

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ**  
**Федеральное государственное бюджетное образовательное учреждение**  
**высшего профессионального образования**  
**«Нижегородский государственный**  
**лингвистический университет**  
**им. Н.А. Добролюбова»**

**ОБРАЗОВАНИЕ И КАРЬЕРА**

(ЧАСТЬ 2)

**УЧЕБНО-МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ**  
**ДЛЯ СТУДЕНТОВ II КУРСА ПО СПЕЦИАЛЬНОСТИ**  
**«МЕЖДУНАРОДНЫЕ ОТНОШЕНИЯ»**

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Учебно-методические материалы предназначены для целенаправленной работы над английским языком как основным иностранным (специальность «Международные отношения»). В основе отбора материала и создания системы упражнений – разработанная кафедрой английского языка и американистики концепция обучения английскому языку в контексте американской культуры и технология обучения критическому мышлению.

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## **Introduction**

### ***To the Teacher***

“Education And Career Making” was developed as part of the integrated course “The World We Live In” for the intermediate level and is aimed at developing speaking and listening skills. It can be used as a core manual for the English language instruction of sophomores majoring in International Relations or as supplementary materials for students of other majors. It’s highly flexible and can be very beneficial for and easily integrated into other educational materials used in class or for individual study.

The materials have been specially designed for students majoring in International Relations as a course of English for specific purposes and have been successfully tested in the classroom.

The manual is carefully organized by unit theme, vocabulary, learning strategies with the focus on developing critical thinking skills. Implementation of active learning strategies helps achieve a high level of language proficiency even within a limited time frame.

The materials are an accumulation of several years of work on the projects “Culture-based Language Learning” and “Developing Critical Thinking through Reading and Writing” (RWCT). Learning a foreign language in the context of its culture helps to teach students to avoid an ethnocentric view of foreign cultural patterns that may differ drastically from the students’ own lifestyle and patterns of thinking and behavior. Bringing the philosophy, methods and strategies of developing critical thinking into a language classroom and using them in a three-stage format of the lesson (evocation, realization of meaning, and reflection) increases the students’ involvement and motivation. In the process of cooperative learning in student-oriented classroom students acquire well-organized learning strategies. They learn to take charge of their learning process: set their educational goals, plan carefully, and manage their time effectively, take correc-

tive actions when necessary, and evaluate the success of their efforts at learning. The success of their learning strategies is linked directly to positive self-concept and motivation. Thus, the offered methods and strategies promote students' personal, social and academic growth which helps students gradually turn into strategic or life-long learners.

### ***To the Student***

I hope this year you'll learn with the same enthusiasm and love of English you shared with your group mates in the first year. I hope you haven't forgotten the slogan a group of our students created for the American program: "Can American English be learned without a smile?" Some of those former students are already your teachers and maybe now you know that English can't be taught without a smile. The atmosphere in the language-learning classroom, as well as cooperation and hard work, will help you achieve a high level of language proficiency even within a limited time frame. The three-stage format of each lesson and critical thinking strategies that you will gradually acquire will help you enjoy being an active participant of creating learning environment. Working in pairs and in small groups you will learn to analyze the ideas and make conclusions, to ask "smart" questions and be argumentative in group discussions and creative writing, to see the value of your own opinion and the opinions of others. Learning from your teacher, your group mates and yourself you will become a fluent speaker, an active listener, and a creative writer.

You are already familiar with a number of critical thinking strategies that you may apply to become mature writers and sophisticated readers. In this unit we will focus on both reading and writing strategies that promote high-level thinking. You will practice asking your own questions focused on analysis, synthesis, application and evaluation. Texts for reading that give food for thought and discussion will help you produce a variety of opinions and learn both to defend your own point of view and to learn to understand and appreciate other

people's opinions that may differ from your own. You will be given a free hand in using graphic organizers to group your vocabulary and ideas and formulate your arguments for debate. Together with your groupmates and your teacher you will choose vocabulary to activate and problems to discuss. You will also practice paragraph writing, learn to write formal letters, resumes, articles and essay.

My colleagues and I hope that thinking and learning skills that you will continue acquiring in the language classroom will not only develop your linguistic competence but will also teach you how to meet challenges, make decisions and realize your potential. Discussing social issues and burning problems will make you active and responsible builders of your own educational environment and your life.

Good luck in your challenging and exciting experiences in the thinking classroom!

### ***Acknowledgments***

I'd like to express my appreciation , first and foremost, to Anna Gladkova who was the first to bring RWCT strategies to the faculty, and all the staff of the American Institute, now enthusiastically involved in the project "RWCT for Higher Education" .

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L. Levina

## MODULE I

### FIRST JOB EXPERIENCES

#### Unit 1

#### TIME TO WORK

#### Evocation

1. Analyze the information given in the table:

#### Work days

	Brazil	the UK	South Korea	the USA	Russia
Average number of working hours per week	44	44	48	40	?
Average number of paid vacation days per year	20-21	27	20	12	?
Number of national holidays	10	8	10	11	?

2. Talk about these questions:

- Which country would you like to work in? Why?
- Is it a good idea for student to have a job? Why or why not?
- What part-time jobs are most popular among students in your country?

3. Read these utterances and answer the question: "Why do these students work?"

#### The Daily Grind

#### Brandon Smith

I'm a junior in high school, and I have a part-time job in a restaurant. I bus dishes on Saturdays and Sundays from 8:00 till 4:00. I earn \$5.50 per hour. It isn't much money, but I save almost every penny! I want to go to a good university,

and the tuition cost goes up every year. Of course, I spend some money when I go out on Saturday nights.

### **Lauren Russell**

I'm a senior in high school. I have a job as a cashier in a grocery store. The job pays well – about \$6.75 an hour. I work every weekend after school from 4:00 until 8:00. I don't have time for homework, and my grades aren't very good this year. But I have to work, or I can't buy nice clothes and I can't go out on Saturday nights. Also, a car costs a lot of money.

### **Erica Davis**

I'm a freshman at college. College is very expensive, so I work in a law office for three hours every weekday afternoon. I make photocopies, file papers, and sort mail for \$8.25 an hour. The job gives me good experience because I want to be a lawyer some day. But I don't want to work every semester. I need time to study.

*4. Pair work: talk about these questions.*

- Look at the reasons why each student works. Who has good reasons to work? Who doesn't, in your opinion?
- How many hours a week does each student work?
- How much money does each student earn per week?
- What are the advantages and disadvantages of part-time work for students?
- Do you work part-time? Why or why not?

## **Realization of Meaning**

*Practice the dialog with your partner:*

### **Summer Jobs**

Tracy: Good news! I found a summer job!

Mark: That's great! Anything interesting?

Tracy: Yes, working in an amusement park. Doesn't that sound fantastic?

Mark: Sure, it does.

Tracy: So, have *you* found anything?

Mark: Nothing yet, but I've got a couple of leads. One is working as an intern for a record company – mostly answering phones. Or I can get a landscaping job again.

Tracy: Being an intern sounds more interesting than landscaping. And it's probably not as hard!

Mark: Yeah, but a landscaper earns more money than an intern. And you get a great tan!

### Reflection

1. Discuss summer job preferences of Mark and Tracy.
2. Complete the dialog.
3. Find some summer jobs listed on the Internet.
4. Speak about your possible summer jobs with your partner.
5. Class activity: conversation practice:
  - Go around the class and ask three people about their summer or part-time jobs.
  - What kind of summer or part-time jobs have they had? What were they like? Complete the survey.

Name	Job	Job duties	Good points	Bad points
1.				
2.				
3.				

4. Group work: Compare your surveys. Who do you think had the most unusual job? the best job? the worst job?
5. What summer job would you like to have if you join the program "Work and Travel"? Is it possible that you will be hired for this job?
6. What do you expect from your experience of working in the USA?

## Unit 2

### THE PART-TIME JOB

#### Evocation

1. *Pair work: Discuss the following questions:*

- If you could have any job, anywhere in the world, what would it be?
- What would be the worst job you could have?
- Would you like to do the same work your parents do?
- How old should people be before they begin to work?
- Should they have jobs when they are still at school / at the university?
- What are the advantages and disadvantages of working your way through college?

2. *Study the following vocabulary items that you will find in the dialog:*

**TO TAKE OFF** – to leave

**TO STRUGGLE THROUGH** – to fight with, to work very hard for or at something

**TO CHECK INTO** – to study something, to look into something

**NO WAY** (slang) – impossible

**TOUGH** – difficult, unfortunate

**OUT OF LUCK** – unlucky

**DON'T GET ME WRONG** - don't misunderstand me

**TO DROP OUT OF** – to stop attending an activity, to stop belonging to a group

**TO ARRANGE** – to plan, to put in order

**TO TAKE A LOOK AT** – to investigate, to consider, to examine something

**TO GIVE SOMEBODY A BREAK** – to give somebody a chance; to make things easier for that person

**NAH** (casual speech ) – no

**TO SHOW SOMEONE AROUND** – to help someone feel more comfortable by helping them learn about something

**IN THE MEANTIME** – for now

**PROOF** – evidence

**TO PRESENT A GOOD IMAGE** – to make a good impression

**FIRMLY** – strongly (but not too strongly)

**TO WORK OUT** – to happen to someone’s advantage; to happen the way you want something to happen

*3. Read the following questions before you read the dialog. Take a few moments to think about them. They will help you understand the dialog when you begin to read it:*

- Why has Fred decided not to take chemistry?
- When does Fred want to work?
- Where is the Student Job Placement Office?
- What does the job placement secretary ask to see?
- How late is the Student Job Placement Office open?
- Why doesn’t Fred want a job taking care of children?
- What do foreign students need to get part-time jobs?

### **Realization of Meaning**

*Read the following dialog twice. During the first reading concentrate on the main idea and new vocabulary. During the second reading find the answers to the questions given above.*

### **THE PART-TIME JOB**

Sharon: Hi, Fred. Good to see ya’ back. Are you ready for this semester?

Fred: I’m never ready for a new semester. I’ve still gotta buy my books, and the line at the book store is awful.

Sharon: You'd better hurry and get your chemistry book before they run out. I hear there're a lot more people in the class than they expected.

Fred: I'm not taking chemistry this semester.

Sharon: No kidding, why not?

Fred: The lab meets in the afternoon, and I've gotta find a job.

Sharon: I think there must be time when people choose careers because of their class schedules. My friend Bill became an engineer because all the engineering classes met on Tuesdays and Thursdays. Are you gonna have to drop out of school?

Fred: No way. I've worked it out so all my classes are in the morning. That way I'll have my afternoon free to work.

Sharon: Isn't that gonna be hard on you? If you go to school all morning and work all afternoon, you won't have much time or energy left to study.

Fred: I don't have any choice. My utility bill just went up again, my rent went up, and I need new tires for my car. The ones I have now are almost completely bald.

Sharon: That sounds tough. Where're you gonna look for a job?

Fred: I thought I'd check into the Student Job Placement Office here on campus first.

Sharon: I've never been there. Where is it?

Fred: It's downstairs. Right across from the cafeteria. Haven't you seen the sign that says "Student Job Placement Office" right on the side of the building?

Sharon: Yeah, I guess so, but I really never paid any attention to it. Maybe I'll go with you. It'd be nice to have a little extra money. Can anyone go in to ask them about jobs?

Fred: Sure. They have a few rules, though. They'll help you find a job if you're enrolled in classes now, or if you used to be a student.

Sharon: When are you goin' to the Student Job Placement Office?

Fred: I think I'll go there now. Do you wanna come?

Sharon: Yeah. I'd like to see what this is all about.

(In the Student Job Placement Office)

Secretary: Can I help you with something?

Fred: Yes, I'm looking for a part-time job.

Secretary: Are you a student here?

Fred: I sure am.

Secretary: May I see your student ID?

Fred: Here it is.

Secretary: This card isn't punched for the current semester. Do you have your registration card?

Fred: I think it's here somewhere. Ah, yes. Here it is.

Secretary: That's fine. If you fill out this application we can get started.

Sharon: Can I have one too?

Secretary: May I see your student ID?

Sharon: I left it at home.

Secretary: Oh-oh, You'll have to come back when you have some proof of enrollment.

Sharon: No problem. I can come back tomorrow. How late are you open?

Secretary: We're open until four-thirty.

( A few minutes later)

Fred: OK. I've finished filling out this application. What do I do now?

Secretary: Take a look at the job board behind you. Each of the cards is for one job, and each of the cards has a number on it. If you see anything that looks interesting, write down the numbers on the cards and bring them to someone here at the counter. We can usually send you out on two interviews a day.

Fred: OK. Do all of them pay the same wages?

Secretary: Most of them are right around minimum wage. Some pay a little higher. The only ones that pay lower are the child-care jobs.

Sharon: Hey, Fred, take a look at this. Here's a job for a tour guide. All you'd have to do is show people around. That sounds like fun. Do you speak Hebrew?

Fred: Hebrew? I have a hard enough time with English. Why?

Sharon: That rules out that job. They want someone who speaks fluent Hebrew.

Fred: See anything else interesting? Oh, look. Here's a section that says "Quick Cash". That's right up my alley. Hmmmm ... Herbal Life Products. Sales position. I've never been good at sales job. Have you found anything else?

Sharon: There are a lot of here under "Math" and "Engineering".

Fred: No, thanks. I have a hard enough time struggling through math myself.

Sharon: How about doing some yard work? There are a lot of jobs for students who can do clean-up work.

Fred: That sounds too much like physical labor. I get tired pretty easily.

Sharon: Here's one for a driver. You'd drive a truck for a furniture company.

Fred: Now you're talking. I've always wanted to drive a big truck. What's the number of the card?

Sharon: It's number 18.

Fred: Great! See anything else?

Sharon: Nah. That seems to be about it, unless you want a child-care job.

Fred: Give me a break. I have to take care of my little brother all the time. Don't get me wrong. It's not that I don't like kids, but I'd like to do something different for a change.

Sharon: I can understand that.

Fred: OK. I think I've found something. I'm interested in number 18 – the truck driving job. What do I do now?

Secretary: Let me look it up and find out where it is and what the hours are.  
Here we go. It's in the city. Is that OK with you?

Fred: Yea, that's perfect.

Secretary: Let me call them and tell them I'm sending you out for an interview.

Fred: OK, fine.

Secretary: Can you be there tomorrow at one o'clock?

Fred: Sure. Is there anything else I should know about the job or the interview?

Secretary: Not really. Just be sure you're on time. Of course, it's important that you're neatly dressed and clean, so that you present a good image. And make sure that you shake hands firmly. It's important that you appear confident and responsible. Because it's a driving job, they're going to check your driving record and make sure that you have a valid driver's license.

Fred: Oh, thanks for help. I've got a couple of friends who would probably like to get part-time jobs, too.

Secretary: Just send them in. That's what we're here for.

Fred: OK, I'll do that. They're international students. Will that make a difference?

Secretary: You mean they're here on student visas?

Fred: Yeah, I think so.

Secretary: That does make a difference. The Department of Immigration and Naturalization sets some pretty serious restrictions on foreign students. They are allowed to work part-time, but only under special circumstances, and usually with written permission from INS. I'm sure that someone in the international student's office can answer these questions.

Fred: OK. I'll pass all the information. Thanks for all the help.

Secretary: Anytime. Please come back and tell me what happens when you go out on that job interview. If that job doesn't work out, I'll be happy to help you find something else if I can. Also, you know we have career planning classes and counselors who can help you prepare for job interviews as well as answer any questions you may have about the working world. There are no restrictions with the classes and the counseling we offer.

Fred: That's really good to know. When I get ready to start making decisions, I'll check with you first.

Sharon: Hey, Fred, I'm going to take off now. I have to get to class. See ya' later in the cafeteria, OK?

Fred: Sure, see ya'.

Sharon: Let me know how it works out with the job.

Fred: OK, see you later.

Sharon: OK. Bye.

## Reflection

*1. Give the definitions and Russian equivalents to the following vocabulary items:*

to take off	
to struggle through	
to check into	
tough	
out of luck	
to drop out of	
to take a look at	
to give somebody a break	

to show someone around	
in the meantime	
proof	
to present a good image	
to work out	

2. Use the words above in the sentences of your own.

3. Postreading questions. Answer in complete sentences.

- What kind of job would you like to have now / in the future (after graduation)?
- Do you think it's hard to find a good job?
- How would you present a good image if you were looking for a job?
- Do you think it is easier for a man to get a job than for a woman?

4. Cross-cultural comparison: working in groups, discuss the following:

- Do many students work in your country?
- How do they find part-time jobs?
- Are there any typical working places where students in your country work?
- What makes Russian students work part-time?
- Do you know any examples when a part-time job helped a student in making his/her future career?
- What gives students in your country the most satisfaction in their work?

5. In a recent survey, people were asked what they enjoyed the most about their work and what gave them the most satisfaction. Here are some of their comments:

"The pay is good."

"I'm my own boss."

"I get long vacations."

"The people I work with are great."

"I enjoy the responsibility."

"I get to travel a lot."

"There are a lot of opportunities for promotion."

"I don't like responsibility, and there isn't much of it in this job."

"I like making decisions."

"I like meeting people."

"I like working alone."

- Which things are most important for you in a job?
- Which are not important for you?

6. *Make a list of the three most important and the three least important things.*

7. *Discuss your choices in small groups. Did the discussion make you want to change your list?*

8. *Work with a partner. Discuss the advantages and disadvantages of having to work for a living.*

Useful expressions

I think it's important...

The best/worst things about my job are...

I like being able to...

I hate having to...

It doesn't really matter if...

I'd rather have a job that...

9. *Write about:*

- A job you would be good at.
- A job that you could never do.

## **Unit 3**

### **CAREER MAKING**

#### **Evocation**

1. *What career opportunities does your major offer?*

2. *Brainstorm in small groups considering the issue:*

- qualities and skills necessary for your future job.

3. *Make up a list of these traits and skills and present it to the class.*

## **Realization of Meaning**

*Compare your list with the one presented on the next page. Is it similar to yours?*

## **DIPLOMATIC QUALITIES AND SKILLS**

### ***DIPLOMATIC QUALITIES***

Diplomatic qualities are either physical or mental attributes a person is born with or the result of cultural environment and upbringing. Natural attributes cannot be acquired but they can be developed. Missing qualities resulting from upbringing and cultural environment can be acquired.

#### ***PHYSICAL QUALITIES***

- Robust Constitution
- Good Health
- Resilience

#### ***MENTAL QUALITIES***

- Balanced Personality
- Open Mind
- Tolerance
- Natural Curiosity
- Friendly and Outgoing Disposition
- Good Listener
- Ability to Put Oneself in the Place of Others to Whom They Are Speaking
- Patience
- Intelligence and Capacity to Learn Quickly
- Courtesy and Good Manners

### ***DIPLOMATIC SKILLS***

In addition to having at least a basic knowledge and understanding of various academic subject areas, a diplomat will require a set of skills that will enable

them to apply that knowledge. Certain skills like language proficiency may require a natural predisposition, but basically all can be acquired. They include:

- Language Proficiency
- Information Management
- Information Technology Proficiency
- Interaction with Media
- Negotiation and Arbitration
- Diplomatic Behaviour and Protocol

### **Reflection**

1. *Can you remember any diplomat you happened to meet/ see? Does he/ she possess any of the listed qualities?*
2. *Where else, besides, diplomatic service, your education may help you find attractive job offers?*
3. *What do you plan (expect) to be doing in 5 / 10 years?*

## **MODULE 2**

### **JOB HUNTING**

#### **Unit 1**

#### **APPLYING FOR A JOB**

#### **Evocation**

*1 Conversation: listen and practice.*

A: Are there any interesting jobs in the paper (listed on the Internet) today?

B: Well, here's one for your guide. But you have to work Saturdays and Sundays.

A: I don't want to work on weekends.

B: Neither do I. Oh, there's another here for a salesperson. It's a job selling children's books.

A: Sounds interesting.

B: Yes, but you need a driver's license, and you have to work some evenings..

A: I don't mind working evenings during the week. And I enjoy driving. So, what's the phone number?

B: It's 798-3455.

2. *Complete the conversation. Call about the job. What else does the job require?*

3. *Pair work: talk about these questions:*

- What impressions do you try to give in an application letter?
- Should an application letter be handwritten, typed, or laser-printed?
- How important is a well-presented CV or resume?
- Do you always tell the absolute truth in application letters?

## **Realization of Meaning**

1. *Pair work: look at this job ad.*

What would be its attractions – what might be its drawbacks?

### **Work in BERMUDA!**

*ACME Atlantic* are a well-known and respected trading company. We handle imports directly from manufactures in 35 different countries, often to our own specifications, and currently export to 46 different countries worldwide.

We are looking for enthusiastic people to work in our office in Bermuda on temporary 3-, 6- and 9-month contracts. Applicants must be able to speak and write at least one foreign language fluently and can be nationals of any country.

Experience in import/export will be an advantage, but as special training will be available this is not essential. The main requirements are the willingness to work as a member of a team, to cope with pressure, to use the telephone in a

foreign language and in English and to be prepared occasionally to work long hours when necessary.

There are several posts available and long-term prospects are good, though initially all successful applicants will be contracted for a maximum of 9 months.

The salary we will offer is excellent. We will pay for your return air fare and provide adequate accommodation at a nominal rent.

*Please apply in your own handwriting, enclosing your resume, to Charles Fox, European Sales Office, ACME Atlantic Ltd, 45 Pentonville Road, London EC2 4AC.*

2. *Pair work: Look at this resume.*

- In what way is the applicant suitable for the job?
- Study the way the resume is organized.
- Write your own resume. (You will find more information on writing a resume and cover letter in t Appendix).

**Kevin Miguel Willis**

Address 1090 Madison Avenue  
Sheboygan  
WI 53081

Res. phone @ fax 555-5656898

Date of birth 2/21/71

Professional Aug.1998-present

experience Valentine International Export clerk

Jan.1995-July 1998

Chicago Products Marketing assistant

May1994-Dec.1994

Self-employed travel guide

	Jan.1994-May1994 Unemployed
Education and training	1990-1992 Green Bay High School, Green Bay, Wisconsin 1990-1988 Oshkosh Junior High School, Oshkosh, Wisconsin
Interests	Mountain biking, reading, hiking, skiing, Sailing
Languages	Fluent Spanish (my mother is Mexican), good conversational French
References	Ms Daphne Stern, Sales Vice-President, Valentine International, 2205 Jackson Street, Oshkosh, WI 54901  Ms Francine Dexter, Marketing Director, Chicago Products Inc., 4450 Capitol Drive, Milwaukee, WI 52303  Mr James Wong, Atlas Travel, 9004 South Michigan Avenue, Chicago IL 60607

3. *Pair work: look at this application letter from another applicant for the job.*

- In what ways does Arthur Dent seem suitable (or unsuitable) for the job?
- In what ways are YOU better qualified for it?

Dear Mr Fox,  
Work in Bermuda

I noted with interest your advertisement in today's Daily Planet.

You will see from the enclosed CV that I have three years experience in marketing. My responsibilities have included all types of administrative work, product development, arranging and attending presentations, working with clients and solving problems that arise.

Although I have an excellent relationship with my present employers, I feel that my prospects with them are limited and that there would be more scope for my talents with a larger, more dynamic company.

If you consider that my qualifications and experience are suitable, I should be available for that interview at any time.

Yours sincerely,  
 Arthur Dent

## **Reflection**

*1. Pair work: imagine you want to apply for the job. Draft an application letter, following the guidelines:*

- Introduce yourself: name, age, nationality, etc.
- State when you are available.
- Describe your relevant experience – or justify your lack of experience.
- Describe your skills in your own language, English and other languages.
- Describe how you meet the requirements of the job.
- Say when you are available for interview.

*2. Discuss each student's draft in class and then revise your draft at home.*

*3. Watch the video sequence "Mistake Identity" and reproduce the events in the name of one of the personages.*

## Unit 2

### \*Supplementary Reading for Pleasure

#### JOB SEEKING

*Read the following extracts, using the dictionary if necessary. Make up questions that will help you discuss them.*

##### Selection 1

#### Vital Tools for Survival in the Job Market

Survival in the job market includes possession of several vital tools that you will need in order to be successful in your job search...

Resume, Cover Letter, Follow Up Letter, Reference Letters, Interview Skills, Professional Attire, Job Leads, and more!

#### Marketing Yourself

Conducting a successful job search is not unlike managing a campaign or marketing a product. Your particular approach to job seeking can be as extensive as you wish. You will have to decide how you want to focus your job seeking energies.

- **Shotgun Approach:** A campaigning strategy in which you canvas a large number of potential employers with a general resume and form letter. Success depends on the quantity of applications.
- **Rifle Approach:** A targeting strategy in which you pinpoint a select number of potential employers with in-depth research, tailor-made resumes, and personal letters. This approach requires detail and focus and a lot of follow up activity. Success depends on the quality of the applications.

##### Selection 2

#### Traditional Job Seeking

These traditional methods of job seeking are effective for the 30 percent of the job market that is represented by ads that are publicly advertised. Job seekers should only spend 30 percent of their efforts utilizing these approaches.

- Reading classified ads in the newspaper
- Reading job listings in professional journals - Reading job listings in trade magazines
- Applying to corporate personnel offices
- Applying to a government employment office - Signing up with a private employment agency
- Visiting your college career center for posted job announcements

### **Non-Traditional Job Seeking**

These non-traditional, or more aggressive forms of job seeking are effective in penetrating the Hidden Job Market, which represents 70 percent of all jobs.

- Visiting your college career center for professional and alumni contacts - Utilizing personal and professional contacts
- Utilizing personal and professional referrals

### **Selection 3**

#### **What Executives Are Looking For**

These are 7 extracts from the interviews with a number of executives who had many enlightening points to make about the interview process. Following is what they said about interviewing; their comments will give you insight into the various philosophies and approaches used by interviewers.

#### **Heather Killen, SVP Worldwide Operations, Yahoo!**

Killen believes that to build a great organization, you need to hire "people that are smarter than you in particular areas." She treats each interview as a conversation. When interviewing candidates for senior-level openings at Yahoo!, Killen tries to find out "who somebody really is-how their head works." She says, "Initiative, intellectual curiosity, personal authenticity, and a reasonably high tolerance for ambiguity are important characteristics [in hires]."

**Wes Smith, COO, Del Monte Foods**

Smith looks for "where someone wants to go" in his or her career-but also looks at where he or she has been, not just in terms of recent jobs and education but in terms of life lessons. He says, "It's incredible how many smart people with excellent credentials are really clueless about what it might take to get people to work together. Considering that later in their career they will be responsible for managing hundreds or thousands of people, this becomes a significant issue. Personality, and the perception that a person could work well with others, no matter what their economic lot in life, counts for a lot. Any sign of elitism is the kiss of death."

**John Heiding, lecturer, Stanford Business School, and former Senior Director of Worldwide Recruitment for Booz Allen Hamilton**

"My favorite and most frequently asked question of MBAs is, 'What's the best practical joke you've pulled off, and why?' In that question I am looking a sense of creativity, a willingness to have fun, and at a deeper level an ease with others that's made evident by a willingness to joke around and take some risks. Moreover, the question breaks down some of the seriousness and tension in the interviewing room. And as a bonus, I've gotten a more than a few good ideas for my own practical joke endeavors! ..."In a more general category, I like to get a sense for how MBAs deal with graphical representations of relationships. Simply put, can they understand, interpret, and, more importantly, convey the meaning and the 'so what?' of a chart. So much of what a manager or a consultant needs to do consists of understanding numeric relationships and then conveying the key message to others. I'll place a relatively simple chart in front of first-years and ask them to explain it to me as though I was a client new to the concepts. This helps me identify individuals who are comfortable with analytical analysis and who can explain such relationships to others."

**Erik Lassila, Managing Director, Clearstone Venture Partners**

Lassila hires executives, including CEOs, for his portfolio companies. He says, "I want to find out if this is the person who really made things happen in his or her prior positions. Sorting the doers from the posers might be the hardest task of interviewing. Also, I always ask why the candidate wants the position-not because there is a right answer, but focus is on having candidates see a wide variety of interviewers. This approach provides both the candidate and us with a diverse set of perspectives upon which to base a decision. Most importantly, it enables a candidate to get a great deal of insight into the culture and determine whether there is an appropriate fit.

"As for favorite questions, there are as many as there are interviewers. I pay particular attention to a candidate's description of her or his developmental needs. Many candidates attempt to turn these into strengths or virtues-for example, "I work too hard."-which can show a lack of thoughtfulness or self-awareness. Those candidates whose answers demonstrate that they are aware of their challenges, and are open to addressing them, help rather than hurt their candidacy.

**Jim Beirne, Director of Recruiting - MBA Programs and Marketing, General Mills, and former Wharton Director of Career Services**

"While we use behavioral-based interviewing most of the time, I find that many applicants come in with too many prepared answers, and sound like politicians; no matter what question you ask them, they are going to give you a prepared answer. To get more to the core of the individual, I'll ask, "What motivates you to be as successful as you are?" followed up by, "Can you walk me through how you set your goals?" These questions get to more of the essence of the individual.

**Andy Miller, SVP and CFO of MarketFirst**

Miller uses a behavioral-based interviewing style and team approach for interviewing his direct reports, including summer MBA interns. He probes in

the following areas: strengths ("give an example and tell why others may consider it a strength"), weaknesses, accomplishments, motivation, examples of stressful situations, and ability to handle conflict.

Kam likes to ask interviewees to talk about their history-about how they got to where they are, what they want to do now, and what they aspire to in the future. In the course of the interview, Ken listens for the major decisions they've made and asks them to help him understand how they made those decisions.

### **Louis Amory, Partner, Bain and Co**

"I enjoy what I call the 'little sister' test for candidates with brilliant backgrounds MBAs or PhDs, for example. I select one of the most specialized items on their resumes-for example, their PhD thesis-and ask them to explain what it is as if I were their 6-year-old sister. It is a great way to test their ability to explain, synthetically and simply, very complex things. This skill is key in our business.

"In terms of the interview process, I try to have a clear assessment on the candidate by the end of the interview. Ten minutes before the end, I pause and ask myself, 'Am I clear [on how I feel about the candidate]?' I then try to focus on identified issues. I am often very direct, saying something like, 'I still need to be convinced on dimension x. Good candidates turn around this tricky situation.

## **Unit 3**

### **ATTENDING A JOB INTERVIEW**

#### **Evocation**

*1. Talk to your groupmates to find out if any of them has attended a job interview lately.*

2. *Ask them to share their experiences with the group.*
3. *Take notes on the helpful hints they might give you.*

### **Realization of Meaning**

1. *Scan the following articles to choose the one that seems to you more helpful for succeeding at a job interview.*
2. *Read the chosen article twice. During the first reading concentrate on the structure of the article and new vocabulary. During the second reading write out the helpful advice.*

### **Article A**

#### **HOW TO SHINE AT A JOB INTERVIEW**

This is the first page of a magazine article. Read it carefully, and then answer the questions.

The smart job-seeker needs to get rid of several standard myths about interviewing before starting to pound the pavement looking for a job. What follows is a list of some of these untruths and some tips to help you do your best at your next interview.

#### **Myth 1: The aim of interviewing is to obtain a job offer**

Only half true. The real aim of an interview is to obtain the job *you want*. That often means rejecting job offers you don't want! Incompetent job-seekers, however, become so used to accommodating employers' expectations that they often easily qualify for jobs they don't want. So, before you do back-flips for an employer, be sure you want the job.

#### **Myth 2: Always please the interviewer**

Not true. Try to please yourself. Giving answers that you think will suit a potential employer, losing touch with your own feelings (in order to get in touch

with some other person's feelings) and, in general, practicing an abject policy of appeasement are certain to get you no where. Of course, don't be hostile - nobody wants to hire someone disagreeable. But there is plainly a middle ground between being too ingratiating and being hostile. An effective interview (whether you are offered the job or not) is like an exciting encounter in conversation with your seatmate on an airplane.

**Myth 3: Try to control the interview**

Nobody "controls" an interview - neither you nor the interviewer - although one or both parties often try. Then it becomes a phony exchange between two human beings; no business is likely to be transacted. When somebody tries to control us, we resent it. When we try to control somebody, they resent us. Remember, you can't control what employers think of you, just as they can't control what you think of them. So hang loose when interviewing: Never dominate the interview. Compulsive behavior turns off your authenticity.

**Myth 4: Never interrupt the interviewer**

No dice. "Never talk when I'm interrupting," Mc George Bundy.

Good advice.

Study the style of effective conversationalists: They interrupt and are interrupted! An exciting conversation always makes us feel free - free to interrupt, to disagree, to agree enthusiastically. We feel comfortable with people who allow us to be natural. So, when interviewing, half the; responsibility lies with you. Do you seem uptight? Try being yourself for a change. Employers will either like or dislike you, but at least you'll have made an *impression*. Leaving an employer indifferent is the worst impression you can make. And the way to make an effective impression is to feel free to be yourself, which frees your interviewers to be *themselves!*

**Myth 5: Don't disagree with the interviewer**

Another silly myth. If you don't disagree at times, you become, in effect, a "yes" man or woman. Don't be afraid to disagree with your interviewer - in an

agreeable way. And don't hesitate to change your mind. The worst that could happen would be that the interviewer thinks, "There's a person with an open mind!" The conventional wisdom says "be yourself," true enough. But how many people can be themselves if they don't feel free to disagree?

### **Reflection on Article A**

*1. Give the definitions and Russian equivalents to the following vocabulary items:*

A(the) smart/incompetent job-seeker	
To get rid of	
To do your best at	
To obtain/offer a job	
To reject	
To get in/lose touch with	
To resent	
To interrupt	
To feel free to do smth.	
Appeasement	
Hostile	
To be transacted	
Compulsive	
Authenticity	
Uptight	
To accommodate employer's expectations	
In an agreeable way	
To hesitate	

*2. Use the words above in the sentences of your own.*

### 3. *Do you have the main ideas?*

Here are eight sentences. Only four of them express important ideas from the text. The other ideas are in the text, but they are not the author's main concerns. Choose the four main points, looking back at the text as often as you want. Then compare answers with some other students before discussing them with your teacher.

1. A good interview is like an exciting conversation during a journey.
  2. Remember that you are trying to find a job that satisfies *you*.
  3. Change your mind if you want to.
  4. Be yourself.
  5. Don't try to dominate the conversation with your interviewer.
  6. Try to let interviewers be themselves.
  7. Don't be aggressive.
  8. Don't be overly respectful of your interviewer.
4. *Sum up the recommendations given in the article.*

## **Article B**

### **PREPARING FOR THE JOB INTERVIEW**

This is the first occasion when you meet a prospective employer (or, more often, the employer's representative) face to face.

The key to a good interview is thorough presentation. If you have prepared yourself well, the interview will most likely run smoothly and you will present yourself confidently.

As soon as you are invited to attend an interview-or, better still, before you are called, start researching facts about the company (or organization, if it is a government establishment). Presumably, you will have done some research before submitting your letter of application. Now you need to identify additional

information, such as the number of persons the company employs, specific fields in which it is involved, work for which it is particularly known, its major products and services, important contracts it has received (news which has been released to the media), locations of branch offices, and the company's involvement in community activities. Such knowledge can be extremely useful during the interview, because it permits you to ask intelligent questions at appropriate places - questions which indicate to the interviewer that you have done your homework.

You also need to prepare for difficult questions an interviewer may pose to test your readiness for the interview and the sincerity of your application. You may be asked:

*Why do you want to join our organization?*

*How do you think you can contribute to our company?*

*Why do you want to leave your present employer? (Asked only of persons who are already employed.)*

*Why did you leave such-and-such a company on such-and-such a date? (Asked of persons whose resumes show no explanation for a previous employment termination.)*

*What do you expect to be doing in five years? Ten years?*

*What salary do you expect?*

If you have not prepared for such questions, and so hesitate before answering, an interviewer may interpret your hesitation to mean you find a question difficult to answer or there are factors you would rather conceal. In either case, you may inadvertently provide an entire misleading impression of yourself.

An interviewer who asks what salary you expect is partly testing your preparation for the interview and partly assessing how accurately you value yourself. For an undergraduate at a university or college, the question is largely

academic: undergraduates compare notes and quickly learn what starting salaries are being offered. But for a person who recently has been or currently is employed, the question is important and must be anticipated. Always know the salary you would like to receive and think you are worth. Avoid quoting a salary range, such as "between 19 and 22 thousand dollars," because it indicated uncertainty. Quote a definite figure, such as \$21,000, and you will sound much more confident. If you fear that the salary you want to quote may be too high, you can always add the qualification "...depending, of course, on the opportunities for advancement and fringe benefits your company offers."

You should be ready to ask questions during the interview. Just as the interviewer wants to acquire information about you, so should you want to learn things about the company and the opportunities it can offer? Consider what questions you would like answered, jot them onto a small card, and store the card in a pocket or purse. Then, when the interviewer asks, "Now, do you have any questions?", you can pull out the card.

Make the entries on your card brief and clearly legible, and keep the list short so you can scan it quickly. Remember, too, that the quality of your questions will demonstrate how carefully you have given thought to the interview.

- Use your voice to good effect: make sure everyone can hear you, speak at a moderate speed (thinking out your answers before speaking) and, where appropriate, let your enthusiasm show.
- Be ready to ask questions, but have a clear idea of what you want to ask before you pose them. An interviewer will recognize a good question and the clarity of thought behind it.
- If you do not know the answer to a question, say you don't know rather than try bluffing your way through.

- If you do not understand the question, again don't bluff. Either say you do not understand or if you think you know what the interviewer is driving at, rephrase the question and ask if you have interpreted it correctly. (Never imply that the interviewer posed the question poorly.)
- Use humor with great care. What to you may be extremely funny may not match the interviewer's sense of humor.
- Bring demonstration materials to the interview if you wish (such as a technical proposal or report you authored, or a drawing of a complex circuit you designed) but be aware that you may not have an opportunity to display them. If the topic they support comes remember that the interviewer does not have time to read your work, so the point you are trying to make must be readily identifiable. Never force demonstration materials on an interviewer.
- Do not smoke unless the interviewer also smokes and invites you to do so.

Finally, try to be yourself. Remember that interviewers want to see the kind of person you really are. If you relax and answer questions comfortably and purposefully, they will gain a good impression of you. If you try too hard to be the kind of person you think the interviewers want you to be, or to give the kind of answers you think they want to rather than the answers you really believe in, they may detect it and judge you accordingly.

### **Reflection on Article B**

*1. Give the definitions and Russian equivalents to the following vocabulary items:*

To run smoothly	
Presumably	
To submit one's letter of application	
Involvement in community activities	

To indicate to smb.	
To pose (address, put) questions to smb.	
Inadvertently	
To provide an entire misleading impression of oneself	
The opportunities for advancement	
To offer (provide) / get fringe benefits	
To bluff	

2. Use the words above in the sentences of your own.

3. Ask questions on the article.

3. Sum up the recommendations given in the article.

### Reflection on Articles A and B

1. Compare the advice you found in the article (articles) with the helpful hints your groupmates gave before reading. Do the ideas of your groupmates support or contradict the recommendations of professionals?

2. Practice the following dialog, paying attention to the idioms. Learn the idioms and the dialog:

### Giving It Your Best Shot

David: Ana, I'm leaving! *I'm off* to my job interview at Dynamic Corporation.

Ana: You look great, David! You don't *feel uptight*, do you?

David: No, not really. I *plan on* going in there and *giving it my best shot*.

Ana: Well, you certainly spent a lot of time *filling out* your job application.

David: I know I did. I needed *to come directly to the point*.

Ana: I think they'll realize that you *catch on* quickly and will make it as a leader.

David: Well, by being totally *up front*, they'll know exactly what I want.

Ana: They'll be *impressed with* you, David, I'm sure. You've *picked up* good English, you've learned essential English words by heart, you know your work *inside out*. What more could they ask for?

David: And I like people, too. That's important.

3. *Using all the information you have acquired make up and act out the dialogs of your own:*

- "Before the job interview"
- "After the job interview"

## **MODULE III**

### **WORLD OF WORK**

#### **Unit 1**

#### **WORKING FOR SUCCESS**

##### **Evocation**

World of work offers an endless variety of options and is full of adventure. In each country there are the hottest jobs, with open vacancies; fantastic examples of success stories, and absolutely unique jobs.

*Can you recall any true story of a person who has recently made a successful career extraordinary fast? Discuss the issue in groups of three.*

##### **Realization of Meaning**

*Divide into groups of three and prepare a short presentation on the basis of the cultural information in snapshots 1, 2, and 3.*

##### **Snapshot 1**

##### **The 10 Hottest Jobs in the US**

Job	Expected number of new jobs,1994-2005
Teacher	606,000

Nurse	473,000
Executive	466,000
Computer analyst	445,000
Truck driver	271,000
Social worker	187,000
Lawyer	183,000
Financial manager	182,000
Computer engineer	177,000
Accountant	120,000

## **Snapshot 2**

### **Success Stories**

#### ***Oprah Winfrey***

Richest entertainer in the U.S.A.

(Worth almost \$200 million)

Personal: Born January, 29, 1954, in Mississippi

Education: B.A. in speech and performing arts from Tennessee State University.

Accomplishments:

- At 19 was first Afro-American anchor on WTVF-TV in Nashville.
- Began *The Oprah Winfrey Show*, one of the most popular talk shows in the United States.
- After several years formed a company and bought her own show!

#### ***William Henry Gates III***

Richest businessman in the world

(Worth almost \$20 billion)

Personal: Born October 28, 1955, in Seattle, Washington

Education: Dropped out of Harvard University after second year.

Accomplishments:

- Wrote the first computer language for personal computers.
- At 19, founded Microsoft Corporation, the world's leading computer software company.
- At 31, became the world's youngest billionaire.

### **Snapshot 3**

#### **Unique Jobs**

According to “*New York Times*” research, unique jobs in the U.S.A. are:

- Personal shopper ( does people's shopping for them);
- Gossip columnist (writes about famous people's lives);
- Chocolate taster (eats candy and gives opinion);
- Menu writer (chooses the right words to describe a restaurant's food);
- Toy tester (decides if new toys are fun and safe).

#### **Reflection**

*1. Present the information you learned to the others.*

*2. After your mini-presentation organize a group discussion using the questions and tasks given in the manual and the ones of your own:*

#### **Snapshot 1**

*Talk about these questions and complete the task:*

- Does any of this information surprise you? Why?
- What jobs do you think are “hot” in your country? Are they the same as the jobs above?
- Rank the jobs from the most interesting (1) to the least interesting (10).

## Snapshot 2

*Talk about these questions:*

- What is the most impressive accomplishment of those people?
- Name three successful people in your country. What have they accomplished?

## Snapshot 3

*Complete the task and talk about these questions:*

- Put the jobs in order from the most interesting (1) to the least interesting (5). Explain your choice.
- What are three jobs in your culture that might seem unusual to a person from another culture?
- Can you name any jobs from a foreign culture that you find unique?

### *3. Projects and Round-table Talk*

Abraham Lincoln was on the list of the ten most influential people of the Second Millennium in “The World Almanac 2000”.

- Why do you think he was chosen?
- What qualities make a good political leader?
- Choose a famous political leader and make a short presentation about him (orally and in writing).

## Unit 2

### **DOING BUSINESS IN THE UNITED STATES**

#### **Evocation**

*1. Explore the facts given below and say which of them impressed you most.*

#### **WORK! WORK! WORK!**

Number of jobs the average worker in North America has held by the age of forty: 8

People who say Monday is their favorite day of the week: 3%

People who say they are at their best in the morning: 56%

Average number of hours worked each week: 1973 - 40.6; 1985 - 47.3

Workers who live within twenty minutes of work: 52%

Working wives who earn more than their husbands: 20%

Working women who say they would stay home with their children if they could afford it: 88%

People who say they don't have exciting jobs: 72%

3. *Group work: cross-cultural comparison.*

Do you think that information about our country will be pretty much the same?

Prove your assumptions by the corresponding, statistics.

## **Realization of Meaning**

*Render the following paragraphs into Russian:*

### **U.S. Government Policy**

The general policy of the U.S. government has been to admit and treat foreign capital on an equal basis with domestic capital. Except in a few sensitive areas (such as communications, defense, and coastal shipping), there are few federally imposed limitations on foreign investments in the U.S. However, under their own constitutions, some states have considerable power in regulating investment that falls under their jurisdiction. Every state also has its own tax system, regulating all localities within its borders. From state to state, matters such as the availability of skilled labor, requirements for pollution control, and the like vary widely.

New arrivals doing business in the United States will find that U.S. economic strength has traditionally been built on the private business sector. Monopolies, cartels and other restraints of trade are prevented by law. Some industries – such as banking, insurance, transportation and utilities – are government-

regulated in varying degrees, but although there are many complaints about government paper work, there is, in fact, far less federal regulation than in many other highly developed economies.

Much of the required paper work results from close scrutiny by a wide range of government agencies over such matters as taxation, consumer protection, food and drugs, environmental control, equal labor opportunities, etc. Many such protections have, in fact, been added as a result of the effort of concerned citizens.

### **Reflection**

1. *Working with the class, compare your renderings. If necessary, revise your Russian text.*
2. *Try to make up the same kind of culture note on Russian Federation Government Policy.*

## **Unit 3**

### **SOCIAL ISSUE: WOMEN'S EMPLOYMENT**

#### **Evocation**

1. *Brainstorming: Equal Opportunities?*

“A man, he works from sun to sun, but a woman’s work is never done”. What does this old saying really mean? What is “woman’s work”? What jobs do you think are best done by men?

2. *Drawing Conclusions from a Chart:*

- *Study the chart **Men and Women at Work**(USA, 1998).*
- *Discuss with a partner the following:*
  - a) What do you think are the main reasons for the different percentage?
  - b) Is the distribution of percentage natural and acceptable?

- c) Should we try to change the percentage? If, why and how? If not, why not?
- d) The teaching profession still attracts more women than men, and women are more likely to choose liberal arts than science in college. Keeping that in mind, do you think that things are changing?

Profession	Male %	Female %
School teacher	25	75
Cleaner	6	94
Architect	83	17
Scientist	70	30
University teacher	56	44
Nurse	6	94
Engineer	91	9
Pilot	98	2
Social worker	31	69
Doctor	73	27

- *Study the charts. Analyzing the information use **the key words**: the greatest increase, women working in nontraditional jobs, in the professional occupations, to be in nonprofessional occupations, gains in those nontraditional jobs, to be minimal or nonexistent, over the period of ... years*

A.

Professional Occupation	1988	1992
Lawyer	19.3%	21.4%
Engineer	7.3%	8.5%
Physicist/Astronomer	7.1%	11.1%

## B.

Nonprofessional Occupation	1988	1992
Telephone installer	12.1%	10.5%
Truck driver	4.3%	4.6%
Automobile mechanic	0.7%	0.8%

### **Realization of Meaning**

*Read about women in the labor force of the USA.*

#### **Women in the Working World**

About 50 percent of all jobs in the nation (in the U.S.A.) are held by women. Their influx into the job market continues at a rapid pace. Most, of course, are still employed in jobs traditionally filled by women: clerical, sales, production and service. Now, with almost 54 million women employed, only 6.6 percent of women are in nontraditional jobs. Indeed, three-quarters of working women have low-paying jobs with little security, few benefits and little room for advancement. At the same time, nearly half of all working women earn the family's primary income. There are training programs nationwide helping mostly poor, single mothers get skilled blue-collar or technical jobs that don't require a college degree. But there are still significant barriers to women in so-called trade professions, with many facing opposition from employers, colleagues, friends and family.

Growing numbers, however, are moving into those higher-level, well-paid positions and professions once reserved almost exclusively for men (though there is still a significant wage gap between what men and women are paid for the same job). Analysts expect this trend toward increased numbers of women in work force to continue, in no small measure because inflation and rising costs

make it necessary for women to work, and also because more and more women choose to work at careers outside the home.

In many families two paychecks are now required to meet the high costs of a moderate standard of living.

The day-to-day management of families can, in fact, be quite difficult for working women who still do most of the household tasks as well, fitting them into weekends and evenings after a full day at work.

Today in the United States, a mother who works outside the home is a familiar figure. However, there are opinions that the benefits of income and personal satisfaction that a working mother brings to herself, her family, and society do not compensate for the disadvantages of her working.

### **Reflection**

*1. Give Russian equivalents to the following vocabulary items:*

influx into the job market	
at a rapid pace	
paycheck	
to meet the high costs of a moderate standard of living	

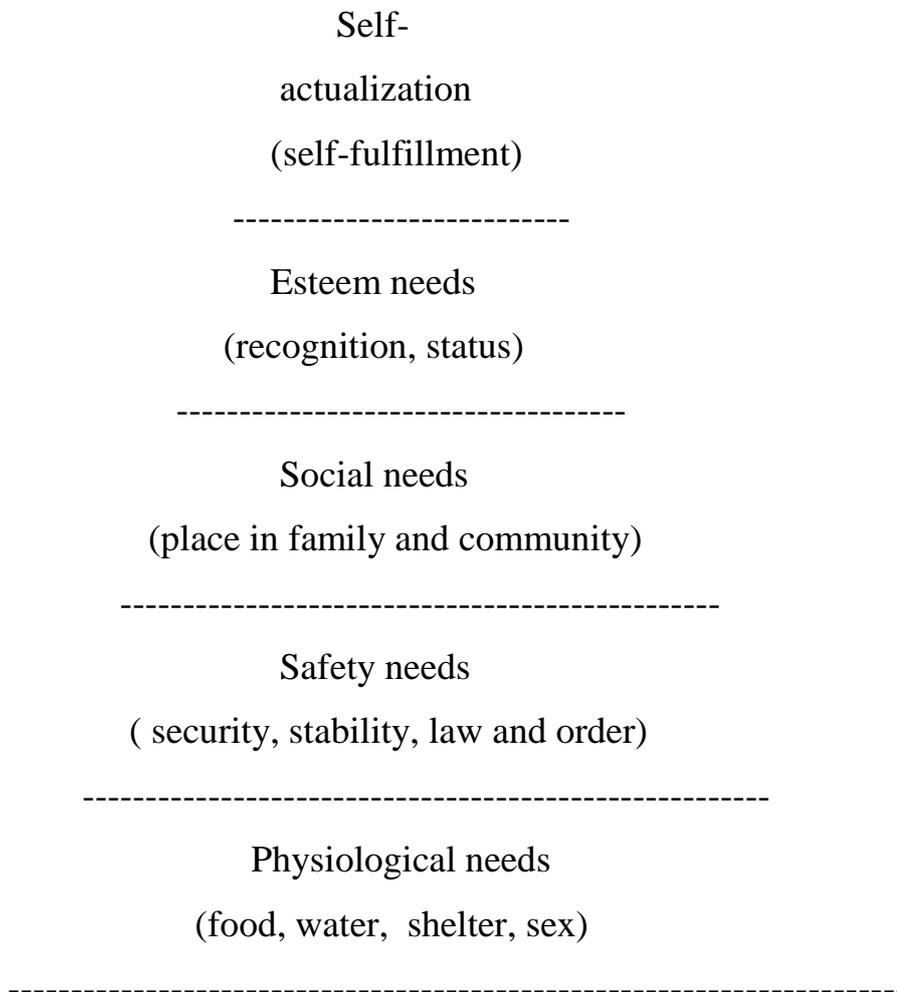
*2. Use the words above in the sentences of your own.*

*3. Group work: Discuss the role of women in the working world in the USA, Russia and other countries. What kind of jobs do women do in your culture? Is their role changing now? Should it change?*

*4. Relating the Reading to a New Perspective: read the following paragraph:*

When people have their basic needs satisfied (food, water, shelter, sex), they can begin to think of other things to fulfill their life expectations. Well-known psychologist Abraham Maslow has developed a “Hierarchy of Human Needs” pyramid in which he categorizes the steps to “self-fulfillment”. At which stages of

the pyramid do working and job satisfaction fit in? What are the most important requirements for a job? Is self-esteem directly connected with the type of job one has or are other things in life more important?



*5. Look at the illustration of Maslow's "Hierarchy of Human Needs". Working in small groups discuss the following questions relating the reading and the illustration. Share the ideas of your group with the class.*

- Which human needs do you think are fulfilled for men and women in our society?
- Does the level of needs being fulfilled depend on the type of job? Explain.
- In your opinion, are the needs fulfilled for men and women equally?

## Unit 4

### EFFECTIVE MANAGEMENT

#### Evocation

*Brainstorm in small groups in order to discuss the following issue:*

What is essential for one's managerial leadership to rise to the top?

*Support your ideas with the necessary facts and arguments.*

#### Realization of Meaning

*Read the article “Lifetime of Learning to Manage Effectively”. During the first reading concentrate on the main idea and new vocabulary. During the second reading analyze the argumentation the author uses to prove his point.*

#### *Lifetime of Learning to Manage Effectively*

*by Ralph Z. Sorenson*

Years ago, when I was a young assistant professor at the Harvard Business School, I thought that the key to developing managerial leadership lay in raw brain power. I thought the role of business schools was to develop future managers who knew all about the various functions of business—to teach them how to define problems succinctly, analyze these problems and identify alternatives in a clear, logical fashion, and, finally, to teach them to make an intelligent decision.

My thinking gradually became tempered by living and working outside the United States and by serving seven years as a college president. During my presidency of Babson College, I added several additional traits or skills that I felt a good manager must possess.

The first is the ability to express oneself in a clear, articulate fashion. Good oral and written communication skills are absolutely essential if one is to be an effective manager.

Second, one must possess that intangible set of qualities called *leadership skills*. To be a good leader one must understand and be sensitive to people and be able to inspire them toward the achievement of common goals.

Next I concluded that effective managers must be broad human beings who not only understand the world of business but also have a sense of the cultural, social, political, historical, and (particularly today) the international aspects of life and society. This suggests that exposure to the liberal arts and humanities should be part of every manager's education.

Finally, as I pondered the business and government-related scandals that have occupied the front pages of newspapers throughout the seventies and early eighties, it became clear that a good manager in today's world must have courage and a strong sense of integrity. He or she must know where to draw the line between right and wrong.

That can be agonizingly difficult. Drawing a line in a corporate setting sometimes involves having to make a choice between what appears to be conflicting "rights." For example, if one is faced with a decision whether or not to close an ailing factory, whose interests should prevail? Those of stockholders? Of employees? Of customers? Or those of the community in which the factory is located? It's a tough choice. And the typical manager faces many others.

Sometimes these choices involve simple questions of honesty or truthfulness. More often, they are more subtle and involve such issues as; having to decide whether to "cut corners" and economize to meet profit objectives that may be beneficial in the short run but that are not in the best long-term interests of the various groups being served by one's company. Making the right choice in situations such as these clearly demands integrity and the courage to follow where one's integrity leads.

But now I have left behind the cap and gown of a college president and put on the hat of chief executive officer. As a result of my experience as a corporate CEO, my list of desirable managerial traits has become still longer.

It now seems to me that what matters most in the majority of organizations is to have reasonably intelligent, hard-working managers who have a sense of pride and loyalty toward their organization; who can get to the root of a problem and are inclined toward action; who are decent human beings with a natural empathy and concern for people; who possesses humor, humility, and common sense; and who are able to couple drives with "stick-to-it-iveness" and patience in the accomplishment of a goal. It is the *ability to make positive things happen* that most distinguishes the successful manager from the mediocre or unsuccessful one. It is fair better to have dependable managers who can make the right things happen in a timely fashion than to have brilliant, sophisticated, highly educated executives who are excellent at planning and analyzing, but who are not so good at implementing. The most cherished manager is the one who says "I can do it," and then does.

Many business schools continue to focus almost exclusively on the development of analytical skills. As a result, these schools are continuing to graduate large numbers of MBAs and business majors who know a great deal about analyzing strategies, dissecting balance sheets, and using computers—but who still don't know how to manage!

As a practical matter, of course, schools can go only so far in teaching their students to manage. Only hard knocks and actual work experience will fully develop the kinds of managerial traits, skills, and virtues that I have discussed here.

Put another way: The best way to learn to manage is to manage. Companies such as mine that hire aspiring young managers can help the process along by:

- providing good role models and mentors
- setting clear standards and high expectations that emphasize the kind of broad leadership traits that are important to the organization, and then rewarding young managers accordingly
- letting young managers actually manage

Having thereby encouraged those who are not only "the best and the brightest" but also broad, sensitive human beings possessing all of the other traits and virtues essential for their managerial leadership to rise to the top, we just might be able to breathe a bit more easily about the future health of industry and society.

### **Reflection**

- 1. Ask questions to the article.*
- 2. Discuss the article in class.*
- 3. Make up a list of desirable managerial traits.*
- 4. The following article tackles the issue of business ethics. Read the summary of the article given by a student and compare the ideas of the two articles.*

### **Business ethics will drive success in the new millennium**

The main idea of the article is the role of business ethics in maintaining business successfully in modern world.

The message of the article is that core values will have to be fundamental business principles. In the 2000s businessmen will have to stick to a code of conduct that respects universal human rights.

The new millennium hosts new challenges. Business owners will have to examine - and embrace - the values that drive their businesses and the ethics that guide their decision-making.

Talk of values and ethics was not a hot button during the go-go '80s and the soon '90s. Businessmen didn't spend much time philosophizing about corporate culture and the common good. But business life in the 2000s will be a lot different.

All companies will be increasingly expected to watch their conduct as our consumerist society grows in sophistication. The global village is being shrunk by

the galloping Internet and other communications advances and businesses will behave themselves morally in their country and outside their home markets.

That's because corporations will be operating under many watchful and demanding eyes. Companies that run roughshod over the business landscape will increasingly draw fire from government regulators, disgruntled employees, dissatisfied customers, and concerned shareholders.

The best way not to be a target is to behave in concert with the best interests of the society the company serves. The company will be able to prosper only with and for the society and its members. Practicing values at work will benefit the employer, employees, neighbors, colleagues and consumers.

The article presents voluntary guidelines for how businesses can adhere to a code of conduct that respects universal human rights:

1. Provide for a safe and healthy workplace.
2. Practice fair employment practices, including avoidance of discrimination, and respect for the right of association and the right to organize and bargain collectively.
3. Practice responsible environmental protection.
4. Comply with federal and local laws promoting good business practices, including those prohibiting illicit payments and ensuring fair competition.
5. Maintain, through leadership at all levels, a corporate culture that respects free expression consistent with legitimate business concerns; that encourage good corporate citizenship; and where ethical conduct is recognized, valued, and exemplified by all employees.

My attitude to such a tendency in the development of modern business is completely positive. I hope it will help business to be more society- and -people-oriented.

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*5. Study the structure of the summary above and write the summary of the article **Lifetime of Learning to Manage Effectively**. Remember that usually the length of the summary is expected to be a sixth or a tenth of the original in length and should have a clear structure.*

## **Unit 5**

### **CULTURE FILE: DRESSED FOR SUCCESS**

#### **Evocation**

*1. Read about the way these people are dressed:*

- I'm the manager of a loan department of a large bank in Los Angeles. I guess I'm pretty conservative. I usually wear a three-piece suit to work. I like plain shirts, striped ties, and regular black shoes.
- I'm a lawyer with a firm in Boston. I'm really interested in clothes. I usually wear a suit, and I like colorful shirts and patterned ties. I often wear braces, too.
- I'm a marketing executive with a large advertising agency in Chicago. I like to look professional, so I usually wear a medium-length skirt, and a simple blouse. I like strong colors: red or purple are my favorites.
- I work in the mailroom of a Wall Street firm. I wear casual clothes: an open-neck shirt, or a T-shirt, and jeans, and sneakers. Anything comfortable. Oh, and I always wear an earring. Some of the older guys don't like it.

2. *Group work: discuss the following questions:*

- Do business people in Russia (your country) dress differently from business people in the United States?
- What other dress codes exist? Describe one of them.
- Is there a dress code for students? Is it national or international?

### **Realization of Meaning**

*Rendering is an important skill. It is especially important when we do not need word- to- word translation, but want to convey all the ideas of the original text. Render the following articles.*

#### **Selection A**

*Render into English:*

#### **Международные стандарты в деловой одежде**

##### **Рабочие дни**

*Деловая одежда (Business Clothes)*

##### **Мужчинам рекомендуется:**

###### *Костюмы*

Фирмы со строгими внутренними правилами предпочитают, чтобы служащие-мужчины носили однобортные, а не двубортные костюмы. Американский пиджак(однобортный) имеет более классический вид, в то время как европейский (двубортный) создает имидж более модного человека. На пиджаке американского покроя должна быть застегнута верхняя пуговица, когда их две, или средняя, когда их три. На костюме европейского покроя должны быть застегнуты все пуговицы.

###### *Рубашки*

Для бизнеса больше всего подходят рубашки с длинным рукавом. Рубашки с пристегивающимися на пуговицах концами воротничка (разных цветов)

производят менее формальное впечатление и опрятно выглядят как с костюмами, так и со спортивными пиджаками.

### *Галстуки*

Для галстука важна ширина. Сегодня ширина галстука должна быть 7 – 9 см. Кончик галстука должен доставать до верхней части пряжки брючного ремня.

### *Ремни и обувь*

Для ремней и обуви рекомендуется черный цвет или цвет натуральной кожи. Ботинки на толстой подошве с рантом выглядят более строго.

### *Аксессуары*

#### *Ювелирные изделия:*

Вы можете носить обручальное, отличительное или другое неброское кольцо на безымянном пальце. Часы, которые лучше всего подойдут к Вашему костюму, - это часы на классическом кожаном ремешке или на металлическом браслете.

### **Женщинам рекомендуется:**

#### *Макияж и парфюмерия*

Основа – здоровый цвет лица. Тени – пастельные, приглушенные тона. Рекомендуются матовые цвета помады. Днем следует использовать туалетную воду.

#### *Костюмы*

Основу гардероба деловой женщины составляет деловой костюм. Основные цвета: синий (от темного до светлого), ахроматическая палитра (черный, серый от темного до светлого, белый), коричневый (особенно цвет ржавчины, шоколадно-коричневый, бежевый). То, что входит в понятие «офисный костюм», позволяет как «маленькое» черное платье, так и блузку с юбкой. Необходимо иметь несколько костюмов, уместных в разное время года, к тому же различных цветов.

*Юбки*

Протокольная длина +/- 4-5см от колен; мини – недопустима; высокие плищицы и разрезы не рекомендуются.

*Блузки*

Белая блузка – это классика. Для блузок цвет выбирается в зависимости от типа внешности.

*Колготки*

В деловом мире женщина всегда должна носить колготки. Предполагается, правда, наличие кондиционера в офисе. Допустимые цвета – натуральный, цвет загара, коричневый, черный (только к черной юбке и туфлям), без рисунка и сильного блеска. Колготки не могут быть темнее, чем туфли.

*Обувь*

Наиболее приемлемы туфли-лодочки из натуральной кожи цвета, гармонирующего с костюмом, на среднем каблуке. Недопустима открытая (носок-пятка), многоцветная и яркая обувь, обувь с блестящими украшениями.

*Аксессуары**Ювелирные изделия:*

не более 2-3 изделий без камней (платина, золото, серебро) или с камнями приглушенных тонов, изделий из жемчуга, возможно ношение изделий с некрупными драгоценными камнями в небольших количествах.

*Сумка:*

к одежде делового типа лучше всего подходят сумка делового стиля или деловой портфель, дипломат, папка. Возможен вариант: маленькая сумочка на длинном, тонком ремешке для дамских мелочей плюс кейс для бумаг. Сумка должна быть из натуральной кожи и подходить по цвету к обуви.

**Неформальные дни**

Многие компании, даже некоторые с традиционными правилами, сейчас устанавливают один день в неделю, когда можно отступить от строгих

правил в одежде. Сотрудников предупреждают об этом. Дав соответствующие рекомендации.

Деловая одежда с допущениями ( Business Casual Clothes )

Мужчинам можно освободиться от галстуков. Вместо костюма перейти на спортивный пиджак. Под пиджак спортивного покроя можно надеть либо обычную рубашку, либо трикотаж. Однако джинсы и кроссовки исключаются. «Пятничный стиль» разрешает женщинам носить пуловеры и трикотаж.

Свободная форма одежды ( Casual Clothes )

Можно сменить деловой костюм на куртку, свитер, даже надеть джинсы.

## **Selection B**

*Render into Russian:*

### **Dress Etiquette in an Interview**

In most professional situations, proper dress etiquette means wearing a suit. Men should wear a suit with a tie while women should wear a suit that consists of either a jacket and skirt or a jacket and pants. Most employers lay out their dress code etiquette policies very clearly when they hire new employees, but if they don't, it's better to over dress than to under dress.

When wearing a suit, it should fit comfortably across the chest and back and be of adequate length in the sleeves. Pants should be hemmed so that their length covers the socks and the top portion of the shoes. For women, skirts should be a modest length (no mini skirts), but full length skirts should probably be avoided. It is a good practice to have any new item you buy tailored so that it fits your body as it should.

You must wear proper dress in an interview. Interviews are all about making a good impression for the prospective employer. Once you have wowed the inter-

viewer with your appearance you can then wow him or her with your interview skills. If you come in looking like a slob, you may not have the chance to even utilize those interview skills.

It is best to wear dark colors in an interview. You may have a personal style that embraces bright colors and patterns, but an interview is not the place to strut the latest runway fashions. Bright colors may be your personal style, but they also may be completely inappropriate. Your best bet is to stay within the safe zones of dress etiquette--wear something dark and conservative that will have no chance of being inappropriate.

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## **Reflection**

1. *Exchange your renderings with your partner for proofreading. In difficult cases consult the teacher. If needed make the necessary changes.*
2. *Present the renderings in class. Analyze them precisely. Take notes.*
3. *Discuss the contents of the two texts and compare them with your assumption discussed before rendering.*

## **REFLECTION OF MODULES I -III**

### *1. Reflection Feedback*

*You have finished working on the first block of topics. Reflect on your experience and analyze it with the help of 6 thinking caps:*

A White Cap (factual) : recall the main facts.

A Black Cap (critical): study your experience critically, but be argumentative.

A Yellow Cap (positive): what did you like and why.

A Green Cap (creative): recall the variety of skills you acquired.

A Red Cap (emotional): recall your emotions , try to avoid argumentation.

A Blue Cap ( philosophical): summarize everything you have heard from the others.

2. *Now put on your thinking cap and we all are your thankful listeners....*

3. *Recall your experience of working on the topic. Discuss in small groups what other skills besides linguistic competence you have acquired by the end of the unit? Share your thoughts in the classroom.*

## **APPENDIX: Applying for a Job**

### **Resume, Cover Letter and Application Letter Writing**

In today's highly competitive employment market, job seekers have to tailor each resume and application letter they write to capture the interest of a particular employer. (To mail copies of an identical resume and similar letter to every employer is a wasted effort.) They must carefully orchestrate the whole employment-seeking process, from preparing their resumes to presenting themselves personally at an interview.

A resume contains a key information about yourself, carefully assembled and presented so that prospective employers will be impressed not only by your qualifications but also by your ability to display your wares effectively.

Technical people will tend to be conservative when they write their resumes, yet today's employment environment really demands they be competitive. If a resume is to capture an employer's attention, it must display its writer's wares to full advantage.

The three resumes shown here range from fairly conservative too clearly provocative. You will have to decide which you want to use, keeping four factors in mind: which will best represent you as an individual; which will best present your qualifications; which will most suit the position you are applying for; and which will most likely appeal to the particular employer.

Each reference here refers to the three styles as the traditional resume, the focused resume, and the functional resume. All three have one important feature in common: they open with a summary statement that (1) describes the applicant's strongest qualifications from the employer's point of view, and (2) identifies that the writer is seeking work in a particular field. Ideally, there is a logical connection or development between these two pieces of information, and they are presented in a short paragraph of no more than two or three sentences.

For example:

### **Objective**

Following graduation as an engineering technician I spent seven years installing and testing transmission line towers in Minnesota, North Dakota, and Alaska. I now hold a Bachelor of Science degree in Civil Engineering and want to apply my experience and education to researching grouts for tower anchors in permafrost areas.

### **Resume Writing**

#### **OBJECTIVE:**

- To obtain a responsible position, utilizing your knowledge and skills.
- To obtain a position in the field for which you have been trained in or have experience in.
- To obtain a position performing the type of work you like to do.

### **Resume Writing**

Your resume is like your business card that outlines your skills and experience in order that an employer can see, at a glance, how you can contribute to their workplace and if you offer what they are looking for.

Your resume presents a first impression to the employer. It should be neat, clean and something that would stand out in a stack of other resumes on the employ-

er's desk. This is not to say it should be excessive or "splashy", just in good taste. Simple line drawn across the top or down the left side is nice "dressing".

While you may have all the requirements for a particular position, your resume is a failure if the employer does not instantly come to the conclusion that you have what it takes. It takes less than a minute for a resume to hit the reject pile. Therefore, take your time, proofread carefully and make sure it contains all the necessary information.

### **What is necessary Information?**

- Your name
- Your address
- Your phone number, including area code - This needs to be a number you can easily be reached at. An employer may pass you by if they do not get a quick response. Many employers call more than one person for an interview, so getting it early for the appointment can be essential. Many times, by the time you return a prospective employer's call, they may have already made a decision, and will make to the appointment out of common courtesy, even though they know it's a waste of the appointment out of common courtesy, even though they know it's a waste of time.
- Your email address

These four items should be centered at the top of the resume in a 14 point bold font, usually Times Roman or Ariel. Remember, keep it clean, no fancy fonts that may actually be difficult to read. Your email address can be done in a **12** point bold font.

---

John Doe  
123 Sample Street  
Your City, OH. 44012  
(440) 123 - 3456

The most effective resumes are clearly focused on a specific job title and address the employer's stated requirements for the position. The more you know about the duties and skills required for the job and organize your resume around these points, the more effective the resume.

Do not only list what you can do, but your accomplishments and achievements from past jobs, including changes to past companies' processes or procedures. You will need information to write a good resume beyond the information about jobs you've held in the past. You should also include information directed toward your most relevant accomplishments, skills and experience for this position. The more you know about the employer and the position, the more you can tailor your resume to fit the job.

- Most Companies have websites these days, and researching what they do can help when you are in an interview. It can be very impressive to the employer to see that the applicant has taken an interest in what the company actually does and has some knowledge of that when attending the interview. This can also help answer some of your questions prior to the interview regarding exactly what it is that the company does.

1. Begin your resume with a Job Objective. In other words, what do you want? Target positions in companies that best address this. This should be a one line sentence and the word "team" is always a good word to include in your objective. It shows you are willing to work with others to obtain a common goal.

2. Job History should be your next heading. Put the most recently held job first. There is no need to go too far back (usually ten years is a good gauge of time), unless you have only held one or two jobs for every long period of time that take in over ten years. If you have held a job with a company for a long period of time, show the progression of promotions you received within that time. Education will be the next heading, and you should show high school education

through college or any courses you have attended, stating whether they were a diploma or certificate course and what your final achievement was.

3. Outside affiliations would be the next heading including all outside affiliations, such as AmVets, clubs or organizations, including any officer positions you may have held. This helps to show you can be a leader or that you have responsible tendencies.

4. The next heading consists of any type of awards you have received, i.e. Employee of the Month, Attendance, Service, etc.

5. At the bottom of your resume at the left hand margin, type, "References available upon request."

### **Final Tips:**

- Keep the resume to two pages
- Check for spelling errors
- Staple all pages together so that if it gets "shuffled" on someone's desk, it will still be in tact

Of the three resumes discussed here, the functional resume goes furthest in marketing job applicant's attributes. For some employers its approach may seem to forthright -too blatantly "pushy"; for others-particularly employers seeking someone for a technical sales position - its approach helps demonstrate that the applicant has strong capabilities.

It is the only resume to offer opinions: its objective identifies in general terms what the applicant believes he or she can do to improve the quality of the employers product or service, and then follows immediately with the applicant's key qualifications-the capabilities the applicant believes best demonstrate that he or she is qualified to do what the objective proclaims.

To prove that the applicant's opinions are valid, the third section establishes-with clear facts and figures-what he or she has done for the previous employers or organizations. This results in **a revised arrangement of the resume's parts:**

Objective

Qualifications

Major Achievements

Employment Experience

Education

Awards/Other Activities

References

The intent of the arrangement is to target the resume not just for a particular employers but to also for a particular position. It is especially useful under two circumstances: for job applicants who have experience in marketing and want to be employed in technical sales; and for applicants who have a lean educational background but have proven and demonstrable practical experience that can be of value to a specific employer.

The resume shows how Reid Qually uses the functional method to capture the attention of the marketing manager of a company engaged in selling cellular telephone services. The circled numbers beside his resume are keyed to the following comments.

1. Reid has written his objective with a specific employer in mind. He has heard that King Cell--a relatively new West Coast player in the cellular telecommunications field-is planning to expand and hopes to become a major provider of cellular telephone services across the country. By echoing the company's philosophy he is almost certain to catch their attention.
2. Reid is aware that, as soon as the personnel manager at King-Cell has read his objective, she is likely to murmur: "You have told me what you want to do,

Now tell me why you think you can do it." So he immediately offers five reasons, each demonstrating that he can handle the job. Note particularly that:

- Each is short, so that the reader assimilates the information quickly.
- Each starts with a strong "action" verb (i.e. "identify", "create", or "establish".) which creates a strong, definite, image and...
- Each is an opinion (although not recommended for other types of resumes, opinions can be used here because Reid will follow immediately with evidence to support his assertions.)

3. Reid's evidence provides provable facts, which demonstrate he has already established a solid track record. Reid keeps each piece of evidence short and offers definitive details (i.e. percentages, names and dates), which adds credibility to his statements.

4. Reid can keep details of his work experience short because he has already identified his major accomplishments. For each employer he provides:

- Start and finish dates (by month)
- Employer's name (underlined)
- Employer's location (city and state) and
- His job title and major responsibilities
- To maintain continuity, he lists his employment experience in reverse sequence

5. Reid has only limited formal education, so he draws attention to his high school grade point average (GPA) on returning to school after a long absence.

6. In a functional resume, the "Other Activities" section provides additional information to support statements in the "Qualifications" and "Major Achievements" sections.

7. Reid has asked several people to act as references but lists only two, partly because they are best able to speak of his qualifications and partly to keep his resume down to two pages.

Reid's use of bullets on page 1, and a two-column format with dates on the left or page 2, provides variety in his resume's overall layout yet continuity within each page. The bulleted items on page 1 can be read easily just when Reid wants his readers to learn quickly about him-while the facts on page 2 can be examined in more detail.

**The functional resume** is an effective way to present oneself to a particular employer, but it must be done well if it is to create the right impact. Ideally, an applicant should use it only if he or she is confident that the employer will not be "turned off" by its non-traditional approach.

Never be afraid to use a display technique for your resume that will enhance its professional quality and make it stand out from other resumes. (I do not mean you should make your resume "flashy", because an over done appearance can spark a negative reaction from a reader.) An engineer with technical editing experience recently prepared a two-page resume which he had printed side-by-side on 11 x 7 inch paper, and then folded the sheet so that the resume was inside. On the outside front he printed only his name and the single word "Resume." On the back he created a table in which he listed the major projects he had worked on and, for each, itemized his degree of involvement. When employment managers placed his resume among other resumes submitted for a particular job opening, its professional experience captured their interest and resulted in the engineer being called in for more interviews than he had anticipated.

**EXAMPLE OF FUNCTIONAL RESUME:****RESUME**

**REID G. QUALLY**  
7-2617 Partridge Avenue Seat-  
tle, Washington, 98105  
Tel: (206) 263 4250

**OBJECTIVE**

To increase market share for a west coast company providing cross-country cellular telephone services and selling cellular telephone systems.

**QUALIFICATIONS**

- I have the particular capability to
- Identify special interest client groups and develop innovative marketing strategies for them.
- Create results-oriented proposals and focus them to meet specific client needs.
- Follow-through with clients, both before and after a sale.
- Supervise and coordinate the efforts of small groups.
- Establish strong inter-personal relations with clients, management, and sales staff.

**MAJOR ACHIEVEMENTS**

- For previous employers and organizations I have
- Devised an innovative lease/purchase marketing plan for first-time customers, resulting in a 34% increase in lease agreements and a 23% increase in follow-on sales over a 12-month period (for Morton Sales and Leasing, in 1991).
- Increased sales and leases of facsimile machines by 31%, and answering machines by 26%, over a nine-month period (for Advent Communications Limited, in 1992-1993).
- Received a company-wide "Salesperson of the Year" award (from Provo Department Stores, in 1987).
- Advised and coordinated Electronic/Computer Technology students who won a nationwide IEEE "Carillon Communication Award" (for Pacific Rim Community College, 1992).

**EMPLOYMENT EXPERIENCE**

June 1992 to the present Advent Communications Limited

Seattle, Washington.

Assistant Marketing Manager, responsible  
For coordinating four representatives  
Selling facsimile transmission (fax) and  
Telephone answering equipment to  
Commercial customers.

November 1988 to June 1991 Morton Sales and Leasing.

Seattle, Washington.

Sales representative marketing, fax  
Machines and cordless telephones to  
Business accounts and private  
customers.

July 1985 to October 1988 Provo Department Stores.

Store No. 17, Portland, Oregon.

Sales representative in Home  
Electronics Department. Responsible for  
over-theCounter sales of stereos,  
video-cassette Recorders, and portable  
radios.

**EDUCATION**

June 1992 Certificate in Commercial and Industrial

Sales, Pacific Rim Community College,  
Seattle, WA (placed 2<sup>nd</sup> in course with  
GPA of 3.84).

1987 to 1991 Various courses in theoretical and applied electronics, at Pacific Rim Communi-  
ty College, Extension Division (partial credit Toward electronics technician certificate).

June 1985 Graduated from Rosemount High School, Seattle, WA.

**AWARDS AND OTHER ACTIVITIES**

October 1991 and November 1992 Coordinator, IEEE "Papers Night," Pacific Rim  
Community College, at Which students of Electronics  
and Computer Technology presented term Projects.

1989 to present Associate Member, Institute of Electrical and Electronics Engineers Inc  
(IEEE).

1988 to present Member, Pacific Northwest Sales and Advertising Association; currently  
vice-president.

**REFERENCES**

Two persons will provide immediate references; other names are available.

James B. Morton

President, Morton Sales & Leasing

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## **The Focused Resume**

Job applicants who have more extensive experience to describe do better if they focus an employer's attention on their particular strengths and aims. This means asking themselves what a prospective employer is most likely to want to know after reading their opening statement. (Probably it will be: "What have you done that specifically qualifies you to achieve the objective you have presented?") To answer, they must focus their work that is relevant to the position they are seeking.

If their experience is sufficiently varied, then they can go one step further and divide the "Work Experience" section of their resume into two parts: (1) work related to the position they are seeking; and (2) work in unrelated areas. They must place all of this information ahead of the "Education" section, so that there is a natural flow from their objective to their related experience. Thus, the parts of a focused resume are:

Objective (or Aim) Related Expe-  
 rience Other Experience Educa-  
 tion Extracurricular Activities  
 References

Dennis Hammond's resume adopts this sequence. The circled numbers beside the resume refer to the following comments:

1. Dennis has sufficient information to warrant preparing a two-page resume, but he should not run over onto a third page. (A third page can be used, how-

ever, if an applicant has published papers and articles or has obtained patents for new inventions. These can be listed on a separate sheet, which is identified as an attachment.)

2. Dennis's summary statement clearly shows his thrust toward fiber optics engineering and his desire to obtain employment in that field.

3. The positions described within each "Experience" section should be listed in reverse order, the most recent experience being described first and the earliest described last. The most recent and most relevant experience should be described in considerably greater depth than early or unrelated experience (compare the descriptions of Dennis's South-central Contractors' experience with his Bowlands Stores' experience.)

4. As in the traditional resume, each employer's name is listed first, underlined, and followed by the city and state. The person's position or job title is identified next, and then a description of what the job involved. If several positions have been held within the same firm, each is named and its duration stated so that the applicant's progress within the firm is clear.

5. Each position should draw particular attention to the personal responsibilities and supervisory aspects of the job, rather than just list specific duties. Verbs should be chosen carefully so they make the position sound as comprehensive and self-directed as possible. If the paragraph grows too (and Dennis's paragraph here is rather long) it can be broken into short subparagraphs like these:

...Appointed crew chief responsible for

- ¿ Installing interconnecting and distribution systems.
- ¿ Hiring, training, and supervising local labor.
- ¿ Ordering and monitoring delivery of parts and materials.
- ¿ Arranging and supervising subcontract work.
- ¿ Preparing progress and job completion reports.

6. Single-spaced typing should be used as much as possible to keep the resume compact. At the same time there should be a reasonable amount of with space on each side and between major paragraphs to avoid a crowded effect.

7. Education can be listed either in chronological order or reverse sequence. If a resume is to be sent out of state, or if the applicant was educated out of state, he or she should identify the city and state of each educational institution attended.

8. Employers are interested in a job applicant's accomplishments and extracurricular activities, particularly those describing community involvement and awards or commendations. A heading such as "Additional Information" rather than "Extracurricular Activities" can precede this part of a resume.

9. Both of the people Dennis has chosen as references can be cross referenced to his previous work experience. Telephone numbers are important because most employers prefer to talk rather than receive a letter from a referee.

### **EXAMPLE OF FOCUSED RESUME:**

#### **Resume**

**Dennis Hammond, P.E.**

310 - 508 Medwin Street

St. Cloud, Minnesota 56301

Tel: (612) 548-1612

#### **Objective:**

After four years supervising the installation and testing of wire and fiber optic telephone communication systems, I returned to college to obtain an M.S. in electronics engineering with a major in fiber optics. I am now seeking employment where I can apply my knowledge and experience in fiber optics engineering.

#### **RELATED WORK EXPERIENCE**

June 1990 to September 1991 **Ebby, Little and Associates,**  
and Engineering Consultants, St. Cloud

May 1992 to Date Minnesota. Supervising engineer, responsible for installation, testing, and analysis of tandem wire and fiber optic telephone communication systems between Brainerd and Little Falls, Minnesota. Currently, carrying out performance tests on installed links.

June 1983 to August 1987 **Southcentral Installation Contractors, Inc.**  
Lincoln, Nebraska

For first four years, member of team installing High voltage transmission lines and transformer Stations along power grid between Weekaskasing Falls, Nebraska, and Bismarck, North Dakota. After 18 months appointed crew chief in charge of Team installing interconnecting and distribution Systems to town sites along the route; responsible For; hiring, training, and supervising local labor; Ordering and monitoring delivery of parts and Materials; arranging and supervising contract Work; and preparing progress and job completion Reports. From June 1986 to August 1987, Assigned as supervisor of team working under Contract to Ohio Utilities Corporation, installing And testing fiber optic links between towns up to 28 miles apart.

## **OTHER WORK EXPERIENCE**

January 1977 to February 1981 **United States Air Force**

Enlisted serviceman with Construction and Maintenance Directorate. For first two years, Member of crew installing basic antenna systems And associated structures. For final two years, site Technician responsible for maintenance of transMission lines and antennas at a Midwestern USAF Base. Attained rank of corporal.

June 1973 to December 1976 **Bowiands Stores, Inc.** Duluth, Minnesota

Stock clerk in grocery store No. 16. Full time for Two summers and June to December 1976; partTime while attending high school.

## **EDUCATION**

- Master of Science in Electronics Engineering with major in fiber optics, University of Minnesota, 1992
- Bachelor of Science in Electrical Engineering, University of Montrose Montrose, Ohio 1990
- Graduate Electrical Engineering Technician, Walter Halstadt Community College, Reece, Minnesota, 1983
- Graduate of Winona Collegiate, Duluth, Minnesota, 1976

## ADDITIONAL ACTIVITIES AND INFORMATION

- Member Institute of Electrical and Electronics Engineers Inc. (IEEE), 1983 to date. Secretary, St. Cloud, Minnesota Section, 1990-91
- Awards: Orton R. Smith Scholarship for proficiency in applied mathematics, Walter Halstadt Community College, 1982
- Power and Light Scholarship for achievement in communications engineering, University of Montrose, 1989.
- Technical paper: "Accuracies of Computer Data Transmissions Attainable at High Baud Rates
- Over Fiber Optic Communications Links," in *Communication Technology*. 13:07, July 1992. (Paper based on thesis written as part of M.S. program, University of Montrose.)
- Military courses attended while in USAF:  
Transmission Line Installation Techniques, 1977. Supervisory Skills Development, 1979
- First Aid and Safety Methods (various courses), 1978 to 1980
- Junior Leader, Duluth, Minnesota, YMCA, 1974 to 1977, teaching swimming and aquatic activities to boys age 9 to 15. Awarded Red Cross Bronze Medallion, 1975

## REFERENCES

The following persons have agreed to provide information regarding my qualifications and work capabilities:

Martin F. Ebby, P.E. Philip G. Karlowsky  
 Project Coordinator Contracts Manager  
 Ebby, Little and Associates Southcentral Installation Contractors, Inc.  
 360 Rosser Avenue 1335 Westfair Drive  
 St. Cloud, Minnesota 56302 Lincoln, Nebraska 68528  
 Tel: (612) 544-1867 Tel: (402) 632-1450  
 Fax: (612) 544-2133 Fax: (402) 632-0067

## Writing a Cover Letter

Begin your letter the same as the Resume, with your name, address, phone number and email address centered one inch from the top of the page in a font size a little large than the rest of the letter.

Drop down an inch and type the date (at the left margin).

Drop down two spaces and type the inside address (name and address of employer)

Drop down two spaces and begin: Dear Mr. (or Mrs.) So and So: (if you don't know who the letter is personally addressed to, send it to the Personal Department. Make sure all names used are spelled correctly. You can usually research on the internet the name of the Personal Director.

Let them know why you are writing.

I am writing regarding the position you have available...

Show that you know something about what the company does, but 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 to contact them.

Use terms and phrases that are meaningful to the employer. If you are applying for an advertised position, the the requirements in the ad and put them in bold type.

The letter does not need to reiterate what is in your resume. Let them know it is attached and that references are available upon request.

Remember the closing, usually something like, Very truly yours, drop down four spaces and type your name directly in line with "Very truly yours".

Drop down two more lines to the left margin and type, "Enclosure-1". This is the resume that will be enclosed.

### **Cover Letter Sample Layout**

Your Street Address  
City, State, Zip  
Date

(return 4 times here)

Individual's name (Including courtesy title)  
title of Position  
company  
Street, Address  
City, State, Zip

Dear Mr./Mrs./Ms. Lastname

**FIRST PARAGRAPH:** State the reason why you are writing. Explain the type of work you are interested in, and indicate how you learned about the employer and/or the specific opening.

**SECOND PARAGRAPH:** Be specific about why you are interested in the position. Briefly summarize some of your strongest qualifications to do the work. Remember to consider this from an employer's point of view. Show what you have to offer the employer; don't merely daydream about what the employer can offer you.

**CLOSING PARAGRAPH(S):** Refer the reader to the resume (or application form) you are enclosing. Declare your interest in an interview and offer to provide further information upon request. Invite a response by asking a question and/or indicating what follow-up you have in mind.

Sincerely,

[Don't forget to sign in your name using blue or black ink]

Your name (typed)

Enclosure

-----  
YOUR NAME HERE  
123 Your Address  
City, State Zip  
Phone 440-123-0000  
E-mail tom@aol.com

Objective:

To utilize my interpersonal skills, education, and personal experiences with computers as a software trainer, help desk administrator, or computer consultant.

Summary:

**Skills and Accomplishments:**

Experienced in training individuals in the use of computers and computer programs.

Excellent interpersonal skills for efficient assistance in troubleshooting.

9 years experience in MS Dos, Windows 95, 98, SE, ME, also Windows 2000.

Resourceful in gathering information needed to access and resolve problems.

Well experienced in personal computer software, including MS Office Suite, email, graphics, CADD, web design.

Hardware trouble shooting skills, plus upgrade and installation experience.

### **Education:**

2001-2001 Lakeland Community College Kirtland, Ohio  
Certificate in Micro-Computer Support Specialist:

This certificate provided extensive coverage in microcomputer applications. Includes the study of hardware and software installation, the use of microcomputer operating systems, networking, programming, systems design, and training. This augmented my existing skills to tailor microcomputer hardware and software based on user needs and to provide end-user support and training. Below are some of the classes taken with my grades.

Implementing and Supporting MS Windows 2000 Professional - A

Windows 2000 Infrastructure - A, Computers and Information Processing - A

Programming Logic - A, Windows 98 - A, Visual Basic Programming - B

Network+ Networking essentials - A, Business Telecommunications - A

Managing and Optimizing Personal - A, Word - A, Excel - B, Access - B

Final G.P.A from LCC in all classes taken was 3.58

1986 Cuyahoga Community College Cleveland, Ohio  
Associate of Arts:

Earned degree in preparation to teach mathematics or enter engineering career. I continued my education beyond the AA degree accumulating approximately 200 credit hours with a acc G.P.A. of approx. 3.4 including all credits from CCC, LCC and CSU.

Continued Education included concentrations in math, electronics, education and computers.

### **Work experience:**

1983-1998 Cuyahoga Community College Cleveland, Ohio

1983-1989 Security Officer

1990-1998 Police Officer

Full functionality of a State Police Officer, working within a college environment. Worked within a pro-active customer service approach. Finished first in my Police Academy as well as put in charge of weekend study groups to train fellow cadets for Police O.B.T.A. Certification.

Implemented the first software for report writing.

Trained fellow officers on use of the computer and our report writing software (Interbadge). Also whenever possible tutored students or college employees on computer issues.

1984-1985 Keystone Automotive Cleveland, Ohio

Salesman

Sales and delivery of automotive related materials highlighted by a full line of bumper replacement and reconditioning. Sales included established customers, as well as building and an ever-expanding sales route including cold sales calls.

### **Volunteer Work:**

Geneva Middle School Library: Instructing in optimizing the use of a computer for school-work.

Geneva Library: Assisting patrons in the use of MS Office applications and the use of the Internet.

Assisting numerous friends, including Internet friends with hardware, application software and operation software. Including Ms Office Suite, Windows, HTML, graphics, and networking.

### **Hobbies and Interests:**

Computers: I started my computer experience on a personal level in 1993. I purchased my first PC to design my log home with Auto Desk CAD software.

- Maintain my own registered domain web site.
- Trouble shooting PC's. Find the most efficient path to complete tasks.
- Enjoy friends seeking help with their PC troubles. It allows my interest and knowledge in computers to help teach/train others. Although most help is in person I have helped many Internet friends as far away as Mexico. PC issues may involve software, hardware, configurations, networking, web design, e-mail setup, virus programs and many other computer topics.

Home design: I am very knowledgeable in layout. I designed, and was the general contractor on the log home built. Mapping utilities, carpentry, (finish and rough), home electrical services, drywall, tile, plumbing, landscaping and others. I also raised over 2000 cactus and succulents, and collect many exotic animals (reptiles, birds etc.).

### **Writing a Letter of Application**

Although some resumes may be delivered personally, the majority are mailed with a covering letter. Because potential employers will probably read the letter first, it must do much more than simply introduce the resume. The letter needs to state your purpose for writing (that you are applying for a job) and demonstrate

that you have some very useful qualifications that the reader should take the time to consider.

An assertive, interesting, and well-planned application letter can prompt employers to place you among those whose authors they want to interview. On the other hand, a dull, unemphatic letter may cause the same employers to drop your application on a pile of "also rans," because its approach and style seems to imply that you are a dull, unemphatic person.

A letter of application should adopt the pyramid method of writing: it should open with a brief summary that defines the purpose of the letter, continue with strong, positive details to support the opening statement, and close with a brief remark that identifies what action the writer wants the reader to take.

There are two types of application letters: Those written in response to an advertisement for a job that is known to be open, or at the employer's specific invitation, are called "solicited" letters. Those written without an advertisement or invitation, on a chance that the employer might be interested in your background and experience even though no job is known to be open, are referred to as "unsolicited" letters. The overall approach and shape of both letters are similar, but the unsolicited letter generally is more difficult to write.

### **The Solicited Application Letter**

The main advantage in responding to an advertisement, or applying for a position that you know to be open, is that you can focus your letter on facts that specifically meet the employer's requirements. This has been done by Alison Whitney in the letter on the following page she has written in response to an advertisement in a Florida local newspaper. The following comments and guidelines are keyed to the circled numbers beside Alison's application letter.

1. For a letter that will have a personal address at the top, you would be wiser to use the modified block style shown here rather than the full block style in which

every line starts at the left-hand margin. Because this style helps balance a personal letter on the page, it provides a more pleasant initial impression. Each line of the applicant's name, address, and telephone number, and the signature block at the end of the letter, should start at the page centerline.

2. Whenever possible, personalize an application letter by addressing it by name to the personnel manager or the person named in the advertisement. This gives you an edge over applicants who address theirs impersonally to the "Personnel Manager" or "Chief Engineer." If the job advertisement does not give the person's name, invest in a telephone call to the advertiser and ask the receptionist for the person's name and complete title. (You may have to decide whether to send your letter and resume to someone in the personnel department or to a technical manager who is more likely to be aware of the quality of your qualifications and how you could fit into his or her organization.)

3. This is the initial contact, in which Alison Witney summarizes the key points about herself that she believes will most interest her reader and states that she is applying for the advertised position. Note particularly that she creates a purposeful image by stating confidently "I am applying ..... This is much better than writing "I wish to apply ..... I would like to apply.....," or "I am interested in applying....," all of which create weak, wishy-washy images because they only imply interest rather than purposefully apply for a job. An equally confident opening is "Please accept my application for...."

4. The evidence section starts here. It should offer facts drawn from the resume and expand on the statements made in the first paragraph. Avoid broad generalizations such as "I have 13 years experience in a metrology laboratory," replacing them with shorter term descriptions that describe your exact role and responsibilities and stress the supervisory aspects of each position. The name of a person for you have worked on a particular project can be usefully inserted here because it adds credibility to the role and responsibilities you are describing.

5. You may indent the first line of each paragraph about five spaces or computer columns as Alison has done, or start each line flush with the margin, as Dennis Hammond has done in his unsolicited letter.
6. The evidence section covers the key points an employer is likely to be interested in and draws the readers attention to, the attached resume. If the paragraph grows too long divide it into two shorter paragraphs (as Dennis Hammond has done.)
7. This paragraph is Alison Witney's action statement in which she effectively opens the door to an interview by drawing attention to her imminent visit to the advertiser's premises. She avoids using dull, routine remarks such as "I look forward to hearing from you at your earliest convenience" or "I would appreciate an interview in the near future, "both of which tend to close rather than open the door to the next step.
8. Contemporary usage suggests that most business letters should end with a single-word complimentary close such as "Regards," "Sincerely", or "Cordially." rather than the more formal but less meaningful "Yours very truly."

Alison V. Witney

1670 Fulham Boulevard Amiento, Fl. 32704 Tel. (305) 474 6318

March 23, 1993

Dr. Eugene Cartwright

Animal Science Experimental Institute

Mount Ashburn University

Three Hills, Alabama 35107

Dear Mr. Cartwright:

I am applying for the position of Research Technician (Animal Sciences) advertised in the March 18, 1993 issue of the Amiento County Herald. I have been involved with animals and their care and treatment for many years, and shortly will receive my Diploma in Biological Science.

My interest in animals dates back to 1979, when I first learned to care for, groom, and ride horses. I now teach horseback riding in my spare time. For the past three years my employer has been (Dr. Alex Gavin, veterinary surgeon at the Amianto County Animal Treatment Center, where I assist in the medical treatment of small animals. It was my interest in horses, plus Dr. Gavin's influence, that led to my enrolment in the two year Biological Sciences course at Amianto Technical College, from which I will graduate in early June. The attached biographical details provide further information on my education, employment background, and work experience.

I will be visiting your research station from April 21 to 23, as part of my college term research project. May I call on then, while I am at Three Hills?

Regards,

Alison V. Witney

### **The Unsolicited Application Letter**

An unsolicited application letter has the same three main parts as a solicited letter and looks very much the same to the reader. To the writer, however, there is a subtle but important difference, in that it cannot be focused to fit the requirements of a particular position an employer needs to fill. This means the job applicant has to take particular care to make the letter sound both positive and directed. Here are some guidelines to help you shape a letter that you are submitting "blind."

- Make a particular point of addressing your letter by name and title to the person who would most likely be interested in you. This may mean selecting a particular department or project head, who will immediately recognize the quality of your qualifications and how you would fit into the organization, rather than applying to the personnel manager. Never address an unsolicited letter to a general title such as "Manager, Human Resources," because, if the company does not use such a title

and you have not used a personal name, it will likely be the mail clerk who decides who should receive your letter.

- Try to find out enough information about a firm so that you can visualize the type of work it does and how you and your qualifications would fit the company's needs. This employment manager or selected department head.

- Try to make your initial contact positive and interesting even though you are not applying for a particular position, as Dennis Hammond has done in his unsolicited letter.

Like Alison Witney, Dennis has used the modified block format for his letter. It is longer than Alison's because he has more information to present, and to do so he has created two evidence paragraphs.

Example of an Unsolicited Application Letter:

Dennis G. Hammond  
310-408 Medwin Street St.  
Cloud, MN 56301  
Tel: (612) 548-1612

August 1, 1992

Cory D. Richardson, P.E.  
Chief Engineer  
Minnesota Data Transmission Systems, Inc.  
440 Barker Tower  
1600 Winston Drive S  
Minneapolis, MN 55426

Dear Mr. Richardson:

Can you use a project engineer who has specialized in fiber optic transmission systems for the past five years?

My experience evolves from two periods of employment and my area of specialization at the University of Minnesota. For two years I was responsible for installing and testing fiber optic communication links for Ohio Utilities Corporation, then for three years I supervised the installation, testing, and analysis of parallel wire and fiber optic telephone transmission lines for Ebby, Little and Associates of St. Cloud, Minnesota. For my M.S. in Electronics Engineering I majored in fiber optic transmission of information, analyzing signal losses at high baud rates over fiber optic lines up to 12 miles long.

I also hold a B.S. in Electrical Engineering from the University of Montrose, Ohio, and have had six years experience installing high voltage transmission lines and antenna systems. The enclosed resume describes my experience and responsibilities in greater detail.

I would welcome the opportunity to meet you and learn more about your projects in fiber optic communications. I travel frequently between St. Cloud and Minneapolis, and will call you the next time I expect to be in your city.

Sincerely,

Dennis Hammond  
enc

(from "American Career Services")

### References

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Людмила Михайловна Левина

**ОБРАЗОВАНИЕ И КАРЬЕРА**

(ЧАСТЬ 2)

УЧЕБНО-МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ  
ДЛЯ СТУДЕНТОВ II КУРСА ПО СПЕЦИАЛЬНОСТИ  
«МЕЖДУНАРОДНЫЕ ОТНОШЕНИЯ»

*Редакторы: А.О. Кузнецова*

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