

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
МАРІУПОЛЬСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ  
КАФЕДРА АНГЛІЙСЬКОЇ МОВИ ТА ПЕРЕКЛАДУ**

**ХОРОВЕЦЬ В.Є., ПАНОВА Я.Є., ДАЦЕР К.С.**

**CAREER OPPORTUNITIES  
НАВЧАЛЬНИЙ ПОСІБНИК**



**МАРІУПОЛЬ 2016**

**УДК 101:81(075)**  
**ББК 81в я73**

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Хоровец В.Є., Панова Я.Є., Дацер К.С. Career opportunities: Навчальний  
посібник для студентів вищих закладів освіти / Укладачі: Хоровец В.Є.,  
Панова Я.Є., Дацер К.С. – Маріуполь: вид-во МДУ, 2016. – 136 с.

Навчальний посібник «Career opportunities» знайомить студентів з базовими поняттями, необхідними для перекладу англомовних фахових текстів за темами вибору професії, складання резюме, мовного етикету на робочому місці .

У посібнику надано основну інформацію про ситуації в сфері працевлаштування у світі, світові та національні правила прийому на роботу. Поряд з текстами для перекладу представлено вправи для розвитку мовленнєвих навичок, аналізу наданої інформації, переказу основних ключових засад текстів. Деякі завдання орієнтовано на вміння аргументувати свою точку зору.

Для студентів вищих навчальних закладів філологічних, перекладацьких відділень (факультетів) університетів, викладачів і всіх тих, хто цікавиться перекладами різномовних текстів.

УДК 101:81(075)  
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## ВСТУП

*“Choose a job you love and you will never  
have to work a day in your life.”*

*Confucius*

Навчальний посібник «Career opportunities» представляє собою методичне видання допоміжного характеру для роботи над темою «Choosing a career» з практичного курсу англійської мови як першої іноземної мови для студентів ОР «Бакалавр» спеціальності «Переклад» та другої іноземної мови для студентів спеціальності «Міжнародна економіка» денної та заочної форми навчання. Навчальний посібник відповідає вимогам програми з англійської мови для університетів за темою «Choosing a career». Навчальний посібник знайомить студентів з базовими поняттями, необхідними для перекладу англійськомовних фахових текстів за запропонованою темою.

У тематичних частинах представлено предметні реалії і комунікативні ситуації, які виникають між роботодавцем та працівником. Також наведено орієнтовні зразки ситуацій для обговорення, зразки з оригінальних текстів англійських і американських авторів, комунікативні вправи, які допоможуть розвинути навички мовлення та значно збагатити лексичний запас.

Завданням посібника є забезпечення фонових знань, необхідних перекладачеві, а також засвоєння відповідної термінології та розвиток власне перекладацьких навичок та вмінь студентів. Для вирішення вищевказаних завдань матеріал посібника подано у 4 частинах, які містять систематичний виклад інформації щодо питань вибору професії, написання резюме та інших проблем, що постають перед людиною на робочому місці.

Все вищезазначене актуалізує необхідність створення подібного посібника, як додаткового матеріалу для кращого засвоєння вказаної теми з практичного курсу англійської мови, у якому надано основну інформацію про ситуації та проблеми при виборі професії. Поряд з текстами для

перекладу представлено вправи для розвитку навичок говоріння, аналізу наданої інформації, аналізу перекладацьких прийомів, виділенню основних фактів з тексту. Окремі завдання спрямовані на обговорення та аргументацію своєї точки зору.

Навчальний посібник розрахований на студентів вищих навчальних закладів філологічних, перекладацьких відділень (факультетів) університетів, викладачів і всіх тих, хто цікавиться перекладами текстів.

## **PART I. CAREER AND NETWORKING**

### **Graduates face the real world**

Okay, college is over. It's real life. Time for a job. You do have one, don't you?

Basically, you're marketing yourself to prospective employers.

Employers look at three things: grade point average, leadership abilities, and work experience. In most cases, no one element is more important than another; it's a matter of balance. Most employers would rather interview someone with good grades who holds an office in campus organisation than a student with perfect grade point average and no activities. Remember, the operative term is good grades.

In today's tight market, work experience is a critical factor. Internships, practicums, and work-study jobs not only let you see firsthand what the field is like, they also are a powerful networking tool. Many students get offers at firms where they interned because the employer knows their work and how it fits into the company. Even if there are no positions available where you intern, you have met people who can be a reference for a similar job in another company.

Even jobs outside your field can speak volumes about you and your work habits. Maybe you think of it as just selling hamburgers, but you have demonstrated that you are educable and understand the responsibilities of being on time and putting in your eight hours. If you have been given raises or asked back the following year, it indicates that you understand these things very well. If you have shown someone how to do your job, you have demonstrated leadership and management potential.

With those preparations, it's time to face a prospective employer in an interview. The important thing is exuding self-confidence even if you don't really feel that way. Employers can have the best and they know it and they want it. You've got to appear to be the best. Unless you're extremely lucky and extremely good, you can count on rejection. In fact, you can: count on tremendous amount of rejection. In spite of that, you must continue to keep smiling, keep up the appearance of self-confidence. Join a support group if you need to.

Keep the can-do attitude no matter how discouraging the situation seems. Don't take rejection personally.

Do your homework. If you are aware of what the employer wants, you can tailor your marketing approach better, highlighting your skills that best match his or her need.

Network with colleagues and friends. 60% of all jobs result from networking. This is no time to be coy about help from your parents. If they have contacts in your field, use them. If the search for your dream job has seemed completely fruitless and you need to pay your rent, consider these options: Get a

night job of some sort, then approach the company with which you want employment and offer to volunteer, a sort of post-graduation internship. Sign on with a temporary agency for work in your field.

Consider taking a position below your qualification. Start at the bottom and work your way up. Such efforts will give you contacts and experience in your field. Postpone your search while you improve your marketability through additional training or education.

To graduate school gives you a chance to get the education and skills your field may require.

*From "USA Today"*

### VOCABULARY

to market oneself to an employer — пропонувати свої послуги  
роботодавцю

to hold an office — обіймати посаду

to get an offer at a firm — отримати запрошення на роботу у фірмі

to match smb.'s needs — відповідати потребам

to have contacts with — мати зв'язки

to apply for a job — подати заяву на роботу

to sign on for work — найматися на роботу

to take a position — зайняти посаду

#### NOTE:

**"work"** has the most general meaning and can be applied to anything one has to do in the way of making living.

**"job"** is close to it in its meaning but tends to denote less prestigious work. It can denote a position in employment.

**"profession"** is work which requires advanced education and special training. It's applied to law, medicine, architecture, and military career.

**"career"** means either a course of progress in the life of people or has the same meaning as the word "work".

**"vocation"** means a kind of work to which a man is led by natural talents.

#### 1. Study Text B, transcribe and translate these words:

graduate (n), graduate (v), employer, experience, internship, practicum, educable, exude, tremendous, colleague, volunteer, marketability, discourage.

#### 2. Find in the text and write English equivalents of the following words and phrases. Use them in sentences of your own.

Середній бал успішності; організаційні здібності; трудовий досвід; обіймати посаду; вирішальний фактор; найматися до роботодавця; знаряддя взаємозв'язку; отримати запрошення на роботу у фірмі; проходити практику; з перших рук; особа, що дає рекомендацію; отримати підвищення;

випромінювати впевненість у собі; очікувати на відмову; група підтримки; усвідомлювати; використовувати підхід; показати вміння; відповідати потребам; мати зв'язки; пропонувати свої послуги; навчання після закінчення університету; найматися на роботу.

**3. Ask your neighbour and have the question answered:**

whether he(he) considers this article useful;  
what three things employers look at;  
why many students get offers at firms where they intern;  
who can be a reference for a similar job in another company;  
whether self-confidence is important even if a person doesn't really feel that way;  
what he(he) would do if the search for his (her) job has seemed completely fruitless;  
whether he(he) is ready to take a position below his (her) qualifications;  
whether he (she) appreciates a chance to get the education and practical skills.

**4. Retell the text using the following words and phrases:**

to market oneself to an employer, to hold an office, to get an offer at a firm, to be given raises, to match smb's needs, to have contacts with, to apply for a job, to sign on for work, to be aware, to count on rejection, firsthand, to take a position, a sort of post - graduation internship.

**5. Write a paragraph about your imaginable employment in which you list in order of importance the factors you find significant, and explain why.**

1. wages/salary
2. job/prestige
3. benefit to community accident insurance
4. good working hours
5. free lunch (dinner)
6. pension scheme
7. rewarding work (not boring)
8. paid holidays
9. paid vacation

**6. Comment on the given proverbs. Make up a situation centered on one of them.**

1. A bad workman quarrels with his tools.
2. An idle brain is the devil's workshop.
3. He that never climbed, never fell.
4. He will never set the Thames on fire.
5. A little knowledge is a dangerous thing.
6. To work with the left hand.



**7. a) Which of the job-titles below would describe the following? Choose from the list below the questions.**

1. The person who represents the workers' interests in disputes with the management in a factory.
2. A person who has a high (but not the highest) position in a company and whose job is to make important decisions.
3. An important person in a company who sits on the Board.
4. A worker whose job requires no special training.
5. A person generally in charge of the day-to-day administration in a company.
6. The person who makes sure there are no risks of accidents from machinery, etc.
7. A person whose job is to keep an eye on the day-to-day work of other workers.
8. A person who does hard physical work.
9. The person who handles applications for vacant posts.
10. The person who gives out information to the press for a company.  
(director, manager, executive, administrator, unskilled worker, labourer, public relations officer, safety officer, union official, personal officer).

**b) Whose job do these things belong to?**

*Example: bucket, ladder, leather - window-cleaner*

1. board, overhead projector, chalk
2. scalpel, mask, forceps
3. filing cabinet, stapler
4. make-up, script, microphone
5. tractor, plough, barn
6. sewing machine, scissors, needle

**8. Translate the following sentences into English.**

1. Я хочу, щоб моя робота була престижною, щоб я мав можливість спілкуватися з людьми та подорожувати, а також щоб були перспективи росту.
2. Щоб влаштуватися на роботу, Ричард подав заяву, заповнив особистий листок, пройшов тестування та співбесіду з роботодавцем.
3. Тепер, коли у Марії була маленька дитина, вона не могла працювати повний робочий день, а була змушена шукати роту за сумісництвом.
4. Щоб заробляти на життя, йому довелося найматися на роботу, яка була значно нижче його кваліфікації.
5. Якщо ви отримали відмову, влаштовуючись на роботу, намагайтесь зберігати впевнений вираз обличчя.
6. Щоб відповідати сучасним вимогам суспільства, необхідно мати здібності керівника, трудовий досвід, а також усвідомлювати всю міру відповідальності, обіймаючи ту чи іншу посаду.

7. Незважаючи на те, що йому довелося працювати понадурочно, він продовжував навчання за спеціальністю бухгалтера.
8. Сьогодні, за умов жорсткого ринку, важко знайти добре оплачувану роботу, але дуже легко бути звільненим через скорочення штату.
9. Вихід на пенсію має свої переваги: ви можете займатися спортом, або витрачати час на улюблені справи.
10. Тепер, коли Рудольф почав працювати, він оцінив силу знань.
11. Деякі вчителі мають звичку карати дітей за найменшу провину.
12. Хто не ризикує, той не п'є шампанського.
13. Незважаючи на серйозність ситуації, він не припиняв погрожувати.
14. Заради цієї дівчини юнак був готовий ризикувати своїм життям.
15. Щоб запобігти лиху, він вдався всіх засобів перестороги.
16. На крайній випадок, я розгляну цю справу за рахунок свого часу.
17. Боб був дуже вдячний своєму дядькові, що він запросив його працювати на спільному підприємстві.
18. Тепер, коли Джон вдався до жорстокості, він повністю втратив свій авторитет.
19. Кожну мить Дженні хотілося висловити своє горе потоком сліз.

**9. Read the text and translate it into your native language. Fill in the gaps with the missing words.**

options	unemployment	commute
mundane	toll	accelerated programs
Undertaking	opportunities	vendors
attainable	introspection	stamina
Acquire	Networking	tuition costs
to make ends meet	substantial	career counseling
personality assessments	booster	marketability
career path	goals	juggle
transferable skills	to pay off	embarking
reimbursements	health benefits	unfulfilling job

**Finding the right career  
Choosing or changing jobs and finding satisfaction at work**



Whether you're just leaving school, finding \_\_\_\_\_ limited in your current position or, like many in this economy, facing \_\_\_\_\_, it may be time to consider

your career path. By learning how to research \_\_\_\_\_, realize your strengths, and \_\_\_\_\_ new skills, as well as muster the courage to make a change, you can discover the career that's right for you. Even if you're trapped in a position you don't love, with no realistic opportunity for change, there are still ways to find more joy and satisfaction in what you do.

Since so much of our time is spent either at work, traveling to and from work, or thinking about work, it inevitably plays a huge role in our lives. If you feel bored or unsatisfied with what you do for large parts of the day, it can take a serious toll on your physical and mental health. You may feel burned out and frustrated, anxious, depressed, or unable to enjoy time at home knowing that another workday lays ahead. Having to concentrate for long periods on tasks you find \_\_\_\_\_, repetitive, or unsatisfying can cause high levels of stress. What's more, if you don't find your work meaningful and rewarding, it's hard to generate the effort and enthusiasm needed to advance in your job or career. As well as feeling happy and satisfied, you are far more likely to be successful in an occupation that you feel passionate about.

*So how do you gain satisfaction and meaning from your work?*

1. You choose or change careers to something that you love and are passionate about. Or:
2. You find purpose and joy in a job that you don't love.

For many of us, career dreams are just that: dreams. The practical realities of paying the bills, putting food on the table and the kids through school mean that you have to spend 40 hours every week doing a job that you don't enjoy. Or maybe you have to \_\_\_\_\_ multiple jobs, as well as school or family commitments, just to get by in today's economy. The idea of choosing to make a career change may seem about as realistic as choosing to become a professional athlete or an astronaut.

Still, getting up every morning dreading the thought of going to work, then staring at the clock all day willing it to be time to leave can take a real \_\_\_\_\_ on your health. It can leave you feeling agitated, irritable, disillusioned, helpless, and completely worn out—even when you're not at work. In fact, having a monotonous or \_\_\_\_\_ can leave you just as vulnerable to stress and burnout as having one which leaves you rushed off your feet, and it can be just as harmful to your overall mental well-being as being unemployed.

- *Try to find some value in what you do.* Even in some mundane jobs, you can often focus on how what you do helps others, for example, or provides a much needed product or service. Focus on aspects of the job that you do enjoy—even if it's just chatting with your coworkers at lunch. Changing your attitude towards your job can help you regain a sense of purpose and control.

- *Find balance in your life.* If your job or career isn't what you want, find meaning and satisfaction elsewhere: in your family, hobbies, or after work interests, for example. Try to be grateful for having work that pays the bills and focus on the parts of your life that bring you joy. Having a vacation or fun weekend activities to look forward to can make a real difference to your working day.

- *Volunteer—at work and outside of work.* Every boss appreciates an employee who volunteers for a new project. \_\_\_\_\_ new tasks and learning new

skills at work can help prevent boredom and improve your resume. Volunteering outside of work can improve your self-confidence, stave off depression, and even provide you with valuable work experience and contacts in your area of interest.

- *Make friends at work.* Having strong ties in the workplace can help reduce monotony and avoid burnout. Having friends to chat and joke with during the day can help relieve the stress of an unfulfilling job, improve your job performance, or simply get you through a rough day.

- *Consider the following steps in this article about planning a career change.* Even if it's something that you're unable to act on at present, having a plan for *someday* in the future (when the economy picks up, the kids have grown up, or after you've retired, for example) can help you feel energized and hopeful, and better able to cope with the difficulties of the present. Simply sending out resumes and networking can make you feel empowered. Also, making a career change can seem far more \_\_\_\_\_ when there's no time pressure and you break down the process into smaller, manageable steps.

Whether you're \_\_\_\_\_ on your first career out of school or looking to make a career change, the first step is to think carefully about what really drives you. You might find it hard to get past thinking about "what pays the most" or "what is most secure," especially in today's economy. But the truth is most employees rank job satisfaction above salary in ensuring they feel happy at work. So, unless you're in a situation where you have to take the first available job \_\_\_\_\_, it's important to focus on your primary interests and passions. This can open doors to careers that you might not have considered. Once you have that foundation, you can start fine tuning your search for the right career. You may be surprised at how you can fit your passions into a new career.

### *Exploring your career opportunities*

- *Focus on the things you love to do.* What have you dreamed of doing in the past? What do you naturally enjoy doing? Jot down what comes to mind, no matter how improbable it seems.

- *Look for clues everywhere.* Take note of projects or topics that stir your compassion or excite your imagination. Reflect on stories of people you admire. Ask yourself why certain activities make you happy, and pay attention to times when you are really enjoying yourself.

- *Be patient.* Remember that your search may take some time and you might have to go down a few different roads before finding the right career path. Time and \_\_\_\_\_ will help you identify the activities you most enjoy and that bring you true satisfaction.

It's always challenging to consider a huge change in your life, and there may be many reasons why you think changing careers is not possible. Here are some common obstacles with tips on how to overcome them:

- *It's too much work to change careers. Where would I ever begin?* Changing careers does require a \_\_\_\_\_ time investment. However, remember that it does not

happen all at once. If you sit down and map out a rough plan of attack, breaking down larger tasks into smaller ones, it is a lot more manageable than you think. And if the payoff is a happier, more successful career, it's worth it.

- *I'm too old to change careers. I need to stay where I am.* If you have worked for a number of years, you may feel that you've put too much time and effort into your career to change midstream. Or you may be concerned about retirement and \_\_\_\_\_. However, the more you've worked, the more likely you are to have skills that can transfer to a new career. Even if you are close to receiving a pension or other benefits, you can start to plan now for a career transition after retirement.

- *I don't have enough skills to consider a new career.* You may be unaware of the skills you have, or low self-esteem may lead you to underestimate your \_\_\_\_\_. Either way, you probably have more skills than you think. Consider skills you've learned not only from your job but also from hobbies, volunteering, or other life experiences. And gaining skills is not an all-or-nothing proposition. You can volunteer once a week or take a night class to move forward, for example, without quitting your current job.

- *In this economy, I'm lucky to have a job. I don't want to rock the boat.* In today's climate, it might feel like too much of a risk to consider changing careers. However, if you're unhappy in your current job, doing research on other options will only benefit you in the long run. You may discover a career with a more stable long-term outlook than your current career, for example. And you don't have to quit your current job until you are confident of your new career path.

*What if I've already lost my job?*

Being unemployed or underemployed can be tremendously stressful. It can increase the pressure of meeting mortgage payments, rent, and other financial obligations. You may feel ashamed for not working, or feel the loss of your job has stripped you of your identity, at home and at work. This is especially true if you have been in the same field for a very long time.

However, unemployment can also sometimes have a bright side. It gives you the chance to reflect on your \_\_\_\_\_. If you've been considering a new field, now is the time to research the options and see what might be the right fit for you. You may end up in a much stronger position than if you had originally kept your job.

*Finding the right career tip 1: Identify occupations that match your interests*

So how do you translate your interests into a new career? With a little research, you may be surprised at the careers that relate to many of the things you love to do.

If you have narrowed down some specific jobs or careers, you can find a wealth of information online, from description of positions to average salaries and estimated future growth. This will also help you figure out the practical priorities: How stable is the field you are considering? Are you comfortable with the amount of risk? Is the salary range acceptable to you? What about commute distances? Will you have to relocate for training or a new job? Will the new job affect your family?

While you can glean a lot of information from research and quizzes, there's no substitute for information from someone currently working in your chosen career. Talking to someone in the field gives you a real sense of what type of work you will

actually be doing and if it meets your expectations. What's more, you will start to build connections in your new career area, helping you land a job in the future. Does approaching others like this seem intimidating? It doesn't have to be. \_\_\_\_\_ and informational interviewing are important skills that can greatly further your career.

You may also consider \_\_\_\_\_ or a job coach, especially if you are considering a major career shift. Sometimes impartial advice from others can open up possibilities you hadn't considered.

*Finding the right career tip 2: Evaluate your strengths and skills*

Once you have a general idea of your career path, take some time to figure out what skills you have and what skills you need. Remember, you're not completely starting from scratch—you already have some skills to start. These skills are called \_\_\_\_\_, and they can be applied to almost any field. Some examples include:

- management and leadership experience
- communication (both written and oral)
- research and program planning
- public speaking
- conflict resolution and mediation
- managing your time effectively
- computer literacy
- foreign language fluency

*To discover your transferable career skills, consider the following:*

- *Don't limit yourself to just your experiences at work.* When you are thinking about your skills, consider all types of activities including volunteering, hobbies, and life experiences. For example, even if you don't have formal leadership or program planning experience, founding a book club or organizing a toy drive are ways that you have been putting these skills into practice.

- *List your accomplishments that might fit in.* Don't worry about formatting these skills for a resume at this point. You just want to start thinking about what skills you have. It can be a tremendous confidence \_\_\_\_\_ to realize all of the skills you've developed.

- *Brainstorm with trusted friends, colleagues, or mentors.* They may be able to identify transferable skills you've overlooked or help you better articulate these skills in the future.

- *Uncover more transferable skills* by taking the online tests listed in the resources section below.

*Finding the right career tip 3: Develop your skills and experience*

If your chosen career requires skills or experience you lack, don't despair. There are many ways to gain needed skills. While learning, you'll also have an opportunity to find out whether or not you truly enjoy your chosen career and also make connections that could lead to your dream job.

*How can I gain new career skills?*

- *Utilize your current position.* Look for on-the-job training or opportunities to do projects that develop new skills. See if your employer will pay part of your \_\_\_\_\_.

- *Identify resources in the community.* Find out about programs in your community. Community colleges or libraries often offer low cost opportunities to strengthen skills such as computers, basic accounting, or how to start a business. Local Chambers of Commerce, Small Business Administrations, or state job development programs are also excellent resources.

- *Volunteer or work as an intern.* Some career skills can be acquired by volunteering or doing an internship. This has the added benefit of getting you in contact with people in your chosen field.

- *Take classes.* Some fields require specific education or skills, such as an educational degree or specific training. Don't automatically rule out more education as impossible. Many fields have \_\_\_\_\_ if you already have some education, or you may be able to do night classes or part-time schooling so that you can continue to work. Some companies even offer tuition \_\_\_\_\_ if you stay at the company after you finish your education.

*Finding the right career tip 4: Consider starting your own business*

If you're getting worn down by a long \_\_\_\_\_ or a difficult boss, the thought of working for yourself can be very appealing. And even in a slower economy, it's still possible to find your perfect niche. Depending on the specialty, some companies prefer to streamline their ranks and work with outside \_\_\_\_\_. However, it is especially important to do your homework and understand the realities of business ownership before you jump in.

- *Make sure you are committed to and passionate about your business idea.* You will be spending many long hours getting started, and it may take a while for your business \_\_\_\_\_.

- *Research is critical.* Take some time to analyze your area of interest. Are you filling an unmet need? Especially if you are considering an online business, how likely is your area to be outsourced? What is your business plan, and who are your potential investors?

- *Expect limited or no earnings to start.* Especially in the first few months, you are building your base and may have start-up costs that offset any profit initially. Make sure you have a plan on how to cope during this period.

*Finding the right career tip 5: Manage your career transition*

- *Pace yourself and don't take on too much at once.* Career change doesn't happen overnight, and it is easy to get overwhelmed with all the steps to successfully change careers. However, you will get there with commitment and motivation. Break down large \_\_\_\_\_ into smaller ones, and try to accomplish at least one small thing a day to keep the momentum going.

- *Ease slowly into your new career.* Take time to network, volunteer, and even work part-time in your new field before committing fully. It will not only be an easier transition, but you will have time to ensure you are on the right path and make any necessary changes before working full-time in your new field.

- *Take care of yourself.* You might be feeling so busy with the career transition that you barely have time to sleep or eat. However, managing stress, eating

right, and taking time for sleep, exercise, and loved ones will ensure you have the \_\_\_\_\_ for the big changes ahead.

**10. Answer the questions to the text.**

1. Why is finding meaningful work important?
2. Why can changing careers seem an unrealistic option?
3. What kind of job can make you vulnerable to stress and why? In what way can you cope with the problem?
4. Dwell on the role of volunteering at work?
5. Expand on the ways of planning a career change.
6. Speak on the role of your interests in a career change.
7. What obstacles to career fulfillment can a person face? Dwell on the ways of overcoming them.
8. What advantages can unemployment have.
9. What are transferable skills?
10. Enumerate possible ways of gaining new career skills.
11. Expand on problems and opportunities of starting your own business.

**11. Read the text and translate it into your native language. Four paragraphs A-D have been removed from the text. Put them in the correct places.**

**The Facts About Job Satisfaction**

Job satisfaction is an attitude that employees have about their work and is based on numerous factors, both intrinsic and extrinsic to the individual. Job satisfaction is important from the perspective of maintaining and retaining the appropriate employees within the organization; it is about fitting the right person to the right job in the right culture and keeping them satisfied.

Herzberg developed one of the earliest theories relating to job satisfaction in the 1950s. His "two-factor" theory emphasizes that there are factors in the workplace that create satisfaction (motivators) and those which lead to dissatisfaction if they are not present (hygiene factors). There are four motivators in the theory: achievement, recognition, responsibility, and advancement; and five hygiene factors: monetary rewards, competent supervision, policy and administration, working conditions, and security. The implication of the theory is that satisfaction and dissatisfaction are not opposite ends of the same scale and that job satisfaction may merely be an absence of job dissatisfaction. Herzberg argues that it is necessary to have hygiene factors at an acceptable level simply to reach a neutral feeling about the job. The theory has not been without its critics from the perspective of both the methodology of the studies and the underlying assumption that all individuals behave in a similar way in the workplace. However, the theory is simple and has a common sense appeal, and it supports the argument that today's manager should concentrate on removing the dissatisfiers from the workplace and concentrate on employing and developing the right people on the job.



He argues that optimism is an attitude that allows individuals to cope in the face of adversity, which prevents them from becoming apathetic and depressed. Further, underlying optimism is the concept of self-efficacy, which relates to an individual's belief that they can successfully complete tasks and meet objectives. A high level of self-efficacy translates to a strong belief in one's own ability. Thus, personality must have a strong influence on job satisfaction. It follows, then, that managers must be aware of the personalities of their employees and how they fit into the job, the work environment, and indeed the organizational culture. They must ensure that the work environment is conducive to bringing out the best in their employees' personalities by removing dissatisfiers from the workplace.

Job satisfaction and its relationship to dispositional factors supports the notion that managers must concentrate on employing the right people for the organization in order to maximize on the possibility that employees will be satisfied. Satisfied employees will stay with the company for a relatively long period. Thus, they must concentrate on removing dissatisfiers from the workplace to enable employees to get on with their own satisfaction in an environment that is conducive to achieving both their own needs and those of the organization.

Harry Onsman discusses a retrospective Gallup study of one million employees in North America. This study showed that the elements in the workplace that contribute to a state of job satisfaction are all "group-level" items. Group-level items are those that relate to workplace relationships with colleagues, managers, and workplace friends. In the study there were twelve core elements which were important in job satisfaction and which had an influence on attracting and retaining the most productive employees.

**These are summarized as follows, in order of importance:**

1. Do I know what is expected of me at work?
2. Do I have the materials and equipment I need to do my work right?
3. At work, do I have the opportunity to do what I do best every day?
4. In the past seven days, have I received recognition of praise for good work?
5. Does my supervisor or someone else at work seem to care about me as a person?
6. Is there someone at work who encourages my development?
7. At work, do my opinions count?
8. Does the mission of my company make me feel like my work is important?
9. Are my co-workers committed to doing quality work?
10. Do I have a best friend at work?
11. In the past six months, have I talked with someone about my progress?
12. At work, have I had the opportunity to learn and grow?

That managers need to concentrate on employing the right person for the job (including management jobs) and the organization in order to facilitate job satisfaction can be shown through illustration. The Body Shop (Australia) is an

example of an organization that employs people who fit the organizational culture and as a result enjoys high levels of job satisfaction among its employees.

In today's pharmaceutical industry, managers must ensure that they employ the right people for the jobs within their organization, a concept that applies to the entire organization and includes the managers themselves. At the same time, management must create a work environment that is free from dissatisfiers in order that employees can go about achieving the aims and mission of the organization that are in line with their own career goals and objectives. Managers should encourage employees to take responsibility for their own job satisfaction by developing an environment that allows them the scope to perform well. In this environment, employees need to accept that responsibility and take steps to build on their own satisfaction.

A. A review of these elements confirms a couple of pertinent points. Firstly, referring back to Herzberg's two-factor theory, most of the elements can be related to the "motivators." Secondly, most of the elements relate to the workplace at the group level and not the corporate level, where managers have traditionally concentrated their efforts. Since the elements mostly relate to group-level issues, these are more easily managed if the employees working within the organization have values that fit with those of the organization. Moreover, it follows that there is more likely to be an environment of job satisfaction if these elements can be achieved through the individuals themselves. The corporate-level dissatisfiers must be removed from the workplace in order that individuals are not distracted by them and that they have the space to develop the work group-level elements.

B. Today's business environment is characterized by weak economies, rapidly changing technology, organizational re-engineering, shortened length of tenure, and outsourcing of peripheral business activities. The pharmaceutical industry is reflective of this environment. Under these circumstances, managers should concentrate on removing sources of dissatisfaction from the workplace in order to keep employees busy, productive, and satisfied. At the same time, employees need to take responsibility for their own satisfaction in their job.

C. Nicholas Way reports that The Body Shop employs people whose values and personal goals are synchronized with the aims and ethos of the organization. The Body Shop staff "seem to fit the culture" of the organization. They make statements such as "this is where I want to stay" when discussing the experience of working for the organisation. The figures on staff turnover and tenure reflect that the organisation is successful in retaining staff.

D. That employees are predisposed to greater or lesser job satisfaction has been studied by Staw and his coworkers. Staw argues that individuals with a positive outlook on life, or who are optimistic, will have higher job satisfaction irrespective of the job or workplace they are in. It is an individual's personality that causes consistent behaviour in given situations and which lends itself to either a positive or negative outlook on life. Personality is a relatively stable set of characteristics that give rise to the patterns of thinking, feeling, and behaving within a person's environment. One

element of personality that relates to job satisfaction is optimism. Daniel Goleman discusses optimism and its relationship to an individual's outlook in life.

**12. You are going to read a magazine article about a teenager who runs his own business. Choose the most suitable heading from the list A-I for each part of the article (1-7). There is one extra heading which you do not need to use. There is an example at the beginning (0).**

- A Getting and passing on information
- B Taking a risk
- C A bright future
- D Service and image
- E A real businessman
- F It's time to take him seriously
- G Demand leads to expansion
- H An unlikely interest
- I Like a different person

**Chairman of the board – at 14!**

0	I
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When Pat Woodbury hears her son Paul on the telephone, she can't believe it's the same 14-year-old who leaves his room littered with dirty socks and is never around when the washing-up needs doing. "He sounds so grown-up, so businesslike," says Pat.

1	
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Paul is running his own travel company. He set it up in January this year and it's expanding rapidly. Under the very grown-up title of Managing Director, Paul, who has a staff of six other 14-year-olds, organizes ferry crossings and coach trips from his "office" – a spare bedroom in his parents' home. So far, he's booked 50 trips for individuals and groups, and he's an official agent for all the major ferry companies.

2	
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Paul's passion started when dad David and mum Pat took him to France for the day. "When he was very small, he was nervous and didn't like boats," says Pat. "So, when he was six, we thought we'd take him on a sea trip to help him get over the fear. We'd no idea what we were starting." Paul became a ferry enthusiast, writing to different companies for details about their ships.

3	
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His idea of a great day out was to go and see the ships going in and out of the harbour. "I could see as many as 50 in one day and I'd find out everything about each one: how big it was, how many passengers it carried and what sort of restaurant it had," says Paul. Keen to share his knowledge, Paul set up a service two years ago. "People could ring me up and, for free, I'd tell them all about the ship they were booked on."

4	
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The service was so popular that Paul decided to develop it by making the ferry bookings for people. "I wrote to all the main companies, and they wrote back or sent me forms to fill in. I didn't tell them how old I was at first- but they know now because I thought it best to inform them." Paul's very first customers were his neighbours and friends of his parents. His reputation grew then by word of mouth.

5	
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His coach trips have taken off too. Day-trip customers are given a factsheet telling them all about the ferry they will be traveling on and all about facilities in the ports they will be using. "Every trip is led by two of my staff," he says. Paul is currently designing a company tie for his staff. At present they all wear white shirts, dark trousers, black shoes and company badges. "We take pride in being smart," says Paul. "We find that customers appreciate it."

6	
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Pat and David have had a few months to get used to the idea of their schoolboy son running a business – but admit it was a shock at first. "We thought it was just a craze he'd soon get over. Then, one day, I took a phone call from someone trying to book a trip," says David. "After that, we took Paul to the bank to get some proper advice on the financial and legal implications."

But Paul has no desire to be a travel agent when he leaves school. Instead he hopes to join a major ferry company and work on their ships. A spokesman for one major ferry company that uses Paul's firm says: "He runs his trips well. We didn't know how old he was at first – but we don't find his age a drawback. I'm sure he'll do very well in whatever he decides to do in this line of work."

**13. Answer the questions.**

1. Have you ever thought about starting a career right now?
2. Do you think it is possible in our country to do business if you are a youngster? What options do you have?
3. What personal or business qualities should a teenager have to start his/her own business?
4. What would your parents' attitude be if you started a business career before graduating from the university?
5. What do you think your friends' reaction would be?
6. What kind of business do you think you could take up?

**14. Read the text and put the headings in the right place.**

**From librarian to political reporter... In a month!**

1 \_\_\_\_\_

The Pretenders is a very successful and popular TV series. In each programme there is a contestant who has just four weeks to learn to do a completely new job. At the end of the month the contestant has to do a "test", where he or she has to do the new job together with three other real professionals. A panel of three judges has to decide which of the four people is pretending to be a professional. Sometimes they spot who is pretending, but sometimes they don't!

2 \_\_\_\_\_

Jessica Winters is a 26-year-old librarian who lives in Southampton with her parents. She studied English Literature at the University of Bath before getting a job in her local library. She didn't know it, but two of her friends sent her name to the TV company to take part in The Pretenders. "When someone from the programme phoned me, I thought it was a joke", said Jessica. "First of all I said no, but they asked me to think about it. In the end my friends and family persuaded me to say yes."

3 \_\_\_\_\_

Jessica had four weeks to turn from a quiet, shy librarian into a confident TV reporter. At the end of the month she had to do her final test. This was a live TV interview with the Minister of Education. She had to try to make the judges think that she really was a professional reporter.

4 \_\_\_\_\_

An experienced political journalist, Adam Bowles, and ex-MP Sally Lynch had the job of transforming Jessica. When they first met her, they were not very

optimistic. “Jessica needs to be a lot tougher. She is much too sweet and shy,” said Adam. “Politicians will eat her alive.” They had just 28 days to train her to be a reporter...

5 \_\_\_\_\_

Jessica had to spend the month in London. She was completely isolated from her family and friends – she could only talk to them on the phone. The training was very hard work. She had to learn how to interview people, how to look more confident, how to speak clearly. She also had to learn about the world of politics. “I am feeling really nervous”, said Jessica. “I am terrified of the idea of being on TV. Also I’ve never been interested in politics – I don’t know anything about it – I didn’t even vote in the last elections.”

- A) The challenge B) The teachers C) The programme  
D) The training E) The contestant

**15. You are going to read an extract from article about a young designer. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (8-14). There is one extra sentence which you do not need to use.**

### **Sparkling trainers**

*Pauline Clifford’s hobby of decorating trainers has turned into a successful business.*

Pauline’s hobby of customizing trainers by decorating them with Swarovski crystals has grown into a fashion phenomenon. Pauline’s customers send her their shoes and she decorates them with their names, favourite song lyrics, flags, or one of her own colourful designs.

Pauline is in her twenties and turns out her shoe designs in a spare room at home in Neilston, a suburban village on the outskirts of Glasgow in Scotland – a place about as far away from the red carpets, paparazzi and the glamour of celebrity land as it is possible to imagine. **8**\_\_\_\_\_

Pauline’s company, *StarSparkles*, was formed in April 2006. Now upmarket department stores and retail chains at the fashionable end of the market are stocking her pre-customised shoes. Pauline’s success isn’t entirely surprising because people are keen to buy something unique. **9**\_\_\_\_\_ And that’s precisely what Pauline is offering.

So how did it all start? ‘I’ve always liked things that are a bit different and creative,’ says Pauline. ‘I used to dress a bit strangely when I was growing up and I began customizing things as a teenager. But it really started a couple of years back, when I bought a load of Swarovski crystals on a trip to Los Angeles. When I came back I customized some Adidas and Puma trainers.’ **10**\_\_\_\_\_ Pauline soon found herself spending all her spare time on her shoe project.

‘I also emailed lots of magazines to see if they wanted to feature my shoes, and a lot of them did,’ Pauline adds. Also, as she is a bit celebrity-obsessed, she found a website called *Contact Any Celebrity*, chose a few well-known people in Los-Angeles,

found out their shoe sizes and designed them each a pair of trainers. ‘11\_\_\_\_\_ It was amazing.’

As the orders continued to flood in, Pauline decided to put her business on a more formal footing. 12\_\_\_\_\_ Pauline says: ‘After I had officially been in business for about six months, I went to the Prince’s Scottish Youth Business Trust. They were pretty supportive and they gave me £5000, which I used to get my website up and running, get some business cards and buy a stock of crystals.’

Pauline is negotiating to buy a stock of shoes to work on and sell internationally through her website, but she is slightly uneasy. 13 \_\_\_\_\_ ‘Some people started selling trainers similar to mine, so I had to pay for a lawyer to stop them. What I really want to do is to build up a brand name for myself, so that if anybody tries to copy me, my brand will be seen as the original and best,’ she says. 14 \_\_\_\_\_ But I never get bored. I definitely will have to employ someone soon – there’s only so many shoes I can do. Everyone asks me if I’m not getting a bit fed up. But I love to see customers’ faces when I show them their shoes. It makes me really happy, that’s the best thing about it’.

**A** A shoe-shop manager in Glasgow saw them and ordered a few pairs to put in the shop window, and they sold straightaway.

**B** But who do you turn to for help when you’ve got a rapidly expanding enterprise on your hands and no experience of running a company?

**C** The well-known shops have become so like one another that it’s almost impossible for the style-conscious shoe shopper to take home something that nobody else has got.

**D** But it was the Business Gateway organization which helped her to draw up a business plan.

**E** As is the case with so many new businesses, someone else pinching and using her idea is a worry.

**F** It’s an appropriate setting, however, for someone making their mark in footwear, because in the nineteenth century it was home to a thriving shoe industry.

**G** Sometimes when I’m getting behind with individual customer orders, I do get a bit stressed.

**H** One of them – who’s a bit of a fashion icon – was photographed wearing theirs the following week, and I just couldn’t believe my luck!

## **16. Read the article and answer the questions.**

After twenty years in employment, many people don't like going to work in the morning. They want to be truly excited about their jobs. But it's difficult to change jobs and changing your career is even harder, so take time to do it right.

You'll need to look at your skills and personal interests. Connecting work to personal interests is the best way to find a satisfying career. What do you really enjoy doing in your spare time? It isn't always a good idea to make your hobbies your career because then you'll need to find a new hobby, but knowing why you like your hobbies is very important to knowing which career you might enjoy.

When you know the abilities you enjoy using and have decided which field you'd like to work in, it's time to get practical. Find out all about it. Who are the key companies? After finding potential employers, you can start thinking about possible jobs.

However, it's very hard to find full-time employment in a completely different line of work. You might need to go to evening classes for extra qualifications for your CV. But employers prefer candidates to have a solid background in the field. You might have to start by working part time or even for free to gain experience.

Changing careers isn't easy. People often find that 'the devil you know is better than the devil you don't' and prefer to stay in a job they know. But I think life's too short to spend a single minute doing something you don't love doing.

1. What does the author mean by 'key companies'?
2. What does the author refer to by mentioning the phrase 'solid background in the field'?
3. From the author's point of view:
  - a. finding full-time employment is very easy;
  - b. finding full-time employment is very difficult and impossible;
  - c. finding full-time employment is tough but not impossible;
  - d. finding full-time employment is no more interesting to people.
4. Who is 'the devil you know' and who is the 'the devil you don't'?
5. Would you like to change your career? Why? Why not?

## **17. Mark the sentences T (True) or F (False).**

1. A lot of people are still excited about their jobs after twenty years.
2. Changing your career is harder than changing your job.
3. You should ask yourself why you enjoy your hobbies.
4. Your hobby will always be your perfect job.
5. You should look at the field you'd like to work in, then the companies, then the job.
6. Employers prefer to employ people with qualifications and experience.



7. People are often afraid of changing their career because they don't know what will happen.
8. The expert suggests changing your job if you don't love doing it.

**18. Match the words and their definitions.**

1. accomplishments	these tests ask you a series of questions and try to provide you with some sense of your personality and career interests. You shouldn't rely on the results of these tests by themselves, but the results can be a good starting point for discovering more about yourself and your interests and considering careers you may not have thought of.
2. Applicant Tracking Systems (ATS)	used by employers to verify the accuracy of the information you provide on your resume or job application — and beyond. On the rise as prices fall on these services. Items checked include: employment verification, educational background/degrees, references, credit history, medical records, driving record, court records, criminal records, and more.
3. assessments	a strategy where employed workers stay prepared for new job and career opportunities by maintaining a current resume, continuing to network, staying registered with one or more job-search agents. You are not openly on the job market, but keep an interest in new possibilities.
4. baby boomer job-seeker/worker	a label employers often use on mid-career job-seekers who appear to have one of three flaws: too many years of experience, too much education, too highly paid in current or previous job.
5. background check	an extremely important process in which job-seekers attempt to obtain the best compensation package possible, based on skills and experience, the industry salary range, and the company's guidelines.
6. branding statement	used by major employers to collect, store job candidate data — and screen resumes from potential job candidates.
7. career branding	the generation of people born between 1946 and 1964 — and about 78 million strong. The group of workers and job-seekers are now nearing the peak of employment and earning potential, with many attempting major career changes — referred to as <i>recareering</i> — or retiring from a stressful (or despised) corporate job and moving finally rediscover

	their career passion. Also referred to as Third Agers.
8. career change	job offers and work-at-home businesses designed to deceive and defraud innocent job-seekers. These all too often “get rich quick” scams are designed to take your identity or your money — or both. Job-seekers can protect themselves by never releasing confidential information about themselves or their finances to any recruiter, headhunter, or business
9. career coach	a letter of support for your skills, ability, and work ethic, usually written by a former boss or co-worker, but could also be from a teacher or personal reference. Good for applying to graduate school, but seen as fairly worthless in job-hunting because no one who would write you a recommendation letter would say anything negative about you
10. career exploration	an optional part of your resume, but one that is growing in use — especially with scannable (text-based) resumes. This section should summarize (using nouns as keywords and descriptors) your major career accomplishments. Sometimes also referred to as “Summary of Accomplishments,” “Qualifications Summary,” or simply “Accomplishments.”
11. career fair	one of the most popular work-based learning activities because it provides job-seekers with opportunities to gather information on a wide variety of career possibilities before deciding where they want to focus their attention. It involves brief visits to a variety of workplaces, during which time you “shadow,” observe, and ask questions of individual workers.
12. career objective/job objective	These are the achievements you have had in your career — including work, job, and life successes. These key points really help sell you to an employer — much more so than everyday job duties or responsibilities. In your cover letters, resumes, and job interviews, focus on key career accomplishments — especially ones that you can quantify.
13. cold call	there are many types of such occasions — from those scheduled during Spring Break for college students to industry-specific fairs for professionals — but they all have a common theme: a chance for a company to meet and screen a large volume of potential job candidates while simultaneously an opportunity for job-seekers to meet and screen a large number of employers.

14. cover letter	only about 5-20 percent of all job openings are ever publicly known, which results in about four-fifths of the job market being “closed,” meaning you can’t find out about any new openings unless you do some digging. Strategies for uncovering it include networking and cold calling.
15. declining letter	one of the best types of work experiences for entry-level job-seekers because a majority of employers say experience is the most important factor in whether you’re hired. It involves working in your expected career field, either during a semester or over the summer. Besides gaining valuable experience, you get exposed to the business environment and gain valuable references and network contacts.
16. degrees & certifications	also called career consultant, career adviser, work-life coach, personal career trainer, and life management facilitator. These professionals have been likened to personal trainers for your life/career, serving the role as your champion, cheerleader, advocate, mentor, partner, and sounding board on all issues related to your job or career search.
17. diversity job-seekers	helps define who you are, how you are great, and why you should be sought out. Branding is your reputation; branding is a promise of your value to an employer. Branding is about building a name for yourself, showcasing what sets you apart from other job-seekers, and describing the added value you bring to an employer.
18. employment gaps	an often overlooked and critical part of job-hunting. In the early phases of searching for a job, job-seekers must be proactive in showing continued interest in all job leads — contacting employers <i>after</i> you’ve submitted your resume.
19. follow-up	used to confirm the offer of employment and the conditions of the offer; i.e., salary, benefits, starting employment date, etc. It is always a good idea to get the entire offer in writing.
20. hidden job market	the process of finding a rewarding career path, as well as specific jobs within a particular career path. People of all ages — from teens trying to explore careers for the first time to mature workers seeking to find a new career for recareering.
21. internships	a letter sent to an employer to turn down a job offer. The writer should keep the door open in case he or she

	would like to approach the employer again someday.
22. job scams	numerous disadvantaged groups — women and minorities — often face extra challenges in the job-search.
23. job shadowing	changing your occupation by devising a strategy to find new career choices. Change may occur because you don't enjoy the work as much as you used to. Or maybe you can't progress further in your career
24. key accomplishments	when a job-seeker approaches an employer (usually through an uninvited cover letter) who has not publicly announced any job openings.
25. letter of acceptance	involves developing a broad list of contacts — people you've met through various social, professional, and business functions — and encouraging them assist you in looking for a job.
26. letter of recommendation	are those periods of time between jobs when job-seekers are unemployed, either by choice or circumstances.
27. networking	recognition bestowed on students upon completion of a unified program of study, including high school, trade schools, colleges and universities, and other agencies.
28. overqualified	should always accompany your resume when you contact a potential employer. It opens a window to your personality (and describes specific strengths and skills you offer the employer). It should entice the employer to read your resume.
29. passive job-search, passive job-seeker	a punchy “ad-like” statement placed at the top of a job-seeker's resume that tells immediately what he/she can bring to an employer. It should sum up your value proposition, encapsulate your reputation, showcase what sets you apart from other job-seekers, and describe the added value you bring to a situation. Think of it as a one-sentence sales pitch that entices the hiring manager to read more of your resume.
30. salary negotiation	an optional part of your resume, but something you should contemplate whether you place it on your resume or not. While once very common, it has now fallen from favor. While it can help sharpen the focus of your resume, most job-seekers never did so, using vague language.

**19. Complete the letter of application for a job by filling the gaps with a word from the box below.**

CV	post	department	developer
interview	experience	qualified	closing
skills	salary		

Dear Sir/Madam

I am writing to apply for the ..... of Software Development Manager advertised on February 9th on the University of Kent vacancy database. I have worked for the past ten years as a senior ..... in a telecommunication company in the IT ..... . I think now is the right time to apply for a better position as I believe I have gained relevant ..... and skills.

As you can see from my enclosed ....., I am a ..... engineer and believe I have excellent technical and management ..... . My current ..... is \$55,000 a year.

I realize that the ..... Date for applications was last Saturday, but I hope you will still consider my application. I will be available for ..... at any time, apart from the 12-24 March when I have arranged a holiday in Italy.

I look forward to hearing from you soon.

Yours sincerely

John Smith.

**20. Read the explanations to different types of job interviews and say if you are acquainted with any of these terms.**

- screening interviews — usually conducted by a member of the human resources department, the screening interview is designed to weed out unqualified candidates. Providing facts about your skills is more important than establishing rapport.
- traditional interviews — uses broad-based questions such as, “why do you want to work for this company,” and “tell me about your strengths and weaknesses.” Interviewing success or failure is more often based on the job-seeker’s ability to communicate and establish rapport than on the authenticity or content of their answers.
- behavioral interviews — based on the premise that past performance is the best indicator of future behavior and uses questions that probe specific past behaviors, such as “tell me about a time where you confronted an unexpected problem” and “tell me about an experience when you failed to achieve a goal.”
- panel/group interviews — uses a committee of people, usually around a table, asking questions. The key to this type of interview is to balance eye

contact with both the person who asked the question and the remainder of the group.

- case interviews — used primarily by management-consulting firms to determine how well suited you are to the consulting field. Case interviews measure problem-solving ability, tolerance for ambiguity, and communication skills along several dimensions. The idea is to find out how well you identify, structure, and think through problems.
- situational interviews — sometimes also referred to as a scenario-based (problem-solving) interview, where the job-seeker is placed in a hypothetical situation (such as dealing with an irate customer), and is judged by how well s/he reacts to complex information and ability to resolve problem and arrive at solutions.
- stress interviews — usually are a deliberate attempt to see how you handle yourself under pressure. The interviewer may be sarcastic or argumentative, or may keep you waiting. Expect these things to happen, and when it does, don't take it personally. Calmly answer each question as it comes. Also called intimidation interviews.
- phone interviews — have only one purpose: to decide if there is a good enough match to justify a site visit. Make sure to set a specific time for your telephone interview — not just “sometime this week.”

## **21. Agree or disagree with the statements below. Justify your opinion.**

### **Career Change Do's and Don'ts**

**Here are the keys to successfully changing careers. Follow these career-change rules and guidelines and you should achieve success in contemplating changing careers — as well as in your career change itself.**

- **Do** have a well-developed plan for making your career change. And **don't** rush into a career change until you have thought it out and developed a strategy.
- **Don't** worry if you feel a bit insecure or unsure about making a career change; these feelings are normal.
- **Do** expect to put in a great deal of time and effort in making the switch from one career to another, but **don't** allow yourself to get discouraged at the pace or your progress changing careers takes time.
- **Don't** rush into a new career field because you are dissatisfied or disillusioned with your current job, boss, company, or career field.
- **Do** take the time to examine the activities that you like and dislike, with more focus on your likes. And **do** focus on new careers that center around your likes and passions.
- **Do** leverage some of your current skills and experiences to your new career by taking advantage of your transferable skills.

- **Don't** limit yourself to similar careers or jobs when making a career change; look for careers that take advantage of both your skills and your interests.
- **Do** consider the possibility that you will need to get additional training or education to gain the skills you need to be competitive in your new career field, but **don't** jump headfirst into an educational program... start slowly.
- **Do** take advantage of *all* your networking potential, including using your current network of contacts, conducting informational interviews with key employers in your new career field, and joining professional organizations in your new career field.
- **Don't** forget to take advantage of the career and alumni offices from your previous educational experiences as well as your current school (if you are going back for additional education or training).
- **Do** gain experience in your new career field, ideally while you are still working in your current job. Volunteer or find a part-time job in your new career field — thus building experience, confidence, and contacts in your new field.
- **Don't** go it alone; **do** find a mentor. Changing careers is challenging, and you really need to have someone who can help motivate you and keep you focused on your goal when you get discouraged.
- **Do** brush up on all aspects of job-hunting, especially if you haven't had a need to use those skills recently.
- Above all else, **do** be flexible. You're basically starting your career anew, which means you may have to make concessions about job titles, salary, relocation, etc.

## **22. Read the text and explain what networking is and how it works.**

### **Expand on networking tips.**

#### **How to Find the Right Job by Building Relationships**

Finding a job in today's economy can be tough, but there are opportunities if you know where to look. The best way to find these opportunities is not through online job boards, the classifieds, or employment agencies—it's by talking to people around you. Your network of friends, relatives, colleagues, and acquaintances is a valuable job search resource. Networking may sound intimidating, but it can be rewarding and fun, even if you're shy or feel like you don't know many people.

The vast majority of job openings are never advertised; they're filled by word of mouth. That's why networking is the best way to find a job. Unfortunately, many job seekers are hesitant to take advantage of networking because they're afraid of being seen as pushy, annoying, or self-serving. But networking isn't about using other people or aggressively promoting yourself—it's about building relationships.

Networking is nothing more than getting to know people. Whether you realize it or not, you're already networking every day and everywhere you go. You are networking when you strike up a conversation with the person next to you in line, introduce yourself to other parents at your child's school, meet a friend of a friend, catch up with a former co-worker, or stop to chat with your neighbor. Everyone you

meet can help you move your job search forward. Tapping the hidden job market may take more planning and nerve than searching online, but it's much more effective. Adopting a networking lifestyle—a lifestyle of connecting and helping others in good times and bad—will help you find the right job, make valuable connections in your chosen field, and stay focused and motivated during your job search. Networking is the best way to find a job because:

- People do business primarily with people they know and like. Resumes and cover letters alone are often too impersonal to convince employers to hire you.
- Job listings tend to draw piles of applicants, which puts you in intense competition with many others. Networking makes you a recommended member of a much smaller pool.
- The job you want may not be advertised at all. Networking leads to information and job leads, often before a formal job description is created or a job announced.

*Job networking tip 1: You know more people than you think*

You may think that you don't know anyone who can help you with your job search. But you know more people than you think, and there's a very good chance that at least a few of these people know someone who can give you career advice or point you to a job opening. You'll never know if you don't ask!

Make a list of the people in your network. Your network is bigger than you think it is. It includes all of your family members, friends, neighbors, co-workers, colleagues, and even casual acquaintances. Start writing down names, and you'll be surprised at how quickly the list grows. Think about people you know from former jobs, high school and college, church, your child's school, the gym, social media, or your neighborhood. Also think about people you've met through your close connections: your sister's co-worker; your best friend's boss; your college roommate's spouse; friends of your parents; your uncle's business partner. Don't forget to include people like your doctor, landlord, accountant, dry cleaner, or yoga instructor.

Yes, you *do* have a job network, and it's more powerful than you think:

- You already belong to many networks (family, friends, colleagues, fellow civic club members, etc.) and your job search network can be natural outgrowth of these primary contacts.
- Each network connects you to another network (e.g., your child's teacher can connect you with other parents, schools, and school suppliers).
- Each member of a network may know of an available job or a connection to someone who will know of one.

If you're nervous about making contact—either because you're uncomfortable asking for favors or embarrassed about your employment situation—try to keep the following things in mind:

- It feels good to help others. Most people will gladly assist you if they can.



- People like to give advice and be recognized for their expertise.
- Almost everyone knows what it's like to be out of work or looking for a job. They'll sympathize with your situation.
- Unemployment can be isolating and stressful. By connecting with others, you're sure to get some much needed encouragement, fellowship, and moral support.
- Reconnecting with the people in your network should be fun—even if you have an agenda. The more this feels like a chore the more tedious and anxiety-ridden the process will be.

*Job networking tip 2: Reach out to your network*

All the connections in the world won't help you find a job if no one knows about your situation. Once you've drawn up your list, start making contact with the people in your network. Let them know that you're looking for a job. Be specific about what kind of work you're looking for and ask them if they have any information or know anyone in a relevant field. Don't assume that certain people won't be able to help. You may be surprised by who they know.

Figure out what you want *before* you start networking. Networking is most effective when you have specific employer targets and career goals. It's hard to get leads with a generic "Let me know if you hear of anything" request. You may think that you'll have better job luck if you leave yourself open to all the possibilities, but the reality is this "openness" creates a black hole that sucks all of the networking potential out of the connection.

A generic networking request for a job is worse than no request at all, because you can lose that networking contact and opportunity. Asking for specific information, leads, or an interview is much more focused and easier for the networking source. If you're having trouble focusing your job search, you can turn to close friends and family members for help, but avoid contacting more distant people in your network until you've set clear goals.

Start with your references. When you are looking for a job, start with your references. Your best references—the people who like you and can endorse your abilities, track record, and character—are major networking hubs.

- Contact each one of your references to network about your possibilities and affirm their agreement to be your reference.
- Describe your goals and seek their assistance.
- Keep them informed on your job search progress.
- Prepare them for any calls from potential employers.
- Let them know what happened and thank them for their help regardless of the outcome.

*Job networking tip 3: Improve your communication skills*

Effective communication is a cornerstone of job networking. As simple as communication may seem, much of what we try to communicate—and others try to communicate to us—gets misunderstood. Effective communication combines a

set of learned skills: attentive listening, recognizing and using nonverbal cues, managing stress in the moment, and understanding your own emotions and those of the person you're communicating with.

Effective listening means not just understanding the words or the information being communicated, but also understanding how the speaker feels about what they're communicating. To listen effectively:

- Focus fully on the speaker and his or her body language, rather than daydreaming, texting, or doodling. If you find it hard to concentrate, try repeating the speaker's words over in your head.
- Avoid interrupting or trying to redirect the conversation to your concerns. Listening is not the same as waiting for your turn to talk. You can't concentrate on what someone's saying if you're forming what you're going to say next.
- Show your interest in what's being said. Nod occasionally, smile at the person, and make sure your posture is open and inviting.

Wordless communication, or body language, includes facial expressions, body movement and gestures, eye contact, posture, and the tone of your voice. The way you look, listen, move, and react to another person tells them more about how you're feeling than words alone ever can.

- You can enhance effective communication by using open body language—arms uncrossed, standing with an open stance or sitting on the edge of your seat, and maintaining eye contact with the person you're talking to.
- Body language can emphasize or enhance your verbal message—patting a friend on the back while complimenting him on his success, for example, or pounding your fists to underline your message.

Overwhelming stress can hamper effective communication by disrupting your capacity to think clearly and creatively, and act appropriately. When you're stressed, you're more likely to misread other people and send confusing or off-putting nonverbal signals. To quickly deal with stress while communicating:

- Recognize when you're becoming stressed. Are your muscles tight? Are your hands clenched? Is your breath shallow?
- Take a moment to calm down. Take a few deep breaths, clench and relax your muscles, or take a break if possible. Stroll outside or spend a few minutes in a quiet place to regain your balance.
- Bring your senses to the rescue. The best way to rapidly and reliably relieve stress is through your senses: sight, sound, touch, taste, and smell. Wearing a favorite perfume or cologne, or keeping a photo of your family at hand may help to calm you.
- Find the humor. When used appropriately, humor is a great way to diffuse stress. Lighten the mood by sharing a joke or amusing story.

Developing emotional awareness provides you the tools for understanding both yourself and other people, and the real messages they are communicating to you. Although knowing your own feelings may seem simple, many people ignore or try

to sedate strong emotions like anger, sadness, and fear. But your ability to communicate effectively depends on being connected to these feelings. If you're afraid of strong emotions or insist on communicating only on a rational level, it will impair your ability to fully understand others and build strong connections.

*Job networking tip 4: Focus on building relationships*

Networking is a give-and-take process that involves making connections, sharing information, and asking questions. It's a way of relating to others, not a technique for getting a job or a favor. You don't have to hand out your business cards on street corners, cold call everyone on your contact list, or work a room of strangers. All you have to do is reach out.

- Be authentic. In any job search or networking situation, being you—the real you—should be your goal. Hiding who you are or suppressing your true interests and goals will only hurt you in the long run. Pursuing what you want and not what you think others will like, will always be more fulfilling and ultimately more successful.
- Be considerate. If you're reconnecting with an old friend or colleague, take the time to get through the catching-up phase before you blurt out your need. On the other hand, if this person is a busy professional you don't know well, be respectful of his or her time and come straight out with your request.
- Ask for advice, not a job. Don't ask for a job, a request comes with a lot of pressure. You want your contacts to become allies in your job search, not make them feel ambushed, so ask for information or insight instead. If they're able to hire you or refer you to someone who can, they will. If not, you haven't put them in the uncomfortable position of turning you down or telling you they can't help.
- Be specific in your request. Before you go off and reconnect with everyone you've ever known, get your act together and do a little homework. Be prepared to articulate what you're looking for. Is it a reference? An insider's take on the industry? A referral? An introduction to someone in the field? Also make sure to provide an update on your qualifications and recent professional experience.

The best racecar drivers are masters of slowing down. They know that the fastest way around the track is by slowing down going into the turns, so they can accelerate sooner as they're heading into the straightaway. As you're networking, keep this "Slow in, fast out" racing mantra in mind.

Effective networking is not something that should be rushed. This doesn't mean you shouldn't try to be efficient and focused, but hurried, emergency networking is not conducive to building relationships for mutual support and benefit. When you network, you should slow down, be present, and try to enjoy the process. This will speed up your chances for success in the job-hunting race. Just because you have an agenda doesn't mean you can't enjoy reconnecting.

Don't be a hit-and-run networker: connecting, getting what you want, and then disappearing, never to be heard from until the next time you need something.

Invest in your network by following up and providing feedback to those who were kind of enough to offer their help. Thank them for their referral and assistance. Let them know whether you got the interview or the job. Or use the opportunity to report on the lack of success or the need for additional help.

*Job networking tip 5: Evaluate the quality of your network*

If your networking efforts don't seem to be going anywhere, you may need to evaluate the quality of your network. Take some time to think about your network's strengths, weaknesses, and opportunities. Without such an evaluation, there is little chance your network will adapt to your needs and your future goals. You may not notice how bound you are to history, or how certain connections are holding you back. And you may miss opportunities to branch out and forge new ties that will help you move forward.

Taking inventory of your network and where it is lacking is time well spent. If you feel your network is out of date, then it's time to upgrade! Your mere awareness of your needs will help you connect you with new and more relevant contacts and networks.

Rate your network. Give yourself 1 point for each question you answer yes.

- Do you trust your network to give you the truth about the real you?
- Does your network challenge you as much as it supports you?
- Does your network feel vibrant and dynamic?
- Does your network represent your future goals as much as your past?
- Are the networks connected to your network strong?

*Job networking tip 6: Take advantage of both “strong” and “weak” ties*

Everyone has both “strong” and “weak” ties. Strong ties occupy that inner circle and weak ties are less established. Adding people to networks is time consuming, especially strong ties. It requires an investment of time and energy to have multiple “best friends.” Trying to stay in touch with new acquaintances is just as challenging. But adding new “weak tie” members gives your network vitality and even more *cognitive flexibility*—the ability to consider new ideas and options. New relationships invigorate the network by providing a connection to new networks, viewpoints, and opportunities.

Tips for strengthening your job network

- Tap into your strong ties. Your strong ties will logically and trustingly lead to new weak ties that build a stronger network. Use your existing network to add members and reconnect with people. Start by engaging the people in your trusted inner circle to help you fill in the gaps in your network.
- Think about where you want to go. Your network should reflect where you're going, not just where you've been. Adding people to your network who reflect issues, jobs, industries, and areas of interest is essential. If you are a new graduate or a career changer, join the professional associations that represent your desired career path. Attending conferences, reading

journals, and keeping up with the lingo of your desired field can prepare you for where you want to go.

- Make the process of connecting a priority. Make connecting a habit—part of your lifestyle. Connecting is just as important as your exercise routine. It breathes life into you and gives you confidence. Find out how your network is doing in this environment, what steps they are taking, and how you can help. As you connect, the world will feel smaller and a small world is much easier to manage.

*Job networking tip 7: Take the time to maintain your network*

Maintaining your job network is just as important as building it. Accumulating new contacts can be beneficial, but only if you have the time to nurture the relationships. Avoid the irrational impulse to meet as many new people as possible. The key is quality, rather than quantity. Focus on cultivating and maintaining your existing network. You're sure to discover an incredible array of information, knowledge, expertise, and opportunities.

Schedule time with your key contacts. List the people who are crucial to your network—people you know who can and have been very important to you. Invariably, there will be some you have lost touch with. Reconnect and then schedule a regular meeting or phone call. You don't need a reason to get in touch. It will always make you feel good and provide you with an insight or two.

Prioritize the rest of your contacts. Keep a running list of people you need to reconnect with. People whose view of the world you value. People you'd like to get to know better or whose company you enjoy. Prioritize these contacts and then schedule time into your regular routine so you can make your way down the list.

Take notes on the people in your network. Collecting cards and filing them is a start. But maintaining your contacts, new and old, requires updates. Add notes about their families, their jobs, their interests, and their needs. Unless you have a photographic memory, you won't remember all of this information unless you write it down. Put these updates and notes on the back of their business cards or input them into your contact database.

Find ways to reciprocate. Always remember that successful networking is a two-way street. Your ultimate goal is to cultivate mutually beneficial relationships. That means giving as well as receiving. Send a thank-you note, ask them about their family, email an article you think they might be interested in, and check in periodically to see how they're doing. By nurturing the relationship through your job search and beyond, you'll establish a strong network of people you can count on for ideas, advice, feedback, and support.

**23. Read the explanations to different types of resumes and say if you are acquainted with any of these terms.**

**Resume** — A key job-hunting tool used to get an interview, it summarizes your accomplishments, your education, as well as your work experience, and should reflect your special mix of skills and strengths:

- chronological resumes — the most common type of job-seeker resume, it's a resume organized by your employment history in reverse chronological order, with company/job titles/accomplishments/dates of employment.
- electronic resumes — a resume that is sent to the employer electronically, either via email, by submitting to Internet job boards, or residing on their on Web page. Includes numerous formats of resumes linked by their mode of delivery.
- functional resumes — a resume organized by skills and functions; bare-bones employment history often listed as a separate section.
- keyword resumes — an e-resume typically identified by a keyword summary (and heavy usage of keywords throughout resume) that emphasizes key nouns and phrases. See *keywords* above.
- scannable resumes — a resume that has been prepared to maximize the job seeker's visibility in an electronic resume database or electronic resume tracking system. Becoming somewhat less important as more and more companies simply request electronic versions of resumes.
- text resumes — also referred to as text-based or ASCII resumes, a resume that has been prepared to maximize the job seeker's visibility in an electronic resume database or electronic resume tracking system.
- video resumes — a video resume is a short video of the job-seeker essentially selling himself or herself to potential employers. Contrary to its name, a video resume is not your resume on video but actually a short promo enticing the employer to take a look at your "real" resume.
- Web-based resume — a resume that resides on the Web. A Web-based resume can range from quite ordinary to very elaborate. Fundamental principles of good resume writing, content, and design apply.
- Curriculum Vitae — also called a CV or vita and similar to a resume, but more formal, and includes a detailed listing of items beyond the typical resume items, such as publications, presentations, professional activities, honors, and additional information. Tends to be used by international job-seekers, and those seeking a faculty, research, clinical, or scientific position.

**24. Discussion. Read these quotes about career and express your personal opinion.**

**M. Scott Peck:** "Our finest moments are most likely to occur when we are feeling deeply uncomfortable, unhappy, or unfulfilled. For it is only in such moments, propelled by our discomfort, that we are likely to step out of our ruts and start searching for different ways or truer answers."

**Katharine Whitehorn:** "Find out what you like doing best, and get someone to pay you for it."

**Mahatma Gandhi:** "The future depends on what you do today."

**Stephen Covey:** "I am not a product of my circumstances. I am a product of my decisions."

**Chris Grosser:** "Opportunities don't happen, you create them."

**Gary Player:** “The harder I practice, the luckier I get.”

**Henry Ford:** “Whether you think you can or you think you can’t, you’re right.”

**Eleanor Roosevelt:** “The future belongs to those who believe in the beauty of their dreams.”

**Aristotle:** “There is only one way to avoid criticism: Do nothing, say nothing, and be nothing.”

**Gloria Steinem:** “Dreaming, after all, is a form of planning.”

**Oliver Wendell Holmes, Jr.:** “A mind that is stretched by new experiences can never go back to its old dimensions.”

**Albert Einstein:** “A person who never made a mistake never tried anything new.”

**Seth Godin:** “If it scares you, it might be a good thing to try.”

**Les Brown:** “Too many of us are not living our dreams because we are living our fears.”

**Shane Gibson:** “If you have time to judge other people, you have way too much time on your hands. Get off your ass and do something meaningful.”

**Harriet Beecher Stow:** “Never give up, for that is just the place and time that the tide will turn.”

**Amelia Earhart:** “The most difficult thing is the decision to act, the rest is merely tenacity.”

## PART II. COMMUNICATION AT WORK

### Getting Started

For most people, choosing a career isn't easy, yet it is one of the most important decisions you will make in your life. Find the right career, and you will be happy and successful. Find the wrong career, and you may be unhappy and unsuccessful. It pays, therefore, to explore your choice of occupation from every angle, collect as much information as you can, actually try different kinds of work before making up your mind. Above all, evaluate yourself. Be sure you know your own interests and talents.

Unfortunately, not everyone takes this trouble. Those who don't, can make costly mistakes. For example, some people simply follow in the footsteps of a parent or a relative. One young man I know became a doctor because that was his father's profession. Yet he could not stand the sight of blood. Watching an operation made him sick to his stomach. One day he had to amputate a leg, and, after making the first cut, fainted in the operating room. A young woman I know became an accountant although she hated maths. Her uncles encouraged her by promising a job in his company. It took her several years, and, several disasters with the company books, before she realized her mistake.

Procrastinating, postponing a decision, is another error people make. "Manana" (tomorrow – English) is the Spanish word for it. I'll get started tomorrow, or next week, or next year. These people refuse to face the problem, hoping it will go away. But if you don't take the first step now, how can you plan for the future, take the right courses in school, get in the right programs? Procrastinators just drift, missing many opportunities.

Well then, how do you find a career? Jascha Heifetz was a concert violinist at the age of thirteen. Shirley Temple was a movie star at the age of five. Most of us are not so talented, or so lucky. Everyone has skills, but yours may not be so obvious; may, in fact, go undetected. Your career search has to look for everything. Be systematic. Analyze your problem. Determine what information you have. Then go after the information you need.

First, start with yourself. Make a list of inventory of your interests, your talents, and abilities. Most people have a lot of these, but at the beginning they are undeveloped and may not seem outstanding. By concentrating on a few, or on one, you may surprise yourself, and everyone else, at how good you can get.

The interest inventory that follows covers the major fields in which most people find careers: science, arts, social service, business, sales.

Then find where your interests lie...

#### 1. Paraphrase or explain the following:

*Model: occupation — job, position; smth that you do for a living*

1. complexity 2. incomplete 3. to find the right career 4. actually 5. above all 6. to evaluate oneself 7. costly 8. to encourage 9. to realize 10. school course 11. to search 12. outstanding 13. inventory 14. major 15. outlook



## 2. Translate the following sentences into Ukrainian:

### A.

1. Unfortunately not many people take the trouble of discovering their own interests and talents. 2. Don't trouble trouble till trouble troubles you. 3. Teenagers are a lot of trouble to their parents. 4. The trouble is that some people tend to underestimate the importance of choosing the right career.

### B.

1. She couldn't stand the sight of blood. 2. The glass won't stand this heavy vase. 3. How can she stand her daughter's whims? 4. Better die standing than live kneeling. 5. It stands to reason.

### C.

1. Indecisive people refuse to face the career problem. 2. The sitting-room windows face a beautiful lawn. 3. She avoided seeing him face-to-face. 4. Small kids like to make faces at each other.

### D.

1. Negotiations between the two sides were broken off. 2. In 1945 Allied Forces broke through the German defenses. 3. Fighting broke out between Hindus and Moslems. 4. Bangladesh broke away from West Pakistan in 1971. 5. Can you break my one-pound note? 6. I've been breaking my head over it for the last few days. 7. She was the first to break the news of their engagement. 8. It's the last straw that breaks the camel's back.

## 3. Choose the proper word:

a) *occupation - job - work - career - position*

1. Why is it important to find the right ... ? 2. She tried many ... but finally chose the ... of an accountant. 3. There are many ... open to our University graduates. 4. Looking for a ... is hard ... . 5. What is your current ... ? 6. Many students have no practical skill for doing hard ... . 7. He wasn't happy about his ... , he wanted to be President of the company. 8. The construction of the factory in the town created a lot of .... 9. We finished the test and the teacher collected our ... . 10. The ... of the bank manager is still open.

b) *sight - look - view - glance*

1. The mere ... of the cobra made her sick. 2. It was clear by the ... of him that he was not quite himself. 3. We bought a small house with a ... of the mountains. 4. If you take a bird's eye ... of the Cathedral, you'll feel the splendour of its domes. 5. Do you believe in love at first ... ? 6. She gave me a ... . 7. She couldn't stand the ... of a dead man. 8. He could recognize her in the photo at a ... .

## 4. Use the following words and word combinations in sentences of your own:

1. to tell tales, to tell the truth, to tell a lie, to tell smth from smth, to tell by, to tell fortune;

2. to take the trouble, to take a course, to take bus, to take an interest in, to take to smth/doing smth, to take up, to take for, to take in, to take for granted, to take a chance;

3. to look at, to look for, to look upon, to look after, to look through, to look out, to look forward to, to look like, to look alike, to look well, to look exhausted.

### **5. Which is the odd word out?**

Amazed, struck, surprised, shocked, confused, embarrassed, depressed, puzzled, astonished

### **6. Answer the following questions:**

1. What are the problems facing many high school leavers associated with? 2. What is the advantage of new industries? 3. Why is it so important to know your personal interests? 4. Why does it pay to explore your choice of occupation? 5. Why can't some people evaluate themselves? 6. What are the most common mistakes in choosing a career? 7. What are the necessary steps if you want to avoid errors? 8. What are the author's recommendations to the average people (those who are not obviously talented)? 9. Do you agree with the author's procedure of making a list of your interests? 10. Could you add anything else to the list?

### **7. Complete the following sentences:**

1. When you finish school you should have ... of what you want to do in life. 2. He was offered hundreds of different ... .3. Enjoying work means choosing ... in the first place. 4. It is necessary to ... yourself if you want ... of your own special talent. 5. It took her a month to think over the proposal before she ... .6. Children often ... of their parents or relatives choosing a career. 7. Don't ... of taking this course as your major. 8. He was exhausted in ... of a job.

### **8. Translate into English using the vocabulary of the lesson:**

1. Випускники вузів переймаються майбутньою кар'єрою та в своїх пошуках часто хапаються за першу ліпшу роботу. 2. Його улюбленим заняттям у часи дозвілля було розв'язання кросвордів. 3. Він тривалий час перебував без роботи, перш ніж йому запропонували посаду керуючого банком. 4. Я переймаюсь, коли бачу літню людину, що жебрує. 5. Мати стояла біля дверей та махала, доки машина не щезла з виду. 6. «Ми повинні зробити все можливе, щоб покласти край безробіттю», - сказав кандидат у своїй передвиборній промові. 7. Результати анкетування використовуються психологами та соціологами для розвитку нових соціальних програм. 8. Пошукова експедиція на знайшла ознак розумного життя на цієї планеті. 9. Завжди існують непорозуміння між роботодавцями та робітниками. 10. Він пошукав у кишенях дрібні гроші, але нічого не знайшов. 11. Абітурієнти проглядали списки, і ті, хто знаходив там себе були на сьомому небі від радисті 12. Важкість проблеми можна пояснити відсутністю фінансування. Це був коштовний проект, та адміністрація не квапилась прийняти рішення. 13. Вона навіть не потурбувалась про те, щоб сповістити начальника про свою відсутність на роботі, тому її було звільнено. 14. Більшість батьків воліють, щоб у виборі майбутньої кар'єри, діти ішли їхніми стопами. 15. Для

того, щоб знайти цікаву та добре оплачувану роботу, треба витратити багато часу та зусиль, але в решті решт це того варто.

**9. Read the text and translate it into your native language. Fill in the gaps with the missing words.**

two-way street	ensue	managing
Engaged	nonverbal signals	to bring down
Lapse	middle ground	assertive expression
infringing on	cues	spontaneous
communication skills	tips	take advantage
Detect	alternatives	learn from
Enhance	assertive	convey
Clarification	continuing to talk	cultural background
regain your balance	legal action	posture
Reinforce	engaged listening	multitasking

**Effective Communication  
Improving Communication Skills in Your Work and Personal Relationships**



It sounds so simple: say what you mean. But all too often, what we try to communicate gets lost in translation despite our best intentions. We say one thing, the other person hears something else, and misunderstandings, frustration, and conflicts \_\_\_\_\_.

Fortunately, you can learn how to communicate more clearly and effectively. Whether you're trying to improve communication with your spouse, kids, boss, or coworkers, you can improve the \_\_\_\_\_ that enable you to effectively connect with others, build trust and respect, and feel heard and understood.

Communication is about more than just exchanging information. It's about understanding the emotion and intentions behind the information. Effective communication is also a \_\_\_\_\_. It's not only how you \_\_\_\_\_ a message so that it is received and understood by someone in exactly the way you intended, it's also how you listen to gain the full meaning of what's being said and to make the other person feel heard and understood.

More than just the words you use, effective communication combines a set of skills including nonverbal communication, \_\_\_\_\_ listening, \_\_\_\_\_ stress in the moment, the ability to communicate assertively, and the capacity to recognize and understand your own emotions and those of the person you're communicating with.

Effective communication is the glue that helps you deepen your connections to others and improve teamwork, decision making, and problem solving. It enables you to communicate even negative or difficult messages without creating conflict or destroying trust. While effective communication is a learned skill, it is more effective when it's \_\_\_\_\_ rather than formulaic. A speech that is read, for example, rarely has the same impact as a speech that's delivered (or appears to be delivered) spontaneously. Of course, it takes time and effort to develop these skills and become an effective communicator. The more effort and practice you put in, the more instinctive and spontaneous your communication skills will become.

#### *Barriers to effective interpersonal communication*

- *Stress and out-of-control emotion.* When you're stressed or emotionally overwhelmed, you're more likely to misread other people, send confusing or off-putting nonverbal signals, and \_\_\_\_\_ into unhealthy knee-jerk patterns of behavior. Take a moment to calm down before continuing a conversation.
- *Lack of focus.* You can't communicate effectively when you're \_\_\_\_\_. If you're planning what you're going to say next, daydreaming, checking text messages, or thinking about something else, you're almost certain to miss nonverbal cues in the conversation. You need to stay focused on the moment-to-moment experience.
- *Inconsistent body language.* Nonverbal communication should \_\_\_\_\_ what is being said, not contradict it. If you say one thing, but your body language says something else, your listener will likely feel you're being dishonest. For example, you can't say "yes" while shaking your head no.
- *Negative body language.* If you disagree with or dislike what's being said, you may use negative body language to rebuff the other person's message, such as crossing your arms, avoiding eye contact, or tapping your feet. You don't have to agree, or even like what's being said, but to communicate effectively without making the other person defensive, it's important to avoid sending negative signals.

#### *Improving communication skills #1: Become an engaged listener*

People often focus on what they should say, but effective communication is less about talking and more about listening. Listening well means not just understanding the words or the information being communicated, but also understanding the emotions the speaker is trying to communicate.

There's a big difference between \_\_\_\_\_ and simply hearing. When you really listen—when you're engaged with what's being said—you'll hear the subtle intonations in someone's voice that tell you how that person is feeling and the emotions they're trying to communicate. When you're an engaged listener, not only will you better understand the other person, you'll also make that person feel

heard and understood, which can help build a stronger, deeper connection between you.

By communicating in this way, you'll also experience a process that lowers stress and supports physical and emotional well-being. If the person you're talking to is calm, for example, listening in an engaged way will help to calm you, too. Similarly, if the person is agitated, you can help calm them by listening in an attentive way and making the person feel understood.

If your goal is to fully understand and connect with the other person, listening in an engaged way will often come naturally. If it doesn't, try the following tips. The more you practice them, the more satisfying and rewarding your interactions with others will become.

- Focus fully on the speaker, his or her body language, tone of voice, and other nonverbal \_\_\_\_\_. Tone of voice conveys emotion, so if you're thinking about other things, checking text messages or doodling, you're almost certain to miss the nonverbal cues and the emotional content behind the words being spoken. And if the person talking is similarly distracted, you'll be able to quickly pick up on it. If you find it hard to concentrate on some speakers, try repeating their words over in your head—it'll reinforce their message and help you stay focused.
- Favor your right ear. The left side of the brain contains the primary processing centers for both speech comprehension and emotions. Since the left side of the brain is connected to the right side of the body, favoring your right ear can help you better \_\_\_\_\_ the emotional nuances of what someone is saying. Try keeping your posture straight, your chin down, and tilting your right ear towards the speaker—this will make it easier to pick up on the higher frequencies of human speech that contain the emotional content of what's being said.
- Avoid interrupting or trying to redirect the conversation to your concerns, by saying something like, "If you think that's bad, let me tell you what happened to me." Listening is not the same as waiting for your turn to talk. You can't concentrate on what someone's saying if you're forming what you're going to say next. Often, the speaker can read your facial expressions and know that your mind's elsewhere.
- Show your interest in what's being said. Nod occasionally, smile at the person, and make sure your \_\_\_\_\_ is open and inviting. Encourage the speaker to continue with small verbal comments like "yes" or "uh huh."
- Try to set aside judgment. In order to communicate effectively with someone, you don't have to like them or agree with their ideas, values, or opinions. However, you do need to set aside your judgment and withhold blame and criticism in order to fully understand a person. The most difficult communication, when successfully executed, can lead to the most unlikely and profound connection with someone.
- Provide feedback. If there seems to be a disconnect, reflect what has been said by paraphrasing. "What I'm hearing is," or "Sounds like you are

saying," are great ways to reflect back. Don't simply repeat what the speaker has said verbatim, though—you'll sound insincere or unintelligent. Instead, express what the speaker's words mean to you. Ask questions to clarify certain points: "What do you mean when you say..." or "Is this what you mean?"

*Hear the emotion behind the words by exercising your middle ear muscles*

By increasing the muscle tone of the tiny middle ear muscles (the smallest in the body), you'll be able to detect the higher frequencies of human speech that impart emotion and be better able to understand what others are *really* saying. As well as by focusing fully on what someone is saying, you can exercise these tiny muscles by singing, playing a wind instrument, and listening to certain types of music (high-frequency Mozart violin concertos and symphonies, for example, rather than low-frequency rock or rap music).

*Improving communication skills #2: Pay attention to nonverbal signals*

When we communicate things that we care about, we do so mainly using \_\_\_\_\_. Nonverbal communication, or body language, includes facial expressions, body movement and gestures, eye contact, posture, the tone of your voice, and even your muscle tension and breathing. The way you look, listen, move, and react to another person tells them more about how you're feeling than words alone ever can.

Developing the ability to understand and use nonverbal communication can help you connect with others, express what you really mean, navigate challenging situations, and build better relationships at home and work.

- You can \_\_\_\_\_ effective communication by using open body language—arms uncrossed, standing with an open stance or sitting on the edge of your seat, and maintaining eye contact with the person you're talking to.
- You can also use body language to emphasize or enhance your verbal message—patting a friend on the back while complimenting him on his success, for example, or pounding your fists to underline your message.
- *Tips for improving how you read nonverbal communication*
- *Be aware of individual differences.* People from different countries and cultures tend to use different nonverbal communication gestures, so it's important to take age, culture, religion, gender, and emotional state into account when reading body language signals. An American teen, a grieving widow, and an Asian businessman, for example, are likely to use nonverbal signals differently.
- *Look at nonverbal communication signals as a group.* Don't read too much into a single gesture or nonverbal cue. Consider all of the nonverbal signals you receive, from eye contact to tone of voice to body language. Anyone can slip up occasionally and let eye contact slip, for example, or briefly cross their arms without meaning to. Consider the signals as a whole to get a better "read" on a person.

### *Tips for improving how you deliver nonverbal communication*

- Use nonverbal signals that match up with your words. Nonverbal communication should reinforce what is being said, not contradict it. If you say one thing, but your body language says something else, your listener will likely feel you're being dishonest. For example, you can't say "yes" while shaking your head no.
- Adjust your nonverbal signals according to the context. The tone of your voice, for example, should be different when you're addressing a child than when you're addressing a group of adults. Similarly, take into account the emotional state and \_\_\_\_\_ of the person you're interacting with.
- Use body language to convey positive feelings even when you're not actually experiencing them. If you're nervous about a situation—a job interview, important presentation, or first date, for example—you can use positive body language to signal confidence, even though you're not feeling it. Instead of tentatively entering a room with your head down, eyes averted, and sliding into a chair, try standing tall with your shoulders back, smiling and maintaining eye contact, and delivering a firm handshake. It will make you feel more self-confident and help to put the other person at ease.

### *Improving communication skills #3: Keep stress in check*

To communicate effectively, you need to be aware of and in control of your emotions. And that means learning how to manage stress. When you're stressed, you're more likely to misread other people, send confusing or off-putting nonverbal signals, and lapse into unhealthy knee-jerk patterns of behavior.

How many times have you felt stressed during a disagreement with your spouse, kids, boss, friends, or coworkers and then said or done something you later regretted? If you can quickly relieve stress and return to a calm state, you'll not only avoid such regrets, but in many cases you'll also help to calm the other person as well. It's only when you're in a calm, relaxed state that you'll be able to know whether the situation requires a response, or whether the other person's signals indicate it would be better to remain silent.

### *Staying calm under pressure*

In situations such as a job interview, business presentation, high-pressure meeting, or introduction to a loved one's family, for example, it's important to manage your emotions, think on your feet, and effectively communicate under pressure. These \_\_\_\_\_ can help:

- Use stalling tactics to give yourself time to think. Have a question repeated, or ask for \_\_\_\_\_ of a statement before responding.
- Pause to collect your thoughts. Silence isn't necessarily a bad thing—pausing can make you seem more in control than rushing your response.
- Make one point and provide an example or supporting piece of information. If your response is too long or you waffle about a number of points, you risk losing the listener's interest. Follow one point with an example and then gauge the listener's reaction to tell if you should make a second point.

- Deliver your words clearly. In many cases, how you say something can be as important as what you say. Speak clearly, maintain an even tone, and make eye contact. Keep your body language relaxed and open.
- Wrap up with a summary and then stop. Summarize your response and then stop talking, even if it leaves a silence in the room. You don't have to fill the silence by \_\_\_\_\_.

When things start to get heated in the middle of a conversation, you need something quick and immediate \_\_\_\_\_ the emotional intensity. By learning to quickly reduce stress in the moment, though, you can safely face any strong emotions you're experiencing, regulate your feelings, and behave appropriately. When you know how to maintain a relaxed, energized state of awareness—even when something upsetting happens—you can remain emotionally available and engaged.

To deal with stress during communication:

- Recognize when you're becoming stressed. Your body will let you know if you're stressed as you communicate. Are your muscles or your stomach tight and/or sore? Are your hands clenched? Is your breath shallow? Are you "forgetting" to breathe?
- Take a moment to calm down before deciding to continue a conversation or postpone it.
- Bring your senses to the rescue and quickly manage stress by taking a few deep breaths, clenching and relaxing muscles, or recalling a soothing, sensory-rich image, for example. The best way to rapidly and reliably relieve stress is through the senses: sight, sound, touch, taste, and smell. But each person responds differently to sensory input, so you need to find things that are soothing to you.
- Look for humor in the situation. When used appropriately, humor is a great way to relieve stress when communicating. When you or those around you start taking things too seriously, find a way to lighten the mood by sharing a joke or amusing story.
- Be willing to compromise. Sometimes, if you can both bend a little, you'll be able to find a happy \_\_\_\_\_ that reduces the stress levels for everyone concerned. If you realize that the other person cares much more about something than you do, compromise may be easier for you and a good investment in the future of the relationship.
- Agree to disagree, if necessary, and take time away from the situation so everyone can calm down. Take a quick break and move away from the situation. Go for a stroll outside if possible, or spend a few minutes meditating. Physical movement or finding a quiet place to \_\_\_\_\_ can quickly reduce stress.

*Improving communication skills #4: Assert yourself*

Direct, \_\_\_\_\_ makes for clear communication and can help boost self-esteem and decision-making. Being \_\_\_\_\_ means expressing your thoughts, feelings, and needs in an open and honest way, while standing up for yourself and



respecting others. It does NOT mean being hostile, aggressive, or demanding. Effective communication is always about understanding the other person, not about winning an argument or forcing your opinions on others.

*To improve assertiveness:*

- Value yourself and your opinions. They are as important as anyone else's.
- Know your needs and wants. Learn to express them without \_\_\_\_\_ the rights of others.
- Express negative thoughts in a positive way. It's OK to be angry, but you must be respectful as well.
- Receive feedback positively. Accept compliments graciously, \_\_\_\_\_ your mistakes, ask for help when needed.
- Learn to say "no." Know your limits and don't let others \_\_\_\_\_ of you. Look for \_\_\_\_\_ so everyone feels good about the outcome.
- *Developing assertive communication techniques*
- Empathetic assertion conveys sensitivity to the other person. First, recognize the other person's situation or feelings, then state your needs or opinion. "I know you've been very busy at work, but I want you to make time for us as well."
- Escalating assertion can be used when your first attempts are not successful. You become increasingly firm as time progresses, which may include outlining consequences if your needs are not met. For example, "If you don't abide by the contract, I'll be forced to pursue \_\_\_\_\_."
- Practice assertiveness in lower risk situations to start with to help build up your confidence. Or ask friends or family if you can practice assertiveness techniques on them first.

#### **10. Answer the questions to the text.**

1. What is effective communication?
2. Expand on the importance of effective communication.
3. Dwell on the barriers to effective communication.
4. How do you become an engaged listener?
5. Speak about the importance of nonverbal signals and ability to read and deliver them.
6. Give advice on how to manage stress and stay calm under pressure.
7. Dwell on the role of assertiveness and ways of developing assertive communication skills.

**11. Read the text and translate it into your native language. Four paragraphs A-D have been removed from the text. Put them in the correct places.**

## Conflict Resolution Skills

### Building the Skills That Can Turn Conflicts into Opportunities

Conflict is a normal part of any healthy relationship. After all, two people can't be expected to agree on everything, all the time. Learning how to deal with conflict—rather than avoiding it—is crucial.

Conflict arises from differences, both large and small. It occurs whenever people disagree over their values, motivations, perceptions, ideas, or desires. Sometimes these differences appear trivial, but when a conflict triggers strong feelings, a deep personal need is often at the core of the problem. These needs can be a need to feel safe and secure, a need to feel respected and valued, or a need for greater closeness and intimacy.

Everyone needs to feel understood, nurtured, and supported, but the ways in which these needs are met vary widely. Differing needs for feeling comfortable and safe create some of the most severe challenges in our personal and professional relationships.

The needs of both parties play important roles in the long-term success of most relationships, and each deserves respect and consideration. In personal relationships, a lack of understanding about differing needs can result in distance, arguments, and break-ups. In workplace conflicts, differing needs are often at the heart of bitter disputes, sometimes resulting in broken deals, fewer profits and lost jobs. When you can recognize the legitimacy of conflicting needs and become willing to examine them in an environment of compassionate understanding, it opens pathways to creative problem solving, team building, and improved relationships.

- **A conflict is more than just a disagreement.** It is a situation in which one or both parties perceive a threat (whether or not the threat is real).
- **Conflicts continue to fester when ignored.** Because conflicts involve perceived threats to our well-being and survival, they stay with us until we face and resolve them.
- **We respond to conflicts based on our perceptions** of the situation, not necessarily to an objective review of the facts. Our perceptions are influenced by our life experiences, culture, values, and beliefs.
- **Conflicts trigger strong emotions.** If you aren't comfortable with your emotions or able to manage them in times of stress, you won't be able to resolve conflict successfully.
- **Conflicts are an opportunity for growth.** When you're able to resolve conflict in a relationship, it builds trust. You can feel secure knowing your relationship can survive challenges and disagreements.

Do you fear conflict or avoid it at all costs? If your perception of conflict comes from frightening or painful memories from previous unhealthy relationships or early childhood, you may expect all present-day disagreements to end badly. You may view conflict in relationships as demoralizing, humiliating, dangerous, and something to fear.

Healthy and unhealthy ways of managing and resolving conflict

## Healthy and unhealthy ways of managing and resolving conflict

Unhealthy responses to conflict:	Healthy responses to conflict
An inability to recognize and respond to the things that matter to the other person	The capacity to recognize and respond to the things that matter to the other person
Explosive, angry, hurtful, and resentful reactions	Calm, non-defensive, and respectful reactions
The withdrawal of love, resulting in rejection, isolation, shaming, and fear of abandonment	A readiness to forgive and forget, and to move past the conflict without holding resentments or anger
An inability to compromise or see the other person's side	The ability to seek compromise and avoid punishing
The fear and avoidance of conflict; the expectation of bad outcomes	A belief that facing conflict head on is the best thing for both sides

Conflict triggers strong emotions and can lead to hurt feelings, disappointment, and discomfort. When handled in an unhealthy manner, it can cause irreparable rifts, resentments, and break-ups. But when conflict is resolved in a healthy way, it increases our understanding of one another, builds trust, and strengthens our relationship bonds.

If you are out of touch with your feelings or so stressed that you can only pay attention to a limited number of emotions, you won't be able to understand your own needs. And, if you don't understand your own needs, you will have a hard time communicating with others and staying in touch with what's really troubling you. For example, couples often argue about petty differences—the way she hangs the towels, the way he slurps his soup—rather than what is really bothering them.

The ability to successfully resolve conflict depends on your ability to:

- **Manage stress quickly while remaining alert and calm.** By staying calm, you can accurately read and interpret verbal and nonverbal communication.
- **Control your emotions and behavior.** When you're in control of your emotions, you can communicate your needs without threatening, frightening, or punishing others.
- **Pay attention to the feelings being expressed** as well as the spoken words of others.
- **Be aware of and respectful of differences.**

By avoiding disrespectful words and actions, you can almost always resolve a problem faster. Being able to manage and relieve stress in the moment is the key to staying balanced, focused, and in control, no matter what challenges you face. If you don't know how to stay centered and in control of yourself, you will become overwhelmed in conflict situations and unable to respond in healthy ways.

Psychologist Connie Lillas uses a driving analogy to describe the three most common ways people respond when they're overwhelmed by stress:

- **Foot on the gas.** An angry or agitated stress response. You're heated, keyed up, overly emotional, and unable to sit still.

- **Foot on the brake.** A withdrawn or depressed stress response. You shut down, space out, and show very little energy or emotion.
- **Foot on both gas and brake.**

A tense and frozen stress response. You “freeze” under pressure and can’t do anything. You look paralyzed, but under the surface you’re extremely agitated.

Stress interferes with the ability to resolve conflict by limiting your ability to:

- Accurately read another person's nonverbal communication
- Hear what someone is really saying
- Be aware of your own feelings
- Be in touch with your deep-rooted needs
- Communicate your needs clearly

You may be so used to being stressed that you're not even aware you *are* stressed. Stress may be a problem in your life if you identify with the following:

- You often feel tense or tight somewhere in your body
- You're not aware of movement in your chest or stomach when you breathe
- Conflict absorbs your time and attention

The best way to rapidly and reliably relieve stress (if you don't have someone close at hand to talk to) is through the senses: sight, sound, touch, taste, and smell. But each person responds differently to sensory input, so you need to find things that are soothing to you.

Although knowing your own feelings may sound simple, many people ignore or try to sedate strong emotions like anger, sadness, and fear. Your ability to handle conflict, however, depends on being connected to these feelings. If you’re afraid of strong emotions or if you insist on finding solutions that are strictly rational, your ability to face and resolve differences will be impaired.

Emotional awareness—the consciousness of your *moment-to-moment* emotional experience—and the ability to manage all of your feelings appropriately is the basis of a communication process that can resolve conflict.

Emotional awareness helps you:

- Understand what is really troubling other people
- Understand yourself, including what is really troubling you
- Stay motivated until the conflict is resolved
- Communicate clearly and effectively
- Attract and influence others

The following quiz helps you assess your level of emotional awareness. Answer the following questions with: *almost never*, *occasionally*, *often*, *very frequently*, or *almost always*. There are no right or wrong responses, only the opportunity to become better acquainted with your emotional responses.

*What kind of relationship do I have with my emotions?*

- Do you experience feelings that flow, encountering one emotion after another as your experiences change from moment to moment?
- Are your emotions accompanied by physical sensations that you experience in places like your stomach or chest?

- Do you experience discrete feelings and emotions, such as anger, sadness, fear, joy, each of which is evident in subtle facial expressions?
- Can you experience intense feelings that are strong enough to capture both your attention and that of others?
- Do you pay attention to your emotions? Do they factor into your decision-making?

The most important information exchanged during conflicts and arguments is often communicated nonverbally. Nonverbal communication is conveyed by emotionally driven facial expressions, posture, gesture, pace, tone and intensity of voice.

When you're in the middle of a conflict, paying close attention to the other person's nonverbal signals may help you figure out what the other person is really saying. This will allow you to respond in a way that builds trust, and gets to the root of the problem. A calm tone of voice, a reassuring touch, or an interested or concerned facial expression can go a long way toward relaxing a tense exchange.

Your ability to accurately read another person depends on your own emotional awareness. The more aware you are of your own emotions, the easier it will be for you to pick up on the wordless clues that reveal what others are feeling.

Once stress and emotion are brought into balance your capacity for joy, pleasure and playfulness is unleashed. Joy is a deceptively powerful resource. Studies show that you can surmount adversity, as long as you continue to have moments of joy. Humor plays a similar role when facing conflict.

Managing and resolving conflict requires the ability to quickly reduce stress and bring your emotions into balance. You can ensure that the process is as positive as possible by sticking to the following guidelines:

- **Listen for what is felt as well as said.** When we listen we connect more deeply to our own needs and emotions, and to those of other people. Listening also strengthens us, informs us, and makes it easier for others to hear us when it's our turn to speak.
- **Make conflict resolution the priority rather than winning or "being right."** Maintaining and strengthening the relationship, rather than "winning" the argument, should always be your first priority. Be respectful of the other person and his or her viewpoint.
- **Focus on the present.** If you're holding on to grudges based on past resentments, your ability to see the reality of the current situation will be impaired. Rather than looking to the past and assigning blame, focus on what you can do in the here-and-now to solve the problem.
- **Pick your battles.** Conflicts can be draining, so it's important to consider whether the issue is really worthy of your time and energy. Maybe you don't want to surrender a parking space if you've been circling for 15 minutes, but if there are dozens of empty spots, arguing over a single space isn't worth it.
- **Be willing to forgive.** Resolving conflict is impossible if you're unwilling or unable to forgive. Resolution lies in releasing the urge to punish, which can

never compensate for our losses and only adds to our injury by further depleting and draining our lives.

- **Know when to let something go.** If you can't come to an agreement, agree to disagree. It takes two people to keep an argument going. If a conflict is going nowhere, you can choose to disengage and move on.

**A.** If your early life experiences also left you feeling out of control and powerless, conflict may even be traumatizing for you. If you view conflict as dangerous, it tends to become a self-fulfilling prophecy. When you go into a conflict situation already feeling extremely threatened, it's tough to deal with the problem at hand in a healthy way. Instead, you are more likely to shut down or blow up in anger.

**B.** To successfully resolve a conflict, you will need to learn and practice two core skills: the ability to quickly reduce stress in the moment and the ability to remain comfortable enough with your emotions to react in constructive ways even in the midst of an argument or a perceived attack.

**C.** When conflict is mismanaged, it can cause great harm to a relationship, but when handled in a respectful, positive way, conflict provides an opportunity to strengthen the bond between two people. By learning these skills for conflict resolution, you can keep your personal and professional relationships strong and growing.

**D.** Think about the conflicting need for safety and continuity versus the need to explore and take risks. You frequently see this conflict between toddlers and their parents. The child's need is to explore, so the street or the cliff meets a need. But the parents' need is to protect the child's safety, so limiting exploration becomes a bone of contention between them.

**E.** Emotional awareness is the key to understanding yourself and others. If you don't know how you feel or why you feel that way, you won't be able to communicate effectively or resolve disagreements.

**F.** You can avoid many confrontations and resolve arguments and disagreements by communicating in a humorous way. Humor can help you say things that might otherwise be difficult to express without offending someone. However, it's important that you laugh *with* the other person, not *at* them. When humor and play are used to reduce tension and anger, reframe problems, and put the situation into.

**G.** When people are upset, the words they use rarely convey the issues and needs at the heart of the problem. When we listen for what is felt—as well as what is said—we connect more deeply to our own needs and emotions, and to those of other people. Listening in this way also strengthens us, informs us, and makes it easier for others to hear us perspective, the conflict can actually become an opportunity for greater connection and intimacy.

## **12. Mark the sentences T (True) or F (False). Correct the false statements.**

1. It's crucial to learn how to avoid conflict.
2. Conflict arises whenever people disagree over their values, motivations, etc.

3. You should ask yourself why you enjoy your hobbies.
4. Your hobby will always be your perfect job.

**13. Match the words and their definitions.**

31. Action Verbs	The continuous process of evaluating your current lifestyle, likes/dislikes, passions, skills, personality, dream job, and current job and career path and making corrections and improvements to better prepare for future steps in your career, as needed, or to make a career change.
32. Benefits	Some employers will request that you submit it. It tells them the level and frequency of your promotions. It should be separate page from your resume or cover letter. Be sure to include the full compensation you received in each job, not just salary information. By providing it, you sometimes place yourself in a precarious position of either pricing yourself out of the position or appearing to be at a lower level than the company seeks.
33. Birkman Method	Typically a low-end, low-paying job that a displaced job-seeker takes on a temporary basis (often as a last resort) to cover basic living costs, in order to survive and avoid bankruptcy — or worse.
34. Business Plan	A set of career goals that a job-seeker sets for the long-term, typically five years or more. The purpose of it is to give you a clear direction for the future; it is a vision that has been committed to paper to guide you in making future choices.
35. Career Activist	The combination of salary and fringe benefits an employer provides to an employee. When evaluating competing job offers, a job-seeker should consider the total package and not just salary.
36. Career Planning	A period in your twenties marked by high anxiety about your career — and finding a “true” career, multiple job and/or career changes, fears and self-doubt about achieving career and personal goals, depression, and feeling lost or adrift
37. Career Vision Statement	A period in your twenties marked by high anxiety about your career — and finding a “true” career, multiple job and/or career changes, fears and self-doubt about achieving career and personal goals, depression, and feeling lost or adrift. Experts say that the crisis hits folks in their twenties, because after

	years of learning the system of how to succeed in school, college grads are thrown into the world of work with no real understanding of how to succeed in it.
38. Compensation Package	A situation where instead of working a traditional full-time job, job-seekers work multiple part-time jobs (including part-time employment, temporary jobs, freelancing, and self-employment) with different employers that when combined are the equivalent of a full-time position.
39. Contract Employee	When you decide it's time to quit your job (also referred to as giving notice), it's always better to submit your official resignation — with your industry's customary amount of notice.
40. Corporate Culture	A group of people who will say good things about you and who know specifics strengths that you offer. Can include work references (current and past supervisors), educational references (former teachers or school administrators), and personal references (who can speak of your character). Always ask people before including them as a reference for you.
41. Counter Offer/Counter Proposal	Skills you have acquired during any activity in your life — jobs, classes, projects, parenting, hobbies, sports, virtually anything — that are transferable and applicable to what you want to do in your next job.
42. Elevator Speech	Companies that place workers in jobs on a contract or temporary basis. Some provide training.
43. Entrepreneur	A person who is not working full-time at a level that matches his or her education, experience, and other qualifications. Someone who is working part-time, but seeks full-time employment; or, someone who is working in a lower-level position that requires less experience or skills (thus making the person overqualified for the position).
44. Freelancer/Consultant/Independent Contractor	Helps job-seekers identify their core values and beliefs. Writing a personal mission statement offers the opportunity to establish what's important and perhaps make a decision to stick to it before we even start a career.
45. Franchising	What you don't say in a job interview may be just as important as the content of what you <i>do</i> say. They are about how you present yourself — what you say to the interviewer through activities such as



	handshake, eye contact, facial expressions (including smiling), body posture, and hand gestures.
46. Green Jobs/Green-Collar Jobs	Someone who is proactive in planning, evaluating, directing, and controlling his or her career rather than simply reacting as situations arise. (Some call this approach career mapping.) He/she has an enduring interest in understanding and achieving his or her full career potential, while maximizing career marketability.
47. Home-Based (Work-at-Home) Careers	A complete overview for a business, from development of a vision and mission of the business to the setting of business goals to the reasons why organization (or person) is in business to the detailed plan for reaching those goals. It may also contain background information about the organization and management team attempting to start and run the business. Detailed analysis and information about the product or service, marketing and branding strategies, and key competition should all be included.
48. Job-Hunting Online	A term to describe how content an individual is with his or her job. It includes many factors, including the work itself, value to the organization, impact on organization, compensation, and more. When workers are very unhappy with their jobs, they suffer both mentally and physically.
49. Job Satisfaction	A job-hunting tool a job-seeker develops to give employers a complete picture of who you are, including samples of your work — your experience, your education, your accomplishments, your skill sets — and what you have the potential to become — much more than just a cover letter and resume can provide.
50. Job Satisfaction	Numerous opportunities exist for job-seekers who want more control over time and work, who want job flexibility to spend more time with family — by working from home. Unfortunately, this area is also one that has the most potential for scams and other fraudulent activities.
51. Job Satisfaction	States that five key phases comprise any good job search, and if you ignore any one of them or conduct one poorly, the likelihood of a successful job search decreases dramatically — just as if you pulled a domino out of a row of dominos.
52. Job Skills Portfolio	A program offered by many job boards that allows

	job-seekers to passively search for jobs by selecting criteria for new job postings. At some time interval, the program emails the job-seeker a list of new job postings that fit the criteria, allowing the job-seeker to decide whether to take any action.
53. Mentor	Not a magic elixir that will guarantee that you find a job, but still a door to opportunities and techniques not available before the advent of the Net. Most job-seekers should spend no more than about 20 percent of their time and effort looking for a job online, though job-seekers in the technology/computer industry might be wise to spend up to 50 percent of their time looking for a job online.
54. Moonlighting	An important part of your compensation package, and part of the salary negotiation process. Note that every employer offers a different mix of benefits. These benefits may include paid vacations, company holidays, personal days, sick leave, life insurance, medical insurance, retirement and pension plans, tuition assistance, child care, stock options, and more. Can be worth anywhere from 20 to 40 percent of your salary.
55. Myers-Briggs	298-question personality assessment and a series of related report sets that facilitate team building, executive coaching leadership development, career counseling and interpersonal conflict resolution. The Birkman Method™ combines motivational, behavioral and interest evaluation into one single assessment, which provides a multi-dimensional and comprehensive analysis, thus reducing the need for multiple assessments.
56. Non-Verbal Communications (Nonverbals)	A person at a higher level within a company or within your profession who counsels you and helps guide your career. Some organizations have formal mentoring systems, while most informal mentoring relationships develop over time.
57. Personal Mission Statement	Someone who starts and runs his or her own business — who organizes, operates, and assumes both the rewards and the risks from running the enterprise. It takes specific traits to operate a business, including accounting and financial skills, sales and marketing skills, time management and organizational skills, planning and implementation

	skills.
58. Portfolio Career	The building blocks of effective cover letters and resumes. These concrete, descriptive verbs express your skills, assets, experience, and accomplishments. Avoid nondescriptive verbs such as “do,” “work,” and forms of the verb “to be.” Instead, begin each descriptive section with an action verb.
59. Quarterlife Crisis	The collection of beliefs, expectations, and values shared by an organization’s members and transmitted from one generation of employees to another. It sets norms (rules of conduct) that define acceptable behavior of employees of the organization. It’s important for job-seekers to understand the culture of an organization before accepting a job.
60. Recareering	A legal and commercial relationship between the owner of a trademark, service mark, brand name, or advertising symbol and an individual or organization (the franchisee) wishing to use that identification in a business.
61. References	The experience of working multiple jobs (also referred to as dual or multiple jobholding). People working multiple jobs come from just about every demographic group.
62. Resigning/Resignations	A a 15- to 30-second commercial that job-seekers use in a variety of situations (career fairs, networking events, job interviews, cold calling) that succinctly tells the person you are giving it to who you are, what makes you unique, and the benefits you can provide.
63. Salary History	— Based on typological theories originated by Carl Jung, the Myers-Briggs Type Indicator (MBTI) assessment is a psychometric questionnaire designed to measure psychological preferences in how people perceive the world and make decisions.
64. Survival Job	Jobs — moving from both white-collar (professional) and blue-collar (trade) — to positions in renewable-energy and energy-efficiency industries are on the rise.
65. Temporary (Temp) Agency/Staffing Firms	A salary negotiation technique used by job-seekers when a job offer is not at an acceptable level. Almost all elements of a job offer are negotiable, including the salary, non-salary compensation, moving expenses, benefits, and job-specific issues.
66. Transferable Skills	Where you work for yourself and bid for

	temporary jobs and projects with one or more employers. It is not an alternative to hard work, but many people enjoy the freedom, flexibility, and satisfaction of working for themselves.
67. Underemployed	Where you work for one organization (and its salary and benefit structure) that sells your services to another company on a project or time basis.

#### 14. Render the text into English.

##### Труднощі, вимоги та обмеження у роботі керівників

Не кожному керівникові відразу вдається адаптуватися до умов життя в організації, завоювати повагу і довіру підлеглих. Багатьом із них доводиться відчувати як власну непідготовленість до виконання нових обов'язків, так і явний або прихований спротив очолюваного колективу.

**Труднощі в роботі керівників.** На підставі проведених у США спеціальних опитувань виокремлено такі основні причини їх виникнення:

1. *Обмануті очікування.* Управлінський досвід переконує, що більшість керівників-початківців за своїм характером є типовими “спринтерами”, здатними викладатися на короткій дистанції, відразу очікуючи винагороди. А реальна практика потребує готовності до роботи на довгій дистанції, тривалого й неухильного наближення до результату через подолання різноманітних перешкод, затрачаючи на це значно більше інтелектуальних, емоційних сил, ніж отримуючи віддачі. До того ж, під час ділових ігор у навчальних закладах майбутні фахівці часто грають ролі керівників високого рангу. Саме тому, влаштувавшись на роботу, вчорашній “генеральний директор” чи “керівник велетенської корпорації” буває розчарований, коли йому пропонують посаду керівника нижчого рангу та ще й ставляться до нього як до новачка. Важливою обставиною є і те, де він починає кар'єру. У великій організації домінує тяжіння до “стандартизації” співробітників. У невеликих організаціях молодому фахівцю майже відразу доручають самостійні справи і прийняття відповідальних рішень, що сприяє збагаченню його управлінського досвіду. Результати досліджень засвідчують: пропрацювавши 5—10 років і досягнувши за цей час середніх ступенів ієрархічної градації, фахівці доходять висновку, що робота у великих організаціях більш відповідальна і творча, ніж у дрібних фірмах.

2. *Некомпетентний перший шеф.* Перший керівник відіграє в долі молодого фахівця надзвичайно важливу роль, адже стиль його роботи здатний як деформувати будь-які правильні установки, так і спрямувати їх у правильне русло. Особливо згубними є нестача уваги, надмірно “поблажливий” режим, відсутність можливості виявити себе, відзначитися успішним розв'язанням складного завдання.

3. *Соціально-психологічна глухота.* Багато молодих фахівців, приходячи на виробництво, не враховують найпершої заповіді соціологів і соціальних

психологів про те, що взаємини в організації формуються на людських стосунках. Без знання законів і закономірностей спілкування, взаємодії людей у групі неможливо забезпечити виконання наказів керівництва, змусити неухильно виконувати доручення. Переконані у важливості лише наукових рекомендацій з питань організації управління, молоді керівники ігнорують реальні соціально-психологічні відносини в групі, чим шкодять і власній кар'єрі, і нормальному функціонуванню організації.

Унаслідок зневаги до соціально-психологічних особливостей управлінської діяльності молоді керівники часто конфліктують із підлеглими та організацією загалом. Іноді минає кілька років, перш ніж вони усвідомлять, що успішно працювати в колективі можна лише на основі поєднання людських і ділових відносин.

4. *Пасивність.* Твердження про енергійність та активність усіх молодих керівників не завжди є обґрунтованим, оскільки нерідко причиною їх невдач стає надмірна пасивність. Вона зовсім не тотожна лінії, а протилежна ініціативі й творчому підходу.

5. *Ігнорування реальних критеріїв оцінювання.* Попри намагання підвищити об'єктивність оцінювання керівника і його роботи, дотепер головним критерієм і запорукою службового просування є те, наскільки керівник подобається своєму начальнику. Значно простіше, якщо результати діяльності виражені конкретними показниками — випуском продукції, рентабельністю, обсягом реалізації, ростом продуктивності праці тощо. Однак часто можливе лише суб'єктивне оцінювання вищого керівництва. При цьому вирішальними можуть бути методи керівництва, манера вдягатися, володіння професійною термінологією, навіть зачіска. Керівники вищого рівня найчастіше оцінюють своїх молодих підлеглих, керуючись тим, наскільки ті схожі на них у молодості. Йдеться, насамперед, про методи керівництва, а вже потім — про манери. Керівники старшого покоління, виховані в авторитарному стилі, вважають його ефективнішим. Тому молодь, більш схильна дотримуватися колегіальності в управлінні, рано чи пізно зіштовхнеться з прихованою чи явною недовірою і невдоволенням вищого керівництва, що нерідко ускладнює просування по службі.

6. *Конфлікт поколінь.* Майже всім управлінським культурам властива напруженість у стосунках між молодими і досвідченими керівниками: молоді дратують старших упевненістю в тому, що інженерно-технологічних знань досить для успішного розв'язання будь-яких ділових проблем; керівники старшого покоління часто свідомо чи несвідомо побоюються своїх молодих колег не через ризик втратити керівне крісло, а з природного страху застаріти, відстати, перестати бути потрібним і незамінним. Отже, якщо молодий фахівець не хоче, щоб керівники старшого покоління були перешкодою в його посадовому рості, він не повинен приховувати того, що переймає їхній досвід.

**Вимоги до роботи керівників.** Ефективність роботи керівників залежить від різноманітних чинників, зокрема й від дотримання ними певних вимог.

Передусім це “вимоги до результатів праці”, “вимоги до поведінки і відносин” тощо. Впливають на якісні й кількісні показники діяльності керівників і певні обмеження та альтернативи (ресурсні, правові, технологічні), угоди з профспілкою, розташування робочого місця керівника та його організації чи підрозділу, політика й культура організації, готовність інших схвалити те, що намагається зробити керівник.

В осмисленні суті вимог до керівника важливим є з'ясування їх джерел. У психології управління існують різні тлумачення та класифікації вимог. Згідно з однією з них (автор — Розмарі Стюарт) виокремлюють такі вимоги: — *вимоги начальника*. Передбачають виконання роботи, важливої з погляду начальника. Йдеться про “законні” очікування начальника, які керівник не має права ігнорувати; — *вимоги колег*. Стосуються вони запитів на надання послуг, інформації або допомоги, що керівник отримує від колег в організації; — *зовнішні вимоги*. Вони охоплюють запити на надання послуг, інформації чи допомоги, які керівник отримує від людей із зовнішнього оточення організації. Йдеться про ті запити, задоволення яких є обов'язковим і не може бути передоручене підлеглим; — *системні вимоги*. Передбачають розрахунки (бюджети) і звіти, підготовка яких є обов'язковою і не може бути цілком передоручена підлеглим; наради, які не можна не відвідати; громадські заходи, які не можна ігнорувати; — *вимоги підлеглих*. Як правило, вони пов'язані з аналізом актуальних проблем, пошуком оптимальних шляхів їх подолання, координацією конкретних дій. Можуть стосуватися й особистісних питань чи міжособистісних відносин; — *вимоги самого керівника*. Виявляються в питаннях, які керівник особисто повинен проаналізувати, роботі, яку він має виконати згідно із своїми звичками та правилами, обов'язками чи очікуваннями інших.

У процесі управлінської діяльності керівник пізнає вимоги, зумовлені різноманітними зовнішніми і внутрішніми чинниками. У нього нагромаджуються знання про труднощі, які доводиться долати, виробляються еталони успішного чи неуспішного опанування вимог учасниками трудового процесу та додання ними труднощів. При цьому керівники різних темпераментів відрізняються стилями організаторської діяльності та емоційного впливу, а їх природні особливості виявляються через такі властивості нервової системи, як сила, рухливість, збалансованість процесів збудження та гальмування.

Певну особливість мають вимоги до особистості керівника, безпосередньо пов'язані зі специфікою та особливостями управлінської діяльності. Передусім це:

— зв'язок як з управлінням техніко-технологічними системами, так і з управлінням соціально-виробничими організаціями; — різноманітність різновидів діяльності на різних рівнях управлінської ієрархії, а також управлінських функцій у межах різновиду;

— неалгоритмічний творчий характер діяльності, пов'язаний з дефіцитом інформації, постійними змінами зовнішнього середовища;  
— яскраво виражена прогностична природа розв'язуваних управлінських завдань;

— дефіцит часу для управлінських операцій;  
— висока психічна напруженість, зумовлена великою відповідальністю за прийняті рішення.

Не кожен фахівець може бути успішним керівником. А оволодіння основами управлінського мистецтва ще не гарантує ефективності роботи керівників.

Досвід світових систем управління свідчить про наявність “життєвого циклу” керівника, а отже і про необхідність правильної реалізації всіх його етапів, з-поміж яких виділяють основні:

1. Вхідження в професію керівника. На цьому етапі молодий фахівець, що опанував необхідні навички і знання, починає реально керувати спочатку невеликими, а потім усе більшими групами чи організаціями людей, усе складнішими роботами і проектами.

2. Здобуття високого рівня кваліфікації. Такий керівник уже володіє достатнім досвідом роботи, але все частіше відчуває потребу нових знань. Встигати за прогресом науки і практики йому стає все суужніше, а здоров'я погіршується.

3. Завершення професійної кар'єри і підготовки виходу на пенсію. Ефективність роботи керівника в цей час помітно знижується, він сам перестає бути задоволеним своєю роботою, а співробітники все частіше сприймають його як перешкоду у прийнятті ефективних управлінських рішень.

Такий сценарій кар'єри керівника не є неминучим. Цілком можливий стабільно високий рівень роботи керівника до завершення кар'єри, а то й неухильне підвищення ефективності роботи. Але без неухильного виконання обов'язків, без уміння міцно зв'язати слово і діло справжній керівник неможливий. Вступ на посаду означає неодмінне прийняття на себе, крім відповідних службових обов'язків, обов'язку перед народом і конкретною організацією. Хоч у практиці управління, насамперед серед молодих і керівників-початківців, трапляється диференційоване ставлення до обов'язку і посади, що може бути причиною небезпеки. Захоплення посадою, своєю персоною неминуче спричинює відрив від організації та людей, що в ній працюють, породжує адміністрування, нехтування своїх обов'язків.

**Суб'єктивні обмеження у роботі керівників.** У безпосередній управлінській практиці часто з'являються чинники, які утруднюють, а нерідко й унеможливають досягнення керівником очікуваних результатів роботи. Англійські консультанти з управління Майк Вудкок і Дейв Френсіс до таких чинників зараховують:

1. *Невміння керувати собою, незнання своїх психофізіологічних можливостей, соціально-професійного потенціалу.* Праця управлінця є

важкою, сповненою хвилювань, стресів. Тому кожний керівник повинен навчитися ставитися до себе як до унікального і безцінного ресурсу, щоб постійно підтримувати свою продуктивність. Невміння правильно відпочивати, використовувати свій час, енергію, здібності та навички призводить до нездатності справлятися із стресами, керувати собою, ефективно використовувати свій потенціал.

2. *Розмиті особисті цінності.* Керівники щодня приймають управлінські рішення, що ґрунтуються на особистих цінностях та принципах. Якщо їх цінності недостатньо чіткі, керівнику не вистачатиме твердих підстав для суджень, а тому вони можуть сприйматися оточенням як необґрунтовані. Сучасна концепція успішного управління орієнтована на такі цінності, як ефективність, реалізація потенціалу працівників, готовність до нововведень.

3. *Невиразні особисті цілі.* Керівники впливають на своє ділове та особисте життя, оцінюючи можливості та обираючи певні альтернативи. Нерідко вони не мають можливості й умов, або виявляють нездатність для реалізації цілей. Керівник також може прагнути до недосяжних чи неприйнятних з погляду суспільства цілей, не враховувати можливостей своїх підлеглих, недооцінювати, відкидати запропоновані співробітниками альтернативні варіанти. Такі керівники рідко досягають успіху, вони нездатні оцінити успіх інших, оскільки обмежені нечіткістю особистих цілей.

4. *Зупинений саморозвиток.* Керівники можуть досягати значного саморозвитку, проте не всі вміють подолати слабкості й працювати над собою. Багато з них недостатньо динамічні, уникають гострих ситуацій, втрачають природну співчутливість, тому їхні приховані здібності залишаються нерозвиненими, ділове життя стає рутинним, оскільки вони в інтересах особистої безпеки виключають з діяльності ризик. Саморозвиток таких керівників припиняється.

5. *Невміння розв'язувати проблеми.* Кваліфіковане розв'язання проблеми є важливою управлінською навичкою, яка сприяє продуктивності управління. Проте деякі керівники не можуть методично й раціонально працювати над розв'язанням проблем, приймати якісні рішення. Вони некваліфіковано проводять наради щодо розв'язання проблем, встановлення цілей, оброблення інформації, планування та контролю. Це породжує нагромадження нерозв'язаних проблем, що з часом паралізує дії управлінця.

6. *Дефіцит творчого підходу.* Управлінець з відносно низькою винахідливістю рідко висуває нові ідеї, нездатний налаштувати на творчість інших. Здебільшого такі керівники недостатньо обізнані з методами підвищення винахідливості. До того ж, їм не вистачає і волі, оскільки винахідливість вимагає подолання перешкод, невдач. Отже, керівник, який не схильний експериментувати, ризикувати, зберігати творчий підхід до роботи, не може розраховувати і на високі її результати.

7. *Невміння впливати на людей.* Керівники постійно повинні впливати на підлеглих, а також на тих, хто до сфери їх підпорядкованості не належить. Проте не всі здатні здобути їхню підтримку і завдяки цьому забезпечити



необхідні для роботи ресурси. Вони схильні звинувачувати, критикувати інших. Отже, ненаполегливому керівнику важко встановити взаємодію з оточенням через недостатньо розвинене вміння виражати себе, слухати інших і впливати на них.

8. *Недостатнє розуміння особливостей управлінської діяльності.* Окремі керівники не уявляють сутності управлінської діяльності, не знають особистісних характеристик людей, якими керують. Усе це спричинює невміння прогнозувати поведінку підлеглих, їхні помилки й реакції. Керівникам, нездатним вивчити власні управлінські підходи, бракує вміння зрозуміло пояснити їх. Суттєві труднощі вони мають і в налагодженні зворотного зв'язку, зацікавленні підлеглих. Керівники, що недостатньо розуміють мотивацію працівників, обмежені недостатнім розумінням суті управлінської діяльності.

9. *Слабкі навички керівництва.* Для ефективного управління людьми та ресурсами керівнику потрібно багато навичок. Втрата робочого часу та неефективність методів роботи призводять до незадоволення людей. Вони починають працювати, не повністю реалізуючи свої можливості, інтелектуально-професійний і соціально-психологічний потенціал. В середині таких груп ролі погано визначені, взаємини — неефективні, моральний стан швидко погіршується. За таких обставин мало хто визнає роль керівника і його як авторитетну особистість. Практика свідчить, що нерозвинутість, обмеженість управлінських навичок керівника унеможливує досягнення ним практичних результатів, робить неефективними вимоги до підлеглих.

10. *Невміння навчати.* Майже кожний керівник виступає у ролі наставника. Не розвиваючи цього вміння, він не може передати власний досвід молодому керівникові, допомогти йому в саморозвитку. Байдужість чи невміння передати свої знання і досвід підлеглим уповільнюють і темпи їх професійного зростання. За таких умов молоді керівники часто працюють без зворотного зв'язку з наставником, а його оцінювання та рекомендації є формальними.

11. *Низька здатність формувати групу.* Досягти певних результатів можна за умови об'єднання з іншими, використання їх умінь. Коли керівникові не вдається перетворити групу на кваліфікований і результативний колектив односторонців, її робота супроводжується труднощами або не має віддачі. Отже, недостатнє вміння формувати продуктивну групу унеможливує створення сприятливого морально-психологічного клімату, ефективних робочих механізмів.

Сукупність причин і чинників, які забезпечують або утруднюють ефективну управлінську діяльність, актуалізують проблему вивчення якостей необхідних управлінцям для результативної роботи.

### **15. Act out the dialogues and produce your own.**

*Dialogue between two students about the choice of a career:*

**Naren-** Well, Jatin! What are you going to be?

**Jatin-** I've a natural bent for mechanical occupations. So I want to be an engineer. Especially so, because our country now needs engineers in large numbers for nations-building and defense works. What are you going to do, Naren?

**Naren-** You know, my father is a doctor. He likes that I should take up that profession. What do you think of that, Jatin?

**Jatin-** Well, in choosing a career, you see whether it suits your temperament. If you like it, you should certainly take up this profession, particularly when your father himself belongs to that profession. That will help you much. Isn't it?

**Naren-** Quite so. I like to be doctor, but want to go my native village and treat the people for normal fee. Most of them are poor. They die without proper medical aid?

**Jatin-** That's a noble idea.

**Naren-** But father does not like it. He wants to be with him. That will no doubt help me to earn a lot of money. But my ideal is to render service to my villagers. My revered teacher, Binode Babu, encouraged us in our school days to render service to the poor. I've imbibed that idea and now I want to put it into practice.

**Jatin-** In that case you should persuade your father to allow you to follow your ideal. And he'll surely do it. He has a large heart and helps the poor.

**Naren-** I'll do it and hope father will give his consent.

*Talking About Your Job:*

**Jack:** Hi Peter. Can you tell me a little bit about your current job?

**Peter:** Certainly. What would you like to know?

**Jack:** First of all, what do you work as?

**Peter:** I work as a computer technician at Schuller's and Co.

**Jack:** What do your responsibilities include?

**Peter:** I'm responsible for systems administration and in-house programming.

**Jack:** What sort of problems do you deal with on a day-to-day basis?

**Peter:** Oh, there are always lots of small system glitches. I also provide information on a need-to-know basis for employees.

**Jack:** What else does your job involve?

**Peter:** Well, as I said, for part of my job I have to develop in-house programs for special company tasks.

**Jack:** Do you have to produce any reports?

**Peter:** No, I just have to make sure that everything is in good working order.

**Jack:** Do you ever attend meetings?

**Peter:** Yes, I attend organizational meetings at the end of the month.

**Jack:** Thanks for all the information, Peter. It sounds like you have an interesting job.

**Peter:** Yes, it's very interesting, but stressful, too!

*Job Interview Dialogues: Engineer:*

**Mr. A:** Welcome to our engineering company.

**Mr. B:** I am glad for the chance to be interviewed.

**Mr. A:** What specific job are you applying for?

**Mr. B:** I am an electrical engineer (double E) and I would like to try to get the job you advertised on the Net last week.

**Mr. A:** I see from your resume that you are very experienced.

**Mr. B:** Yes I've worked as an electrical engineer for 10 years now. But I think it is a good career move to join your company.

**Mr. A:** Why did you leave your former company?

**Mr. B:** It was a dead end job.

**Mr. A:** Yes our company is large and there is plenty of room for advancement.

**Mr. B:** So you'll give me the job?

**Mr. A:** Yes, but for the first month you will be on probation with half-pay.

After that you will be a full employee of the company. Any questions?

**Mr. B:** What is the salary?

**Mr. A:** 50 k per year

**Mr. B:** Sounds good. When do I start?

**Mr. A:** Report to the engineering dept. on Monday at 9 am.

**Mr. B:** Great, thank you.

**Mr. A:** I look forward to working with you.

*Job Interview Dialogues: Online English Teacher:*

**Ms. C:** Please take a seat.

**Ms. D:** I am glad to meet you.

**Ms. C:** So let's get down to business. I see you have a lot of online teaching experience.

**Ms. D:** Yes I have been teaching online for 11 years and before that I was a classroom English teacher in different areas of the world.

**Ms. C:** I like your voice and you certainly do seem to be qualified...

Tell me about your online English teaching experience.

**Ms. D:** I like meeting people from all over the world. It is just like traveling.

But students often cancel or have poor Internet connections.

**Ms. C:** I understand. No job is perfect. But here we have a system that guarantees you are paid for a cancellation without 48 hours notice and of course all our students have a good Internet connection. Did you have any other problems with the students?

**Ms. D:** Once in a while you might meet a rude student or a disrespecting one.

**Ms. C:** How do you like working with children?

**Ms. D:** I love working with children, but most of my experience is with adults.  
**Ms. C:** What types of adult classes do you like the most? Conversation?  
**Ms. D:** I like the conversation classes and Business English. I also enjoy the TOEFL/IELTS teaching. I am also a writer in my free time, though I haven't made much money from the publications. Anyway it makes me a good writing/reading coach. Also I have a science degree (in addition to my B.A.) and so I would welcome scientific types of students.  
**Ms. C:** Sounds good. I'll talk over your resume with our HR staff. If we decide on a second interview, I'll let you know within a week.  
**Ms. D:** OK, thanks for your time.  
**Ms. C:** Nice to have met you.

*Job Interview Dialogues: Administrator:*

**Mr. E:** Welcome to our company for the administration position.  
**Mr. F:** Nice to be here.  
**Mr. E:** Tell me about yourself.  
**Mr. F:** Well as you can see from my resume, I have worked in business administration for several years and have an MBA. I want to have a good salary and I know this company pays well.  
**Mr. E:** I see. And what do you do in your free time?  
**Mr. F:** I like to play pool and watch television.  
**Mr. E:** What do you like on TV?  
**Mr. F:** I like to watch documentaries  
**Mr. E:** I see. And if we decide to hire you, when can you start?  
**Mr. F:** Immediately.  
**Mr. E:** Very good. You seem to be the kind of employee we are looking for. I will let you know of our decision by e-mail.  
**Mr. F:** Great. I look forward to hearing from you.

*Job Interview Dialogues: Travel Agent:*

**Ms. G:** Hi, nice to meet you.  
**Ms. H:** Yes, nice to meet you too.  
**Ms. G:** So what makes you want to be a travel agent?  
**Ms. H:** I studied tourism and leisure studies at college and I have traveled widely. I have been to 65 countries and I enjoyed each one.  
**Ms. G:** But you don't have any experience working as a travel agent?  
**Ms. H:** No, but I am familiar with the booking systems.  
**Ms. G:** That's great. I think we have a position for you.  
**Ms. H:** I am really glad. You won't regret hiring me, I promise.

*Job Interview Dialogues: Doctor:*

**Ms. I:** Welcome to our doctor's office.  
**Mr. J:** Nice to be here  
**Ms. I:** I see from your resume that you are a cardiologist with 10 years of

practice.

**Mr. J:** That's right.

**Ms. I:** This interview is just to get to know you a little and then there are follow up interviews. So what do you do in your free time?

**Mr. J:** I like golfing and swimming. I also like to read newspapers.

**Ms. I:** Why did you want to be a doctor?

**Mr. J:** Actually I love helping people get well. I think cardiology has made great strides recently and I would like to share my findings with others.

**Ms. I:** Have you written in any scientific journals so far?

**Mr. J:** Not yet. But hopefully soon.

**Ms. I:** OK, we'd like to learn more about you. Let's go for lunch with our colleagues, if that's OK?

**Mr. J:** That's fine, I am free.

*Job Interview Dialogues: Advertising:*

**Ms. K:** Welcome to XXX advertising.

**Ms. L:** My pleasure.

**Ms. K:** So what kind of advertising experience do you have?

**Ms. L:** I worked for CCCCC company for five years. I helped edit and make newspaper ads. We tried to make our ads interesting, as you can see from my portfolio.

**Ms. K:** I see. I think we can use you.

**Ms. L:** I can make an interesting commercial on any subject.

**Ms. K:** Yes, well let me explain the pay structure. The pay is \$40 per hour plus bonuses for successful ads/commercials. We have a lot of clients so you will have no shortage of work. Are you available to work overtime?

**Ms. L:** Yes, I like to work hard and I like to make money. That's why I am applying for a job with your company.

**Ms. K:** However we do ask that you commit for at least five years and there is a contract to sign.

**Ms. L:** I have researched your company thoroughly and I am convinced it is the right career move for me.

**Ms. K:** OK, welcome aboard.

**Ms. L:** I hope this is the beginning of a great working relationship.

*Tour Of The Company Dialogue:*

An important part of the interview is a tour of the company.

Mr. Ko takes prospective lower management employee, Ms. Smith on a tour.

**Mr. Ko:** "Firstly we are at human resources. This is our HR manager, Mr. Lee. Mr. Lee this is Ms. Smith."

**Ms. Smith:** "How do you like your job, Mr. Lee?"

**Mr. Lee:** "I enjoy it, but I hate to fire people."

**Mr. Ko:** Our next stop is the advertising department." "Ms. Smith this is Mr. Kong."

**Mr. Kong:** “Our department is filled with creative people who brainstorm to think of new advertising and commercials as well as product packaging.” Then we went to the design department.

**Mr. Ko:** “Here clever people design new products.”

**Mr. Ko:** “Our next stop is the factory floor. Here the goods are produced, partly automated. Forklifts lift pallets of goods and load them onto trucks.”

**Ms. Smith:** “It is such a large building.”

**Mr. Ko:** “And now we are walking past some offices of our upper management. Maybe some day you will have an office here, Ms. Smith?”

Ms. Smith, “It would be like a dream come true.”

**Mr. Ko:** “Next the sales department. Also here is the customer service department.”

**Mr. Ko:** “Ms. Smith, this is Ms. Hsu.”

**Ms. Smith:** “How do you like working in sales?”

**Ms. Hsu:** “It is hard work but it is challenging. I enjoy working with people.”

**Mr. Ko:** “Next the accounting department.” Ms. Smith, “You people must be good with numbers. I used to be good in math. Accounts manager: “Yes, but accounting is not easy work.”

**Mr. Ko:** “And finally the company cafeteria. Lunch is free for all employees and the food is good too. The coffee is excellent as well.”

**16. Discussion. Read these quotes about religion and express your personal opinion.**

**Charles Swindoll:** “Life is 10% what happens to me and 90% how I react to it.”

**Lady Gaga:** “Some women choose to follow men, and some women choose to follow their dreams. If you're wondering which way to go, remember that your career will never wake up and tell you that it doesn't love you anymore.”

**Ralph Waldo Emerson:** “Without ambition one starts nothing. Without work one finishes nothing. The prize will not be sent to you. You have to win it.”

**Thomas A. Edison:** “We often miss opportunity because it's dressed in overalls and looks like work.”

**Donald J. Trump:** “Get going. Move forward. Aim High. Plan a takeoff. Don't just sit on the runway and hope someone will come along and push the airplane. It simply won't happen. Change your attitude and gain some altitude. Believe me, you'll love it up here.”

**William James:** “Action may not always bring happiness, but there is no happiness without action.”

**Theodore Roosevelt:** “No man needs sympathy because he has to work, because he has a burden to carry. Far and away the best prize that life offers is the chance to work hard at work worth doing.”

**Henry Wadsworth Longfellow:** “The heights by great men reached and kept were not attained in sudden flight but, they while their companions slept, they were toiling upwards in the night.”

**Joseph Conrad:** “I don't like work--no man does--but I like what is in the work--the chance to find yourself. Your own reality--for yourself not for others--what no other man can ever know. They can only see the mere show, and never can tell what it really means.”

**Alain de Botton:** “There is no such thing as work-life balance. Everything worth fighting for unbalances your life.”

## 17. Translate the text into English.

### Співбесіда з роботодавцем

Співбесіда з роботодавцем - це спеціальна бесіда, під час якої роботодавець оцінює претендента на вакантну посаду.

Успіх або неуспіх під час співбесіди залежить не тільки від професійних якостей (освіти, досвіду, уміння спілкуватися), а й від того, яке перше враження ви справите на роботодавця. Інколи воно матиме вирішальне значення, якщо, звичайно, ваша фахова підготовка відповідатиме вимогам роботодавця.

Отже, неабияке значення для досягнення успіху матиме підготовка до співбесіди:

1. Зберіть якомога більше інформації про установу, в яку вас запрошують на співбесіду. Таку інформацію можна одержати різними способами:

- прочитати в Інтернеті або газетній статті про організацію;
- ознайомитися з продукцією чи послугами, які надає установа;
- поговорити з людиною, яка працює або працювала в цій організації;
- поспілкуватися з консультантом агентства, куди ви звернулися. Що треба знати про організацію, в яку ви йдете на співбесіду:
  - які послуги або продукцію пропонує організація;
  - кому і де реалізує свою продукцію;
  - скільки років уже існує;
  - юридичний статус організації;
  - склад керівництва та як часто змінюється;
  - який має прибуток;
  - чи проводилося скорочення штатів за останні три роки;
  - відгуки преси про установу;
  - ставлення керівництва до працівників;
  - нові проекти, що розробляються в організації; партнерів за кордоном;
  - чи входить організація в інше об'єднання.

2. Приготуйте копії дипломів, свідоцтв, резюме та інших необхідних документів. Особи творчих професій можуть принести свої статті, малюнки тощо.

3. Приготуйтеся назвати прізвища і контактні телефони осіб, які можуть дати вам рекомендаційного листа.

4. Заздалегідь дізнайтеся точну адресу організації. Розрахуйте так свій час, щоби ви прийшли за 15 хвилин до початку співбесіди. Якщо ж ви

запізнюєтеся, то обов'язково зателефонуйте й повідомте про це, а пройшовши, попросіть вибачення.

5. Подбайте про діловий стиль одягу. Не можна приходити на співбесіду в мініспідниці, джинсах чи супермодному одязі, треба дотримуватися в усьому міри.

6. Складіть список очікуваних запитань та підготуйте на них відповіді.

9 найбільш підступних запитань:

*1. Розкажіть про себе.*

За допомоги цього запитання можна багато дізнатися про кандидата на вакансію, зокрема про його пріоритети в житті.

*2. Назвіть свої недоліки (слабкі сторони).*

У жодному разі не відповідайте чесно, найліпше відповісти нейтрально: "У мене, безперечно, є недоліки, але воно жодним побитом не впливають на роботу".

*3. Чому ви звільнилися з попереднього місця роботи? Чачу ви вирішили змінити місце роботи?*

Не варто розповідати про конфлікт, якщо навіть він мав місце, і звинувачувати свого колишнього керівника. Краще відповісти: "Не було професійного зростання".

*4. Назвіть бажаний мінімум і максимум зарплатні.*

Можна з'ясувати, яку зарплатню фірма збирається вам запропонувати. Якщо змушені будете назвати конкретну суму, то можна називати суму, яка на 10-15 % вища попередньої зарплати. Максимум - 30%.

*5. Які ваші найбільші досягнення?*

Складіть список своїх успіхів за останні роки. Якщо ви не можете похвалитися су пердосягненнями, то можна розповісти про те, що на попередньому місці ви опанували нову комп'ютерну програму, вивчили іноземну мову.

*6. Як довго плануєте працювати у нашій фірмі?*

Відповісти можна так: "Щоби відповісти на це запитання, я повинен попрацювати деякий час і зрозуміти, чи подобається мені колектив, яка атмосфера у колективі; чи цікавими будуть завдання, які я буду виконувати. Якщо мені все сподобається, то і наша співпраця буде тривалою і взаємовигідною".

*7. Що ви знаєте про нашу установу?*

Отже, який-небудь мінімум треба знати про установу.

*8. Чому ви хочете у нас працювати?*

Зазвичай це продовження запитання "про нашу установу" - спроба спантеличити кандидата і дізнатися таємну причину працевлаштування. Почніть з того, що установка стабільна, влаштовує посада, обов'язки, зручне місце розташування офісу.

*9. Ваше ставлення до виробничих перенавантажень?*



Поставте зустрічне запитання: "Що треба буде затримуватися на роботі? Скільки разів на місяць?". Якщо вас задовольнятимуть відповіді, тоді впевнено скажіть, що ви погоджуєтесь на такі умови.

Деякі додаткові запитання, які вам можуть поставити під час співбесіди:

- Як зазвичай проходить ваш робочий день?
- Як ви визначаєте пріоритетність своїх професійних справ?
- Над якою проблемою вам було би цікаво працювати?
- Назвіть три ситуації, за яких вам не вдалося досягти успіху.
- Як поціновувалася ваша робота?
- Яку користь матиме наша фірма, призначивши вас на цю посаду?
- Чи завжди ви погоджуєтесь із керівництвом, якщо ні, то за яких умов?
- Чи збігаються ваші кар'єрні сподівання із посадою, яку ви хочете обійняти?

Під час співбесіди вам можуть запропонувати розв'язати деякі ситуаційні завдання, щоб перевірити хід ваших думок, здатність приймати правильні рішення. Наприклад:

- ви плануєте на ринку реалізувати українські книги. Щоб досягти успіху, як ви будете це робити?
- вам треба умовити інвестора вкласти гроші у запропонований проект. Як ви це будете робити?

Поведінка під час співбесіди

1. Прийшовши в офіс, будьте з усіма ввічливими і доброзичливими. Не забудьте посміхнутися, заходячи до кабінету керівника. Стежте за своєю поставою, дивіться в очі співрозмовникові. Пам'ятайте:

- вітаючись з представником компанії, не подавайте руки першим;
- не сідайте, поки вам не запропонують це зробити;
- якщо вас кому-небудь відрекомендують, обов'язково запам'ятайте ім'я та по батькові цієї особи. Потім ви зможете відразу звернутися до співрозмовника на ім'я та по батькові, це справить позитивне враження.

2. Сумлінно та охайно заповнюйте всі анкети і документи, які вам запропонують.

3. На початку бесіди відрекомендуйтеся. Поцікавтеся ім'ям та по батькові співробітника.

4. Підтримуйте зоровий контакт.

5. Уважно слухайте запитання, не перебиваючи співбесідника. Ваші відповіді на запитання повинні бути прямими (відповідати треба безпосередньо на поставлене запитання), точними (не варто виходити за межі обговорюваної теми). Під час співбесіди кандидат на вакантну посаду теж має право поставити запитання, але не більше 2-3, треба лише вдало обрати момент для того чи іншого запитання. Найчастіше ці запитання стосуються обсягу роботи, умов успішного її виконання.

Якщо ви не зрозуміли запитання, не соромтеся уточнити: "Чи правильно я зрозумів, що ..."

Відповідаючи на запитання, говоріть тільки правду.

6. Під час співбесіди тримайтеся гідно, впевнено, але не зухвало.

7. Наприкінці розмови слід чітко домовитися про те, коли і як ви дізнаєтеся про результати. Бажано, щоб ініціатива такої домовленості залишалася за вами: краще домовитися, що ви зателефонуєте у призначений час, ніж чекати дзвінка. Активна позиція завжди ліпша пасивної. Це справить враження ділової людини.

8. Завершуючи співбесіду, не забудьте про звичайні правила ввічливості. Важливо, щоб обидва учасники закінчили зустріч з відчуттям, що все, про що слід було сказати, сказано і що ви маєте достатньо інформації для прийняття рішення. Подякуйте співрозмовникові за бесіду та за виявлену увагу.

9. Після співбесіди ретельно проаналізуйте свою поведінку, відповіді й зробіть правильні висновки. Якщо Вам відмовили, з'ясуйте причину відмови і врахуйте її під час підготовки до іншої співбесіди. Пам'ятайте, що роботодавець зацікавлений у кваліфікованих фахівцях, професіоналах. Це і потрібно демонструвати впродовж усієї співбесіди.

## PART III. CHALLENGES

### Elimination of women's rights discrimination in education and employment

1. Read the text and translate it into Ukrainian. Fill in the gaps with the missing words.

adaptation	staff	planning
coeducation	equality	field
revision	training	opportunities
drop-out	elimination	literacy
pre-school	establishments	premises

States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the \_\_\_\_\_ of education and in particular to ensure, on a basis of \_\_\_\_\_ of men and women:

The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational \_\_\_\_\_ of all categories in rural as well as in urban areas; this equality shall be ensured in \_\_\_\_\_, general, technical, professional and higher technical education, as well as in all types of vocational \_\_\_\_\_.

Access to the same curricula, the same examinations, teaching \_\_\_\_\_ with qualifications of the same standard and school \_\_\_\_\_ and equipment of the same quality. The \_\_\_\_\_ of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging \_\_\_\_\_ and other types of education which will help to achieve this aim and, in particular, by the \_\_\_\_\_ of textbooks and school programmes and the \_\_\_\_\_ of teaching methods.

The same opportunities to benefit from scholarships and other study grants. The same opportunities for access to programmes of continuing education, including adult and functional \_\_\_\_\_ programmes, particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women. The reduction of female student \_\_\_\_\_ rates and the organization of programmes for girls and women who have left school prematurely.

The same \_\_\_\_\_ to participate actively in sports and physical education. Access to specific educational information to help to ensure the health and well-being of families, including information and advice on family \_\_\_\_\_.

#### 2. Translate into English

Однакові можливості доступу до програм безперервної освіти, включаючи програми поширення письменності серед дорослих і програми функціональної письменності, спрямовані, зокрема, на цонайшвидше зменшення будь-якого розриву в знаннях чоловіків і жінок.

Скорочення числа дівчат, які не закінчують школи, та розробка програм для дівчат і жінок, які передчасно залишили школу. Однакові можливості брати активну участь у заняттях спортом і фізичною підготовкою.

Доступ до конкретної інформації освітнього характеру для сприяння забезпеченню здоров'я і добробуту сімей, включаючи інформацію та консультації про планування сім'ї. Однакові можливості одержання стипендії та іншої допомоги на освіту.

Усунення будь-якого стереотипного уявлення про роль чоловіків і жінок на всіх рівнях та у всіх формах освіти шляхом заохочення спільного навчання учнів різної статі та інших видів навчання, що сприятимуть досягненню цієї мети, і, зокрема, шляхом перегляду навчальних посібників та шкільних програм і адаптації методів навчання.

Однакові умови для орієнтації у виборі професії або спеціальності, для доступу до навчання і одержання дипломів у закладах освіти усіх категорій, як у сільській, так і у міській місцевостях; така рівність забезпечується в дошкільній, загальній, технічній, професійній і вищій технічній освіті, а також в усіх видах професійно-технічної підготовки.

### **3. Translate the following words and word combinations into Ukrainian.**

1. pre-school, general, technical, professional and higher technical education; 2. conditions for career and vocational guidance; 3. all types of vocational training; 4. school premises and equipment; 5. achievement of diplomas in educational establishments of all categories; 6. study grants; 7. the revision of textbooks and school programmes; 8. reduction of female student drop-out rates; 9. curricula; 10. benefit from scholarships; 11. organization of programmes for girls and women who have left school prematurely; 12. teaching staff; 13. coeducation and other types of education; 14. adult and functional literacy programmes; 15. in rural as well as in urban areas; 16. programmes of continuing education; 17. adaptation of teaching methods; 18. health and well-being of families; 19. participate actively in sports and physical education; 20. elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education; 21. information and advice on family planning.

### **4. Translate the following words and word combinations into English.**

1. одержання стипендій; 2. усунення будь-якого стереотипного уявлення про роль чоловіків; 3. програма безперервної освіти; 4. навчальні посібники та шкільні програми і адаптація методів навчання; 5. спільне навчання осіб різної статі; 6. шкільні приміщення і обладнання однакової якості; 7. скорочення числа дівчат, які не закінчують школи; 8. допомога на освіту; 9. умови для орієнтації у виборі професії або спеціальності; 10. дошкільна, загальна, технічна, професійна і вища технічна освіта; 11. програми навчання; 12. одержання дипломів у закладах освіти усіх категорій; 13. викладацький склад однакової кваліфікації; 14. сільська і міська

місцевості; 15. професійно-технічна підготовка; 16. програми поширення письменності серед дорослих і програми функціональної письменності; 17. брати участь у заняттях спортом і фізичній підготовці; 18. консультації щодо планування сім'ї 19. здоров'я і добробут сімей; 20. розробка програм для дівчат і жінок, які передчасно залишили школу.

**5. Read the text and translate it into your native language. Fill in the gaps with the missing words.**

adaptation	staff	planning
coeducation	equality	field
revision	training	opportunities
drop-out	elimination	literacy
pre-school	establishments	premises

States Parties shall take all appropriate measures to \_\_\_\_\_ discrimination against

\_\_\_\_\_ in the field of employment in order to ensure, on a basis of equality of men and women, the same rights, in particular:

(a) The right to work as \_\_\_\_\_ right of all human beings:

(b) The right to the same employment opportunities, including the application of the same criteria for selection in matters of employment;

(c) The right to free choice of profession and \_\_\_\_\_, the right to promotion, job security and all benefits and conditions of service and the right to receive vocational training and retraining, including \_\_\_\_\_, advanced vocational \_\_\_\_\_ and recurrent training;

(d) The right to equal \_\_\_\_\_, including benefits, and to equal treatment in respect of work of equal value, as well as equality of treatment in the \_\_\_\_\_ of the quality of work;

(e) The right to social security, particularly in cases of retirement, unemployment, sickness, invalidity and old age and other \_\_\_\_\_ to work, as well as the right to paid leave;

(f) The right to protection of health and to safety in working conditions, including the safeguarding of the function of \_\_\_\_\_. In order to prevent discrimination against women on the grounds of marriage or maternity and to \_\_\_\_\_ their effective right to work, States Parties shall take \_\_\_\_\_ measures:

(a) To prohibit, \_\_\_\_\_ the imposition of sanctions, dismissal on the grounds of \_\_\_\_\_ or of maternity leave and discrimination in dismissals on the basis of marital status;

(To introduce maternity leave with pay or with comparable social benefits without loss of former employment, seniority or \_\_\_\_\_;

(c) To encourage the provision of the necessary supporting social services to enable parents to combine family obligations with work responsibilities and

participation in public life, in particular through promoting the establishment and development of a network of child-care facilities;

To provide special protection to women during pregnancy in types of work proved to be harmful to them. Protective legislation relating to matters covered in this article shall be reviewed periodically in the light of scientific and technological knowledge and shall be revised, repealed or extended as necessary.

#### **6. Translate the following texts into English. Work in pairs.**

Заохочувати надання необхідних додаткових соціальних послуг з тим, щоб дозволити батькам поєднувати виконання сімейних обов'язків з трудовою діяльністю та участю в громадському житті, зокрема, шляхом створення і розширення мережі закладів для догляду за дітьми. Право на вільний вибір професії чи роду роботи, на просування по службі та гарантію зайнятості, а також на користування всіма пільгами і умовами роботи, на одержання професійної підготовки та на перепідготовку, включаючи учнівство, на фахову підготовку підвищеного рівня та регулярне підвищення кваліфікації. Право на працю, як невід'ємне право всіх людей. Право на однакові можливості при найманні на роботу, в тому числі застосування однакових критеріїв вибору при найманні. Право на охорону здоров'я та безпечні умови праці, включаючи захист репродуктивної функції. Заборонити, під загрозою застосування санкцій, звільнення з роботи на підставі вагітності або декретної відпустки і дискримінацію з огляду на сімейний стан при звільненні. Ввести оплачувані декретні відпустки або декретні відпустки з відповідними соціальними пільгами без втрати попереднього місця роботи, стажу роботи або соціальної допомоги. Право на однакову винагороду за працю, включаючи одержання пільг, на однакові умови щодо однакової праці, а також на однаковий підхід до оцінки якості роботи. Право на соціальне забезпечення, зокрема при виході на пенсію, безробітті, хворобі, інвалідності, по старості та в інших випадках втрати працездатності, а також право на оплачувану відпустку.

#### **7. Translate the following words and word combinations into Ukrainian.**

1. right to promotion, job security and all benefits and conditions of service; 2. right to social security, particularly in cases of retirement, unemployment, sickness, invalidity and old age and other incapacity to work; 3. recurrent training; 4. right to free choice of profession and employment; 5. right to receive vocational training and retraining; 6. right to equal remuneration, including benefits, and to equal treatment in respect of work of equal value; 7. advanced vocational training; 8. right to the same employment opportunities, including the application of the same criteria for selection in matters of employment; 9. safeguarding of the function of reproduction; 10. right to protection of health and to safety in working conditions; 11. apprenticeship; 12. dismissals on the basis of marital status; 13. provision of the necessary supporting social services; 14. combine family obligations with work responsibilities; 15. provide special protection to women

during pregnancy in types of work proved to be harmful to them; 16. introduce maternity leave with pay or with comparable social benefits; 17. establishment and development of a network of child-care facilities; 18. dismissal on the grounds of pregnancy or of maternity leave; 19. loss of former employment, seniority or social allowances; 20. right to work as an inalienable right of all human beings; 21. in the light of scientific and technological knowledge; 22. in the field of employment.

## **8. Translate the articles on the Labour Organisation Convention:**

### **Article 1**

1. The States Parties to the present Covenant undertake to ensure:

(a) The right of everyone to form trade unions and join the trade union of his choice, subject only to the rules of the organization concerned, for the promotion and protection of his economic and social interests. No restrictions may be placed on the exercise of this right other than those prescribed by law and which are necessary in a democratic society in the interests of national security or public order or for the protection of the rights and freedoms of others;

(b) The right of trade unions to establish national federations or confederations and the right of the latter to form or join international trade-union organizations;

(c) The right of trade unions to function freely subject to no limitations other than those prescribed by law and which are necessary in a democratic society in the interests of national security or public order or for the protection of the rights and freedoms of others;

(d) The right to strike, provided that it is exercised in conformity with the laws of the particular country.

2. This article shall not prevent the imposition of lawful restrictions on the exercise

of these rights by members of the armed forces or of the police or of the administration of the State.

3. Nothing in this article shall authorize States Parties to the International Labour

Organisation Convention of 1948 concerning Freedom of Association and Protection of the Right to Organize to take legislative measures which would prejudice, or apply the law in such a manner as would prejudice, the guarantees provided for in that Convention.

### **Article 2**

The States Parties to the present Covenant recognize the right of everyone to the

enjoyment of just and favourable conditions of work which ensure, in particular:

(a) Remuneration which provides all workers, as a minimum, with:

(I) Fair wages and equal remuneration for work of equal value without distinction of any kind, in particular women being guaranteed conditions of work not inferior to those enjoyed by men, with equal pay for equal work; A decent

living for themselves and their families in accordance with the provisions of the present Covenant;

(b) Safe and healthy working conditions;

(c) Equal opportunity for everyone to be promoted in his employment to an appropriate higher level, subject to no considerations other than those of seniority and competence;

(d) Rest, leisure and reasonable limitation of working hours and periodic holidays with pay, as well as remuneration for public holidays.

The States Parties to the present Covenant recognize the right of everyone to social security, including social insurance.

1. The States Parties to the present Covenant recognize the right of everyone to the enjoyment of the highest attainable standard of physical and mental health.

2. The steps to be taken by the States Parties to the present Covenant to achieve the full realization of this right shall include those necessary for:

(a) The provision for the reduction of the stillbirth-rate and of infant mortality and for the healthy development of the child;

(b) The improvement of all aspects of environmental and industrial hygiene;

(c) The prevention, treatment and control of epidemic, endemic, occupational and other diseases;

(d) The creation of conditions which would assure to all medical service and medical attention in the event of sickness.

## **9. Translate the following texts into English. Work in pairs.**

### **Стаття 1**

1. Держави, які беруть участь у цьому Пакті, визнають право кожного на достатній життєвий рівень для нього і його сім'ї, включаючи достатнє забезпечення харчуванням (adequate food), одягом і житлом, і на стале поліпшення (continuous improvement) умов життя. Держави-учасниці вживуть належних заходів щодо забезпечення здійснення цього права, визнаючи важливе значення, яке має в цьому відношенні міжнародна співпраця, що ґрунтується на принципі добровільності.

2. Держави, які беруть участь у цьому Пакті, визнаючи основне право кожної людини на свободу від голоду, повинні вживати необхідних заходів (індивідуально і в рамках міжнародної співпраці), які б включали реалізацію конкретних програм для того, щоб:

а) поліпшити методи виробництва, зберігання і розподілу (distribution) продуктів харчування шляхом широкого використання технічних і наукових знань, поширення знань про принципи харчування і вдосконалення або реформи аграрних систем таким чином, аби забезпечити найбільш ефективно освоєння і використання природних ресурсів.

б) забезпечити справедливий розподіл світових запасів продовольства, відповідно до потреб і з урахуванням проблем країн, які імпортують і експортують харчові продукти (food-importing and food-exporting countries).



## Стаття 2

1. Держави, що беруть участь у цьому Пакті, визнають право кожної людини на освіту. Вони погоджуються, що освіта повинна спрямовуватися на повний розвиток людської особи та усвідомлення її гідності і має зміцнювати повагу до прав людини і основних свобод. Вони, далі, погоджуються в тому, що освіта повинна кожному дати можливість бути корисним членом вільного суспільства, сприяти розвитку взаєморозуміння, терпимості (tolerance) і дружби між усіма націями, расовими, етнічними та релігійними групами, а також сприяти зусиллям Організації Об'єднаних Націй по підтриманню миру (maintenance of peace).

2. Держави, що беруть участь у цьому Пакті, визнають, що для повного здійснення цього права:

а) початкова освіта повинна бути обов'язкова і безкоштовна для всіх;

б) середня освіта в її різних формах, включаючи професійно-технічну середню освіту (vocational secondary education), має бути відкритою і доступною для кожного внаслідок вживання всіх необхідних заходів і, зокрема, поступового запровадження (progressive introduction) безкоштовної освіти;

в) вища освіта повинна бути однаково доступною для всіх на основі здібностей кожного шляхом вжиття всіх необхідних заходів і, зокрема, поступового запровадження безкоштовної освіти;

г) базова освіта (fundamental education) повинна по можливості заохочуватися або інтенсифікуватися по відношенню до тих, хто не проходив чи не закінчив повного курсу початкової освіти;

е) має активно проводитися розвиток мережі закладів освіти усіх рівнів, повинна бути встановлена задовільна система стипендій і мають постійно поліпшуватися матеріальні умови праці викладачів.

3. Держави, що беруть участь у цьому Пакті, зобов'язуються поважати свободу батьків та (у відповідних випадках) законних опікунів обирати для власних дітей не тільки школи, запроваджені державною владою, а й інші заклади освіти, що відповідають тому мінімуму вимог щодо освіти, який встановлено чи затверджено державою, і забезпечувати релігійне та моральне виховання своїх дітей відповідно до власних переконань (convictions).

4. Жодна частина цієї статті не повинна тлумачитися (construe) у розумінні обмеження свободи окремих осіб та установ створювати навчальні заклади і керувати ними за незмінної умови додержання принципів, викладених у пункті 1 цієї статті, і вимоги, щоб освіта, яку дають у таких закладах, відповідала тому мінімуму вимог, що його може бути встановлено державою.

**10. Read the text and translate it into your native language. Fill in the gaps with the missing words.**

team	reciprocal	public sector
intensity	typically	periods

important	similar hours	project
curve	individual	mentor
locked away	restricted	providing
concerns	network	fast-paced
warned	necessarily	patterns
establishing	full-time	entrenched
colleagues	realistic	mark
appropriate	impression	working year

### Challenges of the first graduate job

By Lauren Ahwan

Graduates hoping to make a good \_\_\_\_\_ in their first job by working long hours are being \_\_\_\_\_ that being at the office around the clock actually will damage their chances of success. Early in a new \_\_\_\_\_, many graduates struggle to adapt from university life to that of being a full-time employee.

It can be the first time in several years an \_\_\_\_\_ needs to be alert and working for eight hours or more in a day or be up and out of the house before 9am.

University of SA's Centre for Work + Life director Professor Barbara Pocock says \_\_\_\_\_ sensible working hours is one of the most important things graduates can do to get ahead in their first months on the job. "I think (graduates) have a fairly \_\_\_\_\_ expectation that their days of going to the pub at four o'clock are over," Professor Pocock says. "But they do struggle to set \_\_\_\_\_ work hours. "It's not uncommon for people in their 20s and early 30s, who are keen to be using their skills and want to make their \_\_\_\_\_, to work long hours and become overworked."

She says there is research and evidence which shows people who work long hours over long \_\_\_\_\_ of time or who work under pressure will have some poor consequences to their health. "So (working extreme hours) is not \_\_\_\_\_ the best way (of getting ahead) because (graduates) won't be doing their best work in the long run," she says. "What is \_\_\_\_\_ is pacing yourself so that you can give your best and make a good impression."

Long work hours are not \_\_\_\_\_ to graduates. A report by the Centre for Work + Life last year found more than a quarter of all \_\_\_\_\_ workers are putting in at least 48 hours every week. Research also released last year by Graduate Careers Australia shows graduates in full-time employment \_\_\_\_\_ work 41 hours a week.

Professor Pocock says law and engineering graduates, as well as those who get work within the \_\_\_\_\_, often work longer hours. She accepts some graduates may feel powerless to work a standard 38-hour week in organisations in which a culture of longer hours is \_\_\_\_\_. "Where you can, it's really worth trying to set up good \_\_\_\_\_ of work hours," Professor Pocock says. "Take holidays as they become due and try to find an employer who is a \_\_\_\_\_ partner and will listen to your \_\_\_\_\_."

Architecture and design firm Hames Sharley prides itself on \_\_\_\_\_ opportunities to graduates and has employed six in the past two months alone. Director David Cooke says all new graduates are provided with a \_\_\_\_\_ leader, who acts as a \_\_\_\_\_, to ensure they make a successful transition from study to work. “Graduates shouldn't be \_\_\_\_\_ to work on their own in an office all day,” he says. A solo approach doesn't benefit the employer or the employee. This (architecture and design) is a very demanding profession but also very rewarding. Our graduates have the opportunity to work on a variety of projects from day one . . . (and) we ensure graduates are working in a \_\_\_\_\_ environment where they can receive the support they need.

Mr Cooke says graduates are encouraged to take advantage of the company's flexible work arrangements as well as study assistance and professional development programs.

University of Adelaide graduate Paul Sarno, 26, joined the team at Hames Sharley last November. He says it can be “a bit daunting” stepping into a busy and dynamic office environment for the first time. “I was putting in \_\_\_\_\_ in my final year at university (to that required at work),” he says. (But) I have found there is a greater \_\_\_\_\_ to the work at a firm like Hames Sharley. “While I am working on a variety of projects, it is always in a team environment so I can refer to one of my \_\_\_\_\_ at any time.”

Mr Sarno believes a support \_\_\_\_\_ is critical for anyone making the transition from university life to the \_\_\_\_\_ corporate environment. “It's a steep learning \_\_\_\_\_ but very invigorating” he says.

## **11. Read the text and put the headings in the right place.**

### **1. \_\_\_\_\_**

Tips to ensure sensible working hours:

- Keep track of time. Employees can minimize the mismatch between actual and desired hours of work by paying close attention to the hours they work and recording these hours.
- Individuals who struggle with work-life balance should closely monitor the time they spend at work. Talk to colleagues about work hours. Dissatisfaction with work hours is widespread. Individuals may find it difficult to cope with work-life balance issues in isolation but it is likely they will find support from their colleagues.
- Find out about existing flexibility arrangements. Many employees are unaware that flexible arrangements exist in their workplace or feel pursuing arrangements is not well-regarded by managers. Increased awareness can increase uptake.
- Signal to employers/unions the importance of time and genuine flexibility. Workplace flexibility has dominated debates about industrial relations in Australia for more than two decades but about

four in five employees still are dissatisfied with the number of hours they work.

## 2. \_\_\_\_\_

### FOLLOW YOUR INTEREST

An unsuccessful or unfulfilled career usually results when the worker is unhappy with what they do. A nursing career, for example, may provide secure lifelong employment but if you do not like helping people, it is unlikely you will do well or want to go to work. Choose an area you are interested in, then research the occupation options.

### IDENTIFY THE QUALIFICATIONS

Search university, TAFE or registered training organization websites to find out what qualifications are needed for a job. An interest in money, for example, could lead to a career as an accountant but staff will need a university degree. Financial planning may be a better fit for vocationally adept people while a bank teller is a good job for those wanting an entry-level role.

### GET PLENTY OF EXPERIENCE

School or university students can get work experience or industry placements to test the waters and find out what it is like to work in the field or check their competency at the job. The Fair Work Act makes it a bit more difficult for adult workers to legally get work experience but they may be able to get entry-level work on a casual basis. Approach employers or their human resources staff to identify the options.

### TALK TO STAFF

There often is no better way to find out what the day-to-day life of a job is than to ask someone who is living it. Most people usually are more than happy to give their advice to a fledgling recruit. Approach family and friends or email or telephone strangers or friends of friends in the desired field. Ask them what they like and dislike about the role, what the working hours are, salary potential, their regrets and their advice.

### DECIDE WHAT IS IMPORTANT

Workers who value a high salary will find a high-paying occupation more rewarding than staff who prefer to work fewer hours or in a role with less responsibility. Some industries pay higher than others while skill shortages in occupations also can affect pay rates. Jobs that require a high level of qualifications often pay more. Research salary potential online or by reading CareerOne each week to find roles with the desired pay range.

### SEEK FORMAL HELP

Career advisers work for educational institutions, private consultancies and government, for free or a fee, to help guide people into their career. Services vary from formal skills testing and development plans to a casual counselling session or informative chat. Contact the Career Development Association of Australia for practitioners.

### 3. \_\_\_\_\_



Women entrepreneurs face unique challenges when starting a business. Entrepreneurship was once considered a man's territory, but each year, more and more women set out on the journey to launch and lead their own companies. These business-savvy ladies inspire other women with dreams of founding startups, but many female business owners still face significant obstacles because of their gender. Female CEOs shared a few of the biggest challenges women entrepreneurs face today, and how to overcome them.

#### **Women entrepreneurs think they need to act like men.**

Most female business owners who have attended networking events can relate to this scenario: You walk into a crowded seminar and can count the number of women there on one hand. When women entrepreneurs have to talk business with primarily male executives, it can be intimidating.

To compensate and protect themselves, women often feel as though they need to adopt a stereotypically "male" attitude toward business: competitive, aggressive and sometimes overly harsh. But Hilary Genga, founder and CEO of women's swimwear company Trunkettes, said this is the wrong approach to take.

"Be yourself, and have confidence in who you are," Genga said. "Don't try to be a man. You made it to where you are through hard work and perseverance, but most importantly, you're there. Don't conform yourself to a man's idea of what a leader should look like."

Sharon Rowlands, CEO of digital marketing firm ReachLocal, agreed that confidence is the key to success, even when you're up against a boardroom full of men. Rowlands noted that when she was a newly appointed CEO, she often felt her ideas received more scrutiny than those from her male colleagues. However, she didn't let that discourage her from being a great business leader, she said.

"I had confidence in my abilities to run the business," Rowlands told Business News Daily. "I just made sure that any initiative I was trying to move forward was backed up by a solid business case. I was never unprepared for the questions that I knew would come. I also think many women naturally have extraordinary common sense, a sharp intuitive sense and a great focus on people. These are extremely valuable in business and can help to set us apart as leaders."

Women-owned startups receive significantly less investor funding.

Not every startup founder looks for investors to help his or her business get off the ground, but those who do know how difficult the pitching process can be. Raising capital is even more difficult for women-owned firms: A 2014 Babson College report found that less than 3 percent of venture capital-funded companies had a female CEO.

Bonnie Crater, CEO and founder of Salesforce performance management solution Full Circle CRM, said that venture capitalists tend to invest in startups run by people of their own "tribe" — for instance, a Stanford-educated investor will want to back a Stanford alumnus's business. This means that VC firms with female partners are more likely to invest in women-run startups, but according to Babson, that only accounts for 6 percent of U.S. firms. If a woman is looking for business investors, Crater advised building confidence through a great team and business plan.

"Investors are typically looking for businesses that can grow to over \$1 billion in valuation," Crater said. "Think about how to do that. If you have experts on your founding team that can execute the business operations well, investors will have confidence in those people. You also need a good product market fit."

#### **Emotions and nurturing skills can affect women's businesses.**

Though trying to act like a man doesn't guarantee success for a female entrepreneur, allowing her "feminine" qualities to stand in the way of getting things done isn't necessarily recommended, either. By nature, women are more emotional and nurturing, which can sometimes be a hindrance to running a business.

"For men, a business is mostly about the bottom line, but for women, it's more than that," said Delia Passi, CEO of WomenCertified, home of the Women's Choice Award. "We get emotionally connected, and that can hold us back from making the tough decisions. Male board members and investors get frustrated when we're not as quick to fire or make dramatic business changes that could impact employees' families."

Passi noted that women also tend to place a high premium on building up relationships that they hope will naturally lead to sales. Connections are highly important to success, and nurturing strong professional relationships can go a long way. However, Passi reminded female entrepreneurs to also be direct and stay focused on their business goals.

Women often lack the support of other female business leaders.

Long before she founded online women's eyewear boutique Rivet & Sway, CEO Sarah Bryar worked with undergraduate female engineering students at the Massachusetts Institute of Technology. These "trailblazers," as Bryar described them, felt insecure about being in the minority as women who excelled in math and science, and longed for more camaraderie and support from female peers in their fields.

"The main challenge for female entrepreneurs is just like the challenge for female engineering students: There just aren't enough of us," Bryar told Business

News Daily. "There aren't enough women to be role models, act as sounding boards, do deals with — in short, to create normalcy for women in leadership positions."

Despite the quickly growing number of female executives and business owners, finding fellow women entrepreneurs to connect with isn't always easy. Women-focused networking events like American Express OPEN's CEO BootCamp are good places to start, as well as online forums and groups specifically created for women in business.

"Opportunities to lead do exist for women," Bryar said. "We just need to continue to support and promote women in the limelight to encourage others to come along for the ride."

Many women have to balance raising families with running their businesses.

Work-life balance is often a goal of entrepreneurs across the board, but mothers who start businesses have to simultaneously run their families and their companies.

"Being a mother while running a business is very challenging," Genga said. "There are ways to balance your time, but the perception is that you could be more effective running your business if you didn't have to deal with kids."

Genga said she has learned to not take shortcomings on either front too seriously, and to not beat herself up over the little things, like missing a class trip with her children. "Momtrepreneurs" have dual responsibilities to their businesses and to their families, and finding ways to devote time to both is key to truly achieving that elusive work-life balance.

Women entrepreneurs are afraid of failure.

According to Babson College's 2012 Global Entrepreneur Monitor, the fear of failure is the top concern of women who launch startups. Failure is a very real possibility in any business venture, but Passi said it shouldn't be viewed as negative.

"You need to have massive failure to have massive success," Passi said. "You may need 100 'no's' to get one 'yes,' but that one 'yes' will make you more successful tomorrow than you were today."

Bryar offered similar advice for female entrepreneurs, encouraging them to work through the moments of self-doubt that every business owner faces.

"Work hard at ignoring that inner voice that may discourage taking action, speaking up or getting outside your comfort zone," she said. "It's something I struggle with myself, but I know fundamentally that I wouldn't be a CEO today if I hadn't taken chances to assert myself."

Summary:

New research shows the importance of social support for women preparing for STEM careers. "Gender stereotypes manifest in a variety of ways in a work environment, such as conflicting role expectations, a lack of authority and a variety of small, interpersonal cues that signal the potential bias against women," writes one expert. "It is common for organizations to promote policies against blatant acts

of discrimination and sexual harassment, but it is less common for them to recognize the unconscious acts of bias that frequently occur."

It's a given that any woman having children will take some time off work to raise them. Some women jump back to their jobs right away, while others take an extended leave in order to spend several years with their children before returning to work. Those who leave work for a lengthier time, though, have found bigger challenges getting back into the work force.

At one end of the spectrum, Toronto mom Rindy Bradshaw built a career as an advertising account executive with the firm Ogilvy & Mather in London, took a dozen years off to be with her children and transitioned back to work as a program director for a Toronto-based non-profit. that uses puppets to teach kids about acceptance of differences and disabilities. At the other end, lawyer Carrie Mandel took just 12 weeks' maternity leave with each of her two daughters and is now a partner with executive recruitment firm Odgers Berndtson, based in Toronto and New York.

Just how women re-enter the work force after a long leave became a hot topic this summer when writer Judith Warner wrote a piece in New York Times Magazine: "The Opt-out Generation Wants Back In." In it, Ms. Warner interviewed women who had given up promising careers to stay at home and raise their children. She found that many women had difficulty re-entering the labour force, particularly those who did not have the highest education levels or highly connected social networks, or those who had divorced. Her article was a follow-up to a controversial 2003 article in the magazine by Lisa Belkin called "The Opt-out Revolution," in which Ms. Belkin said women were voluntarily choosing to give up their careers in favour of family.

Since then, the workplace has changed. While the stigma around women earning more than their partners has eased, and some employers are more flexible, jobs are less secure. The challenge of negotiating a return from leave, however, remains a constant.

"Women who return to work after a leave tend to get marginalized or sidelined, and a lot of this is an implicit or benevolent form of bias where people are trying to be nice by not giving women more challenging assignments or passing them over for promotion because they don't want to stress them out," says Jennifer Berdahl, a professor of organizational behaviour at the University of Toronto's Rotman School of Management.

For women looking to avoid the sidelines upon their return to work – and workplaces interested in capitalizing on their talents – communication are key factors.

"Workplaces shouldn't assume that all mothers are the same," Ms. Berdahl says. "Some want to hit the ground and run, others might want to scale back. [Managers should] work actively with women instead of assuming what they want." She adds that women should also initiate these discussions.



Ms. Mandel, who has also written a book called *Breaking Through: Tales from the Top Canadian Women General Counsel*, says she interviewed women who successfully negotiated getting off the law partner track – and back on.

“The more you can do to stay connected, the easier it will be when you come back,” says Ms. Mandel. “Hopefully you’re working for a firm where people on the inside get that, and help you stay connected in ways that are not intrusive on your maternity leave time, including you on e-mails to keep you in the loop, flagging developments you might have missed.”

In-person connections are also be important, says Donna Spencer, a former sales manager who took five years off to raise her children and retrained as a consultant for Investors Group Financial Services. “When you have time off, you want to be always investing in yourself, networking and connecting,” she says.

For some women, particularly those on a longer-term leave, contemplating a return to the work force prompts self-reflection. Sue Austin is a coach with At the Junction Consulting, a Toronto-based organization that runs a seven-week workshop called “Your next chapter” to help women plan their return to work. She asks clients to think about the big picture. “What are the factors that are driving you to get back into work force and how do you define balance?” she asks.

She also encourages women to identify skills they developed while away from their jobs, such as those developed volunteering. “These women have managed budgets, looked after multiple stakeholders, worked with volunteers in collaborative ways,” she says.

Ms. Austin’s client, Ms. Bradshaw, for instance, volunteered with her children’s school and her church, community involvement that influenced her transition from advertising to non-profit work. “It was a rich time because I was with my kids but I really felt I was also making a big contribution, and learning a lot,” says Ms. Bradshaw.

While those who take longer leaves risk their skills and contacts becoming stale, employers also risk losing talented and experienced employees. This is particularly prevalent in professions with billable hours. “After having kids, people are starting to leave those jobs. They are just so hostile to family life,” Ms. Berdahl says.

Those who have successfully waded back into the working world say planning ahead is key. “Have a goal in mind and a plan,” Ms. Spencer says. “Think about what you have, what are the benefits of leaving, what is your goal down the road, and what is your plan to get back in.”

Mary Jean Amon, a doctoral student in the University of Cincinnati’s psychology program.

Credit: Image courtesy of University of Cincinnati

As a national push continues to recruit talented girls and young women into math- and science-related careers, a new study underlines the importance of mentoring and other social support systems for women pursuing those research professions.

Mary Jean Amon, a doctoral student in the University of Cincinnati's psychology program, presented her findings at the annual convention of the American Psychological Association in Washington, D.C.

Amon's study uncovered three themes that emerged as women examined the effects of gender stereotypes in STEM fields: career strategies, barriers to achievement and buffering strategies.

"Gender stereotypes manifest in a variety of ways in a work environment, such as conflicting role expectations, a lack of authority and a variety of small, interpersonal cues that signal the potential bias against women," writes Amon. "It is common for organizations to promote policies against blatant acts of discrimination and sexual harassment, but it is less common for them to recognize the unconscious acts of bias that frequently occur."

Amon says as a result, the women in the study revealed how they played distinct roles within different contexts, remaining vigilant to cues regarding gender-role expectations.

Amon's study focused on 46 female graduate students working toward STEM careers -- male-dominated fields that demand expertise in science, technology, engineering, math and medicine. The study group was participating in STEM leadership workshops at a research university.

Amon used a research tool called PhotoVoice to gather accounts from female graduate students in the STEM disciplines. She calls PhotoVoice an emerging research tool that encourages study participants to use photography to detail experiences and express opinions. "It's an approach to learning about a community and their experiences, and often the findings are translated into policies," explains Amon.

Gender stereotypes were identified through discussions involving conflicting role expectations, feelings of a lack of authority and interpersonal cues indicating gender bias.

The study revealed that social support systems -- encouragement from research advisors as well as family and friends -- played a key role in helping women overcome challenges in these male-dominated professions. "I was surprised at the major role that social supports took in helping women persevere in these fields," says Amon. "They were very sensitive to their mentor's feedback. I think that's true for the general population in research fields. However, when these women reported having lower confidence and higher perfectionism and their mentors were offering negative feedback or just weren't around, these women felt like they took a major hit.

"On the other hand, even in the face of failure, if their mentor told them it was all OK, that would really smooth over their personal turmoil about pursuing their career," says Amon.

Amon suggests additional diversity training to support women in STEM professions, as well as self-development opportunities to increase the motivation of women entering these fields over applied work or teaching. The paper also suggests initiatives such as mentoring programs, flexible work hours or maternity

and paternity leave, to bolster the STEM employee's support network and sense of work-and-life balance.

Amon is planning future research involving best practices for promoting women and men in STEM professions.

#### 4. \_\_\_\_\_

Participants ranged in age from 21 to 51, with the average age being 29. Sixty-four percent of the study participants were white; 22 percent Asian; 4 percent identified as black; 4 percent Hispanic; 4 percent multiracial and 2 percent Native American. Thirty-five percent of the sample was represented by international students from 11 different countries. Fifty percent of the participants were pursuing fields in the natural sciences; 28 percent were studying medicine and health; and 22 percent were pursuing careers in engineering.

Gender equality is a pillar of global development. That's why Devex hosted a webinar last week to discuss how gender has played a dominant role in development interventions since the 1970s and the many career paths available to work on this hot topic.

A recording of the webinar, "Gender-focused careers in international development," will be available on the Devex website shortly.

One thing that came though in the webinar was that mainstreaming gender into development programs has become common practice. The benefits for doing so are so accepted, they aren't even up for debate.

But as an industry, do we practice what we preach?

I recently participated in an online discussion with the Guardian that asked the question: What does "leaning in" for women working in development look like? Most everyone is well aware of Facebook Chief Operating Officer Sheryl Sandberg's book, "Lean in," which this year has sparked much debate over how women should — or should not — exert themselves in the workplace to have a "seat at the table."

While I think international development is ahead of some other industries in female representation at the top, it still often seems like the domain of (typically white) men.

Some of the challenges that affect women who work outside of the home can become magnified when working in global development, particularly with kids. Business travel isn't a quick night or two away but usually involves long jaunts across the globe that may last weeks or even months. Travel affects fathers too, of course, but with women still statistically the dominant caretaker of children — even when they work outside of the home — frequent and long periods of travel can be more challenging for women to juggle than their male counterparts.

I'm a mother of two little girls, and I recall one overseas trip where I was asked frequently, "Who is taking care of your kids?" My male colleagues standing beside me who were also fathers didn't once receive this question. Conversely, whenever I travel overseas, people are incredulous that my husband can handle the kids on his own, insisting surely someone — typically a woman like one of our mothers — must be swooping in to help. When he travels and I'm left behind with

the kids, no one bats an eye. While I don't think the questioners mean any harm, it is demonstrative of the prevailing attitude across most cultures that women are the primary caregivers.

In order to advance into leadership positions in global development — either within an international NGO, consulting firm or major multilateral like the United Nations — professionals typically must spend at least part of their career in the field. Many organizations require — or expect — part of that time to be spent in conflict zones, typically unaccompanied posts where your family is not allowed to come along. Even when posted in locations where family can follow, men are less likely to follow their wives to the field if it means their careers will need to take a back seat.

Some of the international institutions Devex provides recruiting services to cite this as a major factor in attracting women to their organization. Most career-driven women tend to pick similarly career-minded spouses. Field locations do not typically have a booming global industry where a spouse can easily swoop in and find a job. While women in leadership positions can be stigmatized for spending too much time away from their family, men too get stigmatized should they choose to take a step back in their career or become a primary caregiver.

Many couples manage these challenges by “taking turns.” One spouse will take a job and the other will follow and then a couple of years later, they switch. This can work well for many couples, though often it means both of their careers take a hit. Gaps on a resume are a read hurdle to employment and can be even more so for a man, again because of the stigma against men who take time off.

At Devex, we work with spouse support groups at several international organizations. They report a greater reluctance from male spouses in seeking out career advice and job support services. They are more likely to feel embarrassed to ask for help and often feel out of place among a more female-dominant network of spouses.

The international nature of our work doesn't only affect wives and mothers. Recruiters from one international organization we work with told me they also struggle attracting single women. Many of these women are hoping to find a spouse and do not consider the job locations to be a prime locale for meeting eligible bachelors. Or they may be less likely to take on assignments in insecure places without a support network with them.

Another challenge: Professionals in global development are frequently working alongside other cultures which may have different norms, laws and prejudices against women and their standing in society. Often, expat women are considered differently than local women (placed somewhere between a man and a local woman on the social standing ladder). It can make managing multicultural staff a more challenging prospect. Yet being a strong manager is key to advancing in the field. (Not to mention we need local female leaders as much if not more than expat ones.)

So how do we solve the gender gap? I won't pretend to have the answers. But I do think we should start by looking at how the realities of global

development work can affect women — and men — and their ability to advance their careers.

What other challenges do you see women face working in the global development industry? What have been your experiences? How do you think we can provide better support to women and men to encourage more equality across gender in leadership positions?

- a) *First jobs.*
- b) *Challenges Women Entrepreneurs Face (and How to Overcome Them).*
- c) *Study Demographics.*
- d) *How to choose what to do for the rest of your life.*

**12. You are going to read an extract from an article about benefits in Career breaks for women. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (8-14). There is one extra sentence which you do not need to use.**

<b>A</b> A survey of 115 state and territory finalists of the 2013 Telstra Business Women’s Awards found that over half, 55%, said that taking time out could be positive.
<b>B</b> But who do you turn to for help when you’ve got a rapidly expanding enterprise on your hands and no experience of running a company?
<b>C</b> She spent two years in the UK with her spouse.
<b>D</b> She says both females and males find it challenging returning to work after a break, as the company may have progressed and it takes effort to get up to date.
<b>E</b> She says both females and males find it challenging returning to work after a break, as the company may have progressed and it takes effort to get up to date.
<b>F</b> The code falls in line with Business Council of Australia’s push to improve the recruitment and promotional opportunities for women in senior roles.
<b>G</b> It covers the lifecycle of an executive search campaign, including assisting clients with diversity protocols, to identifying female candidates, and induction.
<b>H</b> The survey found that 36% said a career break lead them to try something different to their usual profession.

**Career breaks for women have benefits despite the challenges**

Australian business women have revealed that an extended break from work does not always have a negative impact on their future career.**1.**\_\_\_\_\_

They reported that it enables time to reassess life goals and career goals, while 87% agreed that taking parental leave could be a catalyst for launching their own business.

**2.**\_\_\_\_\_

These career breaks may be taken for maternity leave, study leave, extended travel or other personal reasons. However, despite some of the positive potential of career breaks, the survey found that old issues remain prevalent.

It found 89% of respondents say women face challenges when returning to work after a career break. Forty per cent of women find it difficult to return to the workforce at the same level as they were at before the break, while 33% believed career break impacts negatively on wealth creation.

Manager of marine environment salvage and intervention at the Australian Maritime Safety Authority, and the 2012 ACT Telstra Young Business Women's Award winner Jocelyn Parsons once took a career break after eight years in the Navy.

She told SmartCompany this morning it was the first time she'd had the chance to step outside of the Navy environment and explore new things.

**3.** \_\_\_\_\_

"It was a positive for me, I had joined the Navy at 17 years old, and wanted to look for experience elsewhere," she says. While it proved a positive opportunity for Parsons, she is aware that many businesses still view letting someone take leave for personal growth, whether it be male or female, as a risk.

"Most employers will see it as a loss... they've got to make a business decision to take the hit," she says. However, Parsons says if employers and employees can work collaboratively, it can be a huge benefit to the company when the employee returns, armed with new skills and life experience. **4.** \_\_\_\_\_

"It requires support and respect... but businesses should recognise the positives," she says. For business owners, the challenge of taking a career break of their own can be more about how to keep operations running smoothly when they are not there.

The managing director of Carman's Fine Foods, Carolyn Creswell, who won the 2012 Telstra Australian Business Woman of the Year award, doesn't think women should avoid a necessary career break if well planned. **5.** \_\_\_\_\_

"It's amazing how dispensable you are," she said. "When you have great people at work, the business just keeps going." The survey was undertaken in the lead-up to the national finals of the Telstra Business Women's Awards in Melbourne on November 14.

The findings come as a group of executive search firms have announced their commitment to a voluntary code of practice to improve women's participation in business. **6.** \_\_\_\_\_

The voluntary code has seven key principals of best practice to assist in improving gender balance in senior teams. **7.** \_\_\_\_\_

The businesses committed to the code include Egon Zehnder, Heidrick & Struggles, Korn/Ferry, Russell Reynolds and Spencer Stuart. **8.** \_\_\_\_\_

### **13. Read the article and answer the questions.**

#### **The Special Challenges Women Face in Business**

Much as we'd like it otherwise, women are still facing obstacles that men are not. Yes, we've made progress...but there's a lot more to be done before we can drop the phrase "special challenges".

So what's the problem?

For one, we are still earning less than our male counterparts. In a Boston Globe article titled, Gap shrinking, but women still working for less/Study cites gains; disparity lingers, 3/4/04, staff writer, Diane E. Lewis refers to a new study presented at the Federal Reserve Bank of Boston the previous day. She states, "The pay gap between young men and women is smaller than it's ever been, but women still face an uphill climb in the workplace, (according to a new study presented yesterday)"

So, while the gap is smaller, it's still a gap...and the women are on the wrong side. However, there are other challenges besides wages. For example:

Many professional women on the way up still feel the need to prove themselves. Not just to colleagues (male or female) but to themselves. These are the women you see who are totally driven. Success at any cost. The career comes before anything else. All too often the cost is one's personal life.

A vast majority of women are still attempting to do it all – have a successful career, be a fabulous parent and spouse, run a household and still have time for other interests. How exactly you do this? Give up sleep entirely?

Find some women who are really "doing it all". I've met a few. They're incredibly stressed and questioning what exactly are they doing with their lives. They either feel they're neglecting their children. Or they've decided to remain childless in order to focus on their careers. This could be why we're starting to see more and more professional women telecommuting, working flex time or even getting off the job track for a few years to be stay-at-home moms. They want to do one thing well and for many that means choosing to be with their children.

Women CEO's are still in the minority, which means fewer mentors for the younger women on the way up. And, of course, many who've made it to the top are all too often labeled tough, hard, difficult, cold. In other words, possessing the same skills as their successful male counterparts. Those traits that are desirable in men are still seen as negative in women. Come on. If Martha Stewart were a man, would she be going to prison? I doubt it.

Maybe once we stop setting up our own obstacles (the need to do it all, the need to do it better, etc) and using challenges as learning experiences, we can rewrite the definition. Challenge is a positive when it helps us grow.

1. Is there any gap in wages between men and women in Ukraine? Compare with America.
2. What can you say about women who manage to cope with both career and family? Is it hard to your mind? What are your personal life objectives and priorities?

3. Give your own examples of challenges women face on their place of employment?
4. In what way challenges can be useful?

#### **14. Render the following text into English.**

##### **Трудовий договір. Контракт. Трудова угода**

Договір трудовий - угода між працівником і власником підприємства, установи, організації або уповноваженим ним органом (далі власник), за якою працівник зобов'язується виконувати роботу, визначену цією угодою з підпорядкуванням внутрішньому трудовому розпорядку, а власник - виплачувати працівникові заробітну плату і забезпечувати умови праці, необхідні для виконання роботи, передбачені законодавством про працю, колективним договором й угодою сторін.

Трудовий договір вважається укладеним, коли сторони досягають згоди з усіх умов, у тому числі з обов'язкових та додаткових.

Під час укладення трудового договору громадянин зобов'язаний подати паспорт або інший документ, що посвідчує особу, трудову книжку, а у випадках, передбачених законодавством, - також документ про освіту (спеціальність, кваліфікацію), про стан здоров'я та інші документи.

Трудовий договір укладається як в усній, так і письмовій формі.

Письмова форма трудового договору в сучасних умовах є найбільш оптимальною. Особливо її значення збільшується зі зростанням договірного регулювання праці та розширенням прав підприємств у регулюванні трудових відносин, відносин щодо додаткового соціального забезпечення працівників.

Трудовий договір може бути:

- безстроковим тобто таким, що укладається на невизначений термін;
- строковим, якщо трудові відносини не можуть бути встановлені на невизначений строк з урахуванням характеру наступної роботи, або умов її виконання, або інтересів працівника та в інших випадках, передбачених законодавчими актами;
- може укладатися на час виконання певної роботи.

Під час укладення трудового договору може бути обумовлене угодою сторін випробування з метою перевірки відповідності працівника роботі, яка йому доручається. При цьому слід враховувати, що умова про випробування обов'язково повинна бути застережена в наказі (розпорядженні) про прийняття на роботу. Якщо працівник відмовляється від випробування, трудовий договір не може вважатися укладеним.

На період випробування на працівника поширюється законодавство про працю. Це означає, що, з одного боку, працівник зобов'язаний виконувати усі трудові обов'язки, покладені на нього трудовим договором і законодавством, а з другого - випробування не тягне ніяких обмежень трудових прав працівника, в тому числі і в розмірі заробітної плати.



У певних випадках встановлення випробування законодавством заборонено. Так, випробування не встановлюється під час прийняття на роботу: осіб, які не досягли 18-ти років; молодих робітників після закінчення професійних навчально-виховних закладів та молодих спеціалістів після закінчення вищих навчальних закладів (які були працевлаштовані на підставі направлення на роботу); осіб, звільнених у запас з військової чи альтернативної (невійськової\*) служби; інвалідів, направлених на роботу відповідно до рекомендації медико-соціальної експертизи. Випробування не встановлюється також у разі прийняття на роботу в іншу місцевість і переведення на роботу на інше підприємство, в установу, організацію, а також в інших випадках, якщо це передбачено законодавством.

Строк випробування під час прийняття на роботу, якщо інше не встановлено законодавством України, не може перевищувати трьох місяців, а в окремих випадках, за погодженням з відповідним комітетом профспілки, - шести місяців. Для робітників строк випробування не може перевищувати одного місяця. Якщо працівник у період випробування був відсутній на роботі у зв'язку з тимчасовою непрацездатністю або з інших поважних причин, строк випробування може бути продовжено на відповідну кількість днів, протягом яких він був відсутній.

Якщо строк випробування закінчився, а працівник продовжує працювати, то він вважається таким, що витримав випробування, і наступне розірвання трудового договору допускається лише на загальних підставах. У випадку, коли протягом строку випробування встановлено невідповідність працівника роботі, на яку його прийнято, роботодавець має право розірвати трудовий договір.

Припинення трудового договору - це юридичний факт, що є підставою для розірвання трудових правовідносин. Підставами припинення трудового договору є: 1) згода сторін; 2) закінчення терміну трудового договору, крім випадків, коли трудові відносини фактично тривають і жодна зі сторін не поставила вимогу про їх припинення; 3) призов або вступ працівника на військову службу, направлення на альтернативну (невійськову) службу; 4) розірвання трудового договору з ініціативи працівника, з ініціативи власника або уповноваженого ним органу, або на вимогу профспілкового, чи іншого уповноваженого на представництво трудовим колективом органу; 5) переведення працівника за його згодою на інше підприємство, в установу, організацію або перехід на виборну посаду.

Зміна підпорядкованості підприємства, установи, організації не припиняє дії трудового договору. У разі зміни власника підприємства, а також у разі його реорганізації (злиття, приєднання, поділу, виділення, перетворення) дія трудового договору працівника продовжується. Припинення трудового договору з ініціативи власника або уповноваженого ним органу можливе лише у разі скорочення чисельності або штату працівників. Працівник має право розірвати трудовий договір, укладений на

невизначений строк, попередивши про це власника або уповноважений ним орган письмово за два тижні.

Трудовий договір, укладений на невизначений строк, а також строковий трудовий договір до закінчення строку його чинності можуть бути розірвані власником або уповноваженим ним органом лише у випадках: 1) змін в організації виробництва і праці, зокрема ліквідації, реорганізації, банкрутства або перепрофілювання підприємства, установи, організації, скорочення чисельності або штату працівників; 2) виявленої невідповідності працівника займаній посаді або виконуваній роботі внаслідок недостатньої кваліфікації або стану здоров'я, які перешкоджають продовженню цієї роботи; 3) систематичного невиконання працівником без поважних причин обов'язків, покладених на нього трудовим договором або правилами внутрішнього трудового розпорядку, якщо до працівника раніше застосовувалися заходи дисциплінарного чи громадського стягнення; 4) прогулу (зокрема відсутності на роботі більше трьох годин протягом робочого дня) без поважних причин; 5) нез'явлення на роботу упродовж більш як чотирьох місяців поспіль внаслідок тимчасової непрацездатності, не рахуючи відпустки з вагітності і пологах, якщо законодавством не встановлений триваліший строк збереження місця роботи (посади) за певного захворювання. За працівниками, які втратили працездатність у зв'язку з трудовим каліцтвом або професійним захворюванням, місце роботи (посада) зберігається до відновлення працездатності або встановлення інвалідності; 6) поновлення на роботі працівника, який раніше виконував цю роботу; 7) появи на роботі в нетверезому стані, у стані наркотичного або токсичного сп'яніння; 8) вчинення за місцем роботи розкрадання (зокрема дрібного) майна власника, встановленого вироком суду, що набрав законної сили, чи постановою органу, до компетенції якого входить накладення адміністративного стягнення або застосування заходів громадського впливу.

Особливою формою трудового договору є контракт, спрямовування якого створювати умови для виявлення ініціативи та самостійності працівника.

Контракт (від лат. *contractus* - угода) - це правовий документ, що засвідчує певну домовленість між підприємством, організацією чи установою й працівником про умови спільної виробничої й творчої діяльності, обумовлену певним терміном.

Реквізити:

1. Назва виду документа.
2. Дата й місце укладання.
3. Текст.
4. Юридичні адреси сторін.
5. Підписи сторін - укладачів контракту.
6. Печатка, що засвідчує підпис роботодавця.

У тексті контракту зазначають орган, який наймає працівника; посада, прізвище, ім'я, по батькові, кого наймають; термін дії контракту; загальні

положення; функції та обов'язки сторін; компетенція і права фахівця; матеріальне і соціально-побутове забезпечення працівника; відповідальність сторін, вирішення спорів; зміна і розірвання контракту.

Контракт може укладатися як з ініціативи керівника підприємства, так і особи, яка наймається на роботу, є підставою для видання наказу про прийняття працівника на роботу з дня, встановленого у контракті.

Документ, укладений у двох примірниках (по одному для кожної сторони), набуває юридичної чинності з моменту його підписання або з дати, обумовленої сторонами у контракті, й діє упродовж визначеного в ньому терміну: до 5 років, але не менше ніж рік. Контракт може бути змінений тільки за письмовою угодою сторін.

Фахівці з проблем ділового мовлення визначають таку відмінність між контрактом і трудовим договором:

- можуть визначатися додаткові підстави припинення та розірвання контракту, не передбачені чинним законодавством;

- надання відпустки працівникові може визначатися на розсуд керівника;

- укладають на певний термін (від року до п'яти);

- можуть застерігатися наслідки (додаткові гарантії та компенсації моральної та матеріальної шкоди) дострокового припинення контракту з незалежних від працівника причин. - підстави припинення і розірвання трудового договору відповідно до чинного законодавства;

- надання відпустки працівникові за встановленим графіком;

- укладають на період виконання певної роботи; на невизначений термін (безстроковий трудовий договір).

Умови контракту, які погіршують становище працівника порівняно з чинним законодавством, угодами і колективним договором, вважаються недійсними.

Трудова угода - це документ, яким регламентуються стосунки між установою і позаштатним працівником, коли в організації бракує фахівців з певної галузі. Трудова угода, укладена зі штатним працівником, визначає коло його доручень, які виходять за межі безпосередніх службових обов'язків.

Реквізити:

1. Назва виду документа.

2. Заголовок.

3. Місце укладання.

4. Дата.

5. Текст з переліком повноважень і зобов'язань сторін.

6. Юридичні адреси сторін.

7. Підписи.

8. Печатка установи.

Трудова угода укладається у двох примірниках, один з яких передається виконавцеві, а другий зберігається в організації.

*Взірець-формуляр трудової угоди:*

## **Трудова угода**

м. Київ 12 квітня 2000 р.

Школа-інтернат № 12 в особі директора школи Кравченка Л. Б. (далі — Замовник), з одного боку, і Київська фабрика “Київвзуття” в особі головного інженера Берегового С. В. (далі — Виконавець), з другого боку, уклали угоду про таке:

### **1. Предмет угоди**

- 1.1. Замовник доручає, а Виконавець бере на себе зобов'язання виготовити 20 пар взуття шкіряного, 15 пар гумового до 12 червня 2000 року.
- 1.2. Розмір, форму й колір визначає Замовник, Виконавець ви конус замовлення точно за вимогою.
- 1.3. Виконавець зобов'язується виготовити взуття доброякісно.
- 1.4. Замовник зобов'язується своєчасно прийняти й оплатити роботу.

### **2. Розмір і порядок оплати**

- 2.1. За виконану роботу Замовник сплачує Виконавцеві дві тисячі (2000) гривень.
- 2.2. Оплата здійснюється протягом двох днів від дня прийняття роботи.

### **3. Відповідальність сторін**

- 3.1. Сторони несуть матеріальну відповідальність за невиконання або неналежне виконання покладених на них зобов'язань згідно з чинним законодавством.

### **4. Дострокове розірвання угоди**

- 4.1. У разі порушення однією із сторін зобов'язань за угодою інша сторона має право розірвати її в односторонньому порядку.

### **5. Розв'язання суперечок**

- 5.1. У разі виникнення суперечок за цією трудовою угодою вони розв'язуватимуться судовими органами того району, в якому мешкає Виконавець.

### **6. Юридичні адреси сторін:**

Замовник: Київ-28, бульв. Лесі Українки, 30

Виконавець: Київ-40, вул. М. Коцюбинського, 1

Директор

школи-інтернату № 12 (п і д п и с) Л. Б. Кравченко  
Головний інженер  
фабрики “Київвзуття” (п і д п и с) С. В. Берего

## PART IV. JOB AND UNEMPLOYMENT STRESS

### People without work

For millions of Americans, work is a problem because they have none. The money, self-respect, and routine that work provides do not exist for them.

The number of officially unemployed Americans has varied in the last four decades. Changing economic conditions determine whether unemployment increases or decreases.

But these statistics hardly tell the story. Since government statistics are averages for the whole year, they hide much of the reality of people who are unwillingly idle. If we look at how many people were out of work for some period we see that up to 20 percent were unemployed (some for many weeks, others for a few weeks).

Many people who want to work but cannot find jobs are unwillingly idle from these statistics. Among them are the following: people who work part-time but want and need full-time work; those reentering the work force (such as mothers who took time off to raise young children) but have yet to find a job; and people on welfare, prisoners, and older people whom employers will not hire. At any given time, the actual unemployment rate is at least twice the official rate.

The effects of unemployment are devastating. They hit poor and working-class families the hardest, not because these people are more likely to be unemployed but because they have no financial resource to fall back on. Depression, lower self-esteem, illnesses, and suicides all increase. In various surveys, workers report they cannot sleep (20 to 50 percent of them); they smoke and drink more.

We may think that unemployment benefits soothe the pain and lessen financial hardships. They do to some degree. But very often less than a half receive them.

With temporary exceptions, unemployment has been a permanent feature of the US economy. It exists primarily for two reasons. First, the existence of millions of unemployed people tends to prevent most of those working from asking for higher wages since they can be replaced easily. Second, in their search for profits, corporations move to wherever labor is cheapest.

**1. Read the text and compare the problem of employment in the USA and in our country. Sum up in what way they differ.**

### VOCABULARY

self-respect – самоповага

averages – середні показники

unwillingly idle – ненавмисно ледачий

part-time /full-time work – часткова/повна зайнятість

welfare – соціальне забезпечення

to hire – найняти на роботу

devastating – руйнівний

lower self-esteem – занижена самооцінка  
suicide – самогубство  
higher wages – більша зарплата

**2. Use the following words and word combinations in sentences of your own:**

1. temporary exceptions 2. Unemployed people 3. Financial resource 4. Official rate 5. To be excluded from the statistics 6. Full-time work 7. Economic conditions.

**3. Find in the text and write English equivalents of the following words and phrases. Use them in sentences of your own.**

Люди на соціальному забезпеченні; до деякої міри; бути ненавмисно ледачим; визначати безробіття зростає, чи падає; безробіття руйнівне; зменшення фінансових скрут; офіційний показник; перебувати без роботи якийсь час; фінансові ресурси; різноманітні дослідження; пониження самооцінки; самоповага; більша заробітна плата; ростити маленьких дітей; пошук вигоди.

**4. Ask your neighbour and have the question answered:**

whether he(she) considers this article useful;  
why work is a problem for millions of Americans;  
what is the statistics on the issue of unemployment in the USA, compare it with situation in Ukraine;  
who mostly can't find well-paid job ;  
why the effects of unemployment devastating.

**5. Retell the text using the following words and phrases.**

Self-respect; economic conditions; unwillingly idle; part-time work; people on welfare; official rate; devastating effects of unemployment; to fall back on; lower self-esteem; unemployment benefits; asking for higher wages.

**6. Write a paragraph about your imaginable employment in which you list in order of importance the factors you find significant, and explain why.**

1. wages/salary
2. job/prestige
3. benefit to community accident insurance
4. good working hours
5. free lunch (dinner)
6. pension scheme
7. rewarding work (not boring)
8. paid holidays
9. paid vacation

**7. Comment on the given proverbs. Make up a situation centered on one of them.**

1. To work with the left hand.
2. A bad workman quarrels with his tools.
3. An idle brain is the devil's workshop.
4. He that never climbed, never fell.
5. A little knowledge is a dangerous thing.

**8. Translate the following article into English**

**Вакансії: хто потрібен іноземцям?**

Сьогодні ми хочемо познайомити вас із вимогами, які найчастіше висуваються інофірмами.

*Торговий агент.* Якщо ви молода, енергійна людина, що цікавиться комерцією, володієте англійською та маєте диплом про вищу освіту, тоді, можливо, посада торгового агента – саме те, що вам потрібно. Не варто пропускати об'яви про потреби той чи іншої фірми у торгових агентах лише тому, що ви ні чого не знаєте про цю професію. Просто в нашій економіці не було цієї професії. Роль торгового агента – це роль єдиної нитки між виробником продукції та її споживачем. Треба займатися пошуками оптових та роздрібних покупців. Зрозуміло, що потрібно багато рухатись, тому без вмінь управління автомобілем не обійтись.

*Бухгалтер.* Ця професія включає такий класичний набір знань та вмінь, що здається, немає що про них та й казати. Не важливо, в якій країні знаходиться бухгалтер, він має виконувати ті ж самі операції. Проте, досвід показує: підібрати для роботи в інофірмі дуже важко саме бухгалтера. Нерідкі випадки, коли спеціаліст із великим досвідом роботи виявляється неготовим до роботи в інофірмі. Не виходить робота тому, що тут бухгалтер має виступати у ролі постійного посередника між двома далеко не однаковими системами бухгалтерського обліку – нашої та західної. Отже, потрібно не лише знати свою роботу, але й пристосуватись до вимог іншої бухгалтерської школи. До обов'язків бухгалтера входить також повне економічне та фінансове прогнозування запропонованих фірмі проектів. Передбачувати, якщо це можливо, результати передбачуваної операції.

**9. Read the text and translate it into your native language. Fill in the gaps with the missing words.**

stuck	impact	laid off
"Layoffs"	contagious	eliminate
adversely	high-priority	defuse
network	internal emotional experience	downside
adapt	excessive	prioritizing
challenges	constructive ways	alcohol abuse
	nonverbal cues	overwhelmed
perfectionism	mood swings	vulnerability



stressful	resilient	roller coaster
unrealistic deadlines	subtle	supportive

## Stress at Work

### Tips to Reduce and Manage Job and Workplace Stress



While some workplace stress is normal, \_\_\_\_\_ stress can interfere with your productivity and \_\_\_\_\_ your physical and emotional health. And your ability to deal with it can mean the difference between success or failure.

You can't control everything in your work environment, but that doesn't mean you're powerless—even when you're \_\_\_\_\_ in a difficult situation. Finding ways to manage workplace stress isn't about making huge changes or rethinking career ambitions, but rather about focusing on the one thing that's always within your control: you.

For workers everywhere, the economy may feel like an emotional \_\_\_\_\_. \_\_\_\_\_ and "budget cuts" are common in the workplace, and the result is increased fear, uncertainty, and higher levels of stress.

Your emotions are \_\_\_\_\_, and stress has an impact on the quality of your interactions with others. The better you are at managing your own stress, the more you'll positively affect those around you, and the less other people's stress will negatively affect you.

There are a variety of steps you can take to reduce both your overall stress levels and the stress you find on the job and in the workplace. These include:

- Taking responsibility for improving your physical and emotional well-being.
- Avoiding pitfalls by identifying knee jerk habits and negative attitudes that add to the stress you experience at work.
- Learning better communication skills to ease and improve your relationships with management and coworkers.

#### Tip 1: Recognize warning signs of excessive stress at work

When you feel \_\_\_\_\_ at work, you lose confidence and may become irritable or withdrawn. This can make you less productive and less effective in your job, and make the work seem less rewarding. If you ignore the warning signs of work stress, they can lead to bigger problems. Beyond interfering with job performance

and satisfaction, chronic or intense stress can also lead to physical and emotional health problems.

### *Signs and symptoms of excessive job and workplace stress*

- Feeling anxious, irritable, or depressed
- Apathy, loss of interest in work
- Problems sleeping
- Fatigue
- Trouble concentrating
- Muscle tension or headaches
- Stomach problems
- Social withdrawal
- Loss of sex drive
- Using alcohol or drugs to cope

### *Common causes of excessive workplace stress*

- Fear of being \_\_\_\_\_
- More overtime due to staff cutbacks
- Pressure to perform to meet rising expectations but with no increase in job satisfaction
- Pressure to work at optimum levels—all the time!

### **Tip 2: Reduce job stress by taking care of yourself**

When stress at work interferes with your ability to perform in your job, manage your personal life, or \_\_\_\_\_ impacts your health, it's time to take action. Start by paying attention to your physical and emotional health. When your own needs are taken care of, you're stronger and more \_\_\_\_\_ to stress. The better you feel, the better equipped you'll be to manage work stress without becoming overwhelmed. Taking care of yourself doesn't require a total lifestyle overhaul. Even small things can lift your mood, increase your energy, and make you feel like you're back in the driver's seat. Take things one step at a time, and as you make more positive lifestyle choices, you'll soon notice a reduction in your stress levels, both at home and at work.

#### *Get moving*

Regular exercise is a powerful stress reliever—even though it may be the last thing you feel like doing. Aerobic exercise—activity that raises your heart rate and makes you sweat—is a hugely effective way to lift your mood, increase energy, sharpen focus, and relax both the mind and body. Try walking, dancing, swimming, or playing ping pong with your kids—but as you move, instead of continuing to focus on your thoughts, focus on your body and how it feels as you're exercising. As well as maximizing stress relief, adding this mindfulness element can help your nervous system become “unstuck” if you've experienced trauma.

For best results, try to get at least 30 minutes of activity that elevates your heart rate and makes you break out into a sweat on most days. If it's easier to fit into your schedule, break up the activity into two or three shorter segments.

#### *Talk to an attentive listener*

Since the face and heart are wired together in the brain, talking face to face with a relaxed and balanced listener can help calm your nervous system and relieve stress. The other person doesn't have to "fix" your problems; he or she just has to be a good listener. Simply sharing your feelings with a trusted friend or family member can be very cathartic, even if there's nothing you can do to alter the stressful situation.

A strong \_\_\_\_\_ of supportive friends and family members can be an enormous buffer against stress at work and in other aspects of your life. On the flip side, the more lonely and isolated you are, the greater your \_\_\_\_\_ to stress.

*Make food choices that keep you going*

Low blood sugar can make you feel anxious and irritable, while eating too much can make you lethargic. Healthy eating can help you get through \_\_\_\_\_ work days. By eating small but frequent meals, you can help your body maintain an even level of blood sugar, keep your energy up, stay focused, and avoid \_\_\_\_\_.

*Drink alcohol in moderation and avoid nicotine*

Alcohol temporarily reduces anxiety and worry, but too much can cause anxiety as it wears off. Drinking to relieve job stress may also eventually lead to \_\_\_\_\_ and dependence. Similarly, smoking when you're feeling stressed and overwhelmed may seem calming, but nicotine is a powerful stimulant – leading to higher, not lower, levels of anxiety.

*Get enough sleep*

Not only can stress and worry can cause insomnia, but a lack of sleep can leave you vulnerable to even more stress. When you're well-rested, it's much easier to keep your emotional balance, a key factor in coping with job and workplace stress. Try to improve the quality of your sleep by keeping a sleep schedule and aiming for 8 hours a night.

**Tip 3: Reduce job stress by prioritizing and organizing**

When job and workplace stress threatens to overwhelm you, there are simple steps you can take to regain control over yourself and the situation. Your newfound ability to maintain a sense of self-control in stressful situations will often be well-received by coworkers, managers, and subordinates alike, which can lead to better relationships at work. Here are some suggestions for reducing job stress by \_\_\_\_\_ and organizing your responsibilities.

*Time management tips for reducing job stress*

- *Create a balanced schedule.* Analyze your schedule, responsibilities, and daily tasks. All work and no play is a recipe for burnout. Try to find a balance between work and family life, social activities and solitary pursuits, daily responsibilities and downtime.
- *Don't over-commit yourself.* Avoid scheduling things back-to-back or trying to fit too much into one day. All too often, we underestimate how long things will take. If you've got too much on your plate, distinguish between the "shoulds" and the "musts." Drop tasks that aren't truly necessary to the bottom of the list or \_\_\_\_\_ them entirely.

- *Try to leave earlier in the morning.* Even 10-15 minutes can make the difference between frantically rushing to your desk and having time to ease into your day. Don't add to your stress levels by running late.
- *Plan regular breaks.* Make sure to take short breaks throughout the day to take a walk or sit back and clear your mind. Also try to get away from your desk or work station for lunch. Stepping away from work to briefly relax and recharge will help you be more, not less, productive.

#### *Task management tips for reducing job stress*

- *Prioritize tasks.* Make a list of tasks you have to do, and tackle them in order of importance. Do the \_\_\_\_\_ items first. If you have something particularly unpleasant to do, get it over with early. The rest of your day will be more pleasant as a result.
- *Break projects into small steps.* If a large project seems overwhelming, make a step-by-step plan. Focus on one manageable step at a time, rather than taking on everything at once.
- *Delegate responsibility.* You don't have to do it all yourself. If other people can take care of the task, why not let them? Let go of the desire to control or oversee every little step. You'll be letting go of unnecessary stress in the process.
- *Be willing to compromise.* When you ask someone to contribute differently to a task, revise a deadline, or change their behavior at work, be willing to do the same. Sometimes, if you can both bend a little, you'll be able to find a happy middle ground that reduces the stress levels for everyone.

#### *Tip 4: Reduce job stress by improving emotional intelligence*

Even if you're in a job where the environment has grown increasingly stressful, you can retain a large measure of self-control and self-confidence by understanding and practicing emotional intelligence. Emotional intelligence is the ability to manage and use your emotions in positive and constructive ways. When it comes to satisfaction and success at work, emotional intelligence matters just as much as intellectual ability. Emotional intelligence is about communicating with others in ways that draw people to you, overcome differences, repair wounded feelings, and \_\_\_\_\_ tension and stress.

#### *Emotional intelligence in the workplace:*

Emotional intelligence in the workplace has four major components:

- *Self-awareness* – The ability to recognize your emotions and their impact while using gut feelings to guide your decisions.
- *Self-management* – The ability to control your emotions and behavior and \_\_\_\_\_ to changing circumstances.
- *Social awareness* – The ability to sense, understand, and react to other's emotions and feel comfortable socially.
- *Relationship management* – The ability to inspire, influence, and connect to others and manage conflict.

### *The five key skills of emotional intelligence*

There are five key skills that you need to master in order to raise your emotional intelligence and manage stress at work.

- Realize when you're stressed, recognize your particular fight-or-flight stress response, and become familiar with techniques that can rapidly calm and energize you. The best way to reduce stress quickly is through the senses—sight, sound, smell, taste, touch—and through movement. Each person responds differently to sensory input, so it's important to experiment to find the things that work best for you.
- Stay connected to your \_\_\_\_\_ so you can appropriately manage your own emotions. Your moment-to-moment emotions influence your thoughts and actions, so pay attention to your feelings and factor them into your decision making at work. If you ignore your emotions you won't be able to fully understand your own motivations and needs, or to communicate effectively with others.
- Recognize and effectively use \_\_\_\_\_ and body language. In many cases, what we say is less important than how we say it or the other nonverbal signals we send out, such as eye contact, facial expression, tone of voice, posture, gesture and touch. Your nonverbal messages can either produce a sense of interest, trust, and desire for connection—or they can generate confusion, distrust, and stress. You also need to be able to accurately read and respond to the nonverbal cues that other people send you at work.
- Develop the capacity to meet \_\_\_\_\_ with humor. There is no better stress buster than a hearty laugh and nothing reduces stress quicker in the workplace than mutually shared humor. But, if the laugh is at someone else's expense, you may end up with more rather than less stress.
- Resolve conflict positively. Resolving conflict in healthy, \_\_\_\_\_ can strengthen trust between people and relieve workplace stress and tension. When handling emotionally-charged situations, stay focused in the present by disregarding old hurts and resentments, connect with your emotions, and hear both the words and the nonverbal cues being used. If a conflict can't be resolved, choose to end the argument, even if you still disagree.

### *Tip 5: Reduce job stress by breaking bad habits*

Many of us make job stress worse with negative thoughts and behavior. If you can turn around these self-defeating habits, you'll find employer-imposed stress easier to handle.

- Resist perfectionism. No project, situation, or decision is ever perfect, so trying to attain perfection on everything will simply add unnecessary stress to your day. When you set unrealistic goals for yourself or try to do too much, you're setting yourself up to fall short. Aim to do your best, no one can ask for more than that.

- Clean up your act. If you're always running late, set your clocks and watches fast and give yourself extra time. If your desk is a mess, file and throw away the clutter; just knowing where everything is saves time and cuts stress. Make to-do lists and cross off items as you accomplish them. Plan your day and stick to the schedule—you'll feel less overwhelmed.
- Flip your negative thinking. If you see the downside of every situation and interaction, you'll find yourself drained of energy and motivation. Try to think positively about your work, avoid negative-thinking co-workers, and pat yourself on the back about small accomplishments, even if no one else does.
- Don't try to control the uncontrollable. Many things at work are beyond our control—particularly the behavior of other people. Rather than stressing out over them, focus on the things you can control such as the way you choose to react to problems.

*Four ways to dispel stress*

- Take time away. When stress is mounting at work, try to take a quick break and move away from the stressful situation. Take a stroll outside the workplace if possible, or spend a few minutes meditating in the break room. Physical movement or finding a quiet place to regain your balance can quickly reduce stress.
- Talk it over with someone. Simply sharing your thoughts and feelings with someone you trust can help reduce stress. Talking over a problem with someone who is both \_\_\_\_\_ and empathetic can be a great way to let off steam and help you become calm and focused.
- Connect with others at work. Developing friendships with some of your co-workers can help buffer you from the negative effects of stress. Remember to listen to them and offer support when they are in need as well.
- Look for humor in the situation. When used appropriately, humor is a great way to relieve stress in the workplace. When you or those around you start taking things too seriously, find a way to lighten the mood by sharing a joke or funny story.

*Tip 6: Learn how managers or employers can reduce job stress*

It's in a manager's best interest to keep stress levels in the workplace to a minimum. Managers can act as positive role models, especially in times of high stress. If a respected manager can remain calm in stressful work situations, it is much easier for his or her employees to also remain calm. Additionally, there are a number of organizational changes that managers and employers can make to reduce workplace stress. These include:

*Improve communication*

Communicating effectively at work can help improve teamwork, decision making, and problem solving. One of the best ways to improve communication is by learning to listen attentively to an employee. That means not just understanding the words or the information being communicated, but also understanding the

emotions the speaker is trying to communicate. When you're engaged with what's being said, you'll hear the \_\_\_\_\_ intonations in someone's voice that tell you how that person is really feeling. You'll also make that person feel heard. By communicating in this way, you'll also experience a process that lowers stress for both you and your employee. If the person you're talking to is agitated, you can help calm them by listening in an attentive way and making the person feel understood.

- Share information with employees to reduce uncertainty about their jobs and futures.
- Clearly define employees' roles and responsibilities.
- Make communication friendly and efficient, not mean-spirited or petty.

#### *Consult your employees*

- Give workers opportunities to participate in decisions that affect their jobs.
- Consult employees about scheduling and work rules.
- Be sure the workload is suitable to employees' abilities and resources; avoid \_\_\_\_\_.
- Show that individual workers are valued.
- Offer rewards and incentives.
- Praise good work performance, both verbally and officially, through schemes such as Employee of the Month.
- Provide opportunities for career development.
- Promote an "entrepreneurial" work climate that gives employees more control over their work.

#### *Cultivate a friendly social climate*

- Provide opportunities for social interaction among employees.
- Establish a zero-tolerance policy for harassment.
- Make management actions consistent with organizational values.

### **10. Answer the questions to the text.**

1. Speak about the impact of workplace stress.
2. Dwell on the ways of managing job stress.
3. What are causes of e job stress?
4. How to identify stress?
5. In what way are regular exercise and stress relief connected?
6. How food can affect your stress level?
7. How does time management help reduce stress?

### **11. Read the text and translate it into your native language.**

#### **Unemployment**

Few economic indicators are of more concern to Americans than unemployment statistics. Reports that unemployment rates are dropping make us happy; reports to the contrary make us anxious. But just what do unemployment figures tell us? Are they reliable measures? What influences joblessness?

Each month, the federal government's Bureau of Labor Statistics randomly surveys sixty thousand individuals around the nation. If respondents say they are both out of work and seeking employment, they are counted as unemployed members of the labor force. Jobless respondents who have chosen not to continue looking for work are considered out of the labor force and therefore are not counted as unemployed. Almost half of all unemployment spells end because people leave the labor force. Ironically, those who drop out of the labor force—because they are discouraged, have household responsibilities, or are sick—actually make unemployment rates look better; the unemployment rate includes only people within the labor force who are out of work.

Not all unemployment is the same. Unemployment can be long term or short term. It can be frictional, meaning someone is between jobs; or it may be structural, as when someone's skills are no longer demanded because of a change in technology or an industry downturn.

Some say there are reasons to think that unemployment in the United States is not a big problem. In June 2005, for example, 33.5 percent of all unemployed people were under the age of twenty-four, and presumably few of them were the main source of income for their families. One out of six of the unemployed are teenagers. Moreover, the average duration of a spell of unemployment is short. In June 2005 it was 16.3 weeks. And the median spell of unemployment is even shorter. In June 2005 it was 7.0 weeks, meaning that half of all spells last 7.0 weeks or less.

On the basis of numbers like the above, many economists have thought that unemployment is not a very large problem. A few weeks of unemployment seems to them like just enough time for people to move from one job to another. Yet these numbers, though accurate, are misleading. Much of the reason why unemployment spells appear short is that many workers drop out of the labor force at least temporarily because they cannot find attractive jobs. Often two short spells of unemployment mean a long spell of joblessness because the person was unemployed for a short time, withdrew from the labor force, and then reentered the labor force.

And even if most unemployment spells are short, most weeks of unemployment are experienced by people who are out of work for a long time. To see why, consider the following example. Suppose that each week, twenty spells of unemployment lasting 1 week begin, and only one begins that lasts 20 weeks. Then the average duration of a completed spell of unemployment would be only 1.05 weeks. But half of all unemployment (half of the total of 40 weeks that the twenty-one people are out of work) would be accounted for by spells lasting 20 weeks.

Something like this example applies in the real world. In June 2005, for example, 42.9 percent of the unemployed had been unemployed for less than five weeks, but 16.9 percent had been unemployed for six or more months.

To fully understand unemployment, we must consider the causes of recorded long-term unemployment. Empirical evidence shows that two causes are welfare



payments and unemployment insurance. These government assistance programs contribute to long-term unemployment in two ways.

First, government assistance increases the *measure* of unemployment by prompting people who are not working to claim that they are looking for work even when they are not. The work-registration requirement for welfare recipients, for example, compels people who otherwise would not be considered part of the labor force to register as if they were a part of it. This requirement effectively increases the measure of unemployed in the labor force even though these people are better described as nonemployed—that is, not actively looking for work.

In a study using state data on registrants in Aid to Families with Dependent Children and food stamp programs, my colleague Kim Clark and I found that the work-registration requirement actually increased measured unemployment by about 0.5 to 0.8 percentage points. If this same relationship holds in 2005, this requirement increases the measure of unemployment by 750,000 to 1.2 million people. Without the condition that they look for work, many of these people would not be counted as unemployed. Similarly, unemployment insurance increases the measure of unemployment by inducing people to say that they are job hunting in order to collect benefits.

The second way government assistance programs contribute to long-term unemployment is by providing an incentive, and the means, not to work. Each unemployed person has a “reservation wage”—the minimum wage he or she insists on getting before accepting a job. Unemployment insurance and other social assistance programs increase that reservation wage, causing an unemployed person to remain unemployed longer.

Consider, for example, an unemployed person who is accustomed to making \$15.00 an hour. On unemployment insurance this person receives about 55 percent of normal earnings, or \$8.25 per lost work hour. If that person is in a 15 percent federal tax bracket and a 3 percent state tax bracket, he or she pays \$1.49 in taxes per hour not worked and nets \$6.76 per hour after taxes as compensation for not working. If that person took a job that paid \$15.00 per hour, governments would take 18 percent for income taxes and 7.65 percent for social security taxes, netting him or her \$11.15 per hour of work. Comparing the two payments, this person may decide that an hour of leisure is worth more than the extra \$4.39 the job would pay. If so, this means that the unemployment insurance raises the person’s reservation wage to above \$15.00 per hour.

Unemployment, therefore, may not be as costly for the jobless person as previously imagined. But as Harvard economist Martin Feldstein pointed out in the 1970s, the costs of unemployment to taxpayers are very great indeed. Take the example above of the individual who could work for \$15.00 an hour or collect unemployment insurance of \$8.25 per hour. The cost of unemployment to this unemployed person was only \$4.39 per hour, the difference between the net income from working and the net income from not working. And as compensation for this cost, the unemployed person gained leisure, whose value could well be above \$4.39 per hour. But other taxpayers as a group paid \$8.25 in unemployment

benefits for every hour the person was unemployed, and got back in taxes only \$1.49 on this benefit. Moreover, they gave up \$3.85 in lost tax and Social Security revenue that this person would have paid per hour employed at a \$15.00 wage. Net loss to other taxpayers: \$10.61 ( $\$8.25 - \$1.49 + \$3.85$ ) per hour. Multiply this by millions of people collecting unemployment, each missing hundreds of hours of work, and you get a cost to taxpayers in the billions.

Unemployment insurance also extends the time a person stays off the job. Clark and I estimated that the existence of unemployment insurance almost doubles the number of unemployment spells lasting more than three months. If unemployment insurance were eliminated, the unemployment rate would drop by more than half a percentage point, which means that the number of unemployed people would fall by about 750,000. This is all the more significant in light of the fact that less than half of the unemployed receive insurance benefits, largely because many have not worked enough to qualify.

Another cause of long-term unemployment is unionization. High union wages that exceed the competitive market rate are likely to cause job losses in the unionized sector of the economy. Also, those who lose high-wage union jobs are often reluctant to accept alternative low-wage employment. Between 1970 and 1985, for example, a state with a 20 percent unionization rate, approximately the average for the fifty states and the District of Columbia, experienced an unemployment rate that was 1.2 percentage points higher than that of a hypothetical state that had no unions. To put this in perspective, 1.2 percentage points is about 60 percent of the increase in normal unemployment between 1970 and 1985.

There is no question that some long-term unemployment is caused by government intervention and unions that interfere with the supply of labor. It is, however, a great mistake (made by some conservative economists) to attribute most unemployment to government interventions in the economy or to any lack of desire to work on the part of the unemployed. Unemployment was a serious economic problem in the late nineteenth and early twentieth centuries prior to the welfare state and widespread unionization. Unemployment then, as now, was closely linked to general macroeconomic conditions. The great depression, when unemployment in the United States reached 25 percent, is the classic example of the damage that collapses in credit can do. Since then, most economists have agreed that cyclical fluctuations in unemployment are caused by changes in the demand for labor, not by changes in workers' desires to work, and that unemployment in recessions is involuntary.

Even leaving aside cyclical fluctuations, a large part of unemployment is due to demand factors rather than supply. High unemployment in New England in the early 1990s, for example, was due to declines in computer and other industries in which New England specialized. High unemployment in northern California in the early 2000s was caused by the dot-com bust. The process of adjustment following shocks is long and painful, and recent research suggests that even temporary declines in demand can have permanent effects on unemployment, as workers who

lose jobs are unable to sell their labor due to a loss of skills or for other reasons. Therefore, most economists who study unemployment support an active government role in training and retraining workers and in maintaining stable demand for labor.

Long before Milton Friedman and Edmund Phelps advanced the notion of the natural rate of unemployment (the lowest rate of unemployment tolerable without pushing up inflation), policymakers had contented themselves with striving for low, not zero, unemployment. Just what constitutes an acceptably low level of unemployment has been redefined over the decades. In the early 1960s an unemployment rate of 4 percent was both desirable and achievable. Over time, the unemployment rate drifted upward and, for the most part, has hovered around 7 percent. Lately, it has fallen to 5 percent. I suspect that some of the reduction in the apparent natural rate of unemployment in recent years has to do with reduced transitional unemployment, both because fewer people are between jobs and because they are between jobs for shorter periods. Union power has been eroded by domestic regulatory action and inaction, as well as by international competition. More generally, international competition has restrained wage increases in high-wage industries. Another factor making unemployment lower is a decline in the fraction of the unemployed who are supported by unemployment insurance.

## **12. Answer the questions to the text.**

1. How is unemployment defined and measured?
2. Is unemployment a big problem?
3. What causes long-term unemployment?
4. What is the relation between the rate of unemployment and unemployment insurance?
5. What's the natural rate of unemployment?

## **13. Discuss the following issues:**

- Is unemployment a great problem where you live now?
  - Do you know people who have lost their jobs recently?
- What do you think the role of the government is in regulating the unemployment situation in this country?
  - How should the government help people who have lost their jobs?
- Describe an employee whom the employer will never fire.
- When is the best time for a person to start looking for a job?
  - Is it better to start job hunting while you are still studying and try to combine your studies with work?
  - Can you share your experiences.
- Can you remember what was your very first job? Can you tell us about it?
- Do you think that at universities students get enough knowledge and practice to have no difficulties when starting to work for some company.
  - What should young people do to have enough qualification after graduation?

- What are the most efficient ways to look for a job?
  - Friends?
  - The Internet?
  - Newspapers?
- How do you write a resume to attract attention of the employer and get him give you to a job interview?
- How do you behave at a job interview to produce a favorable impression on the employer?
- Do you feel nervous or relaxed and confident at job interviews?
  - Share your experiences.
- What are some questions you have been asked in an interview?
  - Have you ever been asked some questions which seemed really strange and funny to you?
- Have you ever been cheated by the employer?
  - What can you do to protect yourself?

**14. Read the text and provide the equivalents to the clichés below.**

**Unemployment insurance**

The United States unemployment insurance program is intended to offset income lost by workers who lose their jobs as a result of employer cutbacks. The program, launched by the Social Security Act of 1935, is the government's single most important source of assistance to the jobless.

A second goal of the program is to counter the negative impacts on the national economy, and especially on local economies, of major layoffs, seasonal cutbacks, or a recession. Unemployment benefits help sustain the level of income and hence the demand for goods and services in areas hard hit by unemployment. In short, unemployment insurance supports consumer buying power.

Not all unemployed workers are eligible for unemployment insurance. In fact, from 1984 to 1989 the proportion of the unemployed receiving benefits was at or below 34 percent every year. Benefits are not paid to employees who quit their jobs voluntarily or are fired for cause. Nor are they paid to those who are just entering the labor force but cannot find a job, nor to reentrants to the labor force who are looking for work. In February 1991, 76 percent of the target population of "job losers"—those involuntarily laid off—received benefits.

The proportion of unemployed workers who receive benefits is always higher during recessions than during expansions. This is because during recessions a higher fraction of the unemployed are people who were laid off. By January 1991, 46 percent of total unemployed workers claimed unemployment benefits, the highest percentage for that month since 1983.

Under the joint federal-state program, most states pay a maximum of twenty-six weeks in benefits, starting after a one-week waiting period. A few extend the duration somewhat longer. These benefits replace about one-third of gross wages for people with average or below-average incomes. The average weekly benefit in

1991 was about \$161. When a state's unemployment is substantially above the national average, the program provides for up to an additional thirteen weeks of benefits. Five states were paying "extended benefits" in the winter of 1991, but this number approximately doubled by the end of April as the recession and unemployment worsened. The state and federal government share, approximately equally, the cost of extended benefits. During the eighties many states raised their "triggers"—the unemployment rate that must be reached—for extended benefits. As a result relatively few workers were eligible for extended benefits.

The federal government makes grants to the states for the administration of the unemployment insurance program. These grants exceeded \$2 billion in fiscal 1991, ending September 30, 1991. The money helped pay the wages of about thirty-seven thousand state workers who administer the program and who dispense benefits from state unemployment insurance funds. In that fiscal year states collected about \$16 billion in unemployment taxes from employers to cover the cost of the program; the federal government collected approximately \$4.4 billion. Outlays on benefits were expected to run about \$18.7 billion in fiscal 1991.

Federal law requires all state governments to impose a tax on employers of at least 0.8 percent on each employee's first \$7,000 of pay. The tax base exceeds \$7,000 in thirty-six states, with a national average of about \$8,500. The highest base is \$21,300 in Alaska. Most states levy a higher tax rate on businesses that have higher layoffs. However, the tax rate cannot go below the minimum even for businesses that have no layoffs. Nor do states set the maximum high enough so that employers with high layoff rates generate enough tax revenues to pay all the benefits to the workers they lay off. The result is that workers and businesses in industries with low layoff rates subsidize workers and businesses in industries, such as construction, with high layoff rates. Harvard's Martin Feldstein suggested in 1973 that this subsidization of layoffs would cause more layoffs. The evidence indicates that he was correct. Economist Robert Topel of the University of Chicago estimates that if employers could expect to repay (in taxes) the full value of unemployment benefits drawn by their laid-off workers, then the unemployment rate would fall by as much as 1 full point (e.g., from 6 percent of the labor force to 5 percent).

A basic tenet of economics is that when an activity is subsidized, people do more of it. Does unemployment insurance—a subsidy for being unemployed—increase unemployment by prompting the unemployed to delay their search for a new job or to search longer for a better position? Economists have found that it does. A 1990 study by Bruce D. Meyer, an economist at Northwestern University, found that a 10 percent boost in the "replacement ratio"—the proportion of after-tax work earnings replaced by unemployment benefits—causes unemployed people to extend their time without work by an average of 1.5 weeks. (During fiscal 1990 the average duration of benefits for the jobless was 13.6 weeks.)

Most people who receive unemployment insurance find a job or are recalled to work in the first several weeks. Meyer also found that among those who remain jobless for a longer period, the chance of a person on unemployment insurance

going back to work increases rapidly as the time of benefit exhaustion approaches. Indeed, the chances of an unemployed person getting a job triples as the length of remaining benefits drops from six weeks to one week. Meyer suspects some of the jobless may have arranged to be recalled to previous work or to begin new work about the time their benefits expire. "If workers are bound to firms by implicit contracts, moving costs, specific human capital [education, experience, skills, etc.], or other reasons, firms have an incentive to base recall decisions on the length of UI [unemployment insurance] benefits," noted Meyer in a study done for the National Bureau of Economic Research. Unionized firms tend to take greater advantage of this "layoff subsidy" than do non-union establishments. And not surprisingly, given the incentives, layoffs are more common for those eligible for unemployment benefits than for those not eligible. If benefits are extended beyond twenty-six weeks, the unemployed tend to stay out of work nearly a day longer, on average, for each week of the extension.

Lawrence H. Summers, chief economist at the World Bank, and chief economic adviser to Democratic presidential candidate Michael Dukakis in 1988, reaches similar conclusions. Summers, along with Harvard economist Kim B. Clark, found that unemployment insurance almost doubles the number of unemployment spells lasting more than three months, thereby encouraging long-term joblessness. Summers and Clark suggest that unemployment insurance benefits cause many of the long-term unemployed to have high "reservation wages." Translation: to accept a job, these unemployed workers insist on getting a high wage, and if they aren't offered that wage, they stay on unemployment insurance as long as possible.

Economists have proposed various reforms to reduce the adverse effects of unemployment while still assisting people who lose their jobs. One of the more modest reforms suggested has been to reduce the minimum tax rate on employers and raise the maximum tax rate, so that the taxes they pay more closely reflect their layoff rates. A more extreme proposal, made by Robert Topel, is to experience-rate individual workers so that workers with a history of long unemployment spells pay higher tax rates. The federal government has already adopted one reform suggested by economists across the ideological spectrum. The 1986 Tax Reform Act eliminates the tax bias in favor of unemployment insurance by taxing unemployment benefits just like other income.

<b>Clichés</b>	<b>Translation</b>	<b>Clichés</b>	<b>Translation</b>
offset income		levy a higher tax rate	
major layoffs		A basic tenet of economics	
sustain the level of income		layoff subsidy	
target population		reservation wages	
a one-week waiting period		long unemployment spells	
extended benefits		eliminate the tax bias	

**15. Fill in the gaps with the missing words. Read the text and translate it into your native language.**

fatality rates	arduous	labor force
conviction	occupational	litigation
assembly lines	fringe benefit	nontaxable forms
fundamental	via lower prices	tenuous
occupational groups	proliferation	standard of living
subsidize	semiskilled workers	part-time
tax rates	significant advances	data
toil	inflation-adjusted	fatalities

**Wages and working conditions**

Surely the single most fundamental working condition is the chance of death on the job. In every society workers are killed or injured in the process of production. While \_\_\_\_\_ deaths are comparatively rare overall in the United States today, they still occur with some regularity in ocean fishing, the construction of giant bridges and skyscrapers, and a few other activities.

For all United States workers the number of \_\_\_\_\_ per dollar of real (inflation-adjusted) GNP dropped by 96 percent between 1900 and 1979. Back in 1900 half of all worker deaths occurred in two industries—coal mining and railroading. But between 1900 and 1979 \_\_\_\_\_ per ton of coal mined and per ton-mile of freight carried fell by 97 percent.

This spectacular change in worker safety resulted from a combination of forces that include safer production technologies, union demands, improved medical procedures and antibiotics, workmen's compensation laws, and \_\_\_\_\_. Ranking the individual importance of these factors is difficult and probably would mean little. Together, they reflected a growing \_\_\_\_\_ on the part of the American people that the economy was productive enough to afford such change. What's more, the United States made far more progress in the workplace than it did in the hospital. Even though \_\_\_\_\_ medical expenditures tripled from 1950 to 1970 and increased by 74 percent from 1975 to 1988, the nation's death rate declined in neither period. But industry succeeded in lowering its death rate, both by spending to improve health on the job and by discovering, developing, and adopting ways to save lives.

\_\_\_\_\_ for injuries are scarcer and less reliable, but they probably declined as well. Agriculture has one of the highest injury rates of any industry; the frequent cuts and bruises can become infected by the bacteria in barnyards and on animals. Moreover, work animals and machinery frequently injure farm workers. Since the proportion of farm workers in the total labor force fell from about 40 percent to 2 percent between 1900 and 1990, the U.S. worker injury rate would have fallen even if nothing else changed. The limited data on injuries in manufacturing also indicate a decline.

Another basic aspect of working conditions is exposure to the weather. In 1900 more than 80 percent of all workers farmed in open fields, maintained railroad rights of way, constructed or repaired buildings, or produced steel and chemicals. Their bosses may have been comfortably warm in the winter and cool in the summer, but the workers were not. A columnist of that era ironically described the good fortune of workers in Chicago steelworks, who could count on being warmed by the blast from the steel melt in freezing weather. Boys who pulled glass bottles from furnaces were similarly protected—when they didn't get burned. By 1990, in contrast, more than 80 percent of the \_\_\_\_\_ worked in places warmed in the winter and cooled in the summer.

Hours of work for both men and women were shorter in the United States than in most other nations in 1900. Women in Africa and Asia still spent two hours a day pounding husks off wheat or rice for the family food. American women bought their flour and cornmeal, or the men hauled it home from the mill. Women, however, still typically worked from dawn to dusk, or even longer by the light of oil or kerosene lamps. Caring for sick children lengthened those hours further. Charlotte Gilman, an early feminist leader, declared that cooking and care of the kitchen alone took forty-two hours a week. Early budget studies are consistent with that estimate. Men, too, worked dawn to dusk on the farm, and in most nonfarm jobs (about 60 percent of the total), men worked ten hours a day, six days a week.

By 1981 (the latest date available), women's kitchen work had been cut about twenty hours a week, according to national time-budget studies from Michigan's Institute of Survey Research. That reduction came about because families bought more restaurant meals, more canned, frozen, and prepared foods, and acquired an arsenal of electric appliances. Women also spent fewer hours washing and ironing clothes and cleaning house. Fewer hours of work in the home had little impact on women's labor force participation rate until the great increase after 1950.

Men's work hours were cut in half during the twentieth century. That decline reflected a cut of more than twenty hours in the scheduled work week. It also reflected the fact that paid vacations—almost nonexistent in 1900—had spread, and paid holidays multiplied.

In addition, the percentage of the labor force in the worst jobs has declined dramatically. Common laborers in most societies face the most \_\_\_\_\_, dangerous, and distasteful working conditions. Their share of the U.S. labor force fell from about 30 percent to 5 percent between 1900 and 1990. Thousands of men in 1900 spent their lives shoveling coal into furnaces to power steam engines. Less than 5 percent of factory power came from electric motors. By 1990 nearly all these furnaces, and men, had been replaced—first by mechanical stokers and then by oil burners and electric motors. Tens of thousands of other men in 1900 laid railroad track and ties, shifting them by brute force, or shoveled tons of coal and grain into gondola cars and ships' holds. They too have given way to machines or now use heavy machinery to ease their \_\_\_\_\_.

The largest group of common laborers in 1900 was the men, women, and children who cultivated and harvested crops by hand (e.g., cotton, corn, beets,



potatoes). Most blacks and many Asian and Mexican-American workers did so. These millions were eventually replaced by a much smaller group, generally using motorized equipment. New machinery also eased the lot of those who once spent their lives shoveling fertilizer, mixing cement, working in glue-works, carrying bundles of rags, waste paper, or finished clothing, and tanning hides.

Such tasks remain a miserable fact of life in many societies. But the expanding U.S. economy forced improvement as workers got the choice of better jobs on factory \_\_\_\_\_, in warehouses, and in service establishments. Producers increasingly had to replace departing common labor with machinery. They substituted machinery for labor across the board. (Computer software even replaced some bank vice presidents.) But many more men who labored at difficult and boring jobs were replaced by machines tended by \_\_\_\_\_. Between 1900 and 1990 the amount of capital equipment used by the typical American worker rose about 150 percent, taking all industries together.

Rock singers, movie stars, athletes, and CEOs stand at one end of the income distribution. At the other end are \_\_\_\_\_ workers and many of the unemployed. The differences in annual earnings only partly reflect hourly wages. They also reflect differences in how many hours a year workers spend on the job.

Thanks to increased income \_\_\_\_\_ since 1936, today's workers attempt to reduce taxes by converting their earnings into other, \_\_\_\_\_ of income. Why use after-tax income to pay for medical care if you can get it as an untaxed \_\_\_\_\_? Why pay for the full cost of lunch if the company can \_\_\_\_\_ meals at work? The \_\_\_\_\_ of such "receipts in kind" has made it increasingly difficult to make meaningful comparisons of the distribution of income over time or of earnings in different social and \_\_\_\_\_.

The \_\_\_\_\_ cause of this increase in the \_\_\_\_\_ was the increase in productivity. What caused that increase? The tremendous changes in Korea, Hong Kong, and Singapore since World War II demonstrate how \_\_\_\_\_ is the connection between productivity and such factors as sitting in classrooms, natural resources, previous history, or racial origins. Increased productivity depends more on national attitudes and on free markets, in the United States as in Hong Kong and Singapore.

Output per hour worked in the United States, which already led the world in 1900, tripled from 1900 to 1990. Companies competed away much of that cost savings \_\_\_\_\_, thus benefiting consumers. (Nearly all of these consumers, of course, were in workers' families.) Workers also benefited directly from higher wages on the job.

The U.S. record for working conditions and real wages reveals impressive and \_\_\_\_\_, greater than in many other nations. But the quest for still higher wages and for less effort and boredom shows no sign of halting.

### **16. Mark the sentences T (True) or F (False).**

1. Occupational deaths don't occur in the United States very often today.

2. Improved medical procedures are the main cause of the decrease in workplace deaths.
3. Working hours for women in America didn't differ from those in Africa and Asia.
4. Women's work hours were cut in half during the twentieth century.
5. During the twentieth century human labor was replaced with machinery.
6. Increased income tax rates lead to tax evasion.
7. Increase in productivity is closely connected with the level of education and natural resources.

## 17. Render the article into English.

### **ЄС знайшов панацею від безробіття: молодь буде вчитися і працювати**

*Єврозону лякає перспектива втраченого покоління*

Європейська Комісія презентувала проект "Гарантії для молодих", за яким кожен громадянин Союзу, що не досяг 25 років, отримає гідну роботу, навчання або стажування протягом чотирьох місяців після закінчення навчання.

"Не варто чекати, поки закінчиться криза. Молодь потрібно рятувати вже сьогодні, аби молоді європейці не перетворилися на втрачене покоління. Зростання безробіття серед молоді спричинить у ЄС економічний і соціальний колапс", - попередив комісар ЄС із питань зайнятості, а також автор загаданого проекту Ласло Андор.

Криза поглинає останні місця праці, а для молодих людей, які щойно завершили навчання, працевлаштуватися майже неможливо: їх беруть на роботу в останню чергу, а звільняють першими. Через це рівень безробіття для молодих мешканців ЄС до 25 років (23,4%) вдвічі перевищує показники, що є середніми для Союзу (10,7%).

*Безробітні стають неофашистами*

Представники ЄК зазначили, що рівень зайнятості серед людей, які тільки виходять на ринок праці, завжди був значно нижчим, але тепер він набирає катастрофічних масштабів.

Рівень безробіття серед молодих іспанців та греків сягнув вже більше 55%, більш ніж 30% становить у низці інших країн ЄС. Також Єврокомісія констатує, що збільшується кількість молодих людей, які не мають роботи і не шукають її, адже не здобули жодної спеціальності. Це перші кандидати на втрачене покоління, зазначили у ЄК.

Молоді безробітні коштують Європі цілий статок: ЄС повинен виплачувати їм соціальну допомогу, а також рахувати фінансові втрати від місць, на яких ці люди могли б працювати. Окрім економічних збитків безробітна молодь створює ризик для суспільства. Усе більше молодих

безробітних без надії на краще майбутнє приєднуються до неофашистських радикалів у Греції, або до экс-комуністичного, а тепер лівого руху в Італії.

"Гарантії для молодих" - це гучний сигнал про зміни від Брюсселю, де багато хто ще нещодавно вірив тільки в незвичайну силу суворих бюджетних скорочень. Це сигнал про те, що утримання державних фінансів і лібералізації ринку праці не достатньо - потрібна також сильна державна допомога.

*Поляки повинні вчитися у фінів, а італійці - у німців*

Де взяти гроші на навчання, стажування, заохочення роботодавців приймати молодих людей на практику? У євроні вже задумуються над створенням окремого бюджету, який спрямують на реформи на ринку праці. Також частину загального бюджету ЄС використовують для професійної підготовки молодих працівників.

"Однак більшу частину грошей доведеться витратити зі своєї кишені кожній країні окремо: Це окупиться. Інвестиції в розмірі €10 млрд у "Гарантії для молодих" зможе врятувати 2 млн молодих людей від безробіття до 2014 року", - пояснив Петро Матіяш, представник Організації Європейського молодіжного форуму.

"Гарантії для молодих" – це швидше рекомендація, аніж введення жорстких правил для країн ЄС. На додаток до "гарантії" Брюссель також спрямує зусилля щодо покращення стажування для молодих людей, аби вони, окрім сертифікату, перейняли на місцях практики дійсно цінний досвід.

"Полякам, нарешті, потрібно вчитися у фінів і австрійців, а італійцям - в німців. Це було б найбільшим досягненням комісара Андора", – наголосили представники Єврокомісії.

## **18. Read and translate the text. Prepare a talk about ways of managing unemployment stress.**

### **Job Loss and Unemployment Stress Tips for Staying Positive During Your Job Search**



It's normal to feel hurt, vulnerable, or angry after losing a job. The good news is that despite the stress of job loss and unemployment, there are many things you can do to take control of the situation and maintain your spirits. You can get through this tough time by taking care of yourself, reaching out to others, and taking the opportunity to rethink your career goals and rediscover what truly makes you happy.

Our jobs are much more than just the way we make a living. They influence how we see ourselves, as well as the way others see us. Our jobs give us structure, purpose, and meaning. That's why job loss and unemployment is one of the most stressful things you can experience.

Beyond the loss of income, losing a job also comes with other major losses, some of which may be even more difficult to face:

- Loss of your professional identity
- Loss of self-esteem and self-confidence
- Loss of your daily routine
- Loss of purposeful activity
- Loss of your work-based social network
- Loss of your sense of security

Grief is a natural response to loss, and that includes the loss of a job. Losing your job takes forces you to make rapid changes. You may feel angry, hurt, panicked, rejected, and scared. What you need to know is that these emotions are normal. You have every right to be upset, so accept your feelings and go easy on yourself.

Also remember that many, if not most, successful people have experienced major failures in their careers. But they've turned those failures around by picking themselves up, learning from the experience, and trying again. When bad things happen to you—like experiencing unemployment—you can grow stronger and more resilient in the process of overcoming them.

*Coping with job loss and unemployment stress tip 1: Face your feelings*

Fear, depression, and anxiety will make it harder to get back on the job market, so it's important to actively deal with your feelings and find healthy ways to grieve. Acknowledging your feelings and challenging your negative thoughts will help you deal with the loss and move on.

*Surviving the emotional roller coaster of unemployment and job loss*

- Talk to a trusted friend or family member about what you're going through. He or she doesn't have to offer solutions, just be a good listener. The simple act of sharing can often make you feel better.
- Write about your feelings. Express everything you feel about being laid off or unemployed, including things you wish you had said (or hadn't said) to your former boss. This is especially cathartic if your layoff or termination was handled in an insensitive way.
- Accept reality. While it's important to acknowledge how difficult job loss and unemployment can be, it's equally important to avoid wallowing. Rather than dwelling on your job loss—how unfair it is; how poorly it was handled; things you

could have done to prevent it; how much better life would be if it hadn't happened—try to accept the situation. The sooner you do, the sooner you can get on with the next phase in your life.

- Don't beat yourself up. It's easy to start criticizing or blaming yourself when you've lost your job and are unemployed. But it's important to avoid putting yourself down. You'll need your self-confidence intact as you're looking for a new job. Challenge every negative thought that goes through your head. If you start to think, "I'm a loser," write down evidence to the contrary: "I lost my job because of the recession, not because I was bad at my job."

- *Look for the silver lining.* Losing a job is easier to accept if you can find the lesson in your loss. What can you learn from the experience? Maybe your job loss and unemployment has given you a chance to reflect on what you want out of life and rethink your career priorities. Maybe it's made you stronger. If you look, you're sure to find something of value.

#### *Beware of pitfalls*

- Taking refuge in your "cave" may provide temporary comfort, but is little help if your time spent there is not constructive. Surrounding yourself with positive, supportive family and friends may better help your self-esteem.

- Venting your anger and frustrations may only make you feel worse if you find yourself in the middle of a "pity party." There are people who actually enjoy misery and the misfortune of others.

- Drinking is at best a temporary relief, and for some people, can lead to a crippling addiction.

#### *Coping with job loss and unemployment stress tip 2: Reach out*

Don't underestimate the importance of other people when you're faced with job loss and unemployment. Be proactive. Let people know that you lost your job and are looking for work.

Taking action will help you feel more in control of your situation—and you never know what opportunities will arise. Plus, the outpouring of support you receive may pleasantly surprise you. Simple words of sympathy and encouragement can be a huge boost in this difficult time.

#### *Turn to people you trust for support*

Share what you're going through with the people you love and trust. Ask for the support you need. Don't try to shoulder the stress of job loss and unemployment alone. Your natural reaction may be to withdraw out of embarrassment and shame or to resist asking for help out of pride. But avoid the tendency to isolate. You will only feel worse.

#### *Join or start a job club*

Other job seekers can be invaluable sources of encouragement, support, and job leads. You can tap into this resource by joining or starting a job club. Being around other job seekers can be energizing and motivating, and help keep you on track during your job search.

To find a job club in your area, check out:

- Your local public library

- College and university career centers
- Professional networking sites
- The classifieds or career section of the newspaper
- Resources & References section below for links

*Stay connected through networking*

The vast majority of job openings are never advertised; they're filled by word of mouth. That's why networking is the best way to find a job. Unfortunately, many job seekers are hesitant to take advantage of networking because they're afraid of being seen as pushy, annoying, or self-serving. But networking isn't about using other people or aggressively promoting yourself—it's about building relationships. As you look for a new job, these relationships can provide much-needed feedback, advice, and support.

*Networking is much easier than you think*

Networking may sound intimidating or difficult—especially when it comes to finding a job or asking for help—but it doesn't have to be. Networking can be rewarding and fun, even if you're shy or you feel like you don't know many people.

*Coping with job loss and unemployment stress tip 3: Involve your family*

Unemployment affects the whole family, so keep the lines of communication open. Tell your family what's going on and involve them in major decisions. Keeping your job loss or your unemployment a secret will only make the situation worse. Working together as a family will help you survive and thrive, even in this difficult time.

- *Keep your family in the loop.* Tell them about your job search plans, let them know how you're spending your time, update them on promising developments, and let them know how they can support you while you're unemployed.
- *Listen to their concerns.* Your family members are worried about you, as well as their own stability and future. Give them a chance to talk about their concerns and offer suggestions regarding your job loss and unemployment.
- *Make time for family fun.* Set aside regular family fun time where you can enjoy each other's company, let off steam, and forget about your job loss and unemployment troubles. This will help the whole family stay positive.

*Helping children cope with a parent's unemployment*

Children may be deeply affected by a parent's unemployment. It is important for them to know what has happened and how it will affect the family. However, try not to overburden them with the responsibility of too many of the emotional or financial details.

- *Keep an open dialogue with your children.* Letting them know what is really going on is vital. Children have a way of imagining the worst when they write their own "scripts," so the facts can actually be far less devastating than what they envision.
- *Make sure your children know it's not anybody's fault.* Children may not understand about job loss and immediately think that *you* did something wrong to

cause it. Or, they may feel that somehow *they* are responsible or financially burdensome. They need reassurance in these matters, regardless of their age.

- *Children need to feel they are helping.* They want to help and having them do something like taking a cut in allowance, deferring expensive purchases, or getting an after-school job can make them feel as if they are part of the team.

*Coping with job loss and unemployment stress tip 4: Take care of yourself*

The stress of job loss and unemployment can take a toll on your health. Now more than ever, it's important to take care of yourself. That means looking after your emotional and physical needs and making stress management a priority.

*Tips for managing unemployment stress*

- Maintain balance in your life. Don't let your job search consume you. Make time for fun, rest, and relaxation—whatever revitalizes you. Your job search will be more effective if you are mentally, emotionally, and physically at your best.

- *Make time for regular exercise.* Exercise can be a great outlet for stress and worry while you're unemployed and looking for work. It is also a powerful mood and energy booster. Aim for at least 30 minutes of exercise on most days of the week.

- *Get plenty of sleep.* Sleep has a huge influence on your mood and productivity. Make sure you're getting between 7 to 8 hours of sleep every night. It will help you keep your stress levels under control and maintain your focus throughout your job search.

- *Practice relaxation techniques.* Relaxation techniques such as deep breathing, meditation, and yoga are a powerful antidote to stress. They also boost your feelings of serenity and joy and teach you how to stay calm and collected in challenging situations—including job loss and unemployment.

*Staying positive during a long job search*

A long job search can wear on your attitude and outlook, especially if you're unemployed. If it's taking you longer than anticipated to find work, the following tips can help you stay focused and upbeat.

- *Keep a regular daily routine.* When you no longer have a job to report to every day, you can easily lose motivation. Treat your job search like a regular job, with a daily "start" and "end" time. Following a set schedule will help you be more efficient and productive while you're unemployed.

- *Create a job search plan.* Avoid getting overwhelmed by breaking big goals into small, manageable steps. Instead of trying to do everything at once, set priorities. If you're not having luck in your job search, take some time to rethink your goals.

- List your positives. Make a list of all the things you like about yourself, including skills, personality traits, accomplishments, and successes. Write down projects you're proud of, situations where you excelled, and things you're good at. Revisit this list often to remind yourself of your strengths.

- *Volunteer.* Unemployment can wear on your self-esteem and make you feel useless. Volunteering helps you maintain a sense of value and purpose. And

helping others is an instantaneous mood booster. Volunteering can also provide career experience, social support, and networking opportunities.

- *Focus on the things you can control.* You can't control how quickly a potential employer calls you back or whether or not they decide to hire you. Rather than wasting your precious energy on things that are out of your hands, turn your attention to things you can control during your unemployment, such as writing a great cover letter and resume tailored to the company you want to work for and setting up meetings with your networking contacts.

## 19. Act out the dialogues and produce your own.

### *Dialogue Between Two Friends on Unemployment Problem*

**Zafi:** Hello, Zarif. What's up?

**Zarif:** It's cool. What about you?

**Zafi:** I am not so well. I am worried about my future life. If I remain unemployed after finishing my exam, it will be too much unfortunate.

**Zarif:** Unemployment has really become an acute problem in our country as the number of unemployed people is more than the job opportunities available here.

**Zafi:** You are absolutely right, but I believe that if you want to be employed, you must have to learn some skill on certain profession.

**Zarif:** I agree with you. And that's why everyone should decide what he is going to do after passing SSC Examination.

**Zafi:** Will you tell me please how we can come out of unemployment?

**Zarif:** Yes, you should learn some profession and acquire some skills. If you are skilled, you can employ yourself in any trade or profession.

**Zafi:** But what about the disabled persons?

**Zarif:** No problem for them also. Nowadays the disabled persons are being trained in various professions and skills according to their ability. And they are doing good.

**Zafi:** Are you sure, they can?

**Zarif:** Of course. I know many institutions that train up the disabled. I know many disabled persons who have become self-employed or employed by others.

**Zafi:** Who do you think the unemployed section of our society?

**Zarif:** Some youths, students and those who are blind, deaf, dumb, and lame.

**Zafi:** Thank you for sharing your thoughts with me.

**Zarif:** You are most welcome.

### *When will there be jobs for young people?*

**Katie Shaw:** I graduated in September, after studying fine art and history. I've been trying to get a career started, to do with my degree, and I'm interning at a gallery and working part time. I'm essentially being supported by my partner.

**John Cridland:** That's not what you expected when you started the degree?



**KS:** I knew it wasn't going to be easy, but I started in 2008, just as everything started crashing, and I went into the degree with a different mindset. It was a wonderful degree, but looking at it with the benefit of hindsight, I don't think I could justify taking it.

**JC:** The current circumstances could not be more difficult for graduate employment. We don't know how long it's going to take to get back to better times.

**KS:** There are so many people who take part-time jobs to stay afloat, and they don't get included in these unemployment figures. We're only in part-time work because we can't find full-time jobs. The issue for my career is that funding cuts to arts organisations means they are relying more heavily on volunteers and interns to pick up the slack.

**JC:** Internships are incredibly valuable because there are lots of arts institutions and charities where it's not a choice between paying and not paying, it's a choice between someone having the opportunity to get experience or there being no opportunity. At a charity, for example, if those internships had to be paid, they wouldn't exist. I think you need to keep those opportunities open. In a difficult labour market, research shows the scarring effects are particularly damaging for young people. Unemployment is horrible for anybody, but at the beginning of a career it can hold you back for a long period. So the benefit of internships is in keeping your CV fresh, so when the market turns and employers see you have relevant experience ...

**KS:** I recognise that scarring effect, and I've seen a lot of people going through it. There is a lot of frustration for people going into these [work experience] schemes. I know I'm not going to get employed by the people I'm interning with – I'm on a three-month rotation of other interns. You're essentially working for free, regardless of the experience you gain. Then, it's divided into people who can afford to be an intern and still pay their rent, or their parents can afford to support them, and people who can't, and so don't get that experience. Already you're getting the rich/poor divide. There are these work placements that are essentially working in Tesco, which I have an issue with. It's one thing small arts organisations taking on interns and perhaps not behaving the way they should, but it's different for companies like Tesco, who make millions, and they aren't paying people. It's billed as this great "getting people into work" thing, and I have an issue with that.

**JC:** The companies would say they have more applications for graduate jobs than they can take on. They can fill the job requirements without difficulty. It's a buyers' market, and so I don't see companies exploiting people, I see them saying we will create some work-experience opportunities – which are not jobs being filled by work-experience people. Some of these choices aren't very enviable, but I think it's much better that somebody is keeping their skills fresh and has some work experience on a CV.

**KS:** You can understand that this buyers' market is open, regardless of the best intentions, to exploitation?

**JC:** It is. There are always bad apples. Regulation needs to be targeted at people who are abusing the situation.

**ES:** Does it worry you that a generation of young people can't get jobs at a time where executive pay is high?

**JC:** What does worry the CBI is if what business is doing isn't acceptable to the rest of society – if there is a gap between what happens in the boardroom and what happens on the street. There is a relatively small number of people on these mega salaries that the media like to focus on. I think it's good news for Britain if we have world-class companies headquartered in the UK. That small minority of really big companies, their CEOs are in a global pool of talent, so if you want to have someone running one of those companies, you are attracting somebody who could work anywhere else in the world, and there is a labour market price. But that's not the whole of the business community.

**ES:** Is there not something wrong about Tesco's chief earning £1.1m [although his total package could be worth £6.9m this year], and advertising unpaid jobs in return for jobseeker's allowance?

**JC:** Let's be clear what the senior management of Tesco are running – a global company. We're talking about a supermarket that employs half a million people. What do you pay the boss of a business that is responsible for them? You probably pay them rather more than I earn – I employ just under 250 people.

**ES:** The CBI supports spending cuts, but how do people live if they are volunteering or working as an unpaid intern?

**KS:** It's presented as preparing your CV, but people have to pay the rent and eat.

**JC:** It depends how long it lasts. Sometimes we can cope with difficult circumstances if we can see light at the end of the tunnel. Business will start recruiting if it believes the economy is picking up. I think early 2012 feels a lot better than late 2011. Although the Eurozone crisis is on the news every night, it's beginning to feel less bad. This week we've had bad unemployment news, but we've had more encouraging inflation figures, and if it falls such that when we go to the petrol pumps or the supermarket we see we have more money to spend on other things, then business can start to employ more people. Jobs are a consequence of demand in the economy.

**ES:** Katie, how optimistic do you feel about getting a job?

**KS:** It will be a case of juggling jobs. I don't think I will walk into a full-time job, I don't have any illusion about that.

**JC:** Government can't create jobs, only business can. The main responsibility of government is to tackle the deficit and to have a growth strategy, because you can't achieve growth simply by cutting. Although I don't think the government can create jobs, it can certainly influence who can get the jobs. The CBI has been very clear that the priority group today are young people.

## **20. Render the text into English.**

### **Підстави для припинення трудового договору**

Підставами для припинення трудового договору є:

1) згода сторін;

2) закінчення строку, крім випадків, коли трудові відносини фактично тривають і жодна зі сторін не поставила вимогу їх припинення;

3) призов або вступ працівника на військову службу, направлення на альтернативну (невійськову) службу;

4) розірвання трудового договору з ініціативи працівника, з ініціативи власника або уповноваженого ним органу або на вимогу профспілкового комітету;

5) переведення працівника, за його згодою, на інше підприємство, в установу, організацію або перехід на виборну посаду;

6) відмова працівника від переведення на роботу в іншу місцевість разом з підприємством, а також відмова від продовження роботи у зв'язку зі зміною істотних умов праці;

7) набрання законної сили вироком суду, яким працівника засуджено до позбавлення волі, виправних робіт не за місцем роботи або до іншого покарання, яке виключає можливість продовження даної роботи;

8) підстави, передбачені контрактом.

Зміна підпорядкованості підприємства не припиняє дії трудового договору.

У разі зміни власника підприємства, а також у разі його реорганізації (злиття, приєднання, поділу, виділення, перетворення) дія трудового договору працівника продовжується. Припинення трудового договору з ініціативи власника або уповноваженого ним органу можливе лише у разі скорочення чисельності або штату працівників.

Крім підстав, передбачених вище трудовий договір припиняється також у випадку направлення працівника за постановою суду до лікувально-трудоного профілакторію.

### **Розірвання трудового договору, укладеного на невизначений строк, з ініціативи працівника**

Працівник має право розірвати трудовий договір, укладений на невизначений строк, попередивши про це власника письмово за два тижні. У разі, якщо заява працівника про звільнення з роботи за власним бажанням зумовлена неможливістю продовжувати роботу (переїзд на нове місце проживання, переведення чоловіка або дружини на роботу в іншу місцевість, вступ до навчального закладу, неможливість проживання у даній місцевості, підтверджена медичним висновком, вагітність, догляд за дитиною до досягнення нею чотирнадцятирічного віку або дитиною-інвалідом, догляд за хворим членом сім'ї відповідно до медичного висновку або інвалідом I групи, вихід на пенсію, прийняття на роботу за конкурсом, а також з інших поважних причин), власник повинен розірвати трудовий договір у термін, про який просить працівник.

Якщо працівник після закінчення терміну попередження про звільнення не залишив роботи і не вимагає розірвання договору, власник не вправі звільнити його за поданою раніше заявою, крім випадків, коли на його місце

запрошено іншого працівника, якому відповідно до законодавства не може бути відмовлено в укладенні трудового договору.

Працівник має право у визначений ним термін розірвати трудовий договір за власним бажанням, якщо власник або уповноважений ним орган не виконує законодавство про охорону праці, умови колективного договору з цих питань.

### **Продовження дії строкового трудового договору на невизначений термін**

Якщо після закінчення терміну трудового договору трудові відносини фактично тривають, і жодна зі сторін не вимагає їх припинення, дія цього договору вважається продовженою на невизначений строк.

### **Розірвання трудового договору з ініціативи власника**

Трудовий договір, укладений на невизначений термін, а також трудовий договір до закінчення терміну його чинності можуть бути розірвані власником лише у випадках:

1) зміни в організації виробництва і праці, в тому числі ліквідації, реорганізації або перепрофілювання підприємства, скорочення чисельності або штату працівників;

2) невідповідності працівника займаній посаді або виконуваній роботі внаслідок недостатньої кваліфікації або стану здоров'я, які перешкоджають продовженню даної роботи;

3) систематичного невиконання працівником без поважних причин обов'язків, покладених на нього трудовим договором або правилами внутрішнього трудового розпорядку, якщо до працівника раніше застосовувалися заходи дисциплінарного чи громадського стягнення;

4) прогулу (в тому числі відсутності на роботі більше трьох годин протягом робочого дня) без поважних причин;

5) невихід на роботу протягом більше чотирьох місяців підряд внаслідок тимчасової непрацездатності, не рахуючи відпустки по вагітності і родах, якщо законодавством не встановлений триваліший строк збереження місця роботи (посади) при певному захворюванні. За працівниками, які втратили працездатність у зв'язку з трудовим каліцтвом або професійним захворюванням, місце роботи (посади) зберігається до відновлення працездатності або встановлення інвалідності;

6) поновлення на роботі працівника, який раніше виконував цю роботу;

7) появи на роботі в нетверезому стані, у стані наркотичного або токсичного сп'яніння;

8) вчинення за місцем роботи розкрадання (в тому числі дрібного) майна власника, встановленого вироком суду, що набрав законної сили, чи постановою органу, до компетенції якого входить накладання адміністративного стягнення або застосування заходів громадського впливу.

Звільнення допускається, якщо неможливо перевести працівника за його згодою на іншу роботу.

Не допускається звільнення працівника з ініціативи власника в період його тимчасової непрацездатності, а також у період перебування працівника у відпустці. Це правило не поширюється на випадок повної ліквідації підприємства, установи, організації.

Трудовий договір з ініціативи власника або уповноваженого ним органу може бути розірваний також у випадках:

1) одноразового грубого порушення трудових обов'язків керівником підприємства, установи, організації (філіалу, представництва, відділення та іншого відокремленого підрозділу), його заступниками, головним бухгалтером підприємства, установи, організації, його заступниками, а також службовими особами митних органів, державних податкових інспекцій, яким присвоєно персональні звання, і службовими особами державної контрольно-ревізійної служби та органів державного контролю за цінами;

2) винних дій працівника, який безпосередньо обслуговує грошові та товарні цінності, якщо ці дії дають підстави для втрати довір'я до нього з боку власника.

3) вчинення працівником, який виконує виховні функції аморального проступку, не сумісного з продовженням даної роботи.

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