National Guard IT team in McLean, Va.

Smart strategy: While his peers were slogging through weeks-long internships, Stowe lined up externships, including one at Booz Allen, where he shadowed employees for two or three days. Employers got to know him better than they would in a short interview, and he wasn't making a big commitment if the work wasn't a good fit. He snared an internship as a result of the externship and then landed a permanent job.

Words of wisdom: You don't need to be a student to line up an externship. "I think smaller firms are especially open to the idea of taking time out of their day to show you what they do", he says.

"When you show them you want to get an in-depth look at what they do, they really seem to like that."

Name: Brian Singleton

Old gig: Canvasser for Greenpeace International in Boston.

New gig: Automobile sales consultant for Empire Hyundai, Fall River, Mass.

Smart strategy: Not content with poring over job-hunting sites, Singleton turned to the microblogging service Twitter to see if he could find the latest job postings. He also did real-time Twitter searches by position and location to pull up recent tweets. After following users who posted about new job openings, he found one tweet mentioning a job posting he hadn't seen before. He applied and got the gig.

Exercise 1. Add some information & make up a small report and give a talk in class.

Exercise 2. Read the text & pick up the essential details in the form of quick notes.

Exercise 3. Choose the keywords that best convey the gist of the information.

Exercise 4. Choose from the list below formal / informal presentation of information.

Giving (delivering, reading) lectures; lecturing; giving information; giving instructions; explaining something; telling something; telling jokes; talking about themselves; describing someone or something; describing a process; talking about something that happened; telling a story; reprimanding; to deliver (make, give) a speech about / on smth.; to deliver (launch) into a harangue; to talk profusely; to ad-lib (improvise) a speech; to deliver an oration; to hold forth; declaim.

Exercise 5. Explain the notion.

Job hunting, job seeking, or job searching is the act of looking for employment, due to unemployment, underemployment, discontent with a current position, or a desire for a better position. The immediate goal of job seeking is usually to obtain a job interview with an employer which may lead to getting hired.

Exercise 6. Transfer the given information from the passages onto a table.

№	Activity			
	Strategy	When	Where	Score
1.				



TO START ON YOUR JOB SEARCH

Your first job search post-college can be intimidating. In fact, many recent college graduates don't even know where to start. But getting started on your job search doesn't have to be the intimidating task many make it out to be.

Remember, recent college graduates don't have to have their "dream job" right off the bat. Entry-level positions can be hard to come by, so chances are you won't have that flashy title and high salary right away. Of course, that doesn't mean you should just take any old job. After all, even though you have your degree, there's still plenty to learn. Recent college graduates should aim to land a position at a company that suits their personal values and helps build their skill set. While many factors need to be considered when starting a job search, there are some basic steps everyone should take to get started:

Research. Too many job seekers think an open position is just going to fall into their lap once they get their diploma. The truth is, you've got to put yourself out there first, by finding out where the open positions are. There are plenty of resources to help you get started. Job seekers should sign up for email lists in their industry – many have e-newsletters for job openings – and scour social media sites to glean insight on new positions. Attend networking events and job fairs, reach out to your college's career center – anything that can help you to determine companies where you might be needed.

Compile a list of target companies. Recent college graduates shouldn't waste time by sending out their resume to every job opening they come across. You need to carefully target your search so you can tailor your skills to specific companies and positions. Job seekers can narrow down their search by creating a list of target companies where they might like to work, and then reaching out to them about open positions.

Keep a professional online presence. It's highly likely that a recruiter will Google search your name before even offering you an interview. Keep your online portfolio, Twitter account, LinkedIn profile, and Facebook page all updated with latest information, and be sure all of your online profiles are clean of any negative content that could cast you in an unprofessional light. Share information that's relevant to your industry, and keep all of your interactions professional.

Reach out to your network. Job seekers need to let everyone in their personal network know they're looking for a job. That means friends, family, former colleagues – anyone who knows you and may have ties to a potential opening. Or, consider holding an informational interview with a professional you admire to learn how they landed their position. Starting your job search doesn't have to be intimidating – it mostly requires putting yourself out there as someone who's competent and eager to learn. Use these strategies to get started, and you'll be well on your way to job search success.

What are some other tips you'd give to recent college graduates just starting their first job search? Share your tips for job seekers in a comment below.

Exercise 1. Choose the keywords that best convey the gist of the text.



Job Hunting
Secrets.com

JOB SEARCH



Given the intense competition in the job market, there are highly effective techniques to increase your job search success. No matter where you are in your career, your challenge as a job hunter is to convince an employer that you have the potential to succeed in the job you want. The job search can be a difficult and discouraging stage in one's career. Career Specialists can help you to:

- Identify what you have to offer employers (skills, experience and personal qualities), how best to market these, and how to target the jobs you want.
- Write a winning CV and cover letter. At Career Specialists we take pride in working with you to craft a highly effective and targeted CV that highlights your strengths and maximizes your chances of getting an interview.
- Develop a search strategy to get the job you want. Planning is essential, especially in a competitive job market. We assist you to plan your job search so that you use a variety of effective job search strategies, including tapping into the hidden job market, to maximize your chances of success.
- Understand the job selection process and interpret the selection criteria.
- Prepare well for interviews. Interviews are your chance to shine. At Career Specialists, we prepare you to go into interviews with confidence, having been coached on interview technique, and on the type of questions you are likely to be asked

The continual process of searching for a position often leaves people feeling desperate and compelled to dive into the first job offer they get. However, an important part of the job search is finding out if a position is the *right* fit for you.

This is a crucial element in the job search that many people often overlook as they are focused on signing a contract and pulling in an income, but considering yourself is key throughout this process too! Though the job search can seem like it's taking a lifetime, it's best to find the right fit and avoid impulsive decisions that may leave you in a job that is not the best fit for you. Here are some questions to consider when job searching. Also, be sure to keep these ideas in mind during the interview process as it will give you a good indication on whether or not the position and company are a perfect fit for you.

Inspiration

- Will the job inspire you, energize you and allow you to do great work? Will you be working with friendly, talented and experienced people?

Many people undervalue the talent that is accessible within their very reach. Every employee brings something unique to the office, so make sure you're working hard to soak up as much of the more experienced workers' insights.

- Will you be able to take on responsibilities outside of your job description? This is extremely beneficial for your professional growth as taking on new challenges outside your role will position you as a leader and someone who is hungry for more.

- Does this job make you want to get out of bed every morning? This will make you satisfied and fulfilled throughout your career.

- What makes people want to work at the company and put in the extra effort where needed? Deeply consider this as a huge indicator of what the company's culture projects. If employees are rewarded for hard work – you can notice it in their delivery and willingness to contribute.

- When visiting the site of the office, analyze how clean (or sloppy!) the surrounding area is. It's imperative that a workplace be clean for overall productivity. Things like excessive storage hanging around the interior of the office gives off the impression that the employees are messy and don't value a healthy work environment. If the office has a kitchen take a good look at how well it's maintained. Are there plates left out? Garbage overflowing? Or old food in the fridge? Consider how you like to live at home, and evaluate whether that corresponds to the way the company at hand lives.

- Is there work/life balance? Are you feeling like you have a healthy balance of time spent at work and time spent committed to your home & social life?

- Does there appear to be some diversity among the employees? Are there varying personalities, backgrounds, experiences that make for a dynamic workplace?

- Was the interview fun and unique? Did they ask interesting questions that provoked a creative answer? In my experience some of the most creative and rewarding work places had equally as creative interview processes – the initial interview and interviewer provide a lot of insight regarding the company's culture.

Location

- Is the job located in a convenient spot that is accessible by some sort of transit? In the early days of your career you may have to commute, so ensure that the location of the job is transit-friendly.

- It's also important to consider hot spots for lunch, coffee and grabbing quick snacks. Make sure there are nearby coffee shops and cafeterias to keep you energized throughout the day.

Job Security

- Take the time to read and research the company's website or employees LinkedIn profiles. Viewing LinkedIn profiles gives you insight to recent hires (and fires), and will provide you with an indication of promotion practices and how often the company makes changes to their staff. Seriously, this is important for long-term job security, so read any literature you can find on the company carefully.

- If possible, ask around to see if you know someone who works for or worked with the company. This can be sourced from LinkedIn profiles, articles written about the company, or from the company website. Getting the inside scoop on company politics can prove to be worthwhile, especially during the interview and throughout your own decision-making process.

- Does the position have the right compensation and benefits that you deserve? Understanding how the benefits work, when your benefits will begin and how much coverage you have is key when considering a job.

Professional Development

- What opportunities for advancement exist in your company? It's important that you can excel at your job and become a professional with outstanding experience and transferable skills.

- Is the company large or small? Will that impact the potential for future promotions?
- Will you be consistently learning on the job? This is the key for your own satisfaction and transition into higher roles with more responsibilities.
- How many people already exist in the role you are applying for? For example, if you're going for a Project Manager position, how many other project managers already exist at the company?

Organizations appreciate people who can recognize when it's a fit or not – make a good impression and show the hiring manager that you have done your research and that you know what you want. Keeping these basic ideas and questions in mind during your job search will not only guarantee that you make rational decisions, but it will ensure that you are considering yourself in the job search, too.

Looking for a job? What media are you using? Are they the right ones? Do you use social media? Are you using as you should? My experience in the job search tells me that in these times we jump to any tool or instrument that allows us to choose any offer and call us for an interview. No matter whether makeup, exaggerating or treatment in the CV, the case is to get the coveted interview where melee can benefit.

As time passes and the job does not reach us, even when a certain time without calls or interviews, anxiety grows to levels that lead to psychological problems. Why not call me if my profile block to perfection as requested in the job? What do I put in the wrong CV and I should change? Suppress? Training or experience? Is it the age?

Any of these questions is made by the unemployed and the times the answer may be the same: there is enough for all deals. The answers that emerge from the study next tactics and frustrations when seeking employment are at least symptomatic:

37% are depressed because your profile is order in the job but were not called. In contrast 16% acknowledged not have all the required EXPERIENCE.

15% said no jobs for your region (or for yours or anybody unfortunately), while 9% said that their professional profile no offers.

Interestingly only 8% believe they are overqualified for the jobs available, which unfortunately I do not think so. The percentage is much higher.

Only 2% believe that the fault lies in the interviews, which are incapable of coping with potential for success. In terms of where we work, I would say certainly everywhere, but here we see that 5 are the most used: Portales employment (95%), in the employment sections of the companies themselves (72%), LinkedIn (66%), word of mouth (63%) and recruitment agencies (any mode) (52%). You can work from home answering surveys?

It's true when they offer work from home answering surveys? Here along this article we are going to answer this question for you to know a little more. A lot of people are invited to complete surveys get paid, where you sign up online because it sounds very attractive but they have put a lot confidential and other personal data. Truly we have no certainty to work to work from home answering surveys is why I do not recommend any.

You have to be careful with these companies that offer work from home answering surveys since many lie and you're working for free for them.

There are many that you have to make you dicey into account & you have to get a certain amount of money to collect & surprise when you get to that kind of money they say, do not send your money or respond to you emails.

While crafts and handicrafts are generally found in countries like Spain and Mexico, today we bring a new opportunity for people living in Argentina, with crafts and all kinds of jobs to mount at home, manuals and instructional videos step by step to learn online.

Offers work at home assembly, toy assembly, armed with paper bags and all kinds of crafts to earn extra money without leaving home. Photos and videos of manual work at home assembly work at home blog.

What are the types of assembly work at home? As there are several items to start earning money from home and our blog will explain each one of them making bracelets work from home, work from home assembling things, working riding shirts, riding things work from home, work from home packaging.

An important part of a job search is given by itself, which takes much time and energy to locate opportunities, classified ads in forums, bulletin boards, jobs, job portals ... a process that can lead to repeat some vacant or to put some serious business.

And is that "Find Jobs" is a work in itself, so above all when using the web and need to know certain criteria and tools to facilitate the mission by providing genuine and updated. At this point, job seekers become more important and find one that is useful, that is also practical and reliable it is not easy, but today I approached a proposal called LinkUp.

LinkUp seeks to connect employers with employees through their companies and classified ads but with emphasis on the accuracy and relevance of information that is not dedicated to do with a summary of the thousands of classified ads that are on the web but select those you know to be true and has been busy checking on the websites of companies job seekers. These listings are included, often the "hidden job" as they are often advertised websites outside the traditional job seekers and can be difficult to find unless you know where to look.

When looking for a job at LinkUp, you are actually looking for more than 21,447 company websites, fully updated and always connected to the website of the company that publishes the application. The advantage of using a "search engine" as it is more reliable search results, first because they are real positions and second because they are repeated: not copied advertisements from different websites where, often, companies often post the same ad to increase their arrival. Thus, no intermediate LinkUp between the worker and the company, in fact, when you find an ad that is attractive and want to apply, your application will come directly to the employer. The only limitation for now is this powerful tool is that its database limited to U.S. companies, therefore we can not use it to find work in other countries, but we hope that service quickly spread to other regions.

The convenience of using a job search engine instead of a job portal is the first find opportunities that may not appear in the second, because companies often publish classified or internal searches on their websites and do not open the private Selectors search for employment. All the information you need to know if you really care about the vacant: more job descriptions, requirements & conditions, benefits, business information.

Exercise 1. Add some information & make up a small report and give a talk in class.

Exercise 2. Read the text & pick up the essential details in the form of quick notes.

Exercise 3. Choose the keywords that best convey the gist of the information.

Exercise 4. Make up some dialogues from the information above.



STEP 1: YOUR TARGET JOB ... WHAT ARE YOU LOOKING FOR?

Being focused on the job you want is beneficial for both you and potential employers. Don't approach your job search by saying you will do anything or everything.

Target a few occupational areas that interest you. An employer would prefer to hire an applicant who indicates a strong interest in an occupation, rather than someone who has no clear focus. The perception is that the well-researched applicant is more enthusiastic and interested in the opportunity.

STEP 2: UNDERSTAND THE JOB MARKET.

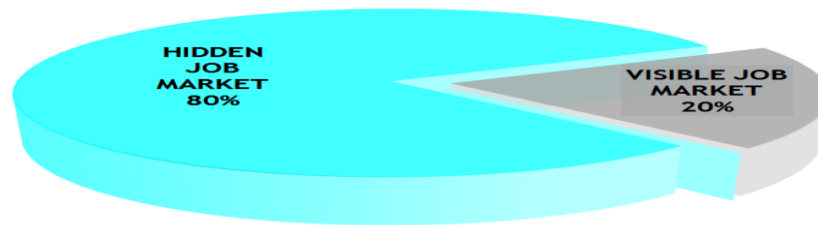
Once you have focused your job search on a few occupational areas, you will need to understand how you can go about finding specific opportunities – what does the Job Market look like for these areas and how do you access it? In general, *the Job Market has two segments: The Visible Job Market and the Hidden Job Market.*

The Visible Job Market includes all job opportunities that are posted via various media. In this type of job search, YOU, the candidate, make contact with the employer as a result of a job opening that is advertised in some manner. These are positions that are not advertised or posted. Locating jobs in this market requires creating a list of potential employers and getting in contact with them in some manner.

The hidden job market has the highest number of potential job opportunities, you just need to find them! Think of yourself as an entrepreneur – you are in charge of your job search! When looking for work, be sure to tap into both the visible job market and the hidden job market. It is generally known that approximately *15-20% of the available jobs at any time are visible (i.e. posted) and the remaining 80-85% are hidden (i.e. not posted).*

With this in mind, you'll want to ensure you spend more of your job hunting time in the hidden job market – relying solely on applying for the jobs that are "visible" will significantly decrease your likelihood of landing a job you want. Visible Job Market: 90% of job seekers apply for the 20% of jobs available in this market. Hidden Job Market: 10% of job seekers apply for 80% of potential jobs in this market.

VISIBLE JOB MARKET VS HIDDEN JOB MARKET



STEP 3: RESEARCH & IDENTIFY POTENTIAL EMPLOYERS.

Building upon your knowledge of the job market, the next step in your research is to identify potential employers and gather information about organizations of interest to you. There are many different ways to do this, and some may be more relevant for you than others.

Informational Interviews

Informational interviewing is *by far the most effective job search tool used to explore career options & gather relevant company information directly from employers.*

To conduct an informational interview, you will need to contact an individual from an industry / organization that interests you and set up a time to meet with them. Develop goals that you would like to achieve during the meeting: to get referrals or ideas for potential companies to contact or to understand their career path. If the process seems daunting, remember that whomever you are meeting with has likely been in your shoes before too. That being said, be sure to value their time and come prepared with questions and goals for your meeting and make a great first impression.

Sample Informational Interview telephone script

Hello, my name is _____, and I am interested in gathering information about the field of _____. I am a student at the University of _____ in the faculty of _____ and I am looking for some advice on how to become a _____. Would it be possible for me to meet with you for 15-20 minutes to talk about your profession and any suggestions you might have for me.

Exercise 1. Add some information & make up a small report and give a talk in class.

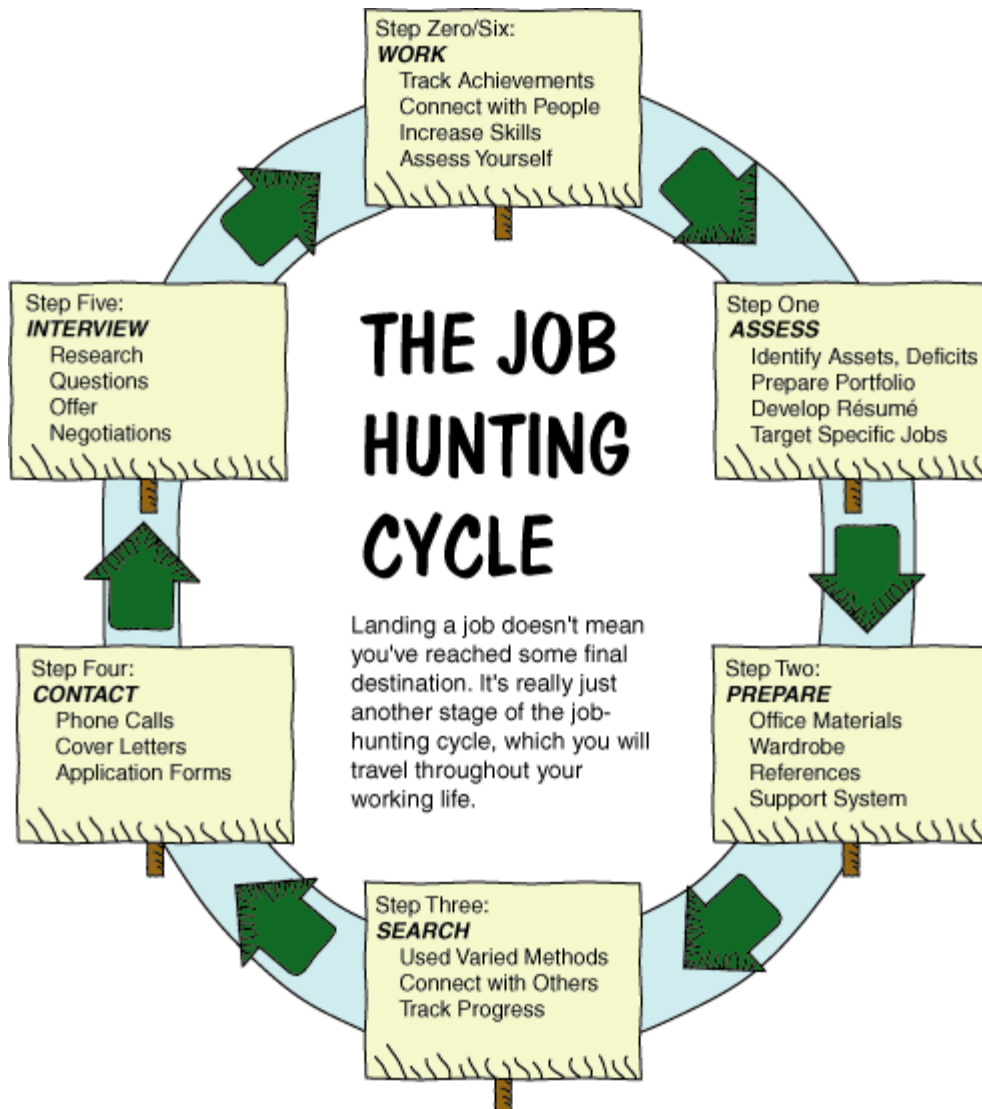
Exercise 2. Read the text & pick up the essential details in the form of quick notes.

An effective job search is critical for career success. This workbook is designed to help you find a job you want.

These guidelines apply to students and graduates from across all disciplines – it doesn't matter if you are looking for a part-time job, a summer position, or permanent work. But be prepared, looking for employment is a full-time job in itself – think of yourself as "self-employed" because you will need to invest a significant amount of time and energy.

The world of work today is entirely different than 20 years ago – it is rare that one spends their entire career in one job/industry or occupation. This means that being able to develop and execute a job search will continue to be important throughout your life.

While understanding today's labour market conditions can be helpful in creating your job search strategy, regardless of whether the current economic climate is "good" or "bad", there are still jobs needing to be filled. Whether you find these jobs is dependent on your job search skills and your understanding of where to look and how to access the job market.



The job hunting cycle



The job hunting

What is an Informational Interview?

- A method of acquiring detailed company and career information from employers.
- Network-building, information gathering and part of the job search process.
- A way of finding out about positions not advertised.
- It is an excellent opportunity to meet with people in your chosen industry.

Why should you do Informational Interviewing?

- Find out about careers and jobs / expand your knowledge of the job market.
- Obtain first-hand, current information rather than relying on second-hand information.
- Determine if you are well suited to the job you are applying for Determine areas where you may need further experience or training Build confidence for job interviews.
- Impress employers with your research and initiative.
- Learn more about yourself / take charge of your future.

Obtaining and preparing for Informational Interviews

- Determine career goals Gather
- Gather company information
- Contact companies and employers Prepare a list of questions to ask
- Send a thank you letter after the meeting

Telephoning to make an informational interview appointment

- Develop a script.
- Speak loudly and clearly.
- Ask for the person by name if possible.
- Handling **Gatekeepers**: secretaries, receptionists and clerks who try to keep you away from the decision maker.
 - Call until you get through to the potential employer, at least once per day, at least ten business days in a row.
 - Call early, late, at 10:05 and during lunch to get around the gatekeeper.
 - Walk in, say you were just in the neighbourhood, and ask if the decision maker has a moment to meet with you.

Once you reach the employer directly

- Introduce yourself. State your reason for calling and provide a brief outline of your skills and experience.
- Be ready to answer questions.
- Ask for an informational interview.
- Write down time, place and person's name.
- Thank the person.
- If you reach an employer's **voicemail**:
 - Don't hang up! Leave your name and number and tell them you will call back. Then call back until you reach them.

Develop a list of questions

- Make a list of questions to ask about things that are important to you.
 - Research the organization & occupation so you can ask more meaningful questions.
- Ask open-ended questions. Avoid questions that can be answered with a simple "yes" or "no". Bring your list of questions with you to the informational interview.

Day of the meeting

- Dress appropriately.
- Arrive at least ten minutes early.
- Bring your resume, pen and paper (and portfolio/work samples if appropriate).
- Be polite, friendly, shake hands, listen carefully and show interest.
- Stick to the allotted time frame.
- Ask for contact names / referrals.
- Remember to thank them for their time.
- After the meeting take a few minutes to summarize the meeting and write down key points. Keep a record of everyone you meet with for future reference / get their business card. Send them a thank you note/letter.

Sample questions to ask at Informational Interviews

- What kinds of things do you find challenging about your job? Is there a team approach to your work?
 - Do you get to express individuality in your work, or do you have to follow strict guidelines? What is the work atmosphere like – relaxed, competitive, exciting?
 - What is the possible salary range for someone in this occupation?
 - What is an average starting salary?
 - Are there incentives for upgrading or taking extra courses to improve your education? What kinds of opportunities for advancement are there?
 - Does your occupation take full advantage of your capabilities and education?
 - Approximately how many hours do you work in an average week?
 - How much flexibility are you allowed in your job in terms of dress, hours, vacation, or job location? How is the job market in this field?
 - What is the future demand in this occupation? What sorts of changes are occurring in this field? Does the community benefit from your work?
 - Do you do the same thing everyday? What is the most exciting thing about your job?
 - What kinds of things did you do before entering this occupation? Which were most helpful? What do you look for or find most impressive in potential employees?
 - Are there any professional journals / career-related literature / organizations that would help me to learn about this field?
 - How do people find out about job openings? Are they advertised? If so, where?
- How is a typical job interview in this industry conducted?
 - If you could go back in time, would you do anything differently in your preparations for this occupation? What is the typical entry-level position(s) for this job?
 - What are some of the "do's and don'ts" in trying to develop a successful career in your field? What are the people like who usually excel in this field? What personal qualities do you need to succeed?
 - Would you choose the same occupation if you were just starting out?
 - Is there such a thing as a typical week in your job and could you briefly describe it?

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Read, try to understand the text and render your attitude to its contents.

Exercise 3. Using the phrases draw up some dialogues.

STEP 4: CREATE YOUR JOB SEARCH TOOLKIT.

Now that you have identified potential future employers, you need to arm yourself with the tools to market your skills and experience to them! Your Job Search Toolkit must be a reflection of you, and should be strategically created to target the employers that you are interested in. There are many tools that you can use, but again, they may not all be relevant in your specific job search.

Resume & Cover Letter

Your resume and cover letter are your primary (and mandatory!) marketing tools – they must demonstrate your skills and experience and convince an employer that you deserve an interview. It is crucial that you tailor your resume and cover letter for each opportunity (paid or volunteer) that you apply for – focus on the most relevant skills and experience to the employer for that opportunity.

Remember, an employer looks at your application (resume/cover letter) for approximately 15-30 seconds when deciding if they should invite you for an interview! Be strategic in what you include in your resume and cover letter – market yourself effectively.

In some fields, it is applicable to create a portfolio of your work to demonstrate more concretely what you have to offer an employer. Some examples areas of study could be Fine Art, Education or Architecture. However, having a collection of all your awards, diplomas, certificates, and reference letters can be helpful for anyone!

Calling Card / Business Card

Having a small personalized card is not only helpful for those who are already employed to help build their professional network. When you are looking for work, having a *calling card* is helpful for situations when distributing a resume is not appropriate or convenient. For example, networking events, association meetings, career fairs, information sessions, or impromptu meetings.

Social Media

A more recent employment trend is to use "**social media**" (Facebook, LinkedIn, YouTube, Twitter, blogging, personal websites, e-portfolios) as a method of finding employment and just generally extending your reach and building contact networks. As opposed to a candidate "*finding*" their employer of choice, an employer "*finds*" YOU, the candidate as a result of your involvement in online ("social") media, such as Facebook, LinkedIn, Twitter, YouTube, blogs, resume posting sites, or the creation of your personal website or e-portfolio. We know that approximately 80% of employers now actively use social media for recruitment and screening of potential candidates for hire. This requires that you, the candidate, create an effective and professional online presence through engagement in social media.

LinkedIn

An international social networking site used for *professional networking*, with more than 75 million users worldwide spanning more than 200 countries and territories.

Creating a LinkedIn profile is like having an online resume that allows you to market your skills to relevant contacts within your online network. By asking your contacts to "recommend" you, your credibility as a potential candidate will rise.

By making more connections, your chances increase in finding a job – each contact is a potential referral or job! All of your connections and actions are tracked, helping you to keep your job search strategy in check. For example, you could review hiring managers of organizations you are interested in and find out which of your contacts could refer you.

Facebook / Twitter

These two social media sites can be used to relay relevant job search messages to your network of contacts: that you are looking for work and what you type of job you are looking for. Post your job objective as your status on Facebook or tweet a message to all your twitter contacts. Remember, every network connection can be a valuable one! Many companies now have Facebook pages and Twitter accounts, so even if you're not participating, they are!

Personal Website / E-Portfolio

A personal website or e-portfolio can be used as an online version of your resume – it is another way to market your skills, experience or knowledge. Both give you an opportunity to: demonstrate creativity through the design or media you choose to include, enhance your credibility by providing proof of your achievements or testimonials from your references, and demonstrate your expertise.

Similarly, YouTube is another media to give potential employers a visual demonstration of your skills, abilities, or knowledge. For example, you could upload a video of yourself doing a presentation to demonstrate your communication and presentation skills. Another option is to upload a video resume of yourself, but be sure that you do so in a professional manner.

Posting your resume is a simple technique that you can use to attract employers who are looking for candidates. If done correctly and safely, this can be an effective way to land a job.

Social Media & Job Search "Do's"

Create an online presence: Showcase your skills and experience online and develop a network of contacts online that can help you in your job search.

Be consistent: The information on your resume should match the information that you have on your social media and it should all be up-to-date. If all of your information is not consistent, an employer may be worried that some of the information is not true.

"Google" yourself!: Check out what results come up online when you perform a Google search with your name, because employers do! Employers will form an impression with what they find out about you online, even though you may want to have kept that private. Be careful what you say...or type!: When you send out a tweet, change your Facebook status, post on a wall, comment on a blog, create a video, or upload information to your website, that information is now out there loose on the internet. Google searches will find this info, and you an employer may be using Twitter / Facebook / YouTube too...

Remember your privacy settings: You can control the privacy settings for your accounts to some degree, but no matter what, there is no way to "lock down" your information completely. So be vigilant and don't share miscellaneous pictures online!

Spend time job searching at home: If you are already working, be sure that your job searching efforts are reserved for the time that you are at home, not at work. It is not a good idea to use company computers, email accounts or time for job searching.

Keep it professional: Your screen or profile name, the pictures posted on your profile, the videos uploaded to YouTube, status updates/posts/tweets should be appropriate.

This can extend to controversial content, for example, religious or political views. Employers may worry that you will be judgmental.

First impressions can only be made once!

Does "cleaning up your social media footprint" seem unimportant to you?

Well, consider the following information as "food for thought": 70% of U.S. hiring managers have rejected an applicant based on information they found online. What kind of content you ask?

"Inappropriate" comments or "unsuitable" photos.

Criticisms of previous, employers, co-workers or clients.

Inappropriate comments by friends or relatives that you are linked to.

Some students trying to clean up their social media footprint by changing their name, tightening privacy settings and removing photos have found that it didn't work...because:

Changing your name on your facebook page still means that you can be searched via your connections in groups or networks, your email address, school etc.

Privacy settings only work if everyone in your network uses them well – but in the XXI century that is a false sense of security. Pages are "cached" (pictures are taken of internet pages regularly) so your information never disappears.

STEP 5: MAKE CONTACT WITH EMPLOYERS.

Now that you have created your Job Search Toolkit, you have the necessary resources to contact employers and are on the road to success with your job search!

If you feel nervous about the prospect of speaking with an employer, rest assured that your feelings are completely normal – it takes practice but you will become more and more comfortable. Remember, employers are people too, and they have probably been in your position once themselves and will be sympathetic to

At this point after all the work and effort you have put into your Job Search, it is reasonable to expect that you may feel frustrated or nervous about contacting an employer. Your feelings of frustration or nervousness can be interpreted as having a negative attitude to an employer – be aware of how you feel and keep yourself in check.

Continuing to maintain a positive attitude about your job search will make a positive impression with employers, and will likely produce positive results in your Job Search! Networking is the *process* of building relationships. These relationships become most effective when you are strategic in the network you choose to develop, you put effort into maintaining them and the benefits are reciprocal for all the parties involved.

Strategic career moves and occasional periods of unemployment are common for today's modern work world. So, having the right connections can open doors for future employment opportunities – being connected with multiple networks helps you increase your visibility and credibility within your industry or field and gives you the opportunity for professional development to name only a couple of benefits.

Networking has a 33% success rate – 1/3 of hires come from personal or professional network and prior contacts. Networking is hands-down the *best* way to land a new job – employers prefer to hire from personal referrals or previous contacts. Curiously enough, it is the strategy least used by job seekers to find jobs. That may be because it is typically the most time-consuming approach to getting a job.

Getting in contact with employers either as a result of a job posting, to inquire about potential openings, or even at a networking event requires practice and preparation! After creating your list of employers from your research, and compiling your list of contacts both professionally and personally, it is time to approach your contacts in person, by phone, or via email. Remember, employers are time-pressed and they want to hear what *you have to offer them* quickly – pique their interest and keep them listening! And don't forget to ask for a meeting, referral/contact, or for an opportunity to follow-up at another time.

Exercise 1. Define the key points.

Sending E-mails

In today's job market, e-mails have become an important step in the job search process. It is crucial to make it as easy as possible for the employer to get the information they are looking for. When sending e-mails to employers it is important to consider the following:

- Address them to a specific person
- Mention your education, skills and experience as they relate to the position you're interested in Unless an attachment is requested, always send the text version of your cover letter and resume in the body of the e-mail as some employers do not open attachments due to fear of viruses.
- If you include your resume as an attachment, ensure it is in a format the employer can read. You can always ask if they scan resumes or offer to attach your resume as a MS Word document/PDF.
- Send only one e-mail message with both the cover letter and the resume included as one document.
- Use the job title or reference number in the subject line of the message.
- Don't forget to proof-read!

Cold Calls

The term *cold call refers* to the method of job search that occurs when job seekers go directly to an employer to meet them in person.

- Ask to speak to the employer directly, be polite and persistent.
- Introduce yourself personally to the employer.
- State your education, related skills, experience, show interest, ask about opportunities.
- Ask if they have time to meet with you.
- Gives employer chance to match name and face to your resume.
- You are able to market your skills directly to the employer and find out about potential openings.

Phone Calls

The telephone approach can be an effective way of contacting employer because you get a chance to speak to employers directly.

Determine who is the person in charge of hiring and phone them (try to get this information through the company's internet site, directories or associations before you phone the company) Give them information about your skills – practice your 30 Second Infomercial Develop a script to help you remember important points.

Prepare for various potential scenarios: Not a good time to call. Try to set up an appointment to meet with them (Informational Interview).

If they say:	You can say:
I'm busy.	I know it's your busy season. I'd be happy to meet with you at your convenience. When is a good time for you? OR I only need a minute of your time.
I don't think I can help you.	Whom on your staff would you suggest I contact?
We aren't hiring.	I'm not looking for job openings at this time. I want your advice only. Could we meet for 15 minutes at your convenience? OR That's okay, what I'm really looking for is some advice about starting out in this field. I just want to know what ideas, leads or referrals you might have for me.
Call Personnel / Human Resources	Since I'm looking for advice about what types of jobs there are in (your area), I would like to speak with someone who is working in the field. Who would you recommend I contact?
Send your resume.	Can you schedule a 20 minute appointment with me next week?
	I'll fax it to you right away and then when it's convenient for you, I would appreciate an opportunity to discuss it in person with you.
We just had layoffs and aren't hiring.	I understand. I'm only interested in your business experience.
Now is not a good time.	Ok, I see. When would be a good time to call you back?

This is the least effective way of contacting employers and can be quite costly.

Employers have hundreds of resumes sent to them and don't have time to read them all. Not recommended unless applying in another city – be sure to follow up with a phone call. You could include in your cover letter that you will be contacting them regarding your mail-out. When you call, your goal is to set-up an appointment to meet or to answer questions they may have.

Keeping Track

Any time you meet or speak to someone in your job search be prepared to follow up and keep in touch with your contacts. With all the time and effort that you will spend in generating job opportunities and submitting applications, it is important that you keep organized! Set concrete goals that you would like to achieve, including deadlines, contacts, and appointments.

Following a work schedule/routine and creating a method to track the progress you make with each opportunity and the contact you have with potential employers that you discover will help you stay on track. **Tips:**

- Let your contacts know how you are progressing or if you find a job.
- If you add something to your job search portfolio (completion of a certificate course), use this as an opportunity to re-connect with a previous contact person.
 - Be sure to thank everyone who helped you.
 - Be brief and sincere when speaking to your contacts.

Follow-up telephone calls can be used to bring closure to elements of your job search such as to check the status of your application, ask about the hiring process and timelines, or to receive feedback on your interview performance if you were unsuccessful in obtaining the position. Rejection is part of the job search – don't take it personally.

It doesn't mean you're not a good applicant. It simply means the employer felt there was another applicant better qualified or perhaps you were not very effective in presenting your skills. View the rejection as a learning experience. Review your contact process and determine what you could do differently next time. Try your best to maintain a positive attitude and consider each new application as a fresh opportunity to market your skills to an employer. Some things you might want to do to maintain that positive mindset are:

- Keep in mind the hiring cycle of the employer and the wait times that are typically associated with that industry or type of organization.
- Set realistic goals & timeframes. Don't expect to find work immediately
- Re-read your resume to remind yourself of the skills & experiences you have to offer to an employer.
- Take care of your self-esteem – involve yourself in activities and with people who reinforce your sense of self-worth, talk to people who motivate you, who are upbeat & positive.
- Exercise regularly to reduce some of your stress.
- Gain control by creating a job search strategy and a plan of action.
- Recognize & celebrate small victories such as making that difficult telephone call or completion of your resume. Reward yourself as you accomplish tasks.

Remember you have control in this situation; you are not at the mercy of the employer. You have skills & experiences the employer wants and you decide to whom you wish to apply. Employers are more likely to hire an applicant with a positive, relaxed attitude and you will be more likely to recognize potential opportunities.

Exercise 1. Summarize the information briefly in English about on-line job search.



UNIT II. JOB OPENING

INTRODUCTION

Job hunting or job seeking is the act of looking for employment, due to unemployment or discontent with a current position. The immediate goal of job seeking is usually to obtain a job interview with an employer which may lead to getting hired.

The job hunter or seeker typically first looks for job vacancies or employment opportunities. Common methods of job hunting are:



- using a job search engine;
 - using an employment website
 - looking through the classifieds in newspapers;
 - using a private or public recruiter;
 - finding a job through a friend or
 - an extended business or personal network, or
 - online social network service;
 - going to a job fair;
- looking on a company's web site for open jobs, in its applicant tracking system;
 - using professional guidance such as outplacement services that give training in writing a resume, applying for jobs and how to be successful at interview.

Researching Employers

Many job seekers research the employers to which they are applying, and some employers see evidence of this as a positive sign of enthusiasm for the position or the company, or as a mark of thoroughness. It is expected the job seekers will have done a reasonable amount of research into the employers. Information collected might include open positions, full name, locations, web site, business description, year established, revenues, number of employees, stock price if public, name of chief executive officer, major products or services, major competitors, and strengths and weaknesses, as well as challenges. Contacting as many people as possible is a highly effective way to find a job.

It is estimated that 60% or higher of all jobs are found through networking. Job recruiters and decision makers are increasingly using online social networking sites to gather information about job applicants. Job seekers need to begin to pay more attention to what employers and recruiters find when they do their pre-interview information gathering about applicants.

One can go and hand out resumes or Curriculum Vitae to prospective employers. Another recommended method of job hunting is cold calling or emailing companies that one desires to work for and inquire to whether there are any job vacancies. After finding a desirable job, they would then apply for the job by responding to the advertisement. This may mean applying through a website, emailing or mailing in a hard copy of your resume to a prospective employer. It is generally recommended that resumes be brief, organized, concise, and targeted to the position being sought.

With certain occupations, such as graphic design or writing, portfolios of a job seeker's previous work are essential and are evaluated as much, if not more than the person's resume.

Interviewing

Once an employer has received your resume, they will make a list of potential employees to be interviewed based on the resume and any other information contributed.

During the interview process, interviewers generally look for persons who they believe will be best for the job and work environment. The interview may occur in several rounds until the interviewer is satisfied and offers the job to the applicant.

Job hunting in economic theory

Economists use the term "frictional unemployment" to mean unemployment resulting from the time and effort that must be expended before an appropriate job is found.

Search theory is the economic theory that studies the optimal decision of how much time and effort to spend searching, and which offers to accept or reject (in the context of a job hunt, or likewise in other contexts like searching for a low price).

An employment counsellor, known as a career development professional, advises, coaches, provides information to, and supports people who are planning, seeking and managing their life/work direction.

Exercise 1. Read the text & pick up the essential details in the form of quick notes.

Exercise 2. Make the sentences below as true (T) if they give the message of the text, and false (F) if they change the message.

1. Job hunting is the act of looking for employment. 2. The immediate goal of job seeking is always to obtain a job interview with an employer. 3. The job seeker typically first looks for job vacancies or employment opportunities. 4. Many job seekers don't research the employers to which they are applying. 5. Some employers see evidence of this as a negative sign of enthusiasm for the company. 6. The job seekers will have done a reasonable amount of research into the employers. 7. Contacting as many people as possible is a highly effective way to find a job. 8. It is estimated that 80% or higher of all jobs are found through networking. 9. Job recruiters and decision makers are increasingly using online social networking sites. 10. The recommended method of job hunting is cold calling or emailing companies. 11. After finding a desirable job, you must then apply for the job by responding to the advertisement.

Exercise 3. Answer the questions.

1. What is job hunting like? 2. What is the immediate goal of job seeking? 3. What does job seeker first do? 4. How many job seekers research the employers? 5. How do the employers see this fact? 6. What are common methods of job hunting? 7. What might collected information include? 8. What is a highly effective way to find a job? 9. What percentage of all jobs is found through networking? 10. How can you deliver your resume? 11. What is generally recommended about your resume? 12. How do economists use the term "frictional unemployment"? 13. What is search theory like? 14. What is an employment counsellor? 15. What does he do? 16. An employer has received your resume, they will make a list of potential employees, hasn't he? 17. Why does he do it? 18. What is a list of potential employees to be interviewed based on?

DUTIES

Career development professionals help clients of all ages:

- select education and training programs;
- balance work and other life roles;
- navigate career transitions and stages;
- enhance career satisfaction;
- find employment or self-employment opportunities, write résumés, develop portfolios and prepare for interviews.

Working with clients individually / in groups, career development professionals may:

- help people develop a better appreciation of their unique characteristics and how those characteristics relate to career choices;
- use various assessment tools to help clients identify their interests, values, beliefs, lifestyle preferences, aptitudes and abilities, and relate them to the world of work;
- help clients identify educational requirements and develop training plans;
- facilitate career management and career decision-making workshops;
- work with clients who have disabilities, language and cultural differences, or other special needs that affect their employment prospects;
- help clients deal with barriers to achieving their career plans;
- help employed clients plan career laddering within organizations, cope successfully with job dissatisfaction, or make occupational or job changes;
- provide current labour market information to help clients make realistic occupational or employment decisions;
- market clients to potential employers & help find job or work experience placements;
- assist clients with implementing effective employment search strategies, writing resumes, and developing career portfolios and interview skills;
- plan and implement career and employment-related programs;
- refer clients to appropriate services to address their particular needs;
- work co-operatively with community groups and agencies, businesses and other organizations involved in providing career planning resources;
- use computers to write reports, and research information on the Internet;
- perform related administrative tasks such as keeping records.

Working Conditions

Career development professionals may work in a variety of settings but usually work in offices where they can conduct private interviews with clients and in classrooms or boardrooms where they conduct group sessions. Depending on the organization, their hours of work may include some evening and weekend work.

Exercise 1. Read the text & pick up the essential details in the form of quick notes.

Exercise 2. Translate the words and phrases with the keyword «develop».

To develop, to develop smb.'s capabilities, to develop a habit, to develop a taste for opera, to develop a new product, to develop new technology, to develop a new drug against cancer, to develop one's business (memory, mind), to develop an argument (an idea), to develop a case (one's plans) to an audience, to develop oil and gas fields, to develop a market, advanced develop countries, develop new lands, to develop the invention.

PERSONAL CHARACTERISTICS

Learning how to identify your workplace skills & personal qualities & to believably write & talk about them with employers – in resumes, cover letters, during interviews – will transform your job search. No matter which niche you occupy in the workplace – technician or green-collar worker, professional or manager – mastering skills you can use, and skills that employers are willing to pay you to use, translates to a wonderful employment insurance policy, a giant umbrella to keep you from getting soaked when economic thunderstorms rain on your parade.

One of the terms you often find in a discussion of job requirements is *skill set*. A skill set refers to the skills needed to accomplish a specified task or perform a given function.

A roundup of several surveys suggests skills that employers often admire.

The following list is representative but not comprehensive:

- **Effective communication:** Employers seek candidates who can listen to instructions and act on those instructions with minimal guidance. They want employees who speak, write, listen effectively, organize their thoughts logically, and explain everything clearly.
- **Computer and technical literacy:** Almost all jobs now require an understanding, ranging from basic to advanced, of computer software, word processing, e-mail, spreadsheets, and Internet navigation.
- **Problem-solving/Creativity:** Employers always want people who can get them out of a pickle. Problem-solving ability can aid you with making transactions, processing data, formulating a vision, and reaching a resolution. Employers need the assurance that you can conquer job challenges by thinking critically and creatively.
- **Interpersonal abilities:** Relationship-building and relationship-management are high priorities with many employers. These skills confirm that a candidate can relate well to others, both co-workers and customers.
- **Teamwork skills:** The ability to work well with others while pursuing a common goal is a long-running favorite of employers. But so is the ability to work with minor supervision.
- **Diversity sensitivity:** In today's world, cultural sensitivity and ability to build rapport with others in a multicultural environment is highly valued by employers.
- **Planning & organizing:** Workplace life requires prioritizing & organizing information. Employers value people who, metaphorically, dig a well before they're thirsty.
- **Leadership and management:** Leadership consists of a strong sense of self, confidence, a comprehensive knowledge of company goals. These are qualities that motivate & inspire, providing a solid foundation for teamwork. Employers continue to look for assurances that you can in some way either make money for them or save money for them. Skills useful in saving money are universally desired, including by the nonprofit organizations.

Here are some personal qualities that employers typically rate highly:

- **Adaptability and flexibility:** Nearly half of employers in a recent survey gave a high rating to "openness to new ideas and concepts". They like candidates who can work independently or as part of a team, changing gears when required, whether multitasking or adapting working hours and locale.
- **Positive attitude and energy:** The last to be picked and promoted are candidates who show gloomy outlooks and emotional immaturity. Exhibit a sunny outlook & energetic, organized behavior.

- **Professionalism & work ethic:** Employers seek productive workers with positive work ethics who stick with challenges until they meet them.

Most career development professionals have post-secondary education in a related discipline such as psychology, education, social work or human resources development.

Increasingly, employers are looking for applicants who have a certificate, diploma or degree in career development, or an equivalent combination of education and experience.

Career development professionals need the following characteristics:

- a genuine interest in and respect for people from all walks of life;
- patience, understanding and the ability to listen non-judgmentally;
- excellent oral and written communication skills and presentation skills;
- objectivity and tact;
- the ability to motivate and inspire clients;
- the ability to facilitate communication in groups of eight to 20 people;
- good organizational and planning skills;
- the ability to work effectively with other professionals and community agencies.

They should enjoy consulting with people, compiling information and working with clients to develop innovative solutions to problems.

In organizational development the study of career development looks at:

- how individuals manage their careers within and between organizations
- and how organizations structure the career progress of their members, it can be tied into succession planning within some organizations.

In personal development, career development is:

" ... the total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to influence the nature and significance of work in the total lifespan of any given individual."

"... the lifelong psychological and behavioral processes as well as contextual influences shaping one's career over the life span. As such, career development involves the person's creation of a career pattern, decision-making style, integration of life roles, values expression, and life-role self concepts."

Holland Codes represent a set of personality types described in a theory of careers and vocational choice formulated by psychologist John L. Holland. Holland's theory argued that "the choice of a vocation is an expression of personality" and that the six factor typology he articulated could be used to describe both *persons* and *work environments*. His typology provides an interpretative structure for a number of different vocational interest surveys. His model has been adopted by the U.S. Department of Labor for categorizing jobs relative to interests.

Holland's theory assumed that any person could be described as having interests associated with each of the six types in a descending order of preference. This assumption allows the Holland Codes to be used to describe 720 different personality patterns.

As the theory is applied in interest inventories and job classifications, it is usually only the two or three most dominant codes that are used for vocational guidance. In presenting his theory, Holland graphically represented the six types as arrayed on a hexagon to describe the empirically determined correlations between the types. The shorter the distance between their corners on the hexagon, the more closely they are related.

Taken together, the Holland Codes are usually referred to by their first letters: RIASEC. The six personality and work environment types described by Holland are as follows definitions.

- **Realistic** – practical, physical, hands-on, tool-oriented.
- **Investigative** – analytical, intellectual, scientific, explorative.
- **Artistic** – creative, original, independent, chaotic.
- **Social** – cooperative, supporting, helping, healing/nurturing.
- **Enterprising** – competitive environments, leadership, persuading.
- **Conventional** – detail-oriented, organizing, clerical.

Exercise 1. Read the text & pick up the essential details in the form of quick notes.

Exercise 2. Remember example professions.

The lists contain examples of professions that typify persons dominant within a category.

- *Working with your hands, tools, machines; practical, mechanically inclined, physical:*
- *Working with theory and information, analytical, intellectual, scientific:*
- *Non-conforming, original, independent, chaotic, creative:*
- *Cooperative environments, supporting, helping, healing/nurturing:*
- *Competitive environments, leading, persuading, selling, dominating, promoting, status.*

Precise, perfect attention to details, orderly, organizing, status:

Do'er (Realistic)	Thinker (Investigative)	Creator (Artistic)
Agriculture Archaeology Architect Astronaut/ Pilot Police Officer Chef Computer science Driver Veterinarian Engineer Firefighter Gardener Information technology Instructional technology Martial arts Mechanical engineering Paramedic/ Surgeon Pharmacy Physical therapy	Actuary Computer science Economist Engineer Finance Lawyer Mathematics Pharmacy Physician/Medical school Professor (all fields) Psychologist Psychiatrist Science Statistics	Actor/Performance Animation Art therapy Artist Author/ Poet Dance therapy Expressive therapy Graphic designer Library & information science Music therapy Musician Painter

Helper (Social)	Persuader (Enterprising)	Organizer (Conventional)
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Art therapy Audiologist Babysitter Caretaker Counselor Dance therapy Education Instructional technology Martial arts Music therapy Nurse Nutritionist Physician Professor Psychologist Social Work Teacher Theology Trainer (Industry) Speech-Language Pathologist Occupational Therapist	Administration Academic administration Business/MBA Communications Insurance Investment Banker Journalism Law / Politics Marketing / Advertising Management Management Consultant Public Health Publishing Public relations Public policy Real Estate Retail Stockbroker Salesmen	Accountant Actuary Administration Academic administration Banking/Investment bank Business/MBA Clerk Copy Editing Instructional technology Payroll Proofreader Receptionist Retail Secretary Technical writer
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Exercise 3. Translate the title of professions and find Your native language equivalents.

Exercise 4. Make up some sentences with the words using the examples.

We *faced* strong competition from supermarkets.

It is difficult for us to *compete with* the big multinationals.

Applicant, appraisal scheme, covering letter, good financial package, high performer, interview panel, labour force, overtime, perk, permanent post, probationary period, recruitment, to recruit, sick leave, temporary post, vacancy, vacancy in one's education, to create a vacancy, to fill in a vacancy, no vacancy, to advertise a vacancy, to apply for a job, to create job opportunities, fast-track, to fill in an applications form; to fire somebody, to headhunt / to be headhunted, headhunter, to make somebody redundant, to phone in sick, to recruit, to make recruits for, recruiter, recruiting (enlistment, enrolment), open enrolment, (light) heavy enrolment, to extend one's enlistment, to resign, to retrain staff, to shortlist (candidates), to subcontract work, to take a day / days off sick.

Exercise 5. Compose dialogues of your own.

✚ Tell your partner which you would or would not like most to be some day: a bricklayer, a teacher, a hospital nurse, an airplane pilot, or a shop assistant. Why?

✚ Ask your partner to tell you something about jobs, which interest him very much.

✚ Discuss whether this is correct and you can learn many trades successfully.

✚ An English proverb says, "Jack-of-all-trades is master of none", which means that a person who follows many different occupations is never expert at any.

OCCUPATIONAL OUTLOOK HANDBOOK

The Occupational Outlook Handbook is a publication of the USA Department of Labor's Bureau of Labor Statistics that includes information about the nature of work, working conditions, training and education, earnings, and job outlook for hundreds of different occupations. The Handbook is released biennially with its companion publication the Career Guide to Industries.

History of Profession

"A **profession** is a vocation founded upon specialized educational training, the purpose of which is to supply disinterested counsel and service to others, for a direct and definite compensation, wholly apart from expectation of other business gain"

Classically, there were only three professions: Divinity, Medicine, and Law. The main milestones which mark an occupation being identified as a profession are:

- ✚ It became a full-time occupation.
- ✚ The first training school was established.
- ✚ The first university school was established.
- ✚ The first local association was established.
- ✚ The first national association was established.
- ✚ The codes of professional ethics were introduced.
- ✚ State licensing laws were established.

The ranking of established professions in the USA based on the above milestones shows Surveying first (George Washington, Thomas Jefferson, and Abraham Lincoln were all land surveyors before entering politics), followed by Medicine, Law, Dentistry, Civil Engineering, Logistics, Architecture and Accounting.

With the rise of technology and occupational specialization in the XIX century, other bodies began to claim professional status: Pharmacy, Logistics, Veterinary Medicine, Nursing, Teaching, Librarianship, Optometry and Social Work, all of which could claim to be professions by 1900 using these milestones. Just as some professions rise in status and power through various stages, so others may decline. This is characterized by the red cloaks of bishops giving way to the black cloaks of lawyers and then to the white cloaks of doctors.

With the church having receded in its role in western society, the remaining classical professions (law and medicine) are both noted by many as requiring extensive study and accreditation above and beyond simply getting a university degree.

Accordingly more recently-formalized disciplines, such as architecture, which now have equally-long periods of study associated with them. Although professions enjoy high status and public prestige, all professionals do not earn the same high salaries.

There are hidden inequalities even within professions. A profession arises when any trade or occupation transforms itself through "the development of formal qualifications based upon education and examinations, the emergence of regulatory bodies with powers to admit and discipline members, and some degree of monopoly rights."

Exercise 1. Add some information & make up a small report and give a talk in class.

Exercise 2. Read the text & pick up the essential details in the form of quick notes.

A LOOK AT PROFESSIONS

Regulation

Typically, individuals are required by law to be qualified by a local professional body before they are permitted to practice in that profession. However, in some countries, individuals may not be required by law to be qualified by such a professional body in order to practice. In such cases, qualification by the professional bodies is effectively still considered a prerequisite to practice as most employers and clients stipulate that the individual hold such qualifications before hiring their services.

Autonomy

Professions tend to be autonomous, which means they have a high degree of control of their own affairs: "professionals are autonomous insofar as they can make independent judgments about their work" This usually means "the freedom to exercise their professional judgment."

However, it has other meanings. "Professional autonomy is often described as a claim of professionals that has to serve primarily their own interests...this professional autonomy can only be maintained if members of the profession subject their activities and decisions to a critical evaluation by other members of the profession" The concept of autonomy can therefore be seen to embrace not only judgment, but also self-interest and a continuous process of critical evaluation of ethics and procedures from within the profession itself.

Status & Prestige

Professions enjoy a high social status, regard and esteem conferred upon them by society. This high esteem arises primarily from the higher social function of their work, which is regarded as vital to society as a whole and thus of having a special and valuable nature. All professions involve technical, specialized and highly skilled work often referred to as "professional expertise." Training for this work involves obtaining degrees and professional qualifications without which entry to the profession is barred. It also requires regular updating of skills through continuing education. All professions have power. This power is used to control its own members, and also its area of expertise and interests.

A profession tends to dominate and protect its area of expertise and the conduct of its members, and exercises a dominating influence over its entire field which means that professions can act monopolist, rebuffing competition from ancillary trades and occupations, as well as subordinating and controlling lesser but related trades.

A profession is characterized by the power and high prestige it has in society as a whole. It is the power, prestige and value that society confers upon a profession that more clearly defines it.

Gender Inequality

There is a long-standing and well-documented male domination of all professions, even though this has weakened over the last forty years or so. For example, well-qualified women rarely get the same pay as men. "There is a 15 % pay gap between men and women across Europe. The situation is particularly bad in Britain.

A report by the "Women and Work Commission" last year found that women in full-time work are earning 17 % less than men on average significant numbers of women enter professions such as the law and medicine every year. They are increasingly well represented as heads of professional bodies and national arts organizations.

Overall, since 1975, the pay gap has narrowed by 12 percentage points."

Although in Britain, "the full time gender pay gap has shrunk in the past 30 years, it is still 17%, while for part-time work it is stuck at a shameful 40%....all this is happening when, at school and college, women are outshining men.

In the medical and legal professions there has been a "genderquake", "which means these professions are gradually becoming female-dominated. Yet their pay continues to lag behind that of their male colleagues. This situation is by no means limited to the law and medicine. "Research from the profession's leading body, the Chartered Institute of Personnel and Development (CIPD), has discovered that there is a 23% pay gap between men and women in senior HR positions.

This all the more embarrassing because HR is considered a women's profession.... and (although) a professional qualification is a hallmark of equality...in practice, some professionals are better rewarded than others, and that the better rewarded tend to be men. This is not solely because men are more likely to reach the top of their professions.

Gender gaps have been found in the starting salaries of newly qualified solicitors. And there are segregated professions, and occupations." However, the situation is fluid, and some trends can be detected. Similarly, women comprised 47.3% of those entering USA Law Schools in 2007 and are projected to comprise as much as 49.4% of law students by the end of the decade. Such shifts seem to indicate a gradual trend toward greater gender equality in the professions.

Racial Inequality

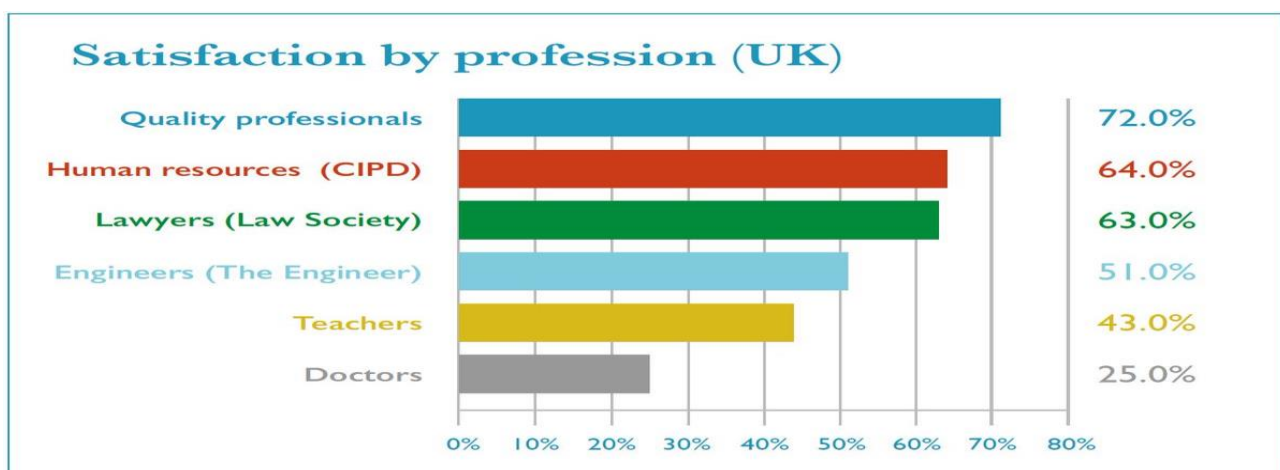
Equally qualified blacks get paid less than equivalent whites. "the percentage difference in earnings between Blacks and Whites was smallest (5%) in the lowest-paid occupations and greatest in the highest-paid occupations...black dentists and physicians earned 80 cents for every dollar earned by their White colleagues.

Black lawyers earned 79 cents for every dollar earned by White lawyers...black men have made inroads into the most highly paid occupations, but once they get there, they find they still don't earn as much as equally qualified White men."

Exercise 1. Comment on the given details about professions above and below.

Exercise 2. Add some information & make up a small report and give a talk in class.

Exercise 3. Read the text & pick up the essential details in the form of quick notes.



CHARACTERISTICS OF PROFESSIONS

The list of characteristics that follows is extensive, but does not claim to include every characteristic that has ever been attributed to professions, nor do all of these features apply to every profession:

Skill based on theoretical knowledge: Professionals are assumed to have extensive theoretical knowledge (e.g. medicine, law, scripture or engineering) and to possess skills based on that knowledge that they are able to apply in practice.

Professional association: Professions usually have professional bodies organized by their members, which are intended to enhance the status of their members and have carefully controlled entrance requirements.

Extensive period of education: The most prestigious professions usually require at least three years at university. Undertaking doctoral research can add a further 4-5 years to this period of education.

Testing of competence: Before being admitted to membership of a professional body, there is a requirement to pass prescribed examinations that are based on mainly theoretical knowledge.

Institutional training: In addition to examinations, there is usually a requirement for a long period of institutionalized training where aspiring professionals acquire specified practical experience in some sort of trainee role before being recognized as a full member of a professional body. Continuous upgrading of skills through professional development is also mandatory these days.

Licensed practitioners: Professions seek to establish a register or membership so that only those individuals so licensed are recognized as bona fide.

Work autonomy: Professionals tend to retain control over their work, even when they are employed outside the profession in commercial or public organizations. They have also gained control over their own theoretical knowledge.

Code of professional conduct or ethics: Professional bodies usually have codes of conduct or ethics for members & disciplinary procedures for those who infringe the rules.

Self-regulation: Professional bodies tend to insist that they should be self-regulating and independent from government. Professions tend to be policed and regulated by senior, respected practitioners and the most highly qualified members of the profession.

Public service and altruism: The earning of fees for services rendered can be defended because they are provided in the public interest, e.g. the work of doctors contributes to public health.

Exclusion, monopoly and legal recognition: Professions tend to exclude those who have not met their requirements and joined the appropriate professional body. This is often termed *professional closure*, and seeks to bar entry for the unqualified and to sanction or expel incompetent members.

Control of remuneration and advertising: Where levels of remuneration are determined by government, professional bodies are active in negotiating (usually advantageous) remuneration packages for their members.

Some professions set standard scale fees, but government advocacy of competition means that these are no longer generally enforced.

Middle-class occupations: Traditionally, many professions have been viewed as "respectable" occupations for middle and upper classes.

Individual clients: Many professions have individual fee-paying clients.

High status and rewards: The most successful professions achieve high status, public prestige and rewards for their members. Some of the factors included in this list contribute to such success. For example, in accountancy, "the profession" usually refers to accountants who have individual and corporate clients, rather than accountants who are employees of organizations.

Male-dominated: The highest status professions have tended to be male dominated although females are closing this gender gap.

Women are now being admitted to the priesthood while its status has declined relative to other professions.

Similar arguments apply to race and class: ethnic groups and working-class people are no less disadvantaged in most professions than they are in society generally.

Offer reassurance: Professionals are able to offer reassurance to their clients that although there appear to be problems, everything is normal or being dealt with properly, and this reassurance may be offered rather than solutions to particular problems. For example, sick people may be reassured that they will probably get better in a few days.

Ritual: Church ritual and the Court procedure are obviously ritualistic.

Legitimacy: Professions have clear legal authority over some activities (e.g. certifying the insane) but are also seen as adding legitimacy to a wide range of related activities.

Inaccessible body of knowledge: In some professions, the body of knowledge is relatively inaccessible to the uninitiated. Medicine and law are typically not school subjects and have separate faculties and even separate libraries at universities.

Indeterminacy of knowledge: Professional knowledge contains elements that escape being mastered and communicated in the form of rules and can only be acquired through experience.

Mobility: The skill knowledge and authority of professionals belongs to the professionals as individuals, not the organizations for which they work. Professionals are therefore relatively mobile in employment opportunities as they can move to other employers and take their talents with them. Standardization of professional training and procedures enhances this mobility.

Exercise 1. Read the text & pick up the essential details in the form of quick notes.

Exercise 2. Read the text & pick up the essential details in the form of quick notes.

Exercise 3. Transfer the given information from the passages onto a table.

No	Activity		
	Characteristics		Score
1.			

PROFESSIONALS

A professional is a person who is engaged in a certain activity, or occupation, for gain or compensation as means of livelihood; such as a permanent career, not as an amateur or pastime. The traditional professions were doctors, engineers, lawyers, architects & commissioned military officers.

Today, the term is applied to nurses, accountants, educators, scientists, technology experts, social workers, artists, librarians (information professionals) and many more.

The term is used in sports to differentiate amateur players from those who are paid – hence "professional footballer" and "professional golfer".

Many companies include the word professional in their store name to imply the quality of their workmanship or service. In some cultures, the term is used as shorthand to describe a particular social stratum of well-educated, salaried workers who enjoy considerable work autonomy and are commonly engaged in creative and intellectually challenging work.

Due to the personal and confidential nature of many professional services, and thus the necessity to place a great deal of trust in them, most professionals are subject to strict codes of conduct enshrining rigorous ethical and moral obligations.

Definition

The main criteria for professionals include the following:

- Expert and specialized knowledge in field which one is practicing professionally.
- Excellent manual/practical and literary skills in relation to profession.
- High quality work: creations, products, services, presentations, consultancy, primary/other research, administrative, marketing, photography or other work endeavours.
- A high standard of professional ethics, behaviour and work activities while carrying out one's profession (as an employee, self-employed person, career, enterprise, business, company, or partnership/associate/colleague, etc.). The professional owes a higher duty to a client, often a privilege of confidentiality. Often the professional is required to put the interest of the client ahead of his own interests.
 - Reasonable work morale and motivation. Having interest and desire to do a job well as holding positive attitude towards the profession are important elements in attaining a high level of professionalism.
 - Appropriate treatment of relationships with colleagues. Consideration should be shown to elderly, junior or inexperienced colleagues, as well as those with special needs. An example must be set to perpetuate the attitude of one's business without doing it harm.
 - A professional is an expert who is a master in a specific field.

In narrow usage, not all expertise is considered a profession. Although sometimes referred to as professions, occupations such as skilled construction and maintenance work are more generally thought of as trades or crafts. The completion of an apprenticeship is generally associated with skilled labor or trades such as carpenter, electrician, mason, painter, plumber and other similar occupations. A related distinction would be that a professional does mainly mental or administrative work, as opposed to engaging in physical work.

Exercise 1. Add some information & make up a small report and give a talk in class.

Exercise 2. Read the text & pick up the essential details in the form of quick notes.

DEFINITION OF WORK

In Britain and elsewhere, professionalism is often designated by Royal Charter. In narrow usage, not all expertise is considered a profession. Although sometimes referred to as professions, such occupations as skilled construction work are more generally thought of as trades or crafts. The completion of an apprenticeship is generally associated with skilled labor or trades such as carpenter, electrician, plumber, bricklayer & other similar occupations.

- Academic qualifications – an accounting degree, doctoral or law degree – i.e., university college / institute.
- Expert and specialized knowledge in field which one is practicing professionally.
- Excellent manual/practical and literary skills in relation to profession.
- Person should always wear a full salve shirt and tie while at work.
- High quality work in (examples): creations, products, services, presentations, consultancy, primary/other research, administrative, marketing or other work endeavours.
- A high standard of professional ethics, behaviour and work activities while carrying out one's profession (as an employee, self-employed person, career, enterprise, business, company, or partnership/associate/colleague, etc).
- Reasonable work moral and motivation. Having interest and desire to do a job well as well as holding positive attitude towards the profession are important elements in attaining a high level of professionalism. A related (though not always valid) distinction would be that a professional does mainly mental or administrative work, as opposed to engaging in physical work. Many companies include the word professional in their company name to signify the quality of their workmanship or service.

In sports, a professional is someone who participates for money. The opposite is amateur, meaning a person who does not play for money, but in an academic (e.g. college football) or other private setting. The term "professional" is commonly used incorrectly when referring to sports, as the distinction simply refers to how the athlete is funded, and not necessarily competitions or achievements. Sometimes the professional status of an activity is controversial; there is debate as to whether professionals should be allowed to compete in the Olympic Games.

The motivation for money (either in rewards, salaries or advertising revenue) is sometimes seen as a corrupting influence, tainting a sport.

Professional development

Professional development refers to skills and knowledge attained for both personal development and career advancement. Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage. There are a variety of approaches to professional development, including consultation, coaching, and communities of practice, lesson study, mentoring, reflective supervision and technical assistance.

Exercise 1. Read the text above and render the score of it briefly in English.

Exercise 2. Make notes of your new knowledge about new facts.

Exercise 3. Read the text and pick up the essential details in the form of quick notes.

Exercise 4. Comment the given details about a professional.

A **professional** is a member of a vocation founded upon specialized educational training. The word "professional" traditionally means a person who has obtained a degree in a professional field. The term professional is used more generally to denote a white collar working person, or a person who performs commercially in a field typically reserved for hobbyists or amateurs.

In western nations, such as the USA, the term commonly describes highly educated, mostly salaried workers, who enjoy considerable work autonomy, economic security, a comfortable salary, and are commonly engaged in creative and intellectually challenging work. Less technically, it may refer to a person having impressive competence in a particular activity.

A **professional** is engaging in an activity for gain or as a means of livelihood. He is extremely competent in a job, etc. He is a person who belongs to or engages in one of the professions. He is a person who engages in an activity with great competence.

Exercise 5. After reading the passage answer the question: Who participates and why?

A wide variety of people, such as teachers, health care professionals, lawyers, accountants and engineers engage in professional development. Individuals may participate in professional development because of an interest in lifelong learning, a sense of moral obligation, to maintain and improve professional competence, enhance career progression, keep abreast of new technology and practice, or to comply with professional regulatory organizations.

Many American states have professional development requirements for school teachers.

Arkansas teachers must complete 60 hours of documented professional development activities annually. Professional development credits are named differently from state to state. Teachers: in Indiana are required to earn 90 Continuing Renewal Units (CRUs) per year; in Massachusetts, need 150 Professional Development Points (PDPs); in Georgia, must earn 10 Professional Learning Units (PLUs). American and Canadian nurses, as well as those in the United Kingdom, are required to participate in formal and informal professional development (earning Continuing education units, or CEUs) in order to maintain professional registration.

Other groups such as engineering and geoscience regulatory bodies have mandatory professional development requirements.

Exercise 6. Analyze the various approaches to professional development.

In a broad sense, professional development may include *formal* types of vocational education, typically post-secondary or poly-technical training leading to qualification or credential required to obtain or retain employment. Professional development may also come in the form of pre-service or in-service professional development programs. These programs may be formal, or informal, group or individualized. Individuals may pursue professional development independently, or programs may be offered by human resource departments. Professional development on the job may develop or enhance process skills, sometimes referred to as leadership skills, as well as task skills. Some examples for process skills are "effectiveness skills", "team functioning skills", and "systems thinking skills". Professional development opportunities can range from a single workshop to a semester-long academic course, to services offered by a medley of different professional development providers and varying widely with respect to the philosophy, content, format of the learning experiences.

Exercise 7. Analyze some examples of approaches to professional development.

- **Case Study Method** – The case method is a teaching approach that consists in presenting the students with a case, putting them in the role of a decision maker facing a problem (Hammond 1976).
 - **Consultation** – to assist an individual or group of individuals to clarify and address immediate concerns by following a systematic problem-solving process.
 - **Coaching** – to enhance a person’s competencies in a specific skill area by providing a process of observation, reflection, and action.
 - **Communities of Practice** – to improve professional practice by engaging in shared inquiry and learning with people who have a common goal
 - **Lesson Study** – to solve practical dilemmas related to intervention or instruction through participation with other professionals in systematically examining practice
 - **Mentoring** – to promote an individual’s awareness and refinement of his or her own professional development by providing and recommending structured opportunities for reflection and observation
 - **Reflective Supervision** – to support, develop, and ultimately evaluate the performance of employees through a process of inquiry that encourages their understanding and articulation of the rationale for their own practices
 - **Technical Assistance** – to assist individuals and their organization to improve by offering resources and information, supporting networking and change efforts

Professional development is a broad term, encompassing a range of people, interests and approaches. Those who engage in professional development share a common purpose of enhancing their ability to do their work.

At the heart of professional development is the individual's interest in lifelong learning and increasing their own skills and knowledge. The XXI century has seen a significant growth in online professional development. Content providers incorporate collaborative platforms such as discussion boards and wikis, thereby encouraging and facilitating interaction, and optimizing training effectiveness.

Exercise 8. Draw up some dialogues and carry them on with your classmate in class.

Exercise 9. Remember that.

In the Netherlands, engineering students can earn Bachelor's (usually BSc.) and Master's degrees (usually MSc.). Those wishing to continue their education within the engineering field can continue with academic research in their field (Doctor of Philosophy or Ph.D.) or a professionally applied approach (Professional Doctorate in Engineering or PDEng). In the USA, a first professional degree in forestry may be awarded at either the Bachelor's or Master's level. The Yale School of Forestry & Environmental Studies, founded in 1901, offer a Master’s degree as the first professional degree in forestry. Some schools outside the U.S. offer professional doctorates (Pr.D) for part-time students in a broad range of full-time careers. These programs typically require 3-6 years of structured study towards advanced professional practice.

Exercise 10. Read the text above and render the score of it briefly in English.

Exercise 11. Make notes of your new knowledge about new information.

PROFESSIONAL DEGREES

A first professional degree is an academic degree that prepares the holder for a particular profession by emphasizing competency skills along with theory and analysis.

These professions are typically licensed or otherwise regulated by a governmental or government-approved body. Areas such as nursing, architecture, forestry, law, medicine, engineering, dentistry, psychology, Chiropractic, accounting, podiatry, audiology, physical therapy, optometry, pharmacy, social work, religious ministry, or education, among others, often require such degrees for licensing.

Professional degrees, often taken as a candidate's second degree after an undergraduate degree in an academic subject, are especially important in the USA. In the USA, many professional degrees are combined with graduate degrees, and some students undertake professional studies after graduate studies (MS or PhD).

In some other countries, such as the United Kingdom, the study of vocational subjects at undergraduate level, and post-graduate qualifications outside the academic degree structure, also play a large role in professional training.

First professional degrees can be awarded as undergraduate or graduate entry degrees (Bachelors, Masters, or Doctorate). The first entry level professional degree to be granted as a clinical doctorate was the MD degree which was granted by the ancient universities of Scotland upon completion of medical school until the mid-XIX century when the public bodies who regulated medical practice in the UK at that time required practitioners in Scotland as well as England to uniformly hold the dual Bachelor of Medicine, Bachelor of Surgery degrees (variously abbreviated MB BS, MBChB, MB BChir, and BM BCh etc).

The MB or Bachelor of Medicine was also the first type of medical degree to be granted in the USA and Canada. The first medical schools that granted the MB degree were Penn, Harvard, Toronto, Maryland, and Columbia.

These first few North American medical schools that were established were (for the most part) founded by physicians and surgeons who had been trained in England and Scotland. North American Medical schools switched to the tradition of the Ancient universities of Scotland and began granting the MD title rather than the MB mostly throughout the 1800s.

Columbia University in New York (which at the time was referred to as King's College of Medicine) was the first American University to grant the MD degree instead of the MB.

The MD was the first entry level professional degree to be awarded as a clinical doctorate in the USA. This was nearly sixty years before the first Ph.D. was awarded in the U.S. in 1861. Recently there has been a world wide movement to structure professional programs as "graduate-entry" (meaning requiring a previous degree). In countries where professional degrees are undergraduate degrees, graduate-entry undergraduate programs have been established to allow students with a previous bachelors to enter the profession.

This movement towards the graduate-entry model reflects an emphasis that has been placed on teaching professional skills at an advanced, intensive level. The switch to graduate entry also allows for a greater diversity of applicants who are more mature and motivated to study at the professional level. In the U.S. the entry-level first professional degree in many professions were at the bachelor or masters level and began transitioning to the "doctorate" level only fairly recently. For example, pharmacy transitioned to the Doctor of Pharmacy in 1990 and Audiology to the Doctor of Audiology in 2007.

Nursing practitioners are expected to completely transition to the Doctor of Nursing Practice by 2015 and physical therapy to the Doctor of Physical Therapy by 2020.

Physician assistants have recently created the Doctor of Science Physician Assistant degree although there are no plans to make it the entry-level degree yet.

There is a great deal of debate, pro and con, about whether these professions needed to transition their entry-level first professional degrees to the "doctorate" level.

There is debate whether these professional doctorates are actually at a "doctoral" level of study. Most countries outside the U.S. continue to only award doctorates as higher academic research degrees. Not all faculties in the U.S. have chosen to change their first professional degrees to "doctorates", and many new doctorate level programs are not as long or as rigorous as existing doctorates.

A growing number of universities in the U.S. have developed MPS degrees (Masters of Professional Studies) as a first professional degree before a professional doctorate. Many of those who obtained their first professional degree outside of the USA are considered to have an "equivalent" qualification to their doctorate counterpart for professional reasons.

They are however never permitted to wear the same academic gowns as their U.S. counterparts in their own countries since these countries do not consider first professional degrees as "doctorates". Even in Canada, the medical degree of Doctor of Medicine is considered an undergraduate degree. Generally speaking, practice rights are not granted by degrees but by passing comprehensive exams.

The Educational Commission for Foreign Medical Graduates considers a medical school graduate from a school listed in International Medical Education Directory (IMED) as potentially equivalent to the U.S. M.D. and qualify to take the USMLE without regard to the degree title. For example, a British medical degree, the MBBS, is equivalent to the US-MD, and British degree holders may apply to sit the US medical exams (3 separate exams) and after apply to US residencies.

Some first professional degrees such as the Juris Doctor, Doctor of Podiatric Medicine, Doctor of Pharmacy, Doctor of Dental Surgery, Doctor of Medicine, Doctor of Veterinary Medicine, have the term "Doctor" in the title, and holders of such degrees are entitled to use the title of "doctor," but they are not equivalent to the Ph.D.

It is important to note that students enrolled in Ph.D. programs in these fields are required to have completed the first professional degrees, and the PhD degree does not necessarily add anything to the first professional degree in terms of practice rights.

The MD degree is unique in these degrees, as like the PhD it is the terminal degree in American medicine. In medicine, the first professional degree is a Bachelor of Medicine and Surgery (B.M., Ch.B.), (M.B.B.S.) or Doctor of Medicine (M.D.) and (U.S. D.O.). In engineering, Bachelor of Engineering and Bachelor of Applied Science degrees are commonly awarded in the UK and Canada respectively, and the Bachelor of Science in an engineering field is awarded in the USA. In several countries the Chartered Engineer qualification represents the final stage of fully qualified professional engineer including both academic and competency components.

In South America, the professional title: Ingeniero is the first level to qualify as a Professional Engineer. The advanced professional degree usually awarded is the Master of Engineering, although some schools have the option of an Engineer's degree. The terminal academic research degree is the Ph.D., Sc.D. or DEng.

POSTGRADUATE EDUCATION



Degree ceremony at Cambridge.

Postgraduate education involves studying for degrees or other qualifications for which a first or Bachelor's degree is required, and is normally considered to be part of tertiary or higher education. In North America, this level is generally referred to as graduate school. The organization and structure of postgraduate education varies in different countries, and also in different institutions within countries. This article sets out the basic types of course and of teaching and examination methods, with some explanation of their history. In some programs in the traditional German system, there is no legal distinction between "undergraduate" and "postgraduate". In such programs, all education aims towards the Master's degree, whether introductory (Bachelor's level) or advanced (Master's level).

Types of postgraduate qualification

The aim of the Bologna process is to abolish this system. There are two main types of qualification studied for at the postgraduate level: academic and vocational degrees.

Degrees

The term "degree" in this context means the moving from one stage or level to another (from Latin "de-" + "gradus", through Old French "degre"), and first appeared in the 13th century.

History

Although systems of higher education go back to ancient Greece, China, India, and Africa, the concept of *postgraduate* education depends upon the system of awarding degrees at different levels of study, and can be traced to the workings of the medieval Islamic madrasahs and European medieval universities.

The origins of the postgraduate degree, specifically the doctorate, dates back to the "license to teach and issue legal opinions" in the medieval Islamic legal education system, which was equivalent to the Doctor of Laws qualification and was developed during the 9th century after the formation of the *Madh'hab* legal schools.

To obtain a doctorate, a student "had to study in a guild school of law, usually four years for the basic undergraduate course" and at least ten years for a post-graduate course. The "doctorate was obtained after an oral examination to determine the originality of the candidate's theses," and to test the student's "ability to defend them against all objections, in disputations set up for the purpose" which were scholarly exercises practiced throughout the student's "career as a graduate student of law."

After students completed their post-graduate education, they were awarded doctorates giving them the status of *faqih* (meaning "master of law"), *mufti* (meaning "professor of legal opinions") and *mudarris* (meaning "teacher"), which were later translated into Latin as *magister*, *professor* and *doctor* respectively.

The practice of postgraduate education was later adopted and expanded in the universities of medieval Europe.

University studies took six years for a Bachelor degree and up to twelve additional years for a master's degree or doctorate. The first six years taught the faculty of the arts, which was the study of the seven liberal arts: arithmetic, geometry, astronomy, music theory, grammar, logic, and rhetoric. The main emphasis was on logic. Once a Bachelor of Arts degree had been obtained, the student could choose one of three faculties – law, medicine, or theology – in which to pursue master's or doctor's degrees. Theology was the most prestigious area of study, and considered to be the most difficult.

The degrees of master (*magister*) and doctor were for some time equivalent, "the former being more in favour at Paris and the universities modeled after it, and the latter at Bologna and its derivative universities. At Oxford and Cambridge a distinction came to be drawn between the Faculties of Law, Medicine, and Theology and the Faculty of Arts in this respect, the title of Doctor being used for the former, and that of Master for the latter.

"Because theology was thought to be the highest of the subjects, the doctorate came to be thought of as higher than the master's.

The main significance of the higher, postgraduate degrees was that they licensed the holder to teach ("doctor" comes from the Latin "*docere*", meaning "teach"; "*magister*" is Latin for "master", and is also the root of "magistrate").

In many fields such as clinical social work, or library science in North America, a Master's is the terminal degree. In the UK, Master's degrees may be taught or by research: taught Master's include the MSc and MA degrees, which last 1 year and are worth 180 CATS credits (equivalent to 90 ECTS European credits), whereas the Master's by research degrees include the MRes (Master of Research) which lasts 1 year and worths 180 CATS or 90 ECTS credits (the difference compared to the MA/MSc being that the research is much more extensive), and the MPhil (Master of Philosophy) degree, which lasts 2 years (and is often granted to failed doctorates). These are sometimes placed in a further hierarchy, starting with degrees such as the Master of Arts and Master of Science, then Master of Philosophy, and finally Master of Letters (all formerly known in France as DEA or DESS.)

In many fields such as clinical social work, or library science in North America, a Master's is the terminal degree. In the UK, Master's degrees may be taught or by research: taught Master's include the MSc and MA degrees which last 1 year and are worth 180 CATS credits (equivalent to 90 ECTS European credits), whereas the Master's by research degrees include the MRes (Master of Research) which lasts 1 year and worths 180 CATS or 90 ECTS credits (the difference compared to the MA/MSc being that the research is much more extensive), and the MPhil (Master of Philosophy) degree which lasts 2 years (and is often granted to failed doctorates).

Doctorates (Postgraduate)

These are often further divided into academic and professional doctorates.

An academic doctorate can be awarded as a PhD (*Philosophie Doctor*), or as a DSc (*Scientiae Doctor*). The *scientiae doctor* degree can also be awarded in specific fields, such as a Dr.sc.math (Doctor of Mathematics), Dr.sc.agr. (Doctor of Agricultural science), etc. In some parts of Europe, doctorates are divided into the PhD or "junior doctorate", and the 'higher doctorates' such as the DSc, which is generally awarded to highly distinguished professors. A doctorate is the terminal degree in most fields.

In the USA, there is little distinction between a PhD and DSc. In the UK, PhD degrees are often equivalent to 540 CATS credits or 270 ECTS European credits, but this is not always the case as the credit structure of doctoral degrees is not officially defined. In the UK and countries whose education systems were founded on the British model, the master's degree was for a long time the only postgraduate degree normally awarded, while in most European countries apart from the UK, the master's degree almost disappeared.

In the second half of the 19th century, however, U.S. universities began to follow the European model by awarding doctorates. This practice spread to the UK. Conversely, most European universities now offer master's degrees paralleling or replacing their regular system, so as to offer their students better chances to compete in an international market dominated by the American model.

Exercise 1. Learn words describing people.

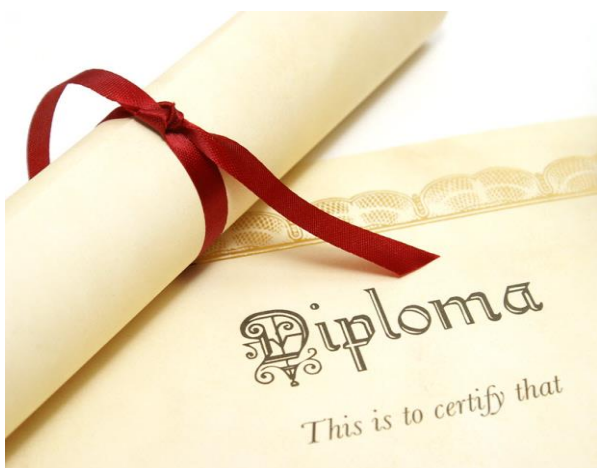
Active, adaptable, adventurous, aggressive, ambitious, assertive, assured, charismatic, competitive, confident, corrupt, decisive, dedicated, depraved, determined, dynamic, eager, enthusiastic, energetic, enterprising, flexible, forceful, heinous, honest, impudent, impulsive, infamous, informal, intuitive, law-abiding, loyal, motivated, motivating, nefarious, outspoken, passionate, patient / impatient, persuasive, proud, reliable, self-confident, selfish, shy, spoiled, trustworthy, zealous, villainous, wicked.

Exercise 2. Read the text above and render the score of it briefly in English.

Exercise 3. Make notes of your new knowledge about new facts.

Exercise 4. Read the text and pick up the essential details in the form of quick notes.

Exercise 5. Characterize the types of degrees.



HONORARY DEGREES

Most universities award honorary degrees, usually at the postgraduate level. These are awarded to a wide variety of people, such as artists, musicians, writers, politicians, businesspeople, etc., in recognition of their achievements in their various fields. (Recipients of such degrees do not normally use the associated titles or letters, such as "Dr".)

Postgraduate education can involve studying for qualifications such as postgraduate certificates and postgraduate diplomas – normally held to be lower than degrees. They are sometimes used as steps on the route to a degree, or as part of training for a specific career, or as a qualification in an area of study too narrow to warrant a full degree course.

ARGENTINA

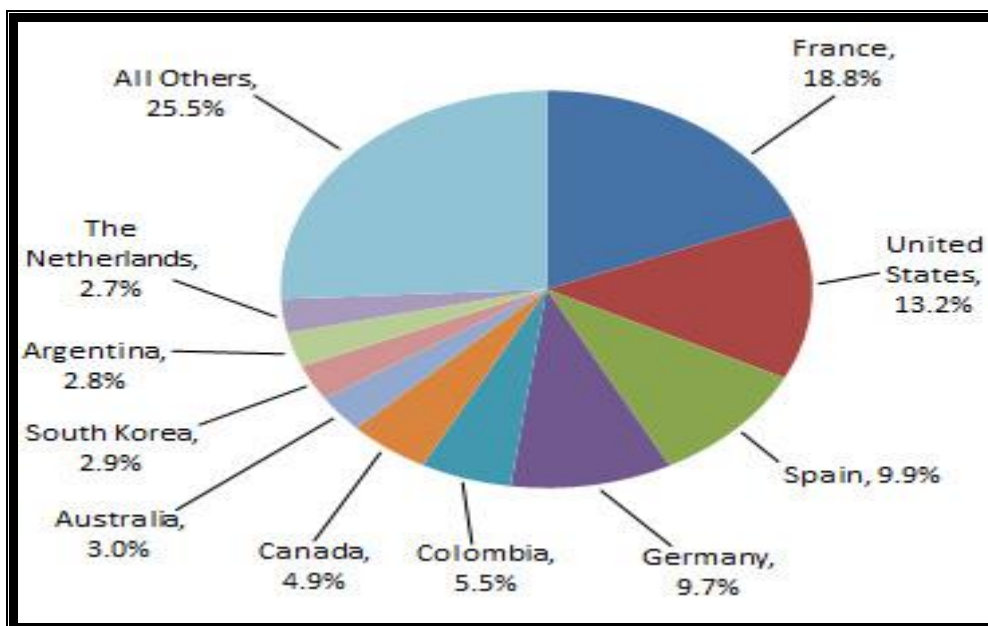
In the *Latin American docta*, the admission to a Postgraduate program at an Argentine University requires the full completion of a of a Licentiate's program.

Non-Argentinian Bachelor's titles are generally accepted into a Master's and Ph.D. programs when the degree comes from a recognized university.

While a significant portion of postgraduate students finance their tuition and living costs with teaching or research work at private and state-run institutions, international institutions, such as the Fullbright Program and the Organization of American States (OAS), have been known to grant full scholarships for tuition with apportions for housing. Upon completion of at least two years' research and course work as a postgraduate student, a candidate must demonstrate truthful and original contributions to his or her specific field of knowledge within a frame of academic excellence.

Requirements for completion

The Master and Doctoral candidate's work should be presented in a dissertation or thesis prepared under the supervision of a tutor or director, and reviewed by a postgraduate Committee. This Committee should be composed of examiners external to the program, and at least one of them should also be external to the institution.



AUSTRALIA

Generally, the Australian higher education system follows that of its British counterpart.

Programmes are divided into coursework-based and research-based degrees, entrance is decided by merit; most universities usually require a "Credit" average (equivalent to the British B) as entry to their taught programmes in a field related to their previous undergraduate.

On average, a strong "Credit" or "Distinction" average is the norm for accepted students. Ph.D. entrance requirements in the higher ranked schools typically require a student to have a master's degree by research, or a master's with a significant research component.

Those who hold a first-class four-year honours degree may be considered, but are usually first admitted as probationary Ph.D. Students during the first year, then transfer to permanent candidacy contingent upon successful progress. The minimum duration of a Ph.D. programme is two years, but completing within this time span is unusual, with Ph.D.s usually taking an average of three to four years to be completed. Most of the confusion with Australian postgraduate programmes occurs with the research-based programmes.

Professional Programs

There are many professional programs such as medical and dental school require a previous bachelors for admission and are considered graduate or Graduate Entry programs even though they culminate in a bachelors degree. Example, the Bachelor of Medicine (MBBS) or Bachelor of Dentistry (BDent).

There has also been some confusion over the conversion of the different marking schemes between British, U.S., and Australian systems for the purpose of assessment for entry to graduate programmes. The Australian grades are divided into four categories: High Distinction, Distinction, Credit, Pass (though many institutions have idiosyncratic grading systems). Assessment and evaluation based on the Australian system is not equivalent to British or U.S. schemes because of the "low-marking" scheme used by Australian universities.

A British student who achieves 70+ will receive an A grade, whereas an Australian student with 70+ will receive a Distinction which is not the highest grade in the marking scheme. Hence, there have been many instances where Australian university admission officers have incorrectly assessed foreign grade marks as equivalent to their own.

The Australian government usually offer full funding (fees and a monthly stipend) to its citizens and permanent residents who are pursuing research-based higher degrees.

There are highly competitive scholarships for international candidates who intend to pursue research-based programmes. Taught-degree scholarships (certain masters' degrees, Grad. Dip., Grad. Cert., D.Eng., D.B.A.) are almost non-existent for international students, so they are usually required to be self-funded.

Requirements for completion

Requirements for the successful completion of a taught master's programme are that the student pass all the required modules. Some universities require eight taught modules for a one-year programme, twelve modules for a one-and-a-half-year programme, and twelve taught modules plus a thesis or dissertation for a two-year programme.

The academic year for an Australian postgraduate programme is typically two semesters (eight months of study). Requirements for research-based programmes vary among universities.

CANADA

Admission

Admission to a master's program generally requires a bachelor's degree in a related field, with sufficiently high grades usually ranging from B+ and higher (note that different schools have different letter grade conventions, and this requirement may be significantly higher in some faculties), recommendations from professors. Some schools require samples of the student's writing as well as a research proposal.

Requirements are often set higher than those for a master's program. At English-speaking universities, applicants from countries where English is not the primary language are required to submit scores from the Test of English as a Foreign Language (TOEFL).

Admission to a doctoral program typically requires a master's degree in a related field, sufficiently high grades, recommendations, samples of writing, a research proposal, and typically an interview with a prospective supervisor.

In exceptional cases, a student holding an honours BA with sufficiently high grades and proven writing and research abilities may be admitted directly to a Ph.D. program without the requirement to first complete a master's. Many Canadian graduate programs allow students who start in a master's to "reclassify" into a Ph.D. program after satisfactory performance in the first year, bypassing the master's degree.

Graduate students must usually declare their research goal or submit a research proposal upon entering grad school; in the case of master's degrees, there will be some flexibility (that is, one is not held to one's research proposal, although major changes, for example from premodern to modern history, are discouraged).

In the case of Ph.D.s, the research direction is usually known as it will typically follow the direction of the master's research. Master's degrees can typically be completed in one year but normally take at least two; they typically may not exceed five years. Doctoral degrees require a minimum of two years but frequently take much longer, not usually exceeding six years.

Funding

Graduate students may take out student loans, but instead they often work as teaching or research assistants. Students often agree, as a condition of acceptance to a programme, not to devote more than twelve hours per week to work or outside interests.

Funding is available to first-year master's students whose transcripts reflect exceptionally high grades; this funding is normally given in the second year.

Funding for Ph.D. students comes from a variety of sources, and many universities waive tuition fees for doctoral candidates. Funding is available in the form of scholarships, bursaries and other awards, both private and public.

Requirements for completion

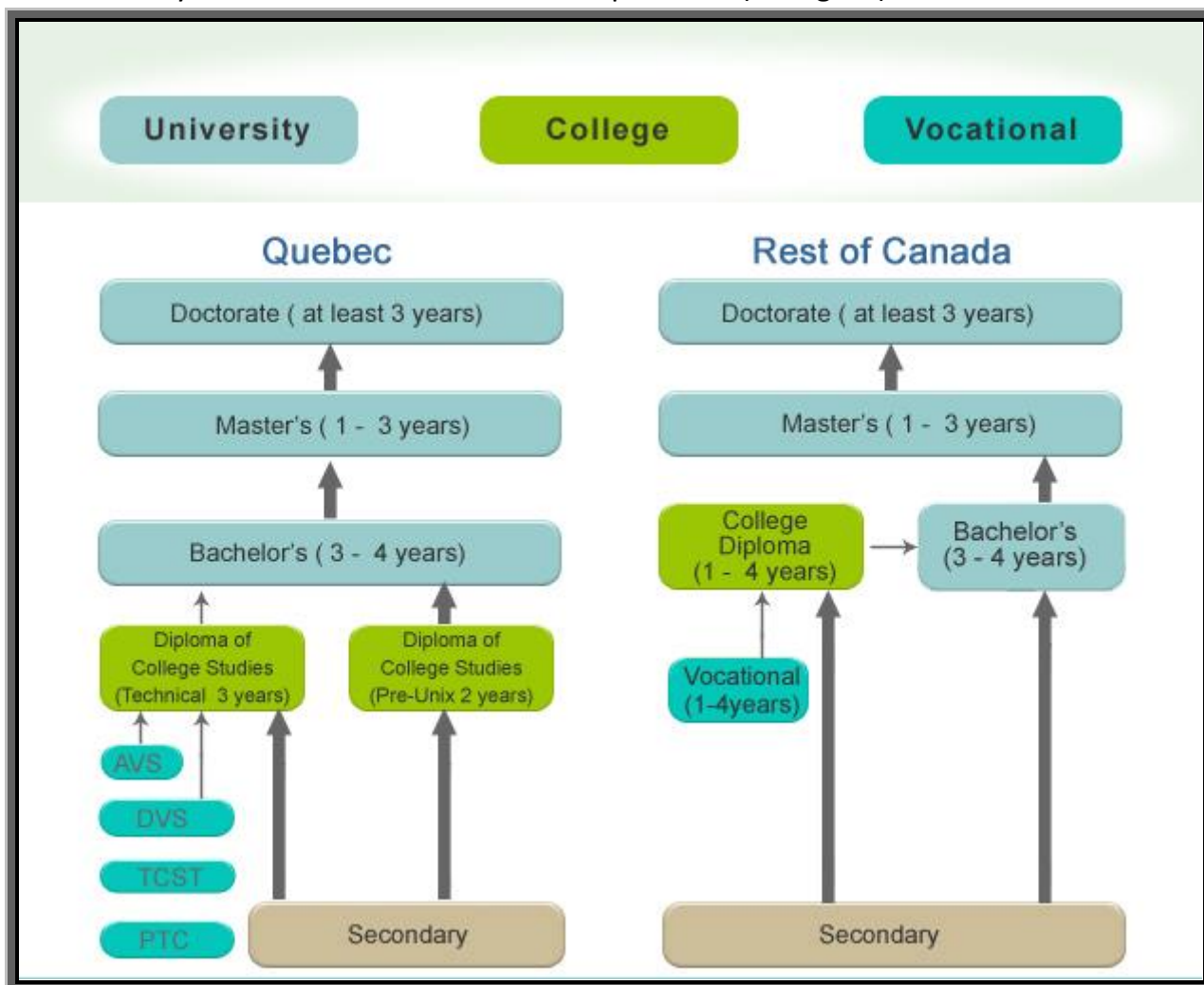
Both master's and doctoral programs may be done by coursework or research or a combination of the two, depending on the subject and faculty. Most faculties require both, with the emphasis on research, and with coursework being directly related to the field of research. Master's candidates undertaking research are typically required to complete a thesis comprising some original research and ranging from seventy to two-hundred pages.

Some fields may require candidates to study at least one foreign language if they have not earned sufficient foreign-language credits. Some faculties require candidates to defend their thesis, but many do not. Those that do not often have a requirement of taking two additional courses, minimum, in lieu of preparing a thesis. Ph.D. candidates undertaking research must typically complete a thesis, or dissertation, consisting of original research representing a significant contribution to their field.

There are from two-hundred to five-hundred pages. Most Ph.D. candidates will be required to sit comprehensive examinations – examinations testing general knowledge in their field of specialization – in their second or third year as a prerequisite to continuing their studies, and must defend their thesis as a final requirement. Some faculties require candidates to earn sufficient credits in a third or fourth foreign language; most candidates in modern Japanese topics must demonstrate ability in English, Japanese, and Mandarin, while candidates in pre-modern Japanese topics must demonstrate ability in English, Japanese, Classical Chinese, Classical Japanese.

At English-speaking Canadian universities, both master's and Ph.D. theses may be presented in English or in the language of the subject (German for German literature, for example), but if this is the case an extensive abstract must be also presented in English.

In exceptional circumstances, a thesis may be presented in French. French-speaking universities have varying sets of rules; some will accept students with little knowledge of French if they can communicate with their supervisors (in English).



UNITED KINGDOM

Admission to undertake a research degree in the UK typically requires a good *bachelor's degree* (at least lower second, but usually an upper second or first class).

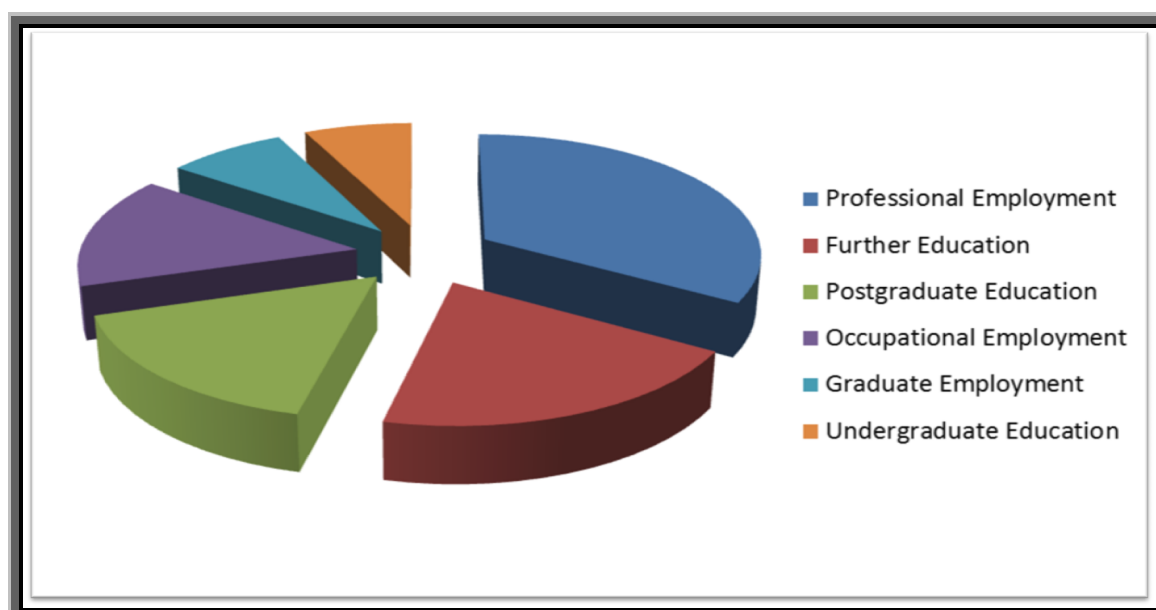
Students may or may not already have a Master's degree. Doctoral candidates are initially admitted to a Masters in Research Philosophy (M.Phil. or MRes), then later accede to a Ph.D. if they progress well.

Funding for postgraduate study in the UK is awarded competitively, and usually is disseminated by institution (in the form of a certain allocation of studentships for a given year) rather than directly to individuals. There are a number of *scholarships* for *Master's courses*, but these are relatively rare and dependent on the *course* and class of *undergraduate degree* obtained (usually requiring at least a lower second). Most Master's students are self-funded. Funding is available for some Ph.D. courses. As at the Master's level, there is more funding available to those in the *sciences* than in other *disciplines*.

Such funding generally comes from Research Councils such as the Engineering and Physical Sciences Research Council (EPSRC), Arts and Humanities Research Council (AHRC), Medical Research Council (MRC) and others. For overseas students, most major funding applications are due as early as twelve months or more before the intended graduate course will begin. This funding is also often highly competitive.

The most widely *available*, and thus important, award for overseas students is the Overseas Research Student Award, which pays the difference in *university fees* between an overseas student and a British or EU resident. However, a student can only apply for the ORS for one university, often before he or she knows whether they have been accepted. Students studying part-time for a Master's degree can apply for income-based Jobseeker's Allowance provided their timetabled hours are less than 16 hours per week.

This also entitles the student to housing benefit provided by their local council. Full-time students (of any type) are not normally eligible for state benefits, including during vacation time.



USA POSTGRADUATE EDUCATION

Admission to graduate school usually requires a bachelor's degree. Standardized test scores may be required by some institutions, especially, good letters of recommendation from undergraduate instructors are often essential.

(Graduate Record Examination (GRE), Graduate Management Admission Test (GMAT), Medical College Admission Test (MCAT), Dental Admission Test (DAT), Graduate Record Examination (GRE) Subject Test, Law School Admission Test (LSAT).

Strong recommendation letters from mentors or supervisors of undergraduate research experience provide evidence that the applicant can perform research.

Within the sciences and some social sciences, previous research experience is usually very important; within most humanities disciplines, an example of academic writing normally suffices. Many universities require a personal statement (Statement of Purpose or Letter of Intent), which may include indications of the intended area(s) of research; how detailed this statement is or whether it is possible to change one's focus of research depends strongly on the discipline and department to which the student is applying.

In some disciplines or universities, graduate applicants may find it best to have at least one recommendation from research work outside of the college where they earned their Bachelor's degree; however, as with previous research experience, this may not be very important in most humanities disciplines.

Some schools set minimum GPAs and test scores below which they will not accept any applicants; this reduces the time spent reviewing applications.

On the other hand, many other institutions often explicitly state that they do not use any sort of cut-offs in terms of GPA or the GRE scores. Instead, they claim to consider many factors, including past research achievements, the compatibility between the applicant's research interest and that of the faculty, the statement of purpose and the letters of reference, as stated above.

Some programs also require professors to act as sponsors. Finally, applicants from non-English speaking countries must take the Test of English as a Foreign Language (TOEFL).

At most institutions, decisions regarding admission are not made by the institution itself but the department to which the student is applying. Some departments may require interviews before making the decision to accept an applicant. Graduate students often declare their intended degree (master's or doctorate) in their applications. In some cases, master's programs allow successful students to continue toward the doctorate degree.

Requirements for completion

Additionally, doctoral students who have advanced to candidacy but not filed a dissertation ("ABD," for "all but dissertation") often receive master's degrees and an additional master's called a Master of Philosophy, or MPhil, or C.Phil.

"Candidate in Philosophy" degree. The master's component of a doctorate program often requires one or two years, and some students, because doctoral programs are better-funded, apply for doctoral programs while only intending to attain a master's degree.

This is generally not accepted and, if a student's advisor learns of the student's plans, can result in early termination. Many graduate programs require students to pass one or several examinations in order to demonstrate their competence as scholars.

In some departments, a comprehensive examination is often required in the first year of doctoral study, and is designed to test a student's background undergraduate-level knowledge. Examinations of this type are more common in the sciences and some social sciences, and relatively unknown in most humanities disciplines. Most graduate students perform teaching duties, often serving as graders and tutors. In some departments, they can be promoted to Lecturer status, a position that comes with more responsibility.

Doctoral students generally spend roughly their first two to three years taking coursework, and begin research by their second year if not before.

Many master's and all specialist students will perform research culminating in a paper, presentation, and defense of their research. This is called the master's thesis (or, for Educational Specialist students, the specialist paper).

However, many US master's degree programs do not require a master's thesis, focusing instead primarily on course work or on "practicals" or "workshops".

Such "real-world" experience may typically require a candidate work on a project alone or in a team as a consultant, or consultants, for an outside entity approved or selected by the academic institution, and under faculty supervision.

In the second and third years of study, doctoral programs often require students to pass more examinations. Programs often require a Qualifying Examination ("Quals"), a PhD Candidacy Examination ("Candidacy"), or a General Examination ("Generals"), designed to test students' grasp of a broad sample of their discipline, and/or one or several Special Field Examinations ("Specials"), which test students in their narrower selected areas of specialty within the discipline. If these examinations are held orally, they may be known colloquially as "orals". For some social science and many humanities disciplines, where graduate students may or may not have studied the discipline at the undergraduate level, these exams will be the first set, and be based either on graduate coursework or specific preparatory reading (sometimes up to a year's work in reading).

In all cases, comprehensive exams are normally both stressful and time consuming, and must be passed to be allowed to proceed on to the thesis. Passing such examinations allows the student to stay, begin doctoral research, and rise to the status of a doctoral candidate, while failing usually results in the student leaving the program or re-taking the test after some time has passed (usually a semester or a year). Some schools have an intermediate category, passing at the master's level, which allows the student to leave with a master's without having completed a master's thesis. For the next several years the doctoral candidate primarily performs his or her research. Usually this lasts three to eight years, though a few finish more quickly and some take substantially longer. In total, the typical doctoral degree takes between 4 and 8 years from entering the program to completion, though this time varies depending upon the department, thesis topic, and many other factors.

Astronomy degrees take five to six years on average, but observational astronomy degrees take 6-7 due to limiting factors of weather, while theoretical astronomy five.

Though there is substantial variation among universities, departments, and individuals, humanities and social science doctorates on average take somewhat longer to complete than natural science doctorates. These differences are due to the differing nature of research between the humanities and some social sciences and the natural sciences, and to the differing expectations of the discipline in coursework, languages and length of thesis.

However, time required to complete a doctorate varies according to the candidate's abilities and choice of research. Some students may choose to remain in a program if they fail to win an academic position, particularly in disciplines with a tight job market.

By remaining a student, they can retain access to libraries and university facilities, while retaining an academic affiliation, which can be essential for conferences and job-searches. Traditionally, doctoral programs were only intended to last three to four years and, in some disciplines (primarily the natural sciences), with a helpful advisor, a light teaching load, it is possible for the degree to be completed in that amount of time.

However, increasingly many disciplines, including most humanities, set their requirements for coursework, languages and the expected extent of thesis research by the assumption that students will take five years minimum or six to seven years on average; competition for jobs within these fields also raises expectations on the length and quality of theses considerably. In some disciplines, doctoral programs can average seven to ten years.

The increase in length of degree is a matter of great concern for both students and universities, though there is much disagreement on potential solutions to this problem.

Funding

Many departments, especially those in which students have research or teaching responsibilities, offer tuition-forgiveness and a stipend that pays for most expenses.

At some elite universities, there may be a minimum stipend established for all Ph.D. students, as well as a tuition waiver. The terms of these stipends vary greatly, and may consist of a scholarship or fellowship, followed by teaching responsibilities. At many elite universities, these stipends have been increasing, in response both to student pressure and especially to competition among the elite universities for graduate students.

In some fields, research positions are more coveted than teaching positions because student researchers are typically paid to work on the dissertation they are required to complete anyway, while teaching is generally considered a distraction from one's work.

Research positions are more typical of science disciplines; they are relatively uncommon in humanities disciplines, where they exist, rarely allow the student to work on their own research. Departments often have funds for limited discretionary funding to supplement minor expenses such as research trips and travel to conferences.

A few students can attain outside fellowships such as the National Science Foundation (NSF) and National Physical Science Consortium (NPSC).

The sciences are funded well enough that most students can attain either outside or institutional funding, but in the humanities, not all do. Some humanities students borrow money during their coursework, then take full-time jobs while completing their dissertations.

Funding differs greatly by departments and universities; some universities give five years of full funding to all Ph.D. students, though with a teaching requirement attached; other universities do not. However, because of the teaching requirements, which can be in the research years of the Ph.D., even the most funded of universities often do not have funding for humanities or social science students who need to do research elsewhere, whether in the USA or overseas.

Foreign students are typically funded the same way as domestic (US) students, although Federally-subsidized student and parent loans and work-study assistance are generally limited to U.S. citizens & nationals, permanent residents, & approved refugees.

Exercise 1. Learn words describing people.

Active, adaptable, adventurous, aggressive, ambitious, assertive, assured, charismatic, competitive, confident, corrupt, decisive, dedicated, depraved, determined, dynamic, eager, enthusiastic, energetic, enterprising, flexible, forceful, heinous, honest, impudent, impulsive, infamous, informal, intuitive, law-abiding, loyal, motivated, motivating, nefarious, outspoken, passionate, patient / impatient, persuasive, proud, reliable, self-confident, selfish, shy, spoiled, trustworthy, zealous, villainous, wicked.

Exercise 2. Characterize the types of degrees.

Exercise 3. Render the score of the information with the help of italic phrases.

Admission, funding degree, research, thesis, scholarships, fees, undergraduate, postgraduate, course, available, bachelor's degree, Master's courses, sciences, disciplines.

Exercise 4. Write a small essay using following words.

Competition can be: fierce, intense, strong, tough, active, keen, unfair, effective, direct, open, defy, healthy, imperfect, peaceful, pure, nonprice, severe, unworkable, monopolistic, cut-throat, free, import, foreign, perfect.

Exercise 5. Analyze the text above and make up the chart about degrees.

No	Degrees	Scor	Country



GRADUATE EMPLOYEE UNIONS

At many universities, graduate students are employed by their university to teach classes or do research. While all graduate employees are graduate students, many graduate students are not employees. MBA students, usually pay tuition and do not have paid teaching or research positions. In many countries graduate employees have collectively organized labor unions in order to bargain a contract with their university. In Canada, for example, almost all graduate employees are members of a CUPE local.

In the USA there are many graduate employee unions at public universities, the Coalition of Graduate Employee Unions lists 25 recognized unions at public universities on its website. Private universities are covered under the National Labor Relations Act rather than state labor laws and until 2001 there were no recognized unions at private universities.

Many graduate students see themselves as akin to junior faculty, but with significantly lower pay. Many graduate students feel that teaching takes time that would better be spent on research, many point out that there is a vicious circle in the academic labor economy. Institutions that rely on cheap graduate student labor have no need to create expensive professorships, so graduate students who have taught extensively in graduate school can find it immensely difficult to get a teaching job when they have obtained their degree. Many institutions depend heavily on graduate student teaching.

Additionally, graduate employees are currently organizing to have a greater voice in CMU graduate school decision making. Michigan leads in terms of progressive policy regarding graduate student unions, and four graduate schools.

The United Auto Workers (under the slogan "Uniting Academic Workers") and the American Federation of Teachers are two international unions that represent graduate employees. Private universities' administrations oppose their graduate students when they try to form unions, arguing that students should be exempt from labor laws intended for "employees". In some cases unionization movements have met with enough student opposition to fail. At the schools where graduate employees are unionized, which positions are unionized vary.

Sometimes only one set of employees will unionize (teaching assistants, residential directors); at other times, most or all will. Typically, fellowship recipients, usually not employed by their university, do not participate.

When negotiations fail, graduate employee unions sometimes go on strike. While graduate student unions can use the same types of strikes that other unions do, they have also made use of teach-ins, work-ins, marches, rallies, and *grade strikes*.

In a grade strike, graduate students refuse to grade exams and papers and, if the strike lasts until the end of the academic term, also refuse to turn in final grades.

Another form of job action is known as "work-to-rule", in which graduate student instructors work exactly as many hours as they are paid for and no more.

Exercise 1. Make notes of your new knowledge about unisex names.

Exercise 2. Choose the keywords that best convey the gist of the information.

Exercise 3. Read the text and pick up the essential details in the form of quick notes.

TOPICAL VOCABULARY

to resume – возобновлять, продолжать (после перерыва); начинать снова

Normal services will be resumed in the spring. – Обычное обслуживание будет возобновлено весной. He stopped for a moment and then resumed speaking. – Он на минуту остановился и затем стал снова говорить.

получать обратно; возвращаться на старую позицию

He resumed his advisory role for the presidential elections. – Он вновь занял свою консультативную позицию в избирательной президентской компании. They resumed their courage. – Они вновь обрели мужество.

to resume a meeting – продолжать собрание

to resume negotiations – возобновлять переговоры

to resume relations – возобновить / восстановить отношения

resuming – возобновляемый, возобновление

подводить итог, резюмировать *Syn. to recapitulate, summarize*

resume – резюме; конспект, реферат, аннотация *Syn. summary, epitome*

резюме, краткие биографические данные *Syn. curriculum vitae*

to capsule – делать резюме, подводить итоги, говорить суть

capsule biography – краткая биография

to refer – иметь отношение, относиться; касаться

What's happened never referred to none of us. – То, что произошло, никоим образом не относилось ни к одному из нас.

а) ссылаться (на кого-л., на что-л., чьи-л. слова) *Syn. to cite*

For my proof I refer to your letter. – В качестве доказательства сошлюсь на твое письмо.

б) упоминать (о чем-л.); намекать (на что-л.) *Syn. to mention*

No one referred to yesterday's quarrel. – Никто словом не обмолвился о вчерашней ссоре. In her autobiography she never referred to her parents. – В своей автобиографии она ни словом не обмолвилась о своих родителях.

to refer back – возвращать для нового рассмотрения; наводить справки;

May I refer you back to my earlier remarks on this subject? – Могу я отослать вас к моим более ранним замечаниям по этому вопросу?

to refer to an application – ссылаться на заявление

to refer to information – обращаться к информации

referring to your letter – в отношении вашего письма

summary – краткое изложение, конспект, сводка, резюме

to give (make) a summary – сделать резюме

a brief summary – краткий конспект, краткая сводка

a news summary – сводка новостей

to summarize – суммировать, резюмировать, подводить итог

summarily – кратко, сжато; суммарно *Syn. compendiously, briefly*

abstract – конспект; резюме; извлечение (из книги); реферат, краткий обзор

I was sent to pick up an abstract of the specifications. – Меня послали найти краткий обзор спецификаций.

abstract journal – реферативный журнал

abstract of title abstract service – реферативная служба

abstract science – фундаментальная наука *Syn. theoretical*

abstract problems – непонятные, абстрактные проблемы

to abstracting from – отвлекаясь от

to abstarct – резюмировать; суммировать; обобщать, *Syn. summarize, sum up*

abstract of record – выписка из записи (из протокола)

evaluative abstract – аннотация с оценкой произведения

epitome – конспект, краткое изложение *Syn. summary, abstract, abridgement*

to **sum up** – резюмировать; суммировать; реферировать, обобщать; подводить итог

It is the chairman's duty to sum up at the end of the meeting. – В обязанности председательствующего входит подвести итоги собрания.

to **summarize** – суммировать, резюмировать, подводить итог

She summarized the plot for the class. – Она рассказала классу сюжет произведения.

to **recapitulate** – перечислять *Syn. repeat*; подводить итог, обобщать; конспектировать

abridgement – сокращенный текст, краткое изложение, конспект

I shall in the first place give the principal events of it in a chronological abridgment. – Сначала я кратко перечислю основные события в хронологическом порядке. You represented your ancient coins as abridgements of history. – Вы представили Ваши древние монеты как краткие зарисовки исторических событий.

digest – а) сборник (материалов, юридических) *Syn. summary* б) справочник, компендиум; список, каталог; дайджест, обзор прессы, реферативный журнал

His digest of scriptural texts. – Его каталог рукописей.

to **digest** – а) классифицировать, систематизировать, приводить в порядок

Every government is bound to digest the whole law into a code. – Каждое правительство обязано сделать из разрозненных законов единую систему права.

б) составлять каталог, список, указатель; в) думать, продумывать *Syn. consider, think, ponder*. The regent was busy in digesting the plan of compromise. – Регент был занят продумыванием, как достигнуть компромисса.

to **classify** – систематизировать *Syn. organize, categorize, distribute, group, rank, rate*

to **organize** – приводить в порядок, систематизировать, упорядочивать

to organize one's thoughts – собраться с мыслями

We must finally organize our files properly. – Нам нужно, наконец, привести наши папки в порядок. I can organize myself okay enough. – Я вполне способен организовать себя сам. I'll get you organized in no time. – Я за минуту приведу тебя в порядок. Organize yourself to arrive at places on time. – Организуйте своё время так, чтобы прибыть на места без опоздания.

outline – очертание; контур; абрис; перен. обрисовать, наметить в общих чертах

She outlined what I would be doing. – Она наметила мне вкратце, что я буду делать. in outline

конспект, план, схема; краткое содержание *Syn. plan, draft*

in outline – в общих чертах

precis – краткое изложение, конспект, резюме *Syn. summary*

to **precis** – составлять конспект, резюме; суммировать, подводить итог

synopsis – конспект, краткий обзор; синопсис

to make (prepare) a synopsis – сделать краткий обзор; сделать конспект

compendious – краткий, исчерпывающий (все основное в краткой форме)

compendium – компендиум, сборник; краткое руководство; конспект; резюме, программа, краткое изложение

data compendium – компьютер. компендиум данных

on-line-data compendium – компьютер. оперативный справочник данных

brief – сводка, резюме, сведения

in brief – вкратце, в немногих словах

briefly (in short, in a nutshell) – в кратких словах

cramed (compressed) style – чрезмерно сжатый

in a condensed form – в сжатой форме

terse – сжатый, краткий (о стиле)

An eminently clear, terse, and spirited summary. – Очень понятное, сжатое и яркое изложение.

pithy – содержательный, по существу, полный смысла (о речи, статье, книги); сжатый, лаконичный, краткий (о стиле, языке и т. п.)

succinct – краткий; сжатый; короткий, лаконичный

succinct format – сжатая форма (представления информации)

succinct reply – краткий, лаконичный ответ *Syn. terse reply*

laconic – лаконичный, сжатый (о стиле); неразговорчивый (о человеке)

sententious – нравоучительный; менторский, сентенциозный; афористичный, сжатый

epigrammatically – в виде афоризма, формулы житейской мудрости

а) в эпиграммном стиле, манере; б) остроумно, в точку, язвительно *Syn. tersely*

job hunting – поиск работы

Letter of interest – письмо-запрос

marital status – семейное положение

private agencies – частное кадровое агентство

recruitment – набор кадров, трудоустройство

references – рекомендации, рекомендательные письма

state-backed agency – государственное кадровое агентство

Exercise 1. Analyze the topical vocabulary and remember it.

Exercise 2. Answer the questions.

1. Where are graduate students employed to teach classes or do research? 2. What do MBA students usually do? 3. Where are there graduate employee unions at public universities? 4. How do many graduate students see themselves? 5. Many institutions depend heavily on graduate student teaching, don't they? 6. What is the slogan of the United Auto Workers like? 7. What will unionize sometimes? 8. When do graduate employee unions sometimes go on strike? 9. What are *grade strikes* like? 10. What is another form of job action?

Exercise 3. Summarize the information briefly in English.



UNIT III. EMPLOYMENT

RECRUITMENT & JOB HUNTING



There are many ways in which an organization can *recruit* personnel. Posting a *list of vacancies* on the company notice-board or publishing it in *employee magazines* is fairly common and gives current employees the opportunity of applying for a position. Similarly, a subordinate may be referred for a position by his or her superior. Another means of *recruiting* internally is to search in the organization's existing files. Some companies have a data base of their *employees' skills* and special interests.

Reviewing these files periodically may reveal employees who are well-suited to a particular position. Although recruiting people within the organization can have many advantages, it does have its limitations. If companies wish to be dynamic it is essential to inject new blood from time to time. Similarly, existing employees may not have the necessary skills that the position requires. Consequently, it is often necessary to recruit people from outside the organisation. Advertising is a commonly used technique for recruiting people from outside.

The advertising medium should be chosen according to the type of public the organization is aiming at. If a highly specialized person is required, a speciality publication such as a trade magazine may be most appropriate.

National newspapers and magazines sometimes carry a Senior Appointments section for specialized personnel. Many national and local newspapers have a General Appointments section, or a Classified Ads section for less specialized personnel. Radio and television *advertising of vacancies* is relatively underdeveloped in most countries.

Employment agencies may be another source of recruitment. State-backed agencies compete with private agencies in many countries. In general, private agencies charge a fee whereas public sector agencies offer their services free of charge.

Another difference is that private agencies tend to offer more *specific services*; for example, they may specialize in a particular area of recruitment such as temporary secretaries, middle managers or senior executives. They may also include search services, otherwise known as headhunting, or provide management consulting.

Current employees are sometimes encouraged to refer friends, family and ex-colleagues to fill a particular vacancy. This is particularly true in occupations such as nursing where there is a shortage of trained people. Other valuable sources of recruitment may be university campuses, trade unions, professional organizations and unsolicited applications.

Exercise 1. Read the text and give Russian equivalents to the italicized words and word combinations. Learn them by heart. List all the forms of internal recruitment mentioned in the passage.

Exercise 2. Answer the question: Why do companies often recruit from outside the organization?

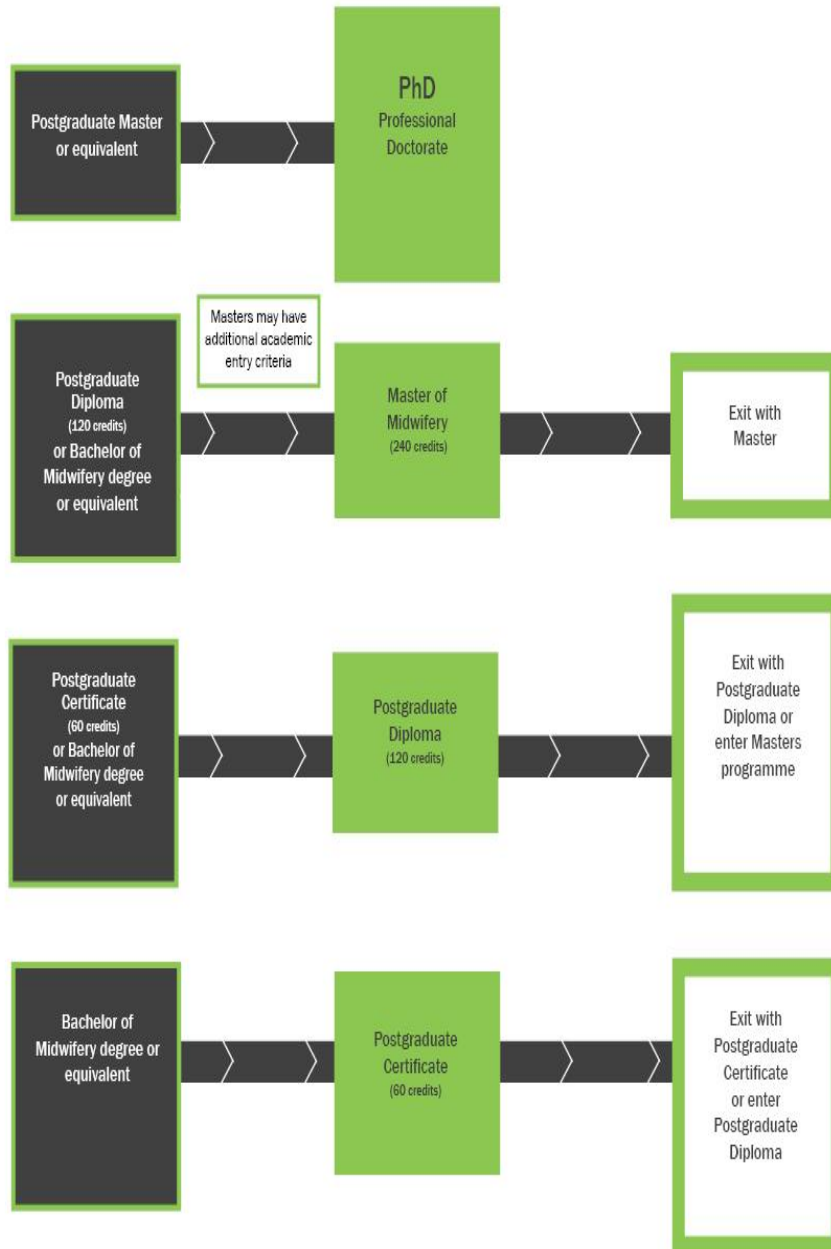
EMPLOYMENT	
Classifications	Casual · Contingent · Full-time · Part-time · Self-employed · Independent contractor · Temporary · Tenure · Wage labour
Hiring	Application · Background check · Contract · Cover letter · Curriculum Vitæ (CV) · Drug testing · e-recruitment · Employment counsellor · Employment reference letter · Executive search · Job fair · Job fraud · Job hunting · Job interview · Labour brokering · Overqualification · Probation · Resume · Simultaneous recruiting of new graduates · Underemployment · Work-at-home scheme
Roles	Co-op · Employee · Employer · Internship · Job · Numerary Permanent · Permatemp · Supernumerary · Supervisor · Volunteer
Worker class	Blue-collar worker · Gold-collar worker · Green-collar worker · Grey-collar worker · Pink-collar worker · White-collar worker
Career & training	Apprenticeship · Avocation · Career assessment · Career counseling · Career development · Coaching · Creative class · Education (Continuing education · Continuing professional development · E-learning · Employability · Further education · Graduate school · Induction training · Initial Professional Development · Knowledge worker · Licensure · Lifelong learning Practice-based professional learning · Professional association · Professional certification · Professional development · Reflective practice · Retraining · Vocational education · Vocational school · Vocational university) Mentorship · Profession · Tradesman · Vocation
Attendance	Break · Career break · Furlough · Gap year · Leave of absence · Long service leave · No call, no show · Sabbatical · Sick leave
Schedules	35-hour workweek · Eight-hour day · Flextime · Four-day week · Overtime · Retroactive overtime · Shift work · Telecommuting · Working time · Workweek and weekend

Wages	Income bracket · Living wage · Maximum wage · National average salary (World · Europe) Minimum wage (Canada · Hong Kong · Europe · USA) Overtime rate · Paid time off · Performance-related pay · Salary · Salary cap · Working poor
Benefits	Annual leave · Disability insurance · Health insurance · Life insurance · Parental leave · Sick leave · Take-home vehicle
Safety and health	Epilepsy and employment · Human factors and ergonomics · Industrial noise · Occupational disease · Occupational exposure limit · Occupational health psychology · Occupational injury · Occupational stress · Sick building syndrome · Work accident (Occupational fatality) Work-life balance · Workers' compensation · Workplace wellness
Equality	Affirmative action · Equal pay for women
Infractions	Discrimination · Employee handbook · Employee monitoring · Evaluation · Labour law · Sexual harassment · Sleeping while on duty · Workplace bullying · Workplace incivility
Willingness	Civil conscription · Conscription · Dead-end job · Extreme careerism · Full employment · Job satisfaction · McJob · Refusal of work · Slavery (Bonded labor · Human trafficking · Labor camp · Penal labour · Peonage · Truck system · Unfree labour · Wage slavery) Work aversion · Work ethic · Workaholic
Termination	At-will employment · Constructive dismissal · Dismissal · Layoff Letter of resignation · Pink slip · Recession-proof job · Resignation · Retirement · Severance package · Types of unemployment · Unemployment · Unemployment benefits · Unemployment rates · Wrongful dismissal

Exercise 1. Translate the definitions in the table.

Exercise 2. Add some information & make up a small report and give a talk in class.

POSTGRADUATE EDUCATION FRAMEWORK



EMPLOYMENT

Employment is a contract between two parties, one being the *employer* and the other being the employee. An employee contributes labor and expertise to an endeavor of an employer and is usually hired to perform specific duties which are packaged into a job.

In most modern economies, the term "employee" refers to a specific defined relationship between an individual and a corporation, which differs from those of *customer* or *client*.

Other types of employment are arrangements such as *indenturing* which is now highly unusual in developed nations but still happens elsewhere.

An employer's level of power over its workers is dependent upon numerous factors, the most influential being the nature of the contractual relationship between the two. This relationship is affected by three significant factors: interests, control and motivation. It is generally considered the employers' responsibility to manage and balance these factors in a way that enables a harmonious and productive working relationship.

Employer and managerial control within an organization rests at many levels and has important implications for staff and productivity alike, with control forming the fundamental link between desired outcomes and actual processes. Employers must balance interests such as decreasing wage constraints with a maximization of labour productivity in order to achieve a profitable and productive employment relationship.

The main ways for employers to find workers and for people to find employers are via jobs listings in newspapers and online, also called *job boards*. Employers and job seekers often find each other via professional *recruitment consultants* which receive a commission from the employer to find, screen and select suitable candidates.

A study has shown, however, that such consultants may not be reliable when they fail to use established principles in selecting employees.

Employees can organize into trade or labor unions, which represent the work force to collectively bargain with the management of organisations about working and contractual conditions. Usually, either an employee or employer may end the relationship at any time.

This is referred to as *at-will employment*. The contract between the two parties specifies the responsibilities of each when ending the relationship & may include requirements such as notice periods, *severance pay*, and security measures.

Exercise 1. Translate the sentences with the keyword «employ».

1. He had never spare time to think, all was employed in reading. 2. Art was employed for the display of religious facts. 3. How long have you been employed at this job? 4. Two girls were employed at filling envelopes. He is in the government's employ. 5. Successful companies simply employ resources and operate in their industry better than their competitors. 6. He was also employed at making copies. 7. The company employes 40 people but plans to double this figure in the next few months. 8. This is employment of facilities, equipment, communications, and personnel. 9. We must only employ the skill. 10. Universities must consider graduate employability. 12. In order to enhance the employability of its graduates, the University aims to provide a range of experience which go beyond its individual academic programmes. 13. There are five categories of people receiving Income Assistance: employable, single parents, unemployable, handicapped, seniors. 14. Only few companies employ gainfully. 15. My son is employed by an oligarch.

TOPICAL VOCABULARY

employment – служба; занятие; работа (по найму); занятость

A qualified specialist can easily find employment. – Квалифицированный специалист может легко найти работу. *Ant. unemployment* – безработица

out of employment – без работы

to give (provide) employment – давать работу

to find (seek) employment – искать работу

employment is down – количество рабочих мест уменьшается

employment is up – количество рабочих мест увеличивается

casual employment – случайные заработки

employment book – расчётная книжка

employment protection – охрана труда

employment service – служба найма

seasonal employment – сезонная работа

steady employment – постоянная работа *Syn. employ*

full-time (full) employment – полная занятость, работа полный рабочий день или на полную ставку

part-time employment – частичная занятость, работа неполный рабочий день или не на полную ставку

employment agency – бюро (агентство) по трудоустройству

employment agent – агент по найму

employment bureau – бюро найма (рабочих и служащих)

employment policy – политика полной занятости

industrial employment – занятость в промышленности

employment exchange – биржа труда

employment of industrial capacity – использование производственных мощностей

employment history – трудовая биография

employment basis – форма занятости (полный рабочий день, неполный рабочий день, временная работа, по срочному договору)

part time employment basis – неполный рабочий день

temporary or permanent employment basis – временная или постоянная работа

занятие; ремесло; род занятий, профессия *Syn. trade, profession*

использование, применение, употребление

employment of industrial capacity – использование производственных мощностей

Syn. application, use

The employee may choose to maintain the employee's superannuation contribution on a full-time employment basis. – Сотрудник может продолжать отчислять часть заработной платы на пенсию по старости, если он работает полный рабочий день. *Syn. employment status*

наем (принятие на работу на постоянной основе)

a visa on an employment basis – рабочая виза

to be employed on a temporary or employment basis – работать по срочному контракту или на постоянной основе

A total of 140,000 immigrant visas are available on an employment basis. – В их распоряжении имеется 140 000 рабочих иммиграционных виз.

employment opportunities – возможности найма, трудоустройства
employment application – заявление о приеме на работу
employment assistance – помощь (содействие) в трудоустройстве
employment counselling – консультации по вопросам трудоустройства
employment interview – собеседование (интерв'ю) с работодателем
employment agency – бюро, агентство по трудоустройству
blue-collar employment – занятость рабочих
employment creation – создание дополнительных рабочих мест
employment adjustment – регулирование занятости
employment level – уровень занятости
employment policy – политика занятости
to create additional employment – создавать дополнительные рабочие места
actual employment – фактический уровень занятости
accept for employment – принять на работу
continuity of employment – непрерывный стаж работы (трудовой стаж)

(продолжительность работы в одной организации)

If reinstatement of the employee is considered appropriate by the Commission, it may make orders regarding continuity of employment & payments for lost remuneration. – Если комиссия считает восстановление работника на рабочем месте правомерным, она также может отдать распоряжения относительно сохранения непрерывного трудового стажа и возмещения потерянного заработка. *Syn. continuous employment*

contract of employment – контракт о работе по найму, трудовой договор

creation of employment – создание дополнительных рабочих мест

employment application – заявление о приеме на работу

employment assistance – помощь по трудоустройству

employment book – каталог вакансий (содержащий информацию о возможностях трудоустройства по данной специальности, в данном регионе)

Lincoln Law School maintains an employment book with many job opportunities for law clerk & other positions. – Школа права Линкольна ведет каталог вакансий, содержащий информацию о множестве вакансий юристов и др.

employment bureau – биржа труда, служба (центр) занятости (некоммерческая государственная организация, помогающая безработным в поиске работы, а фирмам – в подборе персонала; является связующим звеном между работодателями и работниками) *Syn. job centre, jobcentre, employment exchange, placement service, labour exchange, employment agency*

employment counselling – консультирование по вопросам занятости

employment interview – опрос предпринимателей о возможностях занятости, информация о возможных рабочих местах; собеседование при приеме на работу

employment layoffs – массовые увольнения

employment plan – план занятости рабочей силы

employment policy – политика полной занятости

employment promotion – содействие расширению возможностей трудоустройства

employment relationship – трудовые отношения

employment requirement – потребность в рабочей силе

employment security – гарантия занятости
 employment service – служба занятости, служба трудоустройства
 employment sheet – послужной список
 employment taxes – налог на фонд заработной платы
 full employment level – уровень полной занятости
 full employment ceiling – порог полной занятости
 full employment savings – сбережения в условиях полной занятости
 gainful employment – занятость в сельском хозяйстве; доходное предприятие
 industrial employment – занятость в промышленности
 manufacturing employment – занятость в обрабатывающей промышленности
 over-full employment – спрос на рабочую силу превышает предложение
 tertiary employment – занятость в сфере услуг
 partial employment – неполная занятость
 seasonal employment – сезонная занятость
 common employment – принцип "совместной службы" (отсутствие у служащего права иска из правонарушения, если ущерб причинён небрежностью другого служащего)
 equal employment – принцип равного найма (без дискриминации по признаку возраста, пола, расовой, вероисповедной или партийной принадлежности)
 extra-mural (outside) employment – использование заключённых на работах за пределами исправительного учреждения [тюрьмы]
 occasional employment – временная работа
 public employment – занятость в государственных органах; занятость в региональном и местном правительстве, коммунальных предприятиях и т. п.

employee – (наемный) работник, сотрудник (работающий на предприятии или в организации по трудовому договору за заработную плату или оклад, на позициях, не относящихся к управленческим *Syn. worker, labourer, operator, clerk, servant*
 public employee – государственный служащий *Syn. public worker, jobholder*
 bank employee – банковский служащий
 state employee – государственный (правительственный) служащий
 executive employee – руководитель, руководящий работник
 office (clerical) employee – конторский (канцелярский) служащий
 railway employee – работник железной дороги
 secretarial employee – служащий секретариата, канцелярский служащий
 technical employee – технический служащий [работник]
 mining employee – работник добывающей промышленности
 manufacturing employee – работник обрабатывающей промышленности
 service employee – работник сферы услуг
 employee association – ассоциация работников
 employee bonus – премия, надбавка к зарплате
 administrative employee – конторский служащий
 called-in employee – нанятый на службу, на работу
 direct employee – производственный рабочий
 indirect employee – вспомогательный рабочий
 (non)union employee – служащий (работник), (не) член профсоюза

tortious employee – лицо, совершающее гражданские правонарушения по месту службы или работы

thieving employee – служащий, крадущий доступное ему по работе имущество

plaintiff employee – служащий, выступающий по делу в качестве истца

larcenous employee – служащий или работник, расхищающий доступное ему по службе или работе имущество

defendant employee – служащий или работник, привлечённый к делу в качестве ответчика или обвиняемого (подсудимого)

crooked employee – служащий или работник, недобросовестно выполняющий свои обязанности; служащий или работник, занимающийся жульничеством при исполнении своих обязанностей

correctional employee – служащий исправительного учреждения

corporate employee – служащий корпорации

consular employee – консульский служащий

retired employee – бывший работник компании, получающий пенсию

retired employee benefits plan – план выплат пенсионерам

retired employee health programme – программа медицинского обслуживания для пенсионеров [работников на пенсии]

part-time employees – частично занятые служащие

employee stock ownership – принадлежность акций служащим компании

employee share – доля наёмных работников (в национальном доходе)

employee representative – представитель работников (назначенные коллективом, представляющие интересы работников) *Syn. employee organization, labour organization*

employee relations – взаимоотношения между членами коллектива *Syn. human relations*

employee pay – трудовое вознаграждение

employee morale – трудовая дисциплина, отношение к делу

bonus to employee – надбавка к заработной плате служащего

to discharge an employee – увольнять работника

employee attitude – отношение персонала к администрации

employee behaviour – поведение наемного работника

unemployment – безработица

high unemployment – высокий уровень безработицы

low unemployment – низкий уровень безработицы

seasonal unemployment – сезонная безработица

unemployment benefit – пособие по безработице

to cause (create) unemployment – вызвать, создать безработицу

to eliminate unemployment – ликвидировать безработицу

to reduce unemployment – сократить безработицу

incidence of unemployment – масштаб (размах) безработицы

international unemployment – международная безработица

mass unemployment – массовая безработица

regional unemployment – региональная безработица

unemployment high – пик безработицы

casual unemployment – периодическая безработица (рабочие заняты нерегулярно, лишь когда возникает необходимость в дополнительной рабочей силе)

check the growth of unemployment – остановить рост безработицы

heavy unemployment – значительная безработица

hidden (concealed) unemployment – скрытая безработица (безработица, де-факто, но не принимается официальной статистикой) *Syn. disguised unemployment*

to hold the spread of unemployment – остановить рост безработицы

involuntary unemployment – вынужденная безработица (спрос на рабочую силу меньше, чем общая возможность работодателей предоставить рабочие места)

long-term unemployment – длительная (хроническая) безработица (продолжительность указана в законе о занятости: 27 недель в США или 6 месяцев в России) *Syn. chronic unemployment*

hard-core unemployment – застойная безработица

seasonal unemployment – сезонная безработица (в сельском хозяйстве, туризме, строительстве и т. п.)

structural unemployment – структурная безработица (вызвана изменениями отраслевой структуры экономики, в результате которых часть профессий становится невостребована на рынке труда; является частью естественного уровня безработицы)

technological unemployment – технологическая безработица (технологические изменения приводят к снижению спроса на работников данной профессии)

unemployment benefit – пособие по безработице (выплачивается государством при сроке безработицы до одного года)

unemployment exchange – биржа труда

unemployment in a high employment – безработица при высоком уровне занятости

unemployment (*joblessness*) insurance – страхование от безработицы

unemployment payment – выплата пособия по безработице

unemployment relief – пособие по безработице

voluntary unemployment – добровольная безработица (связана с существованием людей, по собственному желанию принявших решение не работать, т. е. связана с нежеланием работать при данной ставке зарплаты) *Ant. involuntary unemployment*

endemic unemployment – хроническая безработица

total unemployment – полная безработица (наличие работников полностью лишены работы)

unemployed – безработный (по методологии Международной организации труда, трудоспособный гражданин (старше 18 лет), который не имеет работы и заработка, не занят самостоятельной деятельностью, приносящей доход, ищет работу и готов приступить к ней; официально безработными признаются лишь безработные, зарегистрированные в государственных органах учета или содействия занятости)

to join the ranks of the unemployed – пополнить ряды безработных

unemployed resources – незадействованные ресурсы

unemployed funds – неиспользуемые фонды

unemployed person – безработный

unemployed population – незанятое население, безработные *Syn. jobless*

labour force – рабочая сила (лица трудоспособного возраста, старше 14-15 лет, имеющие работу, занятые деятельностью, приносящей доход или активно ищущие работу) *Syn. economically active population*; число работающих; рабочая сила, трудовые ресурсы *Syn. workforce, labour power, human resources, manpower, personnel, staff*

Foreign workers now compose 6% of the company's labour force. – Иностранцы рабочие в настоящее время составляют 6% от общей численности работников компании.

business cycle – цикл деловой активности (периодические колебания уровня деловой активности в экономике страны, в которых принято выделять четыре фазы: подъем, бум, спад и депрессию) *Syn. trade, economic cycle*

job training – профессиональное обучение *Syn. skills, occupational training*

help-wanted index – индекс (количества) требуемых работников (в США – ежемесячный показатель количества опубликованных в газетах объявлений о найме рабочих и служащих; уровень 1987 г. принят за 100%)

average workweek – показатель средней продолжительности рабочей недели в течение месяца; один из определяющих индикаторов рынка труда на разных стадиях экономического цикла, показателей промышленного производства и личных доходов)

area of substantial unemployment ASU – район значительной безработицы (уровень безработицы в течение года выше законодательно определенного; для госпрограмм по борьбе с безработицей; пересмотр статуса ежегодно)

to employ – держать на службе, иметь в штате; предоставлять работу; нанимать

to be employed by smb. – работать, служить у кого-л.

to employ gainfully – нанимать на выгодных условиях *Syn. hire*

а) употреблять, применять, использовать; занимать (чьё-л. время и т. п.)

He had never spare time to think, all was employed in reading. – У него никогда не было свободной минуты на размышления, всё время было занято чтением. Art was employed for the display of religious facts. – Искусство использовалось для изображения фактов божественной истории.

to employ at – занимать чем-л.

How long have you been employed at this job? – Как долго вы здесь работаете?

employ – назначение, цель *Syn. use, purpose*; работа, занятие *Syn. occupation, job, employment*

in the government's employ – на государственной службе

to employ the skill and knowledge – применять навыки и знания

Successful companies simply employ resources and operate in their industry better than their competitors. – Успешные компании просто используют ресурсы и действуют в своей отрасли лучше, чем их конкуренты. He was also employed at making copies. – Он был также занят копированием.

to employ personnel – нанимать персонал

numbers employed – численность занятых (работников)

employing company – компания-работодатель

The company employes 40 people but plans to double this figure in the next few months. – В штате компании 40 человек, но планируется удвоить эту цифру в течение следующих нескольких месяцев.

self-employed – обслуживающий свое собственное предприятие

Exercise 1. Analyze the topical vocabulary notes and remember them.

EMPLOYMENT CONTRACT

Australian Employment has been governed by the FairWork Act since 2009.

Bangladesh Association of International Recruiting Agencies (BAIRA) is an association of national level with its international reputation of co-operation and welfare of the migrant workforce as well as its approximately 700 member agencies in collaboration with and support from the Government of Bangladesh.

The BAIRA Exporting skill manpower in different countries of the world. In the Canadian province of Ontario, formal complaints can be brought to the Ministry of Labour (Ontario). In the province of Quebec, grievances can be filed with the Commission des normes du travail. Pakistan has Contract Labour, Minimum Wage and Provident Funds Acts.

Contract labour in Pakistan must be paid minimum wage and certain facilities are to be provided to labour. However, a lot of work has yet to be done to fully implement the Acts. India has Contract Labour, Minimum Wage, Provident Funds Act and various other acts to comply with. Contract labour in India must be paid minimum wage and certain facilities are to be provided to labour.

However, a lot of work has yet to be done to fully implement the Act.

In the Philippines, private employment is regulated under the Labor Code of the Philippines by the Department of Labor and Employment.

In the USA, the standard employment relationship is considered to be at-will, meaning that the employer and employee are both free to terminate the employment at any time and for any cause, or for no cause at all. However, if a termination of employment by the employer is deemed unjust by the employee, there can be legal recourse to challenge such a termination. Unjust termination may include termination due to discrimination because of an individual's race, national origin, sex or gender, pregnancy, age, physical or mental disability, religion, or military status.

Additional protections apply in some states, for instance in California unjust termination reasons include marital status, ancestry, sexual orientation or medical condition.

Despite whatever agreement an employer makes with an employee for the employee's wages, an employee is entitled to certain minimum wages set by the federal government.

The states may set their own minimum wage that is higher than the federal government's to ensure a higher *standard of living* or *living wage* for their residents.

Under the Equal Pay Act of 1963 an employer may not give different wages based on sex alone. Employees are often contrasted with independent contractors, especially when there is dispute as to the worker's entitlement to have matching taxes paid, workers compensation, and unemployment insurance benefits.

However, in September 2009, the court case of *Brown v. J. Kaz, Inc.* ruled that independent contractors are regarded as employees for the purpose of discrimination laws if they work for the employer on a regular basis, and said employer directs the time, place, and manner of employment. In non-union work environments, in the USA, unjust termination complaints can be brought to the USA Department of Labor.

Exercise 1. Render the main idea of the standard employment relationship in the USA.

Exercise 2. Add some information & make up a small report and give a talk in class.

Exercise 3. Read the text & pick up the essential details in the form of quick notes.

TRADE UNIONS

In *unionized* work environments in particular, employees who are receiving *discipline*, up to and including termination of employment can ask for assistance by their *shop steward* to advocate on behalf of the employee. If an informal *negotiation* between the shop steward and the company does not resolve the issue, the shop steward may file a *grievance*, which can result in a resolution within the company, or *mediation* or arbitration, which are typically funded equally both by the union and the company.

In the US, employment law and, in particular, unionized employees terminating employment varies among companies, unions, and states. Some states have right to work vs. employment at will and therefore, ending employment can change from state to state.

Secondly, different companies have different rules and processes for ending employment.

In certain companies and industries they take the 3-step process: written warning, second written, final written and then termination.

In addition, different unions have different steps for ending employment. Something that doesn't change is the stewards and unions protecting their employees with regards to violations of policies. In most all cases, union and stewards will protect their employees even if they feel the employee violated the policy ending to termination.

According to Swedish law, there are three types of employment.

- Test employment, where the employer hires a person for a test period of max 6 months. The employment can be ended at any time without giving any reason. This type of employment can be offered only once per employer and employee. Usually a time limited or normal employment is offered after a test employment.

- Time limited employment. The employer hires a person for a specified time. Usually they are extended for a new period. Total maximum two years per employee per employer and employee, then it automatically counts as a normal employment.

- Normal employment, which has no time limit (except for retirement etc.).

It can still be ended for two reasons: personal reason, only strong reasons such as crime. Or: lack of work tasks, cancellation of employment, usually because of bad income for the company. There is a cancellation period of 1-6 months, and rules for how to select employees, basically those with shortest employment time shall be cancelled first.

There are no laws about *minimum salary* in Sweden. Instead there are agreements between employer organisations and trade unions about minimum salaries, and other employment conditions.

Exercise 1. Add some information & make up a small report and give a talk in class.

Exercise 2. Read the text & pick up the essential details in the form of quick notes.

Exercise 3. Answer the questions.

1. What is employee attitude like? 2. Employee behaviour must be correct, mustn't it. 3. How has Australian Employment been governed? 4. Contract labour in Pakistan must be paid minimum wage, mustn't it? 5. How is private employment regulated in the Philippines? 6. What does India have to comply with? 7. What is the standard employment relationship considered in the USA? 8. Where can employees ask for assistance? 9. Different unions have different steps for ending employment, haven't they? 10. What can you say about employment in the USA and Sweden?

Exercise 4. Try to understand the text «Wage Labour».

Wage labour is the *socioeconomic* relationship between a *worker* and an employer, where the worker sells their *labour* under a formal or informal employment *contract*.

These transactions usually occur in a *labour market* where *wages* are market determined.

In exchange for the wages paid, the work product generally becomes the *undifferentiated property* of the employer, except for special cases such as the vesting of intellectual property patents in the USA where *patent rights* are usually vested in the original personal inventor. A wage labourer is a person whose primary means of income is from the selling of his or her labour in this way.

In modern mixed economies such as that of the OECD countries, it is currently the dominant form of work arrangement. Although most work occurs following this structure, the wage work arrangements of CEOs, professional employees, and professional contract workers are sometimes conflated with *class assignments*, so that "wage labour" is considered to apply only to unskilled, semi-skilled or *manual labour*.

Exercise 5. Render the score of the passage «Working Poor» in 5-7 sentences in English.

Employment is no guarantee of escaping *poverty*, the *International Labour Organisation* (ILO) estimates that as many as 40% of workers as poor, not earning enough to keep their families above the \$2 a day *poverty line*.

In India most of the chronically poor are wage earners in formal employment, because their jobs are insecure and low paid and offer no chance to accumulate wealth to avoid risks. This problems appears to be caused by the decreasing likelihood of a simultaneous growth in employment opportunities and in *labour productivity*.

According to the UNRISD, increasing labour productivity appears to have a negative impact on job creation: in the 1960s, a 1% increase in output per worker was associated with a reduction in employment growth of 0.07%, by the first decade of this century the same productivity increase implies reduced employment growth by 0.54%.

Both increased employment opportunities and increased labour productivity (as long as it also translates into higher wages) are needed to tackle poverty.

Increases in employment without increases in productivity leads to a rise in the number of "working poor", which is why some experts are now promoting the creation of "quality" and not "quantity" in labour market policies.

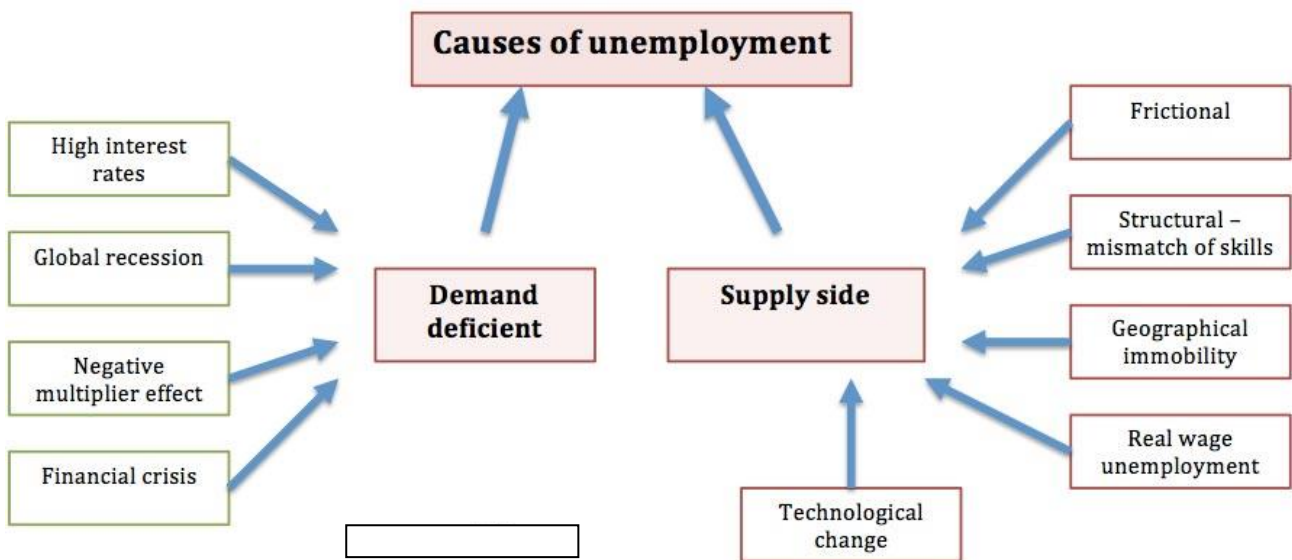
This approach does highlight how higher productivity has helped reduce poverty in East Asia, but the negative impact is beginning to show. In Viet Nam, employment growth has slowed while productivity growth has continued.

Furthermore, productivity increases do not always lead to increased wages, as can be seen in the USA, where the gap between productivity and wages has been rising since the 1980s. Researchers at the *Overseas Development Institute* argue that there are differences across economic sectors in creating employment that reduces poverty. 24 instances of growth were examined, in which 18 reduced poverty.

This study showed that other sectors were just as important in reducing *unemployment*, as *manufacturing*. The *services sector* is most effective at translating productivity growth into employment growth. *Agriculture* provides a safety net for jobs and economic buffer when other sectors are struggling.

Exercise 6. Make the sentences below as true (T) if they give the message of the text, and false (F) if they change the message.

1. Employment is guarantee of escaping poverty. 2. ILO estimates that as many as 60% of workers as poor, not earning enough to keep their families above the \$2 a day poverty line. 3. In Africa most of the chronically poor are wage earners in formal employment. 4. This problems appears to be caused by the decreasing likelihood of a simultaneous growth in employment opportunities. 5. Increasing labour productivity appears to have a negative impact on job creation: in the 1980s. 6. A 5% increase in output per worker was associated with a reduction in employment growth of 0.07%. 7. Both increased employment opportunities and increased labour productivity are needed to tackle poverty. 8. Increases in employment without increases in productivity leads to a rise in the number of "working poor". 9. Productivity increases always lead to increased wages, as can be seen in the USA. 10. The gap between productivity and wages has been rising since the 1990s. 11. There are no differences across economic sectors in creating employment that reduces poverty. 12. 24 instances of growth were examined, in which 18 reduced poverty. 13. Other sectors were just as important in reducing unemployment, as manufacturing. 14. The *services sector* is most effective at translating productivity growth into employment growth.



What will unemployment look like in the future?

SOME EVENTS FROM THE HISTORY

The Depression placed great emphasis on work when it was so scarce that to not work literally meant to starve. Families were separated as men went looking for work wherever it could be found, whatever it was, no matter how menial. Life expectancy in the 1930s was not as long as the current expectancies, so the option for a family to "move back in with parents" wasn't worthwhile, as parents either weren't alive, or didn't have the investment environment to have had a "nest egg" to depend on.

World War II dramatically flipped the supply and demand of both work and labour.

Manufacturing of war supplies created plenty of work, but the absence of men due to recruitment opened the floodgates for labour demand that would be met by women and those who could not enlist and fight.

In the post-World War II period, the workplace had changed as women who had reported for work during the war to replace the men who had gone overseas to fight remained in the workplace to a significant extent. While the demand for manufacturing wasn't as high once the war ended, the new optimism and new social phenomena including urban sprawl created new demands for supply that would create new jobs in road-building, real estate development, etc. Work remained high in social value.

As the *baby boomers* started working in the 1970s, the oil crisis and economic lag slowed their engagement in consumerism. As the 1980s dawned, the largest generation was now in their peak employment years, peaking in terms of income, and were now fully engaged in buying, whether homes, vehicles, or investments for the future.

The sheer number of people in the workforce during this period created heightened competition for work, so that businesses and government bodies could be increasingly selective and demanding, and workers would do more and more to get and keep jobs.

As such, commitment to work became sacrificial, as having a good job and the social status it provided became all-consuming for many. This was the era marked most significantly by the standard introduction of "what do you do?"

The baby bust generation, or *Generation X*, is the smallest of the last 50 years.

As baby boomers retire, there are not as many workers to replace them, so employers have had to become more accommodating to attract the best employees. Terms like "work life balance", "telecommuting", "working from home" and "flexible benefits" have been developed to offer more attractive options for a generation that has more choice.

Exercise 1. Answer the questions.

1. What placed great emphasis on work? 2. Why were families separated? 3. How long was life expectancy in the 1930s? 4. World War II dramatically flipped the supply and demand of both work and labour, didn't it? 5. What created plenty of work? 6. What opened the floodgates for labour demand? 7. When had the workplace changed? 8. How had it changed? 9. When was the demand for manufacturing high? 10. What new created demands for supply? 11. Work remained high in social value, didn't it? 12. When did the baby boomers start? 13. What slowed its engagement in consumerism? 14. When was the largest generation in their peak employment years? 15. Who created heightened competition for work? 16. What could be increasingly selective and demanding? 17. What was marked most significantly by the standard introduction?

Exercise 2. Render its main idea of the article *Models of the employment relationship*.

Scholars conceptualize the employment relationship in various ways.

A key assumption is the extent to which the employment relationship necessarily includes conflicts of interests between employers and employees, and the form of such conflicts. In economic theorizing, the labour market mediates all such conflicts such that employers and employees who enter into an employment relationship are assumed to find this arrangement in their own self-interest.

In human resource management theorizing, employers and employees are assumed to have shared interests (a unity of interests, hence the label "unitarism").

Any conflicts that exist are seen as a manifestation of poor human resource management policies or interpersonal clashes such as personality conflicts, both of which can and should be managed away. From the perspective of pluralist industrial relations, the employment relationship is characterized by a plurality of stakeholders with legitimate interests (hence the label "pluralism"), some conflicts of interests are seen as inherent in the employment relationship (e.g., wages v. profits).

Lastly, the critical paradigm emphasizes antagonistic conflicts of interests between various groups (the competing capitalist and working classes in a Marxist framework) that are part of a deeper social conflict of unequal power relations. As a result, there are four common models of employment:

✚ **Mainstream economics:** employment is seen as a mutually advantageous transaction in a free market between self-interested legal and economic equals

✚ **Human resource management (unitarism):** employment is a long-term partnership of employees and employers with common interests

✚ **Pluralist industrial relations:** employment is a bargained exchange between stakeholders with some common and some competing economic interests and unequal bargaining power due to imperfect labor markets

✚ **Critical industrial relations:** employment is an unequal power relation between competing groups that is embedded in and inseparable from systemic inequalities throughout the socio-politico-economic system.

These models are important because they help reveal why individuals hold differing perspectives on human resource management policies, labor unions, and employment regulation.

Human resource management policies are seen as dictated by the market in the first view, as essential mechanisms for aligning the interests of employees and employers and thereby creating profitable companies in the second view, as insufficient for looking out for workers' interests in the third view, and as manipulative managerial tools for shaping the ideology and structure of the workplace in the fourth view.

Exercise 3. Answer the questions.

1. Is the baby bust generation the smallest of the last 50 years? 2. Who did have to become more accommodating to attract the best employees? 3. What has been developed to offer more attractive options for a generation that has more choice? 4. What is new generation fully engaged in as investments for the future?

Exercise 4. Add some information & make up a small report and give a talk in class.

Exercise 5. Read the text & pick up the essential details in the form of quick notes.

Exercise 6. Characterize each of four common models of employment.

№	Models of Employment	To be
1.	Mainstream economics	
2.	Human resource management	
3.	Pluralist industrial relations	
4.	Critical industrial relations	

Exercise 7. Try to understand the article *Work as an economic component*.

A. Capitalism demarcates "work" as something that is supplied by "owners" and demanded by "non-owners" to a great degree. "Owners" in this context are the employers, which are rewarded for the risk they take in owning and operating a business with keeping most of the profits. Some see this as unfair as most of the day-to-day work of a business is performed by people who receive less of the profits.

This idea contributed to the establishment of trade unions, although unsafe work conditions also played a major part. A developing model of employment, as practiced by such companies as Semco, Google, DaVita, Freys Hotels and Linden Labs, seeks to set aside the "master-servant relationship" implicit in the traditional employment contract.

B. The concomitant employment practices are often grouped under the heading workplace democracy, and are characterized by high levels of employee engagement, principles-based rather than rules-based work relations, and a problem-solving approach to workplace conflict. In this model, *management* becomes a domain shared between managers and staff. The resurgent *New Unionism* movement promotes this employment model, and seeks to extend it. When an individual entirely owns the business for which he or she labours, this is known as *self-employment*. Self-employment often leads to *incorporation*. Incorporation offers certain protections of one's personal assets.

C. Laws of incorporation vary from state to state with Delaware having the most incorporated businesses of any state in the U.S. Workers who are not paid wages, such as *volunteers*, are generally not considered as being employed. One exception to this is an *internship*, an employment situation in which the worker receives training or experience (possibly college credit) as the chief form of compensation.

D. Those who work under obligation for the purpose of fulfilling a debt, such as an *indentured servant*, or as property of the person or entity they work for, such as a *slave*, do not receive pay for their services and are not considered employed. Some historians suggest that slavery is older than employment, but both arrangements have existed for all recorded history.

Exercise 8. Split the text below into paragraphs and match the sentences (A-D) with the passages, to which they belong. More than one may belong to a passage. One sentence is extra.

1. Slavery is older than employment 2. Laws of incorporation. 3. Self-Employment. 4. Employment model. 5. Concomitant employment. 6. Trade unions. 7. The day-to-day work.

Exercise 9. Find synonyms to the following ones.

Demarcate, degree, employer, profit, to reward, to keep, to operate, implicit, workplace, conflict, domain, to seek, to extend, entirely, to offer, businesses, incorporate, the chief form, purpose, to receive, obligation, unsafe work, arrangement, to exist, to record.

Exercise 10. Find antonyms to the following ones.

Democracy, conflict, to vary, volunteer, compensation, purpose, to receive, implicit, workplace, employment, obligation, generally, entity, unsafe work, to consider, to fulfill, training, a major part, management.

Exercise 11. Explain the essence of the title *Globalization & Employment Relations*.

The balance of economic efficiency and social equity is the ultimate debate in the field of *employment relations*. By meeting the needs of the employer; generating profits to establish and maintain economic efficiency; whilst maintaining a balance with the employee and creating social equity that benefits the worker so that he/she can fund and enjoy healthy living; proves to be a continuous revolving issue in westernized societies.

Globalization has effected these issues by creating certain economic factors that disallow or allow various employment issues. Economist Edward Lee (1996) studies the effects of globalization and summarizes the **four major points of concern** that affect employment relations:

➤ **International competition**, from the *newly industrialized countries*, will cause unemployment growth and increased wage disparity for unskilled workers in industrialized countries. Imports from low-wage countries exert pressure on the manufacturing sector in industrialized countries and foreign direct investment (FDI) is attracted away from the industrialized nations, towards low-waged countries.

➤ **Economic liberalization** will result in unemployment and wage inequality in developing countries. This happens as job losses in un-competitive industries outstrip job opportunities in new industries.

➤ **Workers will be forced to accept worsening wages and conditions**, as a global labour market results in a "race to the bottom". Increased international competition creates a pressure to reduce the wages and conditions of workers.

➤ **Globalization reduces the autonomy of the nation state**. Capital is increasingly mobile and the ability of the state to regulate economic activity is reduced.

What also results from Lee's (1996) findings is that in industrialized countries an average of almost 70 per cent of workers are employed in the service sector, most of which consists of non-tradable activities. As a result, workers are forced to become more skilled and develop sought after trades, or find other means of survival. Ultimately this is a result of changes and trends of employment, an evolving workforce, and globalization that is represented by a more skilled and increasing highly diverse labour force, that are growing in non standard forms of employment.

Exercise 12. Discuss the following topics.

1. Globalization affects positive. 2. Globalization affects negative.

Exercise 13. Add some information & make up a small report and give a talk in class.

Exercise 14. Read the text & pick up the essential details in the form of quick notes.

Exercise 15. Translate the definitions. Explain the terms broadly.

✚ **Employment at will** – наем по желанию (принцип трудовых отношений; трудовой договор может быть расторгнут работодателем или работником в любое время по любой причине или без объяснения причины; не распространяется на трудовые договора с указанием точного срока их действия, или заключенные на базе коллективных переговоров с профсоюзом). *Syn. at-will employment.*

✚ **Employment conditions** – условия занятости, найма, труда, оговариваемые работодателем и работником при приеме на работу: форма занятости (временная, постоянная), график работы, место работы (работа в офисе, удаленная работа), размер заработной платы, оплата отпусков и больничных, размер пенсионных отчислений и др.).

✚ **Employment terms & conditions** – условия трудового договора (место, дату начала работы, должность; специальность, профессию, квалификацию), трудовые функции, условия труда, режим работы и отдыха, условия оплаты труда, виды дополнительных льгот и выплат: отчисления в пенсионные и социальные фонды; сроки трудового договора).

✚ **Labour contract** – трудовой договор [контракт] (официальное соглашение между работодателем и профсоюзом или отдельным работником, по которому работник обязуется выполнять определенную работу с подчинением внутреннему трудовому распорядку; а работодатель обязуется выплачивать определенную заработную плату и обеспечивать определенные условия труда). *Syn. labour agreement.*

✚ **Individual agreement** – индивидуальный (трудовой) договор, индивидуальное (трудовое) соглашение, (об оплате и др. условиях труда, заключенное между работодателем и конкретным работником). *Syn. individual labour agreement, contract.*

✚ **Collective agreement** – коллективный (трудовой) договор, (соглашение между предприятием и профсоюзом, заключенное в результате коллективных переговоров и регулирующее оплату труда, условия труда, обязанности работников и работодателей и другие вопросы трудовых отношений в организации). *Syn. company, enterprise agreement.*

✚ **Employment committee** – комитет по трудоустройству (один из органов государственного или местного самоуправления, в задачи которого входит разработка политики занятости); комитет по трудовым отношениям (определяет условия и процедуры найма и увольнения работников, оплату и условия труда, сроки трудовых договоров, вопросы трудовых отношений на разных уровнях: на предприятии, в отрасли, профессии, регионе и т. д.).

✚ **Employment contract** – трудовой контракт (договор), соглашение о найме, контракт найма (на работу) (документ, формально подтверждающий факт приема на работу данным работодателем данного работника или найма данным принципалом данного агента для оказания определенных услуг и устанавливающий права и обязанности сторон). *Syn. contract of employment, employment agreement.*

✚ **Employment status (basis)** – статус занятости, статус экономически активного лица (индивид в трудоспособном возрасте, имеет оплачиваемую работу или является безработным; предприниматель, наемный работник, неоплачиваемый работник семейного предприятия, член кооператива).

✚ **Full Employment & Balanced Growth Act** – закон "О полной занятости и сбалансированном росте", 1978 г., закон Хэмфри-Хокинса (США наряду с законом "О занятости" 1946) усилил влияние государства на макроэкономические процессы в экономике, прежде всего инфляцию и безработицу; подчеркивал важность роли частного сектора в достижении полной занятости и высокой производительности, разработки сбалансированных бюджетов и финансовых инструментов достижения стабильности в экономике).

✚ **Equal Employment Opportunity Commission EEOC** – Комиссия из пяти членов со статусом федерального независимого агентства, в задачу которого входит контроль за недопущением дискриминации по признаку расы, пола, религиозных убеждений и возраста при трудоустройстве, продвижении по службе, увольнении, обучении, тестировании и решении других вопросов трудовой деятельности, поддержка добровольной деятельности нанимателей, направленной на предоставление равных возможностей. Расследует дела, связанные с обвинениями в дискриминации, возбуждает иски в федеральных окружных судах. Члены комиссии назначаются на пятилетний срок Президентом США по "совету и с согласия" Сената.

✚ **Employee turnover** – текучесть рабочей силы (число работников, покинувших организацию по собственному желанию или по решению администрации; увольнения в связи с сокращением штата в данном показателе не учитываются). *Syn. staff turnover, turnover of staff, personnel turnover, labour turnover.*

✚ **Residual unemployment** – остаточная безработица (включает лиц, которые не имеют работы, но желают работать, хотя и не могут быть официально признаны безработными (инвалиды, лица, не достигшие трудоспособного возраста, пенсионеры и т. п.)). *Syn. non-participation, hidden unemployment.*

✚ **Employee rating** – рейтинг работников (сотрудников) (система контроля и оценки, собственно оценка деятельности сотрудников предприятия или организации по ряду критериев, в форме индивидуальных числовых показателей эффективности работы сотрудника и ранжирования сотрудников по этим показателям) *employee-rating system* – система рейтинга работников.

✚ **Employee benefit plan** – конкретная система выплат сотрудникам со стороны работодателя и/или организаций работников (профсоюзов); в число таких планов входят различные пенсионные планы, системы выплат пособий по болезни и при несчастных случаях и др.).

✚ **Employee benefits** – дополнительные выплаты работникам (помимо заработной платы; в них входят натуральные выплаты, денежные выплаты (премии, подарки), отчисления в пенсионные и/или страховые фонды, право пользования телефоном или автомобилем компании). *Syn. employment benefits.*

✚ **Cyclical unemployment** – циклическая безработица (безработица, которая возникает на стадии спада (кризиса) экономического цикла; падение спроса на продуктовых рынках на данной стадии вынуждает производителей сокращать производство и, следовательно, вызывает сокращение численности занятых и рост безработицы; циклическая безработица не входит в естественный уровень безработицы). *Syn. demand-deficient unemployment, deficient-demand unemployment.*

+ **Frictional unemployment** – фрикционная безработица (как результат временной незанятости части рабочей силы, связанной с поиском работниками и новых рабочих мест или ожиданием появления таковых).

+ **Natural rate of unemployment NRU** – естественный уровень безработицы (соответствует полной занятости в экономике, когда безработными являются только те люди, чья профессия в принципе не позволяет найти работу в данный момент (структурная безработица), те, кто находится в состоянии перехода с одного места работы на другое (фрикционная безработица)). *Syn. natural unemployment, non-accelerating rate of unemployment.*

+ **Unemployment compensation (benefits)** – компенсация по безработице (государственная программа, финансируемая за счет налогов на фонд заработной платы и предусматривающая выплаты пособий лицам, оказавшимся временно нетрудоустроенными, но способным работать и активно занятым поиском работы).

+ **Economically active population** – экономически активное население, рабочая сила (в терминологии ООН: часть населения трудоспособного возраста (14-70 лет), которая включает работников, занятых на оплачиваемой работе, любой деятельностью, приносящей доход, самозанятых и безработных, активно ищущих работу). *Syn. labour force, active population, able-bodied population.*

+ **Employment situation** – статистика рынка труда (включает собранные на основе исследования домашних хозяйств, коммерческих организаций и госучреждений данные о численности работников (за исключением занятых в сельском хозяйстве), продолжительности средней рабочей недели и средней почасовой заработной плате; наибольшее внимание уделяется данным по промышленному сектору, который является ведущим для прогнозирования начала и окончания бизнес-циклов в экономике).

Exercise 16. Give a short characteristics on four major points of concern.

No	Major points of concern	Characteristic
1.	International competition	
2.	Economic liberalization	
3.	Reduction of wages	
4.	Reduction of the state autonomy	

Exercise 17. Read the text Japanese Culture and remember that.

The Japanese have a strong sense of belonging to "the group". In the context of work, the Japanese are loyal to their organisations and will usually accept management decisions which have been made to preserve or enhance the profitability of the organisation as a whole. Foreigners may have difficulty being accepted by the Japanese especially if they do not understand the subtleties of the Japanese language and the sometimes vague way that things are expressed. Negotiating and decision making often take place outside any formal meeting context.

UNIT IV. JOB INTERVIEW

STRUCTURE & ESSENCE

A job interview is a process in which a potential employee is evaluated by an employer for prospective employment in their company, organization, or firm. During this process, the employer hopes to determine whether or not the applicant is suitable for the role.

A job interview typically precedes the hiring decision, and is used to evaluate the candidate. The interview is usually preceded by the evaluation of submitted resumes from interested candidates, then selecting a small number of candidates for interviews.

Potential job interview opportunities include networking events and career fairs.

The job interview is considered one of the most useful tools for evaluating potential employees. It demands significant resources from the employer, yet has been demonstrated to be notoriously unreliable in identifying the optimal person for the job.

An interview also allows the candidate to assess the corporate culture and demands of the job. Multiple rounds of job interviews may be used where there are many candidates or the job is particularly challenging or desirable.

Earlier rounds may involve fewer staff from the employers and will typically be much shorter and less in-depth. A common initial interview form is the phone interview, a job interview conducted over the telephone. This is especially common when the candidates do not live near the employer and has the advantage of keeping costs low for both sides.

Once all candidates have been interviewed, the employer typically selects the most desirable candidate and begins the negotiation of a job offer.

Interview constructs

In light of its popularity, a stream of research has attempted to identify the constructs (ideas or concepts) that are measured during the interview to understand why interviews might help us pick the right people for the job. Several reviews of the research on interview constructs revealed that the interview captures a wide variety of applicant attributes.

These constructs can be classified into three categories: job-relevant interview content (constructs interview questions are designed to assess), interviewee performance (applicant behaviors unrelated to the applicant characteristics the interview questions are designed to assess but nevertheless influence interviewer evaluations of interviewee responses), potentially job-irrelevant interviewer biases (personal & demographic characteristics of applicants that may influence interviewer evaluations of interviewee responses in an illegal, discriminatory way).

Job-relevant interview content

Interview questions are generally designed to tap applicant attributes that are specifically relevant to the job for which the person is applying. The job-relevant applicant attributes that the questions purportedly assess are thought to be necessary for one to successfully perform on the job. The job-relevant constructs that have been assessed in the interview can be classified into three categories: general traits, experiential factors, core job elements. The first category refers to relatively stable applicant traits.

The second category refers to job knowledge that the applicant has acquired over time. The third category refers to the knowledge, skills, abilities associated with the job.

General traits:

- Mental ability: applicants' capacity to learn and process information.
- Personality: conscientiousness, agreeableness, emotional stability, extroversion, openness to new experiences.
- Interest, goals, and values: applicant motives, goals, and person-organization fit.

Experiential factors:

- Experience: Job-relevant knowledge derived from prior experience.
- Education: Job-relevant knowledge derived from prior education.
- Training: Job-relevant knowledge derived from prior training.

Core job elements:

- Declarative knowledge: applicants' learned knowledge.
- Procedural skills & abilities: applicants' ability to complete the tasks required to do the job.
- Motivation: applicants' willingness to exert the effort required to do the job.

Interviewee performance

Interviewer evaluations of applicant responses also tend to be colored by how an applicant behaves in the interview. These behaviors may not be directly related to the constructs the interview questions were designed to assess, but can be related to aspects of the job for which they are applying. Applicants without realizing it may engage in a number of behaviors that influence ratings of their performance. The applicant may have acquired these behaviors during training or from previous interview experience. These interviewee performance constructs can also be classified into three categories: social effectiveness skills, interpersonal presentation, and personal/contextual factors.

Social effectiveness skills:

- Impression management: applicants' attempt to make sure the interviewer forms a positive impression of them.
- Social skills: applicants' ability to adapt his/her behavior according to the demands of the situation to positively influence the interviewer.
- Self-monitoring: applicants' regulation of behaviors to control the image presented to the interviewer.
- Relational control: applicants' attempt to control the flow of the conversation.

Interpersonal Presentation:

- Verbal expression: pitch, rate, pauses.
- Nonverbal behavior: gaze, smile, hand movement, body orientation.

Personal/contextual factors:

- Interview training: Coaching, mock interviews with feedback.
- Interview experience: Number of prior interviews.
- Interview self-efficacy: Applicants' perceived ability to do well in the interview.
- Interview motivation: Applicants' motivation to succeed in an interview.

Exercise 1. Read and translate the score of the information above.

Exercise 2. Try to understand the text above and render your attitude to its contents.

Job-irrelevant interviewer biases

The following are personal and demographic characteristics that can potentially influence interviewer evaluations of interviewee responses. These factors are typically not relevant to whether the individual can do the job (that is, not related to job performance), thus, their influence on interview ratings should be minimized or excluded. In fact, there are laws in many countries that prohibit consideration of many of these protected classes of people when making selection decisions. Using structured interviews with multiple interviewers coupled with training may help reduce the effect of the following characteristics on interview ratings. The list of job-irrelevant interviewer biases is presented below.

✚ **Attractiveness:** Applicant physical attractiveness can influence interviewer's evaluation of one's interview performance.

✚ **Race:** Whites tend to score higher than Blacks and Hispanics; racial similarity between interviewer and applicant, on the other hand, has not been found to influence interview ratings.

✚ **Gender:** Females tend to receive slightly higher interview scores than their male counterparts; gender similarity does not seem to influence interview ratings.

✚ **Similarities in background and attitudes:** Interviewers perceived interpersonal attraction was found to influence interview ratings.

✚ **Culture:** Applicants with an ethnic name and a foreign accent were viewed less favorably than applicants with just an ethnic name and no accent or an applicant with a traditional name with or without an accent.

The extent to which ratings of interviewee performance reflect certain constructs varies widely depending on the level of structure of the interview, the kind of questions asked, interviewer or applicant biases, applicant professional dress or nonverbal behavior, and a host of other factors. Some research suggests that applicant's cognitive ability, education, training, and work experiences may be better captured in unstructured interviews, whereas applicant's job knowledge, organizational fit, interpersonal skills, and applied knowledge may be better captured in a structured interview.

Further, interviews are typically designed to assess a number of constructs. Given the social nature of the interview, applicant responses to interview questions & interviewer evaluations of those responses are sometimes influenced by constructs beyond those the questions were intended to assess, making it extremely difficult to tease out the specific constructs measured during the interview.

Reducing the number of constructs the interview is intended to assess may help mitigate this issue. Moreover, of practical importance is whether the interview is a better measure of some constructs in comparison to paper and pencil tests of the same constructs. Indeed, certain constructs (mental ability and skills, experience) may be better measured with paper and pencil tests than during the interview, whereas personality-related constructs seem to be better measured during the interview in comparison to paper and pencil tests of the same personality constructs. In sum, the following is recommended: Interviews should be developed to assess the job relevant constructs identified in the job analysis.

INTERVIEW

A typical job interview has a single candidate meeting with between one and three persons representing the employer; the potential supervisor of the employee is usually involved in the interview process. A larger *interview panel* will often have a specialized human resources worker. While the meeting can be over in as little as 15 minutes, job interviews usually last less than two hours.

The bulk of the job interview will entail the interviewers asking the candidate questions about his or her job history, personality, work style and other factors relevant to the job.

A common interview question is "What are your strengths and weaknesses?"

The candidate will usually be given a chance to ask any questions at the end of the interview. These questions are strongly encouraged since they allow the interviewee to acquire more information about the job and the company, but they can also demonstrate the candidate's strong interest in them. When an interviewer asks about the weaknesses of a candidate, they are acknowledging the fact that they are not perfect. However, the interviewer is not really interested in their weaknesses but how they may make up for them. It also displays the skill of self-reflection and the pursuit for self-improvement.

Candidates for lower paid and lower skilled positions tend to have much simpler job interviews than do candidates for more senior positions. A lawyer's job interview will be much more demanding than that of a retail cashier. Most job interviews are formal; the larger the firm, the more formal and structured the interview will tend to be. Candidates generally dress slightly better than they would for work, with a suit (an interview suit) being appropriate for a white-collar job interview.

In many companies, *assessment days* are increasingly being used, particularly for graduate positions, which may include analysis tasks, group activities, presentation exercises, and psychometric testing. In recent years it has become increasingly common for employers to request job applicants who are successfully shortlisted to deliver one or more presentations at their interview. The purpose of the presentation in this setting may be to *either* demonstrate candidates' skills and abilities in presenting, or to highlight their knowledge of a given subject likely to relate closely to the job role for which they have applied.

It is common for the applicant to be notified of the request for them to deliver a presentation along with their invitation to attend the interview. Usually applicants are only provided with a title for the presentation and a time limit which the presentation should not exceed. A bad hiring decision nowadays can be immensely expensive for an organization – cost of the hire, training costs, severance pay, loss of productivity, impact on morale, cost of re-hiring, etc. Studies indicate that 40% of new executives fail in their first 18 months in a new job. This has led to organizations investing in onboarding for their new employees to reduce these failure rates. That is, impressions interviewers form early on may affect how they view the person in a later phase. One way to think about the interview process is as three separate, albeit related, phases:

- (1) the preinterview phase which occurs before the interviewer and candidate meet,
- (2) the interview phase where the interview is conducted,
- (3) the postinterview phase where the interviewer forms judgments of candidate qualifications and makes final decisions. Although separate, these three phases are related.

PREINTERVIEW PHASE

The preinterview phase encompasses the information available to the interviewer beforehand (resumes, test scores, social networking site information) and the perceptions interviewers form about applicants from this information prior to the actual face-to-face interaction between the two individuals. In this phase, interviewers are likely to already have ideas about the characteristics that would make a person ideal or qualified for the position. Interviewers also have information about the applicant usually in the form of a resume, test scores, or prior contacts with the applicant.

Interviewers then often integrate information that they have on an applicant with their ideas about the ideal employee to form a preinterview evaluation of the candidate. In this way, interviewers typically have an impression of you even before the actual face-to-face interview interaction. Nowadays with recent technological advancements, we must be aware that interviewers have an even larger amount of information available on some candidates. For example, interviewers can obtain information from search engines (Google, Bing, Yahoo), blogs, and even social networks (Linkedin, Facebook, Twitter). While some of this information may be job-related, some of it may not be.

Despite the relevance of the information, any information interviewers obtain about the applicant before the interview is likely to influence their preinterview impression of the candidate. And, why is all this important? It is important because what interviewers think about you before they meet you, can have an effect on how they might treat you in the interview and what they remember about you. Furthermore, researchers have found that what interviewers think about the applicant before the interview (preinterview phase) is related to how they evaluate the candidate after the interview, despite how the candidate may have performed during the interview.

Interview phase

The interview phase entails the actual conduct of the interview, the interaction between the interviewer and the applicant. Initial interviewer impressions about the applicant before the interview may influence the amount of time an interviewer spends in the interview with the applicant, the interviewer's behavior and questioning of the applicant, and the interviewer's postinterview evaluations. Preinterview impressions also can affect what the interviewer notices about the interviewee, recalls from the interview, and how an interviewer interprets what the applicant says and does in the interview.

As interviews are typically conducted face-to-face, over the phone, or through video conferencing (e.g. Skype), they are a social interaction between at least two individuals.

Thus, the behavior of the interviewer during the interview likely "leaks" information to the interviewee. That is, you can sometimes tell during the interview whether the interviewer thinks positively or negatively about you. Knowing this information can actually affect how the applicant behaves, resulting in a self-fulfilling prophecy effect.

Interviewees who feel the interviewer does not think they are qualified may be more anxious and feel they need to prove they are qualified. Such anxiety may hamper how well they actually perform and present themselves during the interview, fulfilling the original thoughts of the interviewer. Alternatively, interviewees who perceive an interviewer believes they are qualified for the job may feel more at ease and comfortable during the exchange.

POSTINTERVIEW PHASE

Consequently actually perform better in the interview. It should be noted again, that because of the dynamic nature of the interview, the interaction between the behaviors and thoughts of both parties is a continuous process whereby information informs subsequent behavior, thoughts, and evaluations. After the interview is conducted, the interviewer must form an evaluation of the interviewee's qualifications for the position. The interviewer most likely takes into consideration all the information, even from the preinterview phase, and integrates it to form a postinterview evaluation of the applicant.

In the final stage of the interview process, the interviewer uses his/her evaluation of the candidate (in the form of interview ratings or judgment) to make a final decision.

Sometimes other selection tools (work samples, cognitive ability tests, personality tests) are used in combination with the interview to make final hiring decisions; however, interviews remain the most commonly used selection device in North America.

For interviewees

Although the description of the interview process above focuses on the perspective of the interviewer, job applicants also gather information on the job and/or organization and form impressions prior to the interview. The interview is a two-way exchange and applicants are also making decisions about whether the company is a good fit for them.

Essentially, the process model illustrates that the interview is not an isolated interaction, but rather a complex process that begins with two parties forming judgments and gathering information, and ends with a final interviewer decision.

TYPES OF QUESTIONS

In interviews that are considered "structured interviews," there are typically two types of questions interviewers ask applicants: situational questions and behavioral questions (patterned behavioral description interviews). Both types of questions are based on "critical incidents" that are required to perform the job but they differ in their focus.

Critical incidents are relevant tasks that are required for the job and can be collected through interviews or surveys with current employees, managers, or subject matter experts.

One of the first critical incidents techniques ever used in the USA Army asked combat veterans to report specific incidents of effective or ineffective behavior of a leader.

The question posed to veterans was "Describe the officer's actions. What did he do?" Their responses were compiled to create a factual definition or "critical requirements" of what an effective combat leader is. Previous meta-analyses have found mixed results for which type of question will best predict future job performance of an applicant.

Some studies have shown that situational type questions have better predictability for job performance in interviews, while, other researchers have found that behavioral type questions are better at predicting future job performance of applicants. In actual interview settings it is not likely that the sole use of just one type of interview question is asked.

A range of questions can add variety for both the interviewer and applicant. In addition, the use of high-quality questions, whether behavioral or situational based, is essential to make sure that candidates provide meaningful responses that lead to insight into their capability to perform on the job.

BEHAVIOURAL QUESTIONS

Behavioural (experience-based or patterned behavioural) interviews are past-oriented in that they ask respondents to relate what they did in past jobs or life situations that are relevant to the particular job relevant knowledge, skills, and abilities required for success.

The idea is that past behavior is the best predictor of future performance in similar situations. By asking questions about how job applicants have handled situations in the past that are similar to those they will face on the job, employers can gauge how they might perform in future situations. Behavioral interview question examples:

✚ Describe a situation in which you were able to use persuasion to successfully convince someone to see things your way.

✚ Give me an example of a time when you set a goal & were able to meet or achieve it.

✚ Tell me about a time when you had to use your presentation skills to influence someone's opinion.

✚ Give me an example of a time when you had to conform to a policy with which you did not agree.

✚ Describe the situation that you were in or the task that you needed to accomplish. This should describe specifics rather than general descriptions of past behaviour.

Task: What goal were you working toward?

Action: Describe the actions you took to address the situation with detail and focus on yourself. What specific steps did you take and what was your contribution?

Result: Describe the outcome of your actions. What happened? How did the event end? What did you accomplish? What did you learn? Make sure your answer contains multiple positive results.

Situational interview questions ask job applicants to imagine a set of circumstances and then indicate how they would respond in that situation; hence, the questions are future oriented. One advantage of situational questions is that all interviewees respond to the same hypothetical situation rather than describe experiences unique to them from their past. Another advantage is that situational questions allow respondents who have had no direct job experience relevant to a particular question to provide a hypothetical response. Two core aspects of the SI are the development of situational dilemmas that employees encounter on the job, and a scoring guide to evaluate responses to each dilemma. **Situational examples:**

✚ You are managing a work group and notice that one of your employees has become angry and hostile in recent weeks, to the point of disrupting the entire group. What would you do?

✚ You are in a meeting. Your manager blames you for not doing well on a task, in front of all your peers and managers from other divisions. You believe that your manager is wrong in his critique, and that he might have come to this conclusion hastily without knowing all the information. You feel you are being treated unfairly in front of your peers. You feel that your reputation may be affected by this critique. What would you do in this situation?

✚ A general request has been issued by the Dean for someone to serve on a new joint government/industry/university committee on business education.

The objective of the committee is to design the budgeting allocation for the Faculty for the next fiscal year. It is well known that you have the necessary skill and expertise to improve the chances that the Faculty will receive budget increases for future operations. You have been told that it will require 2-3 days per month of your time for the next 9 months.

Your tenure review is one year away. Although you think you have a good publication record, you have no guarantee of tenure at this point. You are concerned because you have already fallen behind on an important research project that you are pursuing with a colleague at another university. What, if anything, would you do?

✚ You are in charge of truck drivers in Toronto. Your colleague is in charge of truck drivers in Montreal. Both of you report to the same person. Your salary and bonus are affected 100% by your costs. Your colleague is in desperate need of one of your trucks. If you say no, your costs will remain low and your group will probably win the Golden Flyer award for the quarter. If you say yes, the Montreal group will probably win this prestigious award because they will make a significant profit for the company.

✚ Your boss is preaching costs, costs, costs, as well as co-operation with one's peers. Your boss has no control over accounting who are the score keepers. Your boss is highly competitive; he or she rewards winners. You are just as competitive; you are a real winner! What would you do in this situation? Other possible types of questions that may be asked in an interview include: background questions, job experience questions, and puzzle type questions. A brief explanation of each follows.

✚ Background questions include a focus on work experience, education, and other qualifications. For instance, an interviewer may ask "What experience have you had with direct sales phone calls?"

✚ Job experience questions may ask candidates to describe or demonstrate job knowledge. These are typically highly specific questions. For example, one question may be "What steps would you take to conduct a manager training session on safety?"

✚ The puzzle interview was popularized by Microsoft in the 1990s, and is now used in other organizations. The most common types of questions either ask the applicant to solve puzzles or brainteasers ("Why are manhole covers round?") or to solve unusual problems ("How would you weigh an airplane without a scale?").

Exercise 1. Comment on the given details about interview questions.

Exercise 2. Add some information & make up a small report and give a talk in class.



JOB INTERVIEWS

Job Interviews can be a stressful experience. Interviewers use various techniques to conduct Job interviews. Whether your interview is conducted in person or over the telephone you should be aware of the types of Job interview questions that are most frequently asked.

Remember to always be honest and forthcoming with your interview answers so that the Job interviewer make the right decision in hiring you. You will be more relaxed as well during your work experience not having to prove your lies. Here are some sample Job interview questions interviewers may ask during your interviews.

- **Tell me about yourself.** Be brief in your life between family, your education, your experience and your professional occupations in recent years. Do not discuss topics that do not concern you directly.

- **What are your strengths?** Describe 2 or 3 points (not more) depending on the job. To be credible, You must always have evidence to support your answer, without that, you could sow doubt in the mind of the employer.

- **Describe your personality.** Highlight all aspects of your personality. Remember to be yourself.

- **What is your family situation?** You can consider this very personal. Your answer will be less attractive to the employer if you show attitude. Often, employers have a purpose, to destabilize you and see how you react in various situations of stress. Stay calm and politely answer the question without giving too much detail.

- **What are your hobbies?** Include only those hobbies that are connected with work. Avoid giving too many.

- **Why do you want to work for our company?** Never talk about the benefits within a company. Talk about your motivation in relation to the position.

- **What attracts you to us?** Before the interview, research the company on google and their website if they have one. Try to learn as much as possible about them and talk to them while showing them that you admire what they do. Be motivated and enthusiastic.

- **What interests you most, and least in the position?** Give three or four reasons that motivate you the most and reduce the elements that do not motivate you.

- **Give me your definition of the position?** Describe the activities and functions that you foresee in the position you are applying for.

- **Why do you want to change jobs?** Rather than speaking negatively about your former job, say you are looking for a "more challenging opportunity". It is your concern for career development that motivates you.

- **How was your last boss?** Often this question is a **trap**. Even if the situation was tense with your last boss, raise the positive points of your previous work.

- **What was your position?** Give a clear description of the position you held.

- **Have you ever traveled abroad?** Do not give answers that are too mundane. If you have never traveled, do not answer 'no' rather respond that you did not have the chance.

- **Do you lead a team?** Talk about your qualities such as leadership and teamwork. Give examples of each quality.

- **What were your failures?** To speak of your failures is a good thing. It demonstrates that you have learned a lesson that helps you improve.
- **How many hours per week are you available for this position?** Be careful! If you advertise 60 hours, you may need to keep your word. If you advertise 39 hours, the employer may think you work as a servant. You can give a scale of 40 to 50 hours.
- **Have you ever traveled abroad?** Do not give answers that are too mundane. If you have never traveled, do not answer 'no' rather respond that you did not have the chance.
- **Do you have too much experience for this position?** Remember that many companies are complaining of lack of experience. Add that you will soon be operational and that your experience will also benefit those who work with you.
- **Do you prefer working alone or in groups?** Tell that isolation you to think, solve problems, make certain choices, but that team work is necessary to analyze the results, to evaluate projects.
- **Do you have anything to add at the end of this interview?** Do not answer "No" without going any further. This shows your lack of spread. You do not have the opportunity available to you to provide information, ask for news on the job and finish in style.
- **Do you lead a team?** Talk about your qualities such as leadership and teamwork. Give examples of each quality.
- **What were your failures?** To speak of your failures is a good thing. It demonstrates that you have learned a lesson that helps you improve.
- **How many hours per week are you available for this position?** Be careful! If you advertise 60 hours, you may need to keep your word. If you advertise 39 hours, the employer may think you work as a servant. You can give a scale of 40 to 50 hours.
- **Do you have too much experience for this position?** Remember that many companies are complaining of lack of experience. Add that you will soon be operational and that your experience will also benefit those who work with you.
- **Do you prefer working alone or in groups?** Tell that isolation you to think, solve problems, make certain choices, but that team work is necessary to analyze the results, to evaluate projects.
- **Do you have anything to add at the end of this interview?** Do not answer "No" without going any further. This shows your lack of spread. You do not have the opportunity available to you to provide information, ask for news on the job and finish in style.

Exercise 1. Add some information & make up a small report and give a talk in class.



THE PHONE CALL INTERVIEW

Ever get a phone call from a potential employer with just a few questions about your resume you sent them earlier? Did you know you were being interviewed?

One technique employer's use when they receive resumes is to call these individuals over the phone and conduct an impromptu interview over the phone by asking simple questions and registering the way you speak, your interest, and how well you answer the questions. This so called "phone call" is a filtering technique for the next stage of the interview process. If the interviewer is happy with what they here, they will ask you at the end of the call when you are available for a face to face interview.

If you did not pass the first round with the employer, they will tell you that they are still calling individuals and setting up interviews or they may say that answered their questions about your resume and they will contact you again when they have interviews.

If you send out CV(Resumes), be sure you know every detail that is written in your CV oike the back of your hand.

Be the interviewer

Write yourself several questions directly related to your resume you think an employer might be interested in and answer the questions. Remember, the interviewer is there to get to know you and make sure you are a good fit for the company. They want to know who you are and how you will be beneficial to the company.

Be prepared to answer the phone if the interviewer calls. Be polite, use a good tone of voice, be assertive in your approach, and provide a good first impression. You can ask them questions as well. After answering the questions they have, you can ask them if they foresee having interviews in the near future. Show them you are confident and you are interested. This will get you past the first hurdle in the interview process if you are the right candidate for the job. So you lost your job and you have no idea where to start. Once the initial shock wears off from being laid off, you need to re-evaluate your situation. If you are ready to re-integrate in the work market, then you need to follow some simple tips.

Curriculum Vitae update

Make sure you Resume is up to date. Make sure your previous work experience is up to date. A general re-work of your CV is a good idea before you embark on a job search.

Take your job search seriously

Until you find a Job, looking for a job is full-time work. Take the process seriously, set goals, have objectives, and have a plan.

Social & Business Networking

Do not underestimate the power of networking. Friends, Family, business contacts and everyday individuals you deal with regularly are a good source of potential opportunities to get you on track. Let everyone know that you are looking for a job and do not be shy to ask them if they know of any jobs that are currently available.

Exercise 1. Write down all verbs to make order of behaviour yourselves rightly.

Exercise 2. Write down your ideas regarding the use of computers in job searching.

Exercise 3. Add some information & make up a small report and give a talk in class.

ESSENTIAL JOB INTERVIEW TIPS

Last week I discussed some of the basics of interviewing for a job in English and specific job related vocabulary. This week I would like to focus on some of the common questions that are asked during the interview and appropriate responses to these questions.

Interviewer: Tell me about yourself.

Candidate: I was born and raised in Milan, Italy. I attended the University of Milan and received my master's degree in Economics. I have worked for 12 years as a financial consultant in Milan for various companies including Rossi Consultants, Quasar Insurance and Sardi and Sons. I enjoy playing tennis in my free time and learning languages.

Candidate: I've just graduated from the University of Singapore with a degree in Computers. During the summers, I worked as a systems administrator for a small company to help pay for my education.

Comment: *This question is meant as an introduction. Do not focus too specifically on any one area. The above question will often be used to help the interviewer choose what h/she would like to ask next. While it is important to give an overall impression of who you are, make sure to concentrate on work related experience. Work experience is more important than education in most English speaking countries.*

Interviewer: What type of position are you looking for?

Candidate: I'm interested in an entry level (beginning) position.

Candidate: I'm looking for a position in which I can utilize my experience.

Candidate: I would like any position for which I qualify.

Comment: *You should be willing to take an entry level position in an English speaking company as most of these companies expect non-nationals to begin with such a position. In the USA, most companies provide many opportunities for growth, so don't be afraid to start from the beginning!*

Interviewer: Are you interested in a full-time or part-time position?

Candidate: I am more interested in a full-time position. However, I would also consider a part-time position.

Comment: *Make sure to leave open as many possibilities as possible. Say you are willing to take any job, once the job has been offered you can always refuse if the job does not appeal (not interest) to you.*

Interviewer: Can you tell me about your responsibilities at your last job?

Candidate: I advised customers on financial matters. After I consulted the customer, I completed a customer inquiry form and catalogued the information in our database. I then collaborated with colleagues to prepare the best possible package for the client. The clients were then presented with a summarized report on their financial activities that I formulated on a quarterly basis.

Comment: *Notice the amount of detail necessary when you are talking about your experience. One of the most common mistakes made by foreigners when discussing their former employment is to speak too generally.*

The employer wants to know exactly what you did and how you did it; the more detail you can give the more the interviewer knows that you understand the type of work. Remember to vary your vocabulary when talking about your responsibilities. Do not begin every sentence with "I". Use the passive voice, or an introductory clause to help you add variety to your presentation .

Interviewer: What is your greatest strength?

Candidate: I work well under pressure. When there is a deadline (a time by which the work must be finished).

I can focus on the task at hand (current project) and structure my work schedule well. I remember one week when I had to get 6 new customer reports out by Friday at 5. I finished all the reports ahead of time without having to work overtime.

Candidate: I am an excellent communicator. People trust me and come to me for advice. One afternoon, my colleague was involved with a troublesome (difficult) customer who felt he was not being served well. I made the customer a cup of coffee and invited both my colleague and the client to my desk where we solved the problem together.

Candidate: I am a trouble shooter. When there was a problem at my last job, the manager would always ask me to solve it. Last summer, the LAN server at work crashed. The manager was desperate and called me in (requested my help) to get the LAN back online. After taking a look at the daily backup, I detected the problem and the LAN was up and running (working) within the hour.

Comment: *This is not the time to be modest! Be confident and always give examples. Examples show that you are not only repeating words you have learned, but actually do possess that strength.*

Interviewer: What is your greatest weakness?

Candidate: I am overzealous (work too hard) and become nervous when my co-workers are not pulling their weight (doing their job). However, I am aware of this problem, and before I say anything to anyone, I ask myself why the colleague is having difficulties.

Candidate: I tend to spend too much time making sure the customer is satisfied. However, I began setting time-limits for myself if I noticed this happening.

Comment: *This is a difficult question. You need to mention a weakness that is actually a strength. Make sure that you always mention how you try to improve the weakness.*

Interviewer: Why do you want to work for Smith and Sons?

Candidate: After following your firm's progress for the last 3 years, I am convinced that Smith and Sons are becoming one of the market leaders and I would like to be part of the team.

Candidate: I am impressed by the quality of your products. I am sure that I would be a convincing salesman because I truly believe that the Atomizer is the best product on the market today.

Comment: *Prepare yourself for this question by becoming informed about the company. The more detail you can give, the better you show the interviewer that you understand the company.*

Interviewer: When can you begin?

Candidate: Immediately.

Candidate: As soon as you would like me to begin.

Comment: *Show your willingness to work!*

Exercise 1. Render the score of the dialogue in Indirect Speech in English.

Exercise 2. Pick up all the details associated with negative or positive ways of interviewing.

№	Positive Essentials	Negative Essentials
1.		

Exercise 3. Give the main idea of the text in some English sentences.

The above questions represent some of the most basic questions asked on any job interview in English. Probably the most important aspect of interviewing in English is giving detail. As a speaker of English as a second language, you might be shy about saying complicated things. However, this is absolutely necessary as the employer is looking for an employee who knows his or her job. If you provide detail, the interviewer will know that you feel comfortable in that job. Don't worry about making mistakes in English. It is much better to make simple grammar mistakes and provide detailed information about your experience than to say grammatically perfect sentences without any real content.

I hope these features help you to improve your job interviewing skills. Practice your replies often to these and other questions. Sit down with a friend and act out the interview. By repeating these phrases you will gain much needed confidence.

Exercise 4. Analyze examples of Job Interview questions and answers.

Congratulations! You have applied for a job and now you are getting ready for that important job interview. Your English is excellent and you are looking forward to making a good impression on your future (hopefully) boss. Now, you need to make sure that you also have the right type of English for that job interview.

The job interview in English contains specific questions and appropriate answers. It also requires a certain flexibility in your usage of tenses. This feature provides tips on job interview questions and answers in English. When you walk in the room the very first impression you make on the interviewer can have a great influence on the rest of the interview. It is important that you introduce yourself, shake hands, and are friendly. The first question is often a "breaking the ice" (establish a rapport) type of question. Don't be surprised if the interviewer asks you something like:

- How are you today?
- Did you have any trouble finding us?
- What do you think of the weather lately?

Don't be surprised by the friendly tone. The interviewer wants to put you at ease (help you relax). Answer the question without going into too much detail. The language you use should be simple but polite, for example: How are you today?

GOOD: I'm fine thank-you, and you? I'm well thank-you.

BAD: So, so; OK; Not so well.

What is most important?

Talking about your experience and credentials (qualifications) is the most important part of any job interview. Your qualifications include your education from High School on and any special training you may have done in the past. Your experience is any work that you have done that is directly or indirectly related to the job you are applying for.

Exercise 5. Define the key points.

EDUCATION

If you are currently a student you should use the following present tenses .

I am currently studying at the University of New York and will graduate with a degree in Economics in the spring. I am studying English at the Borough Community College.

Remember to include any training you may have had when talking about your education. This includes any computer training, correspondence courses, etc. Make sure to mention your English studies. This is very important as English is not your first language and the employer may be concerned about this fact. Assure the employer that you are continuing to improve your English skills by any courses you may be taking, or by saying that you study a certain number of hours a week to improve your skills.

Experience & Qualifications

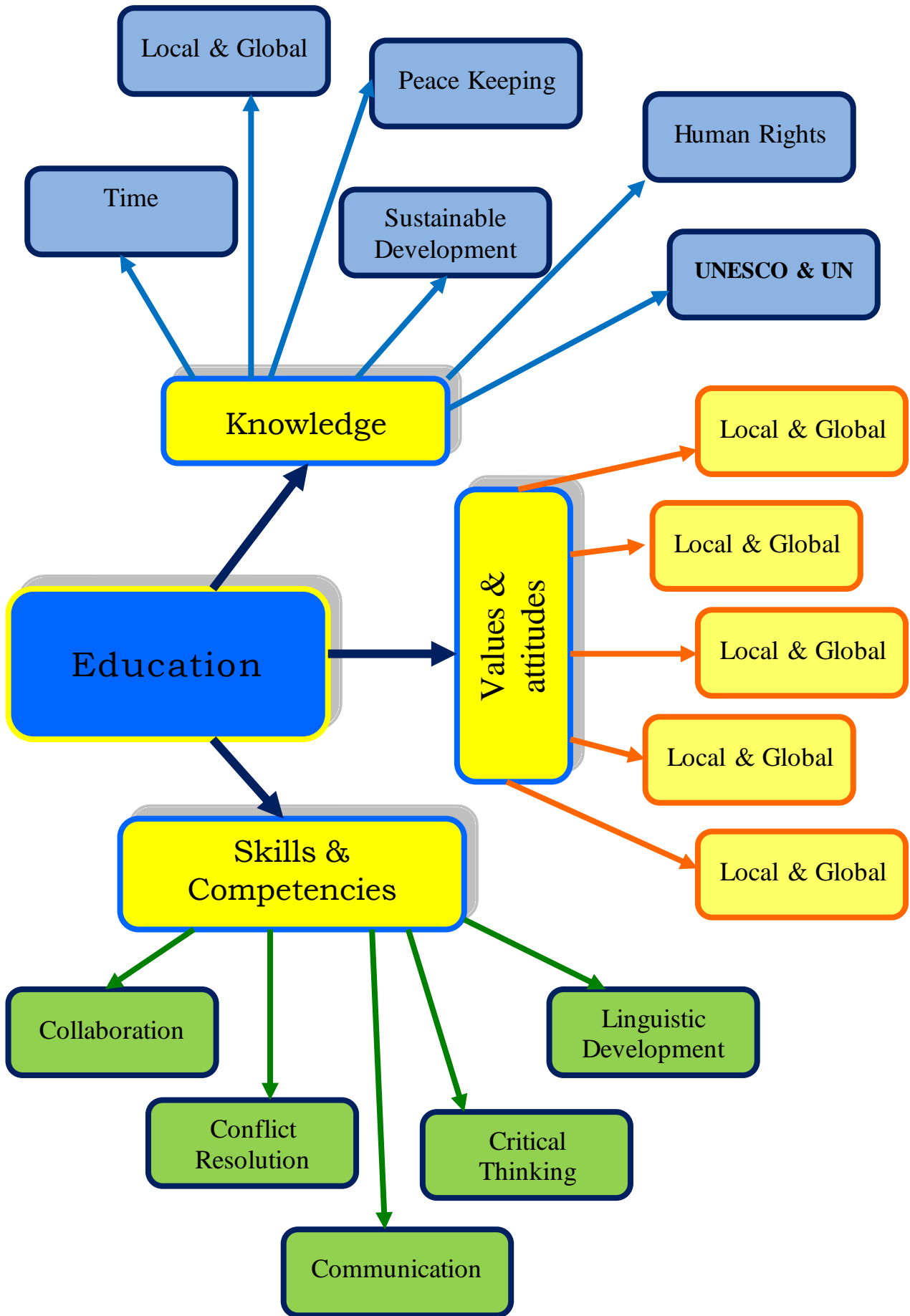
Work experience is by far the most important topic of any job interview (at least in the USA and Britain). Therefore, it is important to explain what experience you have in detail. Generally, employers want to know exactly what you did and how well you accomplished your tasks. This is not the time to be modest. Be confident, and talk freely about your accomplishments in past employment.

When talking about current employment be careful to use the present perfect or present perfect continuous. This signals that you are still performing these tasks at your current job, for example: Smith and Co. have employed me for the last 3 years as a salesperson. I have been creating customer contacts for 6 months. Etc. When talking about past employers use the past tenses to signal that you are no longer working for that company, for example: I was employed by Jackson's from 1989 to 1992 as a clerk. I worked as a receptionist at the Ritz while I was living in New York. Etc.

Talking about Responsibilities

Most importantly, you will need to demonstrate your qualifications and skills, which are required for the job you are applying for. The job skills that you have acquired in the past may not have been for the same exact job. Therefore, it is important to show how the capabilities you do have relate to the job you are applying for. I remember a wonderful example of adapting skills to fit the job desired. I had a student from Moscow who had worked as the manager of an important theater in Moscow. Unfortunately, he had to start from the beginning in New York and therefore wanted to get a job as a rodent exterminator (someone who kills rats!). This is a fantastic example of the type of adaptability most employers in the USA are looking for.





Components of education

INTERVIEWING INFORMATION

The interview levels the playing field. No matter where you went to school, no matter how much experience you have, no matter who you know – if you aren't able to interview successfully, you won't get the job. Following are some insights designed to help you successfully interview and get the job you want – and then negotiate the very best job offer!

Competitive Interview Prep

- No, you can't cram the night before and "ace" your interview. Take the time to fully prepare yourself for interview success.

Mastering the Interview

- What really counts in the interview...and how to master your next one!

Dressing for Interview Success

- Campus fashions don't cut it here. Get the straight scoop on dressing the part.

Fifty Standard Entry Level Interview Questions

- Review these most common questions in preparation for your interview.

Candidate Interview Questions

- The interviewer is not the only one who should be asking the questions. You should be ready as well. Here is a complete list of what to ask.

Job Fair Success

- The reality of the job fair meat markets...and how to rise above the crowds!

On-Campus Interviewing

- How to choose the best companies to interview with and make each count!

Phone Interview Success

- It's not "just a phone call" – it's a real interview. Prepare properly so that it's not your last...

After the Interview

- Don't sit by the phone waiting for the offer after the interview...do your part to generate job offers.

Boost Your Resume with Continuing Education

- Master's Degrees in Healthcare
- Master's Degrees in Engineering
- Master's Degrees in Education

Exercise 1. Analyze the interviewing information and appreciate it: negative or positive.

Exercise 2. With the help of all the information on the topic write a small essay (100 words) and make up the report in class before your classmates.

Exercise 3. Transfer the given information from the passages onto a table.

No	Activity			
	Notion	When	Where	Score
1.				

MOST COMMON SAMPLE QUESTIONS

Tell me about yourself.

Make a short, organized statement of your education and professional achievements and professional goals. Then, briefly describe your qualifications for the job and the contributions you could make to the organization.

Why do you want to work here? or What about our company interests you?

Few questions are more important than these, so it is important to answer them clearly and with enthusiasm. Show the interviewer your interest in the company. Share what you learned about the job, the company and the industry through your own research.

Talk about how your professional skills will benefit the company. Unless you work in sales, your answer should never be simply: "money." The interviewer will wonder if you really care about the job.

Why did you leave your last job?

The interviewer may want to know if you had any problems on your last job. If you did not have any problems, simply give a reason, such as: relocated away from job; company went out of business; laid off; temporary job; no possibility of advancement; wanted a job better suited to your skills. If you did have problems, be honest. Show that you can accept responsibility and learn from your mistakes. You should explain any problems you had (or still have) with an employer, but don't describe that employer in negative terms. Demonstrate that it was a learning experience that will not affect your future work.

What are your best skills?

If you have sufficiently researched the organization, you should be able to imagine what skills the company values. List them, and then give examples where you have demonstrated these skills.

What is your major weakness?

Be positive; turn a weakness into strength. For example, you might say: "I often worry too much over my work. Sometimes I work late to make sure the job is done well."

Do you prefer to work by yourself or with others?

The ideal answer is one of flexibility. However, be honest. Give examples describing how you have worked in both situations.

What are your career goals? or What are your future plans?

The interviewer wants to know if your plans and the company's goals are compatible. Let him know that you are ambitious enough to plan ahead. Talk about your desire to learn more and improve your performance, and be specific as possible about how you will meet the goals you have set for yourself.

What are your hobbies? or Do you play any sports?

The interviewer may be looking for evidence of your job skills outside of your professional experience. For example, hobbies such as chess or bridge demonstrate analytical skills. Reading, music, and painting are creative hobbies. Individual sports show determination and stamina, while group sport activities may indicate you are comfortable working as part of a team.

The interviewer might simply be curious as to whether you have a life outside of work. Employees who have creative or athletic outlets for their stress are often healthier, happier and more productive.

What salary are you expecting?

You probably don't want to answer this one directly. Instead, deflect the question back to the interviewer by saying something like: "I don't know. What are you planning on paying the best candidate?" Let the employer make the first offer.

However, it is still important to know what the current salary range is for the profession. Find salary surveys at the library or on the Internet, and check the classifieds to see what comparable jobs in your area are paying. This information can help you negotiate compensation once the employer makes an offer.

What have I forgotten to ask?

Use this as a chance to summarize your good characteristics and attributes and how they may be used to benefit the organization. Convince the interviewer that you understand the job requirements and that you can succeed.

Exercise 1. Add some information & make up a small report and give a talk in class.

Exercise 2. Read the text & pick up the essential details in the form of quick notes.

Exercise 3. Choose the keywords that best convey the gist of the information
Exercise 3. Put some questions to the information
Losing your Job.

Losing your job can be a traumatic experience. You might want to bury yourself in a tub of ice cream and style up in your bathrobe but this is not the solution. You have bills to pay and you have to live. Depending on where you live, there are many government programs not only to support you during your unemployment financially, but to assist you in finding that next job. Are you ready to re-integrate into the workforce? What do you do?

Simply put, you need to re-evaluate your situation, your life, and your goals.

Sometimes losing your job is a blessing rather than a curse. It is a moment of reflexion that can allow you to re-invent yourself as a worker, for a career, and as an individual. Don't despair! Re-evaluate and re-invent yourself. Look at all your options, including job training, career change, and finding the job that will secure you financially.

Make up your mind and solve your problem!



ADDITIONAL SAMPLE QUESTIONS

Questions about your Qualifications

- What can you do for us that someone else can't do?
- What qualifications do you have that relate to the position?
- What new skills or capabilities have you developed recently?
- Give me an example from a previous job where you've shown initiative.
- What have been your greatest accomplishments recently?
- What is important to you in a job?
- What motivates you in your work?
- What have you been doing since your last job?
- What qualities do you find important in a coworker?

Questions about your Career Goals

- What would you like to be doing five years from now?
- How will you judge yourself successful? How will you achieve success?
- What type of position are you interested in?
- How will this job fit in your career plans?
- What do you expect from this job?
- Do you have a location preference?
- Can you travel?
- What hours can you work?
- When could you start?

Questions about your Work Experience

- What have you learned from your past jobs?
- What were your biggest responsibilities?
- What specific skills acquired or used in previous jobs relate to this position?
- How does your previous experience relate to this position?
- What did you like most/least about your last job?
- Whom may we contact for references?

Questions about your Education

- How do you think your education has prepared you for this position?
- What were your favorite classes/activities at school?
- Why did you choose your major?
- Do you plan to continue your education?



FIRST IMPRESSIONS

The first impression you make on the interviewer can decide the rest of the interview. It is important that you introduce yourself, shake hands, be friendly and polite.

The first question is often a "breaking the ice" (establish a rapport) type of question. Don't be surprised if the interviewer asks you something like:

- How are you today?
- Did you have any trouble finding us?
- Isn't this great weather we're having?

This type of question is common because the interviewer wants to put you at ease (help you relax). The best way to respond is in a short, friendly manner without going into too much detail. Here is some examples correct responses:

Interviewer: How are you today?

You: I'm fine, thank-you. And you? Or

Interviewer: Did you have any trouble finding us?

You: No, the office isn't too difficult to find. Or

Interviewer: Isn't this great weather we're having?

You: Yes, it's wonderful. I love this time of year.

Interviewer: Did you have any trouble finding us?

You: No, the office isn't too difficult to find.

Interviewer: Did you have any trouble finding us?

You: As a matter of fact it was very difficult. I missed the exit and had to return via the highway. I was afraid I was going to be late for the interview. Or

Interviewer: Isn't this great weather we're having?

You: Yes, it's wonderful. I can remember this time last year. Wasn't it awful! I thought it would never stop raining!

Interviewer: Did you have any trouble finding us?

You: No, the office isn't too difficult to find.

Getting Down to Business

Once the pleasant beginnings have finished, it's time to begin the real interview. Here are a number of the most common questions that are asked during the interview.

There are two examples of excellent replies given for each question. Following the examples, you will find a comment describing the type of question and important things to remember when answering that type of question.

Exercise 1. Answer the questions.

- Are the first impressions on the interviewer important?
- What can the first impression on the interviewer decide?
- What kind of question can break the ice?
- What types of question are common?
- What types of question are uncommon?
- What must you remember during your interview?
- Do you know examples of excellent replies for questions?
- How can you answer the questions?
- How can you behave during the interview?

DIALOGUES

The American College in Tokyo is looking for ESL teachers with dynamic personality and minimum 3 years experience to work in new English Language Institute. Must have: M.A. or Ph.D. Administrative positions with more responsibility will open later to teachers.

- Jeff, have you seen this ad in the ESL Newsletter?
- Yes, I saw it, but I'm not interested in finding a new job. I've been here since I finished on Ph.D. I like working here.
- Really? I've only been here for two years, and I'm already tired of doing the same thing every day. I'm afraid of getting really bored.
- Oh, come on! It's not that bad. You'll do the same thing there every day.
- But the salaries are good.
- I'm not interested in making more money. I have enough now.
- I can never have enough. Of course you live at home with your parents.
- I like living with my parents. What's wrong with that?
- Nothing. But I like being independent. I like travelling. I enjoy meeting new people.
- I'm going to apply for the job.
- Well, good luck.



- My job counselor informed me that you might have a job opening for a clerk.
- He told me to call you.
- Yes, these could be an opening in a couple of weeks.
- What are the qualifications for the job?
- You have to know how to type and work a switchboard.
- Is the job temporary or permanent, and what are the hours?
- Can you tell me what the salary is?
- The starting salary is \$500.00 including the basic fringe benefits such as health insurance, sick leave, and paid vacation.
- I'm very interested in applying for a job.
- I'll send an application. The sooner you refer it, the better chance you'll have.

Exercise 1. Translate the dialogues and render their contents in Indirect Speech in English.

Exercise 2. Read the text Work Application and translate italicised word-combinations.

I went to the city office to make *application* for a *civil service* job. I was given a *Job Application* and *Information* form to fill out. I had to write in the usual *data* such as name, address, telephone number, *Social Security* number, and age at last birthday, birth date, and a place of birth. Then I was asked for three *references*, the *status* of my health, my job experience, and qualifications for *employment*. There were more difficult of course. The form also included a question on my current debts and whether I rent or own my home. After I filled out the application, I had an *interview* with the *employment counselor*. He said he would let me know when the written examination would take place.

Exercise 3. Answer the question: Which kinds of organizations are most likely to recruit through referrals by existing employees?

Exercise 4. Discuss the topics.

My positive and negative experience in applying for a job.

Exercise 5. Develop the situation.

You have just come from the party where you had to communicate with a very intrusive man. You feel disappointed and frustrated as you pinned great hopes on this gathering in the way of developing business contacts. You express your complaints and displeasure to your parents.

Exercise 6. Read the text *Lost Application* and answer the questions.

Mrs. Smith needed a job. She went to the employment office to get an application. She took it home, filled it out and then mailed it to the office. Three days later, she called the office to ask about the job. The secretary said she couldn't find the application.

- What might have happened to the application?
- What could the secretary have done with the application?
- What should Mrs. Smith have done?
- If you were the secretary, what would you have done?

Exercise 7. Learn to write letters of application.

In some situations it is necessary to write a letter of application. Usually, this would be when it is not convenient for you to contact the company in person. A letter of application should be concise, typewritten, on standard-sized paper and contain the following information:

1. A clear statement regarding the job you are seeking. If possible give your understanding of requirements of the job opening for which you are applying.
2. A description of your training and experience. Show how your experience and education fit the job requirements.
3. Names and addresses of the references, unless they are included in a data sheet must be enclosed.
4. A brief summary of why you are applying.
5. A specific request for an interview is necessarily.
6. Write the application clear and plain.
7. Explain your wish to work with the company logic.
8. Enumerate the previous experience in the field you are going to work.
9. You mail the application to the office.
10. Some days later phone to it and find out about the application.
11. You must succeed by application to one's studies.
12. He filed an application to be admitted to the intensive course.
13. Do not put "refer to resume" on the application form. All information requested on the application needs to be completed on the application.
14. The job takes a great deal of patience and application.
15. This is an application allowed to proceed.
16. You must state the application date.
17. In the year starting September 2011/12 the school had more applicants for admission than it could accommodate.
18. Employer must be prepared to screen resumes and juggle phone calls from hundreds of applicants.
19. In the applicant pool were almost 1,600 students.
20. Approximately 8-12 finalists per year may be selected from the applicant pool.

Exercise 8. Remember the notion.

A **letter of application**, also known as a cover **letter**, is a document sent with your resume to provide additional information about your skills and experience. The **letter of application** is intended to provide detailed information on why you are a qualified candidate for the job.

Exercise 9. Learn the dialogues below by heart and carry it on in class.

Exercise 10. Render the score of the dialogue in Indirect Speech.

DIALOGUES «APPLYING FOR A JOB»

- Good afternoon. I see you want to apply for a part-time job as a swimming instructor.
 - Yes, I do. I've been a swimmer at six in the swimming team of my school.
 - Have you actually taught swimming?
 - Yes, I have. For the last two years, I've been a volunteer instructor for handicapped children. The school for the handicapped is very near the university.
 - I see. And now, you would like a job.
 - Yes. I want to save money so I can go to Spain next year to study Spanish.
 - Can you work on Saturdays? That's when we have a several swimming classes for children.
 - Yes. I can also work two afternoons a week.
 - Have you ever worked before?
 - Oh, yes. I've done a variety of part-time jobs: baby-sitting, delivering newspapers, clerical work in an office, tutoring ...
 - Well, that sounds good. Can you start next Saturday?
-

- Did you hear that Jerry lost his job?
 - Oh, he did? That's too bad.
 - Yeah, the company wasn't making money, so they had to lay off some employees.
 - So what's Jerry going to do now?
 - Well, he's thinking of starting his own business.
 - Oh, that's great. I don't know what I'd do if I lost my job. Maybe I'd go back to school. What would you do?
 - Well, first I think I'd probably take vacation. I guess, I'd try working for myself, too.
-

- So you're a journalist. That must be an exciting job.
 - It is, at times. It's certainly better than being a teacher.
 - Oh, really?
 - Yeah. I used to be a teacher, but I hated it! The worst thing about teaching is correcting homework. That's why I quit.
 - I guess you travel a lot now and meet lots of interesting people.
 - Yes. That's one of the best things about my job.
 - Sounds great. I wish I had a job like that.
 - Where do you work?
 - In an office. It's boring. I'm stuck inside all day, and I have to work long hours.
 - Oh? What do you do?
 - I'm a vice-president.
-

- Are there any interesting jobs in the paper today?
- Well, here's one for a tour guide. But you have to work Saturdays and Sundays.
- I don't want to work on weekends.
- Neither do I. Oh, there's another here for a salesperson. It's a job selling children's books.
- Sounds interesting.
- Yes, but you need a driver's licence, and I can't drive.
- Oh, I can! I just got my licence. What's the phone number? It's 798-3455.

Job Centre

Job Centers offer a new way for you to go job-hunting. We have a wide choice of jobs. So why not call in and see us? There are three ways you can use your Job Centre.

◀ Self-service

The idea here is for you to take your time and look around. You don't have to talk to anyone or fill in any form. Just walk around and look at the job cards on display, and when you like, just make a note of the job number on the card, and show it to the secretary. She will then give you further details about the job. And if you're still interested, she'll telephone the employer and make an appointment for you on the spot.

◀ Employment advisers

If you can't see the job you want in the self-service section, there's a second chance for you to find work. Talk to one of you employment advisers. They're experts who can help you to get the right job fast – here or anywhere else in the country. You'll find them friendly and helpful.

◀ Occupational guidance

And if you're not sure what kind of job is best for you, our experts in the occupational guidance section can give you further advice on the type of career for which you are suited.

Exercise 1. Add some information & make up a small report and give a talk in class.

Exercise 2. Read the article about job stress and answer the questions below.

Stress on the job costs American companies as much as \$150 billion a year in lower productivity, unnecessary employee sick leave, and higher medical costs. Three-quarters of the office workers today say they suffer from stress at work.

Recently, psychologists and doctors have begun to study the problem more closely.

They have discovered that the most stressful professions are those that involve danger and extreme pressure and those that carry a lot of responsibility without much control. The signs of stress range from nervousness, anger, and frequent illness to forgetfulness and even mental problems. The best way to deal with stress is through relaxation, but sometimes the only answer is to fight back or walk away.

1. What do you think the jobs below often produce stress? 2. Do you show any of the warning signs when you are stressed? 3. How else do people sometimes react when they are under stress? 4. Which of the ways to cope listed above are most effective? 5. What are some other ways of coping with stress?

Exercise 3. Tasks for discussion.

✚ The advantages and disadvantages of mental and physical jobs.

✚ The differences between mental and physical jobs.

Exercise 4. Read the text & pick up the essential details in the form of quick notes.

Exercise 5. Transfer the given information from the passages onto a table.

№	Activity			
	Event	When	Where	Score
1.				

Exercise 6. Read the list of ten jobs and some ways people cope with high stress and some warning signs of stress. Do you agree with the statements?

High school teacher, police officer, miner, air-traffic controller, medical intern, stockbroker, journalist, clerk in company, clerk in company, driver.

Some ways to cope with high stress

Intestinal distress; rapid pulse; frequent illness; persistent fatigue; irritability; nail biting; lack of concentration; increased use of alcohol and drugs; hunger for sweets.

Some warning signs of stress

Maintain a sense of humour; meditate; get a massage; exercise regularly; eat more sensibly; limit intake of alcohol and caffeine; spend more time with family and friends; say no to the boss; quit your job secretary.

Exercise 7. Read the text and discuss some ways to cope with stress.

Get up 15 minutes earlier. Prepare for the morning the night before. Don't rely on your memory... write things down. Repair things that don't work properly. Relax before the event. Think of pleasure on the eve of the event. Walk a lot in the open air. See a good film. Read a detective story. Meet friends at the party.

Make duplicate keys. Say "No" more often. Set priorities in your life. Avoid negative people. Always make copies of important papers. Ask for help with jobs you dislike. Break large tasks into bite sized portions.

Look at problems as challenges. Smile more. Be prepared for rain. Schedule a playtime into every day. Avoid tight fitting clothes. Take a bubble bath.

Believe in you. Visualize yourself winning. Develop a sense of humour. Stop thinking tomorrow will be a better today. Have goals for yourself. Say "hello" to a stranger. Look up at the stars.

Practise breathing slowly. Do brand new things. Stop a bad habit. Take stock of your achievements. Do it today. Strive for excellence, NOT perfection.

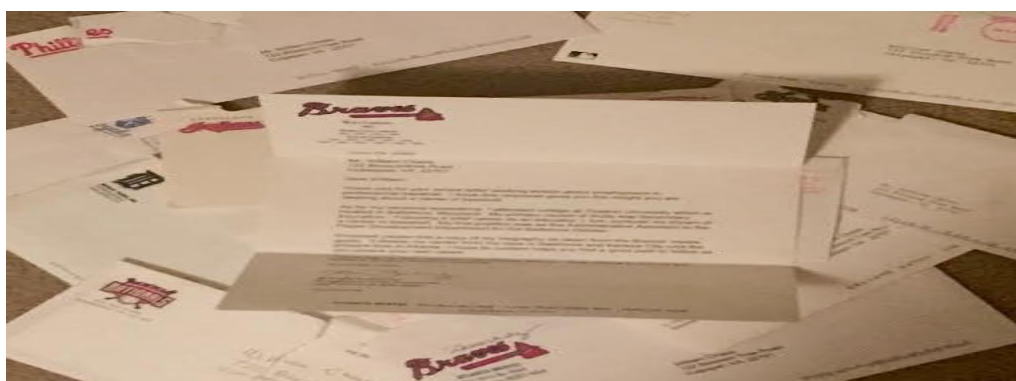
Look at a work of art. Maintain your weight. Plant a tree. Stand up and stretch. Always have plan B. Learn a new doodle. Learn to meet your own needs.

Become a better listener. Know your limitations and let others know them too.

Throw a paper airplane. Exercise every day. Get to work early. Clean out one closet.

Take a different route to work. Leave work early (with permission).

Remember you always have options. Quit trying to "fix" other people. Get enough sleep. Praise other people. Relax, take each day at a time... You have the best of your life to live.



DIALOGUE

Harry Evans, a factory worker, has just got a new job. He is in the factory canteen now, looking for somewhere to sit down. He has just seen a table with only one other man at it.

- Do you mind if I sit down here?
- Not at all.
- Thanks.
- You're new here, aren't you?
- That's right. My first day. How long have you been here?
- Almost twenty years.
- Really? That's very interesting. Do you mind if I ask you a few questions about the place?
- What sort of questions?
- You know, the sort old hands like you always know the answers to. For instance, where can I go to have a little rest every hour?
 - Every hour! I don't think you'll be able to do that here. You'll have to take your break when everybody else does; once in the morning and once in the afternoon.
 - Oh, no, I won't. You watch. In no time at all I'll be able to do what I like here. I can always make people believe I'm working when I'm not. The last place I worked in was typical. I never did more than four hours' work in eight hours.
 - And you really think you'll be able to get away with that here?
 - I don't think I'll be able to. I know I will! They'll have to get a hundred policemen to watch me all the time to make me do an honest day's work!
 - You sound almost proud of it.
 - I am proud of it. Why should I work hard for low wages?
 - The wages aren't low here. They're very good.
 - Don't make me laugh. They're only paying you half what they should. Well, I won't let them rob me. I'll give them four hours' work for eight hours' pay.
 - Really? Very interesting ...
 - Tell me something else, will you? Is the canteen always this full at 12 o'clock?
 - Yes, everybody eats here. Even the manager does. It's very democratic factory.
 - Really. I've never worked in a place like this before. How do you recognize the manager and people like that?
 - It's very hard. People who work in the offices wear white shirts, like the one I'm wearing, that's all.
 - I'll have to be more careful when I talk.
 - Yes. You mustn't let the manager overhear you, must you?
 - No. Er... Which office do you work in?
 - In almost all of them. I'm the manager, you see.

Exercise 1. Add some information & make up a small report and give a talk in class.

Exercise 2. Render its contents in Indirect Speech.

Exercise 3. Read the text & pick up the essential details in the form of quick notes.

Exercise 4. Make up some dialogues from the information above.

Exercise 5. Study the text Charlie Ewell and play the dialogue of it.

Name? I said to myself. It's Charlie Ewell, and I'm a young guy who works in a bank. I don't like the job; I don't make much money, and I never will.

I've lived in New York for over three years and haven't many friends. Well, there's really nothing to say - I see more movies than I want to, read too many books, and I'm sick of meals alone in restaurants. I have ordinary abilities, looks and thoughts.

"What are you looking for, what do you want?" the man asked.

"Escape", I said.

"From what?"

"Well, from New York. And cities in general. From worry. And fear. And the things I read in my newspapers. From loneliness. From never doing what

I really want to do or having much fun. From selling my days just to stay alive. From life itself - the way it is today, at least. From the world."

Exercise 6. Read the text Mental & Physical Job and give your opinion on the subject of it.

Five or six o'clock in the morning. You must gather yourself together for the day. Every day is something special. It is like a house. The foundation for the day must be laid. Men are fortunate who have definite tasks. I have always envied bricklayers.

There the bricks are. A definite task like that takes your mind off yourself and others. You get up in the morning and begin to lay bricks. As you work your mind clears. You speak to your fellow workmen. The day starts well. For such people as lawyers, doctors, schoolteachers, editors, writers, people whose work is at least partly mental, the mood in which such people start a day is all-important.

The task the schoolteacher has would frighten me. There is a whole room full of children. Children are usually quick and responsive. The day starts. What is the teacher's mood? It will affect every one of the pupils.

I know personally a lot of actors. There is an actor reading the same part every evening. No two performances are exactly alike. He is the same man he has been on other nights, is well and strong. What is the matter with him? And they, poor men, have daily to go through the same little annoyances the rest of us do.

Exercise 7. Translate the words and word-combination with the keyword «job».

By the job; job seeker; easy (soft) job; job hunter; full-time job; menial job; part-time job; to get (land, take) a job; to give up (quit) a job; to hold (down) a job; to hunt (look for) a job; to lose a job; on the job; out of job; cushy job; demanding job; pink-collar job; steady job; difficult (hard) job; a job of work; to do a job; to take on a job; backbreaking job; job of work; bad job; to make the best of a bad job; good job; just the job; job lot; to do a hatchet job on smb.; to lie down on the job; to do smb.'s job; to do the job for smb.; to put up a job on smb.; to be as patient as Job; Job's news; Job's comforter; Job's turkey; job creation; job discrimination; overseas job vacancies; job classification; job evaluation; job jobbed; farm job; office job; web design job; quality control job; selling job; job content; job duration; job plan; one-man job; painstaking job; risky job; rush (time-critical) job; administrative job; to create new jobs; job abandonment; job applicant; job assessment; job assignment (bundle of work).

Exercise 8. Read the text & pick up the essential details in the form of quick notes.

DIALOGUE

- I have just finished *middle school* and I want to work at a plant.
- *That is a very good idea.* You may learn to become a turner like myself. It is a very good *specialty*.
- What can you tell me about the plant where you work?
- Our plant is very big. It is equipped with modern machines. Our plant very often fulfills the plan *ahead of schedule*.
- And what can you say about the shop where you work?
- The shop where I work often takes the first place in *emulation* at the plant.
- It must be very pleasant to work at such a shop!
- Certainly it is. But everything *depends on* the workers themselves.
- Please tell me, what do you do after working hours?
- Three times a week I *attend an evening school* for workers. I want to become an engineer.
- You must be very busy! Have you time for the cinema, theatre or concerts?
- Of course I have. I go to the theatre on my days off. I like music very much and I often go to concerts. Besides I study English.
- Do you know English well already?
- No, I can't say so. But I try to study regularly and I hope that soon I shall learn to speak English well.

Exercise 1. Learn the dialogue by heart and carry it on with your classmate in class. Render the contents of the dialogue in Indirect Speech in English. Translate the dialogue paying attention to italic phrases.

Exercise 2. Study the text and write out all adjectives according to theme «job».

Centuries ago there were only few jobs. People were farmers, bakers, butchers or carpenters, for example. Today work has become so specialized that thousands of different kinds of jobs have been created. Many require very special qualifications.

Machines, automation, assembly lines and high technology have created new jobs and killed old ones. Much heavy, dangerous or unpleasant work is now done by timesaving and money saving machines.

Of course, people are needed to design, develop, produce and operate the machines.

But those who have to work on an assembly line or at a machine all day, five days a week, sometimes get bored and frustrated. Most of them agree, however, that it is still better than being unemployed.

People who are unemployed for a long time often lose their self-respect. What will work be like in the future? Not only high technology, but also job sharing and more flexible working hours may change working conditions. Nobody can be sure which jobs are safe. People now have to go on learning all their lives, so that they can react to a changing job situation. For skilled people there will be opportunities – especially if they are waiting to move.

Exercise 3. Add some information & make up a small report and give a talk in class.

Exercise 4. Read the text & pick up the essential details in the form of quick notes.

Exercise 5. Choose the keywords that best convey the gist of the information.

DIALOGUE « CHOOSING IS NOT SO EASY AS IT LOOKS »

- Hallo, Bob!
- Hallo!
- Oh, you've just left college, haven't you?
- Yes.
- What are you going to do?
- Er... well, it looks like a choice between teaching or going into an office and ... I think I'd much prefer to go in for teaching, because ... well you get long holidays.
 - But, Bob, wouldn't you get bored with the same routine year after year teaching ... teaching the same material to the children. And.... a sense of responsibility you need – all those children, all those parents.
 - Oh, look, it wouldn't be as boring as... working in an office. Teaching is terribly stimulating. It's... new every day – I'm sure I'd enjoy it.
 - But I mean, there's so much variety in office work! Look at my job: I'm dealing with people and their problems; there are new situations to cope with all the time.
 - Yes, that's quite true, but I think there's a number of differences between teaching and office work and, well, I think I'll go for teaching because... it really attracts me.

Exercise 1. Read the dialogues and render their contents in Indirect Speech.

Exercise 2. Give the three notions of the word «popular» & translate the phrases.

Popular election; popular government; popular history; teas at popular prices; sold at inexpensive prices; a popular aphorism of modern times; popular action; popular choice; popular control; popular cry; popular hero; popular feeling; popular legend; popular movement; popular music; popular schooling; popular sense; popular tradition; popular culture; popular sovereignty; popular support; popular yearnings.

Exercise 3. Read the text *Out of Work* & compare the situation in the USA and our country.

In the USA a lot of people are out of work. Tracy Kowalsky is 19. She dropped out of high school two years ago and got a job as checkout clerk in a supermarket. She was fired four months ago and hasn't been able to find another job year."My old man just doesn't understand. He started working in the steel mill there in town when he was 16. Things are different now, but he thinks I should start bringing home some money. I'm an unemployed but it isn't very much and I'm just fed up with standing in line to sign for it very other week. I have having to ask my folks for money.

My mother gives one a couple of dollars now and then, our she can't stand having me around the house all day. I've almost given up looking for a job. I look at the paper every day, but I'm really tired of going though he want ads.

There are at east fifty people for every job. I was interested in becoming a receptionist for a dentist or a doctor because I like meeting people, but now I'd take any job that came along. People ask me why I don't move to California or maybe Houston, but I really don't want to leave my family and my friends. Anyway, I'd scared of living all alone in a strange place." Tracy went to the state employment office. She had to fill out a questionnaire. Here is part of it.

Exercise 4. Add some information & make up a small report and give a talk in class.

Exercise 5. Read the text & pick up the essential details in the form of quick notes.

Exercise 6. Give your opinion on the last words in the text *What's your Line?*

(An elderly civil engineer meets 10th formers and talks with them on choosing professions.)

School! Lessons, games, clubs and homework. A bell rings. You go to a classroom. A bell rings. You have lunch. A bell rings. You go home. But one day you will be at school for the last time. What will you do after that? Every day you meet people with different jobs. The postman comes. You pay your bus fare to the conductor. You buy a book from a shop assistant. You meet your teachers at school. Bricklayers built the house you live in. How did all these people choose their jobs – out of the hundreds that there are? Before you can choose, you must ask yourself quite a lot of questions. What do you know you are good at? What do you enjoy doing? Perhaps you enjoy working with your hands. Or you may prefer using your head – your brains! Are you interested in machines? Or do you like meeting people? Do you mind where you work? In a large or a small office, at a factory, or on a construction site?

There are jobs indoor and jobs in the open air. There are jobs where you have to stand up and jobs where you have to sit down. You can be a teacher, a doctor, a lawyer; or you can be a builder, a turner, a lorry-driver, a cattle breeder or a shorthand typist. Which jobs will you choose, or haven't you decided yet? It is difficult to know all the answers to these questions until you have left school and actually begun work.

Many teen-agers are inclined to choose a "popular" trade and having done so they are sure this is just what they want. But soon afterwards they realize they have made a mistake, which is sometimes difficult to correct. Not all the youngsters make the right choice straight off. I can cite my experience, for example.

First I was eager to become a sailor. I even tried to enter a Marine School. Luckily, I failed to pass the exams and went to work on a construction site. The job was interesting and well paid. I soon became a qualified bricklayer and was promoted team-leader. But the main thing about my job was that I enjoyed it. I felt it was my calling. I began to study at the Building Institute by correspondence. Now I consider the profession of a builder the most important and romantic trade out of all there are.

Exercise 7. Read some advice and remember them.

But discovery is still possible. If your deception comes to light, don't make the mistake of telling more lies. Tell them truthfully that you wanted the job so much that your zealousness outweighed your judgement, and stress that your recent value to the company has more than outweighed your early peccadillo. Whatever happens, update your CV, drop the false information forever and resolve never to do this again.

In the USA every state has an employment service, which helps unemployed people who are looking for jobs. The local offices list job openings in the area, and give practical advice on interview techniques, application forms, letters, unemployment insurance, and Social Security. Young people, especially those without a college education, need to have this advice.

Exercise 8. Render the main idea of the text in English & agree or disagree with the statement:

Choosing your future profession, my young friends, is a difficult choice, but an important one, and nobody else can make it for you!

Exercise 9. Add some information & make up a small report and give a talk in class.

Exercise 10. Read the text & pick up the essential details in the form of quick notes.

Exercise 11. Translate the words and phrases into your native language.

To jeopardize; to jeopardize one's life; zealousness; to be in jeopardy; to put in jeopardy; in jeopardy; to be in danger of smth.; double jeopardy; at the peril of one's life; at one's peril; jeopardy; real jeopardy; zealous; zealously; zealousness; peccadillo; "fast trackers"; at one's own risk; at the risk of one's life; to assume (incur, face) a risk; to take a calculated risk; to take / run risks; grave (great, high) risk; low risk.

Exercise 12. Study the text Career Success and discuss the main idea of it.

Rosie Walford, account manager, J.Walter Thompson. Age: 26. Salary: Undisclosed.

I couldn't trade this for a desk job. I work for clients like Persil and BAA seeing a project through from the initial brief to completed commercial or advertisement.

I don't do anything! My role is to delegate. I discuss an idea with a client and then persuade the creative people to come up with the goods. The nature of the work creates the pressure rather than the hours. I find I am constantly on the run, putting my head round doors, saying, "How's such and such coming along?"

There's really a lot of against among account managers. You are viewed with suspicion by both sides. The client suspects that your loyalty is to your colleagues, and they believe that you are selling out to the client. I am very much the diplomat in the middle and I've had to work very hard to win other people's respect.

On the one hand a furious client will say, "*This is not what I meant at all*"; on the other, I get language from an artist whose work is rejected which is unprintable!

The worst part is when I have worked for months on a brief, the final campaign is just what we initially agreed, and then I find out that the person I dealt with originally in the client company doesn't have the final say. Someone more senior comes along and rubbishes it.

Mistakes can be costly. We are working to budgets of millions and cannot afford to get anything wrong. I did once overlook a cost of 5000,000 in an estimate for a TV commercial.

If I did that too often I wouldn't last long. I love it, though.

The adrenaline flows, and the buzz I get when a successful film is shot, or I've sold my idea to a client, is fantastic. There are days when I could scream or burst into tears but I've trained myself to cope in several ways. I need some quiet thinking time and as I'm not a morning person I don't come in very early. I prefer to stay in the office until seven, then go out and socialize. At weekends I like to get away somewhere green."

Exercise 13. Give your opinion to the subject of the text Choosing a Career.

How to Choose a Career

Know yourself—your strengths, values, personality, and skills. This will help you decide which choice best fits you. ...

Know your options and learn about each one. To learn about occupations, go to [Learn More about the Jobs that Interest Me](#), [Learn about Occupations](#), or [Choosing a Military Career](#). ... Make a good decision.



CHOOSING A CAREER

It is very important for us to make the right choice of profession. Yet a schoolgirl (school-boy) I decided to enter the Foreign Languages Department of the Pedagogical University. The reason for it is very simple. The major one is that I always gave my preference to the humanities, especially English. I should confess it was my favourite subject at school and I did well in the subject without any effort.

My English teacher was a person I loved best at school because our English lessons were always interesting and instructive. I always looked forward to the next English lesson but unfortunately, those lessons were very few.

That's why I had to work hard at my English on my own. Besides, my private lessons in English were of great help to improve my English grammar. I managed to do a lot of grammar exercises and found it useful to improve my language skills and habits. I tried to read adapted English books, newspapers and magazines in English on a regular basis.

But there is no doubt; the best way to improve English is to work at a language laboratory. I was lucky to have a very good language laboratory at my school. We used to spend plenty of time in it imitating the sounds and intonation of native speakers of English.

But what I find especially useful for one mastering English is listening to the broadcasts of the radio programmes. The speech of native speakers of English served me as a good example, which I always tried to follow. So I made up my mind to enter the Foreign Languages Department because I wanted to know English perfectly. In my opinion it is impossible to do without foreign languages because of expanding economic and cultural ties of Ukraine with other countries of the world.

After graduating from the Pedagogical University I want to work as a teacher at school. Nowadays the teachers of English are of great demand in our country. It is not a secret that our schools need good teachers of foreign languages, especially of English.

This profession is to my liking though I understand that it is a difficult job. I like people and it's my long-term dream to bring up and teach children.

The teacher is a sculptor of the young personality, he is a person to whom society has entrusted its children, its hopes, its future. This noblest profession demands of the teacher constant thought, love for children and devotion to his cause.

Children in your class aren't just boys and girls. Everyone is a unique individual.

To be a good teacher you must be interested in what you are doing because overtime you learn something new, you become something new. A good teacher develops in his pupils the desire to know and love for the truth and beauty. Teaching is a constant stream of decisions, and for this reason it demands great patience.

The many millions of our teachers are proud of their profession and of their role in educating young people. The profession of a teacher is a noble and important one. But at the same time it is also a very difficult and responsible job.

From time immemorial a teacher had been outlook honourable and authoritative person. His aim in life is to develop the character and to broaden the world outlook of his pupils. This makes his work of great social importance. The teacher must impart all his knowledge, skills and generosity to children.

Exercise 1. Add some information & make up a small report and give a talk in class.

I DON'T WANT A ROUTINE & A DULL JOB

I left school three years ago to take a year off to work out what to do. But so far I have no interest whatsoever in anything that I've tried. I don't want a routine, dull job just for the money and experience. And I don't want to compromise my creativity.

Having gone to art and German classes during my year off, I now realize that. But I get very depressed doing nothing and feel such a failure. Is it wrong to want more out of life than money and a traditional nine-to-five job? It would be wrong if you didn't want more out of life than this, especially when you're just starting out! But at your stage, you have to do something to get going - it doesn't just happen if you wish hard.

The right job, when you find it, can be creative rather than constructive, even at the lowest stages. Getting money and experience along the way is not to be sneezed at when, as you have found, there is nothing more demoralizing than having neither.

In the world of work, as in romance, you have to kiss some frogs before you finally find your prince. If art and German make you feel creative, pursue them. But don't feed off dreams to the point of starving yourself of life.

I recently accepted a promotion into management because I was eager to improve my financial and personal status. I was then told that it would be a problem to increase my money because this would mean a quantum leap to put me in line with my male colleagues in a construction machinery company.

So I left and joined another company. They agree that I am excellent in my position but, again, I am told that as a woman I cannot expect to receive the same remuneration as a man. I am now frustrated and angry – my work is as good as my male colleagues' and my responsibilities are every bit as great. Am I doing something wrong?

Should I leave and think about possibly trying something else? Where can I go? It's not easy to fight for your rights. But what you're facing occurs not only in old-fashioned manufacturing strongholds but also in the highest reaches of the professions – I've had the same complaint from women lawyers, accountants and medics.

Why should you be driven out of a job you are clearly good at, by the actions of a few bosses who are behind the times and ignorant of what is due to working women today? Never make the mistake of thinking this is your fault. You are bearing the injustice, which is bad enough – don't accept the blame for it too. I joined my firm four years ago on a special recruitment programme for "*fast trackers*".

Since then my career has progressed dramatically and now I'm up for a very important promotion but what ought to be a cause for celebration has become a nightmare.

To get the job in the first place, I lied on my CV. Until now, every promotion has come through career progression. Now I have to go before a board for an in-depth interview and I'm terrified. I feel I should resign and get out now before I am found out and have to face the music. To leave a good job hastily and without explanation is the best way to be found out! You made a serious mistake once – now it's vital to calm down and think positively.

If you have four good years with your employers and if they are considering you for an important promotion, the chances are that they will be more interested in your performance and potential with the company than with your CV. Anything that did not come out at your first interview is unlikely to resurface at this stage. So don't jeopardize your future career with an impulsive gesture by threatening to throw in the towel.

DIALOGUE

Marilyn is in the living room. She is looking at the fashion designs she has drawn. Richard enters.

- Hi, Marilyn. What are you doing?
- Just sketching. I've been thinking a lot about our responsibilities in the past few weeks.
- I never stop thinking about them.
- I've been wrestling with the question of whether I go back to work or not.
- I see.
- And I'm torn. I really want to go back to work, use my talents, and pursue my career in fashion design like we always thought I would. But now... I want to be with Max as a full-time mother, especially when he's a baby.
- I really understand, Marilyn. But you never have to worry about Max.
- There's Mother and Grandpa... and I can always arrange my photo schedule around your schedule, if that will help.
- It's not the same, Richard.
- Have you discussed going back to work with your boss?
- Rita Mae called yesterday.
- Ah! That's what's got you thinking, isn't it?
- She wants to know when I think I'll be returning to the boutique. I said I'd give her an answer in a few days ... that I wasn't sure.
- I'm sure Rita Mae will understand and wait until you're ready to go back to work.
- Well, maybe she will, and maybe she won't. Who knows? If I don't accept her offer, maybe she'll find someone else in the meantime, and when I'm ready to go back, there won't be a job for me.

Exercise 1. Give the contents of the dialogue in Indirect Speech in English.

Exercise 2. Draw up your own dialogue on the topic.

Exercise 3. Translate the quotations.

✚ "If you have great talents, industry will prove them: if you have but moderate abilities, industry will supply their deficiency." *J. Reynolds.*

✚ "Life without industry is guilt, and industry without art is brutality." *J. Ruskin*

✚ "I like work; it fascinates me. I can sit and look at it for hours. I love to keep it by me: the idea of getting rid of it nearly breaks my heart." *Jerome K. Jerome.*

✚ "To youth I have but three words of counsel – work, work, work." *O. von Bismark.*

✚ "Work is much more fun than fun." *N. Coward*

✚ "Labor omnia vincit" (Work conquers all). *Virgil.*

✚ "Work is the grand cure of all the maladies and miseries that ever be set by mankind."

✚ "Work is the meat of life. Pleasure the dessert." *Ch. Forbes.*

Which of the quotations above did you know?

Exercise 4. Find some add information on the topic.

Exercise 5. Add some information & make up a small report and give a talk in class.

DIALOGUE

Saturday afternoon. Susan joins Ellen, Marilyn, and Max on the patio.

▪ I can't wait till he's just a little older. Our toy company makes the most wonderful toys for kids.

▪ Max thanks you. I thank-you. And Richard thanks you. Now may I please say hello?

▪ (To Marilyn) Hello (to Ellen) Hello. I miss Max and think about him all week long.

We talk about him at dinnertime.

▪ Will you please try to relax? I've never seen you so wound up.

▪ You seem to be enjoying the pressure.

▪ The truth is, I am. My job is not an easy one, but I really enjoy it.

▪ That is exactly what I wanted to talk to you about, Susan.

▪ What's the problem?

▪ Marilyn's career.

▪ Well, my choice of careers. It is as a fashion designer versus my career as a mother.

▪ Why does it have to be one or the other?

▪ That's what I said.

▪ Why can't you do both?

▪ She's right.

▪ Well, that's what I do. I have a job, and I have Michelle. I take care of both to the best of my ability. It's not easy, but what is?

▪ And that's what I did. I did both with Richard and Susan, and I did both with Robbie.

▪ I thought you stayed home with Robbie?

▪ I did. But I was lucky to be a music teacher that I could continue at home.

▪ Why can't you work at home, Marilyn? You're very talented. Designing dresses is a career you could establish out of your home, couldn't you?

▪ I don't know why I didn't think of it. It seems so simple now. For a year or two I could stay with Max and do my dress designs.

▪ And you could make your dresses at home.

▪ Sounds like a great way to solve the problem.

▪ That could solve your problem, Marilyn.

▪ I'm going to call Rita Mae at home and ask to come by and talk about it. She wants to see Max, anyway.

▪ I think that really answers your questions. You can do it. Do your designs at home.

▪ And let Rita Mae do the selling at the boutique.

▪ And you can both benefit financially.

▪ I'm going to call Rita Mae right now. Oh, Susan, thank-you so much for coming all this way from the city to talk to me about it. I hope you don't mind having taken so much time away from your busy schedule.

▪ Are you kidding? I don't mind at all. As a matter of fact, I came to spend some time with my favourite nephew. (He bends over the playpen).

▪ I think you should call Rita Mae right now. I think your idea of working at home is perfect.

▪ I don't know what I would do without you. I'm lucky to have you all.

▪ We are lucky to have, you, Marilyn.

Exercise 1. Give the contents of the dialogue in Indirect Speech in English.

Exercise 2. Read the text Jobs in America and give the main idea of it in English.

Many Americans change jobs during their lifetime. In fact, some Americans even change careers one or more times. For example, someone who has been a teacher for fifteen years might decide to quit that profession in order to begin a restaurant business.

Or a banker might decide to go back to school to study law. You sometimes meet older Americans who have tried several careers in their lifetime.

The Small Business Administration is a U.S. government agency established in 1953.

It lends money to small business to help them grow. The Small Business Administration also helps small businesses receive government contracts.

Before World War II, most American women did not work outside the home.

Between 1941 and 1945, more than 6 million women took jobs outside the home for the first time. Since then, the number of women in the workplace has greatly increased.

In most American families, both the husband and wife must work in order to afford a home or a college education for their children. As recently as 1970, public opinion polls indicated that most American men did not want their wives to work outside the home.

But today, most husbands approve of their wives having a job. In fact, the majority of American wives now work outside the home.

About 60% of mothers with children under the age of six are now employed.

About 70% of mothers with school-age children are now working, too.

American teenagers often take job in the summer, when they are not going to school.

Many teenagers work as counselors in summer camps for young children.

Some teens may work in supermarkets or in fast-food restaurants. Others have jobs as messengers, delivery people, or salesclerks. Occasionally, teenagers work at some of these jobs during the school year as well as during the summer.

In the USA, about 5% of all jobs are in agriculture, fishing, and mining. About 25% are in manufacturing and construction. The rest of the jobs are in service professions, such as teaching, selling and medicine. Many Americans retire at the age of 65.

Some retire at a younger age, others choose never to retire. The federal government provides social security (money each month) for workers who retire. There are many organizations of retired persons in the USA. Some of the members of these groups volunteer their time to help people in a particular kind of business. Other groups of retired persons work for educational, social, religious, or political causes.

Exercise 3. Give the main idea of the text in English in Indirect Speech using some phrases.

To make the right choice; to give your preference to; to improve your language skills and habits; to be lucky; to be of great demand; to be to your liking; a long-term dream; to bring up and teach; the desire to know; love for the truth and beauty.

Exercise 4. Transfer the given information from the passages onto a table.

№	Activity			
	Event	When	Where	Score
1.				

Exercise 5. Make the sentences below as true (T) if they give the message of the text, and false (F) if they change the message.

1. Many Americans change jobs during their lifetime. 2. Before World War II, most American women work outside the home. 3. The number of women in the workplace has greatly increased. 4. In most American families, both the husband and wife must work in order to afford a home or a college education for their children. 5. There are not many organizations of retired persons in the USA. 6. Many Americans retire at the age of 60. 7. In the USA, about 5% of all jobs are in agriculture, fishing, and mining. 8. There are about 45% jobs in manufacturing and construction. 9. There are few organizations of retired persons in the USA. 10. Some groups of retired persons work for educational, social, religious, or political causes. 11. The federal government provides social security (money each year) for workers who retire. 12. There are few organizations of retired persons in the USA.

Exercise 6. Study text *The Director Dawson* & retell it with the help of italicised phrases.

Since January of last year, Mr. Dawson has been director of AIS. During that time, he was also the principal. Now, Mr. Spargrove has taken over as principal. Mr. Dawson is, however, an AIS veteran. From 1975 to 1977 and 1985 to 1987, he was *upper school councillor*. From 1989 to 1995 he was the principal of the upper school.

In his time at A.I.S. he has seen much change. Although it *has grown in size* greatly, he hopes that the number of students will *level off*. Currently, he feels we are reaching the limit where a school can still be a "*personal and small school*."

As Director, Mr. Dawson has several goals. On the personal level he hopes to keep in touch with the student body. He said, "I'm determined not to get trapped up in this office ... and consequently *lose track of* what students are thinking about the school and what they are doing in their everyday lives because that's what I have really always enjoyed ..."

So far he has been able to maintain that contact from kindergarten to the Seniors.

For example, he participated in the fourth grade's "*Walking Wellness*" program, the seventh grade hike, and the senior retreat.

On the academic side, he is really trying to have the school become more introspective.

He feels the school needs to look at itself to find areas that need improvement. This, he hopes, will facilitate the re-accreditation process that will take place in 1999. That is not to say, however, that the "*wrecking ball*" approach is needed. He feels that AIS has an outstanding student body and faculty and merely needs "*fine-tuning*" in some areas.

Overall, Mr. Dawson feels that AIS should prepare its students for the world. He said, "I want to work very hard to make sure that throughout the school; we are exhibiting the kinds of *behaviours*, the kinds of *problem solving*, and the kinds of *interactions* that we would hope the students would exhibit when they leave school."

He wants to instill within the students the virtues of honesty, respectfulness, and problem solving not problem-hiding. He wants students to feel they can take an academic or intellectual risk without fear so that they can continue to fulfill the AIS tradition of being intellectual powerhouses.

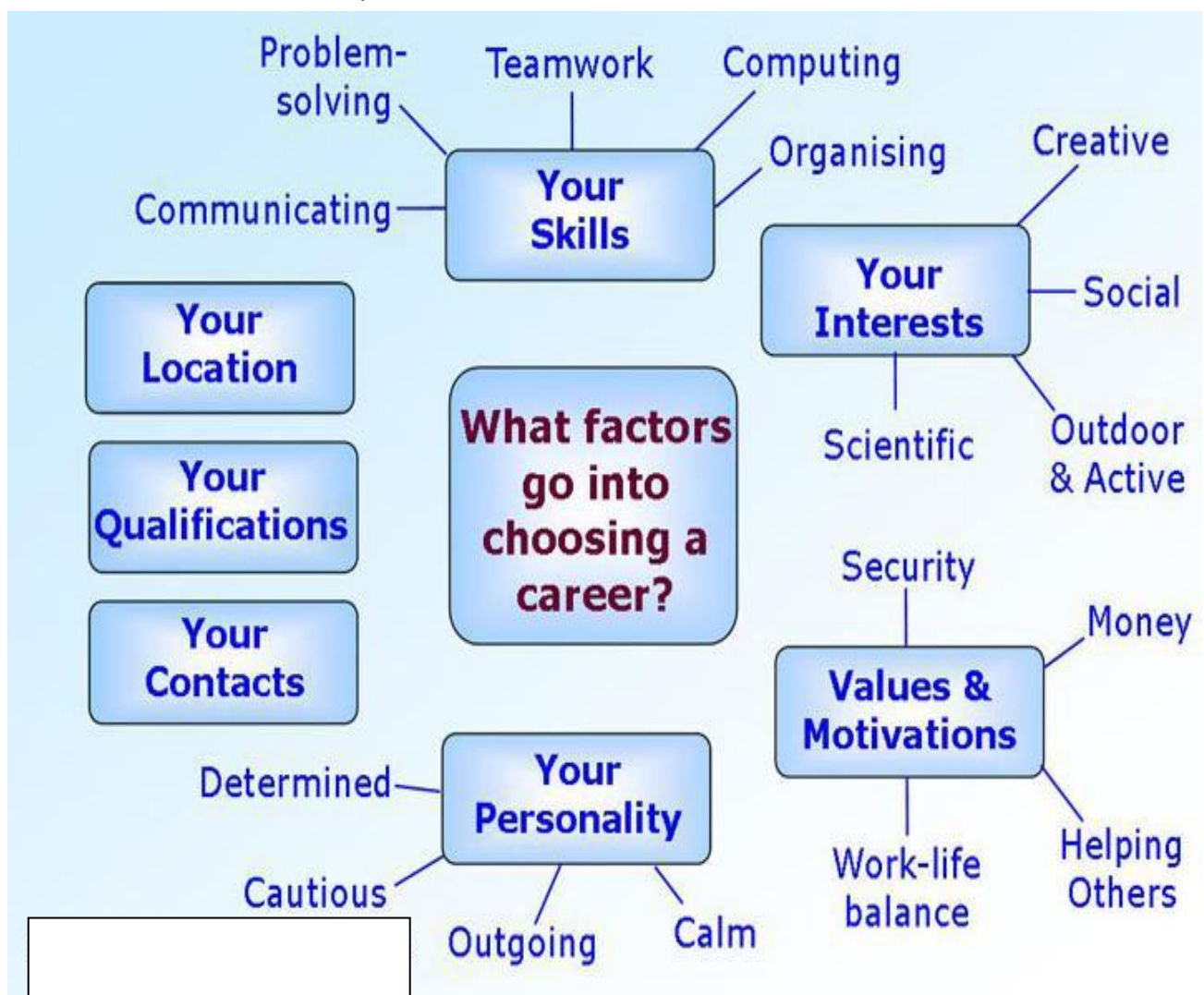
Exercise 7. Add some information & make up a small report and give a talk in class.

Exercise 8. Read the text & pick up the essential details in the form of quick notes.

Exercise 9. Analyze the information, which is in the highlight, and use it in practice.

Exercise 10. Translate the sentences into your native language.

1. The main problem is unemployment. 2. I do not have a simple solution to the drug problem. 3. He has a drink problem. 4. You must tackle this problem. 5. Political situation in our country is a complicated problem. 6. I like to solve difficult problems. 7. Life brings up a lot of problems before us. 8. New political situation in the world creates a great number of problems. 9. In modern education there is a problem-oriented method of teaching. 10. The problem-solving method is the main way of programming. 11. The problem-solving technique plays the important role in higher mathematics. 12 This is a really tractable problem. 13. Do you think, is there vital issue? 14. The addiction to drugs is an issue of the day. 15. Can you crack a problem? 16. Is there a unsettled problem? 17. The main political problem is trade-off problem and check problem. 18. Production control problem is a general problem of modern industry. 19. Data problem is urgent in the age of information. 20. Search problem is a pressing question. 21. There is mass unemployment all over the world. 22. This question puzzles me. 23, He was puzzled how to act. 24. After hours of puzzling over the book, it suddenly made sense. 25. I still can't puzzle out what he meant. 26. I've never been able to puzzle her out, and still can't.



ASSESSING AN INTERVIEW

Look at the applicant's face during the interview. Which of the expressions below did the applicant have during the interview?

(Always the same; shy; nervous; bored; friendly; interested; unhappy; worried.)

✚ **How confident was the applicant?**

(Over-confident; confident; quite confident; not at all confident.)

✚ **How often did the applicant smile during the interview?**

(All the time; often; hardly ever; not at all.)

✚ **How was the applicant sitting during the interview?**

(Still; moving a lot; leaning forward; leaning back.)

✚ **Did the applicant do any of these things?**

(Touching hair or clothes; folding arms; crossing legs; waving hands; showing the palms of his / her hands; avoiding eye contact; mirroring the interviewer's body language.)

✚ **How did the applicant speak? You can tick more than one box.**

(Spoke clearly; didn't speak too loudly or too quietly; didn't speak too quickly or too slowly; answered questions well; used good vocabulary; sounded interested and enthusiastic.)

✚ **How often did the applicant say "er" or "uh" or "um" (or similar things)?**

(Frequently; quite often; occasionally; hardly ever.)

Exercise 1. Read the notes of the interviewers. Which of them would you give the job to?

Shella Simpson. Age 26. Married. Two children. Had two years experience of work as a secretary with Byrd & Co Ltd. Gave up the job when her second child was born. Doesn't mind if somebody makes inquiries about her at her former place of work. Is fluent in French and German.

Alice Campbell. Age 28. Divorced. No children. Has a job as shop assistant in a department store, but isn't satisfied with it for two reasons: finds it unpleasant to deal with some of the customers; lives a long way from the store.

Lucy Davies. Age 19. Unmarried. No working experience. Was taught to type and operate a computer at school. An excellent figure and a lovely face! Could be a fashion model, but prefers a secretarial job as a start for her business career. Doesn't mind answering personal questions.

Exercise 2. Translate and remember the phrases.

To conduct an interview (interlocution, dialogue, talks, discourse, conversation); to give (grant) an interview; to obtain an interview; TV interview; an interview with the personnel director for a job; exclusive interview; job interview; personal interview; stressed interview; taped interview; telephone interview; exclusive interview; to interview for a job; abruptly terminated interview; interview report; interviewer (questioner, interlocuter); interviewee; interlocutory; interview with the personnel director for a job; inquiry by interview; in-store interview; written interview; triad, stress interview; structured interview; sociological interview; sidewalk interview; psychological interview; resume interview; behavioural interview; behavioural event interview.

DIALOGUE «INTERVIEWS»

- Are you working?
- Yes, I am.
- Exactly what do you do?
- I'm a mechanic. I work in a small auto shop with three mechanics and supervise all auto repairs in the shop. I have experience with both American and foreign cars.
- How long have you been working there?
- For three years.
- What other jobs have you had? And what did you do?
- I was a maintenance mechanic in a plastics factory. I repaired the production machinery. I also did all the general maintenance work and made all electrical repairs.
- How long were you there?
- For about three years.
- Tell me about your education and any special training you've had.
- I graduated from high school in Colombia in 1980.

After high school I went to a university for one year and studied engineering. Now I'm studying English at Alemany Community College.

- What other skills do you have?
- I can do general bookkeeping and billing.
- Why do you want to change your job?
- The auto shop I work in is very small. There is little room for advancement.
- What hours can you work?
- I prefer to work days, but I could work any hours.

Exercise 1. Learn the dialogue by heart and carry it on with your classmate in class.

Exercise 2. Match the words with the definitions.

1. bureaucracy	a. goods of the same quality and design
2. flattened	b. inflexible system of administration
3. standardised products	c. rent a building on a temporary basis
4. lifetime employment	d. more middle than senior managers
5. merger	e. buildings and machinery a company owns
6. customised	f. permanent jobs
7. tangible assets	g. made for a particular user
8. lease	h. when two companies become one
9. autocracy	j. government by a person with absolute power
10. democracy	i. a system of government by the whole population
11. demography	k. a sovereign head of state
12. monarch	l. the scientific study of human populations

DIALOGUE

- How do you do? It's Paula Chandler, isn't it?
- Yes. How do you do?
- Have a seat. I'm Art Miranda, and I have your application form here. I just want to check the information.
- Fine, sure.
- You're applying for the position of *export sales representative*, aren't you?
- Yes, I am.
- You aren't from Connecticut, are you?
- No, I'm from Massachusetts.
- You got a *bachelor's degree* in business administration at college, didn't you?
- Yes, that's right.
- But you didn't get a *master's degree*, did you?
- No, I didn't. I started working when I was 22.
- I see. You have worked in *international sales*, haven't you?
- Yes, I've been a sales representative in Latin America for two companies.
- But you haven't worked in the Middle East, have you?
- No, I haven't, but I'd like to.
- You can't speak Arabic or French, can you?
- No, but I can read and speak Spanish very well.
- I'm sure you can learn another language quickly, can't you?
- Sure! I'd like to learn Arabic or French.

Exercise 1. Learn the dialogue by heart and carry it on with your classmate in class. Render the contents of the dialogue in Indirect Speech in English. Translate the dialogue paying attention to italic phrases.

Exercise 2. Match the verbs to the nouns to make word partnerships.

1. to train 2. to shortlist 3. to advertise 4. to assemble 5. to make 6. to check

a) a vacancy / post b) an interview panel c) the candidates d) references e) new staff
f) a job offer

Exercise 3. Translate the phrases with the keyword «recruitment».

Labour recruitment; recruitment of primary teachers; recruitment for permanent placement; college recruiting program; sourcing & recruiting candidates; recruitment selection and job placement; industrial recruitment; executive recruitment; recruitment advertisement; recruitment agency; recruitment and selection; recruitment bonus; recruitment media; recruitment (job) offer; recruitment plan; recruitment procedure; recruitment ratio; recruitment selection and job placement; recruitment survey.

Exercise 4. Which of the words do you use to describe yourself in a work or study situation?

motivated confident reliable proud meticulous honest
dedicated loyal determined charismatic resourceful creative

Exercise 5. Add some information & make up a small report and give a talk in class.

Exercise 6. Read the text & pick up the essential details in the form of quick notes.

DIALOGUE

▪ Sit down, please, Mr. Sloan. We have your letter in answer to our advertisement. I'd like to talk with you about your *qualifications* for the position.

▪ (*Mr. Sloan, taking a seat*) I suppose you have received a great many replies to your *advertisement*.

▪ I haven't counted the exact number of replies, but I would say that at least fifty persons answered. Naturally, many who wrote don't have the qualifications we require – but we have picked out the ten or twelve best replies and plan to interview these applicants. Your letter was among the ten or twelve we picked out.

▪ I am very glad to know that my letter was acceptable. It is sometimes very difficult to answer advertisement well.

▪ As to your letter, Mr. Sloan, I would say that it was one of the best we received. I am always amazed at the poor letters most people write when applying for a position.

They use any old kind of writing paper that seems to be handy. They write illegibly and include many personal factors, which are not important.

▪ At the same time they fail to state simply and clearly their qualifications for a job. Incidentally, you mentioned in your letter that you had already done considerable work in selling.

▪ I was Field Representative for five years of one of the large *commercial schools*. I enrolled new students for the school. – What did your work consist of exactly?

▪ The school supplied me with leads, which were generally simply the names of prospective students who had telephoned or written to the school requesting information. I had to visit such students in their homes, talk with their parents, etc. The job involved some public relations work, since I had to visit high schools and talk with student groups about the advantages of commercial training.

▪ This job for which we are interviewing applicants is somewhat similar – except, of course, you would be selling computers rather than *commercial courses*.

We pay a straight commission of ten per cent on all sales, with a drawing account of \$50 a week to start. Your *school experience* would be very useful, since in this job you would call upon schools and colleges. You would visit computer classes, demonstrate new machines, and talk with school officials and commercial teachers in an effort to interest them in buying our computers. The job occasionally involves some travelling.

▪ I'm prepared to travel if necessary. As I started in my letter, I have my own car.

▪ That is important. We give you an allowance for automobile and travelling expenses.

▪ I am sure that I could do the work well. I feel that I have the necessary qualifications.

▪ Frankly, Mr. Sloan, I was very favourably impressed by your letter. Since talking with you – I feel even more strongly that you are perhaps the right man for the job. However, we naturally want to interview the remainder of the applicants before we make any final decision.

▪ I included the names of several references in my letter. I can also send you copies of personal recommendations from my last two employers.

▪ Incidentally, in that connection, the young man whom I interviewed just before you sent along two *letters of reference* with his *application*. One was from the minister of his church and the other from his Sunday School teacher.

I told him that the two references proved that he was a good person on Sundays but I was more interested in his conduct on weekdays. He laughed and thought it was a good joke. If we decided to hire you, Mr. Sloan, when could you start working?

▪ I could start almost immediately. I would like to give my present *employer* a week or ten days' notice, but otherwise I would be free to begin any time.

▪ That's fine. (Rising to indicate end of interview) You'll no doubt hear from us, Mr. Sloan, writing the next few days. As soon as we *have interviewed* the remainder of the *applicants* we will make our final decision. We can telephone you or send you a telegram.

Thank-you very much for coming in to see us. It has been a real pleasure to talk with you.

▪ Thank-you, Sir! Then I'll wait to hear from you.

Exercise 1. Learn the dialogue by heart and carry it on with your classmate in class. Render the contents of the dialogue in Indirect Speech in English. Translate the dialogue paying attention to italic phrases.

Exercise 2. Answer the questions.

1. What advertisement has Mr. Sloan answered? 2. According to the personnel manager, do most people write good / poor letters of application? 3. What are some of the requisites of a good letter of application? 4. Have you seldom or often had reason to write a letter of application? 5. What experience in selling had Mr. Sloan had previously? 6. What type of work was he applying for? 7. What salary did the job pay? 8. Why did the personnel manager not hire Mr. Sloan immediately? 9. Do you feel that Mr. Sloan was well qualified or poorly qualified for the job? 10. Was the personnel manager (un)favourably or impressed by Mr. Sloan's letter of application? 11. What two letters of reference had the previous applicant sent with his letter of application? 12. What type of work were you applying for? 13. Have you ever answered advertisements? 14. Have you ever written letters of application? 15. What experience have you had in applying for a job? 16. Is this experience positive or nrgative? 17. What can you recommend your friends? 18. Did you have a interview with your employer? 19. How did you like it? 20. How did you like the employer? 21. How do you appreciate the dialogue?

Exercise 3. Translate useful phrases.

Position; opening position / vacancy; written application; application for the position; application to somebody; applicant; to apply; job; a piece of work; task; to make efforts; to make an effort; constant efforts to attain one's end; creative; creation; creator; to create; creature; competitive; competitive examination; to take (assume, accept) a responsibility; to decline all responsibility for something; under an obligation to somebody; contracted (treaty) obligations; skillful / experienced; entrepreneur / businessman; fair employment practices; reliability; to rely on (upon) somebody; strength; accomplishment; advantage; tension; pressure; reference; environment; one's home environment; superior; supervisor; subordinate; senior / junior; to earn; to discharge; officer; compensation; bonus; charge; salary / wages; fee / honorarium; fringe benefits.

Exercise 4. In your opinion, which factors below are important for getting a job? Choose the five most important. Is there anything missing from the list?

Appearance, intelligence, references, blood group, contacts and connections, hobbies, marital status, age, sickness record, experience, personality, astrological sign, fmily background, sex, qualifications, hanwriting.

INTERVIEW

So you're going to have an interview for a job. Great! Now for the hard part. To do well on an interview you need to give it some thought first. Employers want to learn if you are the person they want so you'll be asked a lot about yourself. Think about it now and you'll be able to give clear answers.

What do I well?	What are my good points?
Why would I like this job?	Spare-time interests?
What is my family like?	School activities?
Previous job?	Part-time work?
What do I like doing and why?	You will want to ask questions too.
The job itself?	Can I see?
Training?	where I?
Prospects for advancement?	would be?
Educational opportunities?	working?
Conditions?	Hours?

BEFORE THE INTERVIEW

- ✚ Find out all you can about the company.
- ✚ Find out the interviewer's name and office phone number.
- ✚ Find out where the interview is.
- ✚ Find out how to get there and how long it will take you to get there.
- ✚ Make sure you know what the job involves.
- ✚ Dress to look clean and neat.
- ✚ Remember that first impressions are important.
- ✚ Write clearly and neatly on good notepaper, unlined if possible.
- ✚ Check for spelling mistakes. Use a dictionary if you are not sure of a word.
- ✚ Describe yourself, your qualifications and your experience clearly.
- ✚ If the advertisement asks you to write for an application form you will not need to give detailed information in your letter.
- ✚ Address the letter and the envelope clearly.
- ✚ Write your resume precisely and fair.
- ✚ Send your resume through Internet.
- ✚ Send your resume directly to the company you wants to work.

AT THE INTERVIEW

- ✚ Do arrive early. Phone if you're held up. Call ahead if you're delayed.
- ✚ Do try to smile and show confidence.
- ✚ Do show interest in the job and ask questions.
- ✚ Do be polite, listen carefully, and speak clearly.
- ✚ Don't panic, even if faced by more than one person. (Breathe deeply & remember all your good points.)
- ✚ Don't slouch around and look bored. (Stand and sit straight make eye contact.)
- ✚ Don't smoke or chew.
- ✚ Don't give one-word answers or say you don't care what you do.
- ✚ Think before answering.

DIALOGUE

- Let's get straight to the point. Why do you want this job?
- Well, I read the advertisement, and the salary is much better than I'm earning now.
- Is the money important to you?
- Oh, yeah! It's important to everyone, isn't it? But it's not just that. I believe you have a lot of hotels in the Caribbean and the Far East, and that employees can get cheap holidays there.
- Ah, I see from your resume that you've won several gold medals for ballroom dancing.
- Yes, that's right.
- And you've been to several countries for competitions, including Japan.
- Yes, I have.
- Mm. What did you think of Japan?
- It was very nice.
- Would you like to work abroad?
- Uh... I don't know.
- Are you still working at the Whitbury Hotel?
- Yes, I'm. But I want to leave.
- Why is that?
- Well, the hotel isn't doing very well, and there are a lot of problems. Business is down.
- Oh, really? What are the problems?
- The restaurant manager is absolutely useless. There have been so many complaints from guests!. Last Saturday, this woman came into reception and she told me...
 - Do you enjoy meeting people?
 - Mm. Yeah. Like, it's very interesting to um.. you know, I enjoy meeting....
 - You've worked in a bank for two years. Why are you interested in hotel reception work?
 - Well, I like meeting people and have a lot of friends who work in the tourist industry. In fact, my friend Michael has just come back from Spain. He was a tour guide in Granada. He's told me so much about the tourist industry. Granada's getting very popular now. You can fly there from Barcelona and Madrid...
 - Do you speak any foreign languages?
 - No, but Michael speaks brilliant Spanish, and he's going to teach me.
 - Why have you had five different jobs during the last year?
 - I've had a lot of bad luck recently. Stupid things, really. One of the jobs was a long way from home, and my car broke down. Things like that, you know.
 - Yeah, then I was training to be a flight attendant, but I had motion sickness...and are there any questions you'd like to ask me?
 - Uh, no. I can't think of anything.
 - Would you enjoy working in reception?
 - I don't know. I think so. I don't know much about it, really.

Exercise 1. Translate the sentences with the word «interview».

1. Our colleague has already interviewed this film director.
2. We interviewed the job candidates.
3. We had to interview 50 students for our research.
4. She always interviews extremely well.
5. He desperately needed a job, so he interviewed everywhere.

DIALOGUE

- Thank-you for coming, Mr. de Oliveria. My name's Alan Green. I am in charge of Human Resources.
- How do you do?
- Do have a seat. Now then, I see you are working for Medilab at the moment.
- How long have you been there?
- Since 1992. It's an interesting post, but I am looking for something with more responsibility.
- So you're ready for a change?
- Yes, I feel I have come as far as I can here and it is time to do something different.
- And can your family move with you easily?
- Our children are small, so it's no problem for them to change schools. My wife is a nurse, so she can find work in another part of Brazil, or even in another country.
- What kind of salary are you looking for?
- I earn \$ 75,000 plus a car so I would like \$ 90,000 plus a car if possible.
- That should be fine. Have you worked abroad?
- Yes, I worked in the States for two years, and in Argentina for a year and a half. I'd like the chance to go abroad again.
- You worked in Peru, I see.
- Yes. That was a very interesting time. We set up a program in rural villages in Peru.
- Really? What language can you speak?
- Portuguese is my first language. I can speak English, Spanish, and a little Italian.
- I'm impressed! Some of our contacts are with Japanese companies. Can you speak Japanese?
- No, I can't, I'm afraid, but I can always learn.
- Never mind! I'm now going to introduce you to our Sales and Marketing Directors for the more technical questions. I'll see you later for some aptitude and language tests.

Exercise 1. Learn the dialogue by heart and carry it on with your classmate in class.

Exercise 2. Read the text and tell us about the success of the job interview.

Getting the job you want can sometimes depend on the success of the job interview.

During the interview the employer will try to find out what kind of person you are, what experience you have, and how you can fit into the job situation. After you have got an appointment, review the information that you wrote on your application form and resume.

Practice talking about your education and previous job experience both in the USA and in your country. Be prepared to explain your skills and abilities specifically. Go to the interview alone; don't take your friends or children with you.

Plan to arrive about ten minutes before the appointment time. Wear appropriate clothing; a neat appearance will make a good impression. During the interview look directly at the interviewer and answer all of her questions as specifically as you can. Ask any questions that you have about the job, such as hours, salary, or job benefits. Write down these questions before you go to the interview. Before you leave, there should be clear understanding about all aspects of the job. At the close of the interview, express your thanks and be sure that the interviewer knows how to contact you if she wants to hire you.

DIALOGUES

- Bruce, what kind of advice would you give to someone who is looking for a job?
- Well, firstly – attack the problem immediately. Don't go on a long holiday – it won't help you to find a job.
 - It's just *wasting time*.
 - That's right. Secondly, work, work, work on looking for a job. Before you lost your job, you did a 40-hour week, so why not now?
 - So work full-time on your job applications.
 - Yes, but at the same time – relax occasionally. Go to the beach, have lunch with friends, go to the gym – you need a break from time to time, even when you're unemployed.
 - Useful advice. Any more?
 - Yes. It's nice to meet people who are in the same situation as you – other unemployed people. You realize you are not the only unemployed person in town, and you can give each other some really good ideas.
 - So you should meet people in the same position. Anything else?
 - Yes. Don't apply for a job if you don't want it – be selective, if you go for an interview for a job you don't want – you're stupid! You won't get it.
 - Very true. What about friends and colleagues?
 - Yes, they can be very useful. Talk to them as often as possible. That's how I got my job at Rochester Telephone, from a friend.

-
- Goodbye darling! *Good luck with the interview!*
 - Thanks. I'll need it. I hope the trains are running on time. If the trains are delayed, I'll get a taxi. If *I'm late for the interview*, I'll be *furious with myself!*
 - Just keep calm! Phone me when you can.
 - I will. As soon as I come out of the interview, I'll give you a ring.
 - When will you know if you've got the job?
 - They'll send me a letter in the next few days. If they offer me the job, I'll accept it, and if I accept it, we'll have to move house. You know that, don't you?
 - Sure. But we'll *worry about* that later.
 - Ok. What are you doing today?
 - *I can't remember*. When I get to the office, I'll look in my diary. I don't think
 - I'm doing much today.
 - Don't forget to pick up the children when you *get back from* work.
 - I won't. You'd better go now. If you don't hurry, you'll *miss the train*.
 - OK. I'll see you this evening. Bye!
 - Bye, my love. Take care, and good luck!

Exercise 1. Learn the dialogue by heart and carry it on with your classmate in class.

Exercise 2. Translate the words and word-combination with the keyword «attainment».

Attainment (achievement, progress, sledding); scientific attainments; fulcrum; major (great) breakthrough (achievement) (in); on reaching; crowning achievement; epic achievement; memorable achievement; outstanding achievements in science; above attainment; goal attainment; attainment (target) (by stages) of happiness; college (educational) attainment.

DIALOGUE

▪ So, Bruce, before we start the interview. I'd like *to check my facts*. Can I start with the details of how you looked for work? When you lost your job, how long did you take to find another job?

▪ Well, not too long compared with some people. Just six months.

▪ I understand you applied for 600 jobs.

▪ No, that's not quite right. I remember that I sent 700 resumes.

▪ Seven hundred job applications in six months. That's incredible!

▪ Well, it's only about four a day.

▪ Maybe, but that's *a lot of paperwork*...

▪ Yes, I guess so.

▪ Well, I'd better just check the rest of my information. Can I start with your early career? What was your first job?

▪ Well, I worked as a police officer in the 1970s.

▪ Really? And when did you join Exsel Incorporated?

▪ Just two years ago.

▪ So you weren't there for very long.

▪ No, wasn't.

▪ And what did you do at Exsel?

▪ My complete job title was national Sales Manager. I *was responsible for the domestic and international sales force*.

▪ Why did you lose your job?

▪ I lost my job because the company closed.

▪ Why did the company close?

▪ Because of *heavy competition*. Exsel sold computers *at very low prices*. When IBM and Compaq reduced their prices, we lost a lot of business.

▪ Yes, I remember the period when computer prices fell. ...Now, tell me about your new job. How did you hear about Rochester telephone?

▪ From a friend. This friend knew someone in the Sales and Marketing department, and he suggested I should phone him.

▪ So you got the job. What do you do in RT? Marketing, isn't it?

▪ Yes, that's right, I'm in the marketing department. I *develop new markets for phone services*.

▪ How long have you worked there now?

▪ Just two months.

▪ And do you like your new job?

▪ Yes, I do. It's great to be employed again!

Exercise 1. Learn the dialogue by heart and carry it on with your classmate in class. Render the contents of the dialogue in Indirect Speech in English. Translate the dialogue paying attention to italic phrases.

Exercise 2. Add some information & make up a small report and give a talk in class.

Exercise 3. Read the information & pick up the essential details in the form of quick notes.

Exercise 4. Choose the keywords that best convey the gist of the information.

Exercise 5. Learn sample interview questions. Practice answering them.

1. Do you have any experience in this type of work? 2. Why did you leave your last job? Did you like it? 3. What hours are you available for work? 4. Why do you think you would like to work for this company? 5. Are you looking for a temporary or a permanent job? 6. Why do you think you can handle this job? 7. What are your future career plans? 8. What salary do you expect? 9. Do you prefer working with others or by yourself? 10. How long did you work for your last employer? 11. Are you willing to work anywhere the company sends you? 12. Are you willing to work overtime? 13. Can you work by your own? 14. Would you like to work in a team or alone? 15. How long have you worked there now? 16. How do you think: it's great to be employed?

Exercise 6. Use the text to compare your own experience on the topic.

I'm the manager at the "A & D Instrument Company". My boss who is on the board of directors told me we have an immediate opening for an electronics engineer. I've read a lot of resumes and among them all I've chosen this one. From the resume I learn about the job objective of the applicant. I invite this applicant to visit my office. I understand what abilities qualify him for a job as an electronics engineer. Imagine the large and light room.

Comfortable armchairs, carpets on the floor and so on. I invite him to sit down and make himself at home. Then we have a talk. I say: "You describe yourself as an electronics engineer. That's not enough. No doubt you have advanced knowledge".

But what is your objective? What kind of position do you want?

What abilities qualify you for a job as electronics engineer with our company?

You should tell about your strengths and experiences, which will let you do that job.

Are you an experienced specialist?

Why are you interested in joining our company?

Why do you feel qualified for this job?

What do you know about our company?

Do you enjoy working with others?

Are you willing to work overtime?

As usual I ask him some surprise questions:

"Why should I hire you? What are the three greatest strengths for this job?"

I like in him that in discussing his previous jobs he avoids criticizing former employers or fellow workers. He doesn't discuss his personal, domestic or financial problems unless he is specifically asked about them. When I offer him a job he doesn't ask me about the salary until I have introduced the subject. I decided to hire him.

Exercise 7. Add the following sentences.

If I had to fire someone, I would give him the last chance to improve.

1. If I had the chance to work abroad, I _____. 2. If I had to write my own job description, it _____. 3. I would not ignore the opinions of my colleagues unless _____. 4. If she were invited to that conference, she _____. 5. If I had a serious disagreement with my boss, I _____. 6. He would be promoted faster if _____. 7. If I thought of a good way of saving own money, I _____. 8. If I were a very rich person, I _____. 9. Bill wishes that _____. 10. If he were in complete charge of the company, he _____. 11. If I were you I _____.

Exercise 8. Make up a small report and give a talk in class.

Exercise 9. Put the verbs in the brackets into the correct form.

London. The barber. He (get) his job when he was sixteen. He was then a well-grown boy, big enough to pass for the eighteen which he (say) he was. He was fond of reading poetry and on Sundays he (make) pilgrimages to the various places, which were connected with the poets he was interested in at the time. He (have) a naive enthusiasm.

All his spare money he (spend) on books. He (have) his midday meal at a cafe and while he (eat) he (read) a book. It was there that the first (see) the young lady who afterwards (become) his wife. She worked at a dressmaker shop in Dover Street.

Then he (have) a son. While he was courting his wife she admired him because he was so well read, but when they were married it (make) her impatient to see him constantly with a book. When he (get) back from his work and they had eaten their supper she wanted him to take her out for a walk or go to the pictures. They had been married seven or eight years when the war (break out). He enlisted and was sent out to Russia.

The end of the war (find) him in Rumania. At last he (come) back and returned to his job. He was a young man still. He was thirty-three. The prospect of cutting hair and shaving chins for the rest of his life (upset) him, but he didn't know what else to do.

That was all he (know), how to shave chins and cut hair. His wife (think) he ought to be thankful to have a good job to come back to. He didn't get on so well with her as he had done before he (go) away. He was impatient because she was so well satisfied with the life living so that he (can) support his wife and a boy.

I asked him if he still (read). He (shake) his head. "What's the good?" he (say). "It'll never get me anywhere." "It'll take you out of yourself," I replied. "Perhaps it will.

But I've always got to come back." He (have) only one thing left, the determination to give his son the freedom that was denied to himself. He was beaten, he (have) no longer any hope; but passionately, he looked forward to his son revenging him for the loss of his own illusions. When the son (grow up) he (go) into hairdressing business, but for ladies, because it paid better.

Exercise 10. Recreate each sentence.

- ✚ This delay / once again / has caused / I regret / any inconvenience.
- ✚ With them / our understanding of the issues / I will get in touch / so that we can improve.
- ✚ Your attending / to this matter / I would appreciate / at your earliest convenience.
- ✚ An alternate suggestion / if / we would be pleased / you have / to consider it.
- ✚ To you / of some assistance / this information / I hope / will be.
- ✚ This explanation / I trust / will answer / you raised / the questions.
- ✚ I would appreciate / by the end / hearing from you / of February.
- ✚ Any further information / please do not hesitate / if you need / to contact me.
- ✚ The results / we will send you / as soon as possible / of the competition.
- ✚ Receiving / I would appreciate / on the proposed form / before January 1 / your Comments.
- ✚ Domestic and international / sales force for the / I was responsible.
- ✚ Because / the company closed / I lost my job.
- ✚ Advanced knowledge / no doubt / you have.
- ✚ Knowledge / it came / to my / that my knowledge / he did it without.
- ✚ Soon / that you are / employed / will know.

Exercise 11. Read the text & pick up the essential details in the form of quick notes.

DIALOGUE «INTERVIEWING A JOB APPLICANT»

▪ Well, Miss Bingham, I see you've already had quite a lot of experience in the airline industry – with two airlines in fact, Volair and Fleet Air. Could you tell me something about your time with Volair?

▪ Yes. I worked with them for 2 years, just after leaving school. I was a check-in agent at Manchester.

▪ Yes.

▪ It was quite a good company to work for. I enjoyed my time with them.

▪ You liked the work.

▪ Yes, the work itself wasn't very demanding and the people I worked with were a great crowd.

▪ But they wouldn't have had many check-in staff I mean; they're quite a small outfit.

▪ No, in fact there were only four of us – and only three flights a week.

▪ So you weren't exactly overworked.

▪ No...ah...well, of course, we had other work to do. In fact I spent about as much time doing secretarial work for the cargo people as I spent at check-in.

▪ How did you feel about that? You weren't what you joined them to do.

▪ No, it is not. Anyway it gave me a chance to keep up my typing...and I knew that would be useful when check-in became computerised.

▪ So you were thinking ahead?

▪ Well, yes, I suppose so, but really it was more a case of not wanting to sit around doing nothing.

▪ Was there anything else that you got involved in...apart from your regular duties?

▪ Mainly, things related to secretarial work...I worked on their stand at the air show. I enjoyed that.

▪ Did you? What did you like about it?

▪ Well, it was fun. All sorts of people came and looked around and asked questions ... some *amazing questions*.

▪ Could you answer them all?

▪ Well I did my best. They all got an answer of some kind.

▪ Weren't you afraid of misinforming them?

▪ Of course, I didn't treat everyone like that. Potential clients – we were emphasising our cargo services – anyone who looked like a potential client I tried to assist. But there were those who just wandered along out of...out of general interest. I decided the best thing to do with them was just to be friendly.

▪ Why would you say you were chosen to work on the stand?

▪ It certainly wasn't for my knowledge of the business side of things. I suppose they wanted someone friendly, who could chat to people easily.

▪ You mentioned earlier that you liked the people you worked with. What was it about them that you liked?

▪ They were a fairly normal bunch of people. Most of them were older than me.

▪ I think it was the way they treated me as an adult. I was only 18 when I joined.

▪ It seems to have been a pleasant place to work. I'm surprised you left.

▪ Well, I was there 2 years, but there wasn't really any future.

- Because they were too small?
- Well, not just that. They were overstaffed – really, for the amount of work that had to be done, and oil prices were going up.
- Sorry, I didn't catch what you said about something going up.
- Ah, oil prices. That was the time oil prices started to go up.
- Ah, I see...and?
- Well, I could see them having to cut back on staff.
- And you thought you would be one of the ones to go.
- Yes, I was the most junior.
- So you went to Fleet Air. Why did you go there?
- They were a larger organization, and they seemed more professional – they operate out of Manchester.
- How did you like them? It must have been quite a change from Volair.
- It was. It was a big change.
- In what way?
- Well, the work was much more demanding though I didn't mind that, but their attitude was different.
- In what way?
- Well...ah...everyone was.. ah...most of the staff seemed more concerned about being at work on time, completing reports accurately, following the rules exactly, not accepting passengers less than 20 minutes before departure time, no matter how urgent it was for the passenger to board the flight.
- But aren't these things important?
- Of course they are. *Obviously rules* have to be followed, but staff there seemed too concerned about not breaking the rules. They were afraid to do anything that involved *departing from the usual procedure*.
- Why do you think that was?
- Well, I think it was...frankly, I think it was because of the *supervisor's attitude*.
- That was how she *assessed staff*, on things like that. And she was quite strict. So people were afraid to do anything they couldn't defend by pointing to the rules.
- But you stayed on?
- Yes. I did my best for the first 6 months to fit in with her ways of doing things. Then I couldn't take it any more. I had a row with her. She reported me to the manager and told him exactly what I thought.
- And what happened?
- Not much at the time. He smoothed things over. Then a couple of months later she was *appointed administrative assistant* to the *station manager*. A new supervisor was appointed and *shortly afterwards* was promoted to lead agent.
- And 6 months later to supervisor?
- Yes, that's right

Exercise 1. Learn the dialogue by heart and carry it on with your classmate in class. Render the contents of the dialogue in Indirect Speech in English. Translate the dialogue paying attention to italic phrases.

Exercise 2. Analyze the information, which is in the highlight, and use it in practice.

INTERVIEW

An interview is an important in the life of every job applicant. It can be the last test on the way to a new position. That's why it's very important to be well prepared for an interview. Come in time to the appointed place for an interview.

Don't forget to take all the necessary documents for your better presentation (reference, characteristics, diplomas).

Don't be nervous and tense with the interviewer, be polite and listen attentively to all the questions you are asked. If you are confident in what you talking about it will make a good impression on the interviewer. Try to give full and clear answer to the questions.

Be ready to discuss the details of your future work.

Try to persuade the interview that you are the best candidate for the chosen position and an asset for the company.

Don't talk about personal equations if they are not connected with the future work.

Don't hesitate to describe fully your responsibilities and regular duties at the previous job if you are asked.

Show that you are thinking ahead in your career development.

Be ready to explain the reasons of your desire to change the work.

Tell about your educational history and obtained degree.

Don't forget to mention your computer skills, language fluency if it's required by the company. At the end of the interview thank the interviewer for his/ her attention.

Don't demand the immediate answer about his/ her decision; appoint the certain date of it. Any application form is a special form developed by University, Institute, College, Congress, and Conference to provide more specific information about them applicants and to formalize all the information about them for better data processing. The Application form usually includes the following section: general information about the institution, benefits, responsibilities, applicants' criteria, closing date for applications.

The application form contains usually some details.

✚ Personal details (data): Family name/Legal name (last, first, middle)

- Title (Mr. Mrs.. Ms. Dr.)
- Sex (male, female)
- Permanent home address, phone / fax number or Present address
- Place and date of birth
- Marital status single, married, divorced, widowed)
- Military status

✚ Academic background usually includes all academic qualifications obtained since completing secondary education, starting the institutions attended, the main subjects of study and when the main courses started and finished.

✚ Usually the applicants attach photocopies of all relevant academic certificates or transcripts, with accompanying translation into English, if they are issued in another language.

Exercise 1. Add some information & make up a small report and give a talk in class.

Exercise 2. Read the text & pick up the essential details in the form of quick notes.

Exercise 3. Translate the words and phrases with the key word «application».

To file (make, put in, send in, submit) an application; to reject (turn down) application; to withdraw an applicatio; membership application; written application; application for admission to a university; to file (submit) an application form; membership application; application for financial aid; to succeed by application to one's studies; application letter; applicant; applicant for a job; to give application to work.

Exercise 4. Read the text about three types of job interview and complete the table.

Types of interview 1 _____ 2 _____ 3 _____

Types of questions 1 _____ 2 _____ 3 _____



Information gained:

- qualifications
- knowledge
- cability to analyse
- formulate questions
- ability to handle

Job interviews can generally be divided into three main types. **The first** is what I would call the "**traditional interview**". This is usually just a series of standard questions about qualifications, work experinece, knowledge an expectations. So what you have here is basically a list of quite straightforward questions, you know, like "What duties did you have in your previous job?" This is still the model for a lot of interviews today.

Then the **second type** – there's the "**case interview**" which is particularly challenging.

What happens here is that the interviewer presents a problem and then follows this with a series of questions to find out how the candidate would approach the problem.

To give you an idea, it might go something like this: "Company X wants to increase the number of university graduates that it hires every year by 50% without exceeding its current budget, which is \$2 mln." What would you advise them to do?

Now this puts the candidate in a pretty uncomfortable position because they're really being asked to do several things to demonstrate that they can analyse the problem logically, formulate appropriate questions and communicate efectively with the inteviewer. So it's a pretty stressful form of inteview.

The third type is what's is known as the "**behavioural interview**". It's designed to find out how candidates actually behave in certain situations. The questions are usually based on anecdotes from the candidates own past. They're designed to find out about how the candidates handled tricky situations and relationships in the past.

A typical question might be "*Can you give me an example of a situation where you had to follow orders that you didn't agree with?*" Now that puts the pressure on the candidates because they have to find a good example and they have to do the talking, so it opens up a lot of information and the inteviewer gets to see more of the person who's sitting opposite.

Exercise 5. Add some information & make up a small report and give a talk in class.

Exercise 6. Read the text & pick up the essential details in the form of quick notes.

Exercise 7. Translate and remember the phrases.

Semi-structured interview; personal interview; one-on-one interview; non-structured interview; non-interview; non-formalized interview; non-directive interview; interviewing session; interviewing procedure; interviewer instructions; interviewer bias; interviewer; interviewee; interview guide; individual interview; in-depth interview; group interviewer; group interview; free-association interview; formalized interview; focused interview; focus group interview; expert interview; consumer interview; computer-aided interview; clinical interview; census interviewer; business-to-business interview; back-to-back interviews; activation interview; behavioural interview; traditional interview; to conduct an interview; to give / grant an interview; to obtain an interview; exclusive interview; taped interview; telephone interview; employment interview.

Exercise 8. Make up some sentences with the words and phrases above.

Exercise 9. Look at the questions and decide why they might be difficult. In what situations might they be asked?

- + Why did you leave your last job?
- + Did you like your previous job?
- + How do you react to criticism?
- + Are you touchy (susceptible, quick to take offence, sensitive)?
- + The figures don't make sense. Where did you get them?
- + So, how much do you earn?
- + You say the sales are up 10%. Can we have a breakdown, please?
- + I still haven't received my order. What's going on?

Exercise 10. Explain the situations given in the text below.

Dealing with questions

In situations such as interviews, dealing with clients, meetings and giving presentations, the ability to deal with difficult questions is very useful. There are different reasons why questions might be considered difficult. For example, the person

- doesn't know answer.
- knows the answer but doesn't want to tell the truth.
- knows the answer but finds the question inappropriate.

Dealing with difficult questions requires answers that:

- buy time.
- have been carefully prepared to make a good impression.
- repeat positive messages to avoid direct answers.
- avoid answering by asking another question.

Exercise 11. Discuss the statements.

- + At work appearance is more important than performance.
- + You should keep your private life totally separate from your work.
- + People don't change much during their working lives.
- + It is best to work for as few companies as possible.
- + Everybody should retire as 50.

Exercise 12. Analyze the information, which is in the highlight, and use it in practice.

Exercise 13. Give your opinion on the subject of the text Future Prospects.

From Ernest's point of view, the interview was going very well indeed.

Six days before, he had applied for a job with a small business company and now one of the directors was interviewing him. The advertisement had invited applications from ambitious young men who would like to travel abroad if necessary and who wouldn't mind working irregular hours. Ernest had tried very hard not to say anything silly and the director seemed most impressed.

"You say you're not married, Mr Reeves," the director said.

"No, sir," Ernest answered. "I'm getting married next June, but I'm sure my future wife won't have any objection to my keeping irregular hours."

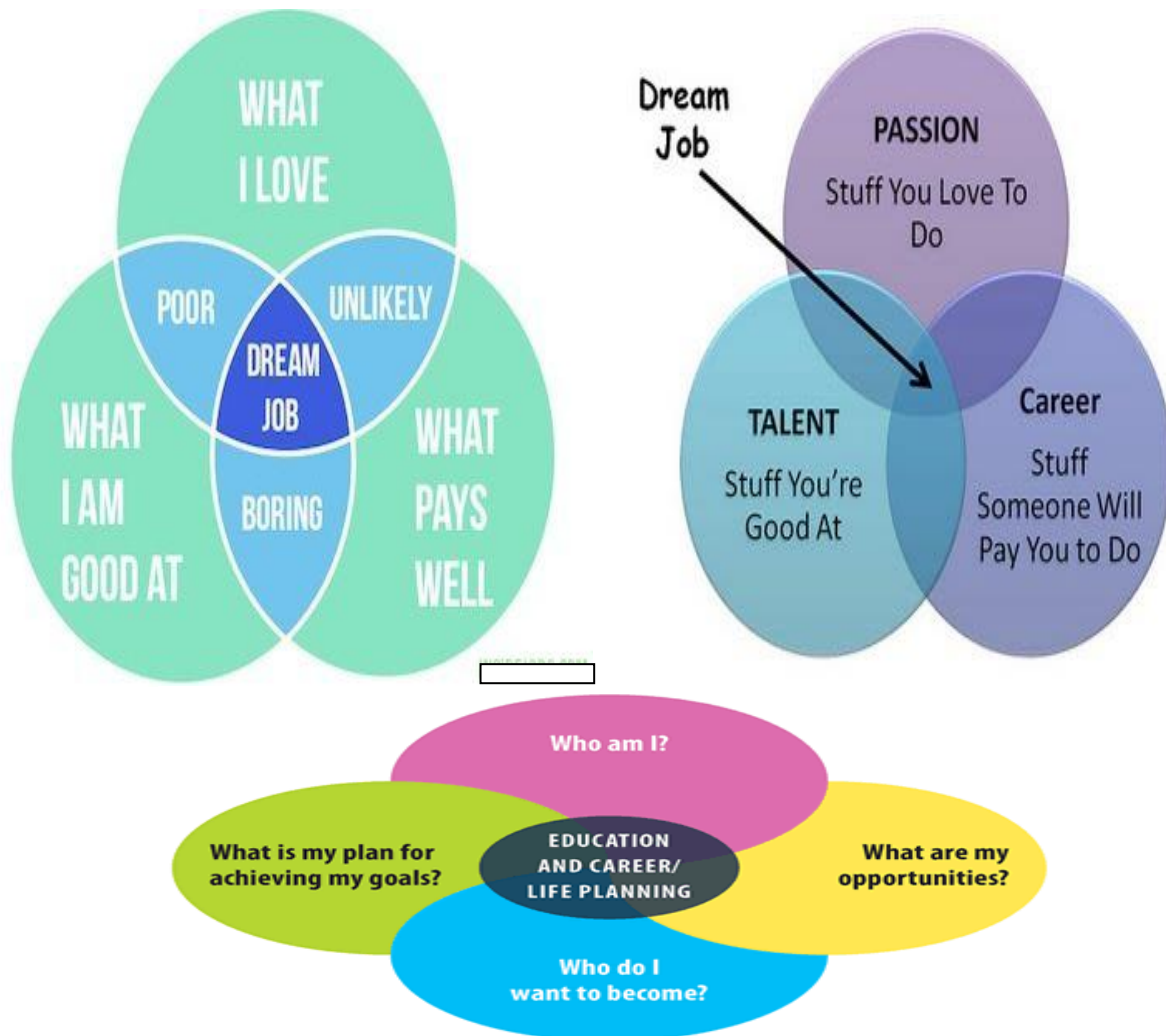
"I see from your application form you have worked as a salesman for two years. Why do you wish to change your job now?"

"I found the work too dull, sir", Ernest answered.

"That's a pleasant change," the director said. "Most young men these days seem to want dull jobs. The first question young men ask me is whether the job I'm offering carries a pension. They want to retire before they start!"

"Does the job carry a pension, sir?", Ernest asked anxiously.

Exercise 14. Read the text Recruitment and give Russian equivalents to the italicized words and word-combinations. Learn them by heart.



RECRUITMENT

There are many ways in which an organization can *recruit personnel*. Posting a list of vacancies on the company notice-board or publishing it in employee magazines is fairly common and gives *current* employees the *opportunity of applying for a position*.

Similarly, a *subordinate* may be referred for a position by his or her superior. Another means of recruiting internally is to search in the organization's existing files. Some companies have a *data base* of their *employees' skills* and special interests.

Reviewing these files periodically may reveal employees who are well-suited to a particular position. Although *recruiting people* within the organization can have many *advantages*, it does have its limitations. If companies wish to be dynamic it is essential to inject new blood from time to time. Similarly, existing *employees* may not have the necessary skills that the position requires.

Consequently, it is often necessary to *recruit* people from *outside the organisation*.

Advertising is a commonly used *technique for recruiting people* from outside.

The advertising medium should be chosen according to the type of public the organization is aiming at. If a highly specialized person is required, a speciality publication such as a trade magazine may be most appropriate.

National newspapers and magazines sometimes carry a Senior Appointments section for specialized personnel. Many national and local newspapers have a General Appointments section, or a Classified Ads section for less specialized personnel. Radio and television advertising of vacancies is *relatively underdeveloped* in most countries.

Employment agencies may be another source of recruitment. State-backed agencies compete with private agencies in many countries. In general, *private agencies* charge a fee whereas public sector agencies offer their services free of charge.

Another difference is that private agencies tend to offer more specific services; for example, they may specialize in a particular area of recruitment such as temporary secretaries, *middle managers* or *senior executives*.

They may include *search services*, otherwise known as headhunting, or provide management consulting. Current employees are sometimes encouraged to refer friends, family and ex-colleagues to fill a particular vacancy. This is particularly true in occupations such as nursing where there is a shortage of trained people. Other valuable *sources of recruitment* may be university campuses, trade unions, professional organizations and unsolicited applications.



DRESS CODE BY JOB HUNTING

There is plenty of advice out there on what to wear to impress at your interviews, but what if you're not at that stage of the job hunt yet? What if you're still scouring job boards and sending out applications left and right without so much as leaving your couch?

It can be easy to fall into a rut of staying in your comfy gym clothes – or never even changing out of your pyjamas. However, this can really affect your psyche and your confidence level when you're looking for a new gig. Even though it may seem silly to put in the effort when no one is going to see you, it will make you feel better to get into a routine of feeling put-together. In addition, there will be times where you need to interact with other people pre-interview – like networking events, informational interviews, or even heading down to the corner cafe to escape the confines of your home.

Therefore, whatever stage of the job search you're in, I'm here to help you look and feel good while doing it. Check out these ideas below, and then go seize your next job!

Job Hunting from home

My go-to routine for staying out of a rut while job searching involves waking up early, exercising, getting dressed (in real clothes), and then hitting the job boards or working on applications. However, even with a routine, you can still keep things comfortable. I love wearing either a boyfriend jean or a skinny jean that has a little stretch in it (think a cotton-Spandex blend), a slouchy tee, and a button-up shirt left unbuttoned.

For guys, the same jeans-and-t-shirt formula works (minus the skinnies, of course!). Oh, and if you throw on a pair of comfortable slippers to enjoy some of the benefits of sitting at home, well, I promise I won't tell!

Job Hunting from a coffee shop

Sure, you may not see anyone you know when you go into a coffee shop, but you'll still be out in public – and you never know who you'll meet! So, feel free to wear something casual and comfortable, just go a little nicer than your at-home look.

For women, leather (or faux-leather) leggings for can be super comfortable but also add an edge, or a pair of white skinny jeans also works well. Wear an oversized sweater in a neutral colour to stay cosy and a light scarf to add another layer in case you get cold.

Guys, keep it simple with jeans, a clean t-shirt, and a light jacket thrown over the top for a little extra polish.

Going to an Informational Interview

Informational interviews can be tricky. Unless the person you're meeting with is a high-level exec and you're going into his or her office to talk, you don't need to wear your interview best. However, since you do want to impress no matter who you're talking to, you'll still want to look put-together.

My go-to outfit is a pair of peg pants (slim-fitting and a little cropped at the ankles) in a print or plain black and a non-bulky sweater: I prefer a navy blue, grey, or black V-neck in cashmere or cashmere blend. Add simple jewellery and ballet flats or loafers, and you're ready to go. For the fellows, a pair of navy blue or grey trousers and a nice slim-fit sweater with a button-down underneath looks sharp but not overdressed.

Going to a networking event

Of course, your networking getup will depend on what the event is and where it's taking place, but let's assume it's a happy hour event that's business casual. You don't want to be too overdressed and seem like you're trying too hard, but you also don't want to look like you just rolled out of bed.

For ladies, try a pencil skirt with a longer-sleeved t-shirt and a light jacket (just skip the blazer to avoid looking too business-y). Finish off with a fun, conversation-starting necklace and your favourite heels or booties. Guys, a navy blue or grey pair of chinos or trousers with a chambray shirt (or any button-down that's on the casual side) and blazer will offer just the right amount of sharpness.

Going to an Interview

Without a doubt, all of this sharp dressing will score you plenty of interviews. For the next stage of your job search, check out our ideas for looks that will land you the job for both women and men!

HOW TO DRESS FOR SUCCESS FOR A JOB INTERVIEW

A lot of job-hunting advice emphasizes the need to dress for success. When you're interviewing for a job, first impressions are critical. You're marketing yourself to a potential employer and the first thing they see is your clothing. Of course, just dressing properly won't get you the job, but it will give you a competitive edge and create a positive first impression.

Once upon a time, a business suit was the only acceptable option to wear to a job interview. However, over the years, as a society we've become a lot less conservative as far as dress code is concerned. Certain industries (e.g. banking or legal) still require employees to dress conservatively, but many other industries have a very casual dress code and it is not uncommon to find employees wearing shorts or flip-flops to work. You probably don't need to wear a suit and tie to a job interview at a company with a relaxed dress code, but that doesn't mean you should be wearing trainers or flip-flops either.

How should you dress for a job interview?

What dressing for success will mean for you will depend on the industry to work in.

You'll be dressing differently to interview in the advertising industry than you would for an interview in the financial services sector. It's best to find out about the dress code (you can ask your recruiter or HR) prior to the interview, so that you fit in with the organization. You should make sure you have at least two professional interview outfits.

You'll need more than that if you get the job but depending on your current financial situation, two is enough to get through the interview process. You can buy more once you have the job or have more financial resources.

Expert Tips for Looking the Part at a Job Interview

- Dress for the industry. You won't wear the same outfit to a job interview at an ad agency as you would a law office.
- Wear something that makes you feel comfortable; discomfort will show during your job interview
- Have clean and trimmed fingernails
- Use minimal cologne or perfume

- Be sure to have fresh breath
- Take care not to have body odor
- Never interview with gum or candy in your mouth

Dress for success: women

For a job interview in most industries, a classic power pantsuit or skirt suit or a work dress are always strong choices.

Wear something you feel comfortable in – if you never wear suits, don't wear one to the job interview as if you don't feel confident in your outfit, it will show.

It goes without saying that the skirt shouldn't be too short and you shouldn't show too much cleavage. It's absolutely fine to show off your personality through what you're wearing, as long as you're not wearing a fluorescent pink mini skirt! Stick to business-professional looks.

What dressing for success will mean for you will depends on the industry to work in.

You'll be dressing differently to interview in the advertising industry than you would for an interview in the financial services sector.

Dress for success: men

If you need to dress formally, you can't go wrong wearing a gray or navy two-piece business suit, a shirt and a silk tie that matches the colors in your suit.

If the company is a bit more informal, you could wear smart dark jeans or dark trousers and a jacket.

Your belt should always match your shoes.

Avoid garish patterns on ties that can distract an interviewer.

Dress for success: accessories

Keep jewellery minimal – either wear small delicate pieces or wear one larger piece, such as a statement necklace, but nothing else. When it comes to shoes for women, make sure they are comfortable and that you can walk. If you're wearing heels, the safest bet is closed-toe pumps. Make sure your shoes are polished. Men's shoes should be brown or black. Avoid mixing black shoes and a brown suit and vice versa.

Dress for success: hair & makeup

Well-groomed hair is important. Before your interview, check that your hair is combed properly. Don't use too much makeup. Subtle makeup that enhances your features is best here.

Dress for success: final tips

Be aware of your posture and body language. Good posture and a solid handshake is important, as is making eye contact and smiling.

It's important to dress appropriately. Taking care with your appearance shows that you're taking the opportunity seriously & that you're eager to make a good impression.

Think about what you're going to wear to the interview the day before so that you have time to make sure everything is clean and pressed.

Get everything ready the night before. Lay out your clothes and accessories so that there is no last-minute panic about your outfit. You want to feel great when you meet your potential new employer and looking good is a big part of that!

DRESS FOR A BUSINESS CASUAL JOB INTERVIEW



UNIT V. CAREER PROSPECTS

INTRODUCTION

Love what you do, do what you love

Sometimes career success is about finding people who want the same kind of things as you. Hiten Thakrar got together with friends who all wanted to learn how to DJ, and Roy Brett turned his back on mates who couldn't understand his ambition to be a chef.

Learn – continuously

At every stage of your career there will be things to learn. Even failure can be a chance to pick up some useful lessons. Johnnie Boden's failure as a stockbroker has driven him on to succeed as an entrepreneur. Phil Johnson has just started his fourth career as a sports therapist. Deborah Morgan left school at 16 to work in a lampshade factory, now she is a biomedical scientist.

Develop a broad skill base

A broad range of skills will help you to secure a new job when you need one. Anna Cowling changed courses at university, volunteered for different conservation charities, became interested in environmental education, trained to be a teacher, did a spell as a primary school teacher and volunteered for an elephant charity in Thailand. As a result she accumulated the perfect skills-set for her dream job as education officer in an animal shelter.

Persevere

Modern careers rarely proceed in straight lines. Life will collide with your plans. You may have children, make a bad choice, be made redundant, fail an exam or simply have a run of bad luck. Perseverance is essential.

Think global

Your colleagues and customers can be from anywhere in the world. If you acquire the ability to work internationally through working with different cultures and learning another language, you will become more attractive to employers. Nazia Hussain's Masters Degree in Chinese culture and her ability to speak Chinese made her a perfect fit for the role of a Regional Director of Cultural Intelligence at a top marketing agency.

Be flexible

Suzy Kerr Pertic, "fancied herself as a political revolutionary" when she pushed the Polish Government to allow her to study in Warsaw. She has taken opportunities as they have come along and is now Pro-Dean in the Faculty of Arts and Human Sciences at London South Bank University. Dawn Neale started as a hairdresser and, after a variety of jobs, is now the art buyer for Boden. Both Dawn and Suzie have kept their options open and have been flexible enough to grasp the opportunities, often unexpected and unplanned, as they have come along.

Employability is the key

While your job may change or no longer be relevant in the future, you can try to ensure that your skills are. With some forethought and planning, and a positive and flexible approach, you can keep yourself employable and future-proofed.

DIALOGUE

- How have your two sons been doing school lately, Andy?
- Terrible! James never starts working, and Malcolm never stops working.
- You're joking, of course. I hear that Malcolm is likely to win all the prizes in the exams this year.
 - Yes, so his teachers say. But he deserves to do well. He's always been so conscientious and hardworking, he's been slaving at his books every evening for months on end recently. He wants to go to Oxford University next year.
 - Maybe he'll become a university lecturer himself eventually.
 - Maybe. But I think he studies too hard; I sometimes wish he'd go out and enjoy himself for a change.
 - Yes... What about the younger one?
 - Well, James' teachers say that he has ability, but that he's too inconsistent and that he rarely does his best. In other words, he's not bad when he *makes an effort*, but he's too idle. He *couldn't care* less about exams. He does his homework in ten minutes every evening and then *rushes out* to play tennis.
 - He's crazy about tennis, isn't he? Perhaps he can make his fortune at it. You can make more money from sport than from an old-fashioned profession these days.
 - So I believe. But my wife always worries about the children's future. She wants James to give up tennis and study law, but I don't believe *in forcing* boys to take up career they're not cut out for. *I wonder* how James' ll develop in a couple of years' time.

Exercise 1. Learn the dialogue by heart and carry it on with your classmate in class. Render the contents of the dialogue in Indirect Speech in English. Translate the dialogue paying attention to italic phrases.

Exercise 2. Complete the sentences with the words below.

Manager, subordinate, coach, chief executive (CEO,) workers, staff, directors, employee, personnel, qualified, job, work, month.

- ✚ The new _____ improved morale in the department.
- ✚ The _____ praised his team upon reaching the Cup Final.
- ✚ Our board of _____ meets every three months to discuss strategy.
- ✚ The factory _____ went on strike because of low pay.
- ✚ The share price went up when the new _____ was appointed.
- ✚ I have to do the appraisals for the six _____ who report to me.
- ✚ An aggressive management style led to an increase in _____ turnover.
- ✚ Every _____ in the company gets health and safety training.
- ✚ A factory of a future was built here and factory _____ was qualified.
- ✚ He was the most experienced _____, a man of the very rarest executive ability.
- ✚ She was _____ by education and experience for the position.
- ✚ She is highly _____ for the job.
- ✚ He never lacked a _____ for Giles to do.
- ✚ They are still at _____.
- ✚ New company begins labour recruitment next _____.

Exercise 3. Add some information & make up a small report and give a talk in class.

Exercise 4. Complete the article *The Art of Delegation* with words from the exercise above. Sometimes more than one answer is possible.

Getting something done is only half the job. Keeping staff happy at the same time is very bit as important.

Many 1) _____ believe that getting work done through others requires a free flow of information and open, productive relations with 2) _____. Rather than creating a climate of 3) _____, they give clear instructions and realistic deadlines and take care to give only constructive criticism and not 4) _____ employees. They work towards creating a positive working environment where 5) _____ feel valued and trusted. Some specialists say that it is essential not to criticise, as this rarely 6) _____ and often causes stress and loss of confidence among the 7) _____. Managers who successfully maintain the balance of power will not lose their authority even when certain 8) _____ members take control of projects. This style of management is particularly important during an economic upswing when employees can easily find work with another company.

Exercise 5. Match each of the verbs with one set of nouns: set, meet, make, take.

Collocations

1. _____	a chance	3. _____	a mistake
	an opportunity		a judgement
	a position		a profit/ loss
	a point		a call
2. _____	a deadline	4. _____	a precedent
	a need		an example
	the cost		an objective
	Expectations		a limit

Exercise 6. Use some of the collocations to complete the dialogues below.

1. a. Are you sure these figures are correct? They look a little high to me.
b. You are right. I think I _____ a _____ in the calculations.
2. a. What do you think of their proposal?
b. Too risky. We can't _____ a _____ on an unknown supplier.
3. a. They say they absolutely must have the final version by Friday.
b. We'll never be able to _____ a _____ like that?
4. a. It's the first time we've agreed to pay expenses on a project like this.
b. Yes, I know. I hope this won't _____ a _____ that we'll regret later.
5. a. I'm not sure if we should sell now or wait until the market improves.
b. Yeah. It's difficult to know which would be the best _____ to _____.
6. a. It looks like we've used almost all of the budget.
b. Right. We've going to have to _____ a tight _____ on spending from now on.

Exercise 7. Add some information & make up a small report and give a talk in class.

Exercise 8. Read the text & pick up the essential details in the form of quick notes.

Exercise 9. Choose the keywords that best convey the gist of the information.

Exercise 10. Replace the italicised words with one that has a similar meaning.

1. Nike's destiny was controlled by its *founders*.
a) designers b) sponsors c) creators
2. The company had an *Achilles heel*.
a) strongpoint b) secret weapon c) hidden weakness
3. A collection of people with different levels of *seiviority*.
a) knowledge b) rank c) performance
4. Nike has found that it can keep many of its core *attributes*.
a) origins b) qualities c) aspects
5. Vice president of global *apparel*.
a) clothing b) equipment c) design
6. Footwear designers worked on 18-month production *cycles*.
a) shifts b) delays c) periods
7. "I knew that Goddess could *galvanise us*".
a) motivate b) surprise c) renew

We use different verb forms to talk about the future. Explain them.

- a. The marketing department *is launching* the new campaign this spring.
- b. We *start* the visit with a tour of the Indonesian factory.
- c. *I'll forward* the report to you by email.
- d. There is no doubt in my mind. We *will succeed*.
- e. *We're going to target* a new customer profile.

Exercise 11. Which future forms are used to:

- make a prediction.
- describe a timetabled event.
- talk about a personal intention.
- make a spontaneous decision or offer.

Exercise 12. Define the advertisements from what advertising sections they are taken.

Technical Consultant – Sales Representative in Moscow Requirements

Technical education (MGTU, MEI, MAI, MATI, MFTI, MADI, MIFI, MISIS) in one of the following areas robototechnics automation, hydraulic, pneumatic diploma of mechanical or electrical engineer, average grade 4, 5 or Red Diploma.

Experience in industrial equipment sales in foreign company fluent English (Technical).

Drivers license, computer skills (Word, Excel, graphics) strong communication & negotiation skills executive, inner discipline ability to plan and control work process independently energetic, sell motivated team working person knowledge of industrial automatic systems is a plus age under 35.

Responsibilities:

Technical sales support day to day interaction with clients in Moscow and Moscow region on production sales plan execution.

Exercise 13. Explain the abbreviations in the previous exercise.

Exercise 14. Make up some dialogues from the information above.

Exercise 15. Analyze the information, which is in the highlight, and use it in practice.

PEOPLE & MONEY

THE ARISTOCRAT

Gina Brooks tracks down four people from very different walks of life. Lady Chrissyie Cobbold, 58, lives in Knebworth House, Hertfordshire, the family home of her husband David, 60, a financier. They have four grown-up children.

"Knebworth House is run as a business but it doesn't make enough money to pay us. I have no regular salary. I never (REAL) spend money because I don't have it and I'm not (BOTHER) about clothes. I spend about \$2,000 a year on them.

There have been moments when we (THINK) we might have to sell the house, but now I think there'll be enough money for the next generation to keep the house. Money is the only thing my husband and I row about. I'm always (WORRY) about money. I don't believe one should spend what one hasn't got. My husband likes having parties, going to restaurants, having guests for the weekend. In summer we'll have up to 16 people at weekends. They're (USUAL) quite good and they'll bring a bottle of wine, but they still have to be fed. We always do our own repairs to the house or we'll put a bucket out to catch the leaks if we can't. I'll go to any lengths to save money. I'll put up wallpaper, do all the painting, make curtains and upholstery.

As a child I used to get only 5p a week pocket money and I'd do anything to get more money. I'd even pick bunches of flowers from our garden and sell them to the local funeral parlour. If you have a big house, people think you must be well off, but it just isn't true."

Exercise 1. Use the words in the brackets in the correct form.

Exercise 2. After reading the text explain its main idea.

THE TAXMAN

Bob Wilden, 24, is a tax inspector, earns £23,558 per annum. His wife, Denise, 20, earns £7,500 as a part-time secretary. They live in Maidenhead, have no children.

"I'm (несчастный) mean in some ways, generous in others. I'll be first at the bar to buy a round of drinks, but I'd (отказываться) at buying a couple of packets of (корочка хлеба) as well. I'll go hungry rather than stop for a snack at a motorway service station. We always buy food (много) so it's cheaper. We (часто) cook in bulk, too, and put it in the freezer. Denise and I never (сориться) about money.

We both (радовать) ourselves now and then. She'll spend £40 at the hairdresser's and I won't (скупой) on the kind of malt whisky I get. I never spend much on clothes though, probably about £95 (самое большее). I don't need to look smart to be a taxman. Denise generally gives £20 a month to animal (благотворительность), but she won't (жертвовать) to beggars wearing £100 trainers. I'll give the real down-and-outs a quid sometimes. My widowed mum is a pensioner and lives alone, so I always make sure that she has enough to eat. I have four credit cards, but one is never used. A bill for £700 arrived this morning for one of them. It (напугать) us to death.

Occasionally we have to (брать ссуды) to clear our credit card debts. In my job it's possible to become a bit of a social leper. Some friends are boasting about how they dodge paying tax. I don't like that, but I'd never dodge it."

Exercise 1. Translate the words and word-combinations into English in the correct form.

THE DIVORCED MUM

Angie Cross, 27, has four children, aged from 5 to 10. She lives in Frinton-on-Sea in Essex. She gets £585 a month state benefit and also work as a part-time barmaid for £21 a week.

"Money's been tight since I (прекращать отношения) from my husband four years ago. The kids always come first, but (значительное событие) for them are rare. They're lucky if we go to McDonald's once a month. All their school uniforms are (поддержанный). When I was a kid I used to have piano lessons. I feel (ужасно) not being able to give my kids the things I had. Every month I work out exactly what has to be paid and what can wait. I have to be very (внимательный, бережливый) with money, and that doesn't come easily because by nature I'm very extravagant. My biggest (сумасбродство) now is a packet of ten cigarettes.

My monthly food bill comes to about £350, and towards the end of the month we have beans on toast three nights out of seven. I usually make the kids a (сухой паек) for school, but (изредка) I don't have enough food to make one, so I tell the kids to have a school dinner and say they've forgotten their dinner money.

It's not really (лгать) because I'll always pay as soon as I can. I get very depressed and I (часто) sit down and cry. Sometimes I'll go wild and buy something just to cheer myself up, but I always regret it. I once spent £30 on some clothes but I felt really guilty. What I want more than anything else is a holiday and new shoes for the kids. Who knows? I might win the lottery!"

THE MISER

Malcolm Stacey, 38, is a part-time BBC journalist and author of two books about money. He earns £50,000 per annum. He lives in York with wife Jo, 32. They have two young children.

"I never buy (роскошь) and I never buy a round of drinks. When colleagues go out to the pub, I'll stay in the office and say I'm expecting a phone call.

I'll never (приглашать) people to dinner, but I never feel guilty about accepting their invitation. I know they (приглашать) me to have someone interesting to talk to.

The meanest thing I've ever done was to go to a (свадьба) without a present. I just took some (упаковочная бумага) and a tag saying "Love from Malcolm" and put it onto the table with the other presents. I got a (благодарственное письмо) from the bride. She (очевидно) thought she'd mislaid the present.

People don't believe I can be so (прижимистый). I'll organize an office collection for (жертвы землетрясения) but I won't give anything myself. I've put a wishing well in the front garden. I would never ask passers-by to throw money in, but I collect it when they do. I (едва) ever use my car; we grow our own (овощи) and we recycle everything. We never buy new clothes; we get them second-hand from charity shops for about £2 a garment. We can live on £5 a week. I've always been mean. When I was a child I would never buy flowers for Mum, but I'd give her bouquet from her own garden. My wife gets embarrassed by my meanness, but we never row about money. People think I've got a fortune stashed away somewhere. I don't care what they think."

Exercise 1. Add some information & make up a small report and give a talk in class.

Exercise 2. Make up some dialogues from the information above.

Exercise 3. Translate the words and word-combinations into English in the correct form.

PEOPLE & CAREERS

Career describes an individual's journey through learning, work and other aspects of life. There are a number of ways to define a career and the term is used in a variety of ways.

Career is defined by the Oxford English Dictionary as a person's "course or progress through life (or a distinct portion of life)". In this definition career is understood to relate to a range of aspects of an individual's life, learning and work.

Career is also frequently understood to relate only to the working aspects of an individual's life as in Career woman . A third way in which the term career is used is to describe an occupation or a profession that usually involves special training or formal education, and is considered to be a person's lifework. In this case "a career" is seen as a sequence of related jobs usually pursued within a single industry or sector e.g. "a career in law" or "a career in the building trade".

The etymology of the term comes from the m. French word carrier (16 c.) ("road, racecourse") which, in turn, comes from the Latin word "(via) cararia" (track for wheeled vehicles) which originated from the Latin word *carrus* "which means "wagon".

By the late 20th century, a wide range of choices (especially in the range of potential professions) and more widespread education had allowed it to become possible to plan (or design) a career: in this respect the careers of the career counselor and of the career advisor have grown up. It is not uncommon for adults in the late 20th/early 21st centuries to have dual or multiple careers, either sequentially or concurrently.

Thus, professional identities have become hyphenated or hybridized to reflect this shift in work ethic. Economist Richard Florida notes this trend generally and more specifically among the "creative class".

A key aspect of career management is the ability to research opportunities and then to make career choices. Another is the ability to reflect on their current career and on labour market opportunities and then to make career changes.

An individual's decision to join a firm may depend on any of the three factors viz. objective factor, subjective factor and critical contact.

- **Objective factor theory** assumes that the applicants are rational. The choice, therefore, is exercised after an objective assessment of the tangible benefits of the job. The factors helping him choose may be the salary, other benefits, location, opportunities for career advancement etc.

- **Subjective factor theory** suggests that decision making is dominated by social and psychological factors. The status of the job, reputation of the organization and other similar factors plays an important role.

- **Critical contact theory** advances the idea that a candidate's observations during his interaction with the organization plays a vital role in decision making.

How the recruiter keeps in touch with the candidate, the promptness of response and similar factors are important. This theory is more valid with experienced professionals. These theories assume that candidates have a free choice of employers and careers. In reality the scarcity of jobs and strong competition for desirable jobs severely skews the decision making process. In many markets employees work particular careers simply because they were forced to accept whatever work was available to them.

Career (occupation) Changing

Changing occupation is an important aspect of career and career management. As over the lifecourse both the individual and the labour market will change it is to be expected that many people will change occupations during their life.

Data collected by the U.S. Bureau of Labor Statistics showed that individuals between the ages of 18 and 38 will hold more than 10 jobs. A survey conducted by Right Management, suggests the following reasons for career changing.

- ✚ The downsizing or the restructuring of an organization (54%).
- ✚ New challenges or opportunities that arise (30%).
- ✚ Poor or ineffective leadership (25%).
- ✚ Having a poor relationship with a manager(s) (22%).
- ✚ For the improvement of a better work/life balance (21%).
- ✚ Contributions are not being recognized (21%).
- ✚ For better compensation and benefits (18%),
- ✚ For better alignment with personal and organizational values (17%).
- ✚ Personal strengths & capabilities are not a good fit with an organization (16%).
- ✚ The financial instability of an organization (13%).
- ✚ An organization relocated (12%).

Therefore being able to find and capitalize on new opportunities is an important career management skill. According to an article on Time.com, one out of three people currently employed spends about an hour per day searching for another position.

Career support

There are a range of different educational, counseling and human resource management interventions that can support individuals to develop and manage their careers. Career support can be offered at any points across the lifecourse.

Career support is commonly offered while people are in education, when they are transitioning to the labour market, when they are changing career, during periods of unemployment and during transition to retirement. Support may be offered by career professionals, other professionals or by non-professionals such as family and friends.

Professional career support is sometimes known as "career guidance" as in the OECD definition of career guidance. Career support is offered by a range of different mechanisms.

Much career support is informal and provided through personal networks or existing relationships such as management. However where career support exists as a professionalized activity it needs to be organized and resourced. There is a market for private career support however the bulk of career support that exists as a professionalized activity is provided by the public sector. Key types of career support include:

- **Career information** describes information that supports career and learning choices. An important sub-set of career information is labour market information (LMI).
- **Career assessments** are tests that come in a variety of forms and rely on both quantitative and qualitative methodologies. Career assessments can help individuals identify and better articulate their unique interests, personality, values, and skills to determine how well they may match with a certain career. Some skills that career assessments could help determine are job-specific skills, transferable skills, and self-management skills.

Career Assessments can provide a window of potential opportunities by helping individuals discover the tasks, experience, education and training that is needed for a career they would want to pursue. Career counselors, executive coaches, educational institutions, career development centers, outplacement companies often administer career assessments to help individuals focus their search on careers that closely match their unique personal profile.

- **Career counseling** assesses people's interests, personality, values and skills, and helps them to explore career options and research graduate and professional schools. Career counseling provides one-on-one or group professional assistance in exploration and decision making tasks related to choosing a major/occupation, transitioning into the world of work or further professional training.

- **Career education** describes a process by which individuals come to learn about themselves, their careers and the world of work. There is a strong tradition of career education in schools, however career education can also occur in a wider range of other contexts including further and higher education and the workplace. A commonly used framework for careers education is DOTS which stands for decision learning (D), opportunity awareness (O), transition learning (T) and self-awareness (S).

Much career support is delivered face-to-face, but an increasing amount of career support is delivered online.

Exercise 1. Add some information & make up a small report and give a talk in class.

Exercise 2. Translate the words & phrases with the keyword «career» & make up sentences.

Career; brilliant / distinguished career; checkered career; promising career; successful career; turbulent career; academic career; diplomatic career; literary career; military career; political career; professional career; to make a career in smth.; to carve out a career as a diplomat; to enter on (launch) a career; to abandon (give up) one's career; to cut short smb.'s career; public career; stage career; in full career; career expectations; careerist (place hunter); elective political careerist; careerist politician; career opportunities; career prospects; career path; career pattern; career planning; career guidance; career ladder; career management; career mobility; career woman; career banding; career break; to take a career break immediately after maternity leave; career education; careers consultant; career educator; career development; criminal career; judicial career; legal career; career assessments; career criminal; career officer; career executive; career expectations; career average pay; career civil service system; career (job) fair; career girl; career mobility; career opportunities; career path.

Exercise 3. Remember the notions.

CEOs and top senior executives are sometimes referred to as "**fat cats**" because of the enormous **pay packages** and **rewards** they are offered when joining a company. These may include details of salary, pension and, frequently, even the possibility of a "**golden parachute**" or very generous **severance deal**, which is the sum of money they are guaranteed when they leave the company.

Exercise 4. Add some information & make up a small report and give a talk in class.

Exercise 5. Read the text & pick up the essential details in the form of quick notes.

Exercise 6. Choose the keywords that best convey the gist of the information.

Exercise 7. Analyze the information, which is in the highlight, and use it in practice.

INTERVIEW WITH SUCCESSFUL PEOPLE

Allberto Alessi transformed his family's housewares business into a trendsetting design giant. His secret: working the borderline between genius and failure.

Has your latest project bombed?

There's only one thing to do, says Allberto Alessi, godfather of Italian product design: Revel in your glorious failures. Dance on the borderline between success and disaster. Because that's where your next big breakthrough will come from.

Alessi, 54, has followed that very advice since he took the reins of the family business in 1970. His partnerships with some of the world's best designers have transformed this 80-year-old company from housewares supplier to design leader.

But Alessi is just as proud of his flops. It's the duds that enjoy centre stage in the company's private museum, where Alessi's designers meet weekly to discuss new projects. He has even published a book of phototypes that never made it to production.

In a market that's crowded with the mundane and generic, Alessi says, the lemons reassure him he is not veering toward safety. Fortunately, most of the products created by Alessi's impressive stable of 200 free-agent designers are winners. The Alessi "*dream factory*" of 500 workers which Alberto runs with brothers Michael and Alessio, has over the past decade raised sales by around 15% a year, to \$100 million today. Now, having conquered our kitchens, Alessi is looking at our cell phones, watches and maybe even our cars. How will he do it? By walking along the border between "*the possible and the not possible*". In an interview at the Alessi factory he explained how to fall in style.

How do you explain your success?

The area of the "*possible*" is the area in which we develop products that the customer will love and buy. The area of the "*not possible*" is represented by the new projects that people are not yet ready to understand or accept. At Alessi, we work as close as we can to the borderline. Because when we succeed, we give birth to a new product that surprises people and because it is completely unknown, it doesn't have any competition – which means we can enjoy big margins. Our industrial organization is very flexible. We have a few best-sellers that sell more than 100,000 pieces a year, while others sell in much smaller numbers. In any case, Alessi is not a mass-production company. It's a research lab for the applied arts. And that means we have to experiment a lot. But doing experiments doesn't just mean doing research and making a prototype. It means putting a finished product into the marketplace.

How do you view your customers?

Our customers seem happy to take risks with us. Customers are much more progressive than marketing people or retailers think. Society is much more exciting than just a target market. A target market is a vague where people try to put society. It bears no relation to what people feel and want.

Exercise 1. Read the article. Are the statements about A. Alessi true or false?

1. He is the only member of his family to work for the company. 2. The company has always been owned by the Alessi family. 3. He wants his firm to design only household objects. 4. He designed the famous Bird Kettle. 5. All his designers are company employees. 6. He doesn't mind talking about products that have failed. 7. He supervises the planning of new projects. 8. More than half of his new products fail.

Exercise 2. Choose the keywords that best convey the gist of the information.

Silicon Valley, San Francisco' capital of the hi-tech technology produces dozens of new millionaires every day. Read their talk about life and complete the table below.

Brad Jefferson		Anne Lee Chang
_____	Age	_____
_____	Position	_____
_____	Car	_____
_____	Salary	_____
_____	Hours worked	_____

Brad Jefferson

Yeah, I guess you could call me successful. I mean I drive a BMW 740 and my home is worth about \$4m. Not bad for a guy who's just 35 years old. I knew what I wanted right from the start and stayed focused until I got it. When I first started with the company, I worked on average 80 hours a week. When I became CEO, last year, I slowed down a bit to between 60 and 80 hours. You see, this is a work-and-wealth-obsessed culture ... we think work 24/7 – 24 hours a day, 7 days a week. It's normal. (laughs) I think it's worth it – after all I earn around \$3 million in salary a year plus bonuses, so I can't complain.

Anne Lee Chang

I've been living in the valley for three years now. I came here to take up a post of senior manager at a software company. I was tempted by the fabulous pay deal, you know, the \$3m, "couldn't say no", deal. You know, the challenge of being a woman, an Asian-American and all that, and also I love my job, my lifestyle, my jaguar sports car. I knew I would mean an average of 60 or so hours a week when I accepted the job – on a good week that is, but I'm young, I'm 32, so I can take it. The downside, of course, is you have to sacrifice your personal life. There are 43 million single women in the valley and around 36 million single men.

Exercise 3. Translate the sentences with the keyword «career».

1. The accident cut short her career. 2. He gave up his career as a musician to concentrate on his studies. 3. Progressive illness cut short his career and forced his retirement in 2001. 4. Career banding is not a compensation strategy, but an employee development program that is enhanced by compensation. 5. She took a career break for two years to have her second child. 6. Career guidance plays important role in our country. 7. There are a lot of career girls and women in Ukraine. 8. Career guidance is help in choosing the direction of career development. 9. Career ladder is promotion of series of posts, high complexity of work, scope of responsibility, and so on.

Exercise 4. Discuss the questions.

1. What is the purpose of a business, in your opinion? Is it just to make money? 2. What do you understand by the phrases below? a) business ethics b) a code of good practice c) a mission statement

Exercise 5. Translate the phrases with the keyword «deal» & make up sentences.

A great deal of; a good deal of; a vast deal of; a great deal better; closure of a deal; to make (conclude, close, clinch) a deal with smb.; to cut / do a deal with smb.; to sign a deal; to give smb. a square deal; to give smb. a raw deal; to deal out alms to the poor.

Exercise 6. Read the text Dilemma: Success at what price and give your opinion on it.

Better Prices, a large UK supermarket chain, is in financial difficulties. The departing CEO, Mark Crawley, had promised that dramatic transformations would lead to higher returns and rising share price. However, he began by signing a disastrous merger deal and since then the share value has halved! In spite of this, he awarded himself several bonuses on top of his £790,000 a year salary and leaves with a golden parachute worth over £2 mln.

The outraged shareholders have decided to work closely with the board in choosing his successor from the following short list of candidates.

Marjorie Sweetman, successful CEO of a chain of department stores that was losing money when she took over five years ago. She believes in people and steady progress. She would cut growth targets by half. She hasn't asked for a golden parachute and would agree to bonuses linked to performance. She does expect generous share options and a salary of £650,000. Her strategy will mean a short-term fall in dividends.

John Creed, currently MD of a company famous for training Europe's top managers.

If recruited, the share price would shoot up in the short-term. He is the most expensive candidate at £750,000. He wants a contract for a minimum of ten years and a guaranteed \$2,4 mln. Pension deal not linked to performance. He believes he can succeed in 100 days and plans dramatic changes in policy and staff.

David Preston, current Chief Operating Officer. His pay is £650,000 plus bonuses and share options. He would expect a big salary increase but proposes, however, not to replace himself as COO and do both jobs. He argues newcomers lack the knowledge of the company and its staff. He wants a generous pension when he leaves and plans to increase shareholder dividends at once.

Exercise 7. Read the discussion on the choosing of the candidate and give your opinion of it.

The dilemma here is the age-old "value for money" problem, isn't it? With people, of course, there are no guarantees. Look at the outgoing CEO. I'm sure he looked like a one-way bet three years ago! That's why I personally wouldn't go for John Creed.

Of course, he would inspire confidence in the market and the share price would certainly go up in the short term, but like I said, there's no guarantee.

So why risk all that money on an unknown outsider when you have a proven internal candidate? I'm not saying that David Preston will cost that much less in the long run – it's unrealistic to think you'd save on the COO's salary. Companies that made similar decisions soon realised that the CEO needs someone to look after the day-to-day running of the business. He won't be able to do his job properly if there isn't a COO.

That makes him a very expensive candidate too. As for increasing dividends, well ... personally, I think shareholders shouldn't be too influenced by this and consider their long-term investments in the company.

So what about Ms Sweetman? Well, she's obviously going to cost less. It's a good idea to lower expectations in times of trouble, so she got that right. I also think that, even if she isn't able to reduce staff costs easily, maybe she can improve services and efficiency. So she's the one I'd go for. For the moment, women still have more realistic salary expectations than men. Now is the time to put them at the top! I'm sure the shareholders would agree! Even if it means no more unrealistic dividends, steady, long-term growth is much more important.

Exercise 8. Discuss stages of recruiting the staff.

Well, what usually happens is that an employer will advertise a vacancy or new post – sometimes both inside and outside the company. Then, after they have received all the applications, they shortlist the candidates, choosing those who appear to meet their criteria.

Next, they will assemble an interview panel and call the candidates to an interview. Some employers choose to check references at this stage to avoid delays later, while others wait until after the interview when they have chosen one of the candidates.

Provided the panel are happy, the employer will make a job offer and the successful candidate starts work. Often they attend induction sessions or are given a mentor who helps to train new staff.

Exercise 9. Read the text below and make your notes on the following statements.

- ✚ The types of work that can easily transfer overseas.
- ✚ Factors affecting the choice of location.
- ✚ The risks of outsourcing abroad.

Many companies are now setting up facilities in countries that can provide services at a far lower cost. What do you think the advantages and risks are of going offshore?

I think that by now most managers have realised that there are substantial savings to be made by outsourcing certain parts of their operations overseas. But having said that, you can't just start outsourcing everything that your company does. First of all, only certain types of work actually lend themselves to outsourcing – where there is no need for face-to-face contact and where a secure and reliable network connection is available. So that restricts things pretty much to IT, Human Resources, R&D and back-office work.

The second thing to remember is that there are a number of constraints you have to work with. The first of those is language – there's no point outsourcing if you don't have professional people at the other end who can speak your language. That's why offshoring today has centred on US and UK companies locating in countries like India and the Philippines where English is a part of the culture. Next comes the wage factor of "differential" as it's called. If there isn't a substantial saving to be made here, then the risks simply outweigh the potential benefits. So I would say that if you can't get a 50% saving here it won't be worth all the extra costs involved in transferring work abroad.

Then there are the risk factors that you have to look at. Political stability is certainly one of those. What will you do if there is a major problem in the country you have outsourced to? And there's also the question of protecting your assets – not giving away your trade secrets to partners who may use that knowledge to their own advantage. So it's a complex decision. You have to weigh the advantages and drawbacks very carefully.



Exercise 10. On the left there are some gender-marked job titles. On the right there are some inclusive job titles, which have replaced them. Match the job titles.

Gender — marked job titles	Inclusive job titles
air hostess / steward	server
actor, actress	technician, engineer
waiter, waitress	chairperson
cameraman	flight attendant
repairman	actor
fireman	messenger
salesman / woman	nurse
foreman	salesperson
chairman / woman	fire fighter
male nurse	executive
businessman / woman	supervisor
post – boy	camera operator

Exercise 11. Read the text and answer the main question: How do they identify and attract the best candidate for a particular job?

The most important thing for us at the beginning is to have clear and full briefing from our clients so we spend a great deal of time talking to a range of people in the client organisation. And then, according to the sort of job that we are seeking to fill, we'll use three different sorts of method for identifying candidates.

One, the most obvious one, is advertisement in appropriate newspapers or journals.

The second is by asking for nominations from within our client organization of appropriate candidate. And the third, and most labour intensive for us, is our own, original research. And that will be derived from our database, from talking to authoritative sources in the relevant market place, and then from beginning to map the business sector in which we think we are most likely to find good candidates.

All three of those different methods of identifying candidates will cross-reference, and ideally we'd like to find candidates who're sourced from each of the three areas.

Sometimes, when we're very fortunate, we'll find an individual who comes referred from each of the three approaches. In respect of our own research, it's always very valuable for us to be able to speak, at the beginning of a search, to experts in a given sector, perhaps people from the media, commentators, sometimes academics who have wide networks of their own, that are independent from any single client organisation but span a broad cross-sector of companies and organisations. On those occasions, frequently those people will have access to, may have met, rising stars in a given sector, and can offer us an autonomous, and independent view of the skills and abilities of some of those people. Furthermore they may frequently have ideas on the interests and likely level of availability of people. So that when we make an approach to someone haven't spoken to before, we do it in an informed way.

DIALOGUES

Part I

Int.: Hello Regis. Perhaps you'd like to begin by telling us what company you work for?

R.: I am working for Slash Support Ltd., a company that provides 24/7 worldwide support on IT products – network and telecommunications mainly.

Int.: What exactly does your job involve?

R.: I'm working in the Acatel Voice team and we provide support for Internet and telephone systems. When a customer has a problem with a system or wants some technical assistance, they get in touch with the support centre and our role is to solve the problem and answer any questions.

Int.: Does the company employ mostly local people?

R.: No, it's very hard to find people locally. Most of my colleagues aren't from Chennai itself. Companies such as Slash Support usually have to recruit at national level because it is not always easy to find local people with the necessary foreign language skills.

Slash hires trainees from Germany, France, Latin America who come on short-term assignments. So, there is a good mix of local people and people from abroad.

Int.: Was it difficult to adjust to working in a new environment?

R.: Yeah. It was hard to adapt to the rhythm of work at the beginning. Here we do shifts which are ten hours long from 8 a. m. to 6 p. m.

Int.: That's a long day.

R.: It is. And then, on top of that, during the first three months, I was also getting training every morning, so I was pretty tired when I got home in the evening!

Int.: What are your Indian colleagues like, you know, in terms of age, education ... are they mostly male or female?

R.: Most of my colleagues are from non-technical backgrounds. They've been hired for their language skills – not because of their technical abilities. One of them is even a lawyer by training. They are almost only men and mostly between 25 and 35 years old.

Int.: And how are you settling in? Where are you living at the moment?

R.: The company's been working with the US and Europe for some time now, so everyone's had time to adapt. It's more difficult to adapt outside work than in the office. I've been living with an Indian family, so I had to learn how to fit in with their lifestyle – but they're really kind and I've learned lots about Indian culture from them – more than if I'd stayed in a hotel, for example. I'm hoping to get my own apartment soon.

Part II

Int.: How do you react when you hear people saying that Indian companies are "stealing" jobs from Europe and the USA?

R.: Today with globalisation, everybody is working together and competition is now worldwide. The first point to make is that it was the European and US companies that contacted the Indian companies. That is completely understandable. Companies find the same skills at a cheaper price and with more flexibility. So, if it is interesting for the company, why shouldn't they take advantage of it? But one must not forget that it is not always that easy for a company to outsource to India and that it's not always a success. It may be true that some jobs have left Europe and the US, but other jobs have also been created.

In companies which are specialised in helping businesses to make their outsourcing process a success. I think this is only the beginning of the phenomenon, as many countries such as France, for example, have not really outsourced yet. This is a huge market and India seems to be leading the race. But some other countries are coming up as competitors and to keep its place, India will have to stay competitive. But its experience will be a big advantage.

Exercise 1. Regis Sultan is a French computer engineer working in India. Read the dialogue above about his job and choose the best option for questions 1-6.

1. Regis is working in a

- a) research centre.
- b) customer support service.
- c) production department.

2. It is difficult to recruit locally because there are

- a) not enough technically-qualified people.
- b) too many similar companies in the area.
- c) few candidates with good language skills.

3. How many hours a day does he work?

- a) six b) eight c) ten

4. When did he attend training courses?

- a) every evening b) at weekends c) every morning




5. Regis describes his colleagues as mostly

- a) male and female language graduates.
- b) men from non-technical professions.
- c) untrained female university graduates.

6. Where is he living?

- a) with an Indian family
- b) in a local hotel
- c) in a rented apartment

Exercise 2. In the second part of the interview Regis talks about offshoring. What does he say about the following things?

-  Why is it happening?
-  The jobs offshoring creates.
-  The future for Indian companies.

Exercise 3. Discuss with your classmates problems of appearance of new competitors in the world using extra information from various sources. Explain the notions "globalization" and "competition" and interaction between them.

Exercise 4. Translate the sentences.

1. Do you have to *clock in* when you arrive?
2. She doesn't like *working to deadlines*.
3. She is *on a work placement* with SFD.
4. There could be some *staff cutbacks* in the short term.
5. In our company there is now more *opportunity for promotion* than before.
6. My *application* was unsuccessful.
7. The successful applicant will have a *good track record* in accounting.
8. The job has no clear *career structure*.

Exercise 5. Read the text and compare the lives of the two designers.

I. Jonathan Ive is one of the most influential designers working today. He's only 37 years old and is one of the youngest designers to have won the Design Museum's "Design of the Year" award, which he received in 2017. Jonathan studied design at Newcastle Polytechnic and, after graduating in 1989, he went to work for the London design agency, Tangerine. Tangerine were contacted to work on some new designs for Apple Computer, the US computer manufacturer; in 1992 they invited Jonathan to move to their headquarters in Cupertino, California, to take up a full-time position.

Ive has been associated with a series of highly successful designs for Apple, ranging from the original iMac, with its distinctive coloured housing, which was followed by a similarly colourful laptop – the iBook, to the more recent iPod – the portable music player, which has sold more than 2 mln units since its launch two years ago.

His success is mainly due to his revolutionary approach to computer design, which has changed them from industrial machines in beige boxes into sleek, stylish fashion objects.

Walk into any office and you can see in a flash which desks have Apple computers on them – they just stand out, they attract your eye and, of course, the people who see them wouldn't swap them for anything else.

II. Trevor Bayliss, on the other hand, has had a very unusual career path. In fact, at 15 he was a member of the national swimming team. Then he spent some time in the army, got a job as a salesman with Purley Pools, a swimming pool manufacturer, worked as a stuntman on television and then finally went on to become one of the UK's best-known inventors. He's won a number of awards for his creations including the BBC Design Award, which he received in 1996. I think it's true to say that Trevor is more of an inventor than a designer, because he has really created a range of products that just didn't exist before.

Eccentric, I suppose, would be one way to describe him, but I don't think anybody would underestimate the importance of the things he's designed. Trevor has almost single-handedly bridged part of the gap that separates the economically developed world from the developing world, by providing machines that can connect to modern sources of information, but without necessarily having to have the infrastructure that otherwise would have been necessary. Probably the most famous of these is the wind-up radio, but also the wind-up flashlight and more recently the "electric shoe".

Exercise 6. Put the adverbs: many; much; a lot of; a few; a little; some; any.

1. There aren't many companies in the world with more than 100,000 employees. 2. How many employees are there in your company? 3. How much information about prices in your brochure? No, there isn't. We have a separate price list. 4. How much money do you spend on advertising? Not much. We rely on word of mouth. 5. How much competition from companies in the Far East? Yes, there is particularly from Japan. 6. Is advertising important to our business? 7. Are many customers like your products / service? 8. One week after the second interview, we choose the most successful candidates and offer them the jobs. 9. If the most successful candidates accept the jobs we then inform the unsuccessful candidates. 10. Do you know the main tasks of socializing? 11. We interviewed the most job candidates. 12. We had to interview the most students for our research. 14. If you agree to participate in the study, you will be asked to complete a 30-minute telephone interview now and a 45-minute interview in months from now.

Exercise 7. Read the text above again and complete the sentences.

1. After graduating Jonathan Ive went to work at

- a) the Design Museum.
- b) Tangerin.
- c) Apple Computer.

2. His first design for Apple Compute was a

- a) desktop.
- b) portable music player.
- c) laptop computer.

3. Ive's revolutionary designs have

- a) increased Apple's sales.
- b) transformed the image of computers.
- c) Created new markts for Apple.

4. After leaving the army Bayliss

- a) designed swimming pools.
- b) became a professional sportsman.
- c) worked as a salesman.

5. Bayliss's main achievement has been to

- a) make modern technology available everywhere.
- b) improve economic conditions in poor countries.
- c) make products affrdable to everyone.

Exercise 8. Complete the sentences with the correct form of multi-part verbs from the box.

Point out, set up, look after, buy up, step down, get ahead, go under, break down, call off.

- + If we hadn't _____ so many companies we wouldn't be so short of cash.
- + The shareholders feel that he should really _____ because of the mess the finances are in.
- + We had to _____ the meeting because the export manager missed his plane.
- + Our sales executive will _____ you next week to show you our new range of products.
- + Could you please _____ the new recruit, she doesn't know where anything is.
- + Negotiations _____ after an hour because they just couldn't find a compromise.
- + The only way to _____ in this company is to work harder than anyone else.
- + If turnover is as low as last year we'll probably _____.
- + We finally _____ a subsidiary in Spain last year.
- + As she _____ in her presentation, competition is rising and prices are falling.
- + The guide took us through the city, _____ interesting sights _____.
- + They needed the money to _____ a special school for gifted children.
- + You need a holiday to _____ you _____ again after all that hard work.
- + We had to _____ him _____ with a large sum of money.
- + The company _____ all the other cinemas and so became free of competition.
- + Housewives, afraid of running short, have _____ all the sugar in the shops.
- + I've spent so many years as chairman that I feel it's time I _____.
- + Jim's father thought his firm would _____.
- + Many small firms _____ to strong competition from big business.

Exercise 9. Some words in English can be used as both nouns and verbs. Read the definitions for the words. Which of the two definitions was used in the sentences.

1. contract	(n) written legal agreement
	(v) give work to supplier
2. project	(n) planned piece of work
	(v) calculate the cost of something
3. fuel	(n) substance burned for energy
	(v) make a bad situation worse
4. plant	(n) industrial complex
	(v) put something into the ground
5. process	(n) series of actions
	(v) treat or modify a substance
6. loan	(n) (financial assistance)
	(v) give something on a temporary basis

- ✚ After nearly two decades of contract negotiations, natural gas from the
- ✚ Amazon jungle looks finally set to reach Peru's capital, Lima, by next August.
- ✚ Society is indeed a contract.
- ✚ Opponents claim that the project threatens tribes of Amazon Indians.
- ✚ He projected a system of rules to which he strictly adhered.
- ✚ Your request is in process.
- ✚ Peru, once an oil exporter, now imports some \$ 500 mln. of fuel a year.
- ✚ The long-distance plane has to stop at Heathrow to fuel up.
- ✚ Without the loans, Camisea may still go ahead.
- ✚ The painting was on loan to the National Gallery from the Louvre.
- ✚ Money which has been loaned to city councils by the central government can
- ✚ be repaid at a low rate of interest
- ✚ There will also be two plants on the Pacific coast to process and export gas to
- ✚ Mexico and energy-hungry California.
- ✚ I'd like to plant vegetables in this half of the garden.

Exercise 10. Complete the text with the appropriate past forms of the verbs in the brackets.

The Ford Motor Company, which (be) ___ in business for over 100 years, (reach) ___ a critical moment in its history. Dwindling market share, a saturated domestic market and falling prices are just some of the problems that the new CEO (have) ___ to face since he (take over) ___ the top job in 2001. The company (perform) ___ poorly in recent years. The latest figures indicate that Ford's share of the European market (fall) ___ by as much as 4 %. In the USA the situation is little better. Nissan (open) ___ a new factory in 2003 and last year (produce) ___ 400000 pick-ups and sports utility vehicles that the Ford Motor Company (rely on) ___ over the years to provide its profit. But William Clay Ford Jr. is fighting back. He (shift) ___ the company's focus away from luxury brands like Aston Martin and Jaguar and back to the less glamorous but more profitable vehicles the best selling pick-up in the USA. Now The Ford Motor Company is still very famous and popular with the people all over the world.

Exercise 11. Correct any mistakes in the italicized comparative & superlative forms.

The later (1) report from the Executive Watch Foundation shows that executive pay is becoming the biggest (2) worry of corporate governance—even most (3) worrying than the question of the independence of auditors. In the USA the SEC is already proposing new and significantly tough (4) rules that are designed to make it more (5) easily for shareholders to nominate candidates to company boards. It is hoped that this will lead to greater (6) independence for directors and to lowest (7) remuneration packages for executives. Company directors and senior managers may also be about to receive far less (8) benefits such as stock options. The research has also shown that the companies that provided the greatest (9) number of stock options to executives were also those whose performance was the worse (10).

Exercise 12. Complete the profile of Pierre Omidyar, the founder of eBay, with appropriate gerund or infinitive forms.

The world's most successful auctioneer

eBay Inc. is an American multinational internet consumer-to-consumer corporation that manages an online auction and shopping website in which people and businesses buy and sell a broad variety of goods and services worldwide.

Founded in 1995, eBay is one of the notable success stories of the dot-com bubble; it is now a multi-billion dollar business with operations localized in over thirty countries. eBay expanded from its original "set-time" auction format to include "Buy It Now" standard shopping; online classified advertisements; and other services. Pierre Omidyar is today at the head of one the Internet's biggest success stories: eBay.

Born in France, Pierre moved to the USA at the age of six when his father was given the opportunity of (work) ____ at John Hopkins university. During his school years in the US Pierre started (write) ____ computer programmes for \$6 an hour. (Know) ____ how important computers would become in the future, he decided (apply) ____ for a place at Tufts university. After (graduate) ____ in 1988, Pierre then worked as a software developer before (create) ____ his first start up "Ink development Corporation" in 1991. The company produced software that enabled computers (read) ____ instructions given by pen and not through a keyboard. Five years later he he succeeded in (sell) ____ the company to Microsoft. It was not until 1995 that he came up with the idea of (launch) ____ a website which would serve both as a market for (exchange) ____ collectors' items and as a forum where collectors could meet (discuss) ____ their passion.









From a hobby it soon became a full-time occupation and after (rename) ____ it ebay, the world's most open marketplace was born. Now a billionaire, Omidyar has set himself a new goal: (get rid) ____ of 99% of his fortune during his lifetime by (finance) ____ non-profit-making operations around the world.

As the company expanded product categories beyond collectibles into almost any saleable item, business grew quickly. On December 20, 2010, eBay announced its acquisition of a German online shopping club.

Millions of collectibles, decor, appliances, computers, furnishings, equipment, domain names, vehicles, and other miscellaneous items are listed, bought, or sold daily on eBay. In January 2013, eBay is testing out two new pilot programs. One of them with drop-off points and the second one involving home pick-up.

PERSONAL QUALITIES

Which of these things are you good at?

-  communicating with people
-  using machines
-  working with your hands
-  selling things
-  thinking of new ideas
-  organizing yourself / other people information
-  working by yourself / in a team
-  learning languages

Special Skills / Interests

- Do you have any special skills or training?
- Do you do any voluntary work or community service?
- Do you have any certificates? (Where did you get them?)
- Can you drive?
- Do you have any hobbies?
- What do you like doing in your free time?

Education

- What qualification do you have?
- What subjects are you studying?
- Which schools / colleges did you attend?

Languages

- Which languages can you speak?
- What level are you (elementary/ intermediate / fluent) speaking?
- What working language do you master?

Keynotes

The role of a leader is to inspire and *motivate staff* and to develop talent within an organization. The *management style* of leaders varies: some prefer to delegate responsibility to *subordinates* whereas others prefer to use their authority to control operations directly.

Management is a function of planning, organizing, coordinating, directing & controlling.

Any *managerial system*, at any *managerial level*, is characterized in terms of these general functions. All companies must look beyond their present situation and develop a *long-term strategy* to meet changing conditions in their industry.

Strategic planning includes defining the company's long-term as well as specific *objectives*, such as *sales volume*, *market share*, *profitability* and *innovation*, and deciding on financial, material and other resources necessary to achieve those objectives.

Exercise 1. Translate the keynotes.

Exercise 2. Complete and translate.

(dis + advantage — disadvantage)

Approval—; comfort—; a —; o —; satisfaction—; agreement —.

Exercise 3. Analyze the information, which is in the highlight, and use it in practice.

Exercise 4. Answer the questions.

- ✚ Can you operate an IBM computer with Microsoft Windows?
- ✚ Are you a loyal person?
- ✚ What sort of job would you like in five years' time?
- ✚ What will you prefer in ten years' time?
- ✚ Do you want a job with a company car?
- ✚ What do you do during your free time?
- ✚ What things are you best at?
- ✚ Did you have a good journey?
- ✚ How much are you hoping to earn?
- ✚ What was the traffic like on the way here?
- ✚ Would you like to have the same job in ten years' time?
- ✚ What kind of job do you prefer?
- ✚ Do you like to work in an office or in open?
- ✚ Do you like mental or physical job?
- ✚ Do you like a part-time or a full-time job?

Exercise 5. Pay attention to some advice introducing yourself.

Shake hands firmly, and look the other person straight in the eyes. Smile!

Men shake hands with men.

Women choose whether to shake hands with men or not.

The woman offers her hand first.

Nowadays women often shake hands with women (but not always).

Say "How do you do?" In the USA the response is "Pleased to meet you", or "Fine thanks". In Britain, the response is usually "How do you do".

Give information about yourself: state your name, add extra information (job, company).

Exercise 6. Choose the best verb.

- ✚ Hi, there. At last! You all look great. Come and have something to drink.
- ✚ At last! Well, Vanessa. How are you feeling? Are you pleased to be going?
- ✚ Well, yes and no. I'm excited about the new job, of course. But I'm *missing / going* to miss you all.
- ✚ And we'll miss you. I wish you *stayed / were staying* with us a bit longer, really, but think people should move on when they want to.
- ✚ I wish I *knew / 'd known* you were applying for that job at the BBC, Vanessa.
- ✚ I must / might have been able to help you. I've got lots of good friends there.
- ✚ Do you really think that would have helped? Really?
- ✚ Well, no. Maybe not. In fact, if I were you, I *won't / wouldn't* mention my name at all. It might not do you any good!
- ✚ More fruit juice, Vanessa?
- ✚ Oh, I'm fine, thanks. Alex. Well, go on then. Just a little. Thanks. Do you wish you were leaving, too, Alex, to go and work at the BBC?
- ✚ Oh no! I like it here, Vanessa. I wouldn't leave, even if I could.
- ✚ That's nice.

Exercise 7. Add some information & make up a small report and give a talk in class.

Exercise 8. Are the statements true or false according to you?

- + Lunch is a more serious problem than jet lag for business travellers.
- + People in Spain have a short sleep before lunch.
- + If you're dining with Greek people, they will talk about business all the time.
- + Scandinavians eat very substantial lunches.
- + Americans smoke and drink a lot at lunch.
- + French business menus are not suitable for people who have to do business.
- + Russians work without lunch.
- + Your native languages like to work in fresh air.
- + Italians don't like to work at all.
- + German observe the time very much.

Exercise 9. Try to understand the text Will your Boss promote you?

You may have computer skills, a mellifluous speaking voice and a fair for sales, but if you don't have your boss on your side, your career doesn't have a leg to stand on. It seems too simple to be true, but career success hinges on how much you're valued by your boss.

Establishing a good relationship can be difficult, particularly if your styles or personalities clash. Your role is to make it work, though, and it's more critical than any other job-related skill you must acquire. Of course, you also have to do your job well. You must demonstrate the right skills and abilities, and that you fit well in your organization.

You'll increase your standing in your boss's eyes by being enthusiastic and positive about your company, department, product and colleagues. Then, when you broach your career goals, you can expect a strong ally.

Exercise 10. Analyze the information and answer the questions.

- + Would you like to be a (top) manager in a large or a small company?
- + What kind of a company do you prefer?

Exercise 11. Are the statements true or false for your country?

Unemployment has risen in recent years.

Jobs have been created in new industries.

Traditional jobs have been lost.

Many people have been made redundant in my town.

Machines are replacing people.

Unemployment is highest among young people.

Older people who lose their jobs find it difficult to get new ones.

Exercise 12. Explain:

- why the management is not an easy process.
- what is understood by a good manager.
- what managers should study.
- what managers should do at their work.
- what managers should do in difficult situations.

Exercise 13. Add some information & make up a small report and give a talk in class.

Exercise 14. Read the text & pick up the essential details in the form of quick notes.

Exercise 15. Choose the keywords that best convey the gist of the information.

Exercise 16. Read the text and give its general idea in Your native language.

Management – Science or Art?

The management is not an easy process. Every person at work has got unique character, set of skills, attitudes and weaknesses. Every group of people working together will behave differently from every other group because of its individuality. Every manager is different and so is his relationship with the job he manages.

Each management process is under unique conditions. Using a simple analogy it is rather like playing on the same golf course every day. The course remains the same but the combination of conditions makes every round unique.

What the good manager needs to know is the following. A successful manager has the ability to "read" the characters and behaviour of his colleagues.

This enables them to act in the right way at the right time and as a way to win loyalty, enthusiasm and effort from those around them. How do good managers do it? Good managers study human behaviour including their own.

People's characters are formed in different ways, the interplay between their intellect and their emotions varies widely. Their capacities for insecurity, aggression, anxiety and ambition also differ greatly. With this kaleidoscope of human types what is it that gives the manager the insight he needs?

The answer lies in having an understanding of the general characteristics of behaviour and relating this knowledge to specific individuals and to the team. Plus the ability to learn from his own experience and that of others.

Exercise 17. Discuss in the group:

- characteristics of an ideal manager;
- optimal working conditions;
- what is better – to manage or to have a good manager;
- characteristics of an ideal officer;
- conditions of a good management process.

Exercise 18. Find antonyms here between line 1 & 2.

1) Incorrect; 2) interesting; 3) terrible; 4) last; 5) answer; 6) near-sighted; 7) unhappy; 8) clean; 9) Indoor; 10) difficult; 11) safe; 12) cheap; 13) fast; 14) hate; 15) noisy.

a. Dull; **b.** first; **c.** far-sighted; **d.** dirty; **e.** quiet; **f.** dangerous; **g.** outdoors; **h.** easy; **i.** Correct; **j.** expensive; **k.** ask; **l.** like; **m.** happy; **n.** slow; **o.** wonderful.

Exercise 19. Give your native language equivalents for English ones.

A dominant driving force; a tribal setting; human beings; self-esteem, a set of needs; to be satisfied; to receive support; to release potential management process; experience; well-being; main concern; to carry out experiments; self-training; to overcome stress situations; to relax; working conditions; to improve; team work; wink people; management of news; the management; management concepts; management consultant; management education; management efficiency; human behaviour; the interplay between their intellect and their emotions; capacities for insecurity, aggression, anxiety and ambition; kaleidoscope of human types; to give the manager the insight; the ability to learn from his own experience.

Exercise 20. Read the text *A Calm person works calmly and answer the questions.*

- ✚ What experiments does the laboratory carry out?
- ✚ How do people relax?
- ✚ What do the psychologists recommend?
- ✚ How do the psychologists try to help people?

Any firm in this country is motivated by the consideration of Man's well-being.

But Man is also a productive force that keeps a business thoughtful approach is needed not to divide the two concepts of Man productive force and as the main concern. Special efforts are also none. I ensure that the principal goal – Man's well-being – is the focus of attention every day and every hour. A special social-psychological service has been set up in many help make its principal goal a reality.

The service is a laboratory and a group psychology experts. The laboratory carries out experiments, using visual display units, to study the ability for team work, the characters of the work people and their manager. Other methods include questionnaires, polls, specially-oriented studies. They produce either immediate results or give recommendations a bit later.

Fatigue is studied from every angle – the name of work, age, sex, and working conditions. The recommendations vary. In one case it is an additional 15-minute break in work spent relaxation room. Sitting in an atmosphere of quiet, coolness and semidarkness people hear a soft voice talking about self-training. This is followed watching a beautiful scenery on the screen to the accompaniment of music.

Fifteen minutes of this relaxation can make a person feel as if he has been away from work for several hours. In another case physical exercise, some sitting-up exercises may recommended, or a person may be advised to go to the refreshment room and have a glass of specially-prepared cocktail of juices.

There are certain monotonous, mechanical jobs in which only part of brain is used.

According to the psychologists, the other part can and should used for the general development. So a psychologist would go to such pen and talk about new films, plays or books. He does his best to help workers overcome stress situations.

Exercise 21. Read the letter of recommendation and try to understand it.

When writing a letter of application, the applicant would like to say what job and conditions he or she would like to have. But a good letter of application should contain facts the prospective employer wants to know, for instance what experience the applicant has, how useful he or she will be to the company.

If he has held several positions, it would be advisable for the applicant to submit a personal data sheet, the curriculum vitae, containing full personal details and information on the past experience, education and certificates or degrees, special qualifications, and possibly references. The letter then can serve to draw the reader's attention to the candidates' suitability for the vacancy. If you are starting your career and have had one or two jobs, or none at all, all the particulars can be included in the letter itself.

A contract of employment defines the conditions of work, the working hours, holidays allowed, responsibilities and notice. It may contain a job description and give information on fringe benefits such as company pension scheme, bonuses, expenses and commission where applicable. When employment is terminated by either party, notice has to be given in writing and the set period observed.

Exercise 22. Below you see a Letter of interest if you are interested in a vacancy.

Dear Sir or Madam,

I graduated from Tver state university in 1995. Now I am finishing my post-graduate studies to submit my candidate thesis this winter. My major is called the theory of literature, which includes /the study of the history of Russian and foreign literature.

I am interested in working at the Russian department of your university as a teacher of Russian and Russian literature for the school year 1998-1999.

In high school I gained experiences teaching Russian to foreign students. At your department I could assist in the teaching of grammar, conduct a class in Russian conversation or give lectures on Russian literature. If you are interested please write me at the above address I will look forward to hearing from you.

Sincerely yours,

Ivanov I.I.

Exercise 23. Choose the most important words for you.

Active, diplomatic, methodical, attentive, constructive, creative, disciplined, skilled, energetic, extroverted, cooperative, independent, realistic, sincere, systematic, clever, introverted, skillful, qualified, mastery, industrious, assiduous, diligent, heedless, tactful, painstaking, careless, incautious, inconsiderate, insensitive, thoughtless, negligent, careful, considerate, observant, slipshod, persevering, exhaustive, hard-working, thorough.

Exercise 24. Make up your own sentences with English phrases.

To take care of; to satisfy one's needs; to achieve a principal goal; to receive support; to make a contribution; to succeed in; to differ greatly; to study the ability; to overcome difficulties; to clear up (resolve, surmount) a difficulty; to look after; quiet; coolness; semidarkness; semidecidable; economic (financial) difficulties; to cause (create, make, present) difficulties for; (a) grave (great, serious, severe) difficulty.

Exercise 25. Render the score of the article on types of unemployment.

Cyclical unemployment. Cyclical unemployment exists when individuals lose their jobs as a result of a downturn in aggregate demand (AD). Циклическая безработица возникает на стадии спада (кризиса) экономического цикла; падение спроса на продуктовых рынках вынуждает производителей сокращать производство и, вызывает сокращение численности занятых и рост безработицы; не входит в естественный уровень безработицы. *Syn: demand-deficient unemployment deficient-demand unemployment*)

Structural unemployment. Unemployment resulting from industrial reorganization, due to technological change, rather than fluctuations in supply or demand. Структурная безработица (ряд профессий не востребован на рынке труда; связана с изменениями в отраслевой структуре экономики).

Regional unemployment. Региональная безработица.

Classical unemployment. Классическая безработица.

Seasonal unemployment. Сезонная безработица.

Frictional unemployment. Фрикционная безработица.

Voluntary unemployment. Добровольная безработица.

Exercise 26. Read the text & pick up the essential details in the form of quick notes.

Exercise 27. Analyze the information, which is in the highlight, and use it in practice.

IF YOU LOSE YOUR JOB – WAYS TO SURVIVE

Interview with Mr. May, Financial Planner

Q. Mr. May, is it possible for a person to emerge unscathed from a long period of being out of job?

A. I'd say unscathed would be too optimistic. But it's certainly possible to plan ahead and to survive a period of unemployment without deep emotional and psychological scars. Especially in this recession, the whole concept of long-term job security – whether it be in government, the auto industry or whatever – is changing. People seem more aware that if they're laid off they may not get called back.

Q. What's the most painful part of unemployment?

A. For most people, it's psychological and emotional stress. There are three stages that people seem to go through when they lose a job.

The first usually is panic: "What am I going to do financially, personally?"

The second is guilt: "I'm not worth anything. My coworkers are still there and I'm not. Something must be wrong with me." *The third* step, usually, is to turn it outward and say, "Alia! It wasn't me, it was that guy." You internalize the blame and really get angry at the world, your boss or whomever. It's not until the last stage, which is renewed self-confidence and determination, that you are in a frame of mind to convince someone to hire you. That, in the end, is what all the career books and counseling sessions really do: They build you back up, convince you that it wasn't anything personal.

Q. Just how can someone cope with psychological stress?

A. The main thing is to realize that you're not alone, that this is not a unique situation. I liken it to divorce and death. It's in that magnitude of psychological, emotional trauma. You should be willing to ask for help and to communicate with others. A lot of strong-willed people never do. They even hide it from family and friends to the extent that they fake going to work in the morning. Sometimes it's weeks before they are found out because they won't admit it to themselves and their world.

Some advice can help you cement your relationship with your boss and improve your chances of earning a promotion.

✚ ***Understand your boss's style and motivations.*** Knowing why your manager does things a certain way will increase your ship. The theory of personality types developed by psychologist David McClelland of Yale University and used widely in organizational training and development programs can show what makes your boss tick. According to this theory, people are motivated at work primarily by one of the following three needs, although a mix of these motivators usually prevails:

✚ ***The need to affiliate and socialize with others.*** Helping everyone to get along and achieve common goals is primary to these managers.

✚ ***Know your boss's objectives.*** All of your effort, actions and ideas should be designed to help advance those goals. Always see the big picture, however. Know how your work fits the goals and plans of your department and company so you can help your boss achieve the right objectives.

✚ **The need to achieve and create.** Your boss may be motivated by the need to develop skills or talents, invent new methods or improve existing ones. In short, he or she wants things done right and well.

✚ **The need for power and control.** These types enjoy influencing others and being in charge of events. They need to know things are being done their way. If you aren't comfortable with your boss's style, learn to adapt to it. In the long run, you'll benefit more from accommodating his or her methods than ignoring them. Understanding your boss also requires knowing how he or she wants to be kept informed.

Should you do it in writing or verbally, and how often should you check in personally? Many managers prefer a few minutes' conversation daily to long-winded memos. If you don't stop by, they'll begin to fear something's gone wrong. Others just want e-mail messages and a personal update when you've finished a project. They view daily progress reports as excessive and a sign of dependence. Learn what your boss reads and follow suit. You'll be able to converse in a way that few others can.

✚ **Overrate your boss.** As management guru Peter F. Drucker points out, overrating a superior carries no stigma, so go overboard with your respect. Your boss will appreciate your admiration and unqualified support. Underrating your manager, on the other hand, is insulting and may hamper your ability to work together.

✚ **Don't praise too much, however.** While some managers have an addictive need for attention, those with more stable self-esteem need little external positive reinforcement.

Still, it's well known that many bosses are influenced by flattery and promote those who excel at "*brown-nosing*". "It really depends on how subject to flattery the bosses are", says Edward Kieloch, President of Leadership resources Inc., a consulting firm in Fairfax, Va. But keep in mind that most managers are experienced enough to recognize flatterers when they see them and often react strongly against them". Your peers and subordinates also will see you currying favour and may lose respect for you.

✚ **Don't ask your boss to solve your problems.** The more you depend on your supervisor to resolve your crises, the less freedom you'll receive and the less your chances of a promotion.

✚ **Don't just go to your boss with a problem",** says Al Hegarty, a Norman, and Okla., career consultant. "Tell him how you propose to solve it, perhaps with several alternatives ranked in your order of preference". *Remember, too, that by asking your boss for help, you may be stuck with a solution you don't like.*

✚ **Be open and candid with your manager.** Let your boss know about the problems and risks of any action and keep him or her informed of your progress. Announce possible delays ahead of time and mention conflicts that might occur with other departments.

✚ **"Keep your boss abreast of the work** you're currently handling, as well as the projects that you're going to tackle later and why do you put them off", says M. Young Stewart, A New York City-based career consultant. "If a problem arises that's your responsibility, make it known to the boss and discuss your plans for dealing with it."

✚ **Don't place blame elsewhere.** You're bound to make mistakes occasionally. Instead of blaming others, making excuses or brooding about errors, develop a new route to your objective, then propose it to your manager.

Problems are challenges, and mistakes shouldn't take the edge off your enthusiasm. If you're ready with suggestions, chances are they'll be accepted.

✚ **Use proper timing.** Be sensitive to your boss's moods before scheduling a meeting. If your boss is a morning person, discuss your ideas and problems early in the day. If he or she's more energetic and positive in the afternoons, deliver your news then. If your manager is angry, preoccupied, rushed, tired or disappointed because of a recent mistake, postpone your appointment until a better time

✚ **Treat others well.** Be prompt when answering requests or returning calls, and treat everyone you interact with — from assistants to clients — with dignity and respect. If you're rude to co-workers, you can assume your boss with a hear about it and mentally cross you off the promotion list. Certain habits or idiosyncrasies that you consider innocuous also may be unacceptable to your manager and doom your chances of advancement.

✚ **Improve your listening skills.** Always listen empathetically to your boss's concerns, plans and objectives. Don't interrupt or jump in with your own ideas.

Ask questions or recap what you're heard so you interpret directions correctly.

Asking for clarification shows that you're motivated to do a job. After you understand what your manager wants, seek input from everyone involved. Discuss possible solutions with your colleagues and manager to determine if you're on the right track. You should also consider testing the political waters to see if upper management agrees with your approach. If your project is issued of success, both you and your boss will benefit.

✚ **Never confuse, surprise or make your boss appear uninformed.** Nothing is more embarrassing to managers than appearing ignorant of something they should know about.

An important aspect of your job is keeping your boss informed, so make sure yours is abreast of important activities. You also must protect your manager, so always say tactfully and firmly when you think he or she's wrong. You don't have the final call, however, so never insist that you're right and your boss is wrong. Otherwise, you'll initiate a power struggle that puts your manager on the defensive. Every boss has weak spots or gaps in his or her knowledge or interests. "Fill in those areas with diplomacy and sensitivity", says Mr. Hegarty. "It may go unmentioned, but it won't go unnoticed."

✚ **Stay organized and on top of your work.** Do the right things at the right time and complete projects on schedule. If you have trouble meeting deadlines, create lists, time lines or other aids to keep you on track. A take-charge person also knows ahead of time what resources are needed to meet deadlines. If you need extra help or an extension, discuss this with your boss long before the project's due.

✚ **Make yourself available to colleagues.** Volunteer to assist when they're overloaded or won't be able to meet a deadline. Adjusting your priorities and volunteering will earn you points at several levels.

✚ **Develop new skills and learn to understand your colleagues' jobs.** Collaborate with them on projects. Trading tasks increases your understanding of your colleagues' functions and problems. If you want to rise to the top, you also must know the main functions of your company's business — say, finance or product development — not just about a specialized area or a subsidiary. Ideally, your career should consist of a series of jobs that continually broaden your mix of skills.

✚ **Demonstrate flexibility.** Be supportive if your manager changes assignments or projects in midstream. This increases your reputation as a cooperative and progressive person.

✚ **Set measurable, noticeable goals.** Your boss shouldn't be aware of you only when something goes wrong. To communicate your accomplishments, prepare semi-annual appraisals, as well as your goals for the next six months. Use the feedback you receive to improve your performance, correct mistakes and turn weaknesses into strengths.

"Make your boss's job easier by doing more than your job requires", says William A. Cohen, author of "Top Executive Performance". "When you take the initiative and do more than you're getting aid for, you're in a very ripe position for promotion."

✚ **Show your loyalty.** Keep your manager's confidences regarding ideas, problems, goals and strategies. Don't gossip or talk negative about your boss or department policies and decisions to your peers. If you have negative feelings about your workplace, keep them to yourself.

✚ **Make your ambitions.** Unbridled ambition invariably will harm you and earn you a reputation as a "pain in the neck". Indeed, when asked how they view subordinates who repeatedly ask about possible promotions, the majority of surveyed managers say these tactics bother them and actually impede the employees' future prospects. As one consultant put it, "The repeated expression of a longed for successful future shows that the native person hasn't grasped the fact that all or most of his peers are at least as ambitious, but far more diplomatic and canny." "Strive to be ambitious not for yourself, but for your boss, team and company. Help create an atmosphere where everyone cooperates to meet objectives." Overly ambitious lone wolves are considered self-serving and opportunistic and receive little support from others. They often burn out early in their careers because no one wants to manage them. At best, they receive lateral promotions and eventually realize they're stuck in deadend career paths.

✚ **Don't keep your ideas to yourself.** When you conceive of an approach that might benefit your organization, ask your boss whether he or she would like to be a partner in the project. Sharing the spotlight and credit is a small price to pay for the recognition and good will you'll receive in return.

✚ **Remember** that any idea or action you recommend or initiate will be viewed in terms of its costs, benefits and risks to your manager personally. This may cause some to your ideas to be turned down, even if they're good for the company. But your manager may be willing to take a risk if the potential rewards seem great and the penalties for failure are low. Managers are more apt to buy into ideas if they seem similar or related to their own.

✚ **Negotiate for yourself.** Learn how to bargain effectively for increased compensation, responsibilities and advancement opportunities. When you ask for a promotion, seem genuinely worthy of it. Your boss will view you as you present yourself. Don't mistakenly assume that telling him or her about your deficiencies represents honesty, or you'll continually undermine yourself.

✚ **Strive to make your boss your mentor.** As a mentor, your manager will take a personal interest in your future and help you deal with complex situations, point out potential pitfalls and shortcuts, and generally provide valuable information and intelligence. He or she may help you navigate political waters and introduce you to higher-ups.

As your mentor, your boss may give you the greatest career you'll ever have received. Pleasing a manager isn't always easy, but by following these 21 suggestions, you'll help your boss look good and earn kudos for yourself as well. Then, when your manager moves up, you'll reap the rewards of your efforts.

Exercise 1. Answer the questions.

1. What effect may a long period of unemployment produce? 2. What stages of psychological state does a person out of work go through? 3. Why do some people conceal their unemployment from their close relatives? 4. Do you consider somebody's advice helpful? 5. How would you react in a similar situation? 6. What rules do you know on job hunting? Where do you seek job opening? 7. Were you once a job seeker? 8. Can you give your experience about that time?

Exercise 2. Act as interpreter.

Interview with Mr. Vdovin, Commercial Director of Terra Publishers, Russian Printing House.

Q: There are heaps of books on your office desk. Do you have to read as a part of your duties or is it your hobby?

A: Конечно, далеко не все, что мы выпускаем, я читаю – в противном случае для ознакомления с ситуацией на рынке приходилось бы «проглатывать» 2,5 книги в день. Большую часть информации мне рассказывают сами авторы, помогают коллеги.

Q: What takes up most of your time at work?

A: Основная часть моей работы – это занятие маркетингом и связями с общественностью (PR). Самое интересное – организация телевизионной программы «Книжная лавка», на это уходит больше всего сил и времени.

Q: What is your main incentive? Why did you choose to work here?

A: Ради самой работы. Она всегда интересна и захватывает (carries away). Я даже не могу припомнить, когда последний раз ездил по-настоящему в отпуск: отдыхать очень интересно, выбираясь на традиционные книжные ярмарки (fairs) - в Израиль или в Гамбург, например.

Q: What's the most important part of managers' duties?

A: Самое важное для руководителя – знать проблему. Если ты ее знаешь, умеешь думать и анализировать, то ее решение находится достаточно просто.

Q: How do you hire new people? Do you believe that employees should be duly rewarded?

A: Самое главное – чтобы человек очень хорошо знал свое дело, особенно если он классный бухгалтер, грамотный редактор. По этому принципу мы и подбираем кадры. Ну и при этом сотрудники тоже должны получать достойное вознаграждение за свой труд.

Q: What's your most important professional achievement? What are you proud of?

A: Больше всего я горжусь тем, что нам удалось издать 86 томов энциклопедии Брокгауза и Эфрона. Это достаточно уникальное репринтное издание. Оно бросается в глаза читателю благодаря качественной печати, однако для нас оно особенно ценно потому, что там было затрачено очень много ручной (manual) работы - люди вручную трудились над переплетом (binding). Вряд ли кому-нибудь удастся сделать нечто подобное в будущем.

QUESTIONNAIRE

Do you want (check one)

(a) full-time employment (b) part-time employment

What is most important for you?

(number these from 1 to 5 an order at importance - 1 = most 5 = least)

(a) money; (b) people; (c) job security; (d) job satisfaction; (e) interesting job

Do you like (check "yes" or "no")

(a) meeting people? (b) working alone? (c) working with other people? (d) working with your hands? (e) travelling? (f) working outdoors? Yes No

Exercise 1. Do the questionnaire.

Exercise 2. Read the dialogue and give your own opinion on its subject.

A.: Good, everyone's here now. There's coffee if you want it. Right, can we start please? As you know, Roberto's been working as assistant to Carla Numez for six months now. He's just finished his probationary period. How do you feel about offering him a full-time contract?

B.: I'm not sure we should do it really. It says in this report that he's been late to work a few times and he can be rather ...

M.: Oh, I don't think that's too important ...

A.: Could you let him finish, please?

M.: Oh, sorry ...

B.: Another thing about Roberto I'm not happy about. He leaves exactly on time every day. Also he doesn't have lunch with us very often, you know, he goes off on his own ...

A.: I'm not sure that's relevant.

B.: Maybe.

A. I think we should move on now if we're going to finish by 11 o'clock ...

M.: What about his actual work? In my opinion, it's fine. He's contributed to several of the innovation projects.

A.: Well, I think we should discuss this a bit more. What exactly do you mean by "contributed" to the innovation projects?

M.: By providing administrative support to the management team – sometime beyond the call of duty. For example, he stayed behind one evening and typed up all of the results from the feedback seminars. I could go on. This shows he's motivated to go further in the company.

A.: Well, thanks very much, Maria. You've made your views very clear. OK, let's go over what we've agreed. Roberto will have a further probationary period of three months.

Exercise 3. Translate the words and word-combination with the keyword «questionnaire».

Questionnaire; to answer (fill in, fill out, fill up) a questionnaire; to circulate (distribute, send out) a questionnaire; to draw up (formulate) a questionnaire; basic questionnaire; questionnaire design; census questionnaire; mail (postal) questionnaire; population questionnaire; self-administrated questionnaire; subsidiary questionnaire; questionnaire item; questionnaire construction; written questionnaire; to conduct questionnaire survey; household questionnaire; interviewee; individual level data; questioning; art of questioning; questioning technique; question order effect.

SKILLS WORK SOLVING PROBLEMS RANKING

Being creative Making money Meeting people Completing projects Helping other people Subordinating Travelling a lot	Having the power to make things happen Having freedom to make decisions Learning something new Working alone Being a chief Being part of a team Being the leader
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Exercise 1. *Some jobs are more satisfying than others. Do the jobs give people more than an average degree of satisfaction or less? What things give you satisfaction in your job? Can you add anything to this list?*

More than average satisfied

- Clergyman
- Company director
- Solicitor
- Primary school teacher
- Insurance broker
- Probation officer

Less than average satisfied

- Economist
- Computer programmer
- Professional engineer
- Secretary
- Management trainee
- Shop assistant

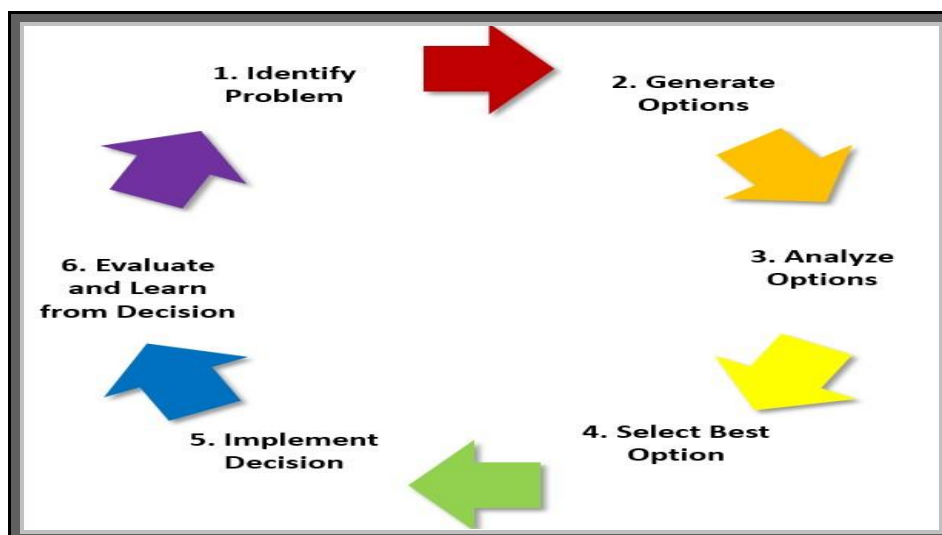
Exercise 2. *Give a short description of each profession. Compare the descriptions with the facts you have met in practice.*

Exercise 3. *Are some jobs more ethical than others? How ethical do you think the professions are?*

Accounter, banker, car sales manager, civil servant, estate agent, journalist, lawyer, nurse, dentist, police officer, teacher, taxi driver.

Exercise 4. *Rephrase the sentences.*

1. I take much trouble. 2. Don't look for trouble. 3. It is no trouble at all.



THE ESSENTIALS OF THE PROFESSIONS

✚ **Account** will be responsible for the monitoring of all necessary accounting procedures, acting as a liaison to the tax authorities. Will also act as a support person for the Chief Accountant in all day-to-day activities. The suitable candidate must possess: a degree in finance or Economics; – a minimum of 2 year experience working with Western companies; excellent knowledge of Your native language financial legislation; fluent English is required, the salary is negotiable.

✚ **Warehouse coordinator** will assist Logistics director in warehousing chain, control inventories, set up warehouse team of clerks, plan distribution resources. The candidate should have higher education, 1-year experience, general knowledge of Logistics Ability to control warehouse situation – excellent managerial skills – be a computer user (Excel, Word) with strong presentation skills, fluency in English, ability to travel.

✚ **Interpreter / translator** will translate orally / in written from English / Spanish into Your native language / Russian and vice versa, realize simultaneous translations during negotiations (computer market), fulfill everyday office work. The possible candidate should possess University degree, excellent English / Spanish, computer skills (Word, Excel).

✚ **Lawyer** will realize association work and representation of company in professional circles. Business and commercial law including interest in regulatory requirements (control advertising and labeling, unfair competition, environmental issues). Industrial property (trademarks, patents, design patents, copyrights). Contacts with other European and US lawyers. Profile: Law degree, proficiency in legislative areas – 5+ year similar experience in a multinational consumer products company – fluent English.

✚ **Capital Markets Analyst** will collect information on securities, equities, etc. from different information sources, develop market ideas & find appropriate ways of implementing them in the Your native language market. Will participate in business trips, client meeting, project negotiations, and adapt Western ideas for sales in the Your native language market.

The appropriate individual should possess; absolutely fluent English – excellent presentational, organizational, analytical skills – a banking, finance, or consulting background – western education (MBA is a plus – willingness to travel (both locally & abroad) – a team player's spirit and strong experience (Big Six or western investment banking).

✚ **Attorney** will consult the firm's clients on various aspects of Your native language operations, including commercial transactions, Securities and share acquisitions, strategic planning, tax law, real estate transactions, and labor law. Successful candidate will be the responsible attorney for our office under the supervision of foreign managing partners. Ability to work independently is essential. Excellent communication skills required, fluent English.

✚ **Mechanical Engineer's** main responsibilities: service and repair of equipment for printed plates manufacturing – processing of technical documentation – ordering of spare parts. Personal profile: higher technical education in Mechanics – 3 year relevant working experience – knowledge of equipment with program control for automatic of printed plates – basic English.

✚ **Regional Sales Agent's** main responsibilities: sales operations within a particular region – ensuring achievement of regional objectives – investigate customer's need and competitive activity – plan and activate regional sales plan. Profile: Degree in Economics, Fluent English, possibility to travel up to 60%.

✚ **Receptionist's** responsibilities will be as follows: answering phone calls, guests' accommodation, greeting clients, making all the office work (typing, sending/receiving faxes, etc.) The right candidate should have: fluent English, PC literacy (Word, Excel), typing skills, higher education, pleasant, helpful, friendly personality.

Which is better?

An exciting job where you jump on planes and fly first class around the world or a quiet routine job where you only have to travel to the office and back. Recent research suggests many business people would prefer the second option. Psychologists working for British Telecom interviewed 75 senior managers last month, investigating complaints that too much travelling makes them irritable and depressed. One psychologist followed a 36-year old London jeweller about for three working days, monitoring and recording his stress levels. The first day was the worst. He went on a business trip to Jersey and his stress levels were twice as high as the following two days when he worked from his office. British Telecom is using the research to publicize its new range of teleconferencing machines – live videos that can connect people around the world via telephone lines.

Who's for a business lunch?

✚ **Forget the language barriers.** Forget the jet lag. If you're travelling abroad on business, your most difficult problem is lunch. Every country has different customs and you can't afford to get it wrong. Down in the south of Europe, lunch breaks last a long time. In Italy they can last three hours. In Spain they can be followed by a siesta.

Some Greek people actually have a siesta instead of lunch, so they can prepare for a very substantial late dinner. And when dinner comes, everyone's attention is on the food.

So don't worry if the business discussion is slow starting. The goal is to eat well, demonstrate hospitality and develop relationships. Business can wait. Some lunches are lighter than others. If you're in Scandinavia, a business lunch is sometimes just a plate of sandwiches. And don't be surprised if your hosts refuse alcohol and drink milk instead – and skimmed milk at that. Not all places are so health conscious.

As one Your native language businessman remarked "The Americans are always complaining about smoking and drinking. In Russia we have no problem. We do both. "

The French like to take a long time over their lunch. One traveller can recall a French lunch that lasted seven hours. French restaurants sometimes have a special "business menu". This is a trick. It's a reasonably quick three-course meal designed for people who have no business to do. If you want to do business, choose from the real menu and take your time. Anything under about two hours is classed as a coffee break.

What are the keys to successful problem solving?

✚ **Use employees' suggestions.** You may well believe you have a better one, but keep your goal in mind. You want to encourage risk taking as well as solving problems.

The path employees choose to reach the goal may be different from the one you would select – however, if their method solves the problem, let them try in their way. Work together to foresee the possible results if the plan is put into action. Share some standards for what you consider a good plan.

✚ **Insist that employees contribute their suggestions.** If your employees respond with shuffling feet, averted eyes and a mumbled "I don't know".

Let them know that you really want their help. Make them believe this is the case by not answering your own question, even if the silence gets uncomfortable.

✚ **Agree on the plan.** Ask your employees what they will do that will be different next time. When employees make choices, they select the option they see as the best at the time. Your job as coach is to help them see other alternatives.

✚ **Follow up the results.** After employees have had time to put a solution in place, follow up to see how it's going. You want to follow up to make sure things are going the way you want them to go. If they are not, you need further problem solving.

When employees put forth the effort to solve a problem, they are changing their behaviours and may be even their habits. By noticing that the problem has been resolved through employees' efforts, you help them keep that change in place.

✚ **Without follow-up employees** reason that you probably don't care whether the situation changes or not. Just notice and say something to the effect of, "I see you are working on changing – I appreciate the effort. Keep up the good work." Change doesn't happen in quantum leaps. It starts small and grows as employees get used to operating differently. Help them to make the complete change by recognizing their efforts along the way.

Exercise 3. Read the text and translate it.

Exercise 4. Match the problems to the solutions and consequences.

Problem. We're having trouble with _____

- 1) one of our customers; they say they can't pay us until next year.
- 2) the prototype for the new model.
- 3) late deliveries from one of our suppliers.
- 4) security: someone is stealing small quantities of office supply.
- 5) the chemical treatment plant. It's not big enough.
- 6) our landlord. He wants to increase the office rents by 30%.

Possible Solution. We could _____

- 1) search people's bags when they leave the building.
- 2) look for other premises..
- 3) dump some of the waste in the river.
- 4) call in the receivers.
- 5) take our custom elsewhere.
- 6) go back to stage one and redesign it.

Possible Consequences. But if we did _____

- 1) we would have to pay higher prices.
- 2) we might create bad feeling among the staff.
- 3) our competitors might beat us to the market.
- 4) we wouldn't find anywhere as central and convenient as this.
- 5) we'd only get a small part of the money they owe us.
- 6) would we poison the surrounding wild life?

Exercise 5. Translate the words and word-combination with the keyword «solve».

To solve a question; to solve a difficulty; to solve a riddle; to solve smth. easily; to solve a query; to solve a crossword puzzle; to solve a problem.

Exercise 6. After reading the text answer the question: What are the keys to successful problem solving? Characterise the ways of problem solving.

Exercise 7. Discuss the questions.

How important are rational and emotional factors when making decisions about the following?

A present for someone, a holiday destination, a new company logo, a new product to develop, a partner, someone for a job.

- ✚ Think of an important decision that you have made. How did you decide?
- ✚ Do you think men and women have different ways of making decisions?
- ✚ Who makes the big decisions in your household?
- ✚ How do emotional factors influence the process of making decisions?
- ✚ How do rational factors influence the process of making decisions?
- ✚ How can you explain the process of making decisions?
- ✚ How do different people make decisions?
- ✚ How often do you make any decision?

Exercise 8. Read the workers' comments.

1. We can't get the staff we need.
2. Our suppliers are changing us a fortune.
3. Everything's going up – rent, heat, light, salaries...
4. Our agents never get it right. Either they order too many or too few.
5. They're not interested in the work.
6. They don't care whether they do a good job or not.
7. Our stocks are getting bigger and bigger.
8. If the management told us what they wanted, we'd know what to aim at.
9. The market's getting smaller day-by-day.

Exercise 9. Match each comment to one of the problems.

rising inventory costs

- | | |
|--------------------------|---------------------------------|
| a. poor staff motivation | e. unclear goals and strategies |
| b. increasing overheads | f. falling demand |
| c. personnel shortages | g. inaccurate sales forecasts |
| d. high materials costs | |

Exercise 10. Discuss the list of unethical activities. Which are the worst in your opinion?

- ✚ Avoiding paying tax.
- ✚ Claiming extra expenses.
- ✚ Using work facilities for private purposes (personal phone calls).
- ✚ Accepting praise for someone else's ideas or work.
- ✚ Selling a defective product (for a example, a second-hand car).
- ✚ Using your influence to get jobs for relatives (nepotism).
- ✚ Ringing in sick when you are not ill.
- ✚ Taking extended lunch breaks.
- ✚ Giving good references to people you want get rid of.
- ✚ Employing people without the correct paperwork.

Exercise 11. The sets of words & phrases below are related either to honesty or dishonesty. Which word is different from the others in each set?

1. trustworthy	law-abiding	corrupt
2. a slush fund	a sweetener	compensation
3. insider trading	industrial espionage	disclosure
4. a bribe	a fraudster	a con artist
5. fraud	a bonus	a commission
6. a confidentiality agreement	a cover up	integrity
7. a whistleblower	secrecy	a whitewash

Exercise 12. Rephrase the sentences.

1. I can't be very much help to you. 2. I'm a dead loss. Sounds too good to be true. 3. They are bound to say that. 4. It really is very kind of you to go to all this trouble. 5. I've decided to apply for that job. 6. My training and experience have put me in with a chance. 7. I feel reasonably optimistic about getting short-listed. 8. I don't feel at my best in interviews. 9. I feel off balance when I'm in the hot seat myself. 10. I shouldn't think they'll get many applicants with your qualifications. 11. The rates tend to be a lot higher there, anyway. You'll be loaded! 12. I should need a damned sight more than twice my present wages to be loaded. 13. He would never do anyone a bad turn. 14. He is a stick-in-the-mud. 15. He is very slow to respond to new ideas. 16. I hope you fed them all that guff about your qualifications and experience in your application. 17. I thought I'd have a bash. But you didn't lay it on too thick. They can go off you. 18. I bet you'll cake walk it. 19. Travelling in the rush hour can be a bit of a bind. 20. I'll have to ring off now. 21. I did not care to put myself to the least trouble. 22. It is no trouble at all. I take much trouble. 23. I had some trouble in reading his handwriting. 24. I have no official business to bind me. 25. I have a bash at it. It is not my business. I asked for trouble.

Exercise 13. Complete the sentences with words and phrases from the sets above.

1. Our company does nothing illegal. We are very _____. 2. We've got _____ which is used in countries where it is difficult to do business without offering bribes. 3. Their car looked so much like our new model. We suspect _____. 4. They fired him because he was _____. He informed the press that the company was using under-age-workers in the factory. 5. He denied accepting _____ when he gave the contract to the most expensive supplier. 6. I admire our chairman. He's a man of his word and is greatly respected for his _____. 7. Many companies ask new employees to sign _____ to avoid future litigation problems. 8. This is official _____. 9. Many acts of corruption are discovered thanks to denouncements from _____. 10. An employee who was fired after filing a _____ complaint was rehired last week. 11. He is a _____ person. 12. This is _____ by officer. 13. Now computer _____ is very common. 14. We all know why so many _____ Americans own guns. 15. Managerial and executive _____ is very high in many American banks. 16. I thought that was an unacceptable questioning of my _____. 17. His garrulousness is a _____ for insecurity. 18. MPs called for public _____ of the committee's findings. 19. Sometimes employee _____ is very high in American businesses. 20. The job takes a great deal of patience and _____.

Exercise 14. Add some information & make up a small report and give a talk in class.

Exercise 15. Read the text & pick up the essential details in the form of quick notes.

STATUS SYMBOLS

Social status is associated with clothing and possessions. Compare the foreman with a horse and high hat with the inquilino in picture. Image from 19th century rural Chile.

A status symbol is a perceived visible, external denotation of one's social position and perceived indicator of economic or social status. Many luxury goods are considered status symbols.

Status symbol is a sociological term – as part of social and sociological symbolic interactionism – relating to how individuals and groups interact and interpret various cultural symbols. Status symbols by region and time.

What is considered a status symbol will differ among countries and cultural regions, based on their economic and technological development.

Highly valued status symbols may change over time. Before the invention of the printing press, possession of a large collection of books was considered a status symbol.

After the advent of the printing press, books (literacy) gradually became more common among average citizens, so the possession of books became less-rarefied as a status symbol.

Another common status symbol of the European medieval past was heraldry, a display of one's family name and history. In some past cultures of East Asia, pearls and jade were major status symbols, reserved exclusively for royalty.

Societal Recognition

Status symbols indicate the cultural values of a society or a subculture.

In a commercial society, having money or wealth and things that can be bought by wealth, such as cars, houses, or fine clothing, are considered status symbols.

In a society that values honor or bravery, a battle scar would be more of a status symbol. In academic circles, a long list of publications and a securely tenured position at a prestigious university or research institute are a mark of high status.

Body Modifications

The condition of one's body can be a status symbol. In times past, when most workers did physical labor outdoors under the sun and often had little food, being pale and fat was a status symbol, indicating wealth & prosperity (through having more than enough food and not having to do manual labor). Now that workers usually do less-physical work indoors and find little time for exercise, being tanned and thin is often a status symbol in modern cultures. Ancient Central American Maya cultures artificially induced crosseyedness and flattened the foreheads of high-born infants as a permanent, lifetime sign of noble status. In the 21st century, multiple piercings, tattoos, other body modifications are highly valued among certain subcultures in Western societies.

Material Possessions

Possessions typically perceived as status symbols may include a large house or penthouse apartment, a trophy wife, haute couture fashionable clothes, or a luxury vehicle.

A sizeable collection of high-priced artworks or antiques may be displayed, sometimes in multiple seasonally occupied residences located around the world. Privately owned aircraft and luxury yachts are movable status symbols that can be taken from one glamorous location to another. Status symbols are also used by persons of much more modest means.

In the Soviet Union before the fall of the Berlin Wall, possession of American-style blue jeans or rock music recordings (even pirated or bootlegged copies) was an important status symbol among rebellious teenagers.

In the 1990s, foreign cigarettes in China, where a pack of Marlboro could cost one day's salary for some workers, were seen as a status symbol. Cellphone usage in Turkey had been considered a status symbol in the early 1990s, but is less distinctive today, because of the spread of inexpensive cellphones. In Cuba, currently the possession of a cellphone, laptop, flat-screen TV, game console, or any car regardless of its age; as well as having foreign friends, traveling abroad, having a job in a foreign company, having access to internet, or working in the tourism industry, are all status symbols.

Exercise 1. Which of these things would you prefer to have in a work situation?

- ✚ A larger office or a quieter office?
- ✚ A larger chair or a more comfortable chair?
- ✚ A more powerful computer or a bigger desk?
- ✚ More money or a better job title?
- ✚ A newer car or a more powerful car?
- ✚ Longer holidays or a shorter working week?

Exercise 2. Look at the status symbols and discuss them in groups. Decide:

- ✚ Which ones are most important in your company / country?
- ✚ Which ones are least important to you?
- ✚ Which status symbols would you like to have? Why?
- ✚ Do you think men and women have different status symbols?
- ✚ What status symbols do teenagers have?

Exercise 3. Put these sentences in the correct order to make a short conversation.

- ✚ Yes, please. Would Tuesday the 26th be convenient?
- ✚ Good morning, Mrs. Mane. This is Peter Brien.
- ✚ It's quite all right. I'll look forward to seeing you on Thursday the 28th, then.
- ✚ I'm calling about our appointment on the 25th. I'm afraid I can't make it.
- ✚ Good morning, Mr. Brian. How can I help you?
- ✚ Yes, I can manage the 28th. I'm sorry to be a nuisance.
- ✚ It's not a problem. Would you like to fix another time, then?
- ✚ I'm afraid I'm tied up on the 26th. How about the 28th?

Exercise 4. Discuss the questions.

1. Why is corruption more common in some countries than in others? 2. What are the consequences of corruption in your opinion? 3. How can you explain the meaning of notions: depravity, lubricity, turpitude? 4. What is the rate of corruption in our country? 5. What shall be done to overcome this social phenomena? 6. What side effects may the corruption have in the future? 7. How do you think, what will be the punishment for the corruption? 8. Will the punishment differ for various events of this phenomena? 9. Do you know any facts of corruption from magazines and newspapers? 10. What is your attitude to this social phenomena?

Exercise 5. Add some information & make up a small report and give a talk in class.

Exercise 6. Read the text & pick up the essential details in the form of quick notes.

Exercise 7. Combine the words into the word-combinations from first and second line..

I. Human, release of, working, to satisfy, to receive, to make, to differ, to set up, a productive, a principal, to give, to answer.

II. Conditions, a contribution, a social-psychological service, needs, greatly, goal, potentials, support, force, recommendations, people, beings.

Exercise 8. Complete the sentences with the information from the text.

1. Your education took place in _____. 2. You are continuing to improve your English skills by _____. 3. Work experience is by far the most important topic of _____. 4. It is important to explain what experience you have in _____. 5. When talking about current employment be _____. 6. You are still performing these tasks at your current _____. 7. You will need to demonstrate your qualifications and _____.

Exercise 9. Do we make or do the things?

1) ... A telephone call; 2) ... someone favour; 3) ... a complaint; 4) ... a decision; 5) ... an English homework; 6) ... a mistake; 7) ... progress; 8) ... damage; 9) ... a profit; 10) ... research; 11) ... inquiries; 12) ... business; 13) ... one's lesson; 14) ... work; 15) ... one's duty; 16) ... good; 17) ... evil; 18) ... right; 19) ... wrong; 20) ... well; 21) ... justice; 22) ... trouble; 23) ... laws; 24) ... a business; 25) ... practice; 26) ... trade of.

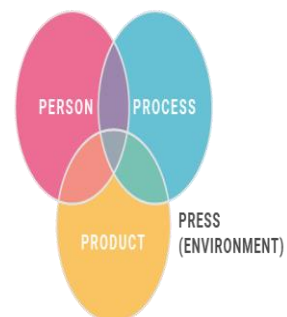


Status symbol



What is creativity?

The "Four P's" of Creativity:



CREATIVITY

Creativity is the impetus behind any given act of creation: inventions, compositions, etc. It is a fundamental human compulsion and largely related to notions of what separates human from machine intelligence. The range of scholarly interest in creativity includes a multitude of definitions and approaches involving several disciplines; psychology, cognitive science, education, philosophy, technology, theology, sociology, linguistics, business studies, economics, taking in the relationship between creativity and general intelligence, mental & neurological processes associated with creativity, the relationships between personality type and creative ability & between creativity and mental health, the potential for fostering creativity through education and training, especially as augmented by technology, the application of creative resources to improve the effectiveness of learning and teaching processes. In a summary of scientific research into creativity Michael Mumford suggested: "Over the course of the last decade we seem to have reached a general agreement that creativity involves the production of novel, useful products".

Creativity can be defined "as the process of producing something that is both original and worthwhile". What is produced can come in many forms and is not specifically singled out in a subject or area. Authors have diverged dramatically in their precise definitions beyond these general commonalities: Peter Meusburger reckons that over a hundred different analyses can be found in the literature.

Theories of creativity (investigation of why some people are more creative than others) have focused on a variety of aspects. The dominant factors are usually identified as "the four Ps" - process, product, person and place.

A focus on *process* is shown in cognitive approaches that try to describe thought mechanisms and techniques for creative thinking. Theories invoking divergent rather than convergent thinking or those describing the staging of the creative process are primarily theories of creative process. A focus on creative *product* usually appears in attempts to measure creativity and in creative ideas framed as successful memes.

The psychometric approach to creativity reveals that it also involves the ability to produce more. A focus on the nature of the creative *person* considers more general intellectual habits, such as openness, levels of ideation, autonomy, expertise, exploratory behavior and so on. A focus on *place* considers the circumstances in which creativity flourishes, such as degrees of autonomy, access to resources and the nature of gatekeepers.

Creative lifestyles are characterized by nonconforming attitudes & behaviors as well as flexibility. James C. Kaufman and Beghetto introduced a "four C" model of creativity; *mini-c* ("transformative learning" involving "personally meaningful interpretations of experiences, actions and insights"), *little-c* (everyday problem solving & creative expression), *Pro-C* (exhibited by people who are professionally or vocationally creative though not necessarily eminent) and *Big-C* (creativity considered great in the given field).

This model was intended to help accommodate models & theories of creativity that stressed competence as an essential component & the historical transformation of a creative domain as the highest mark of creativity. It made a useful framework for analyzing creative processes in individuals. The contrast of terms "Big C" and "Little c" has been widely used.

FOUR C MODEL OF CREATIVITY

Creativity is an elusive concept that has intrigued researchers for years.

For educators, understanding and nurturing creativity in the classroom can be essential to the success of their students.

Dr. James C. Kaufman and Dr. Ronald Beghetto have identified four developmental levels of creativity. “In this model, imagine creativity as a life span concept,” says Dr. Kaufman. “We believe that the Four C model has much to say about education. What we believe is that teachers can use some of these ideas along with their own ideas to better nurture creativity in their students.”

Levels of the Four C Model of Creativity

The mini-c level of creativity

Creativity is inherent in learning. Any time one attempts a new task, there is a level of creativity involved. At the mini-c level of creativity, what one creates might not be revolutionary but it is new and meaningful to them.

Example: Jacob brings home his first painting from school. It is his first attempt to be appropriate to the task and it is new and meaningful to him.

The little-c level of creativity

The little-c level of creativity reflects an aspect of growth from the mini-c level. With appropriate feedback, advancements are made and what was created might be of value to others. *Example:* Jacob’s parents love the new painting Jacob brought home today. They place it on the refrigerator because they think it is good and they get enjoyment out of seeing it. It’s on its way to becoming art.

The Pro-c level of creativity

At this level, one has the ability to be creative at a professional level and in a professional venue. At this point, one would have had many years of deliberate practice and training. Not everyone at the Pro-c level can make a living with their creative pursuit; however, it is generally the goal of those at this level to support themselves doing something they love. *Example:* Jacob majored in art in college and his pictures now hang in galleries. His paintings are recognized by art experts and critics as being creative. His paintings hang in the homes of others—not just his friends and family, but people who do not know Jacob personally but who appreciate and are moved by his art.

The Big-C level of creativity

Those at the Big-C level will be remembered in the history books. The Big-C level includes an evaluation of one’s entire career and entire body of work and then evaluates the entire body of work against other great contributors and decides where one fits in.

Example: Over the years, Jacob’s paintings have been bought by people who have tremendous collections of artwork. His paintings hang in famous galleries and are regularly discussed by experts. Decades from now, Jacob will be considered one of the greatest artists of all time. Teachers, especially those with an MS in Education (MSEd) degree, can use the awareness that comes from understanding the Four C model of creativity to be more successful. The first step is that educators must realize that nurturing creativity is an essential piece of the learning process.

Furthermore, educators should recognize that creativity is a process that happens throughout our lifetime. We must recognize that a small child and a grown adult can both be creative. We need to recognize and find value in creativity at all levels.

If we are not celebrating and nurturing creativity in students, it could have a negative impact for the whole world, depriving us of new ideas or inventions. As Dr. Kaufman points out, "Now, more than ever, creativity is essential. We need to have these innovative ideas.

We need to enable cooperation & communication, and the sharing of these creative ideas. Once we start limiting creativity, we start limiting everything."

Exercise 1. Give a short characteristic of each four C model of creativity.

Exercise 2. Answer the questions.

1. What is creativity like? 2. What does the range of scholarly interest in creativity include? 3. How can you describe "four C" model of creativity? 4. What have theories of creativity focused on? 5. How many approaches to creativity definitions do you know? 6. Who introduced this model? 7. How do you understand it?

Exercise 3. Complete the spaces with the superlative form of the adjective in the brackets.

1. It's one of the (successful) ____ products. 2. It's the (well known) ____ product of the century. 3. It's the (stylish) ____ product. 4. It's one of the (cheap) ____ and (practical) ____ product of the century. 5. They are the (popular) ____ products with children. 6. They are (deficient) product. 7. There is (high-quality) product. 8. They sale (salable) product. 9. Our country manufacture (known) and (sophisticated) products. 10. History is the product of (strong) social and economic forces.

Exercise 4. Role-play.

1. You are talking with a manager. You are interested in his methods of management, his successes and failures.

2. You would like to organize a social-psychological service at your work. You discuss this problem with the manager of your firm.

3. You are working in the firm where there is a special social psychological service. Tell the students about the relaxation practice in service.

Exercise 5. Arrange the following words in pairs of synonyms.

I. Basic, human beings, adults, importance, unique, relationship, different, security, to arise, ability, to include, to answer, cooperation, to strive, mentor, pitfall.

II. Safety, to appear, to involve, to reply, various, significance, interplay, capacity, rare, grown-ups, main, people, mutual relation, to try, tutor, mistake.



CREATIVITY QUIZ

How creative are you?

Answer the question and check your score.

Never Always Sometimes

I look for solutions to difficult problems.

I see things that other people don't notice.

I like to find ways to connect different things together.

I note down interesting ideas as they come to me.

I don't always respect decisions made by those in authority.

I like to keep myself informed about new developments.

I like taking risks.

I am perseverant

I will take unpopular positions if I think I am right.

I like to discuss things with other people.

Scoring

Calculate your total score

Never

score **one** point for each answer

Sometimes

score **three** points each answer

Always

score **five** points for each answer

If you scored:

Between 0 and 9. You are the type of person who prefers to follow instructions and perform clearly defined tasks. To develop your creativity you need to adopt a more questioning approach to accepted ways of doing things and to put trust in your imagination.

Between 10 and 15. You are able to find creative solutions to everyday problems and to produce new and interesting ideas. To do this more effectively you need to work on developing your skills in the areas where your scores were the lowest.

Between 16 and 20. You are highly creative person who enjoys the challenge of resolving complex problems. You are able to analyse and synthesise existing information and to apply unconventional thinking to provide innovative solutions. You could well be the next Jonathan Ive!

Exercise 1. Do the quiz and explain your results.

Exercise 2. Read the text *Highflying Tastes* and pay attention to the facts in it.

The average British Executive has a game of squash or swim after work. Then he goes home to his detached house, washes up after dinner and sits down in front of the television with a scotch. This is according to a survey on the different lifestyles of business people in thirteen different countries.

Researches for the Pan European Survey interviewed 8,604 professional people with a high income, education level or occupational status. Those interviewed were all aged between 25 and 74 and most of them were in the 35-44 age group. The survey found that European executives have very different attitudes to life, but there is one thing on which they all agree. They are all patriotic when buying a car. The British prefer Austin Rover and Ford, the French have Citroens and Peugeots, and the Germans have BMWs and Mercedes and the Italians have their Alfa Romeos and Fiats.

Exercise 3. Which of ideas below do you agree or disagree with?

1. Before making a decision it is advisable to: a) write down the pros and cons; b) take a long time; c) have a sleep or a rest; d) consult a horoscope; e) consult as many people as possible. 2. If a choice has cost you a lot of time and money, stick to it. 3. Rely on the past to help you make a decision. 4. Reduce all decisions to a question of money. 5. Be totally democratic in group decision-making.

Exercise 4. Act out the situation.

You are the personnel manager of a company which was created only 5 years ago and is rapidly expanding. At the moment your company needs a production manager. Conduct an interview with applicants for the post of the production manager. Explain the nature of the job. Describe the organization structure of your company, ask questions about the applicants' personal backgrounds, their personal traits, find out why the applicants apply for the job, what they know about the company and what salary they expect. While dramatizing take into account helpful tips given below.

- + DON'T display "cocksuredness".
- + DON'T cringe or beg for consideration.
- + DON'T speak with muffled voice or indistinctly.
- + DON'T be one of those who can do anything.
- + DON'T hedge in answering questions.
- + DON'T express your ideas on compensation, hours, etc. early in the interview.
- + DON'T hesitate to fill out applications, give references, take physical examination.
- + DON'T hang around, prolonging the interview, when it should be over.
- + DON'T go to an interview without a record of your former work connection.
- + DON'T arrive late and breathless for an interview.
- + DON'T be a "know it all" or a person who can't take instructions.
- + DON'T isolate yourself from contacts that might help you find a job.
- + DON'T feel that the world owes you for a living.
- + DON'T make claims if you cannot "deliver" on the job.
- + DON'T display a feeling of inferiority.



CHAPTER II. RESUME WRITING

Human resources departments are responsible for recruiting new personnel. *Candidates* are initially asked to provide a *curriculum vitae* (CV) or *resume* (AmE) which gives information about their *qualifications experience* and *skills*. The recruiter then screens the *applications* and selects candidates for interview. Successful applicants are hired and put on the *payroll*.

RESUME

A *resume* is a document used by persons to present their backgrounds and skills. Resumes can be used for a variety of reasons, but most often they are used to secure new employment. A typical resume contains a summary of relevant job experience and education.

The resume is typically the first item that a potential employer encounters regarding the job seeker and is typically used to screen applicants, often followed by an interview, when seeking employment. The resume is comparable to, but substantially differs from, a CV. In many contexts, a resume is short (usually one page), and therefore contains only experience directly relevant to a particular position.

Many resumes contain precise keywords that potential employers are looking for, make heavy use of active verbs, and display content in a flattering manner. The resume is comparable to a curriculum vitae (CV) in many countries, although in English Canada, the USA and Australia a resume is substantially shorter than a CV.

In the past, resumes used to be no longer than two pages, as potential employers typically did not devote much time to reading resume details for each applicant. In some countries employers have changed their views regarding acceptable resume length.

Since increasing numbers of job seekers and employers are using Internet-based job search engines to find and fill employment positions, longer resumes are needed for applicants to differentiate and distinguish themselves, and employers are becoming more accepting of resumes that are longer than two pages. Many professional resume writers and human resources professionals believe that a resume should be long enough so that it provides a concise, adequate, and accurate description of an applicant's employment history and skills. The transmission of resumes directly to employers became increasingly popular as late as 2002. Jobseekers were able to circumvent the job application process and reach employers through direct email contact and resume blasting, a term meaning the mass distribution of resumes to increase personal visibility within the job market.

However the mass distribution of resumes to employers often can have a negative effect on the applicant's chances of securing employment as the resumes tend not to be tailored for the specific positions the applicant is applying for. It is usually therefore more sensible to adjust the resume for each position applied for.

The complexity and simplicity of various resume formats tend to produce results varying from person to person, for the occupation, and to the industry. It is important to note that resumes used by medical professionals, professors, artists and people in many other specialized fields may be comparatively longer.

ETYMOLOGY & SPELLINGS

Resume is French, and means "summary", although the actual derivation is attested as via the past participle of French *resumer* ("to resume", specifically "to summarise").

The spelling "resume" may cause confusion with the verb (heteronym) which most commonly means "to continue" (has other meanings, including "to summarise"); the spelling "resume" is not supported by the immediate etymology, and so has been disputed, but is supported by phonetics and is now accepted by some authorities. In the business world, the word "*resume*" is used in the USA and in English Canada. *Curriculum vitae* and "CV" are used in the UK, Ireland and New Zealand in all contexts, with *resume* having very little currency. In Australia & India, the terms "resume" and "CV" may be used interchangeably.

However, a *resume* more often has a free-form organizational style and is used for seeking employment in the private sector, whereas a *curriculum vitae* (a *vita*, but not *curriculum vita*, as above) usually has a more standardized look and format for the purpose of seeking positions in academic or educational institutions.

Another difference is that a *resume* tends to be more descriptive and tailored for a specific purpose or target audience, whereas a *curriculum vitae* tends to be organized in a way that presents data about one's self in a compact fashion, with a clear chronology.

A *resume* may begin with a statement about a personal goal, followed by a list of most significant accomplishments or characteristics in order of significance, while a *curriculum vitae* often includes complete & unembellished lists of data such as educational institutions attended, degrees received, positions held, professional affiliations, publications authored.

A *resume* may or may not be represented by the person as a complete history of themselves without omission, whereas a *curriculum vitae* usually implies that there are no omissions, in particular, no temporal gaps. A simple *resume* is a summary typically limited to one or two pages of size A4 or Letter-size highlighting only those experiences & credentials that the author considers most relevant to the desired position. CVs are typically longer.

Resumes may be organized in different ways:

Reverse Chronological Resume

A reverse chronological *resume* enumerates a candidate's job experiences in reverse chronological order, generally covering the last 10 to 15 years.

Its format is the most commonly used. The main body of the document becomes the Professional Experience section, starting from the most recent experience going chronologically backwards through a succession of previous experience. It works to build credibility through experience gained, while illustrating career growth over time. In the UK it tends to extend only as far back as the subject's GCSE/Standard Grade qualifications.

Functional Resume

The functional *resume* is used to assert a focus to skills that are specific to the type of position being sought. This format directly emphasizes specific professional capabilities and utilizes experience summaries as its primary means of communicating professional competency. Its format will briefly highlight these competencies prior to presenting a comprehensive timeline of career growth via reverse-chronological listing with most recent experience listed first. It works well for those making a career change, having a varied work history and with little work experience.

WRITE A RESUME THAT GENERATES RESULTS

The good news is that, with a little extra effort, you can create a resume that makes you stand out as a superior candidate for a job you are seeking. Not one resume in a hundred follows the principles that stir the interest of prospective employers.

So, even if you face fierce competition, with a well written resume you should be invited to interview more often than many people more qualified than you. The bad news is that your present resume is probably much more inadequate than you now realize. You will have to learn how to think and write in a style that will be completely new to you.

To understand what I mean, let's take a look at the purpose of your resume. Why do you have a resume in the first place? What is it supposed to do for you?

Here's an imaginary scenario. You apply for a job that seems absolutely perfect for you. You send your resume with a cover letter to the prospective employer. Plenty of other people think the job sounds great too and apply for the job. A few days later, the employer is staring at a pile of several hundred resumes. A job offer often attracts between 100 and 1000 resumes these days, so you are facing a great deal of competition.

Most resumes in the pile have only gotten a quick glance. But yours gets read, from beginning to end. Then, it gets put on top of the tiny pile of resumes that make the first cut.

These are the people who will be asked in to interview. In this mini resume writing guide, what we hope to do is to give you the basic tools to take this out of the realm of fantasy and into your everyday life.

The resume is a tool with one specific purpose: to win an interview. If it does what the fantasy resume did, it works. If it doesn't, it isn't an effective resume. A resume is an advertisement, nothing more, nothing less. A great resume doesn't just tell them what you have done but makes the same assertion that all good ads do: If you buy this product, you will get these specific, direct benefits. It presents you in the best light.

It convinces the employer that you have what it takes to be successful in this new position or career. It is so pleasing to the eye that the reader is enticed to pick it up and read it. It "whets the appetite," stimulates interest in meeting you and learning more about you. It inspires the prospective employer to pick up the phone and ask you to come in for an interview. It is a mistake to think of your resume as a history of your past, as a personal statement or as some sort of self expression.

Sure, most of the content of any resume is focused on your job history. But write from the intention to create interest, to persuade the employer to call you. If you write with that goal, your final product will be very different than if you write to inform or catalog your job history. Most people write a resume because everyone knows that you have to have one to get a job. They write their resume grudgingly, to fulfill this obligation.

Writing the resume is only slightly above filling out income tax forms in the hierarchy of worldly delights. If you realize that a great resume can be your ticket to getting exactly the job you want, you may be able to muster some genuine enthusiasm for creating a real masterpiece, rather than the feeble products most people turn out.

If you are hunting for a job but are not sure you are on a career path that is perfect for you, you are probably going to wind up doing something that doesn't fit you very well, that you are not going to find fulfilling, and that you will most likely leave within five years.

HOW TO KNOCK THEIR SOCKS OFF

Research shows that only one interview is granted for every 200 resumes received by the average employer. Research also tells us that your resume will be quickly scanned, rather than read. Ten to 20 seconds is all the time you have to persuade a prospective employer to read further.

What this means is that the decision to interview a candidate is usually based on an overall first impression of the resume, a quick screening that so impresses the reader and convinces them of the candidate's qualifications that an interview results. As a result, the top half of the first page of your resume will either make you or break you.

By the time they have read the first few lines, you have either caught their interest, or your resume has failed. That is why we say that your resume is an ad. You hope it will have the same result as a well-written ad: to get the reader to respond.

To write an effective resume, you have to learn how to write powerful but subtle advertising copy. Not only that, but you must sell a product in which you have a large personal investment: you. What's worse, given the fact that most of us do not think in a marketing-oriented way naturally, you are probably not looking forward to selling anything, let alone yourself. But if you want to increase your job hunting effectiveness as much as possible, you would be wise to learn to write a spectacular resume.

You do not need to hard sell or make any claims that are not absolutely true. You do need to get over your modesty and unwillingness to toot your own horn. People more often buy the best advertised product than the best product. That is good news if you are willing to learn to create an excellent resume. With a little extra effort, you will usually get a better response from prospective employers than people with better credentials. Imagine that you are the person doing the hiring. This person is not some anonymous paper pusher deep in the bowels of the personnel department.

Usually, the person who makes the hiring decision is also the person who is responsible for the bottom line productivity of the project or group you hope to join.

This is a person who cares deeply how well the job will be done. You need to write your resume to appeal directly to them. If you are seeking a job in a field you know well, you probably already know what would make someone a superior candidate.

If you are not sure, you can gather hints from the help-wanted ad you are answering, from asking other people who work in the same company or the same field.

You could even call the prospective employer and ask them what they want. Don't make wild guesses unless you have to. It is very important to do this step well. If you are not addressing their real needs, they will not respond to your resume.

Putting yourself in the moccasins of the person doing the hiring is the first, and most important, step in writing a resume that markets you rather than describes your history or her story. Every step in producing a finished document should be part of your overall intention to convey to the prospective employer that you are a truly exceptional candidate.

Focus your writing efforts. Get clear what the employer is looking for and what you have to offer before you begin your resume. Write your answer to the above mentioned question, "What would make someone the perfect candidate?" on notebook paper, one answer per page. Prioritize the sheets of paper, based on which qualities or abilities you think would be most important to the person doing the hiring.

Then, starting with the top priority page, fill the rest of that page, or as much of it as the whole idea is to loosen up your thinking enough so that you will be able to see some new connections between what you have done and what the employer is looking for.

You need not confine yourself to work-related accomplishments. Use your entire life as the palette to paint with. If you are making a career change or are a young person and new to the job market, you are going to have to be especially creative in getting across what makes you stand out. In the first, you make assertions about your abilities, qualities and achievements. You write powerful, but honest, advertising copy that makes the reader immediately perk up and realize that you are someone special.

The second section, the evidence section, is where you back up your assertions with evidence that you actually did what you said you did. This is where you list and describe the jobs you have held, your education, etc. This is all the stuff you are obliged to include.

Most resumes are just the evidence section, with no assertions. If you have trouble getting to sleep, just read a few resumes each night before going to bed. Nothing puts people to sleep better than the average resume.

The juice is in the assertions section. When a prospective employer finishes reading your resume, you want them to immediately reach for the phone to invite you in to interview. The resumes you have written in the past have probably been a gallant effort to inform the reader. You don't want them informed. You want them interested and excited. In fact, it is best to only hint at some things.

Leave the reader wanting more. Leave them with a bit of mystery. That way, they have even more reason to reach for the phone. The assertions section usually has two or three sections. In all of them, your job is to communicate, assert and declare that you are the best possible candidate for the job and that you are hotter than a picnic on Mercury.

You start by naming your intended job. This may be in a separate Objective section, or may be folded into the second section, the Summary. If you are making a change to a new field, or are a young person not fully established in a career, start with a separate Objective section. Ideally, your resume should be pointed toward conveying why you are the perfect candidate for one specific job or job title. Good advertising is directed toward a very specific target audience. Targeting your resume requires that you be absolutely clear about your career direction -- or at least that you appear to be clear.

If you aren't clear where you are going, you wind up wherever the winds of chance blow you. You would be wise to use this time of change to design your future career so you have a clear target that will meet your goals and be personally fulfilling. Even if you are a little vague about what you are looking for, you cannot let your uncertainty show.

With a nonexistent, vague or overly broad objective, the first statement you make to a prospective employer says you are not sure this is the job for you. The way to demonstrate your clarity of direction or apparent clarity is to have the first major topic of your resume be your OBJECTIVE.

Exercise 1. Add some information & make up a small report and give a talk in class.

Exercise 2. Read the text & pick up the essential details in the form of quick notes.

Exercise 3. Using the phrases draw up some dialogues.

Exercise 4. Define the key points.

HOW TO PRESENT YOUR RESUME

Most resumes are not much more than a collection of "evidence," various facts about your past. By evidence, we mean all the mandatory information you must include on your resume: work history with descriptions, dates, education, affiliations, list of software mastered, etc. If you put this toward the top of your resume, anyone reading it will feel like they are reading an income tax form. Let's face it; this stuff is boring no matter how extraordinary you are. All this evidence is best placed in the second half of the resume.

Put the hot stuff in the beginning, and all this less exciting information afterward.

We divided the resume into a "hot" assertions section, and a more staid "evidence" section for the sake of communicating that a great resume is not information but advertising. A great resume is all one big assertions section. In other words, every single word, even the basic facts about your history, are crafted to have the desired effect, to get them to pick up the phone and call you.

The decisions you make on what information to emphasize and what to de-emphasize should be based on considering every word of your resume to be an important part of the assertions section. The evidence includes some or all of the following:

Experience

List jobs in reverse chronological order. Don't go into detail on the jobs early in your career; focus on the most recent and/or relevant jobs. (Summarize a number of the earliest jobs in one line or very short paragraph, or list only the bare facts with no position description.) Decide which is, overall, more impressive – your job titles or the names of the firms you worked for - then consistently begin with the more impressive of the two, perhaps using boldface type. Put dates in italics at the end of the job, to de-emphasize them; don't include months, unless the job was held less than a year.

Include military service, internships, and major volunteer roles if desired; because the section is labeled "Experience." It does not mean that you were paid. Other headings: "Professional History," "Professional Experience" – not "Employment" or "Work History," both of which sound more lower-level.

Education

List education in reverse chronological order, degrees or licenses first, followed by certificates and advanced training. Set degrees apart so they are easily seen.

Put in boldface whatever will be most impressive. Don't include any details about college except your major and distinctions or awards you have won, unless you are still in college or just recently graduated. Include grade-point average only if over 3.4.

List selected course work if this will help convince the reader of your qualifications for the targeted job. Do include advanced training, but be selective with the information, summarizing the information and including only what will be impressive for the reader.

Other headings might be "Education and Training," "Education and Licenses," "Legal Education / Undergraduate Education" (for attorneys).

Professional Affiliations

Include only those that are current, relevant and impressive. Include leadership roles if appropriate. This is a good section for communicating your status as a member of a minority targeted for special consideration by employers.

Personal Interests

Advantages: Personal interests can indicate a skill or area or knowledge that is related to the goal, such as photography for someone in public relations, or carpentry and wood-working for someone in construction management. This section can show well-roundedness, good physical health, or knowledge of a subject related to the goal. It can also create common ground or spark conversation in an interview.

Disadvantages: Personal interests are usually irrelevant to the job goal and purpose of the resume, and they may be meaningless or an interview turn-off.

You probably should not include a personal interests section. Your reason for including it is most likely that you want to tell them about you. But this is an ad. If this section would powerfully move the employer to understand why you would be the best candidate, include it; otherwise, forget about it.

As mentioned above, the resume's first impression is most important. It should be exceptionally visually appealing, to be inviting to the reader. Remember to think of the resume as an advertisement. There are absolutely no errors. No typographical errors. No spelling errors. No grammar, syntax, or punctuation errors. No errors of fact.

All the basic, expected information is included. A resume must have the following key information: your name, address, phone number, and your email address at the top of the first page, a listing of jobs held, in reverse chronological order, educational degrees including the highest degree received, in reverse chronological order. Additional, targeted information will of course accompany this. Much of the information people commonly put on a resume can be omitted, but these basics are mandatory.

Jobs listed include a title, the name of the firm, the city and state of the firm, and the years. Jobs earlier in a career can be summarized, or omitted if prior to the highest degree, and extra part-time jobs can be omitted. If no educational degrees have been completed, it is still expected to include some mention of education (professional study or training, partial study toward a degree, etc.) acquired after high school.

It is targeted to your goal, to the ideal next step in your career. First you should get clear what your job goal is, what the ideal position or positions would be. Then you should figure out what key skills, areas of expertise or body of experience the employer will be looking for in the candidate.

Gear the resume structure and content around this target, proving these key qualifications.

If you have no clear goal, take the skills (or knowledge) you most enjoy or would like to use or develop in your next career step and build the resume around those.

Strengths are highlighted / weaknesses de-emphasized. Focus on whatever is strongest and most impressive. Make careful and strategic choices as to how to organize, order, and convey your skills and background. Consider: whether to include the information at all, placement in overall structure of the resume, location on the page itself or within a section, ordering of information, more impressive ways of phrasing the information, use of design elements (such as boldface to highlight, italics to minimize, ample surrounding space to draw the eye to certain things).

It has focus. A resume needs an initial focus to help the reader understand immediately. Don't make the reader go through the whole resume to figure out what your profession is and what you can do.

RULES: HOW TO WRITE A RESUME

Show you are results-oriented. Wherever possible, prove that you have the desired qualifications through clear strong statement of accomplishments, rather than a statement of potentials, talents, or responsibilities. Indicate results of work done, quantify this accomplishment whenever appropriate.

Writing is concise and to the point. Keep sentences as short and direct as possible.

Eliminate any extraneous information and any repetitions. Don't use three examples when one will suffice. Say what you want to say in the most direct way possible, rather than trying to impress with bigger words or more complex sentences.

Vary long sentences with short punchy sentences. Use phrases rather than full sentences when phrases are possible, start sentences with verbs, eliminating pronouns ("I", "he" or "she"). Vary words: Don't repeat a "power" verb or adjective in the same paragraph.

Use commas to clarify meaning and make reading easier. Remain consistent in writing decisions such as use of abbreviations and capitalizations.

Make it look great. Use a laser printer or an ink jet printer that produces high-quality results. If you do, your resume will look pathetic next to ones that have a perfect appearance. Use absolutely clean paper without smudges, without staples and with a generous border. Don't have your resume look like you squeezed too much on the page.

Shorter is usually better. Everyone freely gives advice on resume length. Most of these self-declared experts say a resume should always be one page. Your resume can create a psychological excitement that leads prospective employers to pick up the phone and call you when they finish your weighty tome. Don't blindly follow rules! Do what works.

Sometimes it is appropriate to have a three pager. But unless your life has been filled with a wide assortment of extraordinary achievements, make it shorter. One page is best if you can cram it all into one page.

Break it up. A good rule is to have no more than six lines of writing in any one writing "block" or paragraph (summary, skill section, accomplishment statement, job description, etc.). If any more than this is necessary, start a new section or a new paragraph.

Experience before education...usually. Experience sections should come first, before education, in most every case. This is because you have more qualifications developed from your experience than from your education.

Think of the resume as an essay with a title and a summative opening sentence. For every skill, accomplishment, or job described, use the most active impressive verb you can think of. Begin the sentence with this verb, except when you must vary the sentence structure to avoid repetitious writing.

Exercise 1. Answer the questions.

1. How can you show you are results-oriented?
2. What does the phrase mean: writing is concise and to the point?
3. Can you explain the meaning of the phrase: punchy sentences?
4. Why must you make your resume look great?
5. Why they say that shorter is usually better?
6. Why should you break your resume up?
7. How do you appreciate your skills in wrting resumes?
8. Did you do it before?
9. How was it appreciated? When was it?
10. Are you going to write your resume in the future?

QUESTIONS

- What key qualifications will the employer be looking for?
- What qualifications will be most important to them that you possess?
- Which of these are your greatest strengths?
- What are the highlights of your career to date that should be emphasized?
- What should be de-emphasized?
- What things about you and your background make you stand out?
- What are your strongest areas of skill and expertise? Knowledge? Experience?
- What are some other skills you possess – perhaps more auxiliary skills?
- What are characteristics you possess that make you a strong candidate?

(Things like "innovative, hard-working, strong interpersonal skills, ability to handle multiple projects simultaneously under tight deadlines")

- What are the three or four things you feel have been your greatest accomplishments?
- What was produced as a result of your greatest accomplishments?
- Can you quantify the results you produced in numerical or other specific terms?
- What were the two or three accomplishments of that particular job?
- What were the key skills you used in that job?
- What did you do in each of those skill areas?
- What sorts of results are particularly impressive to people in your field?
- What results have you produced in these areas?
- What are the "buzz words" that people in your field expect you to use in lieu of a secret club handshake, which should be included in your resume?

If you are concerned that the job you are seeking may not be right for you, or if you are not completely sure what job you are seeking, you have a bigger problem than just writing a great resume. You are handing over your future to chance and accident.

If you are changing to a job that is pretty much the same as your current or most recent job, it is not too difficult to assess whether or not you need to just make a job change or consider a new career direction. The big question is: how much do or did you enjoy the actual work? If you liked the work itself but were not happy with the boss or the pay or other components of the job, you may just need to find a new job – a job where you can keep doing the same thing in a different setting. If the work itself was dull, routine, uninteresting, difficult, exasperating, or if you did not feel fully challenged by it, you may need to make a shift in your career direction.

Most careers involve combining a few different functions together. Everyone is born with a certain degree of talent for each of the hundreds of possible work functions.

Think about it for a minute. Notice that there are some things that seem to come easily to you and others that are much more difficult to deal with. Your innate talent for any specific function may be anywhere from 100% to 1% on a scale of human ability.

Almost every person is naturally gifted at some things, adequate at others, and not so good at yet other functions. Your natural talents work together, like instruments in a band, to make your work harmonious and enjoyable. Those people who are very successful, who really like their work and have no trouble writing a powerful and sincere resume, are people who have discovered what they are naturally best at found a way to combine their talents and personality traits in a job that fits them like a custom-made suit.

VIDEO RESUME

A video resume is a way for job seekers to showcase their abilities beyond the capabilities of a traditional paper resume. The video resume allows prospective employers to see, hear and get a feel for how the applicant presents themselves.

Video resumes (or Video CV in UK terminology) were first introduced in the 1980s for use and distribution via VHS tape, but the idea never took off beyond the video taping of interviews. However, with the modern capabilities of transmitting streaming video via the internet, video resumes have taken on new popularity.

Video resumes are now being widely accepted by companies throughout the world for varying professions and the need for objectivity in these videos is becoming a serious issue. Many copycat video resume companies have sites where people can upload their own videos, but companies are shying away from accepting homemade, webcam pieces.

With the popularity of video hosting solutions there has been much debate in the usefulness of video resumes. Most recruiters feel that a video alone does not give an employer enough information about a candidate to make a proper evaluation of the applicant's potential and more importantly skills.

One article suggests that "While a video resume introduces applicants on camera, the value such visual imagery adds is debatable. A text resume allows for specific pieces of information to be parsed out and compared across candidates. When the information is delivered verbally, recruiters need to glean the details themselves."

Video resumes can serve to facilitate racial, ethnic, class-based and age discrimination, or lead to accusations of such discrimination.

New trends

With the rise in video-hosting sites like youtube and broadband internet usage, video resumes are becoming more popular. Several sites have been created for video resume hosting. Support for video resumes is growing more complete solutions evolve. Video overlay is a new trend in video resumes. With this technology, applicants can present themselves in a brief introduction video that is layered in front of their resume. An audio resume is a way for job seekers to showcase their abilities beyond the capabilities of a traditional paper resume. The audio resume allows prospective employers to see, hear and get a feel for how the applicant presents themselves sample.

Exercise 1. Read, find the comparative construction and translate the sentences.

1. The better people know the laws, the less they violate them. 2. The more developed is society, the more perfect are its laws. 3. The better and more efficiently a collective works, the more profit the enterprise will make. 4. The better our work is organized, the more effective is our labour. 5. The more you learn, the more you know. 6. The better you write your resume the better job you get. 7. The more you be attentive by writing your resume the better. 8. The more cover letters you have the better. 9. The more companies you apply the better choice you have. 10. The more resumes you write the better.

Exercise 2. Find out some add information on new trends & make up a small report.

Exercise 3. Read the text & pick up the essential details in the form of quick notes.

Exercise 4. Choose the keywords that best convey the gist of the information.

RESUME FORMAT

Job objective *What's needed:*

- A short statement (no more than two lines) in clear, specific language

Education *What's needed:*

- Name of certificate / degree received and year / month awarded
- Name of school (location if not apparent from name)
- Major scholarships / awards / honours received
- Percentage of college expenses earned through summer or part time jobs

Work experience *What's needed:*

- Current job responsibilities in past tense
- Past job responsibilities in past tense
- Clauses, not complete sentences
- Acronyms or abbreviations spelled out
- Use different action verbs so none appears more than twice

What's not needed: Employer phone number; name of supervisor; The phrases "responsible for" or "duties included"; The headings "position", "job title" or "duties"; Capitalizing words unnecessarily; references to salary; reasons for leaving past job.

Accomplishments *What's needed:*

- Job, time frame, or context in which each occurred
- Numbers to quantify
- Specifics
- Solid analysis of results
- Examples

Activities *What's needed:*

- Name of organization (several-word explanation if necessary)
- Brief description of role you played
- Dates of involvement
- Accomplishments (with numbers to quantify)

Skills *What's needed:*

- One- or two-word description of skill and skill level
- Correctly spelled names of software programs, hardware, or other equipment

Interests *What's needed:*

- Brief description of specific activities

Exercise 1. Transfer the given information from the passages onto a table.

№	Activity		
Resume format	What		Score

WHAT IS A RIGHT RESUME?

A resume should show an applicant's qualifications for a specific job. It should your name, address, and telephone number; an employment objective; educational and training data, and a list of previous work experience. The list should start with your present job or with your last job that shows qualifications for the work you want now. All of this data should be listed in an easy-to-read form. All of the information should be on one page.

The interviewer usually sees the resume before he sees the applicant. The resume gives the first impression of the applicant to the employer. It should be neat and well organized. It is usually a good idea to attach the resume to the letter of application. Always send it with a cover letter; never send it alone. An applicant should bring additional copies of the resume to the interview. The job applicant should always rewrite and revise the resume to fit the specific job that he / she is applying for. A resume is an introduction, one page, and one short chance at proving you are a qualified and experienced candidate who should be hired by a company. It wraps up all your life experiences, needs to be professional, to the point and perfect.

A resume must present a clear picture of the candidate. For this you should know what a potential employer expects. They look at a person's experience with a company, how long the person has worked for a company or to see if he is a "job jumper". The person should be able to present himself in a resume. Your resume must be right, standard format, typed. Your name, address and phone (fax) number should always go at the top of your resume. There is no need to include the words "resume" or "c/v" - they take up precious space.

State a resume objective. It should be below the name, address and phone number and be a clear and concise job objective. Using it forces you to tailor your resume to a particular position or company, as well as provides an immediately clear sense of direction to those people who will be reviewing your resume.

The main objective of your writing a resume – to demonstrate your abilities for a particular position – so state it clearly at the top. Focus on the position and career path you career going after, and state exactly what you want. It should be more than "Objective: To work in a challenging environment." Take about your accomplishment at your «Experience» section.

Focus on achievements at your present and previous jobs, especially those that involve problem-solving, management skills, critical thinking and initiative.

These should be listed chronologically; beginning with your most recent position and then moving through previous jobs, as long as they provide applicable experience to the position you are seeking. Use action verbs: "administered", "analyzed", "coordinated", "evaluated", "negotiated", "reviewed", "supervised" offer a stronger presentation of your abilities.

But keep the description short and to the point, and also make sure every thing listed is relevant. Include a section about your education. List it before your experience only if your educational history is stronger than your work background. This is often best for first-time job seekers who don't have much work experience. Make sure to list any additional courses you have taken that might be relevant to the job you are seeking, including specific company training programs or language courses.

Personal data should be included in a short section at the end of your resume. Including information about your marital status, number of children, health and physical characteristics is unnecessary. Include such categories as language fluency, extensive travel history or specific computer skills.

QUESTIONS FOR RESUMES

✚ **Do you need an Objective?** Probably not, because if you are like many candidates you do not know the exact title of the job you're pursuing. Therefore, the tendency is to write an Objective that is far too general. Avoid trite phrases like "challenging" and "growth potential". They take up crucial space in which you could describe your qualifications.

Challenge yourself to write a meaningful Objective in five words or less, naming a specific job or industry.

✚ **In what order should you present information?** People read from the top down and from left to right, so begin with your most persuasive information. Start by presenting the section, which demonstrates your strongest qualifications, whether it be Education, certification, Experience, or even Volunteer Activities. If your job title is more impressive than the company, list it first. Similarly, if your degree is more impressive than the college, list it first.

✚ **Should you include a Personal Section?** Rarely. Information such as age, height, weight, health, marital status, hobbies has little relevance to your qualifications for the position.

✚ **Should any information be de-emphasized or omitted? Absolutely!** In general, all information that detracts from your candidacy needs special treatment. For example, weak qualifications, such as a lack of a college degree should be de-emphasized by placing the Education system at the end of the resume. Some types of information, such as political party, race, or disability have no relevance to your ability to perform in the business world, so should not be addressed on your resume.

✚ **How can you select an appropriate resume format?** There is no single correct resume format. People in the same field require different formats because their breadth of experience, length of employment, degree of education, accomplishments, and future goals all vary. It's likely that the same person at different career stages will need completely different formats for each stage.

✚ **How can you draw attention to the most important data?** Surrounding your most important data with empty space on paper instead of other data is the most effective method to emphasize information. Other simple graphic techniques include highlighting in bold, italics, or capital letters; using bullets, and indenting.

✚ **What is an alternative resume format?** An alternative resume format is a non-traditional method to present your professional history. It is used in special circumstances to make an impact, target a particular position, or when your resume is not an effective marketing tool for a certain position. It can take the form of a letter, biographical sketch, portfolio, photograph, press release, etc.

Exercise 1. Translate the words and phrases into your native language.

Experience; by / from experience; to know by / from experience; to learn by experience; to acquire (gain, gather, get) experience from; broad (wide) experience; direct (firsthand, hands-on, learning, practical, previous) experience; to know from previous experience; harrowing (painfull, unnerving, unpleasant) experience; to have (share) an experience; enlightening (interesting, memorable, pleasant, unforgettable) experience; experience gap (level, cruise) experience; experienced; experienced in business; experienced worker; experience is the mother of wisdom.

THE 10 COMMON RESUME-WRITING MISTAKES

- ✚ *Too long.* The preferred length is one page.
- ✚ *Disorganized.* The information is scattered around the page and hard to follow. It's poorly typed, it's hard to read, it looks unprofessional.
- ✚ *Overwritten.* Long paragraph and sentences; takes too long to say too little.
- ✚ *Too sparse.* Not enough information.
- ✚ *Not oriented for results.* Doesn't show what the candidate accomplished on the job.
- ✚ *Too many irrelevancies.* Height, weight, sex, salary, marital status are not needed. Include hobbies or vocational or social interests only if they clearly contribute to your ability for your current job target.
- ✚ *Misspellings, typological errors, poor grammar, incorrect contact information.* Resumes should be carefully proofread before they are mailed.
- ✚ *Tries too hard.* Fancy typesetting, binders, photographs, and exotic paper distract from the clarity of the presentation.
- ✚ *Misdirected.* Too many resumes arrive on employers' desks unrequested, and with little or no apparent connection to the organization.

Perhaps the most important: *Don't lie.* Presenting yourself in a favourable light is expected in a resume, but *never* make the mistake of slipping over the line into inventing your achievements. It not only will make you feel uncomfortable about your true achievements, but it may get you fired if your embellishments are discovered.

One of the most important parts of Curriculum Vitae (CV)

- ✚ Business oriented; able to understand and execute broad corporate policy.
- ✚ Strength in analysing and improving engineering and administrative methods.
- ✚ Effective in facilitating communication between management and project team.
- ✚ Proven ability to manage both large and small groups and maintain productivity.
- ✚ Successful in negotiating favourable design and construction contracts.

Your Life & Skills

Personal details: name; address; telephone number

(in some countries, date of birth, sex, and marital status)

Note. In the USA employers cannot ask about your age, sex, race, or marital status.

Work experience: What is / was your job / job title? What do / did you do in your job? Are you going to begin the list with your first job, or your most recent job?

Exercise 1. Render the score of the information with the help of the phrases.

Consumer reports; laws regulating the dissemination; legal use; to obtain; a credit report; investigative searches; to ensure; compliance; criminal records; driving records; education verification; sex offender registry; credential verification; skills assessment; reference checks; credit reports; prospective employees; to suit for the position; workplace violence; to hire; work environment; to be safe for all employees; a minimum wage job; requirements; databases; to identify; discrimination lawsuits; whistleblowers.

Exercise 2. Add some information & make up a small report and give a talk in class.

Exercise 3. Read the text & pick up the essential details in the form of quick notes.

BACKGROUND CHECK

A background check or *background investigation* is the process of looking up and compiling criminal, commercial and financial records (in certain instances such as employment screening) of an individual.

Background checks are often requested by employers on job candidates, especially on candidates seeking a position that requires high security or a position of trust, such as in a school, hospital, financial institution, airport, and government (including law enforcement and military). These checks are traditionally administered by a government agency for a nominal fee, but can also be administered by private companies.

Results of a background check typically include past employment verification, credit score, and criminal history. These checks are often used by employers as a means of objectively evaluating a job candidate's qualifications and to identify potential hiring risks.

However, these checks may sometimes be used for illegal purposes, such as unlawful discrimination (or employment discrimination), identity theft, and violation of privacy.

Pre-employment screening refers to the process of investigating the backgrounds of potential employees and is commonly used to verify the accuracy of an applicant's claims as well as to discover any possible criminal history, workers compensation claims, or employer sanctions.

Screening applications in the UK

A number of annual reports have showed a rising level of major discrepancies and embellishments on CVs over previous years. Such business fraud cost United Kingdom businesses \$1.4 billion in 2005. Almost half (48%) of organizations with fewer than 100 staff experienced problems with vetted employees. 39% of UK organizations have experienced a situation where their vetting procedures have allowed an employee to be hired who was later found to have lied or misrepresented themselves in their application.

Since the onset of the recession, the level of fraud has almost doubled and some experts have predicted that it will escalate further. Annual research by Powerchex has also shown that the number of applicants lying on their applications has been increasing steadily since the summer of 2007 when the financial crisis of 2007-2009 began. As of August 2009, nearly one in 5 applicants has major lie or discrepancy on their application.

Larger companies are more likely to outsource than their smaller counterparts – the average staff size of the companies who outsource is 3,313 compared to 2,162 for those who carry out in-house checks.

Financial services firms had the highest proportion of respondents who outsource the service, with over a quarter (26%) doing so, compared to an overall average of 16% who outsource vetting to a third party provider. The construction and property industry showed the lowest level of outsourcing, with 89% of such firms in the sample carrying out checks in-house, making the overall average 16%. This can increase over the years.

Exercise 1. Add some information & make up a small report and give a talk in class.

No	Activity			
	Event	When	Where	Score

Exercise 2. Render the score of the information with the help of the phrases.

Background investigation; background checks; high security; employment verification; credit score; criminal history; hiring risks; unlawful discrimination identity; theft; violation of privacy; pre-employment screening; backgrounds of potential employees discrepancies; embellishments; business fraud; vetted employees; to misrepresent; to outsource; to compare; onset; number of applicants; annual research; to double; an overall average; potential employees; investigating; to verify; counterparts; the average staff size of the companies; an overall average of.

Types of checks

- Employment References.
- Education Verification – School grades, degree & any professional qualifications obtained.
- Character Reference Check.
- Gaps in employment history.
- Identity and Address Verification – whether the applicant is who he or she claims to be. Generally includes verification of the candidate’s present and previous addresses.

Can include a money laundering, identity and terrorist check and one to verify the validity of passports.

- Whether an applicant holds a directorship.
- Credit History – bankruptcies.
- Criminal History Report.

Regulation

The Financial Services Authority states in their Training & Competence guidance that regulated firms should have:

- ✚ Adequacy of procedures for taking into account knowledge and skills of potential recruits for the role.
- ✚ Adequacy of procedures for obtaining sufficient information about previous activities and training.
- ✚ Adequacy of procedures for ensuring that individuals have passed appropriate exams or have appropriate exemptions.
- ✚ Adequacy of procedures for assessing competence of individuals for sales roles.

The Financial Services Authority’s statutory objectives:

- ✚ Protecting consumers.
- ✚ Maintaining market confidence.
- ✚ Promoting public awareness.
- ✚ Reducing financial crime.

Pre-employment screening in the U.S.

Due to the sensitivity of the information contained in consumer reports and certain records, there are a variety of important laws regulating the dissemination and legal use of this information. Consumers are entitled to know the source of any information used against them including a credit reporting company. Consumers must also consent in order for the employer to obtain a credit report.

Exercise 3. Add some information & make up a small report and give a talk in class.

Exercise 4. Read the text & pick up the essential details in the form of quick notes.

Types of checks

There are a variety of types of investigative searches that can be used by potential employers. Many commercial sites will offer specific searches to employers for a fee.

Services like these will actually perform the checks, supply the company with adverse action letters, and ensure compliance throughout the process. It is important to be selective about which pre-employment screening agency you use.

A legitimate company will be happy to explain the process to you. Many employers choose to search the most common records such as criminal records, driving records, and education verification. Other searches such as sex offender registry, credential verification, skills assessment, reference checks, credit reports and Patriot Act searches are becoming increasingly common since the September 11, 2001 terrorist attacks. Employers should consider the position in question when determining which types of searches to include, and should always use the same searches for every applicant being considered for one position.

Reasons

They are frequently conducted to confirm information found on an employment application or resume/curriculum vitae. One study showed that half of all reference checks done on prospective employees differed between what the job applicant provided and what the source reported. They may also be conducted as a way to further differentiate potential employees and pick the one the employer feels is best suited for the position.

As workplace violence becomes more of an issue, employers are becoming more concerned about the people they hire. Employers have an obligation to make sure their work environment is safe for all employees.

Possible Information

The amount of information included on a background check depends to a large degree on the sensitivity of the reason for which it is conducted – e.g., somebody seeking employment at a minimum wage job would be subject to far fewer requirements than somebody applying to work for the FBI.

Criminal & Incarceration Records

There are several types of criminal record searches available to employers, some more accurate and up to date than others. Many websites offer the "instant" background check, which will search a compilation of databases containing public information for a fee.

There are other database-type criminal searches, such as statewide repositories and the national crime file. A commonly used criminal search by employers who outsource is the county criminal search. The hiring of illegal workers has become an issue for American businesses since the forming of the Department of Homeland Security and its Immigrations and Customs Enforcement (ICE) division.

Many history making immigration raids over the past two years have forced employers to consider including legal working status as part of their background screening process.

All employers are required to keep government

Form I-9 documents on all employees and some states mandate the use of the federal E-verify program to research the working status of Social Security numbers.

Exercise 5. Analyze the information, which is in the highlight, and use it in practice.

Exercise 6. Make up some dialogues from the information above.

Litigation Records

Employers may want to identify potential employees who routinely file discrimination lawsuits. It has also been alleged that in the U.S., employers that do work for the government do not like to hire whistleblowers who have a history of filing *qui tam* suits.

Employers that routinely hire drivers or are in the transportation sector seek drivers with clean driving records – those without a history of accidents or traffic tickets.

Department of Motor Vehicles & Department of Transportation records are searched to determine a qualified driver. Drug tests are used for a variety of reasons – corporate ethics, measuring potential employee performance, keeping workers' compensation premiums down.

Education Records

These are used primarily to see if the potential employee had graduated from high school (or a GED) or received an college degree, graduate degree, or some other accredited university degree. There are reports of SAT scores being requested by employers as well.

Employment Records

These usually range from simple verbal confirmations of past employment & timeframe to deeper, discussions about performance, activities & accomplishments, relations with others.

Financial information

Credit scores, liens, civil judgments, or bankruptcy may be included in the report.

Licensing records

A government authority that has some oversight over professional conduct of its licensees will also maintain records regarding the licensee, such as personal information, education, complaints, investigations, and disciplinary actions.

Medical & Mental & Physiological evaluation & records

These records are generally not available to consumer reporting agencies, background screening firms, or any other investigators without documented, written consent of the applicant, consumer or employee.

Military records

Although not as common today as it was in the past fifty years, employers frequently requested the specifics of one's military discharge.

Social Security Number

A fraudulent SSN may be indicative of identity theft, insufficient citizenship, or concealment of a "past life". Background screening firms usually perform a Social Security trace to determine where the applicant or employee has lived.

Travel records

Jobs that require a security clearance may require the applicant to disclose their past and future international travel plans.

Other interpersonal interviews

Employers may investigate past employment to verify position and salary information. More intensive checks can involve interviews with anybody that knew or previously knew the applicant – such as teachers, friends, coworkers, neighbors, and family members.

Exercise 7. Choose the keywords that best convey the gist of the information.

PERSONAL QUALITIES EVERY RESUME SHOULD DEMONSTRATE

Employment Digest has an interesting post on the qualities that potential employers want to see, and how these qualities can be translated on a resume. Among them:

Communication Skills: the phrase «Ability to be persuasive when interacting with clients, junior colleagues & CEO both in person and via telephone & e-mail» or «Wrote clear, informative and effective guidelines to ensure successful project execution.»

+ **Motivation/Initiative:** the phrase «Set and achieved challenging goals while demonstrating persistence, commitment and dedication» or «Identified and implemented ways to improve and promote quality through accuracy and thoroughness.»

+ **Leadership:** the phrase «Inspired, motivated & incentivized a team of talented professionals performance» or «Monitored, evaluated & enhanced individual & team performance.»

+ **Flexibility/Adaptability:** For example, the phrase «Adapted to changing needs of individual business units» or «Followed company guidelines and instructions and adapted rapidly to management directional changes.»

+ **Organizational Skills:** For example, the phrase «Planned and prioritized to ensure that set deadlines are met» or «Coordinated and scheduled colleagues' work.»

I appreciate the spirit of this post, because it's always important to consider the point of view of the employer when crafting a resume and these are qualities that most, if not all employers, would look for. However, I do feel that these examples are a bit vague.

What challenging goals did you set, and how exactly did you achieve them? What specific things did you do to motivate your team to perform? What was involved in scheduling your team's work?

Remember that employers want to see concrete examples of how you were able to contribute to a former company, and how the organization was better off as a result of the work that you performed. This means that in addition to describing attractive qualities and skills, you will want to use hard numbers and statistics that show quantitative change.

The Employment Digest post hits the target, but words – even those eye-catching verbs that should be in every resume – are not enough. You need to quantify wherever you can, but in many cases, dropping in numbers may be tough to accomplish if you're not sure of the impact your work had on efficiency, productivity, revenue growth, or market share.

What to do? Keep a running "work diary" of your roles, and find a way to gauge the impact of each role. If it's hard to attach a number, talk with a colleague who might keep better tabs so that, when you want to update your resume, you don't have to struggle to piece together the complete story.

Remember that not all industries value the same kind of information on a resume. When looking for an I.T. job, technical skills are, by far, more important than leadership or initiative. It's important to note that resume requirements vary by industry, which is why I always recommend that people obtain several sample resumes from their field before attempting to craft their own. A resume is an enticing story document emphasizing accomplishments, providing the reader with a snap shot of you. It should knock them dead!

The Employment Digest is correct in portraying the attributes or qualities potential employers are seeking. However, they are looking for performers, people who consistently excel. Accomplishments speak volumes about a person. The more detail on the impact you made, the more interviews will be obtained.

CURRICULUM VITAE

A curriculum vitae, commonly referred to as CV, is a longer (two or more pages), more detailed synopsis than a resume. It includes a summary of your educational and academic background, as well as teaching & research experience, publications, presentations, awards, honors, affiliations, and other details. There are important points to consider when preparing an effective curriculum vitae. It should be clear, concise, complete, and up-to-date with current employment and educational information.

A CV or Curriculum Vitae is:

- Your Life History.
- Your Job History.
- Your Achievements.
- Your Skills.

A CV or curriculum vitae is a marketing tool. With your CV you will be able to promote yourself. Imagine the CV as being a brochure that will list the benefits of a particular service.

The service being your time and skills! When writing a CV look at it from your employers point of view. Would you stand out against the competition (the other candidates) and would the manager want to talk to you for a possible job? You have to ask yourself these questions when writing your CV or curriculum vitae. Networking and interviewing are essential for your job hunt and your CV is just the first step in the job search. However a CV will be your first contact with potential employers and will open the door. If you are invited for an interview you would then be in a position to explain and expand on what is in your CV.

A CV is an essential tool in your job search. When applying for a vacancy you generally first have to send your CV to present yourself to the prospective employer.

The service being your time & skills! When writing a CV look at it from your employers point of view. Would you stand out against the competition and would the manager want to talk to you for a possible job? You have to ask yourself these questions when writing your CV or curriculum vitae.

How to write a CV

"I come across people all the time who wish they had help with their CV before they submitted it to all those important jobs". Many chances of a promotion or career change have been lost by not getting the CV written properly. Find out how to write a high quality, personally tailored, professional CV here. I also provide a professional CV writing service should you need someone to help you further. Please be careful if you decide to write your own CV. There is a significant amount of misinformation and poor advice regarding how to write a CV re: the content, targeting, presentation, formatting, writing etc.

There are people who are all too willing to "help" give advice – again this is dangerous as it will probably be "general help and advice" and not "person specific".

This is a general guide on how to write a CV. This part deals with how to write a career statement or objective statement and should not be considered specifically the right advice for you and your approach to the job market.

Exercise 1. Digest the information briefly in English and answer the questions: Would you stand out against the competition & would the manager want to talk to you for a possible job?

Exercise 2. Analyze the information, which is in the highlight, and use it in practice.

CAREER STATEMENT

A growing trend in new CVs or resumes is eliminate the "career" or "objective" statement. Below are some reasons to include this very important career or objective statement in your CV or resume and a top-10 tips list for writing a memorable one.

Some job applicants are omitting the career statement or objective statement within their CVs and resumes. Rewriting objectives to accommodate every possibility seems challenging, while including over-generalized career statements seems to do more harm than good. Nevertheless, when one considers the real purpose of an objective, the inclusion of it appears to be mandatory.

A growing trend in new CVs or resumes is eliminate the "career" or "objective" statement. Below are some reasons to include this very important career or objective statement in your CV or resume and a top-10 tips list for writing a memorable one.

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Writing a Career Statement or an Objective Statement. When a cover letter cannot be submitted, the career or objective statement may be the job seeker's only chance to introduce himself. The statement serves three purposes. The first purpose is to state clearly, what type of position an applicant desires.

Second, this introductory sentence suggests to the employer what type of skill set or qualifications the applicant possesses. A third purpose is for the announced career goal, one that is frequently misunderstood or under utilized all together, is the implied employer benefits, or the "what's in it for my company" angle.

Your Career Statement or Objective Statement should include a job title whenever possible. Sentences that skirt job names, such as, "...seeking a position in marketing...", suggests two things to the reader; one, the applicant has no idea about what types of jobs may be available in marketing and two, the applicant is desperate, and willing to take any job. Eagerness is good. Desperation is fatal. Defining the position desired.

This is much more effective when the company's own job titles are used, such as, "...seeking a Sales Management position..." or "...pursuing an entry-level Public Relations Specialist position. Use the identified job title combined with a descriptive term such as, "experienced" or "certified". Are your employment skills developed in areas of administration? In sales? Identifying your general abilities will give you some good leading sentences for your career objective. Consider the following examples:

"Recent high school graduate, previously employed in fast-food service industry, and aiming for a new position." "Experienced specialty carpenter seeking a supervisor title – Desire to obtain a Carpenter Shop Foreman position utilizing extensive trade skills and experience in the theatrical and special events industries." Finally, when writing a career statement or career objective you should consider the potential employer's point of view.

Exercise 1. Add some information & make up a small report and give a talk in class.

Exercise 2. Read the text & pick up the essential details in the form of quick notes.

CAREER STATEMENTS EXAMPLE

Curriculum Vitae

Personal details

Name: Alexander Nikolaevich OGURTSOV
Born: February 6, 1960, Kharkov, USSR
Citizenship: Citizen of Ukraine
Marital status: Married, 2 children
Home address: Chubarya Str. 1, kv. 88, 61002 Kharkov, Ukraine
Languages: Russian, Ukrainian, English
Permanent Position: Professor
Home Institute: National Technical University "KhPI"
Institute address: Frunse Street 21, 61002 Kharkov, Ukraine
Phone: 380(57)7076605
Fax: 380(57)7076601
E-mail: ogurtsov@kpi.kharkov.ua

Academic Education

1982 – M.Sc. (Diploma with Honour) in Physics, Kharkov State University, Kharkov, Ukraine.
1993 – Ph.D. (Candidate of Science) in Molecular Physics and Optics, Verkin Institute for Low Temperature Physics and Engineering, Kharkov, Ukraine.
2003 – D.Sc. (Doctor of Science) in Solid State Physics, National Academy of Sciences of Ukraine

Employment History

1977-1982 Student, Kharkov State University, Kharkov, Ukraine.
1982-1984 Military Service, Officer, Military Unit 75185, Ukraine.
1984-1989 Junior Research Scientist, Verkin Institute for Low Temperature Physics & Engineering, Kharkov, Ukraine.
1989-1992 Post-graduate student (Aspirant), Post-graduate Courses at Verkin Institute for Low Temperature Physics & Engineering, Kharkov, Ukraine.
1992-2004 Research Scientist, Senior Scientist, Verkin Institute for Low Temperature Physics & Engineering, Kharkov, Ukraine.
2000-2004 Associate Professor, State Academy of Railway Transport, Kharkov, Ukraine; National Technical University "KhPI", Kharkov, Ukraine.
2004-now Professor, National Technical University "KhPI", Kharkov, Ukraine.

Fields of interest

Excitonic spectroscopy of solids, Radiation physics and chemistry, Materials modification by electronic excitation, Biophysics, Molecular biology, Biotechnology.

Tips on How to write a CV Career / Objective Statement

+ Choose two adjectives to describe your work style such as, "Dependable and conscientious student seeking..." or "Detail oriented and quality conscious accounting clerk..."

+ Inform your potential employer of "what is in it for them", such as, "seeking to utilize 10+ years experience in the industry..." or "...proven sales record..."

+ One sentence is good, but making sense is better! If warranted, two sentences or in some cases a short paragraph will improve an objective statement.

+ If you know the job title for which you are applying, use it. There is nothing to be gained in trying to define a new position for yourself.

+ If you have read the job description in an advertisement, try to mirror one or two of the words listed. For instance, if the job indicated a desire for a self-starter, then experiment with using the same term or one with the same meaning.

+ Grammar and spelling count! It is expected that CVs and resumes will have short sentence fragments, abbreviations, and little punctuation, but your career objective statement should be written without error.

+ Avoid being too general. It is better to do a little research with the company and uncover some of what they may be looking for than to write an over-generalized objective.

+ Ambition is nice, but statements such as "work my way up to..." will impress no one and may undercut your credibility.

+ Experiment with writing an objective without the use of the word, "I". "I", is more appropriately used in a cover letter. Using "I" and "my" too frequently may lose a recruiter whose context and focus is on what the company can gain from a new hire.

Do not promise more than you can deliver! If you are chronically late, then describing yourself as punctual will only undermine your credibility later when it is discovered that you have misrepresented yourself.

Exercise 1. Render the score of the information with the help of the phrases.

Reports scores; to verify position; salary information; interviews; to expose; hearsay investigations; past employment; personal reference verifications; standardization.

Exercise 2. Complete the text using words or phrases from the box.

Curriculum vitae, resume, probationary period, interview, application form, covering letter, psychometric test.

These days many applicants submit 1) ____ speculatively to companies they would like to work for. In other words, they do not apply for an advertised job but hope the employer will be interested enough to keep their CV on file and contact them when they have a vacancy. When replying to an advertisement, candidates often fill in a /an 2) ____ and write a / an 3) _____. The employer will then invite the best candidates to attend a / an 4) _____. Sometimes candidates will take a / an 5) ____ before the interview to assess their mental ability and reasoning skills. These days it is normal for successful candidates to have to work a / an 6) ____ in a company. This is usually three or six months; after that they are a permanent post.

WHAT IS A CURRICULUM VITAE?

Called a CV or vita, the curriculum vitae are, as its name suggests, an overview of your life's accomplishments, most specifically those that are relevant to the academic realm. In the USA, the curriculum vitae are used almost exclusively when one is pursuing an academic job. The curriculum vitae are a living document, which will reflect the developments in a scholar/teacher's career, and thus should be updated frequently.

The Differences between a Resume and a CV

There are several differences between a curriculum vitae and a resume. A curriculum vitae is a longer (up to two or more pages), more detailed synopsis of your background and skills. Like a resume, a curriculum vitae should include your name, contact information, education, skills and experience.

A CV includes a summary of your educational and academic backgrounds as well as teaching and research experience, publications, presentations, honors, affiliations, grants and fellowships, professional associations and licenses, awards and other information relevant to the position you are applying for. and other details. As with a resume, you may need different versions of a CV for different types of positions.

Start by making a list of all your background information, then organize it into categories. Make sure you include dates on all the publications you include.

The most noticeable difference between most CV's and most resumes is the length. Entry level resumes are usually limited to a page. CV's, however, often run to three or more pages. (Remember, however, that length is not the determinant of a successful CV. You should try to present all the relevant information that you possibly can, but you should also try to present it in as concise a manner as possible.)

A more subtle but equally important distinction is that whereas the goal of a resume is to construct a professional identity, the goal of a CV is quite specifically to construct a scholarly identity. Thus, your CV will need to reflect very specifically your abilities as a teacher, researcher, and publishing scholar within your discipline.

When to use a Curriculum Vitae

When should job seekers use a curriculum vitae, commonly referred to as CV, rather than a resume? In the USA, a curriculum vitae is used primarily when applying for academic, education, scientific or research positions. It is also applicable when applying for fellowships or grants. When asking for a job in Europe, the Middle East, Africa, or Asia, expect to submit a CV rather than a resume.

Keep in mind that overseas employers often expect to read the type of personal information on a curriculum vitae that would never be included on an American resume, such as date of birth, nationality and place of birth. USA law on what information job applicants can be asked to provide does not apply outside the country.

Writing the Curriculum Vitae

This handout provides an overview of strategies for writing an effective curriculum vitae. This topic is particularly important for graduate students who are entering the academic job market for the first time. Although there is some overlap between the two resources, this handout should serve as a supplement to the suggestions available from Purdue's Center for Career Opportunities.

REVIEW CV SAMPLES

It's often helpful to take a look at a sample or two before you start writing.

The word Curriculum Vitae literally translated means the story of your life. The words Curriculum Vitae are usually abbreviated to CV or C.V. and you will sometimes see it incorrectly written in lower case as c.v. or cv. The possessive form of Curriculum Vitae / CV should be written as Curriculum Vitae's or C.V.'s or CVs, but not as c.v.'s or cv's.

Your CV is a very important document; with it rest your hopes and dreams for the future – that next step up the career ladder, a better position, more money, new challenges, etc. Your CV therefore has to represent the best you have to offer if you do not want to miss out on that job you saw which was 'perfect' for you.

These days employers often receive a lot of CVs for each advertised position – jobs advertised in national papers can often attract hundreds of applicants. So your CV has to be just that little bit special to stand out if you want to obtain interviews.

The good news (for you) is that most people do not know how to write a CV and only spend a short time preparing a CV. Writing professional CVs is a skill, which these people have not learnt. Of course your CV can continue to work in your favour even after it has obtained an interview for you. It can help you by carefully focusing the interviewer's mind on your good points and on your achievements.

Once you have left the interview it will continue to work in your favour as the interviewer will probably reread it before making a decision, either on who should be invited to the second interview stage or who the job should be offered to. When it comes to salary negotiations a well written CV can help. If your CV conveys your full worth you are likely to get a higher salary offer than you might have done with a poorer CV. So do not skimp on the time you spend on writing a CV as it will probably be a false economy.

What should I include?

Your CV should include your name and contact information, an overview of your education, your academic and related employment (especially teaching, editorial, or administrative experience), your research projects (including conference papers and publications), and your departmental and community service.

You should also include a reference list, either as part of your CV, or on a separate page. Also, if you have a dossier containing confidential references available, you should mention that on your CV as well. What comes first depends both on your background and on the job for which you are applying.

Typically, the first item on a CV for a job candidate directly out of grad school will start with the candidate's education listed in reverse chronological order. Frequently the title and even a brief description of the dissertation will be included in this portion. After that, you will want to determine both what the jobs that you are interested in require and where your strengths lie.

When determining what comes after your educational credentials, remember that the earlier in your document a particular block of information comes, the more emphasis you will be placing on that block of information. Thus, the most important information should come first. If you are applying at a research university, research projects, conference presentations, and especially publications become very important.

Exercise 1. After reading the information answer the question: Is there a standard curriculum vitae format?

One of the most important things to remember when working on your curriculum vitae is that there is not one standard format. There are different emphases in each discipline, and a good CV is one that emphasizes the points that are considered to be most important in your discipline and conforms to standard conventions within your discipline. So how can you find out what these conventions are?

A good place to start is to find as many examples as possible of CV's by people in your discipline who have recently been on the job market. You can find these by asking other grad students and junior faculty in your department if you can have a look at their CV's, and you can also make use of the Internet to find CV samples in your discipline.

One caveat to remember regarding examples, however, is that they should never be used as models to be followed in every detail. Instead, they should be used as sources of strategies for how to present your own information most effectively. The most effective formatting for you will likely be distinguishable from the most effective formatting for someone else because your experiences and strengths will be different, and you will thus benefit from formatting adapted specifically to your situation.

Two common strategies that apply to CV's as well as resumes are gapping and parallelism. Gapping is the use of incomplete sentences in order to present your information as clearly and concisely as possible. Parallelism is also very important to a strong CV. Generally, you will want to keep the structure of your phrases and/or sentences consistent throughout your document. Thus, if you use verb phrases in one portion of your CV to describe your duties, try to use them throughout your CV.

Particularly within entries, make sure that the structure of your phrases is exactly parallel so that your reader can understand what you are communicating easily.

One distinction between the work description sections of resumes and CV's is that bullets are very commonly used in resumes and tend to appear somewhat less frequently in CV's. Whether or not you use bullets to separate lines in your CV should depend on how the bullets will affect the appearance of your CV. If you have a number of descriptive statements about your work that all run to about a line in length, bullets can be a good way of separating them. If, however, you have a lot of very short phrases, breaking them up into bulleted lists can leave a lot of white space that could be used more efficiently. Remember that the principles guiding any decision you make should be conciseness and ease of readability.

Exercise 2. Add some information & answer the question: How can you improve your CV?

Many departments have job search or job placement committees that provide you with the opportunity to meet with faculty members in your department for extensive editing. If such a resource is available for you, that may be the best source of advice of all.

The style and layout of a curriculum vitae (CV) in English is often different to in other languages. These steps explain how to write a standard English CV.

Exercise 3. Pay attention to the phrases.

Standard format; to be conciseness; ease of readability; clearly and concisely; to apply to; common strategies; effective formatting; verb phrases; to be communicating easily; to depend on; short phrases; principles; to emphasize the points.

Exercise 4. Read and translate the action verbs and try to use them in your practice.

To make your statements sound more convincing, use an action verb at or near the beginning of each line. Below you will find a list of action verbs, which will help to make your resume more powerful by describing how you accomplished your goals.

Account; achieve; administer; advise; analyze; answer; apply; arrange; arbitrate; assemble; assess; assign; assist; audit; build; calculate; categorize; chart; classify; coach; code; collaborate; collect; communicate; compile; complete; compose; compound; compute; conduct; confirm; conserve; consolidate; construct; consult; contact; contribute; control; coordinate; copy; correspond; counsel; create; decide; define; delegate; deliver; demonstrate; design; detect; determine; develop; devise; diagnose; direct; discover; distribute; edit; elaborate; eliminate; encourage; establish; estimate; evaluate; examine; expand; explain; file; formulate; gather; generate; guide; handle; help; identify; illustrate; implement; improve; increase; initiate; install; institute; instruct; interact; interpret; interview; invent; invest; investigate; judge; lead; lecture; locate; log; maintain; manage; manipulate; manufacture; measure; mediate; memorize; modify; monitor; motivate; negotiate; obtain; offer; order; organize; outline; perform; persuade; plan; prepare; prescribe; present; print; process; produce; promote; protect; prove; provide; realize; receive; recommend; record; recruit; reduce; refer; regulate; relate; reorganize; repair; represent; respond; restore; retrieve; review; revise; revitalize; route; search; select; sell; serve; simplify; solve; spearhead; speculate; sponsor; study; succeed; summarize; supply; support; synthesize; teach; test; train; translate; troubleshoot; tutor; unite; utilize; vault; verify; volunteer; write.

Exercise 5. Read, try to understand the text and render your attitude to its contents.

Organizational skills:

3 years experience in organizing project-related activities (meetings, workshops, trainings)

Communicational Skills:

Intercultural communication, correspondence with foreign partners, public speaking and presentation skills



CURRICULUM VITAE (CV / RESUME) TIPS IN ENGLISH

Step 1. Make notes on your work experience, both paid, unpaid, full-time and part-time. Write down your responsibilities, job title and company information. Include everything!

Step 2. Make notes on your education. Include your degree or any certificates, names of major courses, school names and courses relevant to the job you are applying for.

Step 3. Make notes on other achievements. Include membership of organizations, military service and any other special accomplishments.

Step 4. Choose relevant skills. From your notes, choose which skills are relevant (skills that are similar) to the job which you are applying for.

These are the most important points for your CV.

Step 5. Personal details begin your CV. Write your full name, address, telephone number, email, date of birth, marital status and nationality at the top of the CV.

Step 6. Write an objective. The objective is a short sentence describing the job you hope to get. This is common only in an American-style CV (called a resumé).

Step 7. Education / Qualifications. Summarize your education, including important facts (type of degree, specific courses) that are relevant to the job you are applying for.

Step 8. Experience. List all of your work experience, job by job. Start with the your most recent job and progress backwards in time. Again, focus on skills that are relevant. Include the company details and your job title and responsibilities there.

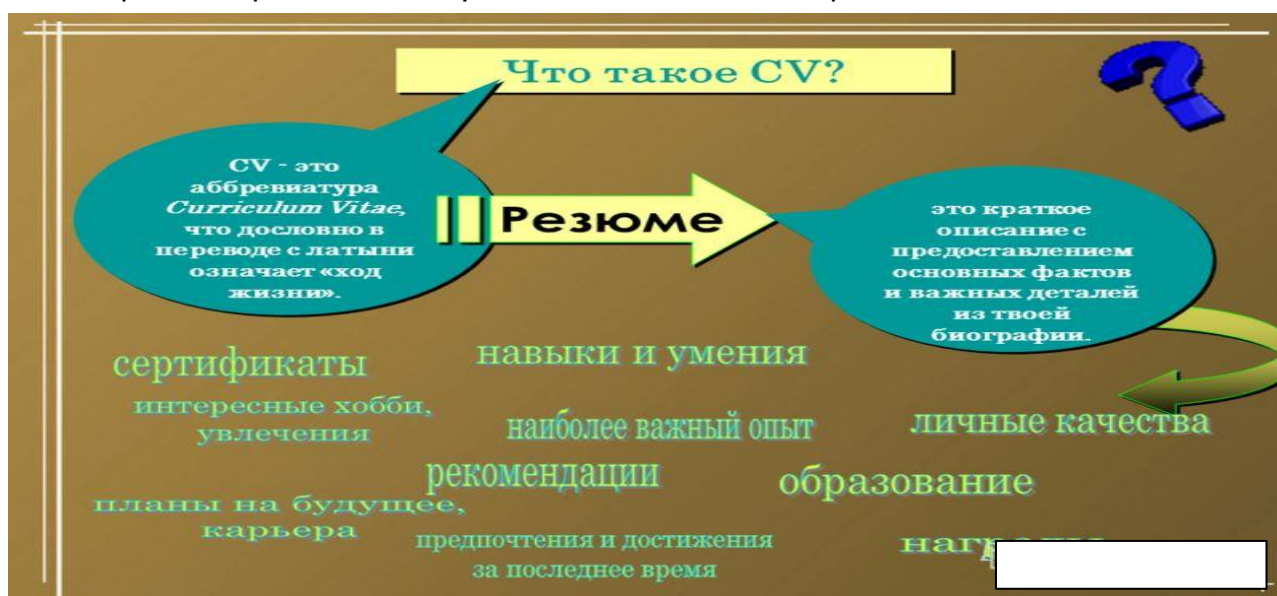
Step 9. Skills: relevant information such as languages spoken, computer skills, etc.

Step 10. Interests. Very briefly include your hobbies and main interests.

Step 11. References. Finish with the line: References available upon request.

More tips. Ideally your CV in English should not be longer than one page. Two pages are only acceptable if you have had many different jobs and a variety of experience.

Spacing, aligning and layout are very important when you write your CV, in order to create a positive and professional impression. Use "dynamic" and "action" verbs such as: *attained, accomplished, conducted, established, facilitated, founded, managed*, etc. Do not use the personal pronoun "I" in your CV, use tenses in the past.



NAME SURNAME

Graphic & Web Designer



United Kingdom
 Name@surname.com
 www.surname.com
 (34) 641 068

PERSONAL PROFILE

Lorem ipsum dolor sit amet consectetur adipiscing. Vestibulum mollis ua non pharetra. Etiam bibendum finibus ipsum, lobortis mollis massa egestas ut. Nam et mauris nisi. Nullam tellus nunc. Praesent egestas sit amet dolor sed ullamcorper. Vivamus viverra lorem tortor.

WORK EXPERIENCE

Lorem Marketplace / 2010-2012

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Lorem Inc. / 2012-2013

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Lorem Design House / 2014-Now

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AWARDS



1st Webdesign competition

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EDUCATION

Lorem University / 2007-2010

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Ipsum University / 20012-2013

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PROFESIONAL SKILLS

HTML & CSS



SCRIPT



EDITOR



QUERY



PHOTO EDIT



ILLUSTRATION



PERSONAL SKILLS

CREATIVE

STAMINA

FLEXIBLE

IDEAS

PREPARING A CURRICULUM VITAE

Proven Success Strategies

Vitas and resumes both have similar purposes – as marketing documents that provide key information about your skills, experiences, education, and personal qualities that show you as the ideal candidate. Where a resume and a curriculum vitae differ is their use, format, and length.

This article will help with your writing and preparing your vita.

A curriculum vitae – often called a CV or vita – tends to be used more for scientific and teaching positions than a resume. Thus, vitas tend to provide great detail about academic and research experiences. Where resumes tend toward brevity, vitas lean toward completeness.

Unlike resumes, there is no set format to vitas. While this article will provide a few links to free samples vitas, it is best to also discuss any special formatting your field requires with a mentor or trusted member of your network.

There are a few books that provide much more depth on the subject – and they can be found at the end of this article. While vitas do not have the one-page rule of resumes, you need to walk the line between providing a good quality of depth to showcase your qualifications and attract potential employer interest and providing too much information thus appearing verbose and turning off potential employer interest.

Faced with a stack of hundreds of CVs (or resumes) to whittle down to a shortlist, a recruiter will spend absolutely no more than 30 seconds looking at each individual CV in the first instance. The advantage of our CV service is that we know exactly what to put in, what not to put in, and what kind of an angle to put on your CV, to ensure your CVs will stand right out from your competition – to give you the very best possible chance of getting the job you want. There really is no substitute for taking advantage of in-depth professional advice, experience and expertise.

The advantages of a powerfully written and well-presented CV or resume are obvious. A curriculum vitae is often all a recruiter or prospective employer has to judge you on, so creating a professional first impression is absolutely vital. Whether you've set your sights on moving to a different company, winning promotion with your current employer, or simply getting back into the workplace after redundancy, with our market-leading position in the CV writing sector we are confident that our service will maximise your chances of getting the job you deserve.

Exercise 1. Translate the sentences with the word «resume».

1. Normal services will be resumed in the spring. 2. He stopped for a moment and then resumed speaking. 3. They resumed their courage. 4. A day later normal service was resumed. 5. He sipped at the glass of water and then resumed. 6. Hostilities had ceased and normal life had resumed. 7. "As for Joe," the major resumed, "I can't promise anything." 8. The judge resumed his seat. 9. After the war he resumed his duties at Emmanuel College. 9. The search is expected to resume early today. 10. "Hey, Judith", he resumed, "tell me all about yourself". 11. "I changed my mind", Blanche said, resuming her seat. 12. Begin your resume with your name, address, and phone number. 13. You need to turn your CV into a U.S.-style resume. 14. This is a resume of recent events.

Exercise 2. Add some information & make up a small report and give a talk in class.

THANK-YOU LETTERS

Writing a thank-you letter, or thank-you email, after an employment interview is a must. In fact, some employers think less of those interviewees who fail to follow-up promptly. Plan to send out your thank-you letters or thank-you notes as soon as possible (preferably within twenty-four hours) after your interview. Like any piece of writing, it is best to keep your audience in mind. Address their issues and concerns. In general, typed (paper or email) thank-you letters are recommended.

However, some surveys suggest that hiring managers like hand written thank notes, too. So, consider the "personality" of the organization and the rapport you felt during your interviews. If your interview was a fairly informal process and/or you achieved an immediate rapport with your interviewer, a handwritten note is fine.

When you're not sure what to write, review thank-you letter samples and follow up letter samples to get ideas. You can also use a thank-you letter template as a guide when writing your letters. In addition to thanking the person you talked with, the thank-you letter reinforces the fact that you want the job. Note: Even if you do not want the job, write a thank-you letter respectfully withdrawing your application, because you never know what the future holds so why burn your bridges?

You may view your thank-you letters as follow-up "sales" letters. In other words, you can restate why you want the job, what your qualifications are, how you might make significant contributions, and so on. This thank-you letter is also the perfect opportunity to discuss anything of importance that your interviewer neglected to ask or that you neglected to answer as thoroughly, or as well, as you would have liked.

What if you spent an entire day being interviewed (and taken to lunch) with several people? Are individual thank-you notes appropriate or should you write a "group" letter?

Choose your approach based on what you think will be most in keeping with the "personality" of the organization.

Consider whether the interviews had very much in common with one another. If there was a great deal of similarity (i.e., shared concerns mutually voiced by your interviewers), perhaps a "group" letter will suffice. My preference though, would be to take the extra time and send an individual thank-you letter to everyone you met with.

Plan to send out your thank-you letters or thank-you notes as soon as possible (preferably within 24 hours) after your interviews. If time is of the essence, it's appropriate to send an email thank-you letter. Here are thank-you letter samples applicable to a variety of employment-related situations. Take some time to edit the thank-you letter you choose, so it reflects your personality and your interest in the new job.

- Sample Thank-you Letter for a Job Interview
- Sample Thank-you Letter Requesting a Second Interview
- Sample Follow-Up / Thank-you Letter after a Job Interview
- Personal Thank-you Letter
- Sample Letter Thanking a Prospective Co-Worker
- Sample General Thank-you Letter
- Thank-you Letter for an Internship
- Sample Email Thank-you Note
- Sample Thank-you Letter for an Informational Interview

- Sample Thank-you Letter for a Job Offer
- Thank-you Letter Sent After a Group Interview
- Sample Thank-you Letter for an Volunteer Interview

Of all the letters you will write, the "thank-you" letter may be the most important, because it has the potential of producing the most good. Often a thank-you letter is placed on a person's desk and reminds that person over and over of your appreciation. Here you can find thank-you letters for the following occasions:

- Demonstrate/reiterate your interest in a project, product, position, etc.
- Thank someone for their assistance or contribution.
- Make or reinforce a good impression.
- Promote opportunities for further collaboration.
- Form or strengthen positive business and personal relationships.
- Acknowledge receipt of a resume, invitation, report, or other documents.

Thank-You Letter Tips

- Write the thank-you letter as soon as possible after the interview or occasion. For a job interview, this should be within 24 hours of the interview. It can set you apart, promote goodwill or touch someone special.

- Write clearly and concisely; this is no time to be longwinded or flowery.
- Handwrite personal letters and use customized letterhead for business correspondence.

Use quality paper. E-mail may also be appropriate in less formal situations, especially if the addressee expresses a preference for it or if time constraints require it.

- If possible, address your letter to a specific person, not just the company or organization in general.

- Do not thank the person beforehand (for example, "Thanking you in advance for your help in this matter"). To do so is presumptuous and suggests you are unwilling to write a follow-up letter.

- Stick to the point.
- Be sincere – most people can sense when you aren't being honest.
- Be specific and include details from the event. Make your letter stand out (don't send a generic letter that could be to or from anyone).

- Proofread the letter before sending it: grammatical errors and typos are sloppy and unprofessional.

Thank-you letters are critical to your job search success, and interviews are not the only occasions to send thank-you and follow-up letters. If you've ever experienced helping or doing something for someone, and not receiving a thank-you, you understand how employers view this lack of courtesy on the part of job seekers.

A thank-you letter should be written after

- an interview;
- a contact is helpful to you in a telephone conversation or e-mail;
- a someone provides / sends information to you at your request; contact is helpful to you in a telephone conversation or e-mail;
- a contact was particularly helpful to you at a career fair;
- you visit a contact at their work site and other contact for which you want to express thanks and develop a good.

Thank-you letters can be hard copy typed, handwritten or e-mailed. Hard copy are most formal and are always appropriate after an interview. Handwritten are more personal, and can be appropriate for brief notes to a variety of individuals you may have met during on on-site interview or who may have helped you in other ways. E-mail is appropriate when that has been your means of contact with the person you want to thank, or if your contact has expressed a preference for e-mail.

Exercise 2. Remember the notion.

Резюме – краткое описание профессионального опыта и способностей, для потенциальному работодателю; не превышает одной машинописной страницы; используется во всех областях кроме образования и медицины, где используется термин "curriculum vitae".

Exercise 3. Characterize the Thank-You Letter Tips with the help of the phrases.

Job search success; to be critical; grammatical errors; lack of courtesy; to be longwinded; to be flowery; brief notes; on-site interview; to appropriate; to be sloppy; to be unprofessional; to be presumptuous; occasions; to include details from the event; business correspondence; clearly and concisely; personal letters; to write a follow-up letter; preference; a telephone conversation.

Exercise 4. Comment the given details about the variety of the thank-you letters.

30 Academy Road, Blacksburg, VA 24060

February 1, 2005

Ms. Jane Roden

United Way, 2300 E. Broad Street

Richmond, VA 23219

Dear Ms. Roden,

Thank-you for talking with me on Wednesday in response to my inquiry about summer internship possibilities in social services in the Richmond area. After speaking with you and another Virginia Tech alumnus whose name I obtained through VT CareerLink at Career Services, I think I am much better prepared to pursue internship opportunities.

On your advice, I have updated my resume, emphasizing my recent hotline volunteer activities. A copy is enclosed for you. I also plan to contact Deborah Warren as you suggested, and appreciate your giving me her name.

Thank you for inviting me to visit your office. I will be in Richmond during spring break, so I will call your office two weeks prior to see if it would be convenient to schedule a visit.

Again, thank you so much for your help and advice. I look forward to meeting with you in March.

Sincerely,

(your handwritten signature)

Morgan Jeffers

23 Roanoke Street, Blacksburg, VA 24060

November 30, 2004

Mr. James G. Webb

Delon Hampton & Associates

800 K Street, N.W., Suite 720

Washington, DC 20001-8000

Dear Mr. Webb,

Thank-you so much for taking time from your busy schedule to meet with me last Tuesday. It was very helpful to me to learn so much about the current projects of Delon Hampton & Associates and the career paths of several of your staff. I appreciate your reviewing my portfolio and encouraging my career plans. I also enjoyed meeting Beth Ormond, and am glad to have her suggestions on how I can make the most productive use of my last semester in college.

Based on what I learned from my visit to your firm and other research I have done, I am very interested in being considered for employment with your firm in the future. I will be available to begin work after I graduate in May 2005. As you saw from my portfolio, I have developed strong skills in the area of historical documentation and this is a good match for the types of projects in which your firm specializes. I have enclosed a copy of my resume to serve as a reminder of my background, some of which I discussed with you when we met. During the next few months I will stay in contact with you in hopes that there may be an opportunity to join your firm. Thank you again for your generous help.

Sincerely,

(handwritten signature) Ross Vanover

Enclosure

909 Prices Fork Road
Blacksburg, VA 24060
December 1, 2004
Ms. Marcia H. Meeks
30 Locke Lane
Richmond, VA 23219

Dear Ms. Meeks,

Thank-you so much for your time and advice during my visit to your office last week. I very much appreciate your inviting me to visit since this was my first experience seeing the hands-on work which takes place in a design department. I learned a great deal, and hope to share what I learned with members of our student chapter of the American Society of Interior Designers. After January, I will be in contact with you again to explore the possibility of arranging a summer internship with your firm. As I mentioned to you when we met, I had an opportunity to work on an intense, four-day interdisciplinary project judged by faculty in which my team received top honors. I gained valuable teamwork, problem-solving and presentation skills and learned to work effectively with students studying to enter different professions. I believe my skills would make me an asset to an organization like yours which often must produce excellent work under tight time constraints. Thank you again for all your help, and I look forward to talking with you in the coming months.

Sincerely, (handwritten signature)

Exercise 5. Analyze the information, which is in the highlight, and use it in practice.

Exercise 6. Read the text & pick up the essential details in the form of quick notes.

Exercise 7. Choose the keywords that best convey the gist of the information.

Exercise 8. Add some information & make up a small report and give a talk in class.

COVER LETTERS

The cover letter is the most common business letter utilized in the job search process.

However, you will be wise to use a Thank-you Letter and Follow Up Letter during the job search process. Using the thank-you letter and follow up letter after the job interview can be an effective way to gain more attention from the employer while enabling you to display a more professional approach to the job search. On this page, we will discuss preparing the interview thank-you letter.

The Thank-you Letter is utilized after the interview. Writing an interview thank-you letter to the employer after the interview process is considered good business etiquette.

The Thank-you letter will enable you to reiterate key points from the interview.

The Thank-you letter will also reinforce to the hiring company that you are still interested in the position. In this tight job market, with countless candidates vying for the same position, to be called in for an interview is a success not many job seekers experience.

To make the most of the after-interview stage, always send a personalized thank-you letter to the hiring authority.

Not only does this indicate unusual and continued interest in the position, but it shows follow-through and a professionalism that simply can't be beat. Make sure that your thank-you letter uses the same heading as your resume and initial cover letter, as this maintains consistency. Keep the content brief, mentioning only the highlights of your meeting with the hiring manager. This will serve to remind that person of the skills and qualifications you can bring to the opening. If there were some matters that you forgot to mention during the interview, such as your ability to work extra hours and take on extra responsibilities, a thank-you letter is the perfect way to introduce this.

By Job Search

According to the strategy of each cover letter, it was placed in one of the following categories in which the applicant:

- Knows someone who knows the manager.
- Being referred to the manager by a friend or someone from a professional network..
- Does not know the manager.
- A cold-call letter where there is no established connection to the hiring manager.
- Shows special connection with organization.
- A mutual interest/ incentive is created in the letter.
- Follows up on meeting or phone call.
- The name of the manager is known & there is a reason for the follow-up letter.
- Writes to a human resources department; to a recruiter.
- Sent cold to the personnel office of a company in response to a job posting.
- Responds to a newspaper ad.
- Even the company name may not be known, yet a spark of interest needs to be established.
 - Emails a cover note.
 - Very brief introduction to the resume that follows in the body of the email message.
 - An approach to a headhunter/ recruiter with a resume and request to represent the applicant to employers.

January 29, 2017
Mrs. Alexis Spence
Project Supervisor
Edge Productions
123 Margaret Drive
Memphis, TN 12345

Dear Mrs. Spence,

At the suggestion of Charlotte Suarez, I am submitting my resume for the position of Event Coordinator. My forte is in bringing together topnotch people from a variety of interests to present a well-coordinated and well-attended event.

My interest in your fast-growing consulting firm comes from the creatively planned events your firm is known for. My energy is boundless and I am at my best when I am in the "thick of things."

One of the most personally rewarding aspects of working in the convention industry is meeting and establishing relationships with others who thrive on the excitement this business inspires. I will contact you early next week to find out when we might meet to discuss the position.

Sincerely,
Alice Myers
Enclosure: resume

June 14, 2017
Harold C. Freedman
CEO
FreeWire International
1633 Forest Hill Blvd.
Oak Forest, IL 12345

Dear Mr. Freedman,

I believe I can expedite the signing of your pending agreement with the government of Brazil. Please read on to see why I believe this is true.

As your contract negotiator, here's the ammunition I bring to the table:

- Experience negotiating three major telecommunications contracts with South American governments (Argentina, Costa Rica, and Peru).
- A firm record of closing sales with better-than-expected profit margins.
- Fluency (written and spoken) in the "big four" languages used in most business transactions around the world.

Since your fiscal year is nearly at its end, I suspect you are eager to see your contract finalized. I suggest we speak soon. I'll call your office to see how quickly we can meet.

I look forward to representing you. Thank-you!

Sincerely yours,
Heather Buchner Enclosure: resume

Exercise 1. Define the key points.

Exercise 2. Add some information & make up a small report and give a talk in class.

Bill Lockheed
15 Rambling Rose Lane
Los Angeles, CA 12345
123-555-1234
blockheed@bamboo.com

May 17, 2007
Mr. Dennis Greenbrott
Director of Marketing
Walt Disney Travel Co., Inc.
P.O. Box 1234
Anaheim, CA 12345

Dear Mr. Greenbrott,

It's the positive theme of Disney's entertainment that appeals so much to me. As your Regional Marketing Representative, I'd like to promote Disney vacation packages to audiences young and old throughout Arizona.

I have substantial experience in recreation marketing and, as my family can attest, I'm a committed supporter of Disney's home and vacation entertainment.

Could we schedule a time to speak on the phone? I will call your assistant in the next few days to see when you are available.

Thank-you!

Bill Lockheed

Enclosure: resume

Cindy Wisebott
56 West Hollow Dr.
August 18, 2017
Ms. Betsey Winters
General Manager
Events For You
592 Colgate Ave.
Houston, TX 12345

Dear Ms. Winters,

When we met two years ago at Robin Tankel's wedding, I was amazed at how well you had orchestrated her reception. Now, after six years as a florist, I'm thinking about applying for a position as an event planner at the Houston Convention Center.

Before I jump head-long into event planning, would you be kind enough to consult with me? I'm interested in learning more about what's involved in your profession.

Every Thursday, I work near your office on Colgate Avenue. Perhaps one Thursday in the next few weeks we can get together over coffee. I'll call your office to set something up.

Best wishes with your business!

Sincerely, Cindy Wisebott

Enclosure: resume

Exercise 1. Remember the notion.

Cover letter is a letter sent with, and explaining the contents of, another document or a parcel of goods.

Belinda Mario
123 Los Gatos Blvd.
Waco, TX 12345
123-555-1234
bmario@bamboo.com

June 22, 2017
Director of Human Resources
Golden Light Nursery School
123 Projection Highway
Waco, TX 12345

Dear Director,

A teaching position at your school has long been a career objective of mine. Now that I've earned my Texas Childcare Credential, I'm eager to apply for a position on your childcare team.

After reading my enclosed resume, please consider me for any appropriate position in your system. My desire to work with children is strong and I believe that once I join your staff, we will together discover my niche.

I will call you on Friday to learn what positions are open for the fall. Thank-you!

Sincerely,

Belinda Mario

Enclosure: resume

Andrew Perroni
123 Stardust Way
Boise, ID 12345
April 4, 2007
Mr. Ted Mitchell
President
Inline Skates Deluxe
123 23rd St.
Boise, ID 12345

Dear Mr. Mitchell,

As an avid skater on both blades and wheels, I can't imagine a better job than sharing my enthusiasm with your customers. When I saw your ad in the Boise News for a junior sales associate, I immediately put together the attached resume to send you. Please consider me for the position. I am available for interviews any day during spring break next week. I'll give you a call to see when you can meet with me.

Thank-you!

Andrew Perroni

Enclosure: resume

Exercise 1. Remember the notion.

Cover letter – сопроводительное письмо (прилагаемый к резюме небольшой документ, где соискатель указывает, на какую конкретно работу он претендует, объясняет причины своего выбора и просит о собеседовании).

Hello,

I found your listing on HotJobs.com. Do you need someone who is flexible, professional, creative, and a great team member? Someone with a passion for science and education? If so, I'm your man. I grew up in a family of scientist-educators and I have a "dinner-table-lecture-series degree" in science. I am including my resume below. I would be happy to provide a Word or PDF version, if you prefer. I look forward to discussing with you how I can be of help to the Exploratorium. Thank-you, Bruce Rich

Charles Herring
123 Forthright St.
Seattle, WA 12345
May 13, 2017

Ms. Melissa Jenkins
High-Tech Recruiting

Dear Ms. Jenkins,

With the current slowdown in hiring within the high-tech field, you must be flooded with resumes from out-placed software engineers such as myself. Please take a moment to consider my qualifications. I believe one in particular is highly marketable in this tight market: I worked on the team that pioneered the technology that put the PalmPilot on the map. In today's increasingly mobile society, this technology has places to go, and I have ideas that could take us to the next step in office independence.

Please call me with prospective job opportunities. I am interested in a project management position in the \$950 range.

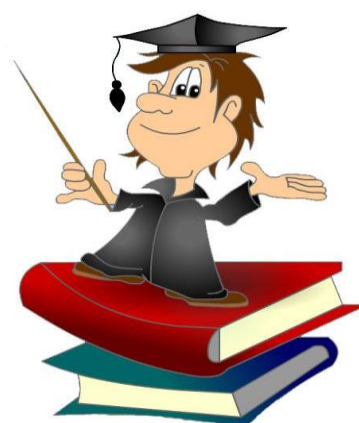
Thank-you!

Charles Herring

Enclosure: resume

Exercise 1. Remember that. How to write a Cover Letter: the All-Time Best Tips

- Write a Fresh **Cover Letter** for Each Job.
- But Go Ahead, Use a Template.
- Include the Hiring Manager's Name.
- Craft a Killer Opening Line.
- Go Beyond Your Resume.
- Think Not What the Company Can Do for You.
- Highlight the Right Experiences.
- Showcase Your Skills.



COVER LETTER BASICS

Ah, the dreaded cover letter. Every time you sit down to write one, you probably browse cover letter examples online, get overwhelmed, and think something to the effect of: *Does anyone really read these? Wouldn't it be so much easier if I could just let my resume speak for itself?*

First off: Yes, we can assure you that cover letters do, in fact, get read. In fact, to some hiring managers, they're the most important part of your job application. And yes, while it would be easier to let your resume speak for itself, if that was the case you'd completely miss the opportunity to tell prospective employers who you are, showcase why they should hire you, and stand out above all the other candidates.

Ready to dive in? To make sure your letter is in amazing shape (and crafting it is as painless as possible), we've brought the best advice on writing a cover letter into one place. Read on – then get to writing!

Write a fresh Cover Letter for each job

Yes, it's way faster and easier to take the cover letter you wrote for your last application, change the name of the company, and send it off. But most employers want to see that you're truly excited about the specific position and company – which means creating a custom letter for each position you apply for.

While it's OK to recycle a few strong sentences and phrases from one cover letter to the next, don't even think about sending out a 100% generic letter. "Dear Hiring Manager, I am excited to apply to the open position at your company" is an immediate signal to recruiters and hiring managers that you're resume-bombing every job listing in town. Mistakes like this can get your application tossed straight in the trash.

But go ahead, use a template

That said, there's nothing that says you can't get a little help. Try our basic cover letter template, or one that focuses on your skills.

Getting started your Cover Letter greeting & first paragraph include the Hiring Manager's Name

The most traditional way to address a cover letter is to use the person's first and last name, including "Mr." or "Ms." ("Dear Ms. Jane Smith" or just "Dear Ms. Smith").

If you know for sure that the company or industry is more casual, you can drop the title and last name ("Dear Jane"). And if you're not 100% positive whether to use "Mr." or "Ms." based on the name and some Googling, definitely skip the title.

Never use generic salutations like "To Whom it May Concern" or "Dear Sir or Madam"—they're stiff, archaic, and did we mention that cover letters need to be customized? If you can't figure out the specific hiring manager's name, try addressing your cover letter to the head of the department for the role you're applying for. Or if you honestly can't find a single real person to address your letter to, aim for something that's still somewhat specific, like "Systems Engineer Hiring Manager" or "Account Executive Search Committee."

For more help, read these rules for addressing your cover letter, and a few tips for how to find the hiring manager.

Craft a killer opening line

No need to lead with your name – the hiring manager can see it already on your resume. It's good to mention the job you're applying for (the hiring manager may be combing through candidates for half a dozen different jobs), and yes, you could go with something simple like, "I am excited to apply for [job] with [Company]."

But consider introducing yourself with a snappy first sentence that highlights your excitement about the company you're applying to, your passion for the work you do, or your past accomplishments. Need inspiration? Check out these examples of how to start your cover letter in an engaging, attention-grabbing way, or these eight examples of awesome cover letters that actually worked.

The main event what to put in the body of Your Cover Letter

Go beyond Your Resume

A super common pitfall many job seekers fall into is to use their cover letter to regurgitate what's on their resume. Don't simply repeat yourself: "I was in charge of identifying and re-engaging former clients." Instead, expand on those bullet points to paint a fuller picture of your experiences and accomplishments, and show off why you'd be perfect for the job and the company. For example: "By analyzing past client surveys, NPS scores, and KPIs, as well as simply picking up the phone, I was able to bring both a data-driven approach and a human touch to the task of re-engaging former clients."

Having trouble figuring out how to do this? Try asking yourself these questions:

What approach did you take to tackling one of the responsibilities you've mentioned on your resume? What details would you include if you were telling someone a (very short!) story about how you accomplished that bullet point? What about your personality, passion, or work ethic made you especially good at getting the job done?

Think not what the company can do for you

Another common cover letter mistake? Talking about how great the position would be for you and your resume. Frankly, hiring managers are aware of that – what they really want to know is what you're going to bring to the position and company. Try to identify the company's pain points – the problem or problems that they need the person they hire to solve. Then emphasize the skills and experience you have that make you the right person to solve them. On that note...

Highlight the right experiences

Not sure what skills and experiences you should be featuring? Typically the most important requirements for the position will be listed first in the job description, or mentioned more than once. You'll want to make sure you describe how you can deliver on those key priorities. Another trick: Drop the text of the job description into a word cloud tool like WordClouds, and see what stands out. That's what the hiring manager is looking for most.

Showcase your skills

When you know you have the potential to do the job – but your past experience doesn't straightforwardly sell you as the perfect person for the position – try focusing on your skills instead. That skills-based template we mentioned before will help you do just that. (Psst: You can take this approach with a skills-based resume.)

...Not necessarily your education

New grads, especially, often make the mistake of over-focusing on their educational backgrounds. At the end of the day, what hiring managers care about most is your work experience (and yes, that can be volunteer or internship experience, too) – and what you can walk through the door and deliver on day one.

Don't apologize for your missing experience

When you don't meet all of the job requirements, it's tempting to use lines like, "While I may not have direct experience in marketing..." But why apologize? Instead of drawing attention to your weaknesses, emphasize the strengths and transferable skills you do have. Here's what that might look like: "I'm excited to translate my experience in [what you've done in the past] to a position that's more [what you're hoping to do next]."

Throw in a few numbers

Hiring managers love to see stats – they show you've had a measurable impact on an organization or company you've worked for. That doesn't mean you have to have doubled revenue at your last job. Did you bring in more clients than any of your peers?

Put together an impressive number of events? Made a process at work 30% more efficient? Those numbers speak volumes about what you could bring to your next position, and make your cover letter stand out. You don't even have to have worked with numbers at all! Check out a few more tips for adding stats to those resume bullets, even if your previous jobs involved dealing with people, not figures.

Consider testimonials

Used sparingly, great feedback from former co-workers, managers, or clients can go a long way toward illustrating your passion or skills. Here's an example of how you might weave it in: "When I oversaw our last office move, my color-coded spreadsheets covering every minute detail of the logistics were legendary; my manager said I was so organized, she'd trust me to plan an expedition to Mars."

Be open to other formats

If you're applying to a more traditional company, then the tried-and-true three-to-five-paragraph format probably makes sense. However, if you're gunning for a more creative or startup job – or need to explain to the hiring manager, say, how your career has taken you from teaching to business development – a different approach could be appropriate.

Finding your voice how to strike the right tone

Cut the formality

We know, you're trying to be professional. But being excessively formal can actually backfire on you, career expert Mark Slack points out: "It makes you seem insincere and even robotic, not anything like the friendly, approachable, and awesome-to-work-with person you are." Even when you're applying for a very corporate role, there's usually room to express yourself in a conversational, genuine way.

Go easy on the enthusiasm

We can't tell you how many cover letters we've seen from people who are "absolutely thrilled for the opportunity" or "very excitedly applying!" Yes, you want to show personality, creativity, excitement. But downplay the adverbs a bit, and just write like a normal person.

Write in the Company's "Voice"

Cover letters are a great way to show that you understand the environment and culture of the company and industry. Spending some time reading over the company website or stalking their social media before you get started can be a great way to get in the right mindset – you'll get a sense for the company's tone, language, and culture, which are all things you'll want to mirror as you're writing.

Don't let your fear of bragging get in the way

If you tend to have a hard time writing about yourself, here's a quick trick: What would your favorite boss, your best friend, or your mentor say about you? How would they sing your praises? Then write the letter from their point of view.

Finishing touches your final words (final edits)

Keep it short & sweet

There are always exceptions to the rule, but in general, for resumes and cover letters alike, don't go over a page. In one survey, more than two-thirds of employers said they preferred a cover letter that's either just half a page (around 250 words) or "the shorter the better." Having trouble getting rid of your carefully crafted sentences? Check out these tips for cutting down your cover letter to a page or less.

Finish strong

It's tempting to treat the final lines of your cover letter as a throwaway: "I look forward to hearing from you." But your closing paragraph is your last chance to emphasize your enthusiasm for the company or how you'd be a great fit for the position.

For example, you could say: "I'm passionate about [Company]'s mission and would love to bring my [add your awesome skills here] to this position." You can use the end of your letter to add important details – like, say, the fact that you're willing to relocate for the job. Check out more examples and a template here, and read about a few cover letter closing lines you definitely *don't* want to use.

We shouldn't have to tell you to run your cover letter through spell-check (you should!), but remember that having your computer scan for typos isn't the same as editing.

Set your letter aside for a day or even a few hours, and then read through it again with fresh eyes – you'll probably notice some changes you want to make. You might even want to ask a friend or family member to give it a look.

If you need some extra help, you can check out how the wording sounds to others using Hemingway. Paste in your text, the app will highlight sentences and sections that are too complex or wordy, use passive voice, or are overloaded with fancy vocabulary when simpler words will do. You don't have to take all of its suggestions (maybe "facilitate" really is the best word choice there!), but it's a handy way to check the readability of your letter.

Remember, one spelling or grammar mistake can be all it takes to turn off the hiring manager – especially if writing skills are an important part of the role you're applying for.

Exercise 1. Add some information & make up a small report and give a talk in class.

Exercise 2. Choose the keywords that best convey the gist of the information.

Exercise 3. Read the text & pick up the essential details in the form of quick notes.

COVER LETTER

A cover letter or covering letter or motivation letter or motivational letter or letter of motivation is a letter of introduction attached to, or accompanying another document such as a e or curriculum vitae. Job seekers frequently send resumes or employment applications as attachments to a cover letter, by way of introducing themselves to recruiters or prospective employers and indicating their interest in the positions.

Employers may look for individualized and thoughtfully written cover letters to screen applicants who are not sufficiently interested in their position or who lack the required writing skills. A cover letter is an accompanying letter that introduces you and your resume to a potential employer. You can send a cover letter with every resume you submit. A cover letter should not be longer than one page in length and contain 2 to 3 short paragraphs. Use meaningful information; you do not want to waste the reader's time by writing irrelevant filler sentences. Use Times New Roman font, because it is the official engineering and business font. Do not make the sentences too short in length; too short may mean that you did not make much effort in application and so your motivation looks low. There are three types of cover letters:

- The application or invited cover letter which responds to a known job opening.
- The prospecting (uninvited cover) letter which inquires about possible positions.
- The networking letter equests information and assistance in your job search.
- Cover letters are generally one page at most in length, divided into a header, introduction, body, and closing.

- **Title.** Cover letters use standard business letter style, with the sender's address and other information, the recipient's contact information, and the date sent after either the sender's or the recipient's address. Following that is an optional reference section (e.g. "RE: Internship Opportunity at Global Corporation") and an optional transmission note The final part of the header is a salutation (e.g., "Dear Hiring Managers").

- **Introduction.** The introduction briefly states the specific position desired, and should be designed to catch the employer's immediate interest.

- **Body.** The body highlights or amplifies on material in the resume or job application, and explains why the job seeker is interested in the job and would be of value to the employer. Matters discussed typically include skills, qualifications, past experience. If there are any special things to note such as availability date, they may be included as well.

- **Closing.** A closing sums up the letter, and indicates the next step the applicant expects to take. It may indicate that the applicant intends to contact the employer, although many favor the more indirect approach of simply saying that the applicant will look forward to hearing from or speaking with the employer. After the closing is a valediction ("Sincerely"), and then a signature line. Optionally, the abbreviation "ENCL" may be used to indicate that there are enclosures.

Cover letters may also serve as marketing devices for prospective job seekers. Cover letters are used in connection with many business documents such as loan applications (Mortgage loan), contract drafts and proposals, and executed documents.

They may serve the purpose of trying to catch the reader's interest or persuade the reader of something, or summary of the documents.

FOUR RULES FOR WRITING A COVER LETTER

Make a personal connection.

Establish a personal connection with the reader of your letter as quickly as possible.

Show personality.

Give the employer a sense of your personality through your writing style, direct statements about your character, or testimonial references.

Initiate action.

Understand what you would like the employer to do as a result of your letter – and ask him or her to do it.

Make it quick and easy to read.

Format your one page letter using short paragraphs, bullet points, and white space to make your letter look quick and easy to read.

In order to devise a winning sales pitch for your letter, you need to understand what makes the company tick (its products, history, market standing, goals, challenges, mission statement, industry, clientele, corporate culture, etc.).

Good places to research company information include:

- The business section of your public library.
- Business and financial magazines.
- Business sections of newspapers.
- Your prospective employer's company literature.
- Your professional and personal network.

Compile your company information into a company profile something like the following. (Of course, the contents of your format will depend upon what information you're able to gather.) The guidelines here apply to both hard copy correspondence and e-mail. (To decide which to use, see e-mail in your job search.) The main difference between e-mail and hard copy correspondence is format: your signature block (address) goes below your name in e-mail, while it goes at the top of the page on hard copy. Of course you won't have a handwritten signature on e-mail, but don't forget this on hard copy. All cover letters should:

Explain why you are sending a resume.

Don't send a resume without a cover letter.

Don't make the reader guess what you are asking for.

Be specific: do you want a summer internship opportunity, or a permanent position at graduation; are you inquiring about future employment possibilities?

Tell specifically how you learned about the position or the organization – a flyer posted in your department, a web site, a family friend who works at the organization. It is appropriate to mention the name of someone who suggested that you write.

Convince the reader to look at your resume. The cover letter will be seen first.

Therefore, it must be very well written and targeted to that employer.

Call attention to elements of your background – education, leadership, experience – that are relevant to a position you are seeking. Be as specific as possible, using examples.

Reflect your attitude, personality, motivation, enthusiasm, and communication skills.

Provide or refer to any information specifically requested in a job advertisement that might not be covered in your resume, such as availability date, or reference to an attached writing sample.

Exercise 1. Indicate what you will do to follow-up.

In a letter of application – applying for an advertised opening – applicants often say something like "I look forward to hearing from you." However, if you have further contact info (e.g. phone number) and if the employer hasn't said "no phone calls," it's better to take the initiative to follow-up, saying something like, "I will contact you in the next two weeks to see if you require any additional information regarding my qualifications."

In a letter of inquiry – asking about the possibility of an opening – don't assume the employer will contact you. You should say something like, "I will contact you in two weeks to learn more about upcoming employment opportunities with (name of organization)." Then mark your calendar to make the call.

Exercise 2. Characterize the two categories of cover letters.

Letter of application: applying for a specific, advertised opening.

Letter of inquiry: expressing interest in an organization, but you are not certain if there are current openings.

Information-seeking letters and follow-up

To draft an effective cover letter, you need to indicate that you know something about the employing organization. Sometimes, even with research efforts, you don't have enough information to do this. In such a case it is appropriate to write requesting information. After you receive the desired information you can then draft a follow-up letter that:

Thanks the sender for the information.

Markets why you would be a good job candidate for that organization based on the information.

Explains why you are sending your resume.

When applying for a job a cover letter should be sent or posted with your resume. If you are not sure what to write, review these cover letter samples.

Your cover letter should be specific to the position you are applying for, relating your skills and experience to those noted in the job posting. Your cover letter is your first (and best) chance to make a good impression! An effective cover letter should explain the reasons for your interest in the organization and in the job you are applying for. Take the time to review cover letter examples, then make sure that your letter explains how your skills relate to the criteria listed in the job posting.

Cover Letter templates you can personalize to write your own cover letters when submitting job applications.

- Cover Letter Format.
- Cover Letter Template.
- Microsoft Word Cover Letter Templates.

Exercise 1. Transfer the given information from the passages onto a table.

No	Activity			
	Cover letter	When	Where	Score
1.				

COVER LETTER SAMPLES – TYPES OF COVER LETTERS

The various types of cover letters depending on how you are applying for a job.

- Customized Cover Letter Example.
- Sample Targeted Cover Letter.
- Targeted Cover Letter Example.
- Sample Cover Letter Requesting a Meeting.
- Cover Letter Applying for More Than One Job.
- Networking Letters.
- Modified Block Format.
- Full Block Format.

Cover Letter Samples – Type of Candidate

Cover letters samples listed by type of candidate – students, entry level applicants, career changers, and experienced candidates.

- Cover Letter Sample – Career Change.
- Sample Cover Letter – College Student.
- Sample Cover Letter – Recent College Graduate.
- Recent College Graduate Sample.
- Cover Letter Sample – Entry-Level.
- Sample Internship Cover Letter.
- Management Cover Letter Sample.
- Sample Cover Letter – Part-Time Job.
- Sample Cover Letter – Summer Job.
- Sample Summer Job Cover Letter.
- Transferable Skills Cover Letter Example.

Email Cover Letter Examples

- Email Cover Letter Sample with attached resume.
- Email Cover Letter Sample with resume included.
- Sample Cover Letter with salary history.
- Sample Cover Letter with salary requirement.
- Sample Email Cover Letter – summer job.

Prospecting Letters Referral Letters Letters of Interest

- Sample Information Request Letter.
- Letter of Interest Example.
- Sample Letter of Interest.
- Letter of Interest / Prospecting Letter.
- Sample Networking Letter – Requesting a Meeting.
- Sample Referral Letter.
- Referral Letter Example.
- Sample Career Office Referral Cover Letter.

Please Note: These samples are provided for guidance only. The provided information, including samples and examples, is not guaranteed for accuracy or legality. Letters and other correspondence should be edited to fit your personal situation.

Cover Letter Samples – Specific Positions

A variety of cover letter examples for specific types of jobs, career fields, and industries.

- Cover Letter Example for Academic Advisor
- Cover Letter Sample: Administration/Business/ General
- Cover Letter Sample: Administrative Coordinator
- Cover Letter Sample – Arts
- Cover Letter Sample – Assistant
- Cover Letter Sample – Business / Technical / Referral
- Cover Letter Sample: Administration / Business / General
- Sample Cover Letter – Career Change / Writing / Marketing
- Cover Letter Example – Communications
- Cover Letter Example – Communications
- Construction Management Cover Letter Example
- Sample Cover Letter – Consultant
- Sample Cover Letter – Customer Service
- Cover Letter Sample – eCommerce
- Cover Letter Example – Editorial Position
- Cover Letter Sample – Education
- Cover Letter Sample – Education / Alternative Education
- Cover Letter Sample – General
- Cover Letter Example – Higher Education Communications
- Pharmaceutical Sales Cover Letter Example
- Sample Cover Letter – Programmer Analyst
- Public Relations Cover Letter Example
- Retail Management Cover Letter Example
- Sample Research Technician Cover Letter
- Sample Scientific Research Cover Letter
- Sample Cover Letter Teacher
- Cover Letter Teaching Assistant / Tutor
- Cover Letter Technical Support / Help Desk
- Sample Cover Letter – Transportation Planning
- Sample Organizer / Administrative Assistant Cover Letter

Exercise 1. Customize your cover letters.

Again, it's important not to limit yourself to the ideas presented in these samples, but, do review them for ideas and suggestions. Keeping in mind that your letter should express a high level of interest and knowledge about the job you are interested in.

Your cover letter will highlight the most relevant experience from your resume and connect that experience with the position you are applying for. Your cover letter is your first, and best, chance to sell the hiring manager on your candidacy for employment so make sure it's perfect! Writing a resignation letter, rejecting a job, accepting a job, networking and more sample employment letters. Review sample cover letters for a variety of scenarios including a follow-up letter, inquiry letters, job/industry specific sample cover letters, cold contact and referral letter samples.

COVER LETTER WRITING

Need help with cover letter writing? The books include cover letter writing help, advice, suggestions, plus samples and examples for effective resume writing for all levels of job seekers from recent grads to experienced professionals.

Who needs a cover letter?

Everyone who sends out a resume does! Even if the cover letter never "came up" in conversation or wasn't mentioned in an advertisement, it's expected that you will write one. It is regarded as a sign of laziness (sorry about that) to send out a cover letter that is not tailored to the *specific* company. In the days before word processors, you could *maybe* get away with it. Not anymore. Yes, it adds to the wear and tear of looking for a job! But the good news is: the cover letter gives you another chance to emphasize what you have to contribute to the company or organization. Don't give the person screening the resumes a second to entertain the thought: "But how can this person help US?" Your cover letter will answer that question in your own words. Your resume will answer that question but in a somewhat more rigid format.

What makes a Good Cover Letter?

No spelling or typing errors. **Not even one.**

Address it to the person who can hire you. Resumes sent to the personnel department have a tougher time of it. If you can find out (through networking and researching) exactly who is making the hiring decision, address the letter to that person. Be sure the name is spelled correctly and the title is correct. A touch of formality is good too: address the person as "Mr.," "Ms.," "Mrs.," "Miss," "Dr.," or "Professor." (Yes, life is complicated.)

Write it in your own words so that it sounds like you — not like something out of a book. (Electra gets in trouble with libraries when she says things like this.) Employers are looking for knowledge, enthusiasm, focus.

Being "natural" makes many people nervous. And then even **more** nervous because they are trying to avoid spelling errors and grammatical mistakes. If you need a little help with grammar (do they still teach grammar?) — check out the classic work on simple writing, Strunk & White's *Elements of Style*, published in 1918 and now online.

Show that you know something about the company and the industry. This is where your research comes in. Don't go overboard — just make it clear that you didn't pick this company out of the phone book. You know who they are, what they do and *you* have chosen them!

Use terms and phrases that are meaningful to the employer. (This is where your industry research and networking come in.) If you are applying for an advertised position, use the requirements in the ad and put them in **BOLD** type.

Exercise 1. Transfer the given information from the passages onto a table.

No	Activity			
	Cover letter	When	Where	Score
1.				

THANK-YOU LETTER TIPS

When do I need to send a thank-you letter / email?

You should send a thank-you letter after an informational or formal interview, company visit, or other career exploration activity. In addition, we recommend sending a thank-you letter when someone provides you with job search assistance such as referring you to an employer, providing a network contact, or speaking on your behalf to a prospective employer. Bottom line, when in doubt – send a thank-you letter – there is nothing wrong with being over courteous.

Thank-you letter / email tips

A thank-you letter is a necessity during the job-hunt process, and unfortunately a great number of people overlook this part of the interview process. However, it will make you stand out from the other candidates if you are the only (or one of few) individual(s) to send one. Therefore, in order to have an impact on the hiring decision, you must insure that your letter is sent ASAP (preferably, the same day as your interview).

If a candidate for the job has been chosen before your letter is sent, obviously your letter will have no impact on the decision process – therefore, time is of the essence. When writing your letter, tailor it to the company and the interview.

Please refrain from sending a generic thank-you letter that you copied from a book – this will only prove your inability to do your own work. Instead, tailor it to the recipient and re-cap some of the highlights from your interview. In addition to not sounding generic, your interviewer met 10-30 people regarding the position – make him/her remember who you are and stand out.

Additionally, a thank-you letter will allow you the opportunity to explain, restate, or clarify any potential misunderstandings that occurred during the interview.

In addition, during the interview you most likely learned a new fact about the position or company. In your cover letter, you can tweak the copy to re-emphasize your strengths, accomplishments and skills that target your new findings.

Outline of a standard Cover Letter

First paragraph

Thank the interviewer for taking the time to meet with you and remind him/her of the position for which you interviewed.

Second paragraph

Reiterate your sincere interest in the position and company. Be sure to mention something you learned from the interview or comment on something of importance that you discussed – This will make you stand out from the other applicants. Emphasize your strengths, experiences, skills, and accomplishments. As noted previously, tweak them towards the points that the interviewer considered the most important for the position.

Third paragraph

End by thanking the interviewer for his/her time and consideration. If you feel it is appropriate, close with a suggestion for next steps (a second interview perhaps), or mention that you plan to follow up with a phone call in a few days.

Exercise 1. Add some information & make up a small report and give a talk in class.

INTERVIEW TIPS & TOOLS – BEFORE & AFTER THE INTERVIEW

Preparation (*before the interview*)

Preparation will make or break your interview. This may sound obvious, but too often it's overlooked. I've interviewed many applicants that walked into an interview without knowing about the industry and the company. Below are some simple steps to help you prepare for the interview.

Personal – Know your own qualifications and how they relate to the position. Review your skills and the character traits you have that will help the company's bottom line. Mentally review your past achievements and be prepared to describe your work experience in detail. Almost every interviewer will ask you: "Tell me about yourself." When answering, put yourself in the employer's shoes. If you were hiring someone for the position, what would you want to know?

Industry – Know everything you can about the industry. Find out as much as you can about the position, the company and its needs. Knowing these facts will enable you to prove how your background meets those needs. Research the company on the Internet and at your local library. Check social networking sites to see if your friends are connected to anyone that can help your investigation. Employers are as interested in your questions as they are in your answers. It is a huge plus if you ask intelligent questions about the position, the company and the industry.

First Impression (at the interview)

The first few minutes are critical. They will set the tone for the interview. Project enthusiasm about the position, show confidence and competence. Your goal is to convince the interviewer that you would be an asset to the company.

Visual Image – Dress appropriately for the position you're seeking. Your attire must fit well within the office. Don't wear a suit to a creative agency or jeans to a legal firm. If you don't know what the typical attire at the company is, ask when setting up the interview. Your shoes should be polished; pants/skirts and shirts pressed. Clean hair and fingernails are essential. Avoid excessive cologne, jewelry or make-up.

Be Prompt – Be on time! Allow extra time for traffic, parking and slow elevators. Do whatever it takes to arrive a few minutes early. If necessary, drive to the company the night before and time yourself.

The Interview

Do not rely on your application or resume to do the selling for you. Interviewers will want you to speak for yourself. Your resume was most likely pre-screened by the HR department, and your interviewer hasn't even seen your resume.

Sell yourself! When you are answering the interviewer's questions, look the prospective employer in the eye while speaking. Show enthusiasm; enthusiastic feedback can enhance your chances of being considered. The bottom line is that you want to appear confident with yourself and arrival for a job interview is never excusable.

Don't inquire about salary, vacations, bonuses, retirement, etc., on the initial interview unless you are sure the employer is interested in hiring you. If the interviewer asks what salary you want, indicate what you've earned but that you're more interested in opportunity than in a specific salary.

Follow-up (*after the interview*)

Often overlooked, the follow-up is the final step in the interviewing process. It's essential that you send a thank-you note to every person you met at the company (remember to ask for business cards). In your letter, summarize your conversation and re-emphasize the skills you would bring to the position. If you are interested in the position, avoid sending a generic thank-you letter. Include reasons why you are the perfect candidate for the job. Chances are that 100's of people are interviewing for the same position that you did so you'll want to draw from unique qualifications to stand out and be remembered.

Letter of Recommendation (*after the interview*)

A letter of recommendation may be requested by an employer during the application process. The letter of recommendation is written by an employer, coworker or qualified friend, and basically serves as a written reference for your past accomplishments and on-the-job performance. To review more information on letters of recommendation and how to compose a letter of recommendation, please review our letter of recommendation examples and definition section within the FAQs.

Personal References (*after the interview*)

Personal references are fairly self explanatory. These are people that will speak to your personal attributes as well as your on-the-job performance. Usually, you would include current or former coworkers, subordinates and bosses as references. Before providing names and phone numbers, touch base with each of your references to insure they are willing to provide a reference. Not doing this could cost you a job. A common question for your references will be: if given the chance, would you hire this person / work with or for them again? Be sure that you know what your referral will say. Usually potential employers will ask for three personal references, however some companies will require more during the selection process.

Date: Thursday, September 3rd, 2009

Location: Calabasas, CA

Dear Job Seeker,

Imagine... the phone rings and you rush to pick it up. You quickly discover you've been chosen to interview for an amazing job you've been *dreaming* about for years.

You're so excited you can hardly contain yourself. You can't believe they've selected YOU to interview for this dream position. As you start to calm down and catch your breath, *reality* rears its ugly head... ..it's only a job interview.

Your heart sinks and another depressing thought suddenly washes over you...

How in the world are you going to beat out ALL the stiff competition scheduled to interview for "your" dream job?

If you don't stand out like Donald Trump at a local job fair... if you can't clearly show why you're so special and unique... if you don't grab the hiring manager's undivided attention during the job interview... then you're almost certain to lose this job to a competitor with more experience or a stronger resume. Or, someone who just "handled" the interview better than you did that particular day. And the most likely scenario?

You'll simply lose this job to the toughest competitor of all... "*Dumb Luck*."

Who says life is fair? The job search is one of the most UNFAIR activities you will ever have to participate in.

Welcome to the harsh REALITY of job hunting...

It's an absolutely brutal job market out there with most groups of job seekers resembling a big herd of cattle playing some sort of twisted job search "lotto game" just hoping to get lucky. What kind of sick "strategy" is that? Talk about a recipe for repeated failure and settling for less. Listen, whether you're looking to flip burgers at "Sally's Bar and Grill" or become vice president of a Fortune 500 company. I've got a major newsflash for you... Before you sit down in the "hot seat" for your next job interview you MUST ask yourself the most important question of all:

"Why in the world should this company hire ME over all other applicants?"

- Because I have a better resume?
- Because I dress in style and smell good?
- Because I show up on time?
- Because I answer questions so brilliantly?
- Because I make good eye contact?
- Because I shake hands firmly without sweaty palms?
- Because I got a terrific new haircut?
- Because I took a course on how to "ace" the job interview?

NO! With this approach you're just another ANT in the job-seeker "Ant farm." Stop milling around! Give yourself a REAL advantage by doing something totally UNIQUE.

The moment you get called for a job interview you're on even footing with all other applicants. Haircuts, handshakes, fashionable clothes and an attractive smile aren't enough.

But what is? How can you stand out from all the other applicants during the job interview process? How can you do this so effectively that an employer feels compelled to hire you for fear of losing you to another company?

AH-HA... great questions!

You see, landing your dream job has nothing to do with memorizing twenty-one of the most popular interview questions from that "ace the job interview" book you just read.

Everyone prepares for the job interview this way. You'll ALWAYS be on a level playing field at best, even when you think you're so prepared.

The "million dollar question" remains the same:

"How can I rise above all the other applicants once I've landed the job interview?"

Answer... Take my two-page "Secret Career Document" to your very next job interview.

The moment you walk in the door simply hand your customized "Secret Career Document" to the person conducting the interview and let the magic begin. It's absolutely astonishing what takes place.

Note: Can be used with amazing success for phone interviews as well. Over the past two years, I have tested and proven the incredible job-landing-power of my remarkable "Secret Career Document". How I accidently discovered the idea behind my two-page "Secret Career Document" and why I guarantee you get hired fro the job of your choice in the next 27 days or less.

SOME IRONY ABOUT JOB SEEKERS

True story. Jake from Atlanta lands the job of his dreams after stumbling upon an idea that led him to creating a primitive version of the "Secret Career Document" on his own. Read the following story with an open mind. Every word is true. I leave out the last names and company names to protect the privacy of certain individuals but the following story is exactly what happened and it can happen for you too...

About two years ago, a man named Jake from Atlanta sent me an email requesting a refund for my company's product the "Amazing Cover Letter Creator." Jake had purchased it to help with his job search but ended up (ironically) landing a job hours later and had no use for it. My secretary processed his refund and Jake replied to say thank-you.

Note: I took out the references to the "secret" that actually landed him the job by inserting in its place. The last part of Jake's email address has been deleted for privacy.

Otherwise every word is precisely as he wrote it. The "secret" Jake used to land his dream job was a very basic version of what I've now fully developed and refer to today as my "Secret Career Document". I'll never forget the day my secretary showed me Jake's email. I was absolutely blown away! I actually shouted, "WOW! This is THE greatest marketing strategy a job seeker could ever use to get hired! What an incredible idea!!"

When my company was hiring last year, I knew if I had interviewed a person who handed me this type of 'Secret Career Document' I'd have three words to say immediately, "WOW... You're Hired!" That's exactly why I've named this secret strategy, "WOW... You're Hired!" The very moment I read about this technique my mind started racing with ideas, possibilities and major improvements to this 'raw' concept.

As a direct marketer and copywriting professional for the past 23 years, and a career industry insider for the past 7 years, I realized this was the single best job-landing strategy I'd ever seen... BY FAR. I contacted Jake that afternoon and he emailed me the exact document he used to land his dream job. My jaw hit the floor as I started to review it. I felt like I'd just discovered electricity! It was that powerful.

The following week I arranged and conducted an in-depth phone interview with Jake, which I professionally recorded. We covered everything in just under one hour.

This interview is pure gold. From this point, I used my twenty-plus years of marketing and copywriting expertise to finely-tune the basic concept into a precise, powerful, job-landing "formula" that job seekers could easily use to land any position they desired.

The "Secret Career Document" is brilliantly simple. Even the most frustrated, desperate job seeker can use the "Secret Career Document" to gain full control of his or her job search. "Jimmy, you're driving me wild with curiosity. What exactly is this "Secret Career Document"?"

The concept is so SIMPLE I won't reveal it here. This is not information I will share with just any job seeker. However, I will give you a HUGE hint in a moment... Let me first start off by telling you what the "Secret Career Document" is NOT. It has ZERO to do with...

- Your Resume or Cover Letter.
- A CV or Covering Letter (for those of you living "across the pond").
- A "brag book" that showcases your accomplishments or anything similar.
- A letter of recommendation from a previous employer.
- Memorizing answers to tough interview questions and/or listing these answers on paper for review with the employer during the interview.

ANY traditional career documents or any combination of these in any way, shape or form. It's totally new, original and one of a kind. Here's a big hint. My "Secret Career Document" literally forces the person conducting the job interview to clearly picture you FILLING THE POSITION.

My "Secret Career Document" compels the employer to VISUALIZE you being hired and coming to work on Monday as THE new employee. It will not be uncommon for a job seeker using the 'Secret Career Document' to be hired on the spot OR at the end of a job interview. *Instead of hearing the typical response, "[Insert your name here], it was very nice to meet you, we'll be in touch." (Yeah right!) There's a strong chance you'll hear these words, "WOW... You're Hired!"*

The moment you hand the 'Secret Career Document' to the employer the interview naturally and automatically shifts in an entirely new direction – the energy and communication now becomes 100% focused on PICTURING YOU filling the position being offered. You will instantly surge to the top of the "must hire list" because in the eyes of the interviewer the 'Secret Career Document' immediately places you in a highly-unique position compared to all the other applicants. You are naturally and seriously considered for any position you interview for. You become the center of attention. The strongest resumes don't win the jobment" "Secret Career Document" will.

Here's What The "Secret Career Document" Can Do For YOUR Job Search...

Gives you the maximum opportunity to be hired for any job you interview for. The next time you land a job interview for a position you *really desire*, the 'Secret Career Document' will have you standing out like Donald Trump at a local job fair!

Works like magic for top level executives, career changers, students fresh out of college... 'blue collar' 'white collar'... ANY field, industry or position you can imagine. Gets you hired on the spot during the interview or shoots you straight to the top of the must hire list naturally and automatically.

Gives you the luxury of focusing ONLY on jobs you really desire because you will have more job offers to choose from. No more settling for any old "J-O-B."

Gives you peace of mind and confidence knowing you've got a unique and powerful JOB-LANDING strategy to use that 99.9% of job seekers will never discover... including your toughest competitors.

Allows you to relax during the job interview knowing your customized 'Secret Career Document' will take control of the interview for you.

Saves you thousands of potential dollars in lost income by slashing your job hunt up to 750% or more. Get back to work or change careers... get hired fast.

Puts you in such high regard during the interview process that employers don't want you to get away – and many times are prepared to *pay you more* for this fact.

Helps you outsmart, outlast and outwit your competition for the rest of your career. You'll use it for life. Puts you back in control of YOUR job search. This will reduce stress, frustration, anger, anxiety and fear – emotions that almost every job seeker experiences at some point in their job hunt.

Instills confidence. No more job search "lotto" where you rely on *luck*. You'll hit the jackpot because you control the payoff. By using the 'Secret Career Document' you'll experience excitement and confidence like never before. Sound good? It gets better...

Now, for the first time ever, you can create a customized "Secret Career Document" for your job search in just 10 minutes flat using my fill-in-the-blanks templates and step-by-step system. "As a career professional, I am always looking for products to promote to my visitors. Rarely, and I do mean rarely, do I find any that I would add my name to. Except when it comes to Jimmy Sweeney.

Jimmy has a knack for creating products that actually work wonders for job seekers. "Wow! You're Hired" is an exceptional – very unique and results driven – product.

If job seekers are looking to have a major advantage over their competitors, this is definitely the way to do it. WYH simply blew me away. I KNOW there are people out there who would love to get their hands on this. To land a job that you really want you have to set yourself apart from the others. This is not some miracle product where you click a button and the job offer follows. This is a step-by-step action plan on how to nail that interview once and for all by using Jimmy's customizable "Secret Career Document." Follow the steps and see the results. I've been waiting for a breakthrough product like this and serious job seekers would be crazy NOT to grab a copy."

"Dear Jimmy, The first thing I did when I got your "WOW...You're Hired" package was download the hour-long interview to my iPod... All I can say is "WOW!"

For the next hour I was completely blown away... I have sat on countless teacher interview committees and have been responsible for hiring (or not hiring) teachers at all different grade levels and subject areas. I have also helped thousands of others land their dream teaching job with my ebooks, articles, and discussion panels...jobs which often have well over 500 applicants for one position... I have to tell you... "I have NEVER seen anything like this before!"

If someone were to present your "Secret Career Document" to me during an interview it would change the whole course and scope of the interview. In fact, the person who presents your "Secret Career Document" may very well get hired on the spot! Teaching jobs are extremely tough to get these days and I can tell you with the utmost certainty that those candidates who start using this "Secret Career Document" during their interviews will be the ones getting the jobs!"

"Jimmy, this sounds almost hard to believe but I'll admit you've got me excited. I have two questions I'm sure you hear quite often..."

1. If everyone ends up using the "WOW... You're Hired!" system for their job search, how effective and special can it possibly be over the long run?

2. If employers start seeing the "Secret Career Document" all the time, won't it lose its power and uniqueness?

There are approximately 25 million job seekers actively searching for employment at all times in the USA alone. Hundreds of millions across the globe.

Take a look at these numbers using the USA as an example:

25 million men and women looking for employment right now.

1 % of 25 million is 250,000 (One quarter of a million). If a quarter million (250,000) job seekers owned the "WOW, You're Hired" system there would be a ONE PERCENT CHANCE (1 out of 100) a competitor of yours would be using the "Secret Career Document" to beat you out of the job! Remember, that's "IF" a quarter million people owned the "WOW, You're Hired" system!

CURRICULUM VITAE SAMPLES

Personal

Name Surname

Born: MM, DD, YY

Married, X children

Education

1988-1991 took several short-term courses in ...

1987 – graduated from post-graduate course ...

1980 – took Ph.D. degree from XYZ University, faculty of XYZ. Doctor's thesis: *title*

1972 – took MA degree from XYZ University, faculty of XYZ

Professional Records

1988 – ...

1983-1987 - ...

1983 – ...

Research Interests

1986 – ...

Organizational Activities

1991 – ...

1988-1990 ...

Foreign Research Experience

1990 – ... (where and position)

1988-1990 ...

Participants in Main International Conferences

1990, November Conference on ... in ... Paper: (title)

1991, October Conference on ... in ... Paper: (title)

Seminars, Courses Given within Area Studies

1992, April. (title and place)

1994, July-August. Course on (title) and place

Awards

Year and name of the prize or awarding body

Professional Organization

Membership in international & national professional organizations (since when)

Languages

Working knowledge: ...

Understanding: ...

Publications

Separate printing – X titles; articles in books – X: articles in encyclopedias – X: articles in journals – X: mimeographed publications – X: reviews – X.

Exercise 1. Add some information & make up a small report and give a talk in class.

Exercise 2. Find out some synonyms for the following ones.

To look for, approximately, example, employment, right, employer, employee, to hire, offer, effective, special, uniqueness, completely, possibly, competitor.

RESUMES SAMPLES

Petrenko Vladimir, 28 years.

Born: 19 April 1976 in Kiev.

Aim: pretend to appoint me an assistant of the head of the big company with real perspective of career.

Wished a month salary \$5000-5500.

Work Experience

OOO «Venbest», (Kiev)

The assistant of the leader in the field of region functioning

Since October 2003 till February 2004

- ✓ complete accompaniment in working with region dealers
- ✓ cost accounting quality qualitative characteristics in company's functioning
- ✓ drawing up reports of everyday meetings of the leadership and control the performance

State Committee of energy conservation of Ukraine, Kiev

Since December 2000 till September 2003

Specialist of investment management and international cooperation

- ✓ work experience as a Secretary of Collegiums
- ✓ drawing up reports, record keeping
- ✓ project preparing of administrative papers
- ✓ participation in program preparing for foreign delegation reception
- ✓ paper work for business trip abroad
- ✓ dealing with international correspondence

Joint-stock company "Kaskad", Kiev *Since January 2000 till June 2000*

Sales Manager in the field of stomatology and medicine equipment and goods

- ✓ record retrieval of customers
- ✓ drawing up and signing contracts
- ✓ dealing with financial papers (acts, bills)
- ✓ carrying out the inventory
- ✓ participation in fairs

Your native language-Italian joint venture Capitolium, Kiev

Since November 1997 till December 1999

Sales Manager of construction goods

- ✓ dealing with wholesale and retail dealers
- ✓ conducting of clients affairs
- ✓ dealing with financial papers (acts, bills)

Education

Kiev University of tourism, economics and law

Since 1999 till 2001

Specialty – Science of law

Qualification – Jurist

National Trade and Economic University

Since 1993 till 1998

Specialty – Management in non-production sphere

Qualification – Economist of management in non-production sphere

Kiev Lyceum of tourism

Since 1991 till 1993

Specialty – fundamentals of business undertakings

Qualification – Manager of tourism

Additional skills and knowledge

Foreign languages skills: English – spoken; Your native language, Russian – fluently.

Driving licence: "W" category.

Computer: Advanced user (Windows, '98, 2000, XP, MS Word, Excel, Internet, e-mail.).

Personal skills: purposeful, responsible, sociable, good sense of humour. I have managerial abilities. I pay great attention to self-education and improving of professional skills, easily adapt myself to new work conditions.

R E S U M E

I pretend to be appointed as an assistant of the head of the big company. I will have a real perspective of career.

My last work experience was in the company "Venbest", which is one of the largest security firms in Ukraine. It does both security service and production and exploitation of security equipment. I executed duties of the assistant of the leader of region activity. I worked about six months. I like it very much, but I haven't enough work to do to express myself.

My official duties besides those of the assistant of the leader were:

- to work with region dealers (some firms rented security equipment);
- the organization of additional equipment delivery, payments, accounting;
- to cost accounting quality characteristics in company's activity;
- to draw up reports of every week meetings of the leadership and control

their performance.

In the State Committee of Energy Conservation of Ukraine in Kiev, I worked 3 years as a specialist of investment management and international cooperation.

My work experience as a Secretary of Collegiums consisted of drawing up reports and record keeping; project preparing of administrative papers. I supervised the performance of decisions of Collegiums. Besides I participated in program preparing for foreign delegation reception (I planned the programme of delegation stay in Kiev). I did paper work for business trip abroad (booking tickets and registration of visas and forms) and dealt with international correspondence (looking through the mail and telling brief summary of it).

In joint-stock company "Kaskad" in Kiev I executed as Sales Manager of stomatology and medical equipment and goods. I drew up and signed contracts and dealt with financial papers (acts, bills); carried out the inventory and participated in exhibitions. My first steps of work experience I started in Italian Joint venture "Capitolium" in Kiev as a Sales Manager of construction goods in November 1997. There I dealt with wholesale and retail dealers and financial papers (acts, bills); and conducted clients affairs. I graduated from National State Trade and Economic University in 1998 (specialty – management in non-production sphere; qualification – economist of management in non-production sphere), Kievan University of tourism, economics and law (specialty – Science of law; qualification – Jurist) in 2001.

Personal skills: purposeful, responsible, sociable, good sense of humour. I have managerial abilities. I pay great attention to self-education and improving of professional skills, easily adapt myself to new work conditions.

A SAMPLE OF RESUME IN THE USA

Name HEWER Sarah Delores

Address 1123 Cedar Ave, Evanston, Illinois 60989, USA

Date of Birth 27/9/56

Marital Status Married, 4 children (aged 14-18)

Education

PhD degree in Shakespearean Poetics and Gender, Northwestern University, Evanston, Illinois, defended 1987

A.M. degree in English and American Literature, University of Pennsylvania, Philadelphia, completed 1981. BA. degree (English Major), University of Berkeley, California

Professional Experience

1996-pr. Associate Professor, Department of English, Northwestern University

1992-96 Assistant Professor (Renaissance Studies), Department of English, Northwestern University

1987-91 Assistant Professor, Department of English, University of Pennsylvania

1984-87 Research Assistant to Prof DO'Leary (Feminism & Shakespearean Poetics) Northwestern University

1983-84 Research Assistant, Dept of Women's Studies Prof. K. Anders (Representations of Renaissance Women), Northwestern University

1981-83 Teaching Assistant, Renaissance Drama, Northwestern University

1981-83 University Professors Committee for Equal Opportunities), 1988-present Advisor, Virago Press Renaissance series, Virago, London, 1992-94 Advisor, Pandora Press, NY office, NY 1991, 1988-present Advisor, Virago Press Renaissance series, Virago

Exercise 1. Read the interview of Monika Vaz, who is applying for position as a marketing manager and pay attention to the questions that she is asked during it and fill in the missing information in her CV.

▪ I see that you're currently employed as assistant marketing manager at Phoenix Media. Now, as part of your job, I see you have to conduct in-depth market surveys. Can you give me an example of a recent survey that you have done and explain how you went about it?

▪ Could you tell me a little more about exactly what you did at the media events?

▪ You say that you made presentations of company products. Was this just to customers visiting your stand or was this to a larger audience?

▪ During your time with MSV you were responsible for some quite routine tasks like order processing. Did you enjoy doing this type of work?

▪ At University I see that you chose to study sociology and politics as options.

▪ Can you tell me why?

▪ You seem to be quite at home with computer technology and programming in several applications such as HTML. What sort of web-based material have you actually developed?

▪ When you say that your level in Italian is proficient, does that mean that you would actually be able to conduct business in that language?

▪ You obviously like sports. But I see that your interests such as horse riding and showboarding are solitary activities, aren't they? Do you play any team sports at all?

THE CURRICULUM VITAE (CV)

Objective: Seeking a position of responsibility in the field of Direct / Internet Marketing
Employment History

2004 to date 1) _____

Phoenix Media, Hamburg, Germany

Planned and developed direct mail campaigns for major clients in the retail sector.
Advised on Internet marketing strategies.

Conducted in-depth 2) _____. organized company participation t various media and direct mail events and 3) _____ of Phoenix products and services.

2003-2004: Assistant Sales Manager.

MSV – Business Services.

Amsterdam, Netherlands

Responsible for finding new clients, managing key accounts and 4) _____.

Qualifications

2000-2003: Graduated from the University of Vienna with an Honours degree in Sales Management.

Main course components: sales and marketing, accounting, European business law, media studies, economics and information technology. Options: 5) ____ and ____.

Awarded high school leaving certificate from the Vienna Schule, majoring in economics.

Other skills

Computers: Experience in programming 6) _____. Flash and Dreamweaver: MS Office. SAP.

Languages: Mother tongue German, fluent French and English, 7) _____.

References

✚ Professor Jurgen Drexler, University of Vienna.

✚ Norman Achilles, President of the European Marketing Foundation.

Personal Interests

Sports: 8) _____ and snowboarding.

Hobbies: music (jazz piano) and theatre (member of an amateur theatre group).

Exercise 1. Complete the sentences with a relative pronoun where necessary.

- We really liked the candidate _____ application came late.
- He is presently working at a company _____ you used to work for.
- The candidates _____ we saw earlier didn't have enough experience in our field.
- Apparently you're the person _____ told him we were looking for someone.
- As there are two positions vacant I'm not sure _____ would suit you best.
- Do you know anyone else _____ might be interested in the other post?
- What subjects _____ did you study at institute did you like best?
- I know the candidate _____ application form we received yesterday.
- Do you know the candidate _____ has applied for the vacancy?
- The candidate _____ you interviewed yesterday I like best.

Exercise 2. Read the Resume paying attention to its structure.

John H. Mill 38 Park Avenue, Ap. 50 New York, N. Y. 11298 Tel. (312) 493-8332

OBJECTIVE: A position as a bookkeeper.

SUMMARY: 12 years of experience in every routine work in this field. Perfect knowledge of computers and statistics.

QUALIFICATIONS: Make up all kinds of financial reports, balances and production planning.

EXPERIENCE: FRISCO DOCKS, Inc. San Francisco, California.

1990-1995 Deputy Chief of Planning, Commerce Dpt.

In charge of account books, statements, new ideas in planning.

1980-1990: SAKHA Co, Ltd. New York.

Accountant. Prepared accounts and balance sheets of every kind.

EDUCATION: LONDON SCHOOL OF ECONOMICS

London, Great Britain, Bachelor (EC).

PERSONAL: Arrived in the USA January, 1980.

British subject: Married, one child.

REFERENCES: Available upon request.

Exercise 3. Read the resume and answer the questions.

- What is a resume?
- What information should it include?
- Did you ever write a resume?
- What kind of job were you applying for?
- Did you manage to get a job?
- Were you interviewed?
- How many questions did you answer at the interview?
- How do you like to be interviewed?
- Do you like an interview?
- How many times were you interviewed in your life?

Exercise 4. Read the letter and try to understand it.

Dear Dr. James,

This letter is in response to your advertisement in the Financial Times on November 25, 1998 for a position of secretary. I have three years experience in the field of market research. I am ready for long hours and travel required to be an effective personal secretary.

My resume is attached for your resource.

Sincerely,

J. Kvatson (Ms)



REFERENCES

I have known Mr. Brown for 5 years as a student at our University. Mr. Brown is an excellent student in French. He has scientifically oriented mind, a desire to work and master foreign language, and experience in working as a translator / interpreter. He is gifted and differs from the other students in his preparation for French lessons. He is hardworking and organized.

While studying he took part and won the first at the competition among the fourth year students in French. I can also state that comparing him with the other students in our University I came to the conclusion that he has a high intellectual ability.

He can solve different problems and tasks himself. Mr. Brown has a quick reaction to changing situations and he is able to find the right solution. Mr. Brown is perfect in spoken French, French Grammar, Phonetics, and French Literature.

As far as I know he has been working as an interpreter at Trade Company EPQ for three years. Mr. Brown has a great potential to study and to work. He is an initiative student. He helped in organizing a conference at our University on the problems of Post Graduate Courses. He is highly motivated to pursue his Graduate study and he is serious in achieving his goals. His marks in French were only excellent. He obtained good skills in conducting scientific research. Mr. Brown has a strong character. He deals with people easily. It seems to me that Mr. Brown has a big potential and future in the chosen field as a graduate student.

HOW TO WRITE A MASTERPIECE OF A RESUME

First, take notes on your work experience both paid and unpaid, full time and part time. Write down your responsibilities, job title and company information. Include everything!

Take notes on your education. Include degree or certificates, major or course emphasis, school names and courses relevant to career objectives.

Take notes on other accomplishments. Include membership in organizations, military service and any other special accomplishments. From the notes, choose which skills are transferable (skills that are similar) to the job you are applying for – these are the most important points for your resume.

Begin resume by writing your full name, address, telephone number, fax and email at the top of the resume.

Write an objective. The objective is a short sentence describing what type of work you hope to obtain.

Begin work experience with your most recent job. Include the company specifics and your responsibilities – focus on the skills you have identified as transferable.

Continue to list all of your work experience job by job progressing backwards in time. Remember to focus on skills that are transferable.

Summarize your education, including important facts (degree type, specific courses studied) that are applicable to the job you are applying for.

Include other relevant information such as languages spoken, computer programming knowledge etc. under the heading: Additional Skills.

Finish with the phrase: references available upon request.

Your entire resume should ideally not be any longer than one page. If you have had a number of years of experience specific to the job you are applying for, two pages are acceptable.

Spacing: **address** (center of page in bold) **objective** double space **experience** double space **education** double space **additional skills** double space **references**. Left align everything except name / address.

Tips: Use dynamic action verbs such as: *accomplished, collaborated, encouraged, established, facilitated, founded, managed, etc.*

Do **not** use the subject "I", use tenses in the past. Except for your present job. Before you embark on writing a new resume ask yourself if you need a new job or a new car.

Write a resume that generates results

This award-winning guide to resume writing will teach you to write a resume equal to one done by a top-notch professional writer. It offers examples, format choices, help writing the objective, the summary and other sections, as well as samples of excellent resume writing. Writing a great resume does not necessarily mean you should follow the rules you hear through the grapevine. It does not have to be one page or follow a specific resume format. Every resume is a one-of-a-kind marketing communication. It should be appropriate to your situation and do exactly what you want it to do. Instead of a bunch of rules and tips, we are going to cut to the chase in this brief guide and offer you the most basic principles of writing a highly effective resume.

Exercise 1. Read the article and answer the question in the title.

Who are we to be telling you how to write your resume?

As part of our career consulting practice, we wrote and produced resumes for several Fortune 500 C.E.O.s, senior members of the last few presidential administrations, and thousands of professionals in nearly every field of endeavor. We also wrote resumes for young people just starting out. We concentrate on helping people choose and change to careers that fit them perfectly. We have not employed resume writers for several years. If you are trying to decide what to do with your life, we can help you.

That is our one and only specialty. Please don't ask us to write your resume. We offer this resume writing guide to you because most of the resume books out there are so primitive. This guide is especially for people looking for a job in the USA. In the U.S., the rules of job hunting are much more relaxed than they are in Europe and Asia. You can do a lot more active personal marketing here. You may have to tone down our advice a few notches and follow the traditional, conservative format accepted in your field if you live elsewhere or are in law, academia or a technical engineering, computer or scientific field.

But even when your presentation must fit a narrow set of rules, you can still use the principles we will present to make your presentation more effective than your competition's.



Exercise 2. Complete the statements about leadership qualities by using correct forms of the words in brackets.

1. Someone who is confident about what to do in different situations is ____ (decide). 2. A leader who has a special quality that attracts people is ____ (charisma). 3. Someone who acts to get what they want without worrying about hurting people displays ____ (ruthless). 4. Leaders often complain that they suffer from ____ (lonely): they do not have anyone to talk to or socialise with. 5. ____ (impulse) people do things without thinking about the consequences. 6. Someone who is ____ (obsession) thinks only about one or two things and nothing else. 7. If a leader is attractive and makes people want to be with them and follow them, they are ____ (magnet). 8. Someone may be criticised for being an ____ (opportunity) when they act to gain an advantage in a particular situation. 9. ____ (access) leaders are easy to meet and to talk to. 10. If someone is able to change the way that other people think or behave, they are ____ (persuade).

Exercise 3. Read the passage and tell other possible reasons to have a resume.

To pass the employer's screening process (requisite educational level, number years' experience), to give basic facts which might favorably influence the employer (companies worked for, political affiliations, racial minority). To provide contact information: an up-to-date address and a telephone number (a telephone number which will always be answered during business hours). To establish you as a professional person with high standards and excellent writing skills, based on the fact that the resume is so well done (clear, well-organized, well-written, well-designed, of the highest professional grades of printing and paper). For persons in the art, advertising, marketing, or writing professions, the resume can serve as a sample of their skills.

To have something to give to potential employers, your job-hunting contacts and professional references, to provide background information, to give out in "informational interviews" with the request for a critique (a concrete creative way to cultivate the support of this new person), to send a contact as an excuse for follow-up contact, and to keep in your briefcase to give to people you meet casually – as another form of "business card." To use as a covering piece or addendum to another form of job application, as part of a grant or contract proposal, as an accompaniment to graduate school or other application. To put in an employer's personnel files.

To help you clarify your direction, qualifications, strengths, boost your confidence, or to start the process of committing to a job or career change.

Exercise 4. Translate the useful sentences and try to use them in your practice.

1. Since my present position offers little prospect for advancement, I'd prefer to be employed in an expanding organization such as yours. 2. I am at present earning...per month. 3. Thank-you for offering me the post of... a manager. 4. I have pleasure in accepting this position. 5. I am looking forward to commencing work on September 1. 6. I regret to inform you that I am unable to accept the position, since I've received another, more attractive. 7. I feel that my experience in this field wouldn't be used to its full capacity in above position. Therefore I have to decline. 8. I don't like my present job, so I am looking for a more perspective one. 9. Employer must be prepared to screen resumes and juggle phone calls from hundreds of applicants. 10. I can help you to decide what to do with your life.

Exercise 5. Read the passage and tell the number one purpose of a resume.

The resume is a tool with one specific purpose: to win an interview. If it does what the fantasy resume did, it works. If it doesn't, it isn't an effective resume. A resume is an advertisement, nothing more, nothing less. A great resume doesn't just tell them what you have done but makes the same assertion that all good ads do: If you buy this product, you will get these specific, direct benefits. It presents you in the best light. It convinces the employer that you have what it takes to be successful in this new position or career. It is so pleasing to the eye that the reader is enticed to pick it up and read it. It "whets the appetite," stimulates interest in meeting you and learning more about you. It inspires the prospective employer to pick up the phone and ask you to come in for an interview.

Exercise 6. Rread the passage *Good & Bad News* and analyze it.

The good news is that, with a little extra effort, you can create a resume that makes you stand out as a superior candidate for a job you are seeking. Not one resume in a hundred follows the principles that stir the interest of prospective employers. So, even if you face fierce competition, with a well written resume you should be invited to interview more often than many people more qualified than you. The bad news is that your present resume is probably much more inadequate than you now realize. You will have to learn how to think and write in a style that will be completely new to you.

To understand what I mean, let's take a look at the purpose of your resume. Why do you have a resume in the first place? What is it supposed to do for you?

Here's an imaginary scenario. You apply for a job that seems absolutely perfect for you. You send your resume with a cover letter to the prospective employer.

Plenty of other people think the job sounds great too and apply for the job. A few days later, the employer is staring at a pile of several hundred resumes.

Several hundred? you ask. Isn't that an inflated number? Not really. A job offer often attracts between 100 and 1000 resumes these days, so you are facing a great deal of competition. Back to the fantasy and the prospective employer staring at the huge stack of resumes: This person isn't any more excited about going through this pile of dry, boring documents than you would be. But they have to do it, so they dig in. After a few minutes, they are getting sleepy. They are not really focusing any more. Then, they run across your resume. As soon as they start reading it, they perk up. The more they read, the more interested, awake and turned on they become.

Most resumes in the pile have only gotten a quick glance. But yours gets read, from beginning to end. Then, it gets put on top of the tiny pile of resumes that make the first cut. These are the people who will be asked in to interview.

Exercise 7. Read the text and answer the question: *What if I'm not sure of my job target?*

If you are hunting for a job but are not sure you are on a career path that is perfect for you, you are probably going to wind up doing something that doesn't fit you very well, that you are not going to find fulfilling, and that you will most likely leave within five years.

In a letter to our founder, President Clinton wrote: "I am heartened by your efforts to empower people to lead productive and fulfilling lives. This represents the kind of effort our country needs in order to meet the needs of a global economy." Are you in the right care you may be seeking a new job when what you really need is a new career direction.

Exercise 8. Read the text and title it.

It is a mistake to think of your resume as a history of your past, as a personal statement or as some sort of self expression. Sure, most of the content of any resume is focused on your job history. But write from the intention to create interest, to persuade the employer to call you. If you write with that goal, your final product will be very different than if you write to inform or catalog your job history.

Most people write a resume because everyone knows that you have to have one to get a job. They write their resume grudgingly, to fulfill this obligation. Writing the resume is only slightly above filling out income tax forms in the hierarchy of worldly delights. If you realize that a great resume can be your ticket to getting exactly the job you want, you may be able to muster some genuine enthusiasm for creating a real masterpiece, rather than the feeble products most people turn out.

Exercise 9. Analyze the letters.

When I was Art Director for a design agency I would regularly receive resumés, sometimes on a daily basis. 99% of the time it was from designers attempting to create something that helps them stand out from the crowd and show off their abilities.

However, most Art Directors or people in a position to hire designers do not have the time to look through stuff like this. I don't want to spend 5 minutes trying to unfold an A3 poster in the shape of a hat or whatever to find out if someone has enough experience or even find their email address. If you want to stand out from the crowd, create a beautiful piece of Information Graphics that has the user in mind. Keep it simple, keep it restrained, black the person designing the resume may be an excellent designer but probably has very little real-world experience. You will usually be asked to send in a resume either in the body of an email, or even posted into an online form. and white on a single side of A4!

I hate to say it, but these resumes scream "Student!" to me. They tell me that Rarely, you will have the opportunity to send it as an attachment. Even more rarely (never, if you are a web designer) will you be asked to submit a paper resume to a mailing address.

So what do you do? As a hiring art director, I would offer this advice

Make your resume stand out with words alone. Give your strengths & skills, but more importantly give your accomplishments. Client lists are gold. You will have a very hard time making an impression with student work alone, no matter how beautiful it is.

Do a non-profit website for free if you must, but have a list of living, breathing clients.

Design your beautiful resume ONLINE – not as a download, but as a fast-loading page or microsite, and supply a link to it in your text-only resume.

If you do have a lovely paper version, bring it to your interview. I mostly like the designs ... but honestly I'm not sure if over-designing a resume is the right thing to do.

But if they are meant to be read by HR professionals, this resumes most likely will cause them some head ache trying to find out who this person is. Is this the purpose of design? doing something because is "nice" not because it "works"? I would really like to know that this design examples are about designers who researched about the company that they wish to work in, their hiring methodology, etc. And with that background in mind achieved the results we can see. But I remain skeptical.

Exercise 10. Analyze the information, which is in the highlight, and use it in practice.

SELECT YOUR RESUME SERVICE BY EXPERIENCE LEVELS



Entry



Professional



Executive



Military



Federal

Entry: Just starting out? There's no need to worry about inexperience. We can find your best attributes while displaying your unlimited potential.

Professional: This type of resume is best for those who are already established in a particular field or have an impressive history to back-up a job change.

Executive: With this resume your career accomplishments will be emphasized while highlighting your experience as an executive level professional.

Military: This is the best resume for you if you are seeking to make a rapid transition from the military to civilian work.

Federal: Need help with your KSAs and ECQs? We can help you make convincing statements to go with your resume.

Exercise 1. Read & learn the proverbs & write their your native language equivalents.

1. Confession is the first step to repentance. 2. Open confession is good for the soul. 3. Actions speak louder than words. 4. First think then speak. 5. The least said, the soonest mended. 6. It goes without saying. 7. No sooner said than done. 8. Live and learn. 9. It is never too late to learn. 10. A little learning is a dangerous thing. 11. Better to do well than to say well.

Exercise 2. Translate the useful sentences and try to use them in your practice.

- a. With reference to your advertising in "Kiev Post" of Tuesday January 10...
- b. I'd like to apply for the position of... in your company.
- c. I recently heard from... that there is a vacancy in your sales department.
- d. I'm used to working on my own.
- e. I appreciate the opportunity to work on my own initiative and to take on a certain amount of responsibility.
- f. During training for my present job I took courses in marketing.
- g. I'm used to be a leader.
- h. I have read in the newspaper about a vacancy in ...
- i. I would like to work in a team.
- j. For my future job I took courses in economy.
- k. I am an executive.
- l. I would like to be a chief.
- m. I can take responsibility on myself.

Exercise 3. Add some information & make up a small report and give a talk in class.

Exercise 4. Read the text & pick up the essential details in the form of quick notes.

Exercise 5. Analyze the information, which is in the highlight, and use it in practice.

A SAMPLE OF A COVER LETTER

Dear Mr. S.,

I am a first-year student in the M.B. A program at the Wharton Business School in Philadelphia. I understand that you are heading the independent Your native language Airline. I have heard from my friend Mr. Bill Eastman, a student at Duke University's Fugua School of Business, that you might wish to have an American M. B. A. student work with your airline this summer as an intern. I am very interested in the possibility of such an internship during the summer of 2007.

My professional experience has given me an in-depth knowledge of the air transportation industry. I have, in particular, worked for American Airlines, the Federal Aviation Administration, and Kurth & Company, Inc., an aviation consulting firm where I was Manager of Airline Analysis. My responsibilities included the study of schedules, fares, equipment selection, and financial results.

Notably, I prepared numerous feasibility studies for both jet and turboprop transatlantic and transpacific services. I wish to place this experience at the disposal of popular airline. I believe strongly that my knowledge of the deregulated air transportation industry in the US could be quite beneficial to your carrier.

I have enclosed a copy of my resume. If my background and qualifications are of interest to you, please telephone me at (595004300).

I would be interested in meeting with you in mid-April in New York to discuss further the possibility of such a summer position, and your requirements.

Sincerely, yours

Exercise 1. Read and learn the proverbs and write their Eussian equivalents.

- Promise little, but do much.
- Be slow to promise and quick to perform.
- Don't trouble trouble till trouble troubles you.
- What is once done cannot be undone.
- Anything that is worth doing is worth doing well.
- Handsome is as handsome does.
- A fault confessed is half redressed.
- By doing nothing we learn to do ill.
- Deeds, not words.
- Friends are thieves of time.

A SAMPLE OF A THANK-YOU LETTER

Dear Ms Roberts,

Thank-you for your time and attention during my interview with you last week. I appreciated the opportunity to discuss my qualifications and aspirations with you. I hope that all questions were answered to your satisfaction, but, of course, I would be happy to supply any further information you may need.

I am very interested in the growth potential of the position we discussed, and I hope you will consider me as a serious candidate.

I am looking forward to hearing from you soon.

Sincerely yours,

APPLICATION LETTERS & REFERENCES

This is Joy Gilbert, Personnel Officer of AVRC. Read Luis's letter of application and answer the questions in the manager's memo.

Luis Antonio de Oliveira
53, Maria Angelica
22461 Rio de Janeiro Brazil

Joy Gilbert
London WIAA GWW
Ref. Advertisement Sunday Times.

22 June 2007

Dear Ms Gilbert,

I am writing in response to your advertisement for a Marketing Manager in last week's Sunday Times. I am 39 years old, Brazilian, with a medical degree from the University of San Paulo, and an MBA from the University of California, Los Angeles. I qualified as a Medical Doctor in 1992 and graduated from U.C.L.A. in 1998. I speak fluent English and Portuguese, and have good knowledge of Spanish. I have worked for Medilab here in Rio since 2002.

I am in charge of clinical trials for new antibiotics. I have experience of the pharmaceutical industry with Schering's, where I spent two years. Before I started my two-year MBA course (1996–1998), I worked in Peru for a medical charity. I am keen to find a position, which combines my experience of marketing and medicine, and I would particularly like to work at an international company. I got married in 2001 and we now have two children, but we are happy to move overseas. My wife works as a nurse, so she can move easily. I am hard-working, independent, and enjoy a challenge. I can provide full references if necessary.

Please find enclosed my resume.

Yours truly,

Luis Antonio de Oliveria

When you look at the applications for the Marketing Manager job we are advertising this week, please can you make notes on these questions.

1. Where do they live? (We need someone local.) 2. How old are they? (Sorry, but I don't want anyone over forty). 3. Do they have the right sort of work experience? 4. What does their wife or husband do? (Can they move quickly?) 5. Why do they want to change jobs? 6. What are they like, in your opinion?

Exercise 1. Translate words and word-combinations into Russian, make up sentences with them.

Resume; epitome; summary; to give (make) a summary; a brief summary; a news summary; abstract journal; abstract service; abstract of record; evaluative abstract; abstract of title; abstract problems; abstract entity; abstract noun; abstract science; abstract art; abstracting from; to epitomize; to epitomize in the single word; to summarize; outline; make a summary, make an abstract, to recapitulate; abridgement; precis; synopsis; make a synopsis; to prepare a synopsis.

Exercise 2. Add some information & make up a small report and give a talk in class.

Exercise 3. Read the text & pick up the essential details in the form of quick notes.

Exercise 4. Read the interviews with each candidates and come to a decision on who should get the job.

▪ Could you tell me why you want to leave your present job, Mr. Passereli?
▪ Certainly. I'm glad you asked me that. It's very well paid, as you know, organising stunts, and the people who do stunts are just great. But the job needs a lot of planning skills and is very responsible if you make a mistake, someone can get badly injured or even killed. To be honest, I don't want that level of responsibility any more. It's time to make way for a young man.

▪ Right. You've told us about your experience and qualities, what would you say is your main weakness – something you lack and would like to put right, maybe?

▪ My main weakness? Let me think. Well, I suppose some people would say I expect too much of people who work for me. I have high standards and I get impatient if people don't do their job properly. But I'm trying to learn to be more patient; nobody's perfect, are they?

▪ Finally, could you summarise why we should offer you this job?

▪ I think I can offer you a lot. I've got energy – even though I'm fifty two – I'm in excellent shape physically. I'm a brilliant planner and I've got lots of ideas for improving your profits. I've spent a month studying your organisation and visiting your clubs. I know what to do to get you back on your feet.

▪ Could you tell me why you want to leave your present job, Mr. Chen?

▪ Right. I suppose, basically, I need a new motivation. I've achieved everything I can in my present job. The work's no longer challenging.

▪ I'm not stimulated any more. I'm a member of Slim Gyms; I've been going to your club for several years. I really like the one in my area, but I feel it could be better managed. So, I like the idea of working for you – it's a very attractive job.

▪ OK. You've told us about your experience and qualities, what would you say is your main weakness?

▪ That's a difficult question. I probably have many weaknesses. I try to be polite

▪ and helpful at all times, but maybe sometimes I should be more forceful, more assertive when I give my opinion. I try to be pleasant with everyone; I don't like having arguments with people, even if I'm right. Maybe this is my weakness, I don't know.

▪ Finally, could you summarise why we should offer you this job?

▪ I'd say I have a good combination of business and sports experience – that'd be useful for Slim Gyms. And my knowledge of Chinese culture, and the language, would be a big advantage. There are a lot of Chinese people in this city who would join the clubs if I were in charge. I think people like me and respect me. I'm a very fair and honest person.

Background

Slim Gyms owns and operates six health and leisure clubs in Manhattan. The clubs appeals mainly to people aged 20-40. All the clubs have a gymnasium, with the latest equipment, an aerobics studio, a swimming pool, sun decks, a cafe, bar and clubroom.

Three of the clubs are located in areas where large numbers of Spanish, Chinese and Italian live. In recent months, Slim Gyms' profits have fallen sharply.

Many members have not renewed their memberships and the club has been unable to attract a sufficient number of new members. Slim Gyms recently advertised for a General Manager. His / her main task is to boost sales at the clubs and increase profits. **Advertising:** general Manager is required for our chain of Health and Leisure Clubs. Salary negotiable and Excellent benefits package.

The job

- Developing a customer oriented culture in the organisation of the clubs
- Increasing the revenue and profits of the company of the six clubs in Manhattan
- Exploiting new business opportunities
- Liaising with and motivating our team of managers and their staff
- Contributing to marketing plans and strategies

The person

- Dynamic, enthusiastic, flexible
- A strong interest in health and fitness
- A good track record in previous jobs
- The ability to work with people from different cultural backgrounds
- Outstanding communication skills
- A flair for new ideas and sound organisational skills

▪ Could you tell me why you want to leave your present job, Mr. Chen?
▪ Why Well, quite frankly, I'm tired of all the travelling. It's such a stressful job, the money's pretty good but I need to spend more time at home, more time with my family. I think it's important to get the balance right between work and your personal life. I'm not sure I've got that right at the moment. So I think it's time to change my job.

▪ OK. You've told us about your experience and qualities, what would you say is your main weakness?
▪ Oh dear, I've got so many! I'm very competitive, I know. Too competitive. If I don't get what I want, I can get a little upset.
▪ I need to accept that you can't always win in life, but it's hard for me to do this. I think that's definitely my main weakness.

▪ Finally, could you summarise why we should offer you this job?
▪ That's easy. I'm a people person; I'm a really good communicator. I love all sports. When I do a job, I give a hundred and ten per cent. I'm a winner, and that's what you need now to turn Slim Gems around. I can promise you, I'd do a really good job.

Exercise 1. Read the whole information about the recruiting a manager for a well-known company and try to understand it.

Exercise 2. Translate words and word-combinations and make up sentences with them.

Background; against the background; to keep (stay) in the background; to check smb.'s background; one's academic/educational background; to have the right background for a job; cultural background; religious background; background knowledge; background data; background of development; background papers; background of invention; backgrounder.

Exercise 3. Explain the notions: summary, abstract, epitome, abridgement, curriculum vitae, biography.

FILE CARDS ON THE FOUR SHORT-LISTED CANDIDATES

I. Name: Guido Passerelli **Age:** 52 **Marital status:** Married, with three children

Education: Bronx High School

Experience: Former American football player. Ran a small business for several years finding locations for film companies. Recently organised stunts for a major film company.

Outstanding achievements: "I was 5th in the New York marathon when I was 34."

Skills: Fluent Italian and Spanish. Speaks English fairly well, sometimes hesitant.

Personality / appearance: Tall, handsome, tanned. Very self-confident. Wore a designer jacket and expensive designer tie at the interview.

Comments: Many interesting ideas for improving Slim Gyms' profits. For example, thinks members should get a 50% discount of their subscription fee if they introduce a friend. Believes his organising ability is his best quality. Expressed his points of view forcefully, sometimes arguing heatedly with the interviewer. They are usually performed by a stunt man or woman instead of by an actor.

II. Name: Gloria Daniels **Age:** 36 **Marital status:** Married, with two children

Education: Diploma in Sports Management (Massey University, New Zealand)

Experienced: Worked for three years for a chain of fitness centres, joined Johnson Associates, an organisation promoting top sports personalities. Has travelled all over the world for the last ten years negotiating contracts with sportspeople.

Outstanding achievements: I negotiated a successful deal with Hank Robbins, the famous baseball player. We promote him exclusively.

Skills: Has an elementary knowledge of Spanish and Italian. Was good at all sports when younger. Considered becoming a professional tennis player.

Personality / appearance: Wore a very expensive dress at the interview. Film star looks. Charismatic, over-confident.

Comments: Thinks Slim Gyms should raise more money by offering shares to wealthy individuals. In her opinion, Slim Gyms should immediately hire a firm of management consultants to review all its activities. She seemed to be very competitive. Would she be a good team player!

III. Name: David Chen **Age:** 40 **Marital status:** Single

Education: Master's degree in Business Administration (Hong Kong University); Diploma in Physical Education (New University of Hawaii)

Experience: Several jobs in various companies before joining a large university as Sports Administrator. Has organised many sports events for the university.

Outstanding achievements: "I have a black belt in karate".

Skills: Numerous extensive knowledge of computer programs. Fluent Chinese and English, some Italian.

Personality / appearance: Dressed in a formal dark suit but looked relaxed. Quiet, determined, polite and diplomatic. Asked many questions during the interview. Was rather shy if he didn't know the answer to a question.

Comments: Believes Slim Gyms should increase its services, for example, offer classes in salsa dancing, open a small boutique at each club selling sports equipment, etc. It should immediately cut costs by 10% in all areas of its business. Thinks his honesty is his best asset. Has an interest in all Eastern contact sports: judo, karate, aikido, etc.

IV. Name: Martine Lemaire **Age:** 32 **Marital status:** Divorced, with two children
Education: Degree in biology (Sorbonne, France); Master's degree in Dietetics (Yale University, US)
Experience: Worked for five years as a dietician in a hospital. Had a year off work when her health broke down because of stress. Joined a company selling health and skin-care products. For the last three years has been Assistant Sales Manager.
Outstanding achievements: "I am proud of raising a family successfully while working full-time."
Skills: Fluent French, good Spanish. Speaks and writes English fluently.
Personality / appearance: Well-dressed in fashionable clothes. Dynamic and ambitious. Sometimes assertive during the interview: "Nothing will stop achieving my goals."
Comments: Her main idea for increasing profits: spend a lot of money on multi-advertising and offer big discounts to new members. Believes the strongest quality is her creativity. In her leisure time, she runs a weekly aerobics class and also manages a local baseball team at the weekend.

Exercise 1. Study the file cards on the four short-listed candidates.

Exercise 2. Analyze the information above and say what features are the most preferable for the job? Explain your point of view more clearly, soundly and precisely.

Exercise 3. Translate the phrases with the key-word «experience» into Russian.

Mix of experience; programming experience; to lack experience; meditated experience; beyond flight experience; field (early, conscious, operating) experience; first experience of pain; experience of prison life; a man of experience; the American experience; to know from previous experience; to learn by experience; to acquire / gain (gather, get) experience from; to experience beauty; personal (visual, broad, wide) experience; direct (firsthand) experience; hands-on (practical) experience; on type flight experience; total flight experience; factory floor experience; operational experience; experience gap (goods); experience has shown that; to experience difficulties; experience level (standards, pilot, teacher); experienced through adversity; experienced misfortunes; experienced force (skilled/trained manpower); experienced in business; to have an experience; enlightening (interesting, memorable, unforgettable) experience

Exercise 4. Translate the sentences with the key-word «experience» into Russian.

1. He has 5 years experience in the job. 2. We had never experienced this kind of holiday before. 3. He experienced severe hardships as a child. 4. He's counting on his mother to take care of the twins, for she's had plenty of experience with them. 5. She has 10 years experience in the job. 6. Widows seem to experience more distress than do widowers. 7. He's very experienced in teaching beginners. 8. I'm not experienced at giving interviews. 9. Is he a first-time buyer or an experienced buyer? 10. As the I-Am-Mes mature psychologically, they become the Experimentals. 11. I have got a wonderful cruise experience. 12. I know it from my previous experience. 13. He learned it by experience. 14. They have got unpleasant experience from the event. 15. Another experience was in store for us. 16. She has got lack of experience. 17. You lack experience. 18. My personal experience says you are right in this matter. 19. Share your broad experience, please! 20. He's very experienced in teaching beginners. 21. I'm not experienced at giving interviews. 22. I am an experienced teacher. 23. He is experienced through adversity. 24. He had learned his lesson by painful experience she spoke from experience. 25. You should have the necessary experience in health management.

Exercise 5. Analyze the information, which is in the highlight, and use it in practice.

LETTERS-OFFERS

2500 NORTH FRUITRIDGE ROAD

Terre Haute, Indiana 47811

March 1, 20

Mr. John P. Storm,
Vice-President
Indiana Gas and Electric Company
1114 Broad Street Terre Haute, Indiana 47815

Dear Mr. Storm,

Having served for the past several years as the sole secretary of a private business, I would like to apply for the position of executive secretary which you advertised in the Terre Haute Gazette of Sunday, February 28, 2008 .

As secretary to the Benlow Corporation here in Terre Haute, I was directly responsible to Mrs. Alba Jenkins, the company's owner. My services were generally those of a «gal Friday». In addition to the usual typing, filing, and taking dictation, I was responsible for scheduling all of Mrs. Jenkins' appointments, screening her telephone calls and visitors, and organizing her paperwork and correspondence.

Essentially, I did everything I could make Mrs. Jenkins' heavy responsibilities easier. Thus, I am familiar with the duties of an executive secretary and believe I am prepared to anticipate and meet all your expectations. I am confident, too, that, with enthusiasm and sincere effort, I can make the transition from a small business to a large corporation smoothly. I would appreciate your giving me the opportunity to discuss my qualifications in person. I would be happy to come for an interview at your convenience, and I can be reached after 5 p.m. at 772-1248.

Sincerely yours,

25-92 QUEENS BOULEVARD BAYSIDE

New York 11202

June 15, 20_
Mrs. Loretta Vasquez
The Vasquez Travel Agency
1402 Broadway
New York, New York 10032

Dear Mrs. Vasquez,

This month I completed a two-year course of study in Travel and Tourism at the Bowker Business Institute, and my placement counselor, Mr. Robert Feiner, suggested I apply to you for a position as assistant travel agent.

As you will see from my enclosed resume, I have taken courses in nearly every aspect of the travel industry. I have participated in workshops simulating computer and telephone operations, and I have had **extensive practice** in ticketing and reservations.

My work experience, moreover, has helped me to develop an ability to deal with the public, a valuable **asset** for a travel agency. Not only as a sales assistant, but even as a **stock clerk**, I have learned to be customer oriented; I have found that **courtesy** and a smile keep business flowing smoothly.

I would like very much, Mrs. Vasquez, to put my skills to work for your travel agency. I am available for an. interview Monday through Friday during business hours. You can reach me at 884-7788.

Yours truly,

25-92 QUEENS BOULEVARD BAYSIDE
New York 11202

June 25, 20__

Mrs. Loretta Vasquez
The Vasquez Travel Agency
1402 Broadway
New York, New York 10032

Dear Mrs. Vasquez,

Thank-you for allowing me to discuss my travel qualifications in person. Having met you and Mrs. DeLoia, and seen your agency in operation, I sincerely hope I will have the chance to put my training to work for you.

Enclosed is a copy of my transcript from the Bowker Business Institute, along with the letters of reference you requested. I can be reached at 884-7788 during regular business hours.

Sincerely yours,

M MSHOE STORE 70-19 LEFFERTS
Boulevard Bayside New York 11202

June 17, 20__

Mrs. Loretta Vasquez
The Vasquez Travel Agency
1402 Broadway New York, New York 10032

Dear Mrs. Vasquez,

I am happy to provide the information you requested regarding Arnold Stevens, with the understanding that this information will be kept confidential.

Mr. Stevens has been a stock clerk and then sales assistant in my store since September 1977. He has always been willing to work odd hours, including weekends and holidays, and has proven to be a hard-working and trustworthy employee.

Sincerely yours,

Otto Munson Proprietor

THE BOWKER BUSINESS INSTITUTE
600 Fifth Avenue New York
New York 10011

June 17, 20__

Mrs. Loretta Vasquez
The Vasquez Travel Agency
1402 Broadway New York, New York 10032

Dear Mrs. Vasquez,

Arnold Stevens was a student in three of my travel courses since the Fall 1978 semester. He was always an outstanding student.

Mr. Stevens demonstrated his thorough grasp of the subject matter in his class performance as well as written work. His assignments were always executed with conscientiousness and punctuality. Moreover, he was an enthusiastic participant in class discussions and helped to make the courses rewarding experiences for everyone else involved. Therefore, I can recommend Mr. Stevens, without hesitation, for the position of assistant in your travel agency.

Yours truly,

Jack Adler Instructor

THE VASQUEZ TRAVEL AGENCY
1402 Broadway New York New York 10032

May 20, 20__

Mr. Jonathan Vecchio

Alpine Leisure Village Aurora, Colorado 80707

Dear Jonathan,

Arnold Stevens has been my assistant for the past year, and he is currently touring the Denver-Aurora area. So that he may knowledgeably inform our clients of the many delights of Alpine Leisure Village, I would greatly appreciate your giving him a tour of your facilities when he visits. With much appreciation,

Loretta Vasquez

Exercise 1. Translate the word-combinations into Russian and make up sentences.

Employment interview; psychological interview; resume interview; behavioural interview; behavioural event interview; free-association interview; interview guide; absentee interview; sample interview; sidewalk (street) interview; telephone interview; written interview; one-on-one interview; to interview for a job; job interview; formal interview; informal interview; stressed interview; exclusive interview; taped interview; telephone interview; in-depth interview; employment interview.



Job offer acceptance & declination

EMPLOYER INFORMATION

Know your market. Good advice for a sales rep selling a product, but even more important to a job seeker selling their product to employers. Know all you can about potential before making contact. Then continue researching to find the employers (and information about those employers) that will give you a strategic advantage.

Following are your links to finding entry level employers (and links to information about each of the employers listed):

Top Entry Level Employers

- Take a look at our annual list of top employers, including number of projected hires for each.
- Go directly to the entry level careers page for many of the top employers. In addition, many sites provide additional company information that is invaluable in preparing for the interview, including product information and market positioning. You can also gain access to information on benefits, career path, and promotional opportunities at many of these sites.

Finding Hiring Employers

- Don't rely exclusively on the the above Web links. Use these savvy direct contact techniques to find and get inside employers that are hiring!

Job Posting Information

- Employers – Find out more about posting your jobs and internships here at CollegeGrad.com.

Advertising Agency Information

- Ad Agencies – Find out more about advertising options for your clients here at CollegeGrad.com.

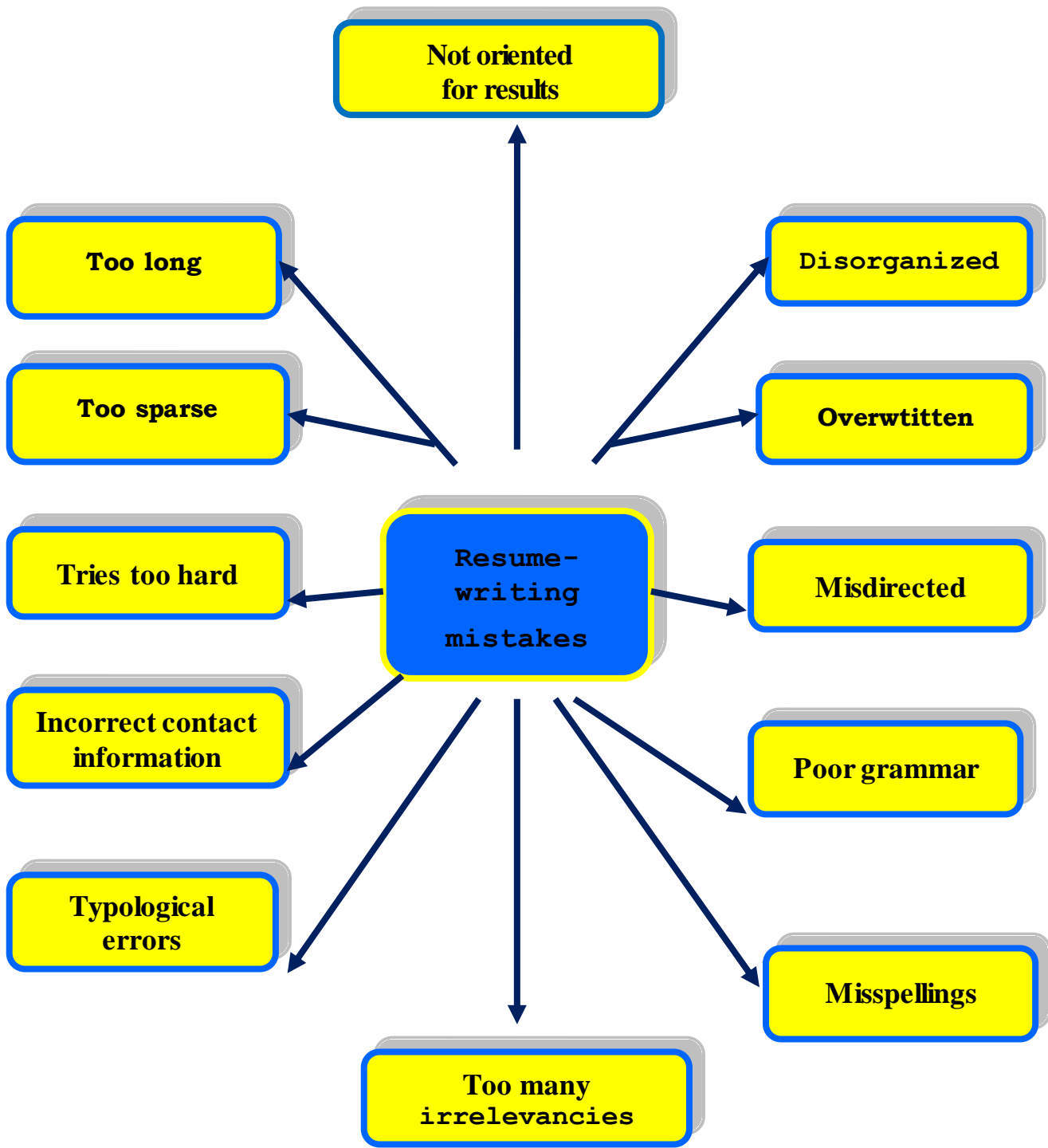
Exercise 1. Translate the single-rooted words into Russian & make up sentences.

Employer – employee – to employ – employment – unemployment – employable – employed – unemployed – unemployable – employability – unemployability.

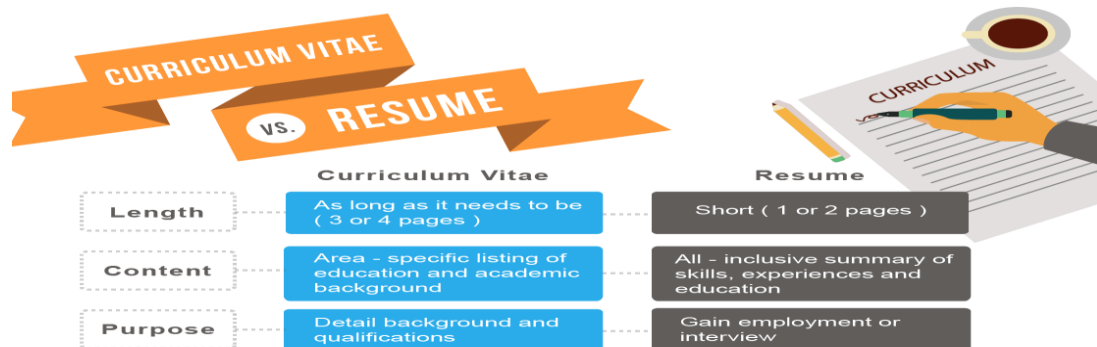
Exercise 2. Translate words & word-combinations into Russian & make up sentences.

Employer; employer of labour; employer's liability; to be employed by; employ the skill; to employ gainfully; employer of labour; employer's liability; number of employees; to engage (hire, take on) an employee; to dismiss (fire, sack) an employee; to make an employee redundant; exempt employee; government employee; white-collar employee; full-time employee; part-time employee; employed person; capital employed; person employed; to be employed; employed workers; employee attitude; employee behaviour; employer-employee relations; public employer; employer of workmen.





Resume writing mistakes



HOW NOT TO HOW NOT TO WRITE A RESUME

"Resumania" is a term coined by Mr. Robert Half, founder of RHI Consulting's parent company, to describe the unintentional bloopers that often appear on job candidates' resumes, job applications and cover letters. Here are some examples.

Career Objectives

- My goal is to be a meteorologist. But since I possess no training in meteorology, I suppose I should try stock brokerage.
- While I am open to the initial nature of an assignment, I am decidedly disposed that it be so oriented as to at least partially incorporate the experience enjoyed heretofore and that it be configured so as to ultimately lead to the application of more rarefied facets of financial management as the major sphere of responsibility.
- Seek challenges that test my mind and body, since the two are usually inseparable.

Objection: To utilize my skills in sales. (*Have you considered law school?*)

Why do you think you are qualified for this job?

- Extensive background in accounting. I can also stand on my head!
- Exposure to German for two years, but many words are not appropriate for business.
- I have an excellent track record, although I am not a horse.
- I'm a rabid typist.
- Insufficient writing skills, thought processes have slowed down some. If I am
- not one of the best, I will look for another opportunity.
- Ability to meet deadlines while maintaining composure.
- Proven ability to track down and correct errors.
- Am a perfectionist and rarely if ever forget details.
- I am very detail-oriented. (*With the possible exception of spelling.*)
- I have become completely paranoid, trusting completely nothing and no one.
- I procrastinate – especially when the task is unpleasant.
- I perform my job with effortless efficiency, effectiveness, efficacy, and expertise.
- My intensity and focus are at inordinately high levels, and my ability to
- complete projects on time is unspeakable.
- You will want me to be Head Honcho in no time.
- I can play well with others. (*We'll be sure to tell your mommy.*)
- It's best for employers that I not work with people.

Experience Education Accomplishments

- No education or experience.
- Let's meet, so you can ooh and aah over my experience.

Previous experience: Self-employed – a fiasco.

- I have learnt Word Perfect 6.0 computer and spreadsheet programs.
- Failed bar exam with relatively high grades.
- Oversight of entire department.
- Created a new market for pigs by processing, advertising and selling a gourmet pig mail order service on the side.
- Disposed of \$2.5 billion in assets.

- Dealing with customers' conflicts that arouse.
- Instrumental in ruining entire operation for a Midwest chain operation.
- Develop and recommend an annual operating expense fudget.
- Wholly responsible for two (2) failed financial institutions.
- As indicted, I have over five years of analyzing investments.
- Served as assistant sore manager.
- Received a plague for Salesperson of the Year.
- College, August 1880-May 1984.
- Curses in liberal arts, curses in computer science, curses in accounting.
- I was proud to win the Gregg Typting Award.
- Finished eighth in my class of ten.

Reasons for Leaving the Last Job

- Maturity leave.
- Responsibility makes me nervous.
- They insisted that all employees get to work by 8:45 every morning. Couldn't work under those conditions.
 - Was met with a string of broken promises and lies, as well as cockroaches.
 - The company made me a scapegoat – just like my three previous employers.
 - I was working for my mom until she decided to move.

Note. Please don't miscontrue my 14 jobs as job-hopping. I have never quit a job.

- Pushed aside so the vice president's girlfriend could steal my job.
- *(We're glad you're not bitter.)*

Salary Requirements

- I demand a salary commiserate with my extensive experience.
- My compensation should be at least equal to my age. *(And bonuses "tied to" his shoe size?)*
- My salary requirement is \$34 per year.

Personal

- Physical Disabilities: Minor allergies to house cats and Mongolian sheep.
- Donating blood. 14 gallons so far.
- Married, 1992 Chevrolet.
- Marital status: Single. Unmarried. Unengaged. Uninvolved. No Commitments.
- Marital status: often. Children: various.
- Married, eight children. Prefer frequent travel. *(A new twist on work-family balance.)*

Miscellaneous

- Thank-you for your consideration. Hope to hear from you shortly!
- Please call me after 5:30 because I am self-employed and my employer does not know I am looking for another job.
- I am loyal to my employer at all costs. Please feel free to respond to my resume on my office voicemail.
- I vow to fulfill the goals of the company as long as I live. *(And they say loyalty is hard to come by.)*

References

- None, I've left a path of destruction behind me.
- Don't take the comments of my former employer too seriously, they were
- unappreciative beggars and slave drivers.

Exercise 1. Analyse the four leadership styles.

✚ High task, low relationship behaviour (The leader provides specific instructions and supervises followers closely, sometimes it's called "telling").

✚ High task, high relationship behaviour (The leader explains decisions and provides followers with opportunities for clarification – "selling").

✚ High relationship, low task behaviour (The leader shares ideas with followers and facilitates decision making – "participating").

✚ Low relationship, high task behaviour (The leader turns over responsibility for decisions and implementation to followers – "delegating").

Exercise 2. What are the advantages and disadvantages of:

1. headhunting? 2. having a mentor system? 3. fast-tracking certain employees?
4. frequent pep talks?

Exercise 3. Read the text and answer the questions.

1. What qualities of high performers are mentioned in it? 2. What are the problems of losing high performers? 3. Which motivating factors are mentioned in the text?

Exercise 4. What advice would you give to someone planning an ambitious business career?

I think there isn't one single pattern for success in a business career. But there are one or two things that are apparent and common themes in the careers of a lot of successful people. One of those is an honest understanding of the individual's own strengths and weaknesses that allows them, I think, both to plan the sort of organization in which they will work and which they are likely to succeed.

But very importantly, allows them to react rapidly but appropriately to opportunities that are unplanned that present themselves. And I do think that's something that distinguishes really successful people from those who are average in their professions.

I do think one of the other characteristics that is apparent amongst very successful business leaders is a curiosity that even thirty years in the same sort of business doesn't dilute or indeed destroy. At the every top of major organisations, people demonstrate even after a lifetime with a single company, which one might say has meant they have been engaged in a very similar sort of activity for the whole of their career.

They demonstrate real interest in innovation and also an open-mindedness about the structure of the industry that they lead and how it ought to consider its role and indeed the very essence of what it does in the future. That ability to remain interested in the core essence of one's business is, I think, something that distinguishes the successful. Many of the rest of us lesser mortals get bored very easily, or lose the ability to spot the interest and to sustain motivation and momentum on the strength of it.

Exercise 5. Read the text *Motivating high-calibre staff* and try to understand it.

Exercise 6. Add some information & make up a small report and give a talk in class.

Exercise 7. Read the text & pick up the essential details in the form of quick notes.

Exercise 8. Use the relative pronouns below to complete the quotations.

Who, which, that, where.

1. "The job for big companies, the challenge _____ we all face as bureaucrats, is to create an environment _____ people can reach their dreams." (*Jack Welch*)
2. "He _____ has never learned to obey cannot be a good commander." (*Aristotle*)
3. "A leader shapes and shares a vision, _____ gives point to the work of others." (*Charles Handy*)
4. "A leader should be humble. A leader should be able to communicate with his people. A leader is someone _____ walks out in front of his people, but he doesn't get too far out in front, to where where he can't hear their footsteps." (*Tommy Lasorda*)
5. "A leader is someone _____ knows what they want to achieve and can communicate that." (*Margaret Thatcher*)

Exercise 9. Read the article and tell us if you agree or disagree with its contents.

What qualities are needed to run a large company effectively?

The leader of a large company needs to do three things. Firstly, to create a picture of where the whole team is meant to be going. That is this journey, the change and the way forward and particularly what is my role or your role going to be in that journey. So, that's vision.

The second thing is inspiration, which is a very personal thing, but great leaders manage to inspire the people that they work with. And thirdly, because all businesses need to move forward and make money – momentum. They manage to create momentum and make sure that people are moving forward with the various projects that are under their control.

How do you help leaders to develop their skills?

We think that the way that people develop is 70, 20, 10, which means that 70 % of the way they develop is on the job; 20% is through coaching by somebody else and only 10 % is by training. So, the vast majority of how somebody learns anything, and particularly how they learn to be a better leader, is on-the-job training. And what that means for the career of somebody is that they need to experience a lot of different types of activity, lots of different roles and lots of different challenges and a range of skills in leading people in different situations.

Exercise 10. Read commentaries about leadership. Do you agree with their ideas?

Leadership is not magnetic personality – that can just as well be a glib tongue. It is not "*making friends and influencing people*" – that is flattery.

Leadership is lifting a person's vision to higher things, the raising of a person's performance to a higher standard, the building of a personality beyond its normal limitations. A leader is best when people barely know he exists, not so good when people obey and acclaim him, worse when they despise him. But of a good leader who talks little when his work is done, his aim fulfilled, they will say, "We did it ourselves". Good leaders make people feel that they're at the heart of things, not at the periphery. Everyone feels he or she makes a difference to the success of the organisation. When that happens, people feel centred and that gives their work meaning. If there is a trait that does characterise leaders it is opportunism. Leaders are people who seize opportunity and take risks. Leadership then seems to be a matter of personality and character.

MOTIVATING HIGH-CALIBRE STAFF

An organisation's capacity to identify, attract & retain high-quality, *high-performing* people who can develop winning strategies have become decisive in ensuring competitive advantage. *High performers* are easier to define than to find. They are people with apparently limitless energy and enthusiasm, qualities that shine through even on their bad days. They are full of ideas and get things done quickly and effectively.

They inspire others not just by pep talks but also through the sheer force of their example. Such people can push their organisations to greater and greater heights.

The problem is that people of this quality are very attractive to rival companies and are likely to be headhunted. The financial impact of such people leaving is great and includes the costs of expensive training and lost productivity and inspiration. However, not all *high performers* are stolen, some are lost.

High performers generally leave because organisations do not know how to keep them. Too many employees are blind or indifferent to the agenda of would be high performers, especially those who are young. Organisations should consider how such people are likely to regard important motivating factors. Money remains an important motivator but organisations should not imagine that it is the only one that matters.

In practice, high performers tend to take for granted that they will get a good financial package. They seek motivation from other sources. Empowerment is a particularly important motivating force for new talent. A high performer will seek to feel that he or she "owns" a project in a creative sense. Wise employers offer this opportunity.

The challenge of the job is another essential motivator for *high performers*. Such people easily become demotivated if they sense that their organisation has little or no real sense of where it is going. A platform for self-development should be provided. *High performers* are very keen to develop their skills and their curriculum vitae.

Work needs to be varied and time should be available for creative thinking and mastering new skills. The provision of a coach or mentor signals that the organisation has a commitment to fast-tracking an individual's development. Individuals do well in an environment where they can depend on good administrative support.

They will not want to feel that the success they are winning for the organisation is lost because of the inefficiency of others or by weaknesses in support areas. Above all, *high performers* – especially if they are young – want to feel that the organisation they work for regards them as special. If they find that it is not interested in them as people but only as *high performing* commodities, it will hardly be surprising if their loyalty is minimal.

On the other hand, if an organisation does invest in its people, it is much more likely to win loyalty from them and to create a community of talent and *high performance* that will worry competitors.

Exercise 1. Discuss the questions.

1. Which modern or historical leaders do you most admire? 2. What makes a great leader? 3. Are the differences between men and women as leaders? 4. Why have most great leaders been men? 5. Are people – leaders at school – more likely to be leaders later in life? 6. What makes a bad leader? 7. Draw up a profile of factors. 8. What is the difference between a manager and a leader? 9. Do you want to be a leader? 10. Can you be a leader?

Exercise 2. Translate the sentences with the keyword «interview».

1. Our colleague has already interviewed this film director. 2. We interviewed the job candidates. 3. We had to interview 50 students for our research. 4. She always interviews extremely well. 5. He desperately needed a job, so he interviewed everywhere. 6. He interviewed well and was given the position. 7. We'll have interview with the personnel director for a job. 8. The goal of a job interview is to sell yourself. 9. The personnel director will conduct an interview. 10. An interviewer may choose to conduct a stress interview as a deliberate attempt to see how you would react in uncomfortable situations. 11. Some researchers maintain that the limited number of participants in a triad permits the moderator to get more information from them than is possible in a minigroup or full group. 12. I like this kind of written interview, because it allows me to think about the answers and how to express them. 13. That was a stressed interview. 14. If you agree to participate in the study, you will be asked to complete a 30-minute telephone interview now and a 45-minute interview 9 months from now. 15. For this reason, in-depth interview questions are usually open-ended, while quantitative survey interview questions are typically closed-ended. 16. In qualitative market research an interview may be conducted with just one respondent (this is known as a depth interview), with pairs (paired depth interview), small groups (mini-groups), or group discussions of between 5 and 8 participants. 17. This was without-prejudice interview. 18. Group interview involves a group of candidates working together to solve a problem or agree a decision, simulating a working environment. 19. In a sidewalk interview setting, several people were asked questions about their sex lives starting with when was the first time they had sex. 20. The consumer interview was conducted through face to face or telephone interviews by trained consumer interviewers. 21. One advantage of the semi-structured interview is the flexibility to explore areas of questions as they arise during the interview process. 22. I am interested in a personal interview with a coal miner; my family is touring the mine this weekend; however, I am writing a paper for a college class, and I need a personal interview. 23. As many large companies are now replacing the traditional one-on-one interview with group interviews, job-seeking students may choose their interviewing strategies.

Exercise 3. Work in pairs. What should you do in each of the situations?

1. The best-qualified person for the post of Sales Manager is female. However your customers would prefer a man. If you appoint a woman you will probably lose some sales.

2. Your company has a new advertising campaign which stresses its honesty, fairness and ethical business behaviour. It has factories in several countries where wages are very low. At present it is paying workers the local market rate.

3. A colleague working in a hospital has been making mistakes at work recently. This is because she has a serious illness. You are her friend and the only person at work who knows this. She has asked you to keep it a secret.

Exercise 4. Which of the adjectives below would you use to describe an ideal leader?

Decisive, charismatic, aggressive, magnetic, informal, passionate, adventurous, energetic, ruthless, accessible, thoughtful, flexible, persuasive, open, opportunistic, impulsive, motivating, enthusiastic, eager, zealous, mettlesome, keen, bold, vigorous, daring, courageous, venturesome, hardy, audacious, rash, outspoken, frank, responsive.

Exercise 5. Use the words or phrases from the article to answer the questions below.

Pep talk, mentor, CV, fast-tracking, headhunting, financial package.

1. Is British English for the American English resume? ____
2. refers to stealing employees from companies? ____
3. do you often find in job advertisements referring to money and benefits? ____
4. refers to an order, more experienced person who helps you? ____
5. means a short chat to motivate staff? ____
6. usually leads to quick promotion?

Exercise 6. Translate the sentences with the keyword «corruption», «applicant».

1. He is facing charges of *corruption*.
2. By phonetic *corruption* not only the form, but the whole nature of language is destroyed.
3. There is strong business *corruption* in our country.
4. It begins with corporate *corruption*, electoral *corruption*, government *corruption*, judicial corruption, official corruption and ends with political *corruption*.
5. Magistrates are investigating corruption in the police force.
6. There is corruptness in the society.
7. There is anti-corrupt practices law.
8. We must investigate (political) corruption.
9. Many functionaries are suspected of corruption.
10. The applicants who had applied for 400 to 1000 shares were allotted on firm basis, in proportion of the oversubscription of 1, 17 times fewer than 1000 shares.

Exercise 7. Complete the sentences in the job advertisement below with «who» or «which».

Managing Director: c. E270,000 plus expatriate package, Euro-based

QTXT is a leading European mobile technology services provider 1) ____ enables clients to provide high-quality mobile marketing and mobile content solutions. Founded in 1993, QTXT is a fast-growing company 2) ____ is looking for a first-class leader 3) ____ can meet the challenge of international growth. We are seeking a highly motivated candidate 4) ____ must be fluent in three European languages. We need a Managing Director 5) ____ will rise to the challenge and 6) ____ will provide strong strategic leadership. The successful candidate will lead a winning team 7) ____ achieved record sales last year.

Exercise 8. Analyze the information and use it in practice.

In a competitive job market, where hiring personnel sit behind stacks of non-descript CVs and resumes, the inclusion of a little "self-promotion" is critical. Ask yourself, "what do I have that this company wants?". Composing a C.V. or resume requires focused time and effort. Never try to hurry the process by leaving out the who, what, and why of your employment search.



Dentist	Educationalist	Fashion designer	Gastroenterologist
Deputy (law enforcement)	Educator	FBI Agent	Gemcutter
Deputy (parliamentary)	Egyptologist	Fellmonger	Genealogist
Dermatologist	Electrical engineer	Fence	General
Detective	Electrician	Ferryman	Geographer
Diamantaire	Elevator mechanic	Film director	Geologist
Dictator	Embalmer	Film producer	Geometer
Director	Engine driver	Financial adviser	Geophysicist
Disc jockey	Engineer	Financial manager	Government agent
Dispatcher	Engraver	Financier	Governor
Distiller	Entomologist	Fire marshal	Grammarian
Diver	Entrepreneur	Fire Safety Officer	Graphic artist
Dock labourer	Environmental scientist	Firefighter	Graphic Designer
Doctor	Ergonomist	First Mate	Gravedigger
Dog walker	Escort	Fishmonger	Grenadier
Domainer	Ethnologist	Fisherman	Greengrocer
Domestic worker	Ethologist	Fitter	Grocer
Dominatrix	Evangelist	Flavorist	Guardian Ad Litem
Doorman	Exchequer	Fletcher	Guide
Draftsman	Executive	Flight attendant	Guitarist
Dramatist	Exotic dancer	Flight instructor	Gunsmith
Dramaturg	Expressman	Florist	Gynecologist
Draper	Exterminator	Floor manager	
Drayman	Extra	Fluffer	
Dressmaker		Flutist	
Drillinstructor		Food critic	
		Footballer	
		Foreman	
		Fortune teller	
		Fruiterer	
		Furrier	
		Father	

H

Haberdasher
Harpist
Handyman
Hairdresser
Harbourmaster
Harper
Hatter
Hayward
Headmaster
Headmistress)
Herald
Herder
Historian

I

Illuminator
Illusionist
Illustrator
Importer
Industrial engineer
Industrialist
InformationTech nologist
Information Designer
Inker
Innkeeper

J

Jailer
Janitor
Jewler
Journalist
Jurist
Judge
Jockey

K

Karate master
Kinesiologist

Q

Queen

L

Laborer
Landlord (Landlady)
Laundress (Lavendar)
Law enforcement agent
Lawyer
Leadworker
Leatherer
Lecturer
Level designer (also Mapper)
Librarian
Librettist
Lifeguard
Lighthouse keeper

Historiographer
Hobo
Homoeopaths
Hosier
Hotel manager
Husbandman

Instructor
Interior designer
Interpreter
Interrogator
Inventor
Investigator
Investment
banker
Investment
broker
Ironmonger
Ironmaster
Ironworker

consort
Queen
regnant
Quilter
W
Waiter /
Waitress
Warder
Watchmaker
Weaponsmith
Weatherman
Weaver
Web designer
Web developer
Wedding
Planner
Welder
Wet nurse
Woodcarver
Wood cutter
Wrangler
Winemaker
Writer

Lighting technician
Lineman
Linguist
Loan officer
Lobbyist
Locksmith
Lumberjack
Lyricist

M

Magistrate
Magnate
Maid
Mailman or Mail
carrier
Make-up artist
Management
consultant
Manager
Manicurist
Manufacturer
Marine
Marine biologist
Market gardener
Martial artist
Mason
Master of
Ceremony (MC)
Massage therapist
(masseur/masseuse)
• Matador
Mechanic

N

Navigator
Nanny
Négociant
Negotiator
Netmaker
Neurologist
Newscaster
Night auditor
Nightwatchmen
Notary
Novelist
Numerologist
Numismatist
Nun
Nursemaid
Nurse
Nutritionist
O
Oboist
Obstetrician
Occupational
therapist

P

Painter
Paleontologist
Paralegal
Paramedic
Park ranger
Parole Officer
Pastor
Patent attorney
Patent examiner
Pathologist
Pawnbroker
Peddler
Pediatrician
Pedologist (soil)
Percussionist
Perfumer
Personal Trainer
Pharmacist
Philanthropist
Philologist
Philosopher
Photographer

S

Sailmaker
Sailor
Sanitation worker
Saucier
Saxophonist
Sawyer
Scientist
School
superintendent
Scout
Screenwriter
Scribe (Scrivener)
Seamstress
Second Mate
Secret service agent
Secretary general
Security guard
Senator
Search Engine
Optimizer
Sexologist
Sexton

Mechanician	Odontologist	Physical Therapist	Sex worker
Mediator	Oncologist	Physician	Sheepshearer
Medic	Ontologist	Physician Assistant	Sheriff
Medical biller	Operator	Physicist	Sheriff officer
Medical	Ophthalmologist	Physiognomist	Shoemaker
Transcriptionist	Optician	Physiotherapist	Shop assistant
Mesmerist	(Optometrist)	Pianist	Singer
Messenger	Oracle	Piano tuner	Sleeper
Mid-wife	Ordinary Seaman	Pilot (shipping)	Sleuth
Milkman (also	Organizer ¹	Pilot (aviation)	Social worker
Milkmaid)	Ornithologist	Pirate	Socialite
Miller	Ostler	Playboy Bunny	Software engineer
Miner	R	Plumber	Soil scientist
Missionary	Radiologist	Podiatrist	Soldier
Model	Radiographer	Poet	Solicitor
Modeller	Real estate broker	Police inspector	Sommelier
Moneychanger	Real estate	Politician	Sonographer
Moneylender	investor	Porter	Sound Engineer
Monk	Real estate	Pornstar	Special agent
Mortgage broker	developer	Presenter	Speech therapist
Mountaineer	Receptionist	President	Sportsman
Muralist	Record Producer	Press officer	Spy
Musician	Referee	Priest	Statistician
U	Refuse collector	Princess	Street artist
Undertaker	Registrar	Principal	Street musician
Ufologist	Reporter	Printer	Stevedore
Undercover agent	Researcher	Private detective	Street sweeper
Underwriter	Respiratory	Probation Officer	Street vendor
Upholsterer	Therapist	Proctologist	Stripper
Urologist	Restaurateur	Professor	Structural
Usher	Retailer	Professional	engineers
	V	dominant	Stunt double
	Valet	Programmer	Stunt performer
	Verger	Project Manager	Supervisor
	Veterinarian	Proofreader	Surveyor
	Vibraphonist	Prostitute	Swimmer
	Vicar	Psychiatrist	Switchboard
	Video editor	Psychodramatist	operator
	Video game	Psychologist	System
	developer	Public Relations	administrator
	Vintner	Officer	Systems analyst
	Violinist	Public speaker	Y
	Violist	Publisher	Yodeler
	Voice Actor		Z
	X		Zookeeper
	Xylophonist		Zoologist

GLOSSARY

COMPANIES

Asset n something belonging to an individual or business that has value or the power to earn money: The company has recently sold some of its assets to an Australian investor. Collocations tangible assets, intangible assets, fixed assets, liquid assets

Company n a legally registered business. There are many different types of companies: holding company (holds the share capital of one or more other companies) joint stock company (registered company or limited company) public limited or listed company (company whose shares are traded on the stock exchange) subsidiary (company owned by a parent company) Synonyms corporation n, (AmE) concern n, business n

Competition n rivalry between businesses that are operating in the same market: The competition is getting tougher every year. – compete v – competitor n – competitive *adj* – competitiveness n Collocations competitive *advantage*

Entrepreneur n someone who starts a company, arranges business deals and takes risks: Entrepreneurs have always played a key role in the economy. – entrepreneurial *adj* – entrepreneurship n

Freelance n someone who works for different companies and is not employed by one. Freelancers usually receive fixed payments and not a salary: We're going to use a freelance designer for the company website – freelancer n – freelance *adj*

Hierarchy n system of authority within an organization: Many Swedish firms have very flat hierarchies. – hierarchical *adj* Collocations flat hierarchy, steep hierarchy, traditional hierarchy

Merger n the creation of a new company by joining two separate companies: The merger will have to be approved by the authorities. – merge v

Share n a unit of the capital of a company. Shares in listed companies can be bought and sold on the stock market: Investors have to pay a higher price for the company's shares. – shareholder n stockholder n US –shareholding n Synonym stock n Collocations *share capital, share certificate, share dealing, issue, share price*

Trade union n an organization that exists to protect the rights of employees in a company: *The trade union is in pay negotiations with the employer. Synonym labor union n*

LEADERSHIP

Appraise v to assess the value of something. Staff is regularly appraised to see if they have met the objectives that they are given: *The department manager will appraise each employee individually.* – appraisal n – appraisee n – appraiser n Collocations *annual appraisal, performance appraisal*

Authority 1 n the power to impose decisions: The managers in our company have a great deal of authority. – authorize v – authorization n – authoritative *adj* – authoritarian *adj* Collocations lines of authority 2 n a public institution which is in charge of enforcing regulations or administering a government service: The public health authority.

Autonomy n the freedom to make your own decisions without having to request authorization: I've always believed that it's best to give staff as much autonomy as possible. – autonomous *adj*

Coach 1 n person who is responsible for training a team or an individual: He's a very successful football coach. 2. To train people to help them to acquire particular skills: I'm responsible for coaching two new people *in the department.*

Delegate v to give responsibility to smb. at a lower level in the hierarchy to enable them to take decisions: Managers need to delegate more routine tasks to junior members of staff.

Motivate v make someone willing to work harder: He's very good at motivating his sales team. – motivation n – motivational *adj* – motivated *adj* Synonym encourage Collocations *Highly-motivated, motivational skills, motivation techniques*

Objective n a goal that has been fixed for people to achieve: I have a meeting with my line manager to fix my objectives every six months. Synonyms goal n aim n target n Collocations set I fix I establish I achieve / meet objectives

Staff 1 n [plural] the employees of an organization: The new manager will be joining the staff in November. 2. to provide workers for an organization: Each of our centers is staffed by expert personnel. Synonyms personnel n employees n workers n

Subordinate n a person who works under a more senior member of staff: I have six subordinates that report to me. - subordinate v

Supervise v to control the work of other people in order to make sure that it is properly done: We need to supervise the trainees very closely. -supervision n [U]- supervisory *adj* Synonym manage v

Task n a piece of work that has to be done. Tasks are generally assigned to employees at the start of the week. Synonym duty n Collocations assign / delegate a task, task-based, task-driven, task force

STRATEGY

Analysis n the work of studying data and information: Detailed analysis of our results shows that productivity has increased only marginally. – analyze v – analyst n Collocations *financial analysis*

Campaign n a planned operation which aims to achieve a particular result: A new campaign by activists has forced the company to reconsider some of its policies. – campaign v [+ for/against] – campaigner n Collocations advertising campaign, marketing campaign, political campaign

Growth n an increase in the size or quantity of something: Research suggests that there will be significant growth in the market for women's products. - grow v Collocations growth, rate

Industry n the production of goods using capital and labour: The automobile industry is facing increased competition, – industrial *adj* – industrialize v – industrialization n Collocations *manufacturing industry, service industry, industrial relations*

Market share n the proportion of the total market that is supplied by a particular company: Our objective is to increase our European market share by five per cent this year. – market-sharing n Collocations increase I lose / take I win market share

Opportunity n a situation with future potential: Japan represents a great opportunity for our new brand. Collocations lose / seize / take an opportunity

Resources n this includes the capital, personnel and knowledge that an organization has at its disposal: A key element of the new strategy is the more effective use of our resources. Collocations human resources, financial resources

Threat n a potential danger to the interests of a company: Deregulation of the market is a real threat to established telecom operators. – threaten v – threatening *adj* – threateningly

Sales 1 n [plural] the value of the goods and services sold during a period: The company reported sales of \$42 million during the first quarter. 2. The department responsible for the activity of selling goods and services to customers: I'll put you through to our sales department. – salesman / woman n

Salesclerk n AmE Collocations sales agent, call, conference, department, drive, figures, forecast, sales manager, sales outlet, sales pitch, sales promotion, sales representative, sales talk

Strategy n a plan of action to enable a firm to compete: As part of our new strategy we are developing closer links with our suppliers. – strategic *adj* – strategically *adv* Collocations develop / revise a strategy, strategic alliance, strategic management, strategic planning, strategic business unit (SBU)

Supply n the amount of goods or services available on a market at a certain time: Improved production techniques will increase the supply of raw materials. – supply *v* – supplier *n* – supplies *n* Collocations order supplies, supply and demand, supply chain management, supply side, oversupply

PAY

Board n the group of directors elected by the shareholders to manage a company: The board has approved the director's salary. Collocations board of directors, board meeting, boardroom

Budget n an account of probable future income and expenditure during a fixed period: We are currently preparing the budget for next year. – budget *v* – budgetary *adj* Collocations be on/over/under budget, budget deficit, budget surplus, meet a budget

Compensation n payment, including salary and other incentives like stock options: The best paid executives received more than \$10 million in compensation last year. – compensate *v* Collocations compensation deal, compensation package

Contract n a document setting out an agreement between two or more parties: Under the new contract the company becomes the exclusive distributor for North America. – Contractor *n* – sub-contractor *n* Collocations agree a contract, be under contract, breach a contract, negotiate a contract, review a contract, sign a contract, terminate a contract

Damages n [plural] an amount of money paid to a person who has suffered an injustice: The Company paid damages to staff who was unfairly dismissed.

Legal action n using the law to defend one's rights: The consumer association said it will consider legal action. Synonyms litigation *n*

Pay 1 n money earned by an employee as a salary or wage: Some employees are complaining that their pay has not increased in line with inflation. – payment *n* Collocations pay as you earn, pay freeze, pay rise, payroll, pay-slip, pay talks 2 to give money to someone in exchange for items or services: We're paying more than the market rate.

Pension n a regular payment made to a person after they have retired from active work: Some businesses have decided to ask their staff to contribute another one per cent towards their pensions. Collocations pension fund, pension contribution

Reward *v* to give a payment for services performed or for excellent work or behaviour: We like to reward our staff when they reach the objectives. – reward *n* – rewarding *adj*

Salary n an amount of money paid every month to an employee in exchange for their services: Salaries are always paid in the local currency. – salaried *adj* Collocations be on a salary of, earn a salary, negotiate a salary, salary scale

Law suit *n* Collocations take legal action, win a legal action

Severance deal /pay n money paid by an employer when an employee's services are terminated: Severance pay for top executives has increased significantly in recent years.

Stock option n an option given to executive employees allowing them to buy shares in the company at a favourable price: Microsoft has announced that it plans to end stock options for employees.

DEVELOPMENT

Consortium n an association between two or more companies to work together on a specific project (usually a major construction or engineering project): SK Gas has formed a consortium with automakers to produce gas-powered vehicles.

Cost 1 n the price paid for something: *The total cost for the new equipment will be \$50,000.*

2 the money that is required to produce or sell something: It looks like production and labour costs will be higher than we expected. – cost v Synonym overheads n Collocations *fixed costs, variable costs, cost-cutting, cost control, cost-effective, incur a cost*

Development 1 n the growth and expansion of a business, industry or economy: The OECD provides advice and assistance on all aspects of development. 2 research to produce new, improved products: Our company is actively pursuing the development of new biotechnology solutions. 3 a change or alteration: Another recent development has been the arrival of Asian companies on the market. – developer n – developing *adj* Collocations research and development (R&D), developing countries

Loan n money lent to an individual or organization: The World Bank has agreed to a five-year loan of \$125m - loan v Collocations apply for a loan, bank loan, interest on a loan, take out a loan

Negotiation n the process of negotiating a business deal: The success of the negotiations will depend on the financial terms of the deal. – negotiate v – negotiator n Synonyms talks n [plural] Collocations negotiate an agreement /a deal, negotiation skills

Prosperity n a state of being rich, having economic success: The nation's future prosperity will depend on developing a highly-skilled workforce. – prosper v – prosperous *adj*

Reserve 1 n the amount of something kept for future use: Shell has revised its estimate of available oil reserves. 2 an amount of money set aside from profits: Ten per cent of earnings have been transferred to reserves. – reserve v Synonym resources n Collocations hold in reserve, use up reserves

Revenue n money received especially from selling goods and services: Revenues have increased by six per cent to £183m.

Wealth n the amount of money or possessions owned by an individual, organization or country: Accumulating wealth is the key to financial independence. – wealthy *adj* Collocations acquire /accumulate wealth

MARKETING

Barrier to entry n any factor which prevents new competition from entering a market: A strong brand can become a barrier to entry in some markets, while a simple product cannot.

Benefit n an advantage or an improvement: One benefit of the new design is that it can be installed easily. – benefit [+ from] v – beneficial *adj*

Logo n a sign or symbol used as a trademark to represent a company or a brand: The Nike 'swoosh' is an instantly recognizable logo.

Brand n the identity of a product or service: Eastman Kodak is a premier brand in traditional and digital imaging. – brand v Collocations brand image, brand leader, brand loyalty, brand manager, brand management, brand name, brand-stretching, cross-branding, own brand, premium brand

Consumer n a person who buys products and/or services: Nokia is committed to providing consumers with the information they need. – consume v – consumption n Collocations consumer goods, consumer research, consumer survey

Marketing mix n the four different components of marketing: 1. Place n the distribution and delivery of goods to market 2. Price n the amount of money for which something can be sold. – price v Collocations cost price, cut price, fixed price, list price, retail price, purchase price, recommended price, wholesale price, price-list, price-tag, price war 3. Product n normally a manufactured item but also refers to everything that surrounds the product: the brand, the packaging, the product's features and performance characteristics. 4. Promotion n activities that help sell a product

Premium n a price that is higher than the standard price, usually due to higher quality: Organically grown foods are sold at a premium. Collocations premium rate

Promotion n a method of communicating and publicizing a product: America Online plans to launch a promotion on Thursday that will let its members download feature films. – promote v – promotional *adj* Collocations seasonal promotion, promotional campaign, promotional price

Point of sale abbreviation POS n the place where a consumer can buy a product or service: New electronic systems can approve credit for customers at the point of sale.

OUTSOURCING

Back office n the departments of a financial company where routine administrative tasks are done without direct contact with customers: Efficient management of the back office can reduce costs.

Business process n any activity that is essential for a firm to conduct its business: Organizations that have complete control over their business processes are the most productive. Collocations business process re-engineering

Database n an organized set of information stored in a computer: We're currently updating – all our customer files in the database.

Downsize v to reduce the number of employees in an organization: European companies are continuing to downsize their manufacturing operations. – downsize v Synonyms lay

Knowledge work n work that involves developing or using knowledge: The probability of most business today depends more on knowledge work than on manual work. – knowledge worker n

Offshoring n transferring work to an outside supplier based in another country: Offshoring is only suitable for tasks that have been clearly defined and can be managed at a distance. – offshore *adj* – offshore n Synonyms outsource v

Outsource v transferring work to an outside supplier: We are planning to outsource all of our IT operations to an Indian supplier. – outsourcing n Synonyms subcontract v

Overhead n cost that does not vary with output (e.g. rent, salaries): The pressure on corporate management to reduce overheads is increasing. Synonyms fixed cost n

Pilot project n a trial project to test performance: The pilot project will start operating.

Productivity n the relationship between the output of goods and the resources needed to produce them: Productivity Has continued to grow strongly.

Saving n money and materials saved by economical working: New construction techniques resulted in a saving of 25 per cent of operation and maintenance costs. – savings [plural] Synonym economy n Collocations cost saving, make savings

Service provider n a company that provides services for users especially in computer networks: There are several issues to consider when selecting a service provider.

Shortage n a lack or scarcity of something: Silicon Valley is facing a shortage of skilled programmers.

FINANCE

Balance sheet n a statement showing the wealth of a business or organization at a particular date. The balance sheet has two parts.

Showing assets and liabilities: Buildings and machinery are assets that should be listed on the balance sheet. Synonyms statement of financial position n

Bankrupt *adj* unable to pay your debts: The Company is almost bankrupt and will need to secure a loan to survive. – bankrupt v, n – bankruptcy n Synonyms insolvent *adj*

Bottom line n the last line on a financial document which shows the final result (total profit once all costs have been deducted): Falling sales are going to have a negative impact on the bottom line.

Expense 1. n money spent: We have significantly reduced our expenses over the last five years. – expenditure n Synonyms spending 2. n money spent by an employee that can be claimed back: I put the restaurant bill on expenses. Collocations expense account, expenses deiform, claim expenses

Financial statement n a document showing the state of the finances of an organization or – business: Financial statements must be completed by the end of August.

Forecast n an estimate of a future situation: according to forecasts, prices will rise more lowly next year. – forecast v Synonyms rejection n

Income statement n a financial statement showing revenue, expenditure and profit from operations during a given period: Enron's income statement did not accurately reflect its losses. Anonyms profit and loss account n statement of earnings n

Mismanagement n poor quality management: deficit of cash flow is often due to mismanagement. mismanage v

Profit and loss account n a financial statement showing revenue, expenditure and profit from operations during a given period: hold's profit and loss account did not show all s losses. Synonyms income statement n statement of earnings n

Regulator n a government agency responsible for overseeing a profession or an activity: Stock market regulators are in charge of protecting investors. – regulation n Synonyms controller n

Exchange Commission abbreviation SEC the US agency responsible for stock market regulation: The SEC is currently investigating ten ises of fraud.

RECRUITMENT

Accountable *adj* responsible for the effects of your actions: Managers are accountable for the performance of their employees. Synonyms responsible [for] *adj*

Applicant n a person who is applying for a position: All applicants are asked to provide a letter of reference. – apply [+ for] v – application n Synonyms candidate n

Assign v give someone a particular task to do: Employees are assigned duties that correspond to their skills and training. – assignment n

Cover letter n a letter written to an employer in response to a job advertisement: Candidates should send a cover letter with a copy of their CV.

Curriculum vitae abbreviation CV n a document that gives details of a person's experience and qualifications: Her CV is fairly typical for a business graduate. Synonyms resumé n

Deadline n the date by which something has to be completed: The deadline for applications has been extended until the 25 May. Collocations fix a deadline, meet a deadline, miss a deadline, set a deadline

Empower v give someone the power or ability to do something: Staff are empowered to shape their career development. – empowerment n

Hire v employ someone: Businesses are hiring as job growth booms. - hire n Synonyms recruit v employ v Collocations hiring and firing, hiring manager

Payroll n 1 a list of the employees in an organization 2 the administration of employee pay: Salaries are calculated according to the number of days that employees are on the payroll. Collocations payroll management, cut/reduce the payroll

Qualification n an examination passed at school or university: Candidates must have qualifications in accounting. – qualify v – qualified *adj*

Resume n a document that gives details of a candidate's experience and qualifications: Preparing a good resume should be the starting point for all job seekers. Synonyms Curriculum Vitae

Screen v to examine or test people: Each candidate is screened for education, experience, expertise and salary.

Train v to teach someone the skills of a particular job or activity: Staff are trained to watch for situations where they may be required to help. – training n – trainee n – trainer n

COUNTERFEITING

Copycat n the term for someone who copies the work of another person: The Australian government has announced that it is cracking down on copycats.

Copyright n the legal right that belongs to the person who has created a new artistic work or piece of software: All of the graphics and editorial content on this site are protected under US copyright.

Currency n the type of money that is used by a particular country or trading bloc: The euro is the currency of most member states of the European Union. Synonyms money n Collocations foreign currency, hard currency, currency dealer, currency exchange rate, currency trading

Defraud v to cheat another person by taking something that they own: He admitted defrauding his employer of more than £1m.

Enforce v to make people obey a law or rule: Enforcing a patent can be a long and expensive process. – enforcement n – enforceable *adj*

Fake n a copy or imitation of a genuine article: Experts have identified the components as fakes. – fake v Synonyms copy v – copy

File-swapping n exchanging files between computers on a network: Record companies tried to close down the illegal file-swapping website.

Infringement n a breach of the law or of another person's rights: The company is being sued over infringements of copyright technology.

Intellectual property n something that a person or business has invented and which is protected by patent: All international businesses are having to spend more on protecting their intellectual property.

Patent n a special right given to the inventor of a machine or process: Some governments do not recognize patents on software. – patent v – patented *adj* Synonyms copyright n Collocations patent pending, patent office

Piracy n infringement of copyrights: The association has launched a campaign to fight software piracy.

Profitability n the ability of a business to earn profits: Increased labour costs have reduced our profitability. – profit n – profit v – profitable *adj*

Trademark n a special, registered picture or symbol that is associated with a particular brand or product: Our trademark is now well-known in most countries in the region.

MARKETS

Bid n an offer to buy something at a stated price: All bids must be submitted in writing. – bid v – bidder n – bidding n Synonyms offer n Collocations make/accept/reject a bid, takeover bid

Business to business abbreviation B2B *adj* refers to any business or correspondence between two companies: The BIB sector will be the biggest growth, area in internet traffic.

Dealer n a person who specializes in trading a particular type of goods: The company only uses authorized dealers who are fully trained. – deal n – deal v Collocations /foreign exchange dealer, broker-dealer, dealership, make/reach/conclude a deal, raw deal

Demand n the quantity required to supply orders: Total petroleum demand has increased by one per cent. Collocations supply and demand

E-business n business to business relationships conducted using internet technology: IBM is one of the leading suppliers of e-business solutions.

E-commerce n selling activities that are conducted using internet technology: Some consumers still lack confidence in e-commerce.

Glitch n a minor fault with a computer program or machine: A glitch in the computer system has led to the cancellation of several flights. Synonyms malfunction n bug n

Gross v to calculate revenue before tax and other charges have been deducted: The film grossed \$8.5m in the first two weeks. – gross *adj* Collocations gross profit, gross margins, gross national product, gross domestic product (GDP)

Inventory n a list of the stocks held by a business: New software has made it possible to control inventory more accurately. Synonyms stock n

Market research n the work of finding out what kind of goods consumers want: Conducting online surveys is a new and promising approach to market research.

Mass market n the market for standardized consumer products: Licensing is one way for small businesses to enter the mass market. – Mass-market *adj*

Merchandising n clothes and other products based on a popular film, TV show, etc and sold to make additional profits: Star Wars merchandising made far more profit than the films.

Price setting n fixing the prices at which goods and services will be sold: In price setting you try to estimate how much customers will be prepared for an item

Real estate n property in the form of land or houses: Investing in real estate is not as risk free as some people think. Synonyms property n realty n Collocations estate agent BrE

Tender n a written offer by a supplier to provide goods or services at a certain price: Your tender has been accepted at the agreed price. – tender v

Aid n assistance given to a country or organization in difficulty: The World Bank is repeating its call for rich countries to increase the amount of aid given to the poorest nations. – aid v

Boycott n a protest where people refuse to buy or use a product or service: The consumer group is calling for the: boycott of all tobacco products. – boycott v

Charity n a non profit-making organization that collects goods and money in order to provide assistance: The charity managed to raise \$3m for Homeless people in the UK.

Debt relief n the cancellation or reduction of a debt: The government is firmly committed to a programme of debt relief.

Demonstration n a march to publicly protest about something: The demonstration will take place at G7 summit on 10 June.

Fair trade n a movement which promotes fairer trading conditions for developing countries: Fair trade gives consumers an opportunity to help change the world.

Grant n a sum of money given to a person or organization to help them to pay for something: The Central Development Fund Has awarded a grant of \$7.5m. - grant v

Income n money received by a person, family or organization: In some parts of the country incomes have fallen by as much as 25 %. Synonyms revenue n Collocations income tax, gross income, net income

Litigation n legal action against an individual or organization: Litigation has increased significantly over the years. – litigate v – litigator n

Lobby v to try to persuade a government or organization to change a policy or situation: Big companies are lobbying the president to open up marine reserves for oil drilling. – lobby n lobbyist

Petition n a document signed by many people asking someone in authority to change something: So far, five thousand people have signed the petition. – petition [+ against/for]

Pressure group n a group that tries to influence the opinions of other people: The pressure group is coordinating the protests.

Protectionism n protecting a country's trade by taxing foreign goods: Protectionism usually increases the prices of basic goods to the consumer.

Quota n an official limit on the amount of something: Quotas have been imposed on 25 categories of imported clothing.

Subsidy n money given by a government to certain producers to help them to produce without losing money: World Bank economists are urging rich countries to cut subsidies to certain industries. – subsidize v

Taxpayer n any person or organization that is liable to pay tax: Taxpayers will pay more to subsidize the development of alternative energy sources.

COMMUNICATION

Correspondence n writing, receiving and answering letters: I'm catching up on my correspondence. –correspond v

Information technology abbreviation n the technology of processing, storing or transmitting data by electronic means: Information technology has revolutionized all aspects of management.

Mobile n a wireless telephone: The introduction of colour screens and digital imaging have made mobiles even more essential. Synonyms cell phone n

Overload n an excessive quantity of something: You may be overwhelmed by the overload of information that is available on the net. -overload v

Prioritize v to put things in the order of importance so that you can deal with the most important things first: Prioritizing your work will help you to avoid backlogs.

Process v to deal with information or documents: All the data is processed on the server. –

Product recall n a situation where a defective product is withdrawn from the market and returned to the manufacturer: Product recalls of children's toys are now very rare.

Text messaging n a system which allows short text messages to be communicated by telephone: Text messaging is far more popular than voice calls. Synonyms SMS (Short Message Service) n

White-collar *adj* employees who work in offices: White-collar jobs are moving abroad.

LOGISTICS

Distribution n the arrangements and activities required in order to get goods from the manufacturer to the consumer: Distribution is organized via a product list.

Finished goods n [plural] goods or products that are ready to be sold on to consumers: We keep close track of the stock levels of our finished goods.

Freight n the transportation of goods by air, sea, rail or road: All freight is paid by the customer. – freight v Collocations air-freight, freight car (AmE), /freight train, freight forward

Grey marketing n selling products without the authorization of the trademark owner: Any authorized dealers who resort to grey marketing will be immediately suspended.

Haulage n the business of transporting goods by road or railway: We are haulage and warehousing company based in Poland. Collocations road-haulage

Loading bay n the area in a factory or warehouse where goods are loaded for transport: When a truck arrives at the loading bay an employee registers the delivery.

Pilot v to test a new idea or product: We are piloting new ways to improve our supply chain management. Synonyms test v trial v

Raw materials n [plural] materials such as minerals and hydrocarbons which are used in a production process: Securing long term supplies of raw materials is critical.

Ship v to move goods from one place to another: This order is being shipped to Puerto Rico. – shipment n – shipping n – ship n Synonyms deliver v

Supply chain n the interactions between the suppliers, manufacturers and distributors when making and selling a product: Information technology has changed the dynamics of the supply chain Collocations supply chain management

INNOVATION

Achievement n something that you succeed in doing by your own efforts: Designing the first laptop computer was one of his greatest achievements. – achieve v – achiever n

Borderline n the point at which one thing ends and another begins: Many products fall into the borderline between different product categories -borderline *adj*

Breakthrough n an important new discovery: The iMac was a major breakthrough in computer design. Collocations make a breakthrough

Business practices n [plural] the methods used to conduct business: The Company is running a scheme to encourage best business practices.

Design v to make a drawing or plan of something that will be made: At the moment she's designing a new range of furniture to be used in schools. – design n – designer n – designer *adj* Collocations designer goods, designer label, designer ware,

Feature n an important part of something: The programme has a number of interesting new features. –feature v Synonyms characteristic n Collocations product features, special features

Generic *adj* a product that does not have a trademark: Generic drugs sell at a much lower price.

Mass-production *adj* produced in large quantities: Many companies have moved their mass-production overseas to cheaper markets. – mass-produce v – mass-production n

Prototype n the first form that a new design takes: The prototype has revealed areas where the design can be improved.

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