

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ  
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ  
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## СТРАТЕГИИ ИНТЕРВЬЮ В ДЕЛОВОЙ КОММУНИКАЦИИ

Рекомендовано редакционно-издательским советом федерального государственного автономного образовательного учреждения высшего образования «Самарский национальный исследовательский университет имени академика С.П. Королева» в качестве учебного пособия для обучающихся по основным образовательным программам высшего образования по направлениям подготовки 38.03.01 Экономика, 38.03.02 Менеджмент, 38.03.03 Управление персоналом, 38.03.04 Государственное и муниципальное управление, 38.03.05 Бизнес-информатика

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Основной целью данного учебно-методического пособия является овладение студентами необходимым и достаточным уровнем иноязычной коммуникативной компетенции для решения социально-коммуникативных задач в деловой сфере общения, главным образом при прохождении интервью и конкурсного отбора для участия в международных программах и при приеме на работу.

Изучение иностранного языка призвано обеспечить развитие комплекса общекультурных и профессиональных компетенций, включая: владение иностранным языком на уровне, обеспечивающем эффективную профессиональную деятельность; способность осуществлять деловое общение: публичные выступления, переговоры, проведение совещаний, деловую переписку и т. д.; знакомство с основами кросскультурных отношений и способность эффективно выполнять свои функции в кросскультурной среде.

Предназначено для студентов, обучающихся по направлениям подготовки 38.03.01 Экономика, 38.03.02 Менеджмент, 38.03.03 Управление персоналом, 38.03.04 Государственное и муниципальное управление, 38.03.05 Бизнес-информатика, а также для всех желающих повысить уровень владения деловым английским языком и планирующих строить карьеру.

Подготовлено на кафедре иностранных языков и профессиональной коммуникации.

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## ВВЕДЕНИЕ

«...Вы научились читать на английском языке: читаете и все понимаете – как по-русски. Но вот вы включаете англоязычное радио – и ничего не понимаете. Пытаетесь поговорить с англичанином – и ничего не можете сказать. В чем дело?

Представьте себе язык в виде тумбочки. В тумбочке три ящичка. Первый ящик – разговорная речь. Второй – понимание на слух. Третий – чтение, понимание текста. Вам только кажется, что язык един, потому что по-русски вы и говорите, и понимаете, и читаете. Но в русском языке, не замечая этого, вы пользуетесь разными ящичками.

Отсюда выводы: что нужно делать, чтобы научиться читать на языке? Ответ: нужно читать, и как можно больше. Чтобы слушать? Слушать! (Если вы уже свободно читаете, то через пару месяцев вы привыкнете понимать передачи по телевидению.) Что нужно, чтобы говорить? – Говорить! Это как учиться плавать: сколько бы вы ни тренировали плавательные движения на суше, учиться-то все равно придется в воде. И все равно сразу правильно не получится. Нельзя научиться языку без живых разговорных ситуаций, без живого общения на этом языке.

Что значит живое общение, живая ситуация? Живым общение становится тогда, когда язык в нем является средством для решения какой-либо жизненной задачи, является носителем смысла. Язык – не цель, язык – средство. Поняв это, вы поймете главное, что нужно для усвоения языка.

Есть множество разных методов изучения языка. Здесь и гипноз, и песни-танцы, и по ассоциации с русскими словами и т.д. и т.п. Чего только нет! Но это все разные методы предъявления нового материала. Это половина дела, даже меньше половины. Затем должна идти активизация данного материала в разговоре. Вы уже понимаете, что речь идет не просто об одном из методов с определенным набором приемов.

Важно также понимать, что язык состоит не из слов и грамматики, а из фраз, оборотов – из того, как и что говорят в данном случае, например, немцы. Немец не скажет: «Я спешу», он скажет «Я имею это поспешно». Не скажет: «В семь лет я пошел в школу», а скажет: «С семью годами я пошел в школу». И так – весь язык. Поэтому учить слова отдельно бесполезно. Запоминать нужно обороты. Именно это главное. (Когда-то, в детстве, я полагал, что стоит выучить латинский алфавит – и все, это и есть иностранный язык. Каково же было мое удивление, когда оказалось, что в иностранном языке не только буквы, но и слова совсем другие! Следующим же, и не менее сильным прозрением было, что не только слова другие, но и вообще все другое, все «не по-русски».) Все грамматические формы помещаются на нескольких страницах. Вся грамматику можно рассказать за 3–4 занятия. Слова – тоже не проблема. Положите перед собой список из 10 слов, выписанных в контексте. Неужели вы их не запомните за 10 минут? Человек с самой средней памятью может запоминать 100 и даже несколько сотен слов в день. Мы, разговаривая, обычно используем около 3 000 слов. Не нужно никакого гипноза или специальных приемов – нельзя вырывать слова из контекста, привязывать их к другому языку. Это только вредит делу. Итак, проблема не в изучении грамматики и в запоминании слов, проблема в правильном словоупотреблении, в каждом отдельном случае. И в этом смысле язык нужно осваивать всю жизнь, это процесс бесконечный. Для того, чтобы хорошо говорить (активное владение языком). Хорошо понимать (пассивное владение) можно научиться очень быстро (за несколько месяцев можно, например, научиться свободно читать).

А вот самый важный совет: язык надо осваивать интенсивно. Приведу два сравнения. Первое: язык – груда кирпичей. Вы постепенно берете из нее кирпичи и аккуратно складываете в другом месте. Когда вы выберете все кирпичи – язык выучен. Второе сравнение: язык – это ледяная горка, на которую вам нужно взбежать. В первом случае (груда кирпичей) язык предстает как определенный объем материала, как учебный предмет, как самоцель. Вы его постепенно выучиваете – при-

чем совершенно неважно, в каком режиме, с какой интенсивностью: главное, нужно перебрать все кирпичики. Если 100 кирпичей, то 100 занятий. Неважно, каждый день или раз в неделю. Это, конечно, неверное представление. Во втором случае (ледяная горка) важна интенсивность. Забежали быстро на горку – все, язык ваш. Если нет – будете все время съезжать. Результат 100 занятий может быть равен нулю (и тут уже вообще не играет роли количество занятий – раз вы скользите на одном месте). Можно тысячу раз нежно прикоснуться к закрытой двери – и она останется закрытой. А можно, сложив воедино все эти усилия, один раз толкнуть ее – и она откроется. Язык не изучают как какой-либо объем материала, к языку привыкают – привыкают им пользоваться. (Поэтому я стараюсь говорить «освоить язык» – сделать его своим, а не «учить язык»). Здесь нужно соблюдать определенный режим – подобно тому, как соблюдается он при спортивных тренировках или лечебных процедурах. Поэтому прежде чем приступить, подумайте, сможете ли вы уделять языку хотя бы час ежедневно. И не только уделять время, но и развернуть в эту сторону свою душу, сделать так, чтобы язык стал частью вашей жизни? Иными словами, до языка ли вам сейчас? И не говорите: «Да, времени, конечно, маловато... Но хоть понемножку... Все же лучше, чем ничего...» В том-то и дело, что не лучше. Вы просто будете буксовать на одном месте. Зато можно осваивать язык этапами, циклами. Например, месяц или два – интенсивно, погрузившись с головой, месяц – перерыв. Освоение языка нельзя растягивать. Язык нельзя выучить за 8 лет (обычный срок бесплодного изучения языка: 6 лет школы плюс 2 года института – и ноль на выходе), но можно освоить за год. Если вы начали осваивать язык и забросили – все быстро забудется, выветрится. Если вы уже освоили язык, то он не забывается, удерживает сам себя. При перерыве ослабевают лишь разговорный навык, но и он быстро восстанавливается – с новой практикой.

Вы немножко запустили язык – и вам хочется его повторить перед тем, как начать новое погружение, новый цикл. Пройти еще раз все сначала. Не делайте этого! Во-первых, это скучно. (Скука же –

показатель того, что вы идете неверным путем). Во-вторых, язык не имеет начала и конца: он не линейка, а шар. Поэтому нужно все время стараться схватить его в целом: не изучить, а привыкнуть. Иначе забуксуете. Чем повторять зады, лучше все время бежать вперед. Тем самым вы и зады повторите (так как имеете дело с шаром). Например, вы читаете книгу со словарем. Лучше читать дальше, чем постараться получше усвоить прочитанное. Чем зубрить слово, встреченное на первой странице, лучше прочесть новые 50 страниц и, повстречав это слово несколько раз, невольно его запомнить. А также множество других слов!

Как определить, что вы уже вбежали на ледяную горку (то есть освоили разговорный язык)? Вы сами это почувствуете. Дело не в количестве занятий и не в количестве проработанного вами материала. Должен произойти качественный сдвиг. Вы вдруг осознаете, что уже говорите, не задумываясь о том, как это сказать, забывая о грамматике. Вы уже не думаете сначала по-русски, чтобы потом сказать это по-немецки, вы уже сразу думаете по-немецки. И когда вам что-то говорят, вы сразу понимаете по-немецки/по-английски, а не переводите сначала на русский. Так же и при чтении. Этот поворотный пункт (когда помощь русского языка уже не нужна, остается только иностранный) и есть показатель, что вы достигли результата. У разных людей этот перелом наступает в разное время в зависимости от особенностей характера. Не говорил, барахтался – и вдруг заговорил, поплыл!

Многих заботит проблема произношения. Есть один важный навык: приучитесь все, что вы слышите на иностранном языке, про себя «дублировать» – как бы проговаривать, шевеля языком. Сначала вы не будете успевать – ничего страшного, «перепрыгивайте» и дублируйте дальше. Потом вы будете успевать дублировать даже сплошную беглую речь, даже радиопередачи. Можете сначала попробовать сделать это по-русски, включив радио или телевизор. Так, обезьянничая, вы усвоите и хорошее произношение, и подхватите правильные интонации, и запомните обороты.



Бывает, что люди считают себя неспособными к языку. Нет людей, неспособных к языку. Вы по-русски говорите? Значит, с мозговыми центрами, отвечающими за язык, у вас все в порядке. Возраст также не играет роли. Как мы уже говорили, дело не в памяти, не в запоминании материала, а в привыкании к языку. Это всего лишь распространенный предрассудок, что язык нужно учить в детстве. Большинство людей осваивает язык во взрослом возрасте. И никаких возрастных ограничений здесь нет. Главное – не бояться прыгнуть в воду...»

*Рекомендации по материалам статей И.М. Франка*

## МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ СТУДЕНТАМ

В условиях расширяющихся международных связей в различных областях практическое владение иностранным языком приобретает все большее значение. Обязательным условием успешного проведения практических занятий является домашняя подготовка к ним студентов. Для подготовки к практическим занятиям в течение семестра студенты самостоятельно работают с данным учебным пособием и дополнительной литературой, отмечая в ходе этой работы вопросы, которые могут быть заданы преподавателю в аудитории.

При изучении иностранного языка в профессиональной сфере на первый план выходит овладение профессиональной терминологией, в данном случае в сфере экономики и делового общения. Рекомендуется использование словаря для детального понимания заданий и, после их выполнения, запоминание терминов и использование их в собственных примерах.

После изучения определенной темы, а также решения достаточного количества соответствующих упражнений на практических занятиях и самостоятельно студенту рекомендуется воспроизвести по памяти лексические единицы и диалоги.

Контроль знаний по дисциплине иностранный язык курса «Interview Strategies» проводится по балльно-рейтинговой системе, а экзамен проводится в активной форме – ролевая игра, в процессе которой проверяются и оцениваются лингвистические знания, навыки делового общения и стратегического поведения.

## МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ДЛЯ ПРЕПОДАВАТЕЛЕЙ

Преподаватель проверяет формы, заполненные студентами на занятии, или присланные по электронной почте. Необходимо устное обсуждение выполненной работы студента с преподавателем при личной встрече или по Skype. Ролевые игры (в конце каждого раздела) и на зачете проводятся в группе студентов с присутствием преподавателя, что предоставляет возможность использовать полученные знания и практиковать навыки профессионального общения.

Во втором издании пособия добавлены новые разделы:

- Правила составления резюме. После изучения раздела можно предложить студентам найти на русских и англоязычных сайтах Интернета дополнительную, новую информацию о формате резюме, обсудить культурно-обусловленные различия предоставляемой информации. Студенты составляют резюме на русском и английском языках.

- Контрольные задания (№ 1, 2). Контрольные задания выполняются после завершения работы над разделом, сдаются в письменной форме и затем обсуждаются устно. Особое внимание уделяется тем студентам, кто не участвовал в ролевых играх.

- Презентация (представленная в файле Interview\_Best things.ppt и в тексте учебного пособия), содержит вопросы по прохождению интервью и рекомендации как на них отвечать, данные носителями языка – профессионалами в сфере бизнеса и управления. После слайда с вопросом можно сделать паузу, обсудить со студентами возможные ответы, затем представить слайд с ответом носителя языка.

По материалам учебного пособия могут применяться следующие методы активного обучения:

- *неимитационные активные методы*: эвристическая беседа, практические групповые и индивидуальные упражнения;

- *имитационные методы (неигровые)*: анализ конкретных ситуаций, письменные работы, дискуссии;

- *имитационные методы (игровые)*: деловые игры, ролевые игры, круглый стол, дискуссии;

- *интерактивные методы*: использование и анализ видео-, аудио- материалов; разбор ситуаций из практики участника; ролевая игра (в том числе с анализом видеозаписи); работа в малых группах; групповая дискуссия и другие.

# UNIT 1

## PERSONAL LANGUAGE ORGANISER

Every student or professional needs to talk about their studies or work. But we are not usually happy talking to people if we know nothing about them. In different countries people talk more or less about themselves, their families and their interests when they are meeting people professionally. But everyone needs to be able to say something about themselves. The next few pages will help you to say something about yourself in English. You can complete the pages you think will be useful for you. If you are not happy to answer the questions - don't answer them. You do not need to say anything you are not happy to say. These pages are to help you to say what you want to say. Please use them in that way.

You will find some ideas to help you think about the topics which you think professional people can talk about with contacts that they do not know very well. Remember, these are often different in different parts of the world, but finally, what you want to talk about is for you to decide!

In addition to talking about your professional life, you can help a teacher to help you find the personal language you need by using some of these things:

A CV / Resume

Photographs

A map / guide of your home town / region

## 1. YOURSELF (working)

1A

*Complete the following sentences about yourself*

<b>I was born in</b>	<i>when</i>	
<b>in</b>	<i>place</i>	
<b>I went to school in</b>	<i>place</i>	
<b>After leaving school, I studied</b>	<i>subject</i>	
<b>at</b>	<i>institution</i>	
<b>  a degree   I did a course in an apprenticeship  </b>	<i>subject</i>	
<b>*After that I</b>	<i>occupation</i>	
<b>My first job was in</b>	<i>place</i>	
<b>as a(n)</b>	<i>job</i>	
<b>More recently I have been working as</b>	<i>position</i>	
<b>in</b>	<i>place</i>	
<b>with</b>	<i>company</i>	

*\*If you had a period in your life when you were not working, don't put 'unemployed' on your CV. Instead, explain what you were doing, e.g. "I travelled overseas", "I undertook voluntary work", or "I undertook research into...". Note the use of 'undertook' - it sounds very important!*

*After you have completed this page, check that you remember all the important language by covering one column and recalling the complete sentences. Notice the prepositions. Make questions to ask someone else about him- or herself.*

## YOURSELF (non-working)

### 1B

*Complete the following sentences about yourself*

<b>I was born in</b>	<i>place</i>	
<b>in</b>	<i>when</i>	
<b>I went to school in</b>	<i>place</i>	
<b>After leaving school, I wanted to study</b>	<i>subject</i>	
<b>So I entered</b>	<i>institution</i>	
	<i>faculty</i>	
	<i>department</i>	
After graduating from the university I plan to do a course / a degree / an apprenticeship in	<i>subject</i>	
<b>*After that I'd like to</b>	<i>occupation</i>	
<b>I believe my first job will be in</b>	<i>place</i>	
<b>as a(n)</b>	<i>job</i>	
<b>Then I'll probably work as</b>	<i>position</i>	
<b>in</b>	<i>place</i>	
<b>with</b>	<i>company</i>	

*After you have completed this page, check that you remember all the important language by covering one column and recalling the complete sentences. Notice the prepositions. Make questions to ask someone else about him- or herself.*

*As every business person knows, you don't talk about business all the time. Talking about yourself and your business partner can help to build trust and confidence. But different countries talk about different topics and have different taboo topics. Prepare yourself by thinking about your own attitudes and the language you need.*

## **Topics you can discuss**

*– add to the list, get ready to ask and answer questions about yourself.*

### ***Family & Home***

a family?

large or small?

city where you live

### ***Business & Work***

work or study?

position?

business trips?

### ***Leisure***

a hobby?

reading?

watching TV?

sports?

### ***Social & Travel***

friends?

travel?

favourite country?

## ***Taboo topics***

*Do you have any taboo topics in your culture?*

*Are there any taboo topics in English-speaking cultures?*

*Make a list of taboo topics, think of the ways to politely avoid answering these questions.*



## 2. YOUR JOB / STUDIES

### YOUR JOB

#### 2A

Complete the following sentences about yourself

<b>My address is</b>		
<b>My mobile / cell / office / business number is</b>	No	
<b>My extension is</b>	No	
<b>I work for</b>	<i>company</i>	
<b>as a(n)</b>	<i>job</i>	
<b>in the</b>	<i>department</i>	
<b>I mostly deal with</b>	<i>kind of work</i>	
<b>I am responsible for</b>	<i>...ing form</i>	
<b>and</b>		
<b>My job involves a lot of</b>	<i>...ing form</i>	
<b>and</b>		
<b>What I like about my job is</b>		
<b>I've been with the company for</b>	<i>period of time</i>	
<b>Since</b>	<i>point in time</i>	
<b>I've been in my present job for</b>	<i>period of time</i>	

After you have completed the page, check that you remember from time to time by covering one column and recalling the whole sentence.

Make questions to ask someone else for the same information.

## YOUR STUDIES

### 2B

*Complete the following sentences about yourself*

<b>Our university is located in</b>	<i>location</i>	
<b>I am a</b>	<i>1<sup>st</sup>, 2<sup>nd</sup> ...year student</i>	
<b>of</b>	<i>institution</i>	
<b>faculty of</b>	<i>name</i>	
<b>department</b>	<i>name</i>	
<b>We study in</b>	<i>the 1<sup>st</sup>/2<sup>nd</sup> shift</i> <i>Nº of days a week</i>	
<b>We take</b>	<i>subjects</i>	
<b>and</b>	<i>courses</i>	
<b>I'm mostly interested in</b>	<i>subject / course</i>	
<b>and</b>	<i>area</i>	
<b>So I spend most of my time</b>	<i>...-ing form</i>	
<b>My hobby is</b>		
<b>In my spare time I like</b>	<i>...-ing form</i>	
<b>In the future I'd like to</b>	<i>occupation</i> <i>job</i> <i>plans</i>	

*After you have completed the page, check that you remember from time to time by covering one column and recalling the whole sentence.*

*Make questions to ask someone else for the same information.*

### 3. YOUR COMPANY / UNIVERSITY

#### YOUR COMPANY

##### 3A

Complete the right-hand part of this page. Make complete sentences about your company. From time to time, cover one half of the page and recall the complete sentences.

<b>The company is divided into</b>	<i>Nº of departments / divisions / units</i>	
<b>We employ</b>	<i>Nº of people</i>	
<b>Our main branches are in</b>	<i>place(s)</i>	
<b>We have subsidiaries in</b>	<i>place(s)</i>	
<b>The company was founded in</b>	<i>point in time</i>	
<b>I am mostly concerned with</b>	<i>kind of work</i>	
<b>I am responsible to</b>	<i>direct superior</i>	
<b>for</b>	<i>...ing form</i>	
<b>The people I am in most frequent contact with are</b>	<i>job titles</i>	

Remember to check that you can say both halves of the sentence naturally – both the information about your own company, and the correct grammar for the first half of each sentence. Make questions to ask your partner about his or her job.

## YOUR UNIVERSITY

### 3B

*Complete the right-hand part of this page. Make complete sentences about your company. From time to time, cover one half of the page and recall the complete sentences.*

<b>Our university has</b>	<i>faculties / departments</i>	
<b>All faculties comprise about</b>	<i>Nº of students</i>	
<b>Our main branches are in</b>	<i>place(s)</i>	
<b>The university has</b>	<i>library / research group / swimming pool .....</i>	
<b>The university was founded in</b>	<i>point in time</i>	
<b>*Later it was</b>		
<b>Now it is</b>		
<b>I am a student of</b>	<i>faculty / department</i>	
<b>I am responsible for</b>	<i>...ing form</i>	
<b>The people I am in most frequent contact with are</b>	<i>titles</i>	
<b>What I like about my studies here is</b>		

*Remember to check that you can say both halves of the sentence naturally – both the information about your own company, and the correct grammar for the first half of each sentence. Make questions to ask your partner about his or her studies.*

## 4. YOUR VALUES

### 4AB

Language is for talking about more than business and facts. It can also help you to show what you think, believe and value. Complete the following honestly. **What is most important to you?** Later add more expressions which can be used to make sentences with **TO BE, TO HAVE, and TO DO.**

<b>TO BE</b>	<i>healthy</i> <i>successful</i> <i>correct</i> <i>happy</i> <i>useful</i>	..... ..... ..... ..... .....
<b>TO HAVE</b>	<i>time</i> <i>money</i> <i>security</i> <i>status</i> <i>comfort</i>	..... ..... ..... ..... .....
<b>TO DO THINGS</b>	<i>Well</i> <i>with other people</i> <i>your way</i> <i>at your own speed</i> <i>efficiently</i> .....	..... ..... ..... ..... ..... .....

*Make sentences using this model.*

**It is important to me to be** .....  
 .....  
**to have** .....  
**and to do things** .....  
**because** .....

*Take turns to share your ideas with your partner or with the group.*

## 5. YOUR PHILOSOPHY

### 5AB

*Complete each of these sentences. Don't just fill in the spaces quickly. Think about what you might want to say in English one day. Use the page to help you to use language which is really important to you.*

*Two of my favourite expressions are...*

.....  
.....  
.....  
.....  
.....  
.....

*I think I am...*

.....  
.....

*Other people say I am...*

.....  
.....

*For me, success is...*

.....  
.....

*Money is....*

.....  
.....  
.....

*My work is important to me because.*

.....  
.....  
.....

*For me, knowing English is...*

.....  
.....  
.....

*For me, pleasure is....*

.....  
.....

*For me, learning new things is...*

.....  
.....

*The most important thing about my country for me is...*

.....  
.....  
.....  
.....

*For me...*

.....  
.....

*After you have completed, make a short talk about your philosophy.  
Be ready to answer the questions of other students in the group.*

## ПРАВИЛА СОСТАВЛЕНИЯ РЕЗЮМЕ И ЕГО СТРУКТУРА

Резюме – это краткая информация о себе как специалисте, с указанием образования, специальности и квалификации, профессиональных качеств и характеристик, истории трудовой деятельности, своих целях при поиске работы.

Главная цель резюме – привлечь внимание работодателя, создать благоприятное впечатление о соискателе и в итоге, получить приглашение на интервью.

### Образец структуры резюме:

Заголовок: *фамилия, имя, отчество.*

*Цель* в поиске работы: какую работу вы ищете, что вам даст эта работа.

Основные *данные*: точный адрес с почтовым индексом, номер контактного телефона, электронная почта.

*Образование*: названия учебных заведений полностью, время учебы. Затем указываем сведения о дополнительном образовании, семинарах, курсах, повышениях квалификации, аттестациях. В обязательном порядке пишем время, продолжительность, название тем / программ семинаров, наличие сертификатов, квалификации.

Образование в резюме молодого специалиста, с отсутствием практического опыта работы или его минимумом, занимает ведущее место. Указывать среднюю школу необходимо только в том случае, если это языковая или другая спецшкола, или если вы закончили среднюю школу с отличием (наличие золотой/серебряной медали).

Если опыт работы недостаточен или отсутствует, как это часто бывает у молодого специалиста, рекомендуется указывать изучавшиеся предметы (особенно те, в которых были достигнуты наибольшее успехи), хорошие и отличные оценки, награды на олимпиадах и конкурсах и т. п.; также необходимо указать наличие публикаций, особенно в специализированных изданиях, изобретения или собственные разработки.



**Опыт работы** приводится в обратном хронологическом порядке. Перечисляются места работы с указанием дат и занимаемых должностей. Если мест работы не было или мало, указывайте места прохождения практики на предприятиях с описанием знаний и навыков, которые приобретены в процессе стажировки, подчеркните свои достижения.

Стажировка и практика засчитываются наравне с опытом работы, а хорошая стажировка стоит нескольких временных подработок. Важно также указать производственные достижения на каждой должности, если они были. При описании достижений необходимо использовать глаголы действия, такие как развивал, сэкономил, увеличил или сократил. Желательны предельно конкретные формулировки.

**Дополнительные данные:** сведения, подчеркивающие ваши сильные стороны профессиональные и личностные: знание иностранных языков, наличие водительских прав. Сделайте акцент на тех качествах, которые пригодятся на будущей занимаемой должности.

Укажите степень владения компьютером. Варианты: пользователь, уверенный пользователь, опытный пользователь, эксперт. Знание стандартных офисных программ: перечислите; знание специализированных программ: перечислите, навыки программирования.

Укажите уровень владения иностранными языками. Например: "английский на хорошем разговорном уровне. Могу проходить интервью, вести переговоры по телефону". Или, "владею навыками синхронного перевода. Читаю и перевожу техническую литературу", и т.п.

Если вы участвовали в благотворительных мероприятиях или добровольно работали в разных организациях, расскажите о своем опыте, ведь это покажет вас как коммуникабельного и инициативного человека.

### ***Личные качества:***

Опишите те качества, которыми вы действительно обладаете, и то, каким образом они могут пригодиться в профессиональной деятельности.

Будьте осторожны с перечислением личных качеств. На собеседовании вы должны быть готовы на конкретных примерах доказать, что вы действительно ими обладаете. Иначе интервьюер справедливо сделает вывод о том, что перед ним самозванец, когда соискатель будет лишь застенчиво улыбаться в ответ на просьбу пояснить, что имеется в виду под “стрессоустойчивостью”, равно как и под десятью другими указанными в резюме великолепными способностями.

### ***Увлечения / хобби:***

Здесь пишем все, что говорит о вашей образованности, эрудиции и других достоинствах. Помните! Как и в продаже любых товаров, в резюме нужен PR, то есть хорошая реклама, упаковка. Именно этим мы с вами сейчас и занимаемся. Напишите примерно так: "Самообразование в сфере психологии, чтение научной, познавательной и художественной литературы. Спорт, шахматы, ребусы. Изучение иностранных языков. Увлечение историей: античность, древняя философия, медицина и др."

### ***Рекомендации:***

Здесь нужно указать полностью ФИО вашего бывшего работодателя, телефон, удобное время звонка. В качестве рекомендателя может выступать не только ваш непосредственный руководитель, но и коллега по работе, клиент компании, с которым вы сотрудничали, другой внешний контрагент, за работу с которым вы несли ответственность. То есть, любой человек, который являлся свидетелем вашей профессиональной деятельности и может охарактеризовать вас, как работника. Рекомендателем в данном случае не может являться человек, с которым у вас были интересы не делового характера.

### ***Какой формат резюме выбрать?***

Под форматом имеется в виду способ расположения текста в документе. Классическими способами оформления резюме являются расположение текста **в две колонки** (названия разделов слева, текст справа) и расположение текста **в одну колонку**. Выбор того или иного способа расположения текста главным образом зависит от предпочтений самого соискателя, а также от объема сведений, которые вы намерены отразить в документе.

Выпускникам стоит обратить внимание на двухколонный способ оформления, который больше всего подходит для малого количества сведений. Для среднего и большого объема сведений лучше использовать оформление одной колонкой.

Одноколонный и двухколонный форматы обеспечивают прекрасную читаемость документа и позволяют рекрутеру легко ориентироваться в документе. Для резюме это является критичным, так как плохо оформленные документы обычно играют не в пользу кандидата – их просто не читают. На изображениях ниже приведены примеры составления резюме, которые более подробно раскрывают суть обоих способов оформления документа.

Если вы хотите акцентировать внимание рекрутера на какой-либо важной информации – выделяйте ее **жирным шрифтом**. Однако не стоит увлекаться чрезмерным оформлением. В резюме не принято использовать изображения (кроме фото), нестандартные шрифты и прочие элементы декоративного оформления.

### **Об ошибках, которых можно избежать при составлении резюме:**

- будьте кратки и ограничьтесь одной - двумя страницей, даже если у вас очень продолжительный стаж;
- следите за изменениями в своей контактной информации, и вовремя перепечатайте резюме, если у вас изменился, скажем, номер телефона;
- составив и набрав резюме, дайте прочитать его другому человеку, чтобы выловить все опечатки и грамматические ошибки, которые в данном случае непростительны и могут стоить вам места;

- очень важен внешний вид вашего резюме, поэтому учтите – страница с текстом не должна быть очень убористой; количество используемых шрифтов должно быть минимальным (не более двух); шрифт должен легко читаться (как, например, Times); при наборе текста не выравнивайте текст по правому краю; не злоупотребляйте жирным шрифтом, курсивом, подчеркиванием.

- На “рабочих” сайтах часто встречается раздел “Требования по зарплате”. Использование слова “требовать” выглядит по меньшей мере забавно в резюме молодого специалиста. Пожелания по зарплате предназначены для “озвучивания” в телефонном разговоре. Когда вам позвонит рекрутер и спросит, какая зарплата вас интересует, вы скажете, что ваши ожидания по зарплате составляют от... однако вы гибко относитесь к этому вопросу и сейчас в первую очередь интересуетесь работой как таковой.

- Заведите специальный “серьезный” адрес электронной почты (обычно составляют из имени и фамилии). Нелепые belochka@, zlobnyzver@ (да-да, это правда!) наведут рекрутеров только на одну мысль – что с головой у соискателя не все в порядке. Не забудьте указать два телефона (обычно мобильный и домашний) – это важно для случая, когда мобильный вне доступа, а письма по электронной почте остаются непрочитанными. Предупредите домашних о возможных звонках насчет работы и необходимости записывать информацию.

- Семейное положение вы можете указывать по желанию.

- Обязательно предупредите рекомендателей о возможности звонка. Если вы не уверены в том, что рекомендатель даст о вас исключительно блестящие отзывы, лучше опустите этот раздел.

Заранее сделайте идентичный по структуре и содержанию вариант на английском языке, чтобы не писать его потом в спешке. Английский и русский варианты резюме должны иметь одинаковое графическое оформление и содержание.

Многие международные компании сразу его у вас запросят либо изначально разместят вакансию на английском. Распечатайте несколько копий на обоих языках. Они должны быть под рукой на собеседованиях и ярмарках вакансий. Имейте с собой на всякий случай флэшку с файлами.

## **Болконский Андрей Николаевич**

**Дата рождения:** 12 января 1981  
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### **Руководитель отдела продаж**

**Цель:** Соискание должности руководителя отдела продаж.

#### **Профессиональные навыки:**

- Многолетний опыт по разработке, развитию и управлению торговыми и маркетинговыми проектами. Увеличение объема продаж.
- Опыт ведения переговоров различного уровня, заключение договоров, контроль исполнения договорных обязательств.
- Навыки построения высокоэффективной команды, подбора, обучения и мотивации персонала.

#### **Опыт работы:**

##### **ЗАО «Торговая компания»**

##### **Руководитель департамента продаж (июль 2007 – н.в.)**

- Составление плана продаж. Разработка стратегий поиска новых клиентов. Мониторинг рынка и разработка плана развития.
- Обучение торговых представителей. Оценка и контроль результатов работы. Разработка и внедрение схем мотивации персонала.
- Работа с рекламациями клиентов. Оптимизация бизнес-процессов.

#### **Дополнительные сведения:**

Пытний пользователь ПК (MS Office, 1С, интернет, видеоконференции).  
Разговорный английский. Водительские права. Готовность к командировкам. Предоставление рекомендаций по запросу.

## Болконский Андрей Николаевич

**Дата рождения:** 12 января 1981  
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### Профессиональные навыки

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RESUME

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 Date of birth: 29 September 1994

EDUCATION

2013 – Samara University, faculty of State Man-  
 to present agement, Management department. Bachelor of  
 Arts, management degree anticipated May 2016

EMPLOYMENT

2013 - to present .....

AWARDS AND ACHIEVEMENTS:

.....  
 ..

OTHER INFORMATION

Languages: Russian (native), English (fluent)

.....  
 ..

REFEREES

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*(names of other referees will be supplied on request)*

## КОНТРОЛЬНОЕ ЗАДАНИЕ № 1

*Письменные ответы на вопросы рекомендуется отослать преподавателю для проверки по электронной почте и, при необходимости, устно обсудить при личной встрече.*

**Translate the following questions into English.**

**Answer them using the information about yourself.**

Question in Russian	Question in English	Your Answer
1. Как Ваше полное имя?		
2. Как Ваше первое имя?		
3. Как Ваше второе имя?		
4. У меня нет второго имени, мое отчество...		
5. Где вы живете?		
6. Какой Ваш адрес?		
7. Какой Ваш номер телефона?		
8. Какой ваш адрес электронной почты?		
9. Назовите по буквам, пожалуйста.		
10. Повторите, пожалуйста.		
11. Говорите помедленнее, пожалуйста.		
12. Когда Вы родились?		
13. Где Вы родились?		
14. Откуда Вы родом?		



15. Где Вы ходили в школу?		
16. Где Вы учились (после этого)?		
17. Что Вы изучали?		
18. Какие предметы Вы изучали?		
19. Какие курсы Вы проходили?		
20. Где Вы проходили практику?		
21. Какие обязанности Вы выполняли?		
22. Какую степень Вы получили?		
23. Где было Ваше первое место работы?		
24. Где Вы работали затем?		
25. Какова Ваша нынешняя должность?		
26. Какой Ваш рабочий адрес?		
27. Какой Ваш рабочий / мобильный номер телефона?		
28. Каковы Ваши должностные обязанности?		
29. За что Вы отвечаете?		
30. Сколько времени Вы работаете в этой компании?		

31. Сколько времени Вы работаете в нынешней должности?		
32. Что Вам нравится в Вашей работе?		
33. Сколько сотрудников в вашей компании?		
34. Сколько отделов / подразделений в вашей компании?		
35. Когда была основана эта компания?		
36. Где находятся филиалы компании?		
37. С чем связана Ваша работа?		
38. Кому Вы подчиняетесь?		
39. С кем Вы чаще всего контактируете?		
40. Где Вы учитесь? /вуз, факультет/		
41. Где расположен университет?		
42. Сколько факультетов в университете?		
43. Сколько студентов обучается в университете?		
44. Когда был основан университет?		
45. Где находятся филиалы университета?		

46. Есть ли исследовательский центр / спортивный центр / бассейн / библиотека...?		
47. На каком курсе Вы учитесь?		
48. Какие предметы Вы изучаете?		
49. Что Вас больше всего интересует?		
50. Какова тема Вашего научного исследования?		
51. Чем Вы увлекаетесь?		
52. Какие у Вас хобби?		
53. Каковы Ваши <i>ценности</i> ?		
54. Как Вы считаете, каким важно <i>быть</i> ?		
55. Как Вы считаете, что важно <i>иметь</i> ?		
56. Как Вы считаете, как важно <i>поступать</i> ?		
57. Какова Ваша <i>философия</i> ?		
58. Каково важное для Вас <i>высказывание</i> / <i>цитата</i> ?		
59. Люди говорят, что я...		
60. Я считаю, что я...		

61. Для меня <i>успех</i> – это...		
62. Для меня <i>работа</i> – это...		
63. Для меня <i>деньги</i> – это...		
64. Для меня <i>счастье</i> – это...		
65. Для меня <i>знание английского</i> – это...		
66. Для меня <i>удовольствие</i> – это...		
67. Для меня <i>узнавать новое</i> – это...		
68. Расскажите о себе. Какие 5 слов Вас лучше всего описывают?		
69. Какой опыт, важный для этой должности, Вы имеете?		
70. Каковы Ваши сильные стороны?		
71. Каковы Ваши слабые стороны?		
72. Что Вас мотивирует?		
73. Что Вы знаете о нашей компании?		
74. Что привлекло Вас в этой должности?		
75. Где Вы видите себя через 5 лет?		

# SUGGESTED STRATEGY PRACTICE

## 1. SELF-PRESENTATION STRATEGY

### Test Interviews

#### In the test you are given marks for:

- Grammar and vocabulary. You need to show that you have a good range of vocabulary and can use correct grammar. However, occasional small mistakes will not affect your mark.
- Discourse management. You need to show that you can speak in a logical way about the subject and speak for the right amount of time.
- Pronunciation
- Interactive communication. You need to show that you can listen to the examiner and to your partner and give suitable answers.

#### The interviewer asks you

- general questions about your work, studies, free time, etc.
- questions on a business topic.

#### This part of the interview tests your ability to:

- Talk about yourself
- Talk about preferences
- Agree
- Disagree

### Examples, reasons and extra information

**Giving examples:** If you are asked *What do you most enjoy about your job?* you can say *I most enjoy the teamwork. We have a very good working atmosphere in my company. For example, when I've got a work problem, I can always ask my team for help and they're usually ready to give it.*

**Giving reasons:** If you are asked *Is this a good area to work in?* you can answer *Yes, it's quite good because there is plenty of industry and communications are excellent.*

**Extra information:** *If you are asked Where do you come from?* you can answer *I come from Edinburg* or you can give extra information, such as *I come from Friburg. It's a town in the western part of Switzerland, not far from Berne.*

**Suggested interview technique:**

1. Before you go into the interview, make sure that you can answer questions about yourself and your job.
2. Don't answer the questions with just one or two words. Add a reason and an example.
3. Smile at the interviewer, make eye contact and look confident.

**PRACTICE**

1. **Read** these examples of possible test questions. Unfortunately, this candidate doesn't say very much!

<b>Interviewer</b>	<b>Interviewee</b>
1. Where are you from?	Turkey.
2. What work do you do?	I'm an accountant.
3. What do you like about you job?	My colleagues are nice.
4. Do you have a comfortable office at work?	Yes.
5. Is it important for you to have your own office?	Yes. It's important.
6. And would you like to have a bigger office?	Not really.

2. Below you will find some more information and ideas which the candidate could use. **Match each one with one with one of the answers above to make longer answers.**

- a. I work for a clothing firm in Istanbul.
- b. I've got several good friends among them.

- c. If you don't have your own office, people can interrupt you all the time. It can be difficult to concentrate.
- d. I was born in Ankara but now I live in Istanbul.
- e. There is plenty of space for all my files already.
- f. It's very light with nice furniture.

**3. Read** the examiner's questions again and **answer** them about yourself. Avoid answers of just one or two words.

**4. Now work in pairs.** Take it turns to be the interviewer and the candidate for the following questions.

A	B
* How important is it for you to have a mobile phone?	*Is it important for business people to speak a foreign language?
* What are the advantages of using the text messages?	*Apart from English, which language is the most important in your area of work?
* Are there any situations when it's better to talk to people face to face instead of telephoning?	*Do you think companies should give language training to their staff?

## 2. REASONING STRATEGY

### **In the test you are given marks for:**

You are given a page with two topics printed on it. The topics consist of a questions beginning with *What is important...?* Followed by three alternatives/ You must talk for about 1 minute on one of the topics.

You must also listen to your partner's talk and briefly answer his or her *What is it important ...?* question.

### **This part of the interview tests your ability to:**

- Speak for a longer time, as you might have to do in a business meeting or when giving a short presentation.

- Organize your idea clearly and keep to the topic.
- Give reasons to your ideas and opinion.

***Suggested technique***

**A You have one minute to prepare. Use it to:**

1. Choose the topic which is easier for you.
2. Think about the three points and why they are important. Decide which one or two are the most important.
3. Think about examples you can give. Personal examples can make the talk more interesting.
4. Note down some key words and ideas for each alternative to help you remember and organize your talk.

**B When speaking:**

1. Use your notes but look at the interviewer.
2. Start by saying which question you have chosen.
3. Use linking words and phrases like firstly, because, for example. This will make your talk easier to follow.
4. Watch the time and try to finish with a short concluding sentence.
5. Keep speaking for the minute. If you run out of ideas, take a breath and begin again, even if you are repeating an idea you have talked about before.

***PRACTICE***

1. Look at the following question. Below you will find an example of a talk that a candidate might give on this topic. **Write the best linking word or phrase from the box in each gap.**

What is important when giving a presentation?

- \* Using visuals
- \* Giving handouts
- \* Allowing time for audience questions

secondly	also	because	like	this means that
so to conclude		firstly	but	for example



Well, I've decided to talk about what is important when giving a presentation. **1**....., I think it's important to use visuals like PowerPoint slides or things written on a flip chart **2**..... It's easier for the audience to concentrate when they have something to look at. Of course, there are some things which you can explain more clearly if you use visuals. **3** ....., if you are talking about figures, you really need to show them to your audience on a graph. **4** ....., It's very important to give the people who are listening time to ask you questions at the end. **5** ..... you can explain something to them again if it wasn't clear the first time. It **6** ..... means that the audience can find out more about any part of the talk which interested them. People usually give handouts **7** ..... copies of the Powerpoint slides to the audience. This is nice **8** ..... I don't think it's essential. People often prefer to make their own notes. I sometimes wonder if many people look at the handouts again after the talk. **9** ....., I think the most important things are using visuals and allowing the audience to ask questions at the end.

**2. Work in pairs.** Choose one of the topics below and discuss how you could answer it. Make some notes.

What is important when applying for the post?

- \* Location
- \* Career prospects
- \* Salary

What is important for you in an office?

- \* Having lots of space
- \* Being private
- \* Being able to personalize your office

**3. Change partners and give your talks.** Your partner should listen and make any suggestions for ideas you could add at the end.

**4. Indicate** by placing an "x" next to the 6 items from the list below which you believe are most important in motivating you to do your best work. **Say why?**

## FACTORS WHICH MOTIVATE ME

FACTOR	REASON
1. Steady employment	
2. Respect for me as a person	
3. Adequate rest periods or coffee breaks	
4. Good pay	
5. Good physical working conditions	
6. Getting along well with others on the job	
7. Chance for promotion	
8. Pensions and other security benefits	
9. Feeling my job is important	
10. Having a written job description	
11. Getting a performance rating	
12. Attending staff meetings	
13. Opportunity for self-development and improvement	
14. Fair vacation arrangements	
15. Large amount of freedom on the job	

**Now give your reasons for your choices.**

I  
think.....

.....  
 is essential because .....:  
 .....  
 However, .....  
 .....  
 is less important due to .....  
 .....  
 Although .....;  
 .....  
 is considered to be .....  
 I believe .....  
 .....

### 3. JOB INTERVIEW TECHNIQUES

*The first thing you need to do when starting the job-hunting process is a self assessment of your own strengths and weaknesses. This process will help you identify the skills, qualifications, experience, knowledge and personal characteristics that employers are looking for.*

**1. Complete the table with the adjectives below. What other words can you add?**

<i>astute</i>	<i>bright</i>	<del><i>calm</i></del>	<i>clever</i>	<i>easy-going</i>
	<i>hard-working</i>		<i>moody</i>	<i>neurotic</i>
<i>punctual</i>		<i>quick-tempered</i>		<i>reliable</i>
<i>responsible</i>		<i>sharp</i>		<i>slow</i>
.....				
.....				

<b>Intelligence and ability</b>	<b>Emotional stability</b>	<b>Conscientiousness</b>
<i>bright</i>	<i>calm</i>	<i>reliable</i>
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

**2. Match** the personal characteristics to the questions.

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>1) creative</li> <li>2) decisive</li> <li>3) flexible</li> <li>4) organized</li> <li>5) persuasive</li> <li>6) reliable</li> </ul> | <ul style="list-style-type: none"> <li>a. Do you always do what you say you'll do?</li> <li>b. Are you good at getting other people to agree with you?</li> <li>c. Are you good at making your mind up quickly?</li> <li>d. Are you able to plan ahead successfully?</li> <li>e. Are you able to cope with last-minute changes?</li> <li>f. Are you good at coming up with imaginative solutions?</li> </ul> |
|---|--|

**3. In pairs,** take turns to ask and answer the questions in the exercise above.

**4. Discuss your individual strengths and weaknesses, giving specific evidence.**

A: "Do you always do what you say you'll do?"

B: "Yes, I'm very reliable. I'm always on time to work, classes and meetings, and when I can't make it, I let people know ahead of time."

5. Now give some more information about your strengths and weaknesses. Try to use the following phrases.

strengths	weaknesses	positive characteristics	negative characteristics
I'm excellent at...	I'm not very good at...	I am...	I can sometimes be...
I'm able to...	I could be better at...		
I'm interested in...	I'm reasonably good at...	I try to...	Occasionally I am...
I recently managed to...	I would like to be able to...	I have...	I can be a little bit...

**The right person.** *These words are often used in job advertisements. Companies look for people who are:*

- \* **Self-starter, proactive, self-motivated:** good at working on their own.
- \* **Methodical, systematic and organized:** can work in a planned, orderly way.
- \* **Computer-literate:** good with computers.
- \* **Numerate:** good with numbers.
- \* **Motivated:** very keen to do well in their job.
- \* **Talented:** naturally very good at what they do.



## 6. Match the transferable skills to the examples of professional behavior

1) analytical skills	<i>a</i> I have a justified belief in my ability to do the job. I am able to express my opinion or provide advice when necessary. I am good at making decisions.
2.) creativity	<i>b</i> I have actively seek feedback on my performance and carefully consider feedback. I demonstrate an interest in an understanding of my own and other cultures. I understand my own strengths and limitations.
3) self- confidence	<i>c</i> I am good at getting a good deal. I am good at developing and managing relations with the others. I am able to persuade, convince and gain support from others.
4) communi- cation skills	<i>d</i> I am able to formulate new ideas to solve the problems. I am able to think ahead to spot or create opportunities. I set aside thinking time to come up with alternative ways of getting things done more efficiently.
5) independ- ence	<i>e</i> I can work with sustained energy and determination on my own. I can find ways to overcome obstacles to set myself achievable goals. I strive towards my own targets and refuse to settle for second best.
6) inter- personal skills	<i>f</i> I am good at data analysis. I am excellent at interpreting data to see cause and effect and am able to use this information to make effective decisions.
7) nego-tiation skills	<i>g</i> I am able to express myself effectively. I am able to make my opinions totally clear and am rarely misunderstood. I produce clear, well-written reports that can be easily understood.
8) self awareness	<i>h</i> I am good at working cooperatively. I am good at working and communicating within a team to achieve shared goals. I am a good listener.

**7. Write your own examples of behavior for the following transfer skills. Compare your answers with the suggestions in the answer key.**

- 1) flexibility      *I'm not rigid in my approach to work.*  
.....  
.....
- 2) leadership skills  
.....  
.....
- 3) organizational skills  
.....  
.....
- 4) teamworking skills  
.....  
.....

**8. Identify three key transferable skills of your own, which you have used at work or university. In pairs, tell each other about your skills, giving examples of your behaviour. Then compare them with suggested answers in the answer key. Responding to questions at an interview is your opportunity to give evidence of your skills and experience, prove you know what the job entails, and demonstrate that you are the best person for the job.**

**9. In pairs discuss the following questions**

- 1. What questions might you expect to be asked in any job interview?
- 2. What advice would you give somebody about dealing with the interview questions?



**10. Look at the common interview questions. Write the type of question (a-c) next to each question (1-12)**

- a. Questions that require you talk about yourself, your ambitions, your personality, your hobbies and interests
- b. Questions that require you to prove you have researched the job and the company you have applied for work with
- c. Questions that require you to demonstrate you have the skills and experience required for the job

1. Can you tell us something about yourself?
2. What experience do you have that is relevant for this position?
3. What did you learn during your time at university?
4. What do you see as your strengths?
5. What do you think about our website?
6. What attracted you to the position?
7. How would your colleagues describe you?
8. What sorts of projects did you work on in your last position?
9. What university did you attend and why did you choose it?
10. How do you typically approach new projects?
11. What do you know about our company?
12. Where do you see yourself in five years' time?

**11. In pairs,** try to think of some more questions for each category (a-c). Which questions would you welcome in an interview? Which questions would you not like to be asked?

**12. In pairs, take turns** to ask and answer the questions in Exercise 10. Which questions are the easiest to answer? Which are the most difficult?

**13. How would you answer the following questions?**

1. What are the 5 different words that describe you best?

.....  
.....  
.....

2. What is the most difficult thing for you to do?

.....  
.....  
.....

3. What things do you do best individually \ ... in a team setting?

.....  
.....  
.....

4. What was your biggest mistake and what did you learn from it?

.....  
.....  
.....

5. What have you learned about yourself from your last position?

.....  
.....  
.....

## ROLE-PLAY GAME “JOB INTERVIEW”

**1. Work in pairs (Student A and Student B). Student A and Student B look at the information below.**

*Student A - You are James Vernon, Personnel Officer for Renault UK Ltd. You are going to interview the candidate (Student B) for a place on the graduate management programmer. First read the resume which Student B will give you, and think about the questions which you would like to ask. Then conduct the interview using the chart (Ex.2) to help you.*

*Student B - You have been invited to attend an interview for a vacancy on Renault’s graduate management programme. You will be interviewed by James Vernon (played by Student A), Personnel Officer for Renault UK Ltd. First give your resume to Student A and then prepare for the interview. Think about the kind of questions that you are likely to be asked and plan your replies. Are there any questions that you would like to ask about the position?*

**2. When you have finished the interview, complete the following evaluation sheet for Student B.**

### ***EVALUATION SHEET***

Position: .....

Name of candidate: .....

**Score**

-        +

1 2 3 4 5

**BACKGROUND**

Education:

Languages:

Experience:

BEHAVIOUR  
AND COMMUNICATIVE ABILITY

- Physical Presentation:
- Communication skills:
- Ability to listen:
- Humour:
- Culture:
- Maturity:
- Manners:

PERSONAL QUALITIES

- Dynamism:
- Ambition:
- Organizational skills:
- Leadership:
- Team Spirit:
- Involvement:

CONCLUSION

Suitability of the candidate:.....  
.....  
.....  
Action to be taken:.....  
.....

**3. Would you employ him or her? Why? / Why not? Discuss your reasons with your partner.**

**UNIT 2**  
**SOCIAL LANGUAGE ORGANIZER**

**1. ESSENTIAL WORDS**

*SAYING THANK YOU*

**Thank you.**

*Use these if someone does something simple for you. This is for things you normally expect from other people. They are not strong enough for special help.*

**Thank you very much.**

**Thanks a lot. (informal)**

**I'm very grateful.**

*For special help, add one of these to the usual expressions listed above.*

**It's very kind of you.**

*REQUESTS AND INVITATIONS*

**Could you....., please.**

*Use 'please' at the end of requests for help when the other person will do something for you.*

**Would you...for me, please.**

**A black coffee, please.**

*Avoid using 'please' in the middle of a sentence.*

**Please sit down.**

*Use 'please' as the beginning of invitations or suggestions where the other person will do something for themselves.*

**Please help yourselves to the coffee.**

**Please don't wait for me.**

**Please join us this evening.**

## WHEN YOU ARE LISTENING

*If your English is not very good, these words will help you to take a natural part in a conversation without you having to say very much! If your English is good, it is important to use these words naturally*

**Sorry?**

**Really?**

*Use this word alone if you want the other person to repeat what they said for any reason - you didn't hear properly, you didn't understand, or even, you didn't believe what you heard!*

## 2. APOLOGIES AND EXCUSEEXCUSES

*I'M AFRAID... Use this alone to ask the other person to continue, to give more details. It shows you are involved in the conversation but expect the other person to say more before you comment yourself.*

*Match the remarks and responses.*

- |   |  |
|---|--|
| <b>1. Can you ring me this evening?</b>         | a. Not completely, I'm afraid.                 |
| <b>2. Could I speak to...please?</b>            | b. I'm afraid that's impossible.               |
| <b>3. Did you remember to send me that fax?</b> | c. I'm afraid I completely forgot.             |
| <b>4. I'd need about 40% discount.</b>          | d. I'm afraid I can't.                         |
| <b>5. Are you happy with that suggestion?</b>   | e. I'm afraid he's out at the moment.          |
| <b>6. What about next Tuesday?</b>              | f. I'm afraid I can't manage next week at all. |

*Add 'I'm afraid' to any response which will seem unhelpful to the other person. Notice, it makes some quite strong negative responses acceptable. It is not usually used in written English; in writing, use 'unfortunately' instead. Often, instead of the single word 'No', it is better to use 'I'm afraid not' as a negative response.*

### **OTHER APOLOGIES**

*In British English the easiest general rule is:*

**Excuse me**      *before* you disturb someone.

.....  
.....  
.....

**Excuse me**      *before* you try to pass someone

**Sorry!**            *is only used after* you have done something or *after* you have inconvenienced someone.  
*in British English after* you have coughed, sneezed, etc.....

.....  
.....  
.....  
*In American English, 'Excuse me' is used to apologise after* you have inconvenienced someone else.

.....  
.....  
.....

### 3. SAYING 'NO'

*It is very important to avoid using 'No' on its own unless you are annoyed. On its own it usually sounds aggressive and unhelpful. There are many other ways of giving a negative response. Match these remarks and responses.*

**1. Did your Head Office agree?**

*a. No, not yet.*

**2. Coffee?**

*b. I'm afraid I've no idea.*

**3. What's the code for Birmingham?**

*c. I'd rather you didn't.*

**4. Have they confirmed the order yet?**

*e. I'm afraid not.*

**5. Do you mind if I arrive a bit late?**

*f. Well, I really need a bit more than that.*

**6. Is 25% all right?**

*d. Not at the moment, thank you.*

*Collect more ways of saying 'No' naturally and list them below. Check by covering the English part and recalling the natural English expressions.*

YOUR LANGUAGE	ENGLISH



#### 4. SAYING 'YES'

*There are lots of expressions which are more natural and polite than using the single word 'Yes'. Match these remarks and responses. Notice that the natural expressions are quite different from simple, one-word answers.*

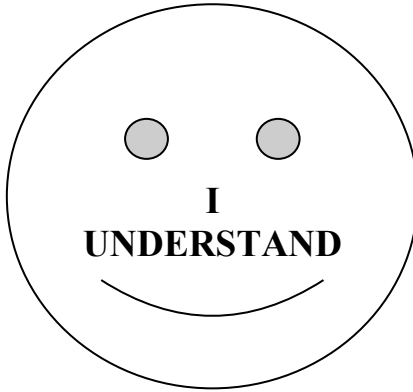
- |   |   |
|---|---|
| <b>1. Will delivery by the end of the month be all right?</b> | <i>a. Yes, I think so.</i>                |
| <b>2. Could I have another cup of coffee?</b>                 | <i>b. Yes, please.</i>                    |
| <b>3. Is it OK to park here?</b>                              | <i>c. Of course; help yourself.</i>       |
| <b>4. Would you like me to copy it for you?</b>               | <i>d. Yes, that'll be fine.</i>           |
| <b>5. Can I count on your support?</b>                        | <i>e. As far as I'm concerned.</i>        |
| <b>6. Is next Thursday suitable for our next meeting?</b>     | <i>f. Yes. I'm in complete agreement.</i> |

*Collect more ways of saying 'Yes' and list them below. Check that you know the natural expressions by covering the English and recalling them.*

YOUR LANGUAGE	ENGLISH

## 5. ACTIVE LISTENING

*Different countries have different customs but in many places people who are speaking expect their listener to show interest and involvement. If you listen in complete silence, people may think you are difficult to talk to! Make a list of sounds or expressions which you can use to show you are listening.*



*Mmm.*

*I see.*

*Make a list of expressions you can use to show you do not understand, or need something repeated or explained.*

*I don't quite follow.*

---

*Sorry. What exactly do you mean?*

---

---

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## 6. LANGUAGE PROBLEMS

*If you find it difficult to understand natural English conversation you need expressions to help you to control what other people say. Make sure you know how to use all the expressions below.*

**WHEN YOU DON'T UNDERSTAND**

**Sorry, I'm afraid I don't understand.** (at all)

**I don't know what.....means.** (You really don't know.)

**I don't know what you mean by.....**(You think you must misunderstand)

**Just a moment, please.**

**What (exactly) does.....mean?** (To check)

**I didn't catch/follow that** (completely).

**Could you just go over it again?**

**Could you just repeat that, please?** (You want everything repeated.)

**Could you just repeat** (the figures/the dates/your fax number/...) **please?**

**SAYING WHAT YOU NEED**

**Could I just have a minute, please.** (You want a pause to think/write/....)

**Could you just say that slowly, so I can make a note, please.**

**Could you spell** (your name/address/company name/....), **please.**

**EXPLAINING YOUR LANGUAGE PROBLEMS**

**I'm afraid I don't know the English word for..... . Can you help me?**

**I'm afraid I can't explain very clearly in English.** (But I'll do my best.)

**Have I made myself clear?** (Gives the other person chance to check with you.)

**I think you must have misunderstood me.** (The other person seems annoyed or confused.)

**YOU NEED TIME TO REACT**

**Really?**

**Can you give a few more details** (about.....), **please?**

**That's very interesting. It really gives me something to think about.**

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## SUGGESTED STRATEGY PRACTICE

### 1. EMOTIONS AND INITIATIVE CONTROL STRATEGY

#### Saying "NO"

**Part 1. Making Excuses** *The most common approach to saying "no" is to make an excuse as to why you are saying "no." If the request is very simple and cannot be interpreted as a personal rejection, a simple "I'm sorry" will do.*

*For example, if asked, "Do you have the time, please?" it will be enough to say, "No, I'm sorry." When the request is more personal, an excuse or reason may be required. The following general expressions can be helpful:*

#### *Useful Expressions*

1. No, thank you.
2. I'm sorry.
3. I'm so sorry.
4. Please excuse me, but...
5. Please accept my apologies.
6. I'm afraid I can't.
7. I'd love to, but I'm busy.
8. I'm tied up right now.
9. Something has just come up.

*In the following sentences, questions are answered negatively, but in a polite way.*

**Example:** *Do you need a pen?- No, thank you.*

- Can you come to the meeting now? - I can't. Sorry, I'm busy.
- Would you like a cup of coffee? - No thank you.

- We were expecting you to call us yesterday... - Please accept my apologies. I completely forgot.
- Can you loan me your computer? / ≠ borrow/ - I'm afraid I can't, I'm using it now.
- Will you join us after work? - It's nice of you to think of me, but I can't today.
- Will you be at the department meeting? - No, please excuse me, but I will be away.

## **Part 2. Expressing Uncertainty.**

*Useful Expressions* When you do not wish to say "no" right away you may choose to express uncertainty. It is more tactful. It tells the person that you are thinking over the request or demand. It is neither a yes nor a no.

*Repeat each expression after the teacher:*

- I'm not sure...let me think about it.
- I'm not sure...may be.
- Let's see how things go.
- I don't know... that's an interesting idea. I'll give it some thought.

*When someone asks you – or invites you – to do something that you do not wish to do, or perhaps cannot do, it is best to soften the rejection by saying something positive. This may be done by acknowledging the person's request.*

*Please repeat each sentence.*

- I'm sorry I can't, but I appreciate your asking.
- I wish I could, but thank you for asking.

- I'm sorry, something has come up – but thanks for thinking of me.
- I'm afraid I can't, but it's kind of you to ask.
- Please accept my apologies...and thank you for asking.
- I'm sorry to have to say "no," but I do appreciate the thought.

*See how questions are answered with expressions of uncertainty. Repeat the answers.*

- Can you make a sales presentation this morning?
- I'm not sure. Let me think about it.
- Will you be attending the company party?
- I'm not sure, maybe.
- Can you give me a 10% discount on that model?
- Well, let me think about it.
- Will you expand your market into South America?
- I don't know. It's an interesting idea. I'll give it some thought.
- We would like to close the deal, but we need a 20% reduction in price.
- Hmm, let's see how the negotiations go.

### **Part 3. Buying Time or Stalling**

*Useful Expressions. When you do not want to say "no" right away you can stall for time. You let the person know you may have some doubts, but need more time to answer. Here are a few useful expressions.*

- Well, I need a little more time to think about it.
- I don't know, could you tell me what's involved?
- What did you have in mind?

## PRACTICE

### Saying “NO”

#### Making Excuses

Say these answers to the questions in English

1. Would you mind having dinner with us?	Спасибо. Но я бы предпочёл остаться дома.	Thanks, but <b>I'd rather</b> stay home.
2. You look sad... What's wrong?	Я не хотел бы говорить (об этом).	I'd rather ...
3. Can you come to the meeting now?	Нет, мне очень жаль, но не могу.	
4. Will you join us after work?	Я бы рад, но боюсь, сегодня не могу.	
5. Will you be at the department meeting?	Нет, вы меня извините, но меня не будет.	
6. Have you seen our business plan?	Нет, ещё нет.	
7. Can you make a presentation this morning?	Не уверен, дайте подумать.	
8. Will you be attending the company's party?	Не уверен, но может быть.	
9. We'd like you to join us after the meeting.	Боюсь, я сильно загружен. Спасибо, что пригласили.	
10. Could you meet me at the airport tomorrow?	Я бы с радостью, но сильно занят.	

11. Why don't we meet on Wednesday evening?	Было бы здорово, но, боюсь, у меня совсем нет времени на этой неделе.	
12. Let's have lunch Saturday afternoon.	В субботу невозможно, но спасибо, что позвонил.	
13. What about next Tuesday?	Боюсь, и на следующей неделе никак не смогу.	
14. Can you call me this evening?	Не могу, извини.	
15. Do you like this color?	Не совсем.	
16. What's the code for London?	Понятия не имею.	
17. When are you leaving?	Точно не знаю, надо проверить.	
18. Do you need my help?	Нет, спасибо. Очень мило с вашей стороны.	
19. Do you mind if I smoke?	Лучше не надо.	
20. Tea? Coffee?	Спасибо, не сейчас.	
21. Do you like ice-cream?	Нет, не очень.	
22. Do you need my help?	Нет, спасибо.	
23. Would you like me to see you off?	Нет, спасибо.	



## Saying “YES”

### *Thanks and Appreciations*

**Say these answers to the questions in English**

<b>A</b>	<b>B</b>	
1. We were expecting you to call us yesterday...	Извините, <u>совсем</u> забыл.	
2. Can you come to the meeting now?	Да, конечно.	
3. Will you join us after work?	Конечно, с удовольствием.	
4. Will you be at the department meeting?	Думаю, да.	
5. Have you seen our business plan?	Да, просмотрел. Выглядит неплохо.	
6. Can you make a presentation this morning?	Да, могу.	
7. Will you be attending the company's party?	Не уверен, но <u>постараюсь</u> .	
8. We'd like you to join us after the meeting.	Буду, обязательно.	
9. Could you meet me at the airport tomorrow?	Вообще-то, я <u>немного</u> занят, но, думаю, что, смогу.	
10. Why don't we meet on Wednesday evening?	Было бы здорово.	

11. Let's have lunch Saturday afternoon.	В субботу не могу, но спасибо, что позвонил.	
12. What about next Tuesday?	Хорошо, давай на следующей неделе.	ОК, let's make it next week.
13. Can you call me this evening?	Да, в котором часу?	
14. Do you like this colour?	Да, цвет чудесный.	
15. What's the code for London?	Минуточку, сейчас посмотрю.	
16. When are you leaving?	В среду.	
17. Do you need my help?	Да, пожалуйста.	
18. Do you mind if I smoke?	Нет, вот пепельница.	
19. Tea? Coffee?	Кофе, пожалуйста.	
20. Do you like ice-cream?	Да, очень.	
21. Would you mind having dinner with us?	Спасибо, с большим удовольствием.	
22. You look sad... What's wrong?	Ничего, я в порядке.	
23. Do you need my help?	Да, пожалуйста.	
24. Would you like me to see you off?	Да, пожалуйста. Очень мило с вашей стороны.	

### Test Interview technique

– In this part you are given a card with a role-play situation

- You ask the partner questions to get the required information
- You must then give your opinion about the information that the partner has given you
- You then discuss a related topic with the partner
- This part of the interview tests your:
  - Ability to ask questions
  - Ability to express opinions
  - Ability to agree and disagree

**Suggested technique:**

1. Read the card carefully before you start speaking.
2. Greet your partner and introduce the questions before you start asking.
3. Make sure you use question forms correctly. *I'd like to ask you a few questions about / concerning...*
4. Listen to your partner's answers and at the end give your opinion about what he / she says.
5. Be ready to disagree with your partner's opinions or ideas.

***PRACTICE***

**1. Work in pairs.**

***Student A***

Read the information on the task sheet below. Ask questions to find out the information from your partner. Then give an opinion on the information.

***You've been shortlisted and invited to the 2<sup>nd</sup> job interview to discuss the possible job offer. You like to clarify some information about:***

- Company premises location
- Staff turnover
- Dress code requirements

**Student B**

Read the information on the card below. Answer your partner’s questions.

*You’ve shortlisted some candidates and is interested in hiring one of them for the position. Answer your partner’s questions with information below.*

- Company premises location: old city center
- Staff turnover: 15% a year
- Dress code requirements: business suit only

**2. Work on your own.** Rate the ten job factors according to their importance to you. Think of reasons for your choice.

<b>FACTORS</b>	<b>RATE</b> <b>№</b>	<b>REASONS</b>
– a good salary		
– low level of stress		
– real responsibility		
– friendly colleagues		
– business trips		
– job security		
– flexible working hours		
– opportunity to be innovative and creative		
– within easy traveling distance		
– good relationship with your boss		
– good chances of promotion		



## 2. JOB INTERVIEW TECHNIQUE SELLING YOURSELF

*A **skill** is the ability to do something well, especially because you have learned how to do it and practiced it. You can say that **someone is:***

perfect / good / bad / terrible at	<i>noun or</i>	customer care computer software electronics
skilled at / skilled in	<i>-ing form</i>	communicating using PC working with large groups
good with	<i>noun</i>	computers people figures

**1. Write some sentences** comparing your abilities now (in the third column) with what they were like when you started.

<b>Skills I need in my job.</b>	<b>When I started I was ..... at this.</b>	<b>Now I am ..... at this.</b>
<i>e.g. organize files</i>	<i>e.g. quite good but slow</i>	<i>e.g. very good and quick</i>
1.		
2.		
3.		
4.		
5.		

*e.g. I am better and quicker at organizing files now.*

---

1.

---

2.

---

3.

---

4.

---

5.

**2. What are your best points?** Underline them in the sentences above.

**3. Now tell the group** about major improvements in your skills, giving examples of your recent achievements.

The rest of the group should **ask you at least 1 question** to clarify the details and **give his or her opinion** about your answer(s).

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

# ROLE-PLAY GAME “A CHANCE FOR PROMOTION”

## STUDENT INSTRUCTION SHEET

**For working students:** You have been hoping for promotion within your company for some time and in staff appraisal sessions you have had very positive feedback. The problem is that the position you’re offered requires:

- ▶ *Knowing English*
- ▶ *Moving abroad*
- ▶ *Passing an interview in English*

The new job is much better paid than your current one and the company would pay relocation expenses if you accepted it. Your bosses have suggested that this career move would probably lead to even better promotion later on. You know that this is probably the only opportunity you will have of gaining the promotion within your company.

**For non-working students:** You’ve been offered to participate in a “Students Exchange Program” that means you’ll have to spend a year leaving and studying abroad. See the requirements above.

### 1. Now consider these things:

<b>Factors</b>	<b>For</b> taking the job / offer + + +	<b>Against</b> taking the job / offer - - -
- culture		
- language		
- stress		



– colleagues		
– social life		
– family		
– health		
– money		
– home		
– travel		
– future prospects		
– <i>spouse's job*</i>		

**2. Remember** to provide your reasons for each of the points above.

**3. Complete the application form**, using your notes from UNIT 1.

**4. Prepare for the interview** by

- covering the possible questions below,
- updating and printing your resume in English & Russian.

**EXAMINER INSTRUCTION SHEET**

*First collect the students' resumes and analyze the information. Then tick the questions you would like to ask each of them at the interview. You may choose some of the questions bellow or create your own ones during the interview.*

1. Have you worked abroad?
2. Did you have a chance to practice your English abroad?
3. Did you attend any training programmes? Do you have certificates?
4. What are your strong \ weak points?
5. Do you think it would be possible to improve your skills in the shortest period of time?
6. Are you ready for a change?
7. Can your family move with you easily?
8. Have you travelled a lot?
9. How long have you been learning English?
10. Please tell me what you want to do in the future?
11. Are you satisfied with your job?
12. Why did you join this programme?
13. What subjects would you like to study \ have you enjoyed studying?
14. What experience would you like to gain?
15. What countries have you visited?
16. Have you ever had any experience in dealing with foreigners?
17. What do you see yourself doing five years from now?
18. Where do you want to be ten years from now?
19. How has your education prepared you for your career?
20. What were your favourite classes? Why?
21. What goals do you have in your career?
22. How do you plan to achieve these goals?
23. Do you have any plans for further education?
24. How much training do you think you will need to become a productive employee?
25. What motivates you?
26. How do you evaluate success?
27. Describe a situation in which you were successful.
28. Why do you consider yourself a manager?
29. What qualities do you feel a successful manager should have?
30. How many employees report to you?
31. What are some of the major problems \ challenges that you face in your job?

32. How much money do you need to be happy?
33. How would you describe your ideal job?
34. Is it possible for you to work overtime?
35. Are you willing to travel? How much?
36. Are you a goal-oriented person?
37. Tell me about some of your recent goals and what you did to achieve them.
38. What are your short-term goals?
39. What are your long-range objectives?
40. Do you handle conflict well?
41. Have you ever had a conflict with a boss\ professor? How did you resolve it?
42. What were your reasons for leaving your previous job?
43. What major problem have you had to deal with recently?
44. Do you handle pressure well?
45. What is your greatest strength?
46. What is your greatest weakness?
47. What are you aiming at participating in the programme?
48. If I were to ask one of your professors to describe you, what would he or she say?
49. Why has your university selected you for participating in this program?
50. What makes you a good candidate for the SEP?
51. Why do you need the foreign training?
52. What kind of accommodation would you prefer during your stay abroad?
  - Give an example of how you worked effectively with people to accomplish an important result.
  - Provide an example of how you acquired a technical skill and converted it into practical application.
  - Describe a creative / innovative idea that you produced which led to a significant contribution to the success of an activity or project.

### **Assessment criteria**

<i>name</i>
<i>role</i>

**LANGUAGE AND COMMUNICATION  
SKILLS**

<b>1. Opening conversation gambits</b>	
<b>2. Answering questions</b>	
<b>3. Asking questions</b>	
<b>4. Active listening (yes / no / could you specify...)</b>	
<b>5. Giving opinion, agreeing and disagreeing</b>	
<b>6. Finishing the conversation</b>	
<b>7. Grammar</b>	
<b>8. Vocabulary</b>	
<b>9. Discourse management (speaking in a logical way about the subject and speak for the right amount of time)</b>	
<b>10. Interactive communication (ability to listen to the and give suitable answers)</b>	

**STRATEGIC BEHAVIOR**

<b>1. Self-presentation strategy (able to answer questions about him/herself and his/her job/studies, giving examples and extra information).</b>	
<b>2. Reasoning strategy (able to organize the ideas clearly and keep to the topic, providing appropriate reasons in the logical way)</b>	
<b>3. Emotions and initiative control strategy (able to ask questions to obtain and specify the information, interrupting in the polite manner and using active listening skills, looks confident)</b>	
<b><i>OVERALL IMPRESSION</i></b>	

## КОНТРОЛЬНОЕ ЗАДАНИЕ № 2

*Письменные ответы на вопросы рекомендуется отослать преподавателю для проверки по электронной почте и, при необходимости, устно обсудить при личной встрече.*

***Answer the following interview questions:***

1. Have you worked abroad?
2. Did you have a chance to practice your English abroad?
3. Did you attend any training programmes? Do you have certificates?
4. Have you travelled a lot?
5. How long have you been learning English?
6. Please tell me what you want to do in the future?
7. What do you see yourself doing five years from now?
8. How has your education prepared you for your career?
9. What were your favourite classes? Why?
10. What goals do you have in your career?
11. How do you plan to achieve these goals?
12. Do you have any plans for further education?
13. What motivates you?
14. How do you evaluate success?
15. Describe a situation in which you were successful.
16. What qualities do you feel a successful manager should have?
17. How much money do you need to be happy?
18. How would you describe your ideal job?
19. Are you willing to travel? How much?
20. Do you handle conflict well?
21. Have you ever had a conflict with a boss\ professor? How did you resolve it?
22. What is your greatest strength?
23. What is your greatest weakness?
24. What are the 5 different words that describe you best?
25. Is it important for business people to speak a foreign language?

**WATCH THE PRESENTATION**  
**“Best Things To Say In An Interview”,**  
**practice answering the questions.**

*/ файл Interview\_Best things.ppt/*

*Посмотрите презентацию, обдумайте полученную информацию. Когда Вы видите на экране вопрос, остановитесь и обдумайте ответ на него. Следующий слайд поможет Вам сформулировать ответ и предложит дополнительные идеи. Ответы на вопросы рекомендуется отослать преподавателю для проверки по электронной почте или устно обсудить при личной встрече.*

**Best Things to Say in an Interview**

The best things you can say in an interview won't necessarily get you the job on their own, but they can certainly pave the way. Keep these five things in mind as you go through the interviewing process to give yourself the best chance at landing the job.

Look at the questions. Take your time to think and answer them.

The following slides give you some extra ideas.

1. Tell us something about your background in this industry?

Speak about specifics that relate to the position you are applying for. If you do not have specific experience, get as close as you can.

2. Why did you leave your last job?

Stay positive regardless of the circumstances. Never refer to a major problem with management and never speak ill of supervisors, co-workers or the organization. If you do, you will be the one looking bad.

3. Give us some idea of what you believe is your greatest strength.

Numerous answers are good, just stay positive. A few good examples:

Your ability to prioritize,  
Your problem-solving skills,  
Your ability to work under pressure

4. Give us some idea of what you believe is your weakness.

Most career books tell you to select a strength and present it as a weakness. Such as: I work too much. I just work and work and work.

5. What do you know about our company?

This question is one reason to do some research before the interview. Find out where they have been and where they are going. What are the current issues?

6. Are you willing to work overtime?

This is up to you. Be totally honest.

7. Would you be willing to relocate if required?

You should be clear on this with your family prior to the interview if you think there is a chance it may come up. Do not say yes just to get the job if the real answer is no.

8. What kind of person would you refuse to work with?

Do not be trivial. It would take disloyalty to the organization, violence or lawbreaking to get you to object. Minor objections will label you as a whiner.

9. Why should we hire you?

Point out how your assets meet what the organization needs. Do not mention any other candidates to make a comparison.

10. How long would you expect to work for us if hired?

Specifics here are not good. Something like this should work: I'd like it to be a long time. Or As long as we both feel I'm doing a good job.

“That’s a Good Question.”

Use this phrase instead of blurting out “I don’t know” if the interviewer stumps you with a surprise question. It can give you a few moments to come up with an answer and, in the meantime, strokes the interviewer's ego a little bit too.

Avoid the “I don’t know” answer when possible, but of course don’t lie about your experience or training.

### *Reasons You Want the Job.*

Knowing a job prospect’s motivations is important for managers who are hiring.

During your interview, talk about how this position fits into your future plans and the ideas you have about your career, how it fits with your values, and what you would like to learn from it. Talk about how you see yourself in relation to the company and what you believe you can bring to the position.

These kinds of thoughts show who you are as a person, and go a long way toward giving the hiring manager an idea about how you might fit in the company’s culture and values.

### *Ask Good Questions*

According to Howard Pines, founder and CEO of BeamPines, “the best thing a candidate can do at an interview ask good questions.”

Doing so shows that you are thoughtful and interested in understanding the company. There’s usually a chance to ask questions at the end of your interview, so be ready with questions that show you’re engaged in the process.



**Here's how to find out if the boss will be as great as the job – ask these questions during the interview:**

11. *“What’s your ideal employee like?”*

Asking this question will give you an idea of what this boss would expect from you. Listen carefully to the answer and deduce what it will mean for you. For example, if her ideal employee works independently, you’ll know this boss is not a micromanager. If her ideal employee follows procedures without question, you’ll know it may be an uphill battle to implement changes or new ideas. If her ideal employee works long hours, don’t expect to leave on time every night.

12. *“What are the other people in the office like?”*

Does this boss really know the people who work for her? Does she list their accomplishments with pride or say something vague and unimpressive? Note her tone of voice when she talks about her team. Is she enthusiastic or disappointed?

13. *“How does an employee succeed on your team?”*

*Hopefully she’ll give you something more enlightening than “Do the job right.”* You want to learn what standards are expected. For example, if it’s a sales position, will you be expected to exceed a specific dollar value in sales or obtain a percentage of satisfied customers? So if her answer is too generic, you may have to follow-up with more questions to get specifics. Ask about the typical career path for an employee who successfully meets goals.

14. *“How do you go about solving problems?”*

How she answers this question can give you insight into her management style. Does she prefer to take charge when things go wrong, or encourage her team to develop solutions?

15. What are the biggest short- and long-term issues I would need to focus on in this position?

16. What would I need to focus on differently than the previous person in this position?

17. What organizational issues should I be aware of?

In addition to the answers themselves, note this person's overall attitude about answering these questions.

If they were open to them and answered thoughtfully, they're probably someone who enjoys promoting good working relationships. If you're offered the job, you shouldn't have any hesitations about working for this person.

But if they appeared to resent the questions and didn't answer them to your satisfaction, they're not someone you'd want to work for. It's better to know this sooner rather than later.

### *List of General Interview Questions For You to Prepare For*

**Hiring managers like to use a sampling of interview questions that provoke the jobseeker to ponder and think deeply about their careers.**

Be ready, as interviewing questions will continue to change to accommodate the ever-changing interview landscape.

#### **Here is only a sampling of job interview questions ...**

18. Tell me about yourself and your career.

19. What are some of your career strengths / weaknesses?

20. Are we the only company you are targeting for a new position?

21. What have your last three evaluations said about you?

22. In relation to dealing with customers, what has been your experience?
23. Are you able to multi-task? Give me some examples.
24. What areas of your abilities would you like to improve upon?
25. How would your colleagues would describe you?
26. What function of your job do you like / dislike most?
27. Tell me some examples of how you increase your client base?
28. Have you ever felt guilty once you closed the sale?
29. Tell me about your character.
30. Describe your most difficult negotiating hurdle.
31. Do you work well under pressure? What was your greatest achievement while under pressure?
32. What type of rewards are you seeking regarding this position?
33. How do your managerial styles differ from others in your field?
34. Tell me about the procedures you intend to implement once in the position?
35. Where do you see yourself in five, ten, or fifteen years?
36. Are there any concerns you have about this position?

37. In 20 words or less, tell me why we should hire you. Why should this job interview transition into a job offer?

38. What opportunities do you expect to achieve within this position?

39. What makes you a leader rather than a follower?

40. What tactics or tools do you utilize to conquer stress?

41. What is your least favorite duty and why?

42. What is your favorite duty and why?

43. Explain your tactics for dealing with a personality conflict with a colleague.

44. Describe how your skill set will benefit XYZ Company.

45. Describe your greatest obstacle when dealing with a client and how you overcame it.

46. What are your short- and long-term goals?

47. What are your salary requirements?

### **How to Respond to Inappropriate Job Interview Questions**

“How should I respond to inappropriate questions such as ‘*Do you have a stable home life?*’ or ‘*Tell me about your personal situation.*’ Are these inappropriate questions? It has been so long since I interviewed for a job, your suggestions about the most helpful responses would be appreciated!”

Those are, indeed, inappropriate questions that should NOT be asked at an interview.

Various federal, state, and local laws regulate the questions a prospective employer can ask you. An employer's questions – on the job application, in the interview, or during the testing process – must be related to the job for which you are applying.

That does not mean, however, that you will never be asked inappropriate questions. Some companies have poor HR support, some interviewers are untrained and unaware of inappropriate or illegal questions, and some even ask them knowing they should not.

You won't have much chance of getting the job if you respond to such questions by saying, "Hey, that's an inappropriate question. You can't ask me that!"

So you have a few options. First, you can answer the question. Even if it's inappropriate to ask, there's nothing that says you can't answer it. If you choose to do so, realize that you are giving information that is not job-related. You could harm your chances by giving the "wrong" answer.

Or you could respond with something like, "How would my answer to that question directly relate to my ability to perform in this position?" If you keep your tone non-confrontational, courteous and upbeat, they may realize they've goofed by asking such a question without getting upset at you for pointing out their mistake. Depending on how they respond, you may feel more comfortable answering.

The best strategy, I believe, is to figure out and address their TRUE CONCERN. When they ask something like, "Do you have a stable personal life?" they may be trying to protect themselves from a bad situation that they've had to deal with in the past (former employee whose personal problems interfered with his/her ability to do the job). So what they really want to know is, will YOU be a reliable employee who can be counted upon to show up and do your job effectively, regardless of any personal problems you may have.

So without directly answering their question, try to address their underlying concern. In this instance you might say, “My career is very important to me. I’m fully committed to performing at my highest level at all times, and don’t allow any kind of distractions to interfere with that. I’ll deliver the results you’re looking for.”

If you’re not sure what their true concern is, ask something like “Could you please rephrase or elaborate on your question? I want to make sure I address your concern.”

Please realize that many interviewers are untrained and therefore unaware that a question they might ask to break the ice – such as “Do you have any kids?” – is inappropriate. Yes, this question may be an attempt to determine if you have child-care issues that could interfere with your job... but it’s MORE likely that the interviewer is innocently trying to find something he/she has in common with you.

In the end, it’s basically a judgment call on your part. If you feel the interviewer has no legitimate reason to ask an inappropriate question, and you do not want to answer it, say “I’m sorry, but I don’t see how that has any relevance to my ability to do this job.” You might run the risk of losing the job, but if your gut instinct is telling you there’s something amiss, you wouldn’t want to work for that person anyway.

**Here’s a list of some questions – the wrong way, and the right way, to obtain legitimate information:**

**Inappropriate:** Are you a U.S. citizen?

**OK:** Are you authorized to work in the United States?

**Inappropriate:** How old are you?

**OK:** Are you over the age of 18?

**Inappropriate:** What’s your marital status? Do you have children?

**OK:** Would you be able and willing to work overtime as necessary?

**Inappropriate:** How much do you weigh? Do you have any disabilities?

**OK:** Are you able to perform the physical duties required in this job, with or without reasonable accommodations?

**Inappropriate:** Have you ever been arrested?

**OK:** Have you ever been convicted of \_\_\_\_\_? (The crime should be reasonably related to the performance of the job in question.)

In summary,

**Here's what you need to do when preparing to answer job interview questions:**

1. Study the job announcement.
2. Research the company.
3. Anticipate likely questions.
4. Prepare answers to those questions that are relevant to the position and the company.
5. Promote your best “selling points” (relevant qualifications, capabilities, experience, personality traits, etc.) by working them into your answers.
6. Practice. Practice. Practice.

## МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ

Самостоятельная работа является важным элементом в системе языковой подготовки. Она направлена на развитие у обучаемых творческого мышления, самостоятельности в поиске необходимой информации, а также в поиске самих способов ее добывания.

Ввиду наличия различных вариантов определения самостоятельной работы в педагогической литературе мы будем придерживаться следующей формулировки: *самостоятельная работа – это планируемая работа студентов, выполняемая по заданию и при методическом руководстве преподавателя, но без его непосредственного участия*. Одной из основных задач преподавателя вуза является помочь студентам в организации их самостоятельной работы.

Самостоятельная работа по совершенствованию уровня сформированности иноязычной профессиональной коммуникативной компетенции студентов предполагает самостоятельный поиск и изучение текстового материала общенаучной, специальной проблематики, чтение художественной литературы по выбору студента, а также выполнение дополнительных заданий и тестов к ним. Поиск материалов для внеаудиторного чтения предполагает, в частности, сформированность компетенции информационных технологий (прием, переработка, выдача информации; преобразование информации (чтение, конспектирование), мультимедийные технологии, компьютерная грамотность; владение электронной, интернет технологией).

Студенты должны уметь пользоваться различными англоязычными поисковыми системами, проводить анализ научно-популярной и технической литературы, периодических изданий и справочных источников. В процессе работы над текстовым материалом студент выполняет задания тематически связанные с его специальностью, предложенные преподавателем.

Главными целями самостоятельной работы в плане практического овладения иностранным языком выступают: 1) достижение соответствующего уровня иноязычной коммуникативной компетенции в период изучения иностранного языка в вузе; 2) подготовка студентов к проведению эффективной самообразовательной работы над иностранным языком после окончания вуза.



# ЗАДАНИЯ И ТЕКСТЫ ДЛЯ КОНТРОЛИРУЕМОЙ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ

## 1. Hiring

**1.1 GRAMMAR** *Complete these sentences. Use the correct verb tense: **hiring**, **would have hired**, **had been hiring**, or **hire**.*

If I had known about this person before, I \_\_\_\_\_ her sooner. Many companies prefer to \_\_\_\_\_ someone who knows an employee of the company. You need to know if it is cost effective when \_\_\_\_\_ a new person. Bill \_\_\_\_\_ temporary employees until he found me.

**1.2 VOCABULARY** *Can you match the vocabulary with the meanings?*

- |                           |  |
|---------------------------|--|
| 1. part-time employee     | a) works the same hours weekly as an employee, but costs less and there is no long-term commitment by the employer |
| 2. temporary employee     | b) works for the length of a project, but costs less and is not under the supervision of the employer              |
| 3. independent contractor | c) works fewer hours weekly than an employee, but costs less and is still under the supervision of the employer    |

**1.3 READING** *Read the text.*

When hiring someone, how can you minimize costs while making sure the new employee is a responsible worker? One way to solve this problem is to hire someone **part-time**. By limiting the number of hours per week and some of the benefits, this option allows you to get needed help for less money. A second option is to hire a **temporary employee**. A temp works the same hours weekly as an employee, but costs less and there is no long-term commitment by the employer. The advantage is that you can observe a temp to see if this person would make a good **full-time employee**. A third option is to hire an **independent contractor** who

works for the length of a project. An independent contractor costs less and is not under the supervision of the employer. The greatest advantage is the large financial savings to an employer. The government does not require an employer to pay the same benefits and taxes for an independent contractor as it does when an employee is hired.

1. What problem do you solve by hiring someone who is not a full-time employee?
2. Which hiring option gives you the most control over an employee *with the least commitment?* (с наименьшими обязательствами)

**1.4 IDIOMS** Read the text below, paying close attention to the words in bold type.

**Sally** : Hello, Juan! You said last week that you had a friend looking for work. Well, I need someone **asap**.

**Juan** : Yes, Alex needs a job to pay his loan back to **Uncle Sam**. Are you looking for someone full-time?

**Sally** : I think **outsourcing** may be my best choice. I can get the help I need and not have to pay the employee benefits.

**Juan** : Well, don't you also want to get someone who you may eventually hire full-time?

**Sally** : You're right. I feel like I'm **between a rock and a hard place**.

**Juan** : Why don't you hire a temp? You can cut your costs. At the same time, you'll be able to observe this person to see if you would like to hire him or her full-time.

**Sally** : Thanks, Juan. What a wonderful idea! The best decision I ever made was when I decided to marry you.

*asap* – As soon as possible.

*Uncle Sam* - A name for the federal government in the USA.

*outsourcing* - Contract with outside businesses to furnish services.

*between a rock and a hard place* - To have a dilemma, be not sure what to do.

**1.5 QUIZ** *Choose the best answer.*

1. If you \_\_\_\_\_ someone that is not full-time, be sure to study your options.

- a) had been hiring
- b) hire
- c) would have hired

2. *The \_\_\_\_\_ is not full-time and is not supervised.*

- a) part-time employee
- b) temporary employee
- c) independent contractor

**2. Letters of application**

**2.1 GRAMMAR** *Can you fill the gaps? Choose from: at, for, to, in, on, of.*

I'd like \_\_\_ apply \_\_\_ the post \_\_\_ personnel manager \_\_\_\_\_ Ivestbank, as advertised \_\_\_\_\_ The Times \_\_\_\_\_ September 12<sup>th</sup>, 2017.

**2.2 VOCABULARY** *Can you match the vocabulary with the meanings?*

1. sender    2. recipient    3. signature    4. re    5. enc.    6. margins
- a) the person sending the letter
  - b) the writer's name, as written by the writer
  - c) you will find this enclosed
  - d) the person receiving the letter
  - e) spaces on the left and right on the page
  - f) regarding

**2.3 READING** *What do the words in quotes mean?*

I have a "diploma" in marketing, and I "am familiar with" recent marketing methods. I feel that a marketing "strategy" is essential for a company's success.

**WRITING TIPS** If you're writing a letter of application, how formal should you be? Keep your letter formal, simple and clear. But you can add "human touches" to your letter. This means you can refer to your own personal experiences/views from time to time.

### **Cultural Information**

Should you use the same letter for all of your job applications? Of course not! The personnel officer will want to feel you're writing a very special letter for the particular job they're advertising. So make sure there's a complete match between the letter and the job.

## **3. Resumes**

### **3.1 GRAMMAR** *Can you choose the right word?*

I am currently (employ/employed/employment) as a secretary. This work (comprises/comprised/is comprising) a variety of tasks. I am (involve/involving/involved) in many committees.

### **3.2 VOCABULARY** *Can you match the vocabulary with the meanings?*

- |                            |  |
|----------------------------|--|
| 1) current employment      | a) the work you do now                                     |
| 2) past employment         | b) information about whether you're married/divorced, etc. |
| 3) marital status          | c) when and where you were born                            |
| 4) date and place of birth | d) the job(s) you used to do                               |

### **3.3 READING** *What do the words in quotes mean?*

John Smith has "wide managerial experience", has been "in charge of" significant budgets, and has extremely good "communication skills".

**WRITING TIPS** When you're writing your resume, should you write in paragraphs or use bullet points? At the top of the resume you can sum up your strengths - and here it's good to use bullet points. But when you describe your present/past job, write in paragraphs.

**CULTURAL INFORMATION** How honest should you be in your resume? Of course, it's not good to lie (your employer will not be happy if he/she finds out) - but make your resume sound as positive and special as you can. Which sounds better to you - "Wide experience in a variety of jobs" or "Went from job to job"?

### Answers:

**1.1** would have hired, hire, hiring, had been hiring **1.2** 1c / 2a / 3b  
**1.3** The problem of minimizing costs while making sure a new employee is a responsible worker. **1.4** Hiring a temporary employee. **1.5** 1b / 2c

**2.1** to, for, of, at, in, on **2.2** 1a/2d/3b/4f/5c/6e **2.3** diploma = qualification (lower than a degree) , am familiar with = know about, strategy = plan

**3.1** employed/comprises/involved **3.2** 1a/2d/3b/4c **3.3** wide managerial experience = has worked for different sorts of companies (as a manager), in charge of = responsible for communication skills = ability to listen and speak well

## **4. Finding a job**

These situational dialogues are intended for intermediate students wishing to learn and practise the type of informal conversational English in current, everyday use. Twenty-seven situations are presented, each in the form of four dialogues. The aim of the student should be to memorize as many as possible of the expressions and phrases contained in the dia-

logues, since they are used by English people time and time again in the given situations.

Each situation is expressed by four dialogues arranged in parallel, so that any of A's first utterances may be followed by any of B's first utterances, and so on. This means that, with a 4 x 4 arrangement, we have 256 different variations of the same situation, leaving the students with a high degree of choice.

The drills are based not on a grammatically graded sequence but on the dialogue situations and are intended to provide additional practice in some of the more important constructions. They should not be attempted one after the other, but done as a break between dialogue practice sessions.

The audio has been recorded with pauses making it possible for the student working alone to hold a conversation with his recorder. Each of the twenty-seven situations has been recorded thus:

(a) Listening

All four dialogues straight through without pauses

(b) Dialogue practice

For some situations the student is expected to take the part of A and for others that of B: whichever is more useful. The CD, acting the part of the other speaker, delivers a random selection of utterances and the student responds using one of the four alternatives available.

**4.1** Listen and translate the four dialogues.

1.

A: Have you any vacancies for full-time staff?

B: What did you have in mind?

A: Something in the domestic line\*.

B: Have you had any experience?

A: No, I'm more or less straight from school.

B: I can't promise anything, but I'll do my best.

\* *in the domestic line* = *connected with domestic work*

2.

A: I was wondering whether you needed any part-timers.

B: What were you thinking of?

A: A hotel job of some sort.

B: Have you ever done anything similar?

A: Not so far, no.

B: There's nothing at present, but look back in a week.

3.

A: I'm looking for a job where I can live in\*.

B: What exactly did you want?

A: I wouldn't mind\* working in a pub.

B: Have you done anything like that before?

A: Well, I once did a bit of waiting.

B: Fill in this form and I'll let you know if anything turns up.

*\* a living-in job = a job providing a bedroom and meals*

*\* I wouldn't mind = I'd rather like*

4.

A: Can you fix me up with a part-time job?

B: Anything in particular that appeals to you?

A: I was rather hoping to find something in a school.

B: Have you done that kind of thing before?

A: Yes, I was doing the same kind of job last summer.

B: I might be able to help you, but I'd need references.

**4.2 Example:** A: *Have you any vacancies for full-time bartenders?*

B: *No, but we need a part-time waiter.*

A: ..... temporary maid?

B: ..... weekend cleaner.

A: ..... permanent waiters?

B: ..... night-time guard.

A: ..... part-time washers-up?

B: ..... temporary gardener.

A: ..... hospital nurse?

B: ..... full-time cleaner.

**4.3 Example:** A: *Is it a full time job you are after?* \*

B: *Actually, I was rather hoping to find something part-time.*

*\* you are after = you want*

A: ..... living-in .....?

B: ..... living-out .....

A: ..... au-pair\* .....?

B: ..... in a hotel .....

A: ..... permanent .....?

B: ..... temporary.....

A: ..... outdoor .....?

B: ..... indoor .....

A: ..... domestic.....?

B: ..... secretarial.....

\* An **au pair** is a domestic assistant from a foreign country working for, and living as part of, a host family. Typically, au pairs take on a share of the family's responsibility for childcare as well as some housework, and receive a monetary allowance for personal use. Au pair arrangements are subject to government restrictions which specify an age range usually from mid-late teens to mid to late twenties; some countries explicitly limit the arrangement to females. Arrangements differ between Europe,



where the concept originated, and North America. In Europe, au pairs are only supposed to work part-time, and they often also study part-time, generally focusing on the language of the host country. In the United States, they may provide full-time childcare.

**4.4 Example:** A: *What sort of occupation did you have in mind?*

B: *I was thinking of something in a hotel line.*

A: ..... job .....

B: ..... cleaning .....

A: ..... work .....

B: ..... au-pair .....

A: ..... post .....

B: ..... secretary .....

A: ..... position .....

B: ..... restaurant .....

A: ..... employment .....

B: ..... catering .....

**4.5 Example:** There are no part-time vacancies at the moment, but look back in a month.

1.....call back.....

2.....fill-time.....

3.....hotel jobs.....

4.....temporary.....

5.....positions.....

**4.6** Reply to A's questions using a gerund. *Example: A: Does a typist's job appeal to you? B: Yes, I've done quite a bit of typing.*

A: ..... gardener's.....?

B: .....

A: ..... waiter's .....

B: .....

A: ..... translator's.....?

B: .....

A: ..... fruit picker's.....?

B: .....

A: ..... office cleaner's.....?

B: .....

## **5. Recruitment**

**5.1** Discuss the question: Do people change during their working lives? If so, how?

**5.2** Read the article. What does it say about the question above?

*How to select the best candidates – and avoid the worst*

*by Adrian Furnham*

Investing thousands of pounds in the recruitment and training of each new graduate recruit may be just the beginning. Choosing the wrong candidate may leave an organization paying for years to come.

Few companies will have escaped all of the following failures: people who panic at the first signs of stress; those with long, impressive qualifications who seem incapable of learning; hypochondriacs whose absentee record becomes astonishing; and the unstable person later discovered to be a thief or worse.

Less dramatic, but just as much a problem is the person who simply does not come up to expectations, who does not quite deliver; who never becomes a high-flyer or even a steady performer; the employee with a *fine future behind them*. The first point to bear in mind is at the recruitment stage is that people don't change. Intelligence levels decline modestly, but change little over their working life. The same is true of abilities, such as learning languages and handling numbers.

Most people like to think that personality can change, particularly the more negative features such as anxiety, low esteem, impulsiveness or a lack of emotional warmth. But data collected over 50 years gives a clear message: still stable after all these years. Extroverts become slightly less extroverted; the acutely shy appear a little less so, but the fundamentals remain much the same. Personal crises can affect the way we cope with things: we might take up or drop drink, drugs, religion or relaxation techniques, which can have pretty dramatic effects. Skills can be improved, and new ones introduced, but at rather different rates. People can be groomed for a job. Just as politicians are carefully re-packaged through dress, hairstyle and speech specialists, so people can be sent on training courses, diplomas or experimental weekends. But there is a cost to all this which can be more than the price of the course. Better to select for what you actually see rather than attempt to change it.

\* *crisis / crises*

*data*

*phenomenon / phenomena*

### **5.3 Read the article again and answer the questions.**

1. What types of failures do companies experience, according to the article?
2. What does "*a fine future behind them*" mean?
3. What advice does the article give to managers?
4. It is suggested that selectors look for three qualities:
  - a) intelligence and ability, b) emotional stability, c) conscientiousness.

Do you agree? Explain your opinion.

**5.4 Alan Lawson, National Sales Manager with a Japanese electronics company, is talking about interviewing. Listen to the first part of the interview and answer these questions.**

1. According to Alan, which of the following is the most important when trying to impress an interviewer?

a) qualifications, b) character, c) appearance, d) preparation, e) enthusiasm?

2. What mistake did Alan make?

**5.5 Listen again to the first part of the interview. Complete the “advice sheet” for candidates below.**

<i>Find out about the job</i>	<i>At the interview</i>
Ring up the press officer.	<i>Compliment the interviewer on a recent success.</i>
Visit the company.	<i>Resume</i>
Talk to the receptionists.	<i>Make sure it's easy to read</i>

**5.6 Now listen to the second part of the interview.**

1. What four questions does Alan usually ask candidates?

2. What examples does he give of candidates' likes and dislikes?

## 5.7 Complete these word partnerships from the listening.

1. press .....*officer*.....
2. marketing .....
3. press .....
4. .... report
5. company .....
6. .... code

### *Useful language*

#### *Starting*

OK, let's get down to business.

Right, can we start please?

#### *Asking for reactions*

How do you feel about...?

What do you think?

#### *Dealing with interruptions*

Could you let me/her finish, please?

Could you just hang on a moment, please?

#### *Keeping to the point*

I'm not sure that's relevant.

Perhaps we could get back to the point.

Let's leave that aside for the moment.

#### *Speeding up*

I think we should move on now. Can we come back to that?

#### *Slowing down*

Hold on, we need to look at this in more detail.

I think we should discuss this a bit more.

#### *Summarizing*

OK, let's go over what we've agreed.

Right, to sum up then...

**5.8** A group of managers are discussing whether to offer an employee a full-time contract. **Listen and tick** the expressions you hear in the “Useful language” box.

**5.9** You will hear David Smyth, the Personnel Manager of a major European insurance company, answering questions about the way he interviews and selects candidates. In the first extract he talks about the four points listed below. **Listen and put them in the correct order** in which he talks about them.

- a) the mistakes a candidate can make in an interview;
- b) the qualities a candidate must have;
- c) his advice to interviewees;
- d) the kind of things a candidate is expected to know.

**5.10 Listen again and take notes on each of these points.**

**5.11 In the second extract, David Smyth talks about the stages of an interview. Listen to what he says and complete the following:**

Interviewer is informed that the candidate has arrived.

Candidate is asked what he knows about the job and the company.

.....  
.....  
.....

Interviewer gives candidate his views on the job and the company.

.....  
.....  
.....

**5.12 We suggest that you listen to these tracks again for better understanding, memorization and overall results.**

## Track 01 (exercise 4.1)

1.

A: Have you any vacancies for full-time staff?

B: What did you have in mind?

A: Something in the domestic line.

B: Have you had any experience?

A: No, I'm more or less straight from school.

B: I can't promise anything, but I'll do my best.

2.

A: I was wondering whether you needed any part-timers.

B: What were you thinking of?

A: A hotel job of some sort.

B: Have you ever done anything similar?

A: Not so far, no.

B: There's nothing at present, but look back in a week.

3.

A: I'm looking for a job where I can live in.

B: What exactly did you want?

A: I wouldn't mind working in a pub.

B: Have you done anything like that before?

A: Well, I once did a bit of waiting.

B: Fill in this form and I'll let you know if anything turns up.

4.

A: Can you fix me up with a part-time job?

B: Anything in particular that appeals to you?

A: I was rather hoping to find something in a school.

B: Have you done that kind of thing before?

A: Yes, I was doing the same kind of job last summer.

B: I might be able to help you, but I'd need references.

### **Track 02 (exercises 5.4, 5.5)**

*Interviewer:* Alan, how can a candidate impress an interviewer?

*Alan Lawson:* Well, David, I feel it's basically all down to good preparation. First of all find out about the job. You could ring up the Press Officer or the Marketing Department and get the latest press releases or perhaps an annual report. The annual report, for example, will say where the company operates and the products it sells. Then, when you get there, you perhaps could congratulate the interviewer on the recent success the company's had. In a nutshell, find out about that company. Show that you've taken an interest in the company and show enthusiasm for the job because, after all, that's what they are looking for in the candidate. They want somebody who's not only qualified for the job but will want to do the job, and will be interested and enthusiastic about the job. Secondly, you could go to the company maybe a few days before the interview, talk to the receptionist, get a company newspaper – you can always pick up literature on the products maybe you'll be involved in. A very good tip – find out what the dress code is. You need to fit in and you need to make a good impression. Finally, your CV. Make sure it's easy to read, it's well-written, but it's concise – don't ramble. I must say that I have done all of this, I've prepared my CV, it was really good. I left it behind – I didn't get the job!

### **Track 03 (exercise 5.6)**

*Interviewer:* Alan, are there any key questions that you regularly use when interviewing candidates?

*Alan Lawson:* Yes, there are, and it's almost a ritual with me. Following the CV tells you about the person and their qualifications. What you also want to know is their personality. So key questions I ask – what do they like most and what they like least about their present job? They might say that they like travelling and they like meeting new people. These are standard answers. I think more interesting perhaps is what they don't like about the company. They might not like working weekends at their current company. You might have the same problem with yours,



working weekends might be something essential for the job. Also ask what their weaknesses are. They are usually, generally I would say, quite honest when they're giving their weaknesses. Ask them what their strengths are. It gives you an in-depth, if you like, feeling about their personality rather than just the straightforward qualifications that they have on their CV. Do they fit in? That's what you're really looking for.

#### **Track 04 (exercise 5.8)**

**A:** Good, everyone's here now. There's coffee if you want it. Right, can we start please? As you all know, Roberto's been working as an assistant to Carla Nunez for six months now. He's just finished his probationary period. How do you feel about offering him a full-time contract?

**B:** I'm not sure we should do it really. It says in this report that he's been late to work a few times and he can be rather...

**C:** Oh, I don't think that's too important...

**A:** Could you let her finish please?

**C:** Oh, sorry, I didn't mean to butt in...

**C:** Another thing about Roberto I'm not happy about... He leaves exactly on time every day. Also he doesn't have lunch with us very often, you know, he goes off on his own...

**A:** I'm not sure that's relevant.

**C:** Mmm, maybe.

**A:** I think we should move on now if we're going to finish by 11 o'clock. We do have other promotions to consider.

**B:** But what about his actual work? In my opinion it's fine. He's done some really good things.

**A:** Well, I think we should discuss this a bit more. What exactly do you mean by "good things"?

**A:** Well, thanks very much, Maria. You've made your views very clear. OK, let's go over what we've agreed. Roberto will have a further probationary period of three months. After that...

## **Track 05 (exercises 5.9, 5.10)**

*David Smyth:* The most important thing when interviewing the candidate is his character, his ability to react, his intelligence and the suitability for the position for which he has been interviewed.

*Interviewer:* And to what extent does the person's appearance influence your decision?

*David Smyth:* It doesn't influence the decision but it does have some bearing in the decision if you can take the difference between the two – that is importance of the guy and the person he's represented. He's neat and tidy and that he has a good manner because that shows a lot of his personality.

*Interviewer:* Do you expect the candidate to be prepared anyway? How should he prepare himself for the interview?

*David Smyth:* Well, it's not a question of preparing yourself. In the position which I am, er, normally the candidate had at least one or two interviews with other members, more junior members or staff before he gets to my level. And that's the particular candidate that can report directly to me and in which case I expect the person concerned to have a very good knowledge of one: what the company does. Two: what he is going to be expected to do. Three: whom he is going to report to. There are three items that are very, very important. Erm, and if the candidate doesn't give impression of understanding either one of these three items – then he goes down,

*Interviewer:* How does the candidate go wrong?

*David Smyth:* A major way the candidate goes wrong is by basically becoming Yes-Man or Yes-Woman and agreeing with everything you say. What is most important in it, one of the most important things about interviewing the candidate is the chemistry between somebody, between two people in the interview. It's very, very important he has to spark, he has to feel as though that guy has to contribute and that guy can be good and you can get something out of this person and he has to show himself to be not just Yes-sir, Thank-you-very-much, Yes I agree with that, agree

with that and that. Sometimes I let out questions in which I want an answer. If he continues to say “yes”, he goes down.

*Interviewer:* What would your advice be to a candidate going to an interview? How would you advise him?

*David Smyth:* Er, the first thing I would say to him is first of all to listen, secondly to right ask the right questions and thirdly he is to create the right kind of relationship which is, I guess, I can call an adult-to-adult relation with the interviewee or the interviewer. It is very important what I said before. When there is a Yes-man in front of you or Yes-woman, then a person is not normally creating an adult-adult conversation, he’s creating an adult-to-child conversation. In most cases managers are not, if they are good and they know what they want, they are not going to be interested in employing a child.

### **Track 06 (exercise 5.1)**

*David Smyth:* The interview normally takes place by me being informed by my secretary or receptionist that the candidate has arrived. In which case I leave my office and go and greet him in the reception area and bring the person into my office and sit down across the desk or across my office-desk to me. And we proceed further from there. I only start to ask the candidate to tell me what the previous job was and in this job what he is expected to do. Just to make sure he understands fully. Then I ask him to tell me a little bit about the company that I’m working for anyway. So at least he understands what we do, basics of what we do anyway. Then I normally review his CV, in particular either his previous employment or current employment which is very important. Basically this is done to challenge the candidate out, see how he could express himself and to see what kind of character he has. Then I normally give him my view of what the position is that we are recruiting for and also my view about the company. Then I normally give him a period of five or ten minutes to ask some questions and then I go back just to talk about him and maybe then I, when he is fully relaxed or more relaxed, put in a few rhetoric questions, not few, but maybe one or two maximum. As I said

the previous question which normally lasts 45 minutes, if the candidate is up to scratch and can go on providing that.

## **6. How to Write a Cover Letter – Tips and Advice for Creating a Successful Cover Letter**

What is a Cover Letter?

Before you start writing a cover letter, you should familiarize yourself with the document's purpose. A cover letter is a document sent with your resume to provide additional information on your skills and experience.

The letter provides detailed information on why you are qualified for the job you are applying for. Don't simply repeat what's on your resume, rather include specific information on why you're a strong match for the employer's job requirements. Think of your cover letter as a sales pitch that will market your credentials and help you get the interview. These quick tips will ensure your cover letter makes the best impression on the person who is reviewing it.

A cover letter typically accompanies each resume you send out.

Employers use cover letters as a way to screen applicants for available jobs and to determine which candidates they would like to interview. If an employer requires a cover letter, it will be listed in the job posting. Even if the company doesn't ask for one, you may want to include one anyway. It will show you have put some extra effort into your application.

Do you need to write a cover letter to apply for a job? In most cases, the answer is yes. Your cover letter may make the difference between obtaining a job interview or having your resume ignored, so it makes good sense to devote the necessary time and effort to writing effective cover letters.

Here's all the information you need to write a cover letter that will get your application noticed. Review these tips for what to include in a cover letter, how to format it, and examples of many different professionally written cover letters.

If you take it one step at a time, you'll soon be an expert at writing cover letters to send with your resume when you apply for jobs.

One of the hardest things about writing a cover letter for a job is that you can spend a lot of time and effort writing a perfect letter but not know if anyone is going to read it. Writing a good cover letter is work. You need to make sure it's well written, shows the employer why you're qualified, and doesn't have any glaring errors that could cost you an interview.

What's the best way to get your cover letter noticed when the employer has a ton of them to look through?

There are some quick and easy steps that you can take to write a cover letter that will impress the hiring manager.

Take a look at these tips and see which ones will work best for you. Even a few small changes can make a big difference.

### *Tips to Get Your Cover Letter Noticed*

**1. Choose the right type of letter.** Before you start writing a cover letter, be sure that you've chosen the right type of letter. The style will be different depending on whether you're writing a letter to go with a resume, inquiring about job openings or mentioning a referral.

**2. Find a contact person.** If you can find a contact person for your cover letter, you will be able to personalize it, and you'll have someone to follow-up with to make sure your letter gets looked at.

**3. Include a referral.** It's worth taking a few minutes to see if you know anyone who can refer you to the job. Check your LinkedIn network and your Facebook friends to discover anyone who works at the company who could refer you.

**4. Choose a basic font.** Pick a font that's easy to read. Times New Roman, Arial, and Calibri work well.

**5. Keep it short and simple.** Cover letters don't need to be long.

In fact, all a lengthy letter will do is make the reader's eyes glaze over. A few paragraphs are plenty, and your letter should never be longer

than a single page. If your letter is too long don't use a smaller font, edit and cut words instead.

**6. Leave plenty of white space on the page.** Another way to improve readability is to include spaces between the greeting, paragraphs, and your signature. It's much easier to read a well-spaced letter than it is to skim one that is hard to read because there's too much information crammed into too little space.

**7. Match your cover letter to your resume.** Choose the same font for both your resume and cover letter and your application will look polished and professional.

**8. Make a match between your skills and the job qualifications.** One of the most important ways to get your cover letter noticed is to make a clear match between the job requirements listed in the help wanted ad and your credentials. Don't expect the employer to figure it out.

**9. Highlight only the most relevant information from your resume.** Don't use your cover letter to rehash and repeat what's in your resume. This is an opportunity to focus on the specific skills and attributes you have that will benefit the employer.

**10. Customize your letter and show the employer what you have to offer the company.** It's not worth sending a cover letter that isn't customized. This is your pitch to get an interview, so take the time to personalize your letter, mention a referral if you have one, and share your strongest qualifications.

**11. Use bullets.** Using a bulleted list is another option for getting information noticed in your letter.

Paragraphs tend to blur together, but bullets draw the reader's eyes to the content on the page. Make sure each bullet point is short and starts with an action word.

**12. There are some things you shouldn't include in your cover letter.** It's not necessary to include personal information. Never include salary requirements unless the employer specifically requests that you do. Don't mention how you left your last job, especially if you were fired.

Keep your letter focused on the job for which you're applying and keep it factual.

**13. Close your letter with how you will follow up** (if you have a contact person) and include your contact information so it's easy for the employer to get in touch. Then add a closing and your name, and you're almost done.

**14. Check for typos and grammatical errors.** Don't click send or upload before you have taken the time to carefully proofread your letter.

**15. Include an email signature when emailing cover letters.** When you email a cover letter, be sure to include a signature with your name, phone number, email address, and LinkedIn profile URL if you have one. That will make it easy for the recruiter to get in touch with you.

**16. Email it to yourself to be sure the formatting is perfect.** There's one more thing to do before you send your letter. Email a copy to yourself for a final check. Make sure the formatting is as you want it and proofread it one more time.

*Here's an outline of the items that should be included in every cover letter.*

Before you get started, it can be helpful to review some cover letter samples on the Internet, just so you have a visual of how everything fits on the page. These cover letter examples, both written and email, are designed for a variety of different types of job applications and employment inquiries. Do be sure to take the time to personalize your letter, so it's a strong endorsement of your ability to do the job for which you're applying.

### **Header**

A cover letter should begin with both your and the employer's contact information (name, address, phone number, email) followed by the date. If this is an email rather than an actual letter, include your contact information at the end of the letter, after your signature.

## **Your contact information should include:**

First and Last Name

Street Address

City, State Zip

Phone

Email

## **Salutation**

Begin your cover letter salutation with "Dr./Mr./Ms. Last Name." If you are unsure if your contact is male or female, you can write out their full name. If you do not know the employer's name, simply write, "Dear Hiring Manager." This is better than the generic and formal, "To Whom It May Concern."

## **Introduction**

Begin your introduction by stating what job you are applying for. Explain where you heard about the job, particularly if you heard about it from a contact associated with the company. Briefly mention how your skills and experience match the company and/or position; this will give the employer a preview of the rest of your letter. Your goal in the introduction is to get the reader's attention. To get started, see examples of engaging opening sentences for cover letters.

## **Body**

In a paragraph or two, explain why you are interested in the job and why you make an excellent candidate for the position. Mention specific qualifications listed in the job posting, and explain how you meet those qualifications. Do not simply restate your resume, but provide specific examples that demonstrate your abilities.

Remember, actions speak louder than words, so don't just "tell" the reader that you are, for example, a great team player with strong communication skills and an excellent attention to detail. Instead, use tangible examples from your work experience to "show" these traits in action.

## **Closing**

In the closing section of your cover letter, restate how your skills make you a strong fit for the company and/or position. If you have room (re-



member, just like your resume, your cover letter should be no longer than one page) you can also discuss why you would like to work at that specific company.

State that you would like the opportunity to interview or discuss employment opportunities. Explain what you will do to follow-up, and when you will do it. Thank the employer for his/her consideration.

### **Signature**

Use a complimentary close, and then end your cover letter with your signature, handwritten, followed by your typed name. If this is an email, simply include your typed name, followed by your contact information, after the complimentary close.

### ***Format Your Cover Letter***

Your cover letter should be formatted like a professional business letter. The font should match the font you used on your resume, and should be simple and easy to read. Basic fonts like Arial, Calibri, Georgia, Verdana, and Times New Roman work well. A font size of 14 or 12 points is easy to read. Standard margins are 1” on the top, bottom, and left and right sides of the page.

Add a space between the header, salutation, each paragraph, the closing, and your signature. You can reduce the font and margin sizes to keep your document on a single page, but do be sure to leave enough white space for your letter to be easy to read.

### ***Edit and Proofread Your Cover Letter***

Remember to edit and proof your cover letter before sending it. It may sound silly, but make sure you include the correct employer and company names - when you write multiple cover letters at once, it is easy to make a mistake. Printing out and reading the letter aloud is a good way to catch small typos, such as missing words, or sentences that sound odd.

## *Sample Job Application Letter*

John Donaldson  
8 Sue Circle  
Smithtown, CA 08067  
909-555-5555  
john.donaldson@emailexample.com

Date

George Gilliam  
XYZ Company  
87 Delaware Road  
Hatfield, CA 08065

Dear Mr. Gilliam,

I am writing to apply for the programmer position advertised in the *Times Union*. As requested, I am enclosing a completed job application, my certification, my resume, and three references.

The opportunity presented in this listing is very interesting, and I believe that my strong technical experience and education will make me a very competitive candidate for this position. The key strengths that I possess for success in this position include:

- I have successfully designed, developed, and supported live use applications;
- I strive for continued excellence;
- I provide exceptional contributions to customer service for all customers.

With a BS degree in Computer Programming, I have a full understanding of the full lifecycle of a software development project. I also have experience in learning and excelling at new technologies as needed.

Please see my resume for additional information on my experience.

I can be reached anytime via email at john.donaldson@emailexample.com or my cell phone, 909-555-5555.

Thank you for your time and consideration. I look forward to speaking with you about this employment opportunity.

Sincerely,

*Signature* (for hard copy letter)

John Donaldson

If you're sending your cover letter via email, list your name and the job title in the subject line of the email message. Include your contact information in your email signature, but don't list the employer's contact information. Skip the date, and start your email message with the salutation. Here's an example of a formatted email cover letter.

### *Sample Email Letter of Application*

**Subject:** FirstName LastName - Web Content Manager Position

Dear *Contact Person*,

I'm writing to express my interest in the Web Content Manager position listed on Monster.com. I have experience building large, consumer-focused health-based content sites. While much of my experience has been in the business world, I understand the social value of the non-profit sector and my business experience will be an asset to your organization.

My responsibilities included the development and management of the site's editorial voice and style, the editorial calendar, and the daily content programming and production of the website.

I worked closely with healthcare professionals and medical editors to help them provide the best possible information to a consumer audience of patients. In addition, I helped physicians learn to utilize their medical content to write user-friendly, readily comprehensible text.

Experience has taught me how to build strong relationships with all departments at an organization. I have the ability to work within a team as well as cross-team. I can work with web engineers to resolve technical issues and implement technical enhancements, work with the development department to implement design and functional enhancements, and monitor site statistics and conduct search engine optimization.

Thank you for your consideration.

FirstName LastName

### ***Tips for Writing an Academic Cover Letter***

Your initial challenge will be to pass through the Human Resources screening. Review each of the required qualifications included in the job announcement and compose statements containing evidence that you possess as many of the skills, credentials, knowledge and experiences listed as possible. Also address as many of the preferred qualifications as possible. Give concrete examples to support your assertions about your strengths.

#### ***Be Prepared for Faculty Review***

Your faculty reviewers will typically have an interest in your philosophy and approach to teaching and research within your discipline.

They will also be evaluating how your background fits with the type of institution where they work.

Research the faculty in your target department to assess their orientation and expertise. Emphasize points of intersection between your philosophy and the prevalent departmental philosophy.

#### ***Target Your Letter***

If you possess traditionally valued areas of expertise which are not already represented by the current faculty, make sure to point those strengths out in your cover letter.

Tailor your letter to the orientation of the college and adjust the mix of emphasis on teaching and research based on the expectations in that setting.

Colleges will typically want to hire new faculty who are passionate about their current research and not resting on past research credits. Describe a current project with some detail and express an enthusiasm for continuing such work. Try to do the same with any evolving teaching interests.

Highlight any grants and funding you have received to undertake your research activities. Incorporate any awards or recognition which you have received for your teaching or research activities. Some text should also be devoted to other contributions to the college communities where you worked such as committee work, advising and collaborations with other departments.

### ***Cover Letter Format***

Your cover letter should be written in the same basic format as a business cover letter. An academic cover letter is typically two pages compared to a single page for non-academic letters.

### ***Job Application Materials***

It's important to submit all your application materials in the format requested by the college or university.

Send only what is requested. There's no need to include information that the institution hasn't requested. However, you can offer to provide additional materials like writing samples, syllabi and letters of recommendation in the last paragraph of your letter.

Follow the instructions in the job posting for submitting your application. It should specify what format the college wants to receive.

Here are some examples of what you may be asked to include with your cover letter and resume or CV:

- A cover letter, CV/resume, and contact information for three references.

- A cover letter (PDF format) of interest clearly indicating your qualifications and reason for application, Curriculum Vitae (PDF format), and a minimum of three professional references, including phone and email contact information.
- A letter of interest, a Curriculum Vitae, a teaching vision statement, a research vision statement that specifically indicates how you would interact with or collaborate with other department faculty, and three references.
- A cover letter, CV/resume, and contact information for three references. Please upload these as ONE document in RTF, DOC or PDF format.

### *Academic Cover Letter Example*

Date

Dr. Firstname Lastname  
Chair, English Department Search Committee  
XYZ College  
Charlotte, NC, 28213

Dear Dr. Firstname Lastname,

I am writing to apply for the position of assistant professor of English with an emphasis in nineteenth-century American literature that you advertised in the February 20XX *MLA Job Information List*. I am a Dean's Fellow and Ph.D. candidate at XYZ University, currently revising the final chapter of my dissertation, and expecting to graduate in May 20XX. I am confident that my teaching experience and my research interests make me an ideal candidate for your open position.

Over the past five years, I have taught a variety English courses. I have taught a number of American literature survey courses, as well as writing courses, including technical writing and first-year writing. I have extensive experience working with ESL students, as well as students with a variety of learning disabilities, including dyslexia and dysgraphia, and disabilities like ADD and ADHD. I pride myself in creating a classroom

environment that accommodates the needs of my individual students while still promoting a high level of critical thought and writing skills. Some of my most satisfying experiences as a teacher have come from helping struggling students to grasp difficult concepts, through a combination of individual conferences, class activities, and group discussion. I know I would thrive as a teacher in your college, due to your belief in small classroom size and individualized support for students.

Not only does my teaching experience suit the needs of your school and department, but my research interests also fit perfectly with your description of the ideal candidate. My dissertation project, "Ferns and Leaves: Nineteenth-Century Female Authorial Space," examines the rise and development of American female authors in the 1840s and 1850s, with a particular focus on patterns of magazine publication. I argue that, rather than being submissive to the requirements of the editor or publisher, female authors in fact developed a more transparently reciprocal relationship between themselves and their readers than previously has been assumed. I apply recent print-culture and book-history theory to my readings of novels, magazine articles, letters, and diary entries by various female authors, with a particularly focus on Sara Willis (known by her pseudonym Fanny Fern). I plan to develop my dissertation into a book manuscript, and continue to research the role of female writers in antebellum magazine culture, with a particular focus on the rise and influence of female magazine editors on literary culture.

My research interests have both shaped and been shaped by my recent teaching experiences. Last spring, I developed and taught a course on the history of print culture in America. I combined readings on theory and literature that addressed issues of print with visits to local historical museums and archives. My students conducted in-depth studies on particular texts (magazines, newspapers, novels) for their final papers. I believe my interdisciplinary teaching style, particularly my emphasis on material culture, would fit in well with the interdisciplinary nature of your English department.

I am therefore confident that my teaching experience, my skill in working with ESL and LD students, and my research interests all make me an excellent candidate for the assistant professor of English position

at ABC College. I have attached my curriculum vitae and the two requested sample publications. I would be happy to send you any additional materials such as letters of reference, teaching evaluations, and past and proposed course syllabi. I will be available to meet with you at either the MLA or C19 conference, or anywhere else at your convenience. Thank you so much for your consideration; I look forward to hearing from you.

Sincerely,

*Your Signature* (hard copy letter)

Firstname Lastname

Your Address

Your City, State, Zip Code

Your Phone Number

Your Email

## **7. Possible Questions at Job Interview**

- ✓ Hello, how are you?
- ✓ What is your name (1<sup>st</sup> name, surname)?
- ✓ Please spell your surname.
- ✓ Are you from Samara? Do you like living here?
  
- ✓ Where do you work? What is your position?
  
- ✓ What do you deal with? \ What are you responsible for? \ What does your job involve?
  
- ✓ What do you like about your job?
  
- ✓ How long have you been with your company \ in your present job?
- ✓ What was your job before?



- ✓ Did you like it?
- ✓ Why did you quit?
  
- ✓ Why have you chosen our company?
- ✓ What do you know about our company?
- ✓ How do you like our website?
- ✓ What kind of salary are you looking for?
  
- ✓ Have you worked abroad?
- ✓ Did you have a chance to practice your English abroad?
  
- ✓ Did you attend any training programmes? Do you have certificates?
  
- ✓ What are your strong \ weak points?
- ✓ Do you think it would be possible to improve your skills in the shortest period of time?
- ✓ Are you ready for a change?
- ✓ Can your family move with you easily?
  
- ✓ What do you like doing when you're not working? What are you interested in?
- ✓ What do you like about it?
- ✓ How often do you \do this activity\ ?
  
- ✓ Have you travelled a lot?
  
- ✓ How long have you been learning English?
  
- ✓ Do you enjoy it? Why is that?
  
- ✓ Please tell me what you want to do in the future?
  
- ✓ Thank you.

## 8. Presidential Management Training Initiative – Interview Questions

### *Специфические вопросы, которые Вам могут задать на интервью в рамках Президентской программы*

На интервью в рамках Президентской программы будет решаться вопрос о зарубежной стажировке. Помимо различных официальных лиц, на интервью могут присутствовать представители западных компаний, участвующих в программе (host companies). Им важно правильно оценить Ваши профессиональные и человеческие качества, желание приобрести новые навыки и опыт.

Если у Вашей компании есть брошюры и рекламные проспекты, обязательно возьмите их на интервью. Чем больше их будет, тем лучше. На Западе очень приветствуется подобная информация, даже если проспекты на русском языке – будьте готовы прокомментировать какие-либо фотографии или таблицы.

Желательно иметь с собой красиво нарисованную организационную структуру Вашей компании и несколько экземпляров грамотно составленного резюме на русском и английском языках. Вы можете раздать его присутствующим, рассказывая о себе, это будет прекрасным дополнением к Вашему ответу.

Ниже мы приводим список вопросов, которые обычно задают на интервью в крупных международных компаниях. Отвечая, подумайте, удастся ли Вам представить себя в выгодном свете, грамотно «разрекламировать себя» – sell yourself. Отвечая на вопросы, очень важно избегать многословных и нечетких формулировок, это производит очень плохое впечатление. Ответы должны быть только по существу, краткими, четкими и понятными.

Hello, how are you?

What is your name (1<sup>st</sup> name, surname)?

Please spell your surname.

Where do you live? Are you from Samara? Do you like living here?

Are you married? Have you got a family?

Do you have hobbies \ any special interests?

What kind of music do you prefer?

Do you go in for sports?

Where did you learn English?

Where do you usually spend your holidays?

1. What's your educational background? What did you graduate from?
2. What's your qualification?
3. Where do you work? What is your position?
4. What do you deal with? \ What are you responsible for? \ What are your responsibilities? \ What does your job involve? \ What are your duties? \ What are your functions?
5. Are you satisfied with your job?
6. How long have you been in business?
7. Is your company growing?
8. Is your company developing?
9. What's the profile of your company?
10. What does your company produce?
21. What departments does your company consist of?
22. What problems does your company have?
23. What companies are your suppliers?
24. Do you have any partners?
25. Have you got any problems with your partners?
26. Will your company expand?
27. Does your company face strong competitors?
28. How do you feel about competitors?
29. Do you have any support from the local administration?
30. Do you think your company has a strong image?
31. What is a form of property of your company?

11. What goods does your company sell?
12. What types of service does your company provide?
13. Are your products (goods \ services) in good demand?
14. Where do you sell your products?
15. Whom do you sell your products to? \provide services...\
16. What's the range of your customers?
17. What about the personnel of your company?
18. What is the financial position of your company?
19. Is your company profitable?
20. Does your company have branches in other regions?
32. Do you have any contacts with foreign companies?
33. Why did you join this programme?
34. What subjects would you like to study \ have you enjoyed studying?
35. Have you ever been abroad?
36. What country would you like to visit?
37. What is the purpose of your visit abroad?
38. Do you know your host company?
39. What kind of company would you like to be trained at \ to work in?
40. What experience would you like to gain?

### **About Yourself**

1. Where were you born?
2. How long have you been married?
3. Did you serve in the army?
4. Where did you spend your holiday this year?
5. What countries have you visited?
6. Have you ever had any experience in dealing with foreigners?
7. When did you go to church last?
8. Have you got any children?
9. Have you got any relatives abroad?
10. What do you see yourself doing five years from now?
11. Where do you want to be ten years from now?

12. If you had to live your life over again, what would you change?
13. Would you rather work with information or with people?
14. How has your education prepared you for your career?
15. What were your favourite classes? Why?
16. Did you enjoy doing independent research?
17. Why and when did you choose this career?
18. What goals do you have in your career?
19. How do you plan to achieve these goals?
20. Do you have any plans for further education?
21. How much training do you think you will need to become a productive employee?
22. What motivates you?
23. How do you evaluate success?
24. Describe a situation in which you were successful.
25. What accomplishments have given you the most satisfaction in your life?

### **About your company**

26. What are your foreign partners?
27. What is your assessment of the company's future trends or perspectives? Prove that.
28. What may your company interest foreign partners with?
29. Please describe the types of goods \ services your company produces \ provides.
30. Do products of your company sell well?
31. Briefly describe the organizational hierarchy of the company. If it is a part of a larger holding company, please note.
32. Please give a description of your specific responsibilities in the organization. This must include: your title; the name and title of the person for whom you work; the name of the division or department for which you work, its major function within the enterprise and how many employees report to you directly.

33. Please give a brief history of your company including rates of growth and expansion as well as future plans.
34. What are the goals of your company in the two to five years and what do you see as the main obstacles to achieving these goals?

### **About your job**

35. Please describe your working day.
36. Do you like your job? Why?
37. Why do you consider yourself a manager?
38. What qualities do you feel a successful manager should have?
39. How many employees report to you?
40. What are some of the major problems \ challenges that you face in your job?
41. Which decisions can you influence in your company?
42. How often do you contact with the head of your company?
43. Are you satisfied with your salary? Why?
44. Is money important to you?
45. What kind of salary are you looking for?
46. How much money do you need to be happy?
47. How would you describe your ideal job?
48. Why do you want to work in ... industry?
49. What do you know about our company? Why are you interested in our company?
50. Why should I hire you?
51. Is it possible for you to work overtime?
52. Are you willing to travel? How much?
53. Are you a team player?
54. Are you a goal-oriented person?
55. Tell me about some of your recent goals and what you did to achieve them.
56. What are your short-term goals?
57. What are your long-range objectives?
58. Do you handle conflict well?

59. Have you ever had a conflict with a boss or professor? How did you resolve it?
60. What were your reasons for leaving your previous job?
61. What major problem have you had to deal with recently?
62. Do you handle pressure well?
63. What is your greatest strength?
64. What is your greatest weakness?
65. Describe an instance where you set your sights on a high \ demanding goal and saw it through to completion, despite obstacles.
66. Summarize a situation where you took the initiative to get others going on an important task or issue and played a leading role to achieve desired results.
67. Describe a problem situation where you had to seek out relevant information, define key issues and decide which steps to take to get the desired results.
68. Describe an instance where you made effective use of facts to secure the agreement of others.
69. Give an example of how you worked effectively with people to accomplish an important result.
70. Provide an example of how you acquired a technical skill and converted it into practical application.
71. Provide an example of how you assessed a situation and achieved good results by focusing on the most important priorities.
72. Describe a creative \ innovative idea that you produced which led to a significant contribution to the success of an activity or project.

**About PMTI Program \ Presidential Management  
Training Initiative\**

73. What are you aiming at participating in the PMTI?
74. If I were to ask one of your professors to describe you, what would he or she say?
75. Why has your company selected you for participating in this program?

76. What impact is the program going to have on your future career?
77. Will you be able to apply your knowledge and experience after the program? How?
78. How long should the foreign part of the program last? Why?
79. How will the PMTI program help you to better confront your challenges and achieve your goals?
80. What makes you a good candidate for the PMTI?
81. Why do you need the foreign training?
82. In what type of foreign enterprise would you like to be placed and why?
83. What should the foreign training include?
84. What skills and experience do you wish to gain abroad and how do you plan to apply these to your enterprise in Russia?
85. What kind of accommodation would you prefer during your stay abroad?
86. Would you define five questions which should be answered through the foreign training?
87. Have you taken part in any other international programs? Please specify.
88. Where did you get a preliminary training? What do you think about it?
89. Specify internship \стажировка\ objectives. Be as specific as possible.
90. Describe the projects \ actions you plan to implement after training. Do you have the commitment of your CEO \Chief Executive Officer, the head of your company\ for them? Provide a letter of recommendation.

Вряд ли на все вопросы можно дать однозначные ответы, но важно обсудить некоторые вопросы, которые часто вызывают замешательство кандидатов.

✓ Очень важно уметь грамотно рассказать о своих достоинствах и недостатках – **strengths and weaknesses**. По тому, насколько



профессионально Вы это делаете, судят о степени Вашей зрелости. Эксперты советуют говорить только о тех слабых сторонах, которые можно представить в благоприятном свете. В зависимости от обстоятельств, положительными слабостями могут быть: I am not always able to delegate duties \ Я не всегда могу делегировать полномочия\, т.е. подтекст: I am a perfectionist \Я всегда стараюсь добиться совершенства\ . Или: I am always open and want to help everyone, which sometimes can distract me from doing my work \У меня открытая натура, я всегда хочу помочь, что иногда отвлекает меня от собственной работы\.

✓ Если по Вашему **резюме** видно, что Вы давно не работали, у Вас могут поинтересоваться: Why couldn't you find a job for some time? \Почему вы не могли сразу найти работу?\ Специалисты советуют не оправдываться, а сказать, что Вы решили сделать перерыв и обдумать дальнейшие перспективы своей карьеры - I decided to take a break and carefully think over career options. Или сказать, что предыдущие предложения работы не отвечали Вашим ожиданиям - The previous job offers didn't match my expectations.

✓ What were your reasons for leaving your previous job and what **conflicts** did you have with your former boss? \Почему Вы ушли с предыдущей работы и какие конфликты у Вас были с Вашим начальником?\ Этот вопрос часто ставит кандидатов в тупик, т.к. нужно воздержаться от резких выпадов в адрес шефа, и в то же время не создать впечатление, что Вы говорите неправду, утверждая, что никаких конфликтов не было. Рекомендуется сказать, что конфликты всегда носили чисто профессиональный характер. Например, "I had a different strategy... a different vision of something..." Многие зарубежные работодатели уважают индивидуальность и независимость суждений.

✓ Вам описывают **гипотетическую проблему** (часто связанную с работой, на которую Вы претендуете) и просят предложить ее решение. Этот вопрос ставит целью выявить Вашу реакцию в определенных

обстоятельствах. В первую очередь, Вы должны продемонстрировать свое спокойствие, отсутствие нервозности и постараться предложить решение.

✓ Что касается возможных вопросов о Ваших общих проблемах, то, не акцентируя на них внимание, лучше сказать правду – но такую, которая не будет выставять Вас в невыгодном свете. Другими словами, на вопрос о жилищных условиях лучше сказать, что они Вас вполне устраивают, чем в подробностях описывать небольшую квартиру.

✓ Иногда работодатель объявляет цифру **зарплаты** еще в рекламном объявлении, но чаще всего международные компании обходятся расплывчатыми фразами remuneration for the position will be competitive and commensurate with experience and achievement \вознаграждение будет конкурентоспособным и сопоставимым с опытом и достижениями кандидата\ или very attractive compensation and benefits package \очень привлекательная зарплата и дополнительные льготы\. Если работодатель сам спросит, на какую зарплату Вы рассчитываете, чтобы не оценить себя слишком низко или высоко, что одинаково плохо, можно избежать конкретной цифры и сказать «Я надеюсь, зарплата будет достойна моей квалификации и опыта работы».

✓ Если будете писать **рекомендательное письмо**, не забудьте включить туда примерно следующее: «Я \т.е. руководитель\ считаю, что г-ну Иванову \т.е. Вам\ необходимо принять участие в этой программе для его дальнейшего профессионального роста. Нашей организации нужны высококвалифицированные специалисты... Мы ценим его инициативу и стремление к дальнейшему образованию и считаем г-на Иванова достойным кандидатом...» Если есть проекты, которые Вы собираетесь внедрить после обучения, и Ваш начальник согласен, надо обязательно написать об этом в рекомендательном письме.

## 9. Russian Recruitment Recommendations

### *Собеседование: как вызвать симпатию простыми вопросами*

На собеседовании звучит финальное: «У вас есть какие-нибудь вопросы к нам?» – и кандидаты теряются, и блестящий рассказ о себе сменяется неуверенными и робкими вопросами. Мы не советуем яростно перехватывать инициативу в этом деловом разговоре, но поможем разобраться, какие вопросы соответствуют бизнес-этикету и помогут при трудоустройстве.

Вопросы на собеседовании – полноценная часть общения: как и рассказ о себе, они помогают вызвать симпатию. И если вы совершили ряд грубых ошибок на интервью, у вас еще есть возможность все исправить. Давайте разберемся, когда и что лучше спрашивать у работодателя.

Обычно кандидата ждет 3 основных этапа собеседований:

- встреча с HR;
- встреча с линейным менеджером или потенциальным руководителем;
- финальная коммуникация (звонок или встреча).

В разных компаниях и на разных должностях этапов может быть больше или меньше: собеседование с руководителем всей компании или департамента, тестовые задания, групповые оценки. Мы взяли самый распространенный случай. Каждый этап собеседования преследует свои цели, поэтому уместны и необходимы свои вопросы. Условно их можно разделить на три категории.

### *Вопросы на мотивационные факторы труда (зарплата, страхование, премии, график)*

Мотивация и оплата труда – компетенция HR-менеджера. При встрече с линейным руководителем ваш интерес к мотивационным факторам труда должен быть исчерпан. Ему не стоит задавать больше одного – двух ключевых вопросов такого типа: например, о системе расчета премий и графике работы.

Примеры: «Какой уровень зарплаты для этой позиции?», «Включена ли страховка?», «Есть ли возможность выбрать график работы?», «Есть ли дополнительные компенсации и бонусы на позиции?»

***Вопросы на содержание работы (цели и задачи, KPI, сроки, технический инструментарий)***

Подходят для второго этапа собеседования: таким вопросам будет рад ваш будущий руководитель. HR-менеджер, скорее всего, не сможет подробно и правильно рассказать о содержании и инструментах работы. Спрашивайте его об этом по минимуму: например, попросите дополнительно охарактеризовать линейного руководителя, отдел, в котором предстоит работать, или цели работы.

Примеры: «Какие задачи у специалиста на данной позиции?», «Какой имеется инструментарий для выполнения поставленных задач (финансирование, технические средства, автоматизация)?», «По каким критериям будут оцениваться результаты работы?»

***Вопросы для поддержания разговора и повышения своего статуса***

Именно тот тип вопросов, который повышает мнение работодателя о кандидате и уровень удовлетворения от общения с ним. Они редко встречаются среди позиций начального уровня, и чаще их используют уникальные специалисты с авторскими разработками: менеджеры среднего звена и выше. Их можно применять на любых этапах интервью – если со стороны работодателя повисла пауза или как элемент small talk. В зависимости от вопроса их можно задавать тому или другому интервьюеру.

Примеры: «Какой карьерный рост меня может ожидать в компании в течении 10 лет?» (вопрос для HR), «Существуют ли формы бонусирования сотрудников, показывающие результаты лучше остальных?» (HR), «Как сейчас себя чувствует компания? Я слышал, что недавно ваш конкурент, компания X приобрела/продала своего стратегического партнера в лице компании Y?» (линейный руководитель), «Как себя чувствует направление/категория/продукт в связи

с выходом конкурентного продукта X?» (линейный руководитель), «Почему открыта позиция? Это новая или предыдущего человека уволили? Почему?» (HR), «Что я смогу написать в резюме спустя три года работы в компании?» (линейный руководитель, HR), «Какова динамика бюджетирования функции (отдела) за последние 3 года, и какой она будет в ближайшем будущем?» (линейный руководитель), «Расскажите о структуре организации/департамента» (HR, линейный руководитель).

### ***Советы:***

Не задавайте дополнительных вопросов о компенсациях линейному руководителю, а в HR – сложных вопросов по содержанию работы. В первом случае вы произведете впечатление сугубо материальной заинтересованности, во втором покажетесь чрезмерно дотошным человеком.

Есть люди, для которых крайне важно разобраться в мельчайших деталях. Облегчите судьбу ответчику, не задавайте больше 3-4 вопросов за серию. Вы всегда сможете направить их в письме после встречи, вернуться со звонком, или же спросить после получения предложения о работе.

Начинайте вовремя: дождитесь, пока вам дадут сигнал, или же вы интуитивно поймете, что наниматель задал все запланированные вопросы и ждет инициативы с вашей стороны.

Перед тем как принимать предложение о работе, еще раз уточните у руководителя про ключевые особенности работы по содержанию (цели и задачи), а у HR – по мотивации (размер компенсации, график, страховка). В каком-то смысле это обяжет их оказывать дополнительное внимание соблюдению всех договоренностей в отношении вас и ничего не забыть.

### ***36% работодателей готовы отказать из-за неграмотного сопроводительного письма***

Больше трети работодателей готовы отбраковать резюме, если кандидат присылает некорректное сопроводительное письмо. Служ-

ба исследований HeadHunter выяснила, какие сопроводительные письма получают работодатели и каких на самом деле ждут.

«Мы провели опрос и поняли, что практика отправления резюме с сопроводительными письмами только начинает набирать обороты в нашей стране, – рассказала Мария Игнатова, руководитель Службы исследований HeadHunter. – На сегодняшний день большинство HR-специалистов получают лишь 20-40% резюме, дополненных сопроводительным письмом. Еще четверть утверждают, что резюме со вступительным словом в их практике вообще редкость».

### ***Когда сопроводительное письмо необходимо?***

Самую большую роль сопроводительные письма играют для топовых позиций: 17% работодателей не готовы смотреть резюме кандидатов на позиции топ-менеджеров без сопроводительного письма. Наличие сопроводительного письма на большинство позиций рассматривается HR-специалистами как дополнительное преимущество.

### ***Что писать?***

Работодатели ждут информации о мотивах кандидата и его заинтересованности в работе в данной компании и на данной должности. Каждый второй хочет увидеть в сопроводительном письме, чем будет полезен в компании кандидат. Больше 60% HR-менеджеров считают, что идеальный объем сопроводительного письма – 3-5 предложений.

### ***Как писать?***

Большинство работодателей считают, что в сопроводительном письме уместен только официально-деловой стиль. 15% HR-специалистов допускают разговорный стиль, для 17% это несущественный фактор. При этом употребление смайликов и эмоциональных оборотов считают возможным 29% работодателей.

Каждый третий HR-менеджер признался, что отказывался от дальнейшего знакомства с резюме по причине некорректно составленного сопроводительного письма.

### ***Составляем сопроводительное письмо с HR-специалистом***

Понятие «сопроводительное письмо» совсем недавно вошло в повседневную жизнь в связи с развитием интернет-технологий. Обычно это короткие письма, которые сопровождают основной документ и содержат дополнительную информацию для получателя. Под руководством опытного HR-менеджера мы разобрались, какие правила для таких писем существуют в бизнес-среде.

Сопроводительные письма читают перед анализом самого резюме, поэтому они играют главную роль в трактовке и восприятии последующей информации. Письмо непременно должно быть составлено грамотно, тогда оно расположит к себе читающего и отвлечет от критического восприятия. Неудачное письмо – повод отправить в мусорную корзину даже идеальное резюме: 36% HR-менеджеров признались, что отказывались от кандидатов из-за некорректных сопроводительных писем.

Практика написания сопроводительных писем больше распространена среди менеджеров высшего и среднего звена. На этих позициях письмо требует и принципиально иного качества исполнения. Давайте рассмотрим основные черты успешных сопроводительных писем.

### **Строгая структура**

Сопроводительное письмо содержит в себе:

1. Приветствие («Уважаемый [имя/должность]», «[Имя], добрый день», «Dear [name]»)

Приветствие должно быть либо персонализированным, либо обращаться к специалистам конкретного департамента, если имя получателя не известно.

## 2. Основную часть

2.1. Расскажите, на какую должность вы претендуете, если отправляете резюме на рабочую почту работодателю. На hh.ru этого делать не нужно;

2.2. Объясните, чем вас привлекла эта вакансия: интересный продукт, новые функции или сложные задачи;

2.3. От мотивации плавно переходите к опыту и списку проектов, который не описан в резюме, но полезен для данной вакансии;

2.4. Снова напомните о вашей мотивации на позицию. Чем дальше содержание пункта 2.3 от требуемого опыта, тем необходимее пункт 2.4.

3. Прощание («Best regards», «С уважением») и продублированные контактные данные

Важно помнить, что все пункты, кроме 2.3 – это наработанные клише, созданные успешными кандидатами за многолетнюю практику. Они стандартны, очевидны, уже являются этикетом при общении через сопроводительные письма, не должны превышать одного – двух предложений и пишутся строго с нового абзаца с отступом.

Приведем пример из письма руководителя отдела продаж крупной западной FMCG компании. Оно довольно длинное, но для руководящей должности это вполне допустимо.

«Ирина, добрый день, пишу вам относительно вакансии «Руководитель отдела продаж канала современной торговли».

Описанные обязанности и цели данной позиции представляются мне чрезвычайно интересными. Меня всегда привлекали сложные и амбициозные проекты.

Хочу сразу заметить, что опыта работы именно с бытовой техникой у меня нет, но в отличие от большинства кандидатов у меня есть следующие сильные стороны:

– опыт работы с федеральными сетями на уровне первых лиц более 5 лет;

– успешный запуск и ввод в сети новинок высококонкурентных категорий (молочная продукция).



Мой профессиональный опыт также включает в себя:

– управление командами торговых представителей и супервайзеров от 30 человек;

– закрытие дебиторских задолженностей по ключевым клиентам.

В случае взаимного интереса предлагаю созвониться в любое удобное для Вас время.

С уважением,  
Алексей Х,  
Тел.....

Хотя в большинстве случаев имя получателя неизвестно, очень важно соблюсти персонализированное и обдуманное обращение. Помните, что скопированное шаблонное сопроводительное письмо скорее всего оставит ваше резюме непрочтенным. Возможными обращениями на hh.ru могут быть: «Уважаемый отдел персонала компании Х», «Уважаемые сотрудники отдела подбора персонала компании Х», «Уважаемый менеджер по подбору персонала компании Х», «Я внимательно изучил позицию Руководитель отдела продаж канала современной торговли и т. д.»

### **Небольшое, но емкое**

Помните, что сопроводительное письмо должно читаться за 10 секунд. К сожалению, частая практика российской культуры – это вписать в сопроводительное письмо абсолютно все проекты и опыты жизни, которые совсем не имеют отношения к вакансии. Такие письма открывают тотальное непонимание как позиции, так и ее роли в компании.

Постарайтесь написать небольшое, но информативное и полезное письмо только с качественной информацией.

### **Деловой стиль**

Сопроводительное письмо по стилю должно соответствовать отрасли компании и корпоративной культуре.

Для большинства инжиниринговых, медицинских, банковских, консалтинговых и других работодателей подойдет выдержанный

деловой стиль, описанный выше. Он беспроблемно подходит для 95% вакансий, размещенных в интернете. Его отличает максимально легкая и информативная форма письма: простая структура, терминология, отсутствие громоздких придаточных и сложноподчиненных предложений.

Остальные 5% – области Hi-tech, креатив, IT start-up, частные и небольшие компании с нишевыми продуктами – допускают более свободное и эмоциональное обращение.

### **Ошибки**

Частая ошибка, моментально убивающая интерес читающего – шаблонные письма. Если для вас эта заявка на участие в конкурсе на позицию настолько типична, что вы копируете свое письмо, то и для получателя вы становитесь настолько же типичным кандидатом.

Не дублируйте в сопроводительном письме ваш опыт другими словами. Никто не захочет тратить лишнее время на прочтение одной и той же информации два раза.

Креатив в письме и юмор уместны, если только рассматриваемая компания входит в тот малый процент работодателей, для которых оригинальность и юмор являются частью профессиональной деятельности и соответствует внутренней корпоративной культуре.

Итак, в чем же секрет удачных сопроводительных писем? Они структурированы, небольшие по объему, но крайне емкие, стилизованы под культуру компании и не содержат ошибок. А самое главное – такие сопроводительные письма фокусируются на интересах компании, а не на персональном интересе кандидата. Покажите, что вы знаете, в чем нуждается компания и как ей помочь.

## ЗАКЛЮЧЕНИЕ

Целью освоения дисциплины является овладение студентами необходимым и достаточным уровнем иноязычной коммуникативной компетенции для решения социально-коммуникативных задач в деловой сфере общения, главным образом при прохождении конкурсного отбора для участия в международных программах и при приеме на работу.

В результате освоения учебной дисциплины обучающийся должен

*знать:*

- требования и правила заполнения различных форм для участия в международных учебных и профессиональных программах;
- основные структуры и техники проведения интервью различных уровней в иноязычной среде;
- коммуникативные стратегии участия в собеседованиях международных программ и достижения наилучших результатов на стадии прохождения собеседования;
- базовые правила грамматики (на уровне морфологии и синтаксиса);
- базовые нормы употребления лексики и фонетики;
- требования к речевому и языковому оформлению устных и письменных высказываний с учетом специфики иноязычной культуры;
- основные способы работы над языковым и речевым материалом;

*уметь:*

- воспринимать на слух и понимать основное содержание несложных аутентичных общественно-политических, публицистических (медийных) текстов, имеющих характер интервью; выделять в вопросах значимую / запрашиваемую информацию;
- понимать основное содержание несложных аутентичных рекламных объявлений, в том числе объявлений о вакансиях, грантах и

образовательных программах, детально понимать резюме, анкеты и сопроводительные письма, выделять значимую/запрашиваемую информацию из прагматических текстов справочно-информационного и рекламного характера;

- начинать, вести/поддерживать и заканчивать диалог-расспрос, диалог-обмен мнениями и диалог-интервью/собеседование при приеме на работу, соблюдая нормы речевого этикета, при необходимости перефразировать вопрос с целью уточнения; адекватно реагировать на вопросы, а также грамотно задавать вопросы различных типов согласно поставленной цели коммуникации; разрабатывать и использовать стратегию самопрезентации и других коммуникативных стратегий и тактик; высказывать свое мнение, просьбу, отвечать на предложение собеседника (принятие предложения или отказ); делать сообщения и выстраивать монолог-описание, монолог-повествование и монолог-рассуждение;

- заполнять формуляры и бланки прагматического характера; вести запись основных мыслей и фактов (из аудиотекстов и текстов для чтения), поддерживать контакты при помощи электронной почты; выполнять письменные проектные задания;

*владеть:*

- навыками выражения своих мыслей и мнения в межличностном деловом общении на иностранном языке;

- культурой мышления, способностью к обобщению, анализу, восприятию информации, постановки цели и выбору путей её достижения;

- навыками извлечения необходимой информации из оригинального текста на иностранном языке;

- стратегиями проведения сопоставительного анализа факторов культур различных стран;

- компенсаторными умениями, помогающими преодолеть «сбой» в коммуникации, вызванные объективными и субъективными, социокультурными причинами;

- приемами самостоятельной работы с языковым материалом с использованием справочной и учебной литературы.

Процесс изучения дисциплины направлен на формирование элементов *следующих компетенций* в соответствии с ФГОС ВПО:

<i>Код компетенции</i>	<i>Наименование результата обучения</i>
ОК-6	умение логически верно, аргументировано и ясно строить устную и письменную речь;
ОК-7	способность отстаивать свою точку зрения, не разрушая отношения;
ОК-11	стремление к личностному и профессиональному саморазвитию, умение расставлять приоритеты, ставить личные цели, способность учиться на собственном опыте и опыте других;
ОК-15	владение одним из иностранных языков на уровне, обеспечивающем эффективную профессиональную деятельность;
ОК-20	способность осуществлять деловое общение: публичные выступления, переговоры, проведение совещаний, деловая переписка, электронные коммуникации.

Специальные требования к входным знаниям, умениям и компетенциям студента не предусматриваются, однако для определения уровня изучения дисциплины в учебных группах проводится входное тестирование для определения исходного уровня коммуникативной компетенции обучающихся. В основе Программы лежат следующие положения, зафиксированные в современных документах по модернизации высшего профессионального образования:

- Владение иностранным языком является неотъемлемой частью профессиональной подготовки всех специалистов в вузе.
- Курс иностранного языка является многоуровневым и разрабатывается в контексте непрерывного образования.
- Изучение иностранного языка строится на междисциплинарной интегративной основе.
- Обучение иностранному языку направлено на комплексное развитие коммуникативной, когнитивной, информационной, социокультурной, профессиональной и общекультурной компетенций студентов.

## GLOSSARY

1. Personal language – language structures relating to the private areas of your life.
2. Social language – language structures relating to the society and your job.
3. CV / Resume - /curriculum vitae/ a short written document that lists your education and previous jobs, which you send to employers when you are looking for a job [= resume American English]
4. Degree – a qualification that is given to you when you have successfully completed a university course, e.g. a degree in Economics
5. Voluntary work - work that is done by people who do it because they want to, and who are not paid, e.g. She does a lot of voluntary work for the Red Cross.
6. Values - your ideas about what is right and wrong, or what is important in life.
7. Philosophy - the attitude or set of ideas that guides the behaviour of a person or organization, e.g. The company explained their management philosophy. The idea that you should treat others as you would like them to treat you is a fine philosophy of life.
8. Strategy - a planned series of actions for achieving something
9. Reasoning - a process of thinking carefully about something in order to make a judgment, e.g. scientific/logical/legal reasoning; What is the reasoning behind this decision?
10. Job interview - a formal meeting at which someone is asked questions in order to find out whether they are suitable for a job, course of study etc., e.g. I've got another job interview tomorrow.
11. Interviewer - the person who asks the questions in an interview
12. Interviewee - the person who answers the questions in an interview, a candidate
13. Technique - a special way of successfully doing something
14. Job description - an official list of the work and responsibilities that you have in your job
15. Motivation - eagerness and willingness to do something without needing to be told or forced to do it, the reason why you want to do something, e.g. What was your motivation for becoming a manager?
16. Promotion - a move to a more important job or position in a company or organization, e.g. I want a job with good prospects for promotion.
17. Personal characteristics - qualities or features that are typical of a person and easy to recognize, character traits, good and bad points

18. Strength - useful quality or ability, a particular quality or ability that gives an advantage, e.g. Her main strength is her critical thinking ability.

19. Weakness - a fault in someone's character or in a system, organization, e.g. Be aware of your own strengths and weaknesses.

20. Flexibility - the ability to change or be changed easily to suit a different situation, e.g. Employees expect flexibility in the workplace.

21. Skill - an ability to do something well, especially because you have learned and practised it, e.g. Many jobs today require computer skills.

22. leadership - the quality of being good at leading a group, organization, country etc., e.g. someone with vision and leadership

23. organizational skills - an ability to plan and arrange something so that it is successful and effective

24. Teamwork - when a group of people work effectively together, e.g. We want to encourage good teamwork and communication.

25. Role-play - an exercise in which you pretend to be in a particular situation, especially to help you learn a language or deal with problems, e.g. Language teachers often use role-play in the classroom.

26. Evaluation - a judgment about how good, useful, or successful something is [= assessment], e.g. We need to carry out a proper evaluation of the new system.

27. Background - someone's family, education, previous work etc.

28. Behaviour - the things that a person does; be on your best behaviour - to behave as well and politely as you can

29. communicative ability - relating to the ability to communicate, especially in a foreign language: students' communicative skills

30. Active listening - paying attention to what someone is saying, taking part in a conversation.

**ТЕХНОЛОГИЧЕСКАЯ КАРТА  
БАЛЛЬНО-РЕЙТИНГОВОЙ ОЦЕНКИ**

	Деятельность	Баллы за единицу	Максимальная сумма
<b>Текущая успеваемость</b>	<b>Personal Language Organiser</b> Yourself Your Job / Studies Your Company / University Your Values Your Philosophy Self-Presentation Strategy Reasoning Strategy Job interview Techniques	1 1 1 1 1 4 4 13	<i>26 баллов за 1 раздел</i>
	<b>Ролевая игра “Job Interview”</b>		<b>18</b>
	<b>Social Language Organiser</b> Essential Words Apologies and Excuses Saying 'Yes', Saying 'No' Language problems Active Listening Emotions and Initiative Control Strategy Job Interview Techniques	1 1 1 1 1 5 6	<i>16 баллов за 2 раздел</i>
<b>Итоговая успеваемость</b>	<b>Ролевая игра</b> “A chance for promotion”		<b>40 баллов</b>
	<b>Итого:</b> Зачет - <b>50 баллов</b> и более. «Отлично» 80-100 баллов, «хорошо» 60-79 баллов, «удовлетворительно» 40 – 59 баллов, «неуд.» 0-39 баллов		<b>100 баллов за курс</b>



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2. [www.oed.com](http://www.oed.com) – Oxford English dictionary
3. [www.business-letter-writing.com](http://www.business-letter-writing.com) – правила и примеры деловой переписки
4. [www.write-a-resume.org](http://www.write-a-resume.org) – правила и примеры резюме
5. Международные экзамены [www.cambridge.org](http://www.cambridge.org) , [www.toefl.org](http://www.toefl.org) , [www.ielts.org](http://www.ielts.org)
6. <http://english-exam.ru>, <http://www.cityandguilds.ru/>
7. <http://www.bbc.co.uk> , [www.study.ru](http://www.study.ru), <http://www.uz-translations.su>, <http://www.native-english.ru> , <http://real-english.ru> – Теория: грамматика, произношение, учебники. Практика: чтение, темы, анекдоты, тексты песен, тесты, игры. Скачать: аудиокниги, фильмы на англ. языке с субтитрами.

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В ДЕЛОВОЙ КОММУНИКАЦИИ**

*Учебное пособие*

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