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Иностранный язык

Методические указания
по организации самостоятельной работы
по дисциплине «Иностранный язык»
для студентов I-II курса направления подготовки 38.03.02 Менеджмент
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Данное издание является методическими указаниями по организации самостоятельной работы по дисциплине «Иностранный язык» для студентов I-II курса, направления подготовки 38.03.02 Менеджмент, очной и заочной форм обучения, которые состоят из 6 разделов (Units), текстов для дополнительного чтения, рекомендованной литературы. Каждый раздел состоит из текстов для обучения разным видам чтения и ряда лексико-грамматических упражнений, направленных на усвоение и закрепление специальной лексики и выработку навыков перевода профессионально ориентированной литературы, а также разговорного общения, терминологического словаря по теме раздела. Все тексты заимствованы из аутентичных источников с широким привлечением Интернет-ресурсов и связаны единой тематической линией – менеджмент организации и персонала.

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UNIT 1 Personnel Management

Exercise 1. Copy the following terms and memorize their meanings:

1. **to attract** – привлекать;
2. **to be worth smth** – стоит (чего-л.);
3. **to dominate** – оказывать преобладающее влияние;
4. **to fill** – занимать какое-л. место, заполнять,
to fill in – заполнить (бланк, анкету);
5. **to hire** – нанимать, предоставлять работу;
6. **to manage** – руководить, управлять,
management – руководство, менеджмент;
7. **pay-off, payoff** – компенсация;
8. **position** – должность, положение;
9. **to promote** – повышать в должности;
10. **to require** – требовать (чего-л.);
11. **to recruit** – набирать, нанимать (на работу);
recruitment – набор (кадров), наём (сотрудников)
12. **to staff** – укомплектовывать штаты, набирать кадры;
staff – штат служащих, служебный персонал;
13. **to train** – готовить, обучать;
14. **welfare** – благополучие.

Read the sentences and translate them into Russian.

1. The company has found it difficult to attract and keep good staff.
2. Running a restaurant was hard work, but worth the effort.
3. I took a salary cut when I changed jobs, but it was worth it.
4. She was promoted to General Manager.
5. Management hired and fired labour in line with demand.
6. I have been managing three companies in the UK with around 200 employees.
7. How many people do you manage?
8. He held a senior position in a large company.
9. He remained in that position until his retirement in 2000.
10. What exactly is required of a receptionist?
11. As a student, you are not required to pay tax.
12. We are fully staffed at the moment.
13. We are interested in the health and welfare of our employees.
14. The process of finding people to work for a company or become a new member of an organization is called recruitment.
15. The most crucial step in ensuring marketing success is hiring someone to manage and coordinate the effort.
16. This is a market where large corporations traditionally dominate.
17. She always says a lot in meetings, but she doesn't dominate.
18. He was promoted to his current position in 1998.
19. There are plans to recruit more staff later this year.
20. He is responsible for the day-to-day management of the firm.

Exercise 2. Answer the following questions, using the information given in brackets. Translate the sentences into Russian.

Model: *What has already been filled? (the vacancy) – The vacancy has already been filled.*

1. How many employees did the company hire? (more than 10 000)
2. How can you fill in the application? (online)
3. What will the companies have to decide? (if the payoff is worth the effort)
4. In what way has she managed her team? (with great skill)
5. For what position would I like to apply? (Sales Director)
6. What graduates is the design department staffed? (recent)
7. How did he feel? (He had been well trained for the job.)
8. What do we do to keep our employees efficient, well, safe and contented? (make every effort)
9. What did the company need? (better management rather than more money)
10. What does the job require? (a college degree and a knowledge of computers)

Exercise 3. Feel the difference between the words, referring to employing people:

- **to employ** – to pay someone to work for you: *The factory employs over 2000 people.*
- **to recruit** – to find new people to work in a company: *We're having difficulty recruiting enough qualified staff.*
- **to hire** – to employ someone for a short time to do a particular job: *Employers hire skilled people on fixed-term contracts.*
- **to take somebody on** – to start to employ someone: *We're taking on 50 new staff this year.*
- **to appoint** – to choose someone for a position or a job: *Connell was appointed as chairman.*
- **to headhunt** – to find people with the right skills and experience to do particular jobs, trying tries to persuade (убеждать) them to leave their present jobs: *I was headhunted by a marketing agency.*

Translate the sentences into Russian.

1. We need to pay top salaries to recruit and retain the best people.
2. He has recently been appointed to the board.
3. If you want to keep growing, hire more salespeople.
4. She was taken on as a trainee last year.
5. A new head of the Environment Agency was appointed last year.
6. He was headhunted by a major US law firm.
7. How long have you been employed at this job?
8. We're having difficulty recruiting enough qualified staff.
9. Business may only hire foreign workers where an American cannot be found.
10. Many businesses are having trouble recruiting workers with adequate skills.
11. She's been appointed to the State Supreme Court.
12. Two hundred new employees have been recruited.
13. We are looking to appoint a financial advisor as soon as possible.
14. Have you ever asked headhunters to recruit a whole team?

Exercise 4. Memorize the meanings of the following words:

- **ingenuity** – мастерство, изобретательность;
- **to keep** – хранить, сохранять, поддерживать;
- **priority** – приоритет, преимущество;
- **to select** – отбирать, подбирать;
- **to lead** – вести; возглавлять, руководить.

Read the sentences and translate them into Russian.

1. Our job is to keep the customer happy.
2. Competition is keeping down prices.
3. He has led the party for over twenty years.
4. Reducing construction and operating costs is our top priority.
5. The children are our first priority.
6. The customer is high on our list of priorities.
7. Finding a suitable replacement has become our first priority.
8. There will be some new top managers, but the chief executive officer (генеральный директор) is keeping his job.
9. After many tests, John was selected for the team.
10. Four candidates have been selected for interview.
11. Ingenuity is a skill at inventing things and thinking of new ideas.
12. This person had ingenuity and his experience fitted him to do the job.
13. Beckham led his team to victory.
14. If saving lives is your aim, providing clean water should be a higher priority still.
15. High school students can select from a variety of applied academic courses in addition to a more traditional college-preparatory curriculum.
16. Much of the time pupils will work on sources that have been carefully selected by the teacher.

Exercise 5. Translate the following sentences into Russian, paying attention to the prefix *mis-*, which is used to refer to:

- something bad: *misfortune* (=bad luck);
- something wrong: *a miscalculation*;
- to an opposite or the lack of something: *I mistrust him*.

to count – to miscount

The computer can count how many words there are in a document you've written. Census Bureau officials announced that they miscounted the nation's official population by 5 million people.

to diagnose – to misdiagnose

Roy's heart condition was originally misdiagnosed as pneumonia. Mechanics tried to restart the car, but a gearbox breakage was quickly diagnosed.

to handle – to mishandle

Some of the goods had been mishandled and damaged. Whether they are chemical or organic, all fertilizers (удобрения) should be handled with care.

information – misinformation

The book contains information on how to find a job abroad. Much of what is currently discussed in the media about schools and education in general is based on misinformation and ignorance.

to manage – to mismanage

Managing four pizza outlets is extremely hard work. The nation's finances had been badly mismanaged. The department is understaffed and mismanaged.

print – misprint

The information is available in several formats including print, CD-ROM, and from our website. It can't really cost £20 – it must be a misprint.

rule – misrule

British rule in India came to an end in 1947. The country has suffered years of misrule by a weak and corrupt government.

to lead– to mislead

Don't be misled into thinking that scientific research is easy. Daniel Snell leads the marketing team.

to trust – to mistrust

The hardest thing is finding a car dealer you can trust! The motel clerk mistrusted Beattie because he didn't have any ID.

to use – to misuse

Charles was able to use his family connection for his own personal advancement. Measures must be taken to prevent confidential data from being misused.

to understand – to misunderstand

Oh, I must have misunderstood. I thought we were going to meet at 11:00. The woman had a strong accent, and I couldn't understand what she was saying.

Exercise 6. Paraphrase the following sentences using modal verbs *may (might), should*.

Model: *Your job is possible to involve some traveling. → Your job may (might) involve some traveling.*

1. I advise you to drink more water: it's useful.
2. Do you allow us to use your office for a few minutes?
3. No one is allowed to own more than 10% of the shares.
4. Children are not allowed to play in the street.
5. Can I see the chief now?
6. He said I was allowed to apply for this job.
7. They are possible to apply for the position of an analyst.
8. He advises me to take pills three times a day.
9. I think you will fill in the application form.
10. Do you allow me to come in?
11. The firm has possibilities to increase its profits by using of up-to-date technologies.
12. You look tired – my advice to you is to take a vacation.

Exercise 7. Read and translate the sentences paying attention to the word *ONE (ONES)*.

1. The more one learns the more one knows.
2. This method permits one to get good results.

3. This led one to regard this problem as very complex.
4. This book is a good one.
5. I have apples, they are sweet ones.
6. One believes things because one has been conditioned to believe them.
7. One shouldn't get upset about stupid things.
8. One can't succeed without taking pains.
9. One should be careful in talking to one's colleagues.
10. I don't like this dress. Can I have a red one, please?
11. Here are some books. Which ones would you like?
12. One should always keep one's word.
13. There is only one apple on the plate.
14. I have to buy a new coat for myself and another one for my sister.
15. He is one of the most experienced scientists in our Institute.
16. Cambridge is one of the two main universities of England.
17. A kettle half full of water can be brought to the boiling point in half the time required for a full one.
18. Water is one of the few substances that man knows well and uses in all of its three forms.
19. I'm looking for a flat. I'd really like one with a garden.
20. The normal state of a body is one of rest.

Exercise 8. Read the sentences choosing either *Infinitive* or *-ing-form* of the verbs in brackets. Translate the sentences into Russian.

1. By recruitment we mean the process of (*to obtain / obtaining*) a supply of new workers who would like (*to enter / entering*) an organization.
2. The process of recruitment involves (*to prepare / preparing*) a job description, (*to design / designing*) a means of (*to advertise / advertizing*) the position, (*to screen / screening*) the applications received, (*to interview/ interviewing*) a number of applicants and (*to make / making*) a choice.
3. An advertisement is a notice, picture or short film (*to tell / telling*) people about a company, product or service.
4. Some organizations employ outside agencies, known as "headhunters", (*to recruit / recruiting*) staff for them, especially for managerial jobs.
5. To advertise means (*to tell / telling*) people about a job that is available.
6. (*To attract / Attracting*) the best people for the positions requires some special skills on the part of an employer.
7. (*To staff / Staffing*) your business with the best people is one of the highest employer's priorities.
8. We are having difficulty (*to fill / filling*) the vacant post.
9. She had valid reasons for not (*to support / supporting*) the proposals.
10. Group interviews may be used (*to introduce / introducing*) the company and describe the job.
11. If you don't interview well you are unlikely (*to get / getting*) the job.
12. She is highly skilled at (*to deal / dealing*) with difficult customers.
13. Furniture (*to make / making*) is very skilled work.
14. There has been a small rise in the number of people (*to seek / seeking*) work.

15. They are (*to demand / demanding*) €1.6 million in compensation.
16. The plant has increased production in order (*to meet / meeting*) demand.

Exercise 9. A. Match the words and word combinations with their translation:

A B

- 1) ценные активы a) personnel department
2) баланс (балансовый отчет) b) work force
3) отдел кадров c) assets
4) менеджер по персоналу d) human resource management
5) управление трудовыми ресурсами e) personnel manager
6) рабочая сила f) balance sheet

B. Translate the sentences from English into Russian:

1. Our customer service team is our most important asset.
2. The function of a personnel manager usually begins with the staffing process.
3. Thank you for your contribution – you are an asset to the company.
4. Research shows that human resource management plays a huge role in how successfully a company performs.
5. He points out that the company has the strongest balance sheet among all the farm–machinery giants.
6. Personnel management in large organizations is now considered to be a highly professional activity, and would generally be carried out by a specialist personnel manager or department.
7. Personnel department is the department responsible for hiring and training and placing employees and for setting policies for personnel management.
8. The country's workforce is growing rapidly.
9. Half the workforce is unemployed.

Read the text and translate it into Russian using a dictionary if necessary.

The most valuable assets of any business are its people. Land, buildings, goods, and equipment may dominate a balance sheet, but they do not make a business successful: people do. The prosperous businesses are the ones that have the best people – capable, creative, energetic people. To attract them requires both ingenuity and initiative on the part of an employer. However, the payoff in productivity is worth it. Staffing your business with the best people should be one of the highest priorities. Staffing, leading and controlling are important functions of management. The main aim of staffing is to fill and keep filled the positions in the organization structure with competent people. It also involves selecting, hiring, promoting, planning the career, compensating and training. Many firms have a personnel department with personnel manager directly responsible for coordinating activities of the employees. Yet, whether or not there is a personnel department, all managers are responsible for managing human resources. The main functions of the personnel manager usually include staff recruitment, training, and welfare. The term personnel management is somewhat misleading in that it is usually line managers who manage the work force, while personnel managers provide a mainly supportive and advisory service.

Exercise 10. Search the text for the English equivalents of the following Russian phrases:

преуспевающие фирмы; ... стоит того; обеспечение кадрами; комплектование штата; обучение; социальное обеспечение работников; оказывать услуги поддержки и консультаций.

Exercise 11. Answer the questions to the text:

1. What are the functions of management?
2. What assets of a business are mentioned in the text?
3. Which of them is characterized as the most valuable? Why?
4. What does the term *to staff* mean?
5. What people are responsible for personnel management in an organization?
6. What is the difference between human resources department and personnel department?

Exercise 12. Guess the meaning of these definitions:

- the activity of managing a company's employees, for example, by employing new workers, training them, managing their employment records, and helping them with problems.
- a person who is in charge of the department that deals with the employment, training, support, records, etc. of a company's employees.
- the specialist branch of management which is responsible for matters related to the employment and regulation of employees and workers .

Exercise 13. Translate the sentences from Russian into English.

1. Начальник отдела кадров – это главный менеджер, отвечающий за политику в отношении набора, увольнения, продвижения и стимулирования персонала.
2. Менеджер по персоналу занимается вопросами зарплаты, страхования, пенсий, продвижения по службе и т. д.
3. Управление персоналом придает особое значение психологической составляющей процесса управления.
4. Отдел кадров – это функциональное подразделение организации, основными задачами которого являются: выработка кадровой политики, подбор сотрудников и формирование стабильного коллектива, организация мероприятий для повышения квалификации сотрудников, создание кадрового резерва, организация учета кадров.
5. Отдел кадров подчиняется, как правило, заместителю директора фирмы по кадрам.
6. Управление трудовыми ресурсами – направление менеджмента, базовой идеей которого является повышение производительности посредством создания благоприятных условий для деятельности сотрудников организации.
7. Административная функция отдела кадров заключается в кадровом делопроизводстве, учете кадров и отчетности.
8. Отдел управления персоналом является исполнителем стратегических решений, принятых топ-менеджерами компании.
9. Управление человеческими ресурсами отвечает за участие в выработке и принятии ключевых решений в управлении бизнесом компании.

Exercise 14. Analyze the chat. Speak on the main functions of the personnel department and its management. Recruitment Selection Training Employee Working Payment Promotion and service conditions /compensation/ Dismissal

Unit 2 What Do You Do For a Living?

Read the text and grasp its main idea.

People may ask you about your job and you can answer in different ways:

What do you do? I'm (+ job) What's your job? I work in (+ place or general area)

What do you do for a living? I work for (+ name of company) The word *work* is usually an uncountable noun, so you cannot say "a work". If you want to use the indefinite article, you must say "a job". *Work* is also the place where you do your job. When people ask you to explain your work/job, they may want to know your main responsibilities, or something about your daily routine. They can ask like this: *What does your job involve?* If these are your main responsibilities, you can answer:

I'm in charge of (=responsible for) all deliveries out of the factory.

I have to deal with any complaints.

I run the coffee bar and restaurants in the museum.

If these are daily duties/routines, the answer will be:

I have to go to/attend a lot of meetings.

I visit/see/meet clients.

I advise clients.

My job involves doing quite a lot of paperwork (writing letters, filling in forms, sending e-mails, answering the phone, etc.). The word combination *responsible for/in charge of* is used for part of something (department or some of the workers).

The word *run* is used for control of all of something (a company or a shop). Most workers are paid every month and this pay goes directly into their bank account. It is called a salary. Salary – money that employees receive for doing their job, especially professional employees or people working in an office. Wage – a regular amount of money that you earn, usually every week, for work or services. The answer to the question: *How much do you earn?* is: *My salary is \$60,000 a year. / I earn \$60,000 per year.* With many jobs you get holiday pay and sick pay. If you want to ask about holidays, you can say:

How much holiday do you get?

How much weeks' holiday do you get?

The total amount of money you receive in a year is called your income. This could be your salary from one job, or the salary from some different jobs you have. And on this income you have to pay part to the government or *income tax*. For many people in Britain working hours are 8.30–9.00 a.m. to 5.00–5.30 p.m. Consequently, people often talk about nine-to-five job with regular working hours. Some people have flexi-time, and some have to do shift work. Some people also work overtime. Some people are paid to do/work overtime, others are not paid. A full-time job is for the whole of the normal working week, a part time job is for less time than that. You can say that someone works full-time or part-time. A permanent job does not finish after a fixed period; a temporary job finishes after a fixed period. You talk about temporary and permanent work.

Exercise 1. Starting with the words you are given, rewrite each of these sentences using vocabulary from the text. The basic meaning must stay the same.

Model: *I'm a banker. → I work in banking.*

1. What do you do? → What's ... ?
2. I earn \$50,000 a year. → My
3. I get £20,000 from my teaching job and another £10,000 from writing. → My total
4. I'm a programmer. → I work for
5. In my job I have to look after and maintain all the computers in the building. → My job involves
6. I'm responsible for one of the smaller departments. → I'm in
7. My boss takes all necessary actions if there are some complaints from our clients. → She has to
8. Do you have to work extra hours in your job? → Do you have to ... ?
9. Is your Dad paid to do overtime? → Is he paid to
10. How long have you been managing this stall? → How long have you been ... ?
11. I must leave, I have to go to a very important meeting. → I have to
12. My job involves meeting clients and advising them on their financial problems. → I'm
13. Could you tell me what your duties are? → Could you tell me what your ... ?
14. I work in a public library in the afternoons from 2 p.m. until 6 p.m. → I have
15. In my company we can work when we want, within certain limits. We can start at any time before 11 a.m., and finish as early as 3 p.m., as long as we do enough hours each month. → There's a system of

Exercise 2. Make up questions, paying attention to word order. Then match the questions with the answers.

1. living / do / do / what / for / you / a?
 2. you / do / much / how / earn?
 3. tax / you / pay / do / have / income / to?
 4. much / do / get / holiday / you / how?
 5. overtime / in / you / do / work / job / have / to / your?
 6. pay / you / do / holiday / get?
 7. pay / get / sick / you / do?
 8. your / what / involve / does / job?
- a. Yes, if we are very busy.
 - b. Yes, up to six months' full salary.
 - c. €40,000 per year.
 - d. Yes, I pay 40% a year to the government.
 - e. I deal with overseas clients, mainly.
 - f. 28 days.
 - g. I work for an international bank.
 - h. Yes, it's included in my salary.

Exercise 3. Five people are talking about their jobs. Match the jobs (1-5) to the people (a-e).

1. an accountant, 2. a postwoman, 3. a conductor, 4. a software developer, 5. a teacher

a) Obviously, my work involves travelling a lot. It can be quite physically tired, but I enjoy dealing with customers, except when they become violent. Luckily this doesn't happen often.

b) I like working with figures, but my job is much less boring and routine than people think.

The work involves a lot of human contact and teamwork, working with other managers.

c) Of course, it involves getting up quite early in the morning. But I like being out in the open air. And I get a lot of exercise!

d) You've got to think in a very logical way. The work can be mentally tiring, but it's very satisfying to write a program that works.

e) I love my job. It's very stimulating and not at all repeated: no two days are the same. It's good to see the children learn and develop.

Exercise 4. These are some general knowledge questions about work. Can you answer them?

A.

1. What are normal working hours for most office jobs in your country?
2. Can you name three jobs that get very high salaries in your country?
3. When do you start paying income tax in your country?
4. What is the minimum amount you have to pay?
5. What jobs often involve shiftwork? (Give at least two examples.)
6. Is flexi-time common in your company or your country?

B.

1. What do your parents do?
2. What are they in charge of?
3. What are their responsibilities?
4. What are their daily duties?
5. Do they have a nine-to-five jobs?
6. Do they do shiftwork?
7. Do they have to work overtime?
8. How much holiday do they get?
9. Do they get sick pay?

C.

1. What sort of job would you like to do?
2. What routine would you like to have?
3. What sort of working hours would you like to have if you worked?
4. Could you do your job working from home? If so, would you like to?

UNIT 3 Human Resources Management (HRM)

Exercise 1. Copy the following terms and memorize their meanings:

1. **attitude** – отношение;
2. **to apply (for)** – обращаться с (письменным) заявлением (к кому-либо),
applicant – кандидат, претендент; соискатель,
application – заявление; форма заявления;

3. **background** – данные о личном опыте, образовании, семье и т.д.;
4. **feedback** – ответная реакция (*регулярные отчеты исполнителей о текущей деятельности; информация о результатах определенных действий для внесения поправок в будущие решения*);
5. **to forecast** – прогнозировать;
6. **to maintain** – поддерживать, защищать, отстаивать (закон_□_ • _____, мнение),
maintenance – сохранение; содержание; поддержка;
7. **to perform** – выполнять; делать, совершать,
performance – исполнение, выполнение; результаты работы;
8. **payment** – выплата; оплата;
9. **to provide (with)** – снабжать; обеспечивать (кого-л. / что-л.), предоставлять;
10. **to reward** – награждать, вознаграждать; награда, вознаграждение;
11. **scrutiny** – тщательное рассмотрение, проверка;
12. **skill** – навык; умение; практический опыт;
13. **to submit** – представлять на рассмотрение;
14. **subordinate** – подчинённый.

Exercise 2. A. Read the sentences and translate them into Russian.

1. We will maintain prices at their current level for another six months.
2. I was hired by the first company I applied to.
3. Applicants should send a full resume and application letter to the Human Resources Manager.
4. Completed projects must be submitted by 10 March.
5. It is difficult to give an accurate forecast of sales.
6. The firm offers financial rewards to motivate its employees.
7. The enterprise has provided jobs for more than 1 000 people.
8. Many companies delay payment as long as they can.
9. The job requires skill and an eye for detail.
10. As soon as they found out, I was a doctor their whole attitude changed.
11. I am pleased to tell you that your application for the post has been successful.
12. The job would suit somebody with a publishing background.
13. There was little feedback from our questionnaire.
14. The core manager-subordinate team is the basic building block of all managerial leadership systems.
15. We have submitted proposals for a new pay structure to the board of management.
16. She performs an important role in our organization.
17. He criticized the recent poor performance of the company.
18. Careful scrutiny of the company's accounts revealed a whole series of errors.

B. Insert the right words and translate the sentences into Russian. Mind the Grammar!

1. To be a recipient is normally to put oneself in a s___ position.
2. We accept p___ by cash, cheque, or credit card.
3. He's gone on a course to sharpen his management s___.
4. It is difficult to give an accurate f___ of sales.

5. Your website should p__ the information that customers need.
6. The result is that our overall financial p__ has greatly improved.
7. His success is the r___ for years of hard work.
8. The university welcomes a___ from overseas students.
9. Closer s___ of the document revealed a number of interesting facts.
10. It is important to provide employees with f___ on their job performance.
11. I a___ for the post and was asked to attend an interview.

Exercise 3. A. Memorize the meanings of the following words:

- **to acquaint (oneself with)** – знакомить с (кем–л., чем–л.);
- **capability** – возможности, способности;
- **to concern** – затрагивать, касаться, иметь отношение;
- **to contribute** – вносить вклад;
- **to eliminate** – ликвидировать;
- **to enhance** – увеличивать, усиливать;
- **to familiarize** – ознакомить;
- **to improve** – улучшать; совершенствовать;
- **to obtain** – получать; приобретать;
- **to remain** – оставаться, находиться;
- **a set of** – ряд, набор;
- **to verify** – удостоверять, проверять.

B. Read the sentences and translate them into Russian.

1. The matter doesn't concern us.
2. There are a whole set of factors behind the decision.
3. It's safer to remain a good distance behind, in case the car in front suddenly stops.
4. It is beyond my capability.
5. This is an opportunity to enhance the reputation of the company.
6. He has obtained a reward.
7. All information contained in this report is confidential and remains the property of the company.
8. Everyone at the meeting contributed to the discussion.
9. The company needs to improve performance in all these areas.
10. Accountants are working to verify the figures.
11. She had to develop a whole new set of skills when she changed jobs.
12. You need to acquaint the police with the facts.
13. The car maker said it would eliminate 74,000 jobs over the next four years.

C. Put questions to the following sentences.

1. We aim to improve efficiency at all our plants. (Where ...?)
2. Voice recognition capability has been added to the latest version of the software. (What capability...?)
3. I need to acquaint myself with the new regulations. (What...?)
4. The company's operation contributed \$300 million to profits last year. (When ...?)
5. The company has eliminated 126 jobs. (How many ...?)
6. He's decided to remain in his present job for the time being. (Where...?)

7. An increase in the price of drugs has contributed to the rising cost of medical care. (What increase...?)
8. Employees must familiarize themselves with the health and safety manual. (What manual ...?)
9. I need to verify the figures in my presentation. (Where ...?)
10. The tax changes will concern large corporations rather than small businesses. (What corporations...?)

Exercise 4. Rewrite the following sentences in the Passive Voice.

1. We must maintain consumer confidence in our brand.
2. The bank has provided the company with a three-year loan.
3. You may use group interviews to introduce the company and describe the job.
4. We have hired a new management team.
5. They will appoint key personnel by March.
6. Human resources managers will ask you to fill in an application form and attend an interview.
7. You should send your CV, a letter of application and the names and addresses of two referees to the Director of Personnel Services.
8. The company has advertised its new Internet service on television.
9. You can find a job very quickly by going to private employment agencies.
10. The ship can carry 40 passengers plus cargo.
11. They promoted her to assistant manager of the department.
12. Several companies submitted proposals for the project.
13. You should install software to protect your computer from viruses.
14. Employers must pay all travel expenses for this training course.
15. Where will your company send you next year?
16. All visitors must wear identity badges (= name tags).
17. They will replace poorly performing management teams.

Exercise 5. Match the utterances (1–10) and the infinitive phrases (a–j) to explain the purpose of each interjection.

Model: "Ouch!" is used to show that something hurts you.

1. "Ouch!" a) to show a child that he cries too much.
2. "Cheese!" b) to express that we can hardly believe something.
3. "Hush!" c) to explain that we didn't do it on purpose.
4. "Shame on you!" d) to show that something hurts you.
5. "Such a cry-baby, aren't you?" e) to make one pull himself together.
6. "Oh, bother!" f) to show a child that he is ill-mannered.
7. "Well, I never!" g) to make one stop making noise.
8. "One more word and I'll ..." h) to make a person smile when taking his picture.
9. "Come! Come!" i) to express our disappointment or displeasure.
10. "Oops!" j) to show that we are losing control and are about to do something.

Exercise 6. Change the verb phrases into corresponding noun groups.

Model: to develop employees → employee development

to describe the job; to analyze the job; to apply for a job; to manage personnel; to

promote in job; to qualify candidates; to appraise the performance; to plan the activities; to forecast the human resources; to decide on hiring; to perform well; to compensate adequately.

Exercise 7. A. Match the words with their definitions:

1. an application a) a written record of your education and employment that you send when you are applying for a job.
2. an interview b) a document with spaces for writing in personal information, used for making a formal request for something.
3. a reference c) a letter written by somebody who is asking to be considered for a job, usually one that has been advertised.
4. a referee d) a letter written by somebody who knows you, giving information about your character and abilities, especially to a new employer.
5. an application form e) a formal meeting at which somebody is asked questions to see if they are suitable for a particular job.
6. a letter of application (an application letter) f) a formal written request for something, such as a job, place at university, or permission to do something.
7. a curriculum vitae g) a person who gives information about your character and ability, usually in a letter, for example when you are applying for a job.

B. Insert the words from the box in A into the gaps:

1. He has ... next week for the manager's post.
2. He has ... next Thursday for a job on the Los Angeles Times.
3. You will be asked to complete and attend
4. The university welcomes ... from overseas students.
5. We receive hundreds of job ... each year.
6. We will need ... from your former employers.
7. I filled in and sent it off.
8. You need to turn your into a U.S.-style one.
9. You have to submit your ... before the end of the month.
10. Thank you for your, which we received yesterday.
11. Would you act as ... for me?
12. I've put in ... for a transfer.
13. Begin your ... with your name, address, and phone number.
14. He received a letter saying that his ... had been rejected.
15. It can take a long time for your visa ... to be processed.
16. Send your, and the names and addresses of two ... to the Director of Personnel Services.
17. My ex-boss acted as ... for me.
18. Remember to take the phone off the hook while you are conducting
19. Please give the names of three
20. I got a letter asking me to go for ... the next day.

Exercise 8. Match the word combinations in A with their translation in B.

A B

1. planning activities a) благосостояние работников
2. monetary payment b) процесс отбора

3. open position c) кадровое планирование
4. selection process d) денежная плата
5. employee's well-being e) открытая вакансия
6. human resources planning f) плановые мероприятия
7. personal history g) недостатки, связанные с работой
8. special form h) личная оценка
9. structural interview i) личная биография
10. personal evaluation j) оценка выполненной работы, аттестация
11. previous job responsibilities k) стандартное собеседование
12. performance appraisal l) методика отбора
13. job-related weaknesses m) специальный бланк
14. selection technique n) обязанности на предыдущем месте работы

Read the text and translate it, using a dictionary if necessary.

Human Resources Management (HRM)

Human resources management is a set of planning activities. They include the acquisition*, maintenance, and development of an organization's human resources. In general, human resources planning consists of forecasting the human resources that the firm will need in the future. Acquisition includes planning that leads to hiring new personnel. Maintenance of human resources consists of motivating employees to remain within the firms and to work effectively. Motivation includes the following aspects: rewarding an employee through monetary payments; providing benefits and promotions to ensure an employee's well-being.

Development aspect of HRM is concerned with improving employees' skills and capabilities. Employee training and development programs enhance the ability of employees to contribute to the firm. Candidates for open positions may be recruited from within or outside the firm. In the selection process applications, resumes, interviews and references may be used to obtain

information about candidates. Everyone who applies for a job (an applicant) must submit an application. An employment application is useful in collecting factual information on a candidate's education, work experience, and personal history. The data obtained from applications are usually used for two purposes: to identify candidates, who are worthy of further scrutiny and to familiarize interviewers with applicants' backgrounds. A typical employment application represents a special form to be filled in. Many job candidates submit resumes to employers, and some firms require them. A resume is a short summary of the candidate's background and qualifications. It includes a description of the type of job the applicant is seeking. A resume may be submitted along with an employment application. In Britain, a resume is often called a curriculum vitae (CV). The employment interview is the most widely used selection technique. Job candidates are usually interviewed by at least one member of the HRM staff and by the person for whom they will be working. Interviews provide an opportunity for the firm and the applicant learn more about each other. Interviewers can ask different questions to learn something about the candidate's attitude to the job and motivation.

Very often interviewers ask different questions of different applicants, so that it becomes impossible to compare candidates' qualifications. Some of these prob-

lems can be solved through the use of structural interviews. A structural interview is an interview in which an interviewer asks a prepared set of questions.

A job candidate is generally asked to indicate the names of referees – people who can verify background information and provide personal evaluation of the candidate. Personal evaluations obtained from references may not be of much value because applicants list only the referees who say good things about them. However, references help to verify such information as previous job responsibilities and the reason an applicant decided to leave a former job.

All the information collected during the selection process is then used to select the most appropriate candidates for the job. Newly hired employees should go through a firm's orientation program. Orientation is the process of acquainting new employees with the organization. Feedback is a talking of a manager to subordinates to let them know how well they are doing and how they can work better in the future. In other words, it is performance appraisal. These appraisals may be positive or negative. Feedback must help eliminate job-related weaknesses. For a good job employees get rewards such as pay raises and promotions.

Note: *acquisition – зд.: планирование кадровой политики.

Exercise 9. Go back to the text and find the English equivalents to the following Russian phrases:

управление трудовыми ресурсами; в общем; новый персонал; оставаться в составе фирмы; предоставление льгот; продвижение по службе; обеспечивать благосостояние работника; подготовка персонала; вакантные должности; заявление о приеме на работу; опыт работы; собеседование при приеме на работу; метод, способ отбора; претендент; по крайней мере; рекомендательные письма; подходящая кандидатура; ознакомительная программа; дать знать; иначе говоря.

Exercise 10. Complete the sentences.

1. Human resources planning consists of
2. Acquisition includes
3. Motivation includes
4. ... enhance the ability of employees.
5. To obtain information about candidates one may use
6. An employment application includes information
7. A resume includes a description
8. The most widely used selection technique is
9. Interviews provide an opportunity
10. All the information collected during the selection process is used
11. Orientation is the process of
12. Performance appraisal is used

Exercise 11. Read the text replacing Russian words with their English equivalents and translate the text into Russian.

(Трудовые ресурсы) is a term in which many organizations describe the combination of traditionally administrative personnel functions with performance (руководство), employee relations and (кадровое планирование). The field draws upon concepts (разработанный) in Industrial/Organizational Psychology. Human re-

sources has at least two related interpretations (*в зависимости от*) on context. The (*первоначальное*) usage derives from political economy and economics, where it was traditionally called (*труд*), one of four factors of (*производство*). The more (*распространенный*) usage within corporations and (*предприятия*) refers to the individuals within the firm, and to the portion of the firm's organization that (*иметь дело*) with (*наем рабочей силы*), firing, (*обучение*), and other personnel issues. This article addresses both definitions. The (*цель*) of Human Resources is to maximize the return on investment from the organization's (*человеческий*) capital and minimize financial risk. It is the (*обязанность*) of (*менеджеры по персоналу*) to conduct these (*виды деятельности*) in an effective, legal, fair, and consistent manner. (*Управление трудовыми ресурсами*) serves these key functions: hiring or (*комплектование личным составом*); compensation; evaluation and management of performance; (*продвижение по службе*); managing relations; (*планирование*); payroll.

Exercise 12. Translate from Russian into English.

1. Трудовые ресурсы являются самыми важными ресурсами организации.
2. Управление трудовыми ресурсами представляет ряд плановых мероприятий.
3. Мотивация работников включает в себя денежную оплату и предоставление льгот.
4. Претенденты на должность должны представить заявления.
5. Некоторые фирмы требуют краткую трудовую биографию.
6. Собеседование дает возможность узнать больше о претенденте.
7. Обучение персонала дало возможность повысить производительность.
8. В поисках претендентов на открытые вакансии вы можете обратиться в бюро по трудоустройству (an employment agency).
9. Вас попросят заполнить заявление и прийти на собеседование.
10. Не могли бы Вы быть моим поручителем?
11. За хорошую работу работники получают такое вознаграждение, как повышение зарплаты или повышение по службе.
12. Обратная связь помогает ликвидировать связанные с работой недостатки.

UNIT 4 Employee Qualities

Exercise 1. A. Match the descriptions (a-m) with the personality adjectives (1-13).

1. tidy a) works well, does not waste time
2. shy b) wants to have a top job
3. self-confident c) doesn't get angry when lie or she has to wait
4. reliable d) doesn't feel confident when talking to people he/she doesn't know
5. patient e) trustworthy, dependable
6. demanding f) thinks carefully before doing or deciding anything
7. nervous g) arrives on time
8. ambitious h) keeps desk, papers, files, etc. in good order

9. relaxed i) calm, unstressed, unworried
10. cautious j) has a positive feeling about him or herself
11. dynamic k) makes other people work hard, often to a high standard
12. efficient l) afraid, does not have a lot of confidence
13. punctual m) energetic and (usually) successful

B. Read the words and translate them. Match the opposites.

Positive Negative

- 1) warm and friendly a) lazy
- 2) kind b) always late
- 3) punctual c) pessimistic
- 4) hard-working d) cold, unfriendly
- 6) optimistic e) unkind
- 7) reliable f) unambitious
- 8) energetic g) stupid, thick
- 9) flexible h) unreliable
- 10) ambitious i) inflexible
- 11) creative, imaginative j) incapable
- 12) capable k) inactive
- 13) clever, bright l) uncreative, unimaginative

C. How would you describe the person in each of these descriptions?

1. He often promises to do things but half of time, he forgets.
2. She's always here on time.
3. I don't think he's done any work since he's been here.
4. He could work in any of the departments, and it doesn't matter to him if he's on his own or part of a team.
5. The other thing about Bob is that he really wants to get the supervisor's job and become boss for the whole department.
6. The problem is that she can't change any of her ideas and adapt to new ones.
7. She hasn't wanted to get to the top in her career, has she?
8. Do you honestly think we can depend on that manager? – No, he's very ... – he could let us down at any time.
9. We had to wait an hour for Sally, she is not very
10. I have to tell her what to do every minute of the working day. She wouldn't even open a window without someone's permission.
11. She has a skill of doing this task better than others.
12. Our labour force is very industrious.
13. Your manager has sufficient skill, knowledge and opportunity to do it.

Exercise 2. These pairs of words describe employee qualities and performance. From the words under the line (a-l), choose a synonym for each adjective (1-12). Remember these adjectives.

1. tidy; 2. friendly; 3. careful; 4. intelligent; 5. shy; 6. reliable; 7. relaxed;
8. self-confident; 9. flexible; 10. systematic; 11. satisfactory; 12. excellent.

a) clever; b) timid; c) easy-going; d) acceptable; e) self-assured; f) cautious;
g) adaptable; h) neat; i) consistent; j) outstanding; k) dependable; l) warm.

Exercise 3. In the table below only one form of the word is given. Complete the table with the corresponding nouns or adjectives. Which qualities are positive and which are negative?

Nouns Adjectives Nouns Adjectives

balance immature

good nature imaginative

absent-minded aggression

quick temper frank

enthusiastic independent

generous conscientiousness

dishonesty cooperation

cautious efficient

sensitive obstinacy

Exercise 4. A. Match the following adjectives (1-21) with the correct meanings (a-u) to form complete sentences.

People who are:

1. absent-minded a) like to say how good they are at something.
2. adventurous b) have strong feelings and are easily moved by things.
3. bashful c) are rude and disrespectful, especially towards people like parents and teachers.
4. boastful d) are always trying to control others without worrying or caring about how they feel.
5. bright e) deliberately try to hurt or harm others.
6. calm f) are very forgetful because they are too busy thinking about other things.
7. cheeky g) are sure of themselves and their abilities.
8. confident h) are easily tricked and tend to believe everything they are told.
9. creative i) are very clever and learn things quickly.
10. domineering j) hate having to wait for things and are not very tolerant of other people's weaknesses, etc.
11. down-to-earth k) are very interested and excited about something and this shows in the way they talk or behave.
12. emotional l) are daring and always ready to take risks.
13. enthusiastic m) are always friendly and welcoming towards guests.
14. gullible n) don't get excited or nervous about things.
15. hospitable o) find it hard to accept or understand new or different ideas.
16. impatient p) are very practical and honest.
17. malicious q) find it easy to produce new and original ideas and things.
18. narrow-minded r) are shy and feel uncomfortable in social situations.
19. articulate s) have lots of different skills and abilities and can easily change from one kind of activity to another.
20. competitive t) are able to express clearly and effectively their thoughts and feelings.
21. versatile u) hate to lose at anything.

Exercise 5. The following tables summarize some ways of describing character. These expressions may be used to describe either positive or negative qualities. **A. Choose the proper expression and make up sentences to describe person's character.**

1. This man is *good natured* / *quick tempered*.
2. He has a tendency to be *absent-minded* / *obstinate* and has *an aggressive* / *a cautious* personality. There is also an element of *immaturity* / *frankness* in his character.
3. Her distinctive characteristics are *sensitivity* / *efficiency* and *imagination* / *obstinacy*. Although she tends to be *absent-minded* / *immature*, she has a pleasant and cooperative / a generous and independent nature. She is good *humoured* / *well balanced* and has *and opened* / *an independent* attitude to life.
4. This man is rather *independent* / *cautious*. He tends to be *dishonest* / *sensitive* and is *immature* / *generous*.

B. Rewrite these descriptions using linking words to join the sentences.

Model: *He is very enthusiastic person. He is humorous.* → *He is a very enthusiastic person and is also humoured.*

1. He has a rather sensitive nature. He is very imaginative.
2. He has a pleasant and cooperative personality. He tends to be a little absent-minded.
3. She has a generous nature. There is an element of immaturity in her character.
4. He is independent. He can be aggressive.
5. She is usually good humoured. She can on occasions be rather obstinate.
6. He is enthusiastic and good natured. He is rather immature.
7. She is very balanced. She is very kind hearted.
8. He is very efficient. He is conscientious.
9. She has a frank and open character. She tends to be rather too outspoken.
10. Anna is rather immature. She tends to be obstinate. She can on occasions be rather aggressive. She is frank and open. She has, on the whole, a generous nature.
11. Pat is a conscientious and well-balanced person. Her distinctive qualities are efficiency and neatness. She has a pleasant and cooperative personality. She shows a good deal of independence.

Exercise 6. A. Most people know certain quotations, often funny or clever, which describe a type of person or human quality. Can you match the quotations (1-10) below with the correct word (a-j) under the line?

1. Doing the right thing without being told.
2. Someone who believes everything is beautiful, including what is ugly.
3. One who knows the way but can't drive the car.
4. Knowledge of cowardice in the enemy.
5. One who, when he has the choice of two evils, chooses both.
6. The inner voice, which warns us, someone may be looking.
7. A person we know well enough to borrow from, but not well enough to lend to.
8. The bigger a man's head, the worse his headache.
9. A person who talks when you want them to listen.
10. A man who knows the price of everything and the value of nothing.

a) a pessimist; b) bravery; c) conceit; d) an optimist; e) conscience; f) a bore (a boring person); g) initiative; h) a cynic; i) a critic; j) an acquaintance.

B. Discuss the quotations in groups. Which ones do you find ...
the most amusing? the most cynical?

the most accurate? the most difficult to understand?

C. Do you know any similar quotations or proverbs in your own language, which you can translate into English?

Exercise 7. A. The statements below were made by three different people. With a partner, decide which four statements were made by each person.

1. I was never very good at school but I always tried to do my best.
2. I rarely did homework when I was at school.
3. I did very well at school and I always knew I would be successful.
4. I should make more effort to get a job but I'm not bothered about a career.
5. I was so nervous that I made lots of mistakes in my first job.
6. I can't afford to make mistakes in my job, and I never make excuses if I do.
7. If you want to be successful, you're bound to make enemies.
8. I always make an effort to be nice to people.
9. I can't stand people who make a fuss about punctuality.
10. I find it difficult to make friends.
11. I prefer to let other people make decisions.
12. I believe in speaking my mind. It doesn't do any good hiding your feelings.

B. Choose three adjectives from the list below which best describe your personality type. Discuss your answers in groups, using:

I think..., I don't think ..., I agree with ..., I don't/ can't agree with ..., To my mind..., It seems to me... .

Lazy, shy, self-confident, arrogant, vague, dynamic, modest, ambitious, ruthless, weak, easy-going, frank, boring, practical, selfish, honest, unreliable.

C. All of the sentences in A above contain expressions with *do* or *make*. How many can you remember without looking at the sentences? Write them down and then compare your answers with a partner.

Exercise 7. When you describe a job, you can use many adjectives ending in *-ing* and *-ed* (*interesting* / *interested*). The difference is:

- *-ing* adjectives tell about opinions;
- *-ed* adjectives tell how somebody feels.

Read the sentences and choose the correct word.

1. The film was *disappointing* / *disappointed*.
2. I was *disappointing* / *disappointed* with the film. I had expected it to be better.
3. It's been raining all day. The weather is *depressing* / *depressed*.
4. I hate rainy weather. It makes me *depressing* / *depressed*.
5. Are you *interesting* / *interested* in football?
6. The football match was quite *exciting* / *excited*. I enjoyed it.
7. I had never expected to get the job. I was really *amazing* / *amazed* when I was offered it.

8. I didn't find the situation funny. I was not *amusing* / *amused*.
9. It was a really *terrifying* / *terrified* experience. Everybody was very *shocking* / *shocked*.
10. Why do you always look so *boring* / *bored*? Is your life really so *boring* / *bored*?
11. Diana teaches young children. She enjoys her job but it's often *exhausting* / *exhausted*.
12. At the end of a day's work, she is often *exhausting* / *exhausted*.
13. It was quite *surprising* / *surprised* that he passed the examination.
14. Everybody was *surprising* / *surprised* that he passed the examination.
15. It's sometimes *embarrassing* / *embarrassed* when you have to ask people for money.
16. Do you easily get *embarrassing* / *embarrassed*?
17. There's no need to get *annoying* / *annoyed* just because I'm a few minutes late.

UNIT 5 To Deal Effectively With Problems

Exercise 1. Copy the following terms and memorize their meanings:

1. **to accept** – принимать, допускать, признавать;
2. **to advertise** – рекламировать; помещать объявление (в СМИ),
advertisement – объявление; реклама; анонс, извещение;
3. **to conduct** – проводить; вести, руководить;
4. **duty** – служебные обязанности; долг;
5. **goal** – задача, цель;
6. **to impose** – налагать (ограничения, штраф);
7. **penalty** – наказание; взыскание; штраф;
8. **to qualify** – давать квалификацию; приобретать квалификацию, профессию; **qualified** – квалифицированный; компетентный, сведущий;
9. **staffing** – кадровое обеспечение;
10. **to utilize** – использовать, употреблять; = *to use*
11. **to violate** – нарушать, преступать (закон, соглашение).

A. Read the sentences and translate them into Russian.

1. The company conducted in-depth interviews with potential users in three states.
2. The College cannot accept responsibility for items lost or stolen.
3. If you want to attract more customers, try advertising in the national press.
4. I spend a lot of my time on administrative duties.
5. A goal should be thought of as an agreement between a manager and an employee. Goals and deadlines often motivate employees.
6. The court can impose fines of up to two million euros.
7. If talks fail, the government could impose pay cuts on the workers.
8. You can withdraw money from the account at any time without penalty.
9. The authorities have the power to impose penalties.
10. She qualified as an accountant last year.
11. This training course will qualify you for a better job.
12. She's extremely well qualified for the job.

B. Put the verbs in brackets into the required tense form. Translate the sentences.

1. The company's new Internet service (to advertise – Present Perfect Passive) heavily on television.
2. The new system (to mean – Present Simple Active) the capacity of vehicles (to utilize – Present Simple Passive) more fully.
3. Your duties (to include – Future Simple Active) setting up a new computer system.
4. He (to violate – Past Continuous Active) the company's rules about making personal phone calls.
5. He (to accept – Past Simple Active) a position as vice-president of corporate development.
6. The advertisement (to appear – Past Simple Active) on TV last night.
7. The article (to give – Present Simple Active) advice on how to conduct yourself in an interview.
8. One advertisement (to show – Present Simple Active) a man driving a car on a golf course.

Exercise 2. Memorize the meanings of the following words:

- **guilt** – вина;
- **to intend** – намереваться; планировать;
- **step** – шаг, поступок; действие;
- **to simplify** – упрощать, делать более простым;
- **to set up** – устанавливать; основывать, открывать (дело, предприятие);
- **to widen** – расширять.

Read the sentences and translate them into Russian.

1. We'll set up a meeting to discuss the issue.
2. She left the company to set up her own business.
3. We need to take steps to prevent this from happening again.
4. Most employees see the shorter contracts as a backward step.
5. Management took the unusual step of allowing everyone to go home early.
6. I'll explain how to install the program step by step.
7. The gap between income and expenditure has widened to 11%.
8. Guilt for poorly behaved children usually lies with the parents.
9. I didn't intend her to see the painting until it was finished.
10. The law needs to be simplified.

Exercise 3. Use correct pronouns (*any, some, no, anyone, someone, no one*).

1. This work is very simple. ... can do it.
2. We advertised in several newspapers, but ... replied.
3. Ask him ... questions about his former employer.
4. Try to convince them that you can do the work better than ... else.
5. I didn't get this job. ... else was accepted.
6. We should invite as many people as possible. ... help will be useful.
7. My brother is never satisfied: ... job is good enough for him.
8. Many local businesses are having difficulties, and ... have even gone bankrupt.
9. – “When are you planning to hire ...?” “As soon as we find ... suitable.”

10. Always check the details carefully before you sign ... written agreement.
11. I knocked on the door but ... answered.
12. ... likes being criticized.
13. If you say ... word they'll recognize you.
14. I see ... reason why I should do so.
15. Could I have ... more tea, please?
16. ... can make a mistake.

Exercise 4. Use correct forms of the verbs *be* and *have*. Mind different meanings and functions of these verbs depending on the context.

1. All managers ... responsible for managing human resources.
2. Many firms ... a personal department.
3. The goal of this program ... to ensure employee competence.
4. He ... performed his task perfectly.
5. The disciplinary actions ... performed in three stages.
6. You ... to compensate your workers adequately.
7. Sometimes firing can ... avoided by transfer to another job.
8. We ... hired several new sales representatives.
9. They ... been hired after detailed interviews.
10. There ... three steps in an effective disciplinary program.
11. Penalties ... imposed fairly.
12. Penalties ... to be imposed fairly.
13. All penalties ... been imposed fairly.
14. Top management ... complete responsibility for the whole organization and also ... the authority to run it.
15. Middle management ... to do with a lower level of the firm, such as a department within a division.
16. The person delegating authority ... to keep overall responsibility for the decision.

Exercise 5. Revise the functions of *it*. Translate the sentences into Russian.

1. I would like to get this job. It interests me very much.
2. Say that again. It is very interesting.
3. It is interesting to note that some organizations prefer filling their vacancies from inside.
4. It is important to realize that hiring is only one element in staffing.
5. Let's look at the role of advertising. It is important for finding the best qualified people.
6. It is quite possible that information given in a resume invokes some doubt.
7. Sometimes it is difficult to decide what to stress and what to leave out.
8. What about education? It is my weak point.
9. A resume is a short summary of the candidate's background and qualifications. It includes a description of the type of job the applicant is seeking.
10. Ask for a reference; it is necessary for making your opinion sounder.

Exercise 6. Read the texts using correct forms of the verbs (*Gerund* or *Infinitive*).

Translate the texts into Russian; do it in written form.

1. By recruitment we mean the process of (obtain) a supply of new workers who would like to enter an organization. The process of recruitment involves (prepare) a job description, (design) a means of (advertise) the vacancy, (screen) the applications received, (interview) a number of applicants and (make) a choice.

2. By (interview) applicants you get the possibility (find out) what each of them is really like. Before you get to the interview stage you will have (screen) the applicants. If the list is long, (screen) process will not be an easy task. After (reject) the majority of those who don't seem suitable for the position, you are ready (start) (interview) the remaining four or five candidates. You should (prepare) the questions that would make the interview more efficient. There may be, for example, test questions, such as (describe) a typical event in your business and (ask) what each person would do in this situation.

Exercise 7. Make up questions paying attention to word order. These may come in handy when conducting a job interview.

1. best / What / of / is / the / part / job / worst / your / part / and / present?
2. do / easiest / bit / What / your / of / and / work / bit / find / you / hat / the / difficult?
3. you / How / do / boss / rate / present / your?
4. your / describe / boss / you / ideal / Could?
5. consider / and / What / to / do / you / greatest / be / your / why / success?
6. to / why / greatest / What / consider / be / you / failure / your / and / do?
7. last / were / angry / When / you / work / at?
8. caused / anger / the / What?
9. job / is / are / most / to / What / important / you / for / about / the / you / looking?
10. of / will / your / and / think / friends / What / your / family / new / job?
11. strengths / What / your / are / greatest?
12. What / weaknesses / are / your?
13. the / worries / you / about / most / job / What?
14. about / What / you / excites / the / most / job?

Exercise 8. Read the sentences and translate them, paying attention to the verb *make*.

1. The company has been making quality furniture for over 200 years.
2. They met while they were making a film.
3. Make a list of all the things you need.
4. I can't make a decision just yet.
5. I need to make a quick phone call.
6. You could have made more effort to talk to him.
7. I can't work when the children make a lot of noise.
8. I suppose we should make a start on cleaning this room.
9. His attitude made him very unpopular with colleagues.
10. My parents always make me do my homework before I go out.
11. I was made to wait four hours before I was examined by a doctor.
12. They made a profit of £140 million.
13. His only aim in life was to make money.
14. He's made a fortune selling computers on the Internet.

15. Try to make use of my advice.

16. Communication with the head office has been made easier by the fax.

Exercise 9. A. Match each situation with a suitable recommendation or solution.

1. We are losing our reputation as a first-class agency. a) We should try to offer something special and focus on excellent customer care. 2. Many of our models are not making money for the agency. b) The shareholders are very unhappy about this. We should find ways to improve the situation quickly. 3. The costs of running the agency are very high. c) The MD should decide not to represent these girls. He ought to attract new models. 4. The financial position is very weak. d) We should think of ways of reducing them. 5. The model agency business is very competitive. e) We should appoint someone with a new strategy to run the company.

B. Here is some advice on how to deal effectively with problems.

1. Don't avoid a problem, deal with it.
2. Don't see all problems as other people's problems. Focus on yourself.
3. Don't blame people, look for solutions.
4. Look at a problem as an opportunity to learn something or to achieve something.
5. Think ahead to prevent problems.
6. When something is important, deal with it. Don't wait until it becomes urgent.
7. Don't always look for "quick fixes", or temporary solutions. Identify the real cause of the problem and work to find a solution to this.
8. Don't try to change the things you can't change. Learn to accept them.

C. Now work with a partner. How are you similar and how are you different. Give each other advice.

Exercise 10. Complete the sentences using *can*, *could* or *be able to*.

1. George has traveled a lot. He ... speak four languages.
2. I ... sleep very well last night.
3. Sandra ... drive but she hasn't got a car.
4. I ... understand Martin. I've never ... understand him.
5. I used to ... stand on my head but I ... do it now.
6. I ... see you on Friday but might ... meet you on Saturday morning.
7. My grandmother loved music. She ... play the piano very well.
8. Ask Catherine about your problem. She might ... help you.
9. ... you speak up a bit? I ... hear you very well.
10. I'd like to ... do the translation but I haven't got enough time.
11. I've never ... sing as a Caruso.
12. Jack was an excellent tennis player. He ... beat anybody.

Exercise 11. Complete these sentences with *must* or *have to* (in the correct form). Sometimes it is possible to use either; sometimes only *have to* is possible.

1. It's later than I thought. I ... go now.
2. Jack left before the end of the meeting. He ... go home early.
3. In Britain many children ... wear uniform when they go to school.
4. When you come to London again, you ... come and see us.
5. Last night Don became ill suddenly. We ... call a doctor.

6. You really ... work harder if you want to pass the examination.
7. I'm afraid I can't come tomorrow. I ... work late.
8. I'm sorry I couldn't come yesterday. I ... work late.
9. Paul doesn't like his new job. Sometimes he ... work overtime.
10. Caroline may ... go away next week.
11. We couldn't repair the car ourselves. We ... take it to a garage.
12. Julia wears glasses. She ... wear glasses since she was very young.

Read the text and translate it, using a dictionary if necessary.

Staffing

Part I

(1) It is important to realize that staffing is a complicated, ongoing process that involves finding qualified people, hiring them, making the best use of their skills and abilities, and making them to stay on the job.(2) The steps you must take before you hire anyone are to analyze each job, prepare job description, apply to recruitment sources or mass media, utilize job application forms, conduct interviews and check information. (3) Job analysis is the most important step in staffing since it forms the basis for any hiring decisions that you make. It involves asking such questions as: What work has to be done? Does the firm need additional help to do it? How many people are needed? You may find that you don't need to hire anyone after all. Or you may find out that one additional person isn't enough. Or the job you thought anyone can do may in fact require someone with specific skills. Making a good decision in the beginning is the key to avoid a lot of problems later.(4) A job description is a written record of duties and responsibilities associated with a particular job. In preparing a job description, include the following details: a general description of the job; the duties to be performed; the job responsibilities; specific skills needed; education and experience required.

(5) When you have put everything down on paper, you are ready to start looking for the person who fits the description. There are several ways to do so. The main ways you can tell job hunters about the job on offer are: by advertising direct, through recruitment/employment agencies and consultants, through friends, existing employees and business contacts, by recruiting direct from schools and colleges. You may apply to trade unions or professional associations.

(6) Try to use more than one of these methods to fill a job, as it will widen the field of candidates.

Exercise 12. Go back to the text and find the English equivalents to the following Russian phrases:

непрерывный процесс; предпринимать шаги; источники для подбора кадров; средства массовой информации; выяснить; в действительности; избегать проблемы; связанный с ч-л.; записывать; искать; главный способ; предлагаемая работа; круг кандидатов.

Exercise 13. Answer the questions to Part I of the text:

1. Why is staffing called "a complicated process"?
2. When should the employer perform the six steps mentioned in the second paragraph?
3. What do questions in the next paragraph illustrate?

4. What information is to be included in a job description?
5. What ways of finding new employees are mentioned?
6. Why should you use more than one of the methods to fill a job?

Exercise 14. Try to fill in the job description, discussing each item:

Job description

Job title: Duties:

Purpose of job: 1.

Who does the employee work for: 2.

Who works for the employee: 3. (and so on)

Main tasks: Contacts:

1. Internal:

2. External:

3. (and so on)

What authority does the employee have: Possible development of the job:

1.

2.

3. (and so on)

Part II

The applicants are required to write resumes and fill in application forms prepared by many companies in order to choose the most suitable and qualified personnel. These documents simplify the task of managers in making right hiring decisions. They can also serve as a starting point during an interview, suggesting questions or comments that make it easier to break the ice and establish contact with the applicant. Successful applicants are placed on the job and get to know their new duties. Many firms use some forms of training and developing employees. The goal of employee development can be to ensure his/her competence at a given job or to help employees qualify for promotion. One of the tasks of a personnel department is to develop an efficient system of employee evaluation and promotion. The system must be aimed at determining whether an employee is doing his/her job as intended and to reward those who perform well. Unfortunately, people do not always perform as intended. So there is sometimes a need for disciplinary action. There are three steps in an effective disciplinary program. First, standards of acceptable behavior are set up. Second, specific penalties are established for violating these standards. And third, penalties are imposed fairly after guilt has been determined. In order to attract and keep high-qualified and skilled employees, it is necessary to compensate them adequately. A company's wage policy should be developed so as to reward employees on the basis of their qualification and achievements. This would motivate people to work harder and develop their skills.

Exercise 15. Go back to the text and find the English equivalents to the following Russian phrases:

отправная точка; устранить натянутость (в отношениях между кем-л.);
устанавливать контакты; удачливые соискатели; определять на должность;
знакомить; обучение и образование работников; объективно; соразмерно
вознаграждать; на основании (квалификации).

Exercise 16. Answer the questions to Part 2 of the text:

1. What papers do job applicants prepare?
2. How can these papers help managers?
3. What are the two goals of personnel training and development?
4. What is the aim of personnel evaluation program?
5. What steps are involved in a disciplinary action?
6. What policy could motivate employees to work efficiently?

Exercise 17. Speak on the process of recruitment using the following scheme. Make logical connections with the help of the phrases like: *First..., First of all..., Then..., Next ...,Further..., On the one hand ..., On the other hand ..., Besides..., Finally ..., At last ...* .

Determining human resources needs

↓

Defining specific knowledge and skills requirements

↓ ↓

External recruitment: Internal recruitment:

- Advertising – Promotion
- Employment agencies – Transfers
- Colleges – Other
- Professional associations
- Personal contacts
- Other

↓ ↓

Screening techniques: resumes; applications; interviews; tests

↓

Employment decision

↓

Job offer

Unit 6 Job Interview

Exercise 1. A. Read a leaflet from a recruitment agency giving advice about interviews. Choose the most suitable headings for paragraphs 1-5. There are three extra headings.

- *Contact details* • *Shock tactics* • *Survey results* • *Advice* • *Attitude*
- *Appearance* • *Hypothetical questions* • *One person's experience*

1 _____

When it comes to interview questions, it pays to expect the unexpected. This is a true story of one candidate's experience. This is how his interviewers greeted him: "We've been interviewing candidates all morning and we're getting bored. Do something to impress us". Then the interviewers got out their newspapers and started reading them. The candidate said, "Well, I've been waiting in this office for more than two hours because you've been running late. Actually I'm not impressed by your organization and not sure I want to work for you. Goodbye." The interviewee walked out, was invited back the next day and was offered the job.

2 _____ How would you act in a situation like this? That interview was rather extreme, but a lot of employers have turned to using “killer questions” or “shock tactics”, such as these: “Tell me something about yourself that you have never told anyone”. “Which three famous people would you invite to a dinner party and why?” “We have employed people from your university, and they haven’t been good. Can you tell us why you think you’d do better?” Killer questions often come early in the interview and are aimed at throwing the candidate off guard. By surprising the candidate with an original or difficult question, interviewers can get an honest reaction and an unplanned response. They also want to see candidates think through their responses calmly. 3 _____ Interviewers also ask candidates other kinds of difficult questions to see how they react under pressure. For example, they may ask a hypothetical question related to work, such as: “Imagine you are an employee in customer services. What would you do if an important customer was very rude to you?” However, some experts think that hypothetical questions are not useful because they only generate hypothetical answers. They prefer candidates to talk about their past experience. 4 _____ So, what should you do in these circumstances? Imagine: an interviewer has asked you a “killer question” and you just don't know how to answer it – your mind is blank. Remember, the interviewer isn't interested in your response as much as the way you respond. So, stay calm, take a few deep breaths and buy some time, *e.g.* “Actually, that's interesting. I haven't thought about it, but maybe I'd ...” It's a good idea to practice asking and answering some of these questions with friends. You can find some typical “killer questions” on the front of this factsheet. 5 _____ JOBS4U have prepared three other leaflets, full of hints and tips about interviews. We can be reached in the following ways: Telephone 01865 701813

Email info@jobs4u.com

B. Read the leaflet again. Which of the following ideas are mentioned?

1. Your answers to killer questions are extremely important.
2. An interviewee left the interview before it was meant to finish.
3. The way candidates look and dress was one area which bosses thought could have improved.
4. Difficult questions often come at the end of an interview.
5. Some experts prefer candidates to talk about things they have done rather than answer hypothetical questions.
6. You should not hesitate when answering killer questions.

C. Find the words in the leaflet for someone who:

- is applying for a job.
- asks questions at an interview.
- has other people working for him/her.
- is attending an interview.
- is paid to work for an organisation or another person.
- has special knowledge of a subject.

Exercise 2. Read this typical job interview questions and think about your answers. What are the most difficult questions to answer? Visit the following

web page to read and compare your answers with the best answers to these and other job interview questions:

<http://jobsearch.about.com/od/interviewquestionsanswers/a/interviewquest.htm>

Work History

- Name of company, position title and description, dates of employment.
- What were your expectations for the job and to what extent were they met?
- What were your starting and final levels of compensation?
- What were your responsibilities?
- What major challenges and problems did you face? How did you handle them?
- What have you learned from your mistakes?
- What did you like or dislike about your previous job?
- What was the biggest accomplishment / failure in this position?
- What was it like working for your supervisor?
- What problems have you encountered at work?
- Who was your best boss and who was the worst?
- Why are you leaving your job?
- Why were you fired?

Questions About You

- What is your greatest weakness?
- How will your greatest strength help you perform?
- Describe your work style.
- How many hours do you normally work?
- How do you handle stress and pressure?
- What motivates you?
- What are your salary expectations?
- What do you find are the most difficult decisions to make?
- What has been the greatest disappointment in your life?
- What are you passionate about?
- When was the last time you were angry? What happened?
- If you could relive the last 10 years of your life, what would you do differently?
- If the people who know you were asked why you should be hired, what would they say?
- Do you prefer to work independently or on a team?
- What type of work environment do you prefer?
- How do you evaluate success?
- If you know your boss is 100% wrong about something, how would you handle it?
- Describe a time when your workload was heavy and how you handled it.

Questions About the New Job and the Company

- Why do you want this job?
- What applicable attributes / experience do you have?
- Are you overqualified for this job?
- Why should we hire you?
- What do you know about this company?
- What challenges are you looking for in a position?

- What can you contribute to this company?
- Are you willing to travel?
- What is good customer service?
- How long do you expect to remain employed with this company?
- Is there anything I haven't told you about the job or company that you would like to know?

The Future

- What are you looking for in your next job? What is important to you?
- What are your goals for the next five years / ten years?
- How do you plan to achieve those goals?
- Questions about your career goals.
- What will you do if you don't get this position?

Exercise 3. A. Which of these words would you use to describe yourself in a work or study situation? Use a good dictionary to help you. Add any other useful words. motivated confident reliable proud dedicated loyal determined charismatic honest adaptable resourceful meticulous

B. In groups, discuss the following.

1. Do you think it is fair to ask killer questions?
2. Do you think hypothetical questions are useful?
3. How do you react under pressure?

C. In pairs, look at the following job advertisements. You are going to interview a candidate for one of these vacancies. Swap your CVs and letters of application with another pair and prepare questions you would like to ask each of them.

Marketing Executive

Jakarta, the country's leading sports shoe manufacturer, is looking for an ambitious marketing executive to join our busy marketing department. You will have experience of designing and coordinating large advertising campaigns. Candidates should be prepared to spend time at our overseas branches in Rome and Berlin. Fluency in a European language would be an advantage. This is a very exciting opportunity for the right candidate. Salary will depend on experience.

Assistant to Finance Director

Foxtree is an IT company supplying software to the engineering sector. We are currently seeking an assistant to the finance director. The ideal candidate will be both flexible and ambitious. Candidates should have experience of preparing budgets, preferably in the IT industry. Although you will report to the Finance Director, you will also be responsible for assisting the Chief Executive when she travels abroad. There are excellent prospects for rapid career progress in the company for the right candidate.

Excellent Salary + Share Options

Sales Manager

Excellent Benefits + Annual Bonus

Broadgate PLC is one of the largest suppliers of office equipment in the country. The successful candidate will be a dynamic person with excellent organisational skills. You will be responsible for leading and motivating a large sales team. You

will also be expected to develop new market opportunities as part of *Broadgate's* continuing programme, of expansion. A knowledge of the office equipment market is desirable, but not essential. This is a challenging opportunity with one of the country's most respected employers.

Chief Administrator

Frontline is a national charity that has been working with disadvantaged young people for over 50 years. The administrator will be based in our new London office. Duties will include providing support to the team and keeping our database up to date. The post will suit a self-confident and organized person who is used to working under pressure and alone. Although the hours are flexible, the post will involve some evening and weekend work. This is a very satisfying and rewarding job for the right person.

D. When you have prepared the questions, interview one of the students whose CV you have read. After the interview, discuss the candidate with your partner. Would you employ him / her? Why? Why not?

Texts For Additional Reading

Text 1. Extract from: *The Firm* (by John Grisham)

Mitchell Y. McDeere was twenty-five years old. He was about to graduate in the top five from Harvard Law School. He had a beautiful wife, Abby. He was white, handsome, tall and physically fit. He didn't take drugs or drink too much. And he was hungry. He wanted it all: money, power, a big house, a fast car He urgently wanted to succeed. In other words, he was perfect for the Memphis law firm of Bendini, Lambert & Locke. Every one of the twenty partners in the firm was given a thick file on him. They knew that he had been born in poverty in Kentucky and brought up by his mother after his father's death. They knew that he had won a place at Western Kentucky University because he was good at football, and had graduated top of his class. They could see the poverty hurt, and that he wanted to climb away from it. Now he was about to leave Harvard. Two firms in New York and one in Chicago were interested in him, according to the file. The highest offer was \$76,000 and the lowest was \$68,000. All the partners agreed that he was the one they wanted. They needed a new associate this year and they wanted it to be him. The first interview, in a hotel near Harvard, went well. Oliver Lambert took with him Lamar Quin, an associate who had been with the firm for seven years, and offered Mitch \$80,000, a new BMW and help in buying a house. Mitch was interested, of course. Lambert invited him down to Memphis to visit the firm. He said he would send the air tickets. The figure of \$80,000 started Mitch and Abby dreaming.

Text 2. Jobwatch

Each week Jean Robinson investigates a trade or profession for the school leaver. This week she discovers what it is like to work as a computer programmer. Susan

Morley enjoys her work so much she also pursues it as a hobby. As a senior computer programmer for a leading credit card company, she is responsible for setting up data processing systems which handle millions of transactions which take place every day all over the world between cardholders and retailers. "This is the interesting bit," she laughingly told me. "Checking whether the program is working correctly and producing the required information is repetitive and takes a great deal of concentration which is very tiring." Susan was near the end of her 'A' level course when she applied to join the company as a trainee. "I had no idea at this time what I wanted as a career, then I saw an advertisement in the local paper. The money seemed good, it didn't involve traveling to London every day and it didn't require me to spend long years studying." Once in, Susan was given two months training in programming language and systems analysis as well as other skills and general working methods of the company. In the ever advancing world of computers it is necessary to be adaptable and willing to progress. As Susan said, "I'm not brilliant. I'd have gone into accounting if I had been, but you do have to be intelligent, logical and able to keep calm when everything is going wrong. Mistakes can be very expensive for the firm." Susan is not too happy about her working environment at a desk in a large, noisy room, which is badly lit and poorly ventilated. There are other people working at desks all around her so there is little privacy and it is difficult to concentrate. "Personality is as important as practical skill in order to be able to get on with others," she explained. "There are plenty of young people so it's easy to make friends and there are excellent sports and social clubs to join." Susan works a 35 hour week and flexi-time enables her to start early in the morning and leave for home around 4.00p.m. Besides a good salary structure, there are other financial benefits such as cheap mortgages, personal loans and a Christmas bonus. There is a profit sharing scheme within the company and extra salary increases for good work. Programmers with experience are in short supply, which means good promotion prospects with the corresponding salary increases.

Text 3. Sacked before he'd even started!

A dream job in the Philippines ended in a nightmare for Stephen Rees, a 36-year-old chauffeur. He was on a flight, which was going to Japan via Manila, where he was going to start work, but he fell asleep in the plane. When he woke up, the flight was about to land in Tokyo, 2,000 miles away. Anxiously, Mr Rees phoned his new employers from the airport, but they immediately sacked him. To make things worse, Mr Rees's suitcase had left the plane in Manila, so he had no clothes, only £50 in cash, and no way of getting home. Eventually he was able to get a building job where he earned enough money to buy a ticket to South Korea. There, after several arguments with immigration officials, Korean Air gave him a ticket to Britain. Mr Rees has decided to take the airline to court for failing to wake him up. "They told me I shouldn't have fallen asleep and was lucky I wasn't charged for the flight to Tokyo. I think it's a scandal," he said.

Text 4. The firing line (by Henry Slesar)

Wednesday Bill Keeler, marketing manager of Walford International, knew from experience that company meetings could be called at any time and in any place, even in the lifts. As he was going up to his office on Wednesday morning, Cliff Bowles, the head of Personnel, got into the lift with him. "We had a meeting last night, Bill," he said. "One of your department has to be sacked." "Oh?" Keeler said. "Who?" "Stamford. He's not the right man for the job. Tell him as soon as you can." "Of course," Keeler said, desperately trying to remember who Stamford was. "I'll tell him now." "Wait a moment, no," said Bowles. "I think it'll be better if you wait until Friday. And do it in the afternoon, after most people have gone home. It's not good for the company to have sacked employees complaining to everyone. They might even go on strike." Keeler wasn't pleased. It wasn't the first time he'd had to tell someone to go, but he didn't enjoy it. And sometimes there were unpleasant scenes. Even the carefully-written company document (*How to Sack a Walford Employee*) wasn't much help when the victim became emotional. The lift stopped and Keeler got out. "Right," he said. "I'll tell him when I get back from lunch on Friday." *Friday* Thursday was a busy day for Keeler, and he completely forgot that he had to sack one of his men. But on Friday, he returned from lunch feeling tense. He knew the moment had come, and couldn't wait any longer. He called Eve, his secretary, and told her to tell Bob Stanford to come to his office. Stanford arrived promptly, a slim young man with a sensitive face.

"Sit down," Keeler said with a friendly smile. "How long have you been working here, Stanford?" This was the standard first question, recommended by the company document. "Almost two years," the young man said. "Let's see, it'll be exactly two years this November." Keeler smiled. "And how do you feel about these two years?" "Fine," the young man said, "Just fine, Mr Keeler." The manager sighed deeply. "Well, I suppose it must be our fault then," he said sadly. "Your fault? What do you mean?" "Look, Bob," Keeler said confidentially. "You're a good man and you've got great prospects. When you leave here, your experience with Walford will be a really good recommendation. We'll give you a good reference. You can be sure of that." "But I wasn't thinking of leaving, Mr Keeler."

"Bob," Keeler said sadly, "sometimes a man has to think about leaving." Stanford suddenly realized the truth. "You mean I'm sacked?" he said incredulously. "Look, Bob..." "Don't call me Bob. You've never called me Bob in your life, Keeler. I bet you never knew my first name until now." "I'm only trying to make this easy for you..." "I'm the best salesman you've ever had, you told me that yourself." "Did I?" "You certainly did. Last year. You sent me a memo, remember? Or didn't you know who you were sending it to? I've got the best record in the department, and now you're sacking me! I don't believe it!" "There are a few factors," Keeler said seriously. "The Personnel department..." "To hell with them!" the young man said furiously, standing up. "And to hell with you!" he shouted. "You're just a puppet! He turned and walked towards the door. "I'm going to see the "old man". I'm going to get some answers. I won't accept it unless he gives me a really good reason." "Wait a minute!" Keeler shouted. "You'll only make things worse if you go

and see him..." But he couldn't stop him. Keeler sighed deeply and went back to the letter he was writing. At 5.10 he filled his briefcase with unread documents and went home.

Monday

On Monday morning, the secretary Eve met Keeler, when he came into the office and said that Mr Walford, the big boss, called at nine and asked to go and see him as soon as he got in. Keeler went there straight away. "Come in," said the boss. "Sit down, Keeler. This man of yours, Stamford..." "Yes, I'm very sorry about him Mr Walford. I tried to stop him coming to see you." "Yes, but he came. A very emotional young man. A good man too. I asked Mr Bowles in the Personnel Department about him. He said he was the best young man in your department.

What a pity. I didn't want to lose him. But after the things he said to me, I couldn't let him stay. He even called me an old..." "I'm terribly sorry, Mr Walford." Keeler was embarrassed. "I didn't want to sack him either. But the Personnel Department knows best..." "Did you get the order from Mr Bowles?" the boss interrupted him. "Yes, sir" "When?" "On Wednesday," answered Keeler. It was in the lift, actually. He told me that Stamford wasn't the right man for the job – "StaMford" – Oh my God," he's guessed. "Yes, Keeler. Stamford. With an 'm'. You sacked the wrong man. Tell me something, Keeler. How long have you been working here?"

Text 5. Working can be a health hazard (by *Tim Rayment*)

As concern spreads about Britain's continuing high rate of heart disease – Scotland has the worst rate in the world – occupational stress is coming under increasing scrutiny. The Health and Safety Executive, the EEC and researchers on both sides of the Atlantic are investigating. The reasons for the job being considered stressful vary. One expert said last week that dentists, with a suicide rate twice the national average (stress rating 7.3), are often failed doctors who dislike being feared as inflictors of pain. Miners (rating 8.3) top the table because of the hostile environment in which they work. Pop musicians (rating 6.3) suffer financial insecurity, performance nerves, and rigorous self-criticism. Stress at work can cause raised blood pressure and lead to heavy drinking, depression and mental illness or heart disease. It can make difficulties for organizations, too: high-absenteeism and labour turnover, and poor industrial relations and quality control. Strikes, accidents and apathy are the likely results. Cooper draws attention to three reasons why normal work pressure, which is healthy and stimulating, can turn into dangerous stress:

- Lack of autonomy. The study of tax officers, which will be published later this year, reveals much dissatisfaction with the "autocratic" style of senior managers.
- A poor relationship with superiors. They – like parents – should reward as well as punish.
- The dual-career family. Husband and wife must be flexible if each is to pursue a career.

Not all employers help. Some refuse to recognize that asking one person to move to another area can disrupt two people's jobs, even though 64% of women now work.

Text 6. Criticizing an employee often produces angry and defensive reactions

Staff appraisal interviews are no fun. Many managers simply do not bother, because they are worried about how staff may react to criticism of their work. Yet telling staff how they are doing can motivate and it can produce extra efficiency and performance. Feedback is especially important for new recruits to help them find their footing. Criticizing an employee often produces anger. Comments such as "are you saying that I am not doing my job properly", or "do not treat me like a child", or even profanity are frequent defensive reactions. It is recommended to start with an agreement about the way you intend to work together, and to exchange information. This type of agreement not only works for individuals, but for teams, or groups as well. When talking to staff ask – do not tell; describe – do not judge; stick to behavior – not personality. The advice is even more important for a small business with few employees as one member of staff with the sulks can upset all the others and therefore lower productivity. Ask your staff how do they think they are doing and get them to find an area where they think they are weak or could do better. Sometimes you can see a manager catching the late arrival of an employee. He greets him with a stern look, crossed arms in a condescending manner and gives him a lecture about how many times he has been late recently, and puts a snide question asking what he is going to do about it. The correct approach would be to ask if there is a problem causing him to be always late. This should also be done in private not across the office or factory floor, thus giving the employee the privacy of discussing matters. We want to attract your attention to the main two problems: (1) managers' confidence to talk to staff and (2) handling adverse reactions. It will help remove the air of doom about talking to the boss.

Text 7. Sick Leave

I urgently needed a few days off work, but I knew the Boss would not allow me to take a leave. I thought that maybe if I acted "CRAZY" then he would tell me to take a few days off. So, I hung upside down on the ceiling and made funny noises. My co-worker asked me what I was doing. I told her that I was pretending to be a light bulb so that the Boss would think I was "CRAZY" and give me a few days off. A few minutes later the Boss came into the office and asked, "What are you doing?" I told him I was a light bulb. He said, "You are clearly stressed out. Go home and recuperate for a couple of days." I jumped down and walked out of the office. When my co-worker followed me, the Boss asked her, "And where do you think you're going?" She said, "I'm going home too, I can't work in the dark."

e-mail 1

Attention: Human Resources

Joe Smith, my assistant programmer, can always be found hard at work in his cubicle. Joe works independently, without wasting company time talking to colleagues. Joe never thinks twice about assisting fellow employees, and he always finishes given assignments on time. Often Joe takes extended measures to complete his work, sometimes skipping coffee breaks. Joe is an individual who has absolutely no vanity in spite of his high accomplishments and profound knowledge in his field. I firmly believe that Joe can be classed as a high-calibre employee, the type which cannot be dispensed with. Consequently, I duly recommend that Joe be promoted to executive management, and a proposal will be executed as soon as possible.

Regards,
Project Leader
e-mail 2

Attention: Human Resources

Joe Smith was reading over my shoulder while I wrote the report sent to you earlier today. Kindly read only the odd numbered lines [1, 3, 5, etc.] for my true assessment of his ability.

Regards,
Project Leader

Text 8. A fairy tale

One day while walking down the street a highly successful Human Resources Manager was tragically hit by a bus and she died. Her soul arrived up in heaven where she was met at the Pearly Gates by St. Peter himself. "Welcome to Heaven," said St. Peter. "Before you get settled in though, it seems we have a problem. You see, strangely enough, we've never once had a Human Resources Manager make it this far and we're not really sure what to do with you." "No problem, just let me in," said the woman. "Well, I'd like to, but I have higher orders. What we're going to do is let you have a day in Hell and a day in Heaven and then you can choose whichever one you want to spend an eternity in." "Actually, I think I've made up my mind, I prefer to stay in Heaven," said the woman. "Sorry, we have rules..."

And with that St. Peter put the executive in an elevator and it went down—down—down to Hell. The doors opened and she found herself stepping out onto the putting green of a beautiful golf course. In the distance was a country club and standing in front of her were all her friends – fellow executives that she had worked with and they were well dressed in evening gowns and cheering for her. They ran up and kissed her on both cheeks and they talked about old times. They played an excellent round of golf and at night went to the country club where she enjoyed an excellent steak and lobster dinner. She met the Devil who was actually a really nice guy (kind of cute) and she had a great time telling jokes and dancing. She was having such a good time that before she knew it, it was time to leave. Everybody shook her hand and waved good-bye as she got on the elevator. The elevator went up-up-up and opened back up at the Pearly Gates and she found St.

Peter waiting for her. "Now it's time to spend a day in Heaven," he said. So she spent the next 24 hours lounging around on clouds and playing the harp and singing. She had a great time and before she knew it her 24 hours were up and St. Peter came to see her. "So, you've spent a day in Hell and you've spent a day in Heaven. Now you must choose your eternity." The woman paused for a second and then replied, "Well, I never thought I'd say this, I mean, Heaven has been really great and all, but I think I had a better time in Hell." So St. Peter escorted her to the elevator and again she went down-down-down back to Hell. When the doors of the elevator opened, she found herself standing in a desolate wasteland covered in garbage and filth. She saw her friends were dressed in rags and were picking up the garbage and putting it in sacks. The Devil came up to her and put his arm around her. "I don't understand," stammered the woman, "yesterday I was here and there was a golf course and a country club and we ate lobster and we danced and had a great time. Now all there is a wasteland of garbage and all my friends look miserable." The Devil looked at her, smiled and said: "Yesterday we were recruiting you – today you're an Employee."

Text 9. The job security quiz

The job security quiz will help judge how long you'll end up at your current job and what will become of you.

1. The boss appears at your cubicle and finds you playing DOOM at your desk, you...

A. Swear to take the game off your hard drive forever, but first make a copy for his kid.

B. Inform him that you're planting a virus in the program so that everyone who plays it on company time will get reported to Human Resources.

C. Tell him that whatever he wants will have to wait until you've finished the level.

2. There's a cash job opening in the mail department, stuffing envelopes with free samples. It pays twice as much as your current position. What do you do?

A. Meekly suggest to your boss that transferring you might improve the morale of everyone who's been working with you.

B. Politely ask your boss for a transfer and offer to split the salary increase 50/50 with him.

C. Barge into your boss's office and demand reassignment so that you, "Won't have to work under someone who should have retired before he became a laughingstock."

3. When your boss throws a party and invites everyone in the office except you, what do you do?

A. Stay home and watch 'I Love Lucy' reruns.

B. Show up at the party anyway, with a really expensive bottle of wine and a briefcase full of small, unmarked bills.

C. Go over to your boss's house after everyone has left and throw rocks at the windows, shouting obscenities.

4. Your boss criticizes your work unjustly; what do you do?

- A. Listen politely, and then apologize.
 - B. Blame someone else.
 - C. Climb on top of your desk, and hold up a piece of paper on which you've written the word "union."
5. *When the CEO parks his car in your spot, you...*
- A. Wash and wax it, then leave your business card under the windshield wiper.
 - B. Key it ... then tell the CEO's secretary you saw your boss near it, loitering suspiciously.
 - C. Key it ... then proudly tell the CEO's secretary that you did it.
6. *Your boss asks you to play Kooky the Clown for his kid's fifth birthday party, what do you do?*
- A. Offer to pay for the costume rental and cake, too.
 - B. Agree to do it, then blackmail a co-worker into doing it while pretending to be you.
 - C. Agree to do it, then show up as yourself and tell the children that Kooky is dead.
7. *The boss accuses you of not keeping the office clean; you...*
- A. Clean the office while he supervises.
 - B. Tell him that you delegated the job, then fire the underling you supposedly gave the job too.
 - C. Clean the office again, but this time, you use your boss' face.

Scoring this test

Mostly **As**: You have nothing to worry about. They'll never fire you because you're a doormat. Mostly **Bs**: You're not just going to keep your job, with your complete disregard for other people's feelings, you'll positively shoot up the ladder of success. Congratulations! You're a real jerk. Mostly **Cs**: You are a career kamikaze. The boss would have fired you long ago, but he's terrified of what you might do.

Text 10. Never say it at work

TWELVE THINGS YOU'LL NEVER HEAR AN EMPLOYEE TELL HIS/HER BOSS

1. Never give me work in the morning. Always wait until 5:00 and then bring it to me. The challenge of a deadline is always refreshing.
2. If it's really a "rush job," run in and interrupt me every 10 minutes to inquire how it's going. That greatly aids my efficiency.
3. Always leave without telling anyone where you're going. It gives me a chance to be creative when someone asks where you are.
4. If my arms are full of papers, boxes, books or supplies, don't open the door for me. I might need to learn how to function as a paraplegic in future and opening doors is good training.
5. If you give me more than one job to do, don't tell me which is the priority. Let me guess.
6. Do your best to keep me late. I like the office and really have nowhere to go or anything to do.

7. If a job I do pleases you, keep it a secret. Leaks like that could get me a promotion.
8. If you don't like my work, tell everyone. I like my name to be popular in conversations.
9. If you have special instructions for a job, don't write them down. In fact, save them until the job is almost done.
10. Never introduce me to the people you're with. When you refer to them later, my shrewd deductions will identify them.
11. Be nice to me only when the job I'm doing for you could really change your life.
12. Tell me all your little problems. No one else has any and it's nice to know someone is less fortunate.

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