ТЕРНОПІЛЬСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ УКРАЇНО–НІДЕРЛАНДСЬКИЙ ФАКУЛЬТЕТ ЕКОНОМІКИ І МЕНЕДЖМЕНТУ

BUSINESS ENGLISH

для студентів третього курсу
Україно–нідерландського факультету
економіки і менеджменту

Тернопіль 2010

Затверджено на засіданні кафедри ділової комунікації та організаційної поведінки, протокол № _____ від _____ 2010 р.

Укладач: доцент кафедри ділової комунікації та організаційної поведінки Батрин Н.В.

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PART ONE
APPLYING FOR A JOB

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Finding permanent or summer employment is often a difficult and confusing process, with hectic deadlines, stress-inducing interviews, and unfamiliar rules of etiquette. However, by becoming familiar with the recruiting schedule and process it is possible to land the perfect job with little effort.

1. Write a CV/resume

The first step is to compose a CV/resume. Many word processing programs, including Word and Framemaker, have resume templates. Searching on the Internet will yield both personal CV/resume posted online in addition to the many sites which describe how to write a CV/resume. The most important information to include is relevant professional and class experience. Large laboratory or research projects can be listed as experience as well, especially if teamwork and problem solving were involved.

Less important but still significant is a list of skills such as computer competence and foreign languages, as well as awards or honors. Finally, be sure to include contact information, including your phone number, street address, e-mail address, and web page URL.

Resumes traditionally open with a purpose or objective. This is a two or three sentence overview of your skills, qualities, hopes, and plans. But this trend is increasingly becoming optional, as the statement doesn't do a good job in differentiating students.

Sometimes to apply for a job, the employer will send you an application form. You should still use a cover letter, and send your CV/resume also unless told not to. Application forms need as much care to write as CVs/Resumes. Plan everything you will say on a separate piece of paper. Only complete the real form when you are exactly sure what is the best thing to say. Follow the directions and keep the form neat.

2. Write a cover letter

Often companies will require a cover letter along with a CV/resume. The letter should demonstrate an understanding of what the company does and why you would be an asset to it. Indicate how you heard about the company and that you are seeking an interview. This is a chance to stand out from the many CVs/resumes that the company is undoubtedly receiving, so be sure to emphasize why you stand out.

Effective cover letter explains the reasons for your interest in the organization and identify your most relevant skills or experiences. They should express a high level of interest and knowledge about the position you are applying for.

Ask yourself, "Why do I want to work for this organization?" Newspaper stories or magazines article may be available at the local library. The employer may be in the yellow pages or advertise over the radio or local television. When we can speak intelligently about a place of business, we have given that employer respect. By focusing on the employer we are better able to determine if the company can meet our needs. By focusing on the employer we are displaying interest in the needs of the company.

Also, the purpose of the cover letter is to make sure that the CV/resume arrives on the desk of the correct person. Take the trouble to telephone, and find the name of the person who will be dealing with applications or CVs/resumes, and address your letter, and envelope, to that person by name.

3. The interviewing process

Since we can not hide our energy, it would be well not to seek opportunities when we are depressed or feeling ill. Smile because happy people get hired faster. Basically, the object is to be yourself. Most employers prefer people who are open, honest and speak straight across, person to person. It is not

necessarily the person with the most skills who gets hired. It is a person who the employer likes and believes will fit into the organization. Success in establishing comfort naturally increases with additional visits. The impression is dependant upon how we look, how we feel and also, how we act.

During the interview, be sure to dress appropriately, make eye contact, and greet the recruiter with a firm handshake. Answer the questions posed concisely and with a degree of modesty. Come prepared with questions about the company itself. Do research in advance on the corporate web site so that job descriptions and company projects are familiar.

Be able to briefly talk about your education, experience and abilities in relationship to the job for which you are applying. Be ready to discuss what you have learned about the company that has motivated you to apply for the job. Practice means saying the words out loud, not to memorize, rather just to have experience saying the words. Thinking about what you will say is not the same as saying what you will say.

Some interviewers like to use a rather sneaky tactic called 'stress questions'. These bizarre queries usually come out of the blue and are designed to confuse and fluster you. For example:

If you could be any animal which would you be?
What is the meaning of life?
The point of these is to test your sense of humour and see how you react under pressure. Often, what you answer is less important than keeping calm and composed.

Always remember that you are in control of everything you say, so don't merely answer questions; respond to them in a way that allows you to prove your suitability for the position.

Bottom line, employers want people who will come to work on time, every day they are scheduled, who can get along with the other employees and are willing to do the job the way the employer wants it done. In essence, every job requires on the job is training. New employees must learn the rules of the organization and how to get along with the other employees. Every job is hardest at the beginning and gets easier with experience. Saying something like, "I know I can learn your method of operation," tells an employer you have faith in your ability to learn the way the employer wants it done.

After an interview, it is advantageous to send the recruiter a thank-you note. This helps establish a relationship with the recruiter, shows interest in the position, and indicates personal responsibility.

The first interview may be followed up with second rounds on-site or over the phone. From there it is a short wait until the company calls back with their offer, or mails a rejection -- hopefully the former.

Job Application Rules

The most important rule to remember when applying for jobs is to follow the directions. If the employer tells you to apply in person, don't call. If the job posting says to mail your resume, do not send it via email. When the job listing says apply via a form on the company web site, don't email your application directly to Human Resources.

Job Applications Via Email

When applying for jobs via email, write your cover letter in the body of an email message.
Proofread your email for grammar and spelling (do not trust spell check software). Remember, this is your chance to make a critical first impression; even an emailed note needs to be professional and error-free.
Be brief and to the point. Your cover letter should not be any longer than two or three short paragraphs.
Make sure you include a signature with your full name, email address and phone number.
Include the title of the position you are applying for in the subject line of your message.

Be sure that your email address/screen name has a professional tone.
If the job posting asks you to send an attachment, send your resume as an MSWord document. Many employers do not accept attachments. In these cases, paste your resume into your email message. Use a simple font and remove the fancy formatting. Send the message to yourself first to test that the formatting works. If everything looks good, resend to the employer.

Online Job Applications

There are hundreds of sites where you can post your resume online and complete an online job application. Some sites let you upload an existing resume with the click of a button. On other sites, you can cut and paste or use a resume building wizard. There are also resume posting services that will post your resume to the top sites for you.
Once you have uploaded your resume, you will be able to search for jobs that interest you and submit your application or resume with a click of your mouse.

Apply Directly at Company Web Sites

If you are interested in working for a particular company visit their web site. Career information is usually listed in the "About Us" section of the site. Follow the instructions for searching for and applying to jobs online.

What You Need to Apply Online

The online applications ask for your contact information, educational background and employment history. You will need to know when you worked and what you were paid at your previous jobs. You may also be asked what days and hours you are available to work.

Before You Apply

Renowned career author and columnist, Joyce Lain Kennedy, says "It's important to note that the use of online screening before your resume is rated is growing. Applicants are flooding mail boxes whether or not their resume bears any resemblance to the job's requirements, so, companies are increasingly using automated systems to screen resumes prior to sending them to recruiter and hiring managers."
So, before you start completing applications, Kennedy suggests taking a few tests on company career portals where you don't want to work to gain experience completing applications, taking tests and increasing your comfort level.
That way you'll be better prepared for applying to the companies you are interested in working for.

Job Application Form

Instructions: Print clearly in black or blue ink. Answer all questions. Sign and date the form.

PERSONAL INFORMATION:
First Name _____
Middle Name _____
Last Name _____
Street Address
_____
City, State, Zip Code
_____
Phone Number
(___)_____
Are you eligible to work in the United States?
Yes _____ No_____
If you are under age 18, do you have an employment/age certificate?

Yes ___ No ___
Have you been convicted of or pleaded no contest to a felony within the last five years?
Yes_____ No_____
If yes, please explain: _____
_____

POSITION/AVAILABILITY:
Position Applied For

_____

Days/Hours Available
Monday _____
Tuesday _____
Wednesday _____
Thursday _____
Friday _____
Saturday _____
Sunday _____
Hours Available: from _____ to _____
What date are you available to start work?

_____

EDUCATION:
Name and Address Of School - Degree/Diploma - Graduation Date

_____
_____
_____
_____
_____

Skills and Qualifications: Licenses, Skills, Training, Awards

_____
_____

EMPLOYMENT HISTORY:
Present Or Last Position:
Employer: _____
Address:_____
Supervisor: _____
Phone: _____
Email: _____
Position Title: _____
From: _____ To: _____
Responsibilities: _____
_____
Salary: _____
Reason for Leaving: _____
===========
Previous Position:
Employer: _____
Address:_____
Supervisor: _____
Phone: _____
Email: _____
Position Title: _____
From: _____ To: _____
Responsibilities: _____
_____
Salary: _____
Reason for Leaving: _____

May We Contact Your Present Employer?
Yes _____ No _____
References:
Name/Title Address Phone

_____

_____

_____

I certify that information contained in this application is true and complete. I understand that false information may be grounds for not hiring me or for immediate termination of employment at any point in the future if I am hired. I authorize the verification of any or all information listed above.

Signature_____

Date_____

I N T E R V I E W

Before

Thoroughly research the position (written description, talk to people working in the field, talk to experts in the area, check business journals, papers, etc. for all the information you can find).

Thoroughly research the organization in the same way you have researched the position – research is the key to knowledge, and knowledge demonstrates a mature and sincere interest in the opportunity.

Choose a professional interview outfit – for both women and men a suit is a good choice. If you have a follow-up interview you can vary the accessories – shirt, sweater, blouse, tie, shoes, etc. If you invest in an interview outfit – make sure that you wear it a few times so that it feels comfortable.

Arrive five to ten minutes early so that you can relax and feel comfortable with the surroundings.

During

Greet the interviewer with a firm (not a vice-grip) handshake, make eye contact and smile.

Think positive and interact with confidence – be careful not to appear arrogant. Let the interviewer conduct the interview – be an active participant but don't take over the interview.

If you do not understand a question, ask the interviewer to be more specific, rephrase, or whatever feels appropriate – **never** try to answer a question you don't understand.

Before responding to a question, take time to organize your thoughts so that you can answer in a thoughtful and organized manner.

When asked to identify your strong skill areas/personal qualities – identify each and offer **specific** examples of how you have demonstrated these skills/personal qualities in the past.

If asked to respond to situational questions, be sure to organize your thoughts, state your assessment/solution and be sure to offer rationale for decision.

Remember that the best predictor of **future** performance is **past** behavior.

The interviewer will give signals when the interview is about to conclude. Be sure to reinforce your interest in the position and the organization, show your enthusiasm and potential for becoming a valued member of the team

Appropriate questions to ask the interviewer might be about the **training** program, policy with regard to **professional development** – seminars, conferences, **promotions** practices, – do not ask about salary – benefits will be discussed/negotiated when a job offer is made.

Thank the interviewers for their consideration and information, and listen carefully so you are aware of the planned follow-up. If you are not told the next step in the process, ask.

After

As soon as you can after the interview, make comprehensive notes regarding the interview. Make notes on: overall assessment of how the interview went; questions that you answered effectively; questions you had difficulty with – prepare a good answer for the next time; the name of the interviewer; notes for future interviews. Consider each interview a learning experience upon which you build your skills in preparation for next one.

Always send a thank you letter to everyone with whom you had contact during the interview process. In your letter – thank the interviewer(s) for the time spent, point out positives about the interview and reinforce your suitability and enthusiasm for the position.

If you do not receive a second interview, or are not successful in getting a job offer, it is quite appropriate to request feedback on your performance. This could be done by telephone or in person.

Interview

Often overlooked is the fact that an interview is actually an extended, albeit highly directed, conversation between two people. Interviews are not interrogations. You are not required to be a passive respondent to the interviewer's questions. Instead, you should engage him or her in conversation. Sure, you should answer questions, but you should also ask them. If you don't query the person conducting the interview, you effectively make him or her responsible for running the show. This can only work to your disadvantage: Someone struggling to keep the interview going will most likely have to dig deeply into the question bag, and real "zingers" are bound to follow once all the basic questions have run out.

The best method for avoiding a one-way interview session is asking questions. The goal of asking questions during an interview is to create an interactive dialogue between yourself and the interviewer. What should you ask about? Obviously, you want to inquire into any aspect of the job or company about which you are uncertain. Besides these basic, informational-type questions, you want to ask questions that will provide useful information for acing the interview itself.

Question #1: "How would you describe the ideal candidate for this position?"
In most cases, if you were to ask an experienced interviewer this question, you probably won't get the response you want. Most interviewers don't want to give you the answers to the interview/exam ahead of time. Still, you want to get an idea about what kind of person the interviewer is looking to hire. Therefore, you should use questions that seek similar information, only in a less obvious or direct manner. For example, you might ask:
"What do you feel are the ideal qualifications for this job?"
-OR-
"What factors do you feel are most vital to being successful in this job/position?"
-OR-
"Considering the people who have been successful doing this job in the past, what factors do you think contributed most to their success?"
Once you understand what the interviewer feels is required for successful job performance, all you need to do is reiterate that information to the interviewer by way of describing yourself as the ideal candidate for this position.

Question #2: "What aspects of this position would you most like to see improved from a performance standpoint?"
The objective of this question is to discover where opportunities for improved performance lay. Every hiring manager wants to hire someone who can do the job better than the last person did it. This not only reflects positively on the manager's ability to bring in the "right" people for the job. It also makes them feel good about hiring you. In effect, they are killing two birds with one stone: They are ensuring the job will be done better and making themselves look good come their year-end review.
The obvious way of making this information work for you is to highlight those skills and abilities that will enable you to bring improved performance to those aspects of the job that have been singled out as representing opportunities for overall improvement. Convincing the interviewer that you can bring about some desired improvement goes a long way toward assuring him or her that you bring an added measure of value to the organization-and that you are worth hiring over other the other candidate competing for the job.

Question #3: "As you think about the organization's longer term goal and objectives, what are some of the changes and improvements that must be brought to this position in order to realize those goals?"
Most interviews are so focused on fulfilling an organization's present needs that very little attention is ever given to some of the longer term changes that need to be implemented by the person in the position

you want. As an employment candidate, you can generate considerable interest by framing yourself as an agent of positive change-someone who is concerned, beyond the current scope of the job, with effecting strategic change and/or bringing about improvement in the organization. Again, this will create a sense of "added value" about your candidacy, and distinguish you from the other candidates who have interviewed for the same position.

You want to gain some insight into the department's longer terms strategies and goal, and then you want to ask some fairly direct questions about the impact they have on the position for which you're applying. What are you (as the job incumbent) going to have to do in order to help the department/organization achieve its goals? Oftentimes, simply demonstrating your interest in such matters will set you apart from other candidates. To probe the subject further, consider asking the following questions:

1.   *What do you currently see as the major barriers to effecting these changes?*
2.   *What hurdles need to be overcome before the organization can focus on achieving its goals?*
3.   *What needs to be done to move ahead on this strategic front?*

Question #4: "What fundamental problems do you think a successful candidate for this position will need to be able to solve?"

A candidate's problem-solving abilities are a major concern to interviewers. Problem solving will be key to a candidate's interviewing success. Demonstrating your ability to solve problems must be one of your basic goals during the interview process. Not only do you want to show how you've solved problems in the past, you also want to "forecast" your abilities as a problem solver in the present. To that end, it will be useful to discover the kinds of problems that you would face as a member of this organization, and then elaborate on the skills that make you uniquely capable of tackling those problems successfully. The idea is to create a vivid picture in the interviewer's mind of what you'd look like were you in the position to find solutions. The interviewer is never as concerned with your past than with what you can do in the future.

Answers to these questions will provide you with critical insight into what is truly important to the hiring manager. Not only will you better understand the basic challenges of the job, you will have a clear understanding of the interviewer's priorities as well. If you don't understand these pressing issues, you will have a tendency to drone on about skills and capabilities without being able to properly contextualize them. While they may be interesting, they are more or less irrelevant to a hiring manager, who is looking for someone to do *this* job, not the one you used to have.

Gaps in Your Work History

Most accomplished people have been out of work at one time or another, and 1 out of every 5 people in the workforce experiences some period of unemployment each year. One way of downplaying gaps in your work history is by documenting it by years, that is, writing "19XX to Present" when referring to your most recent job. This technique makes it look as if you are still employed. But, if you use this trick, realize that it puts you in an uncomfortable position right off the bat. One of the first things you will have to do in an interview is explain that this is not actually the case.

If, however, you have a legitimate reason for major gaps, such as going to school or having a child, tell the interviewer in a matter-of-fact tone. You should certainly not apologize for it. You should add details about any activity you did during that period, which would strengthen your qualifications for the job at hand. This tactic serves to reinforce the idea that you are not out-of-touch with the current workplace or with what the employer needs. Instead, you have simply chosen not to actively practice your skills for a while.

Having Been "Fired"

Many people get "fired," and it often hurts their chances of getting some jobs because employers are afraid that such people will also be a problem for them. Of course, if you were fired for just cause, you need to learn from the experience and either change or consider another career.

In most cases, people harm their own chances of finding a job more than being fired requires. This is because people don't know how to explain their own situation, so they don't do well in interviews. Too often, they leave a potential employer wondering just what happened previously. Without further knowledge, employers assume the worst. Leaving an employer with the impression that you are hiding something is the worst thing you can do in an interview.

Employers will not generally hire someone unless and/or until they know why he or she left his or her last job. They want to make sure that that person will not be a problem in their office. Thus, if you have lost a job, the best policy is to tell the truth. Avoid saying negative things about your previous employer, and get used to putting a positive spin on what happened.

If you are NOT a big problem, say so - and explain how you are especially qualified to do the things that *this* job requires. In short, tell the truth about what happened in an objective way, and then begin presenting the skills you have to do the job now.

"*Too* Old"

It's true: Older workers - particularly those over 50 - have a harder time finding new jobs in the labor market. Anyone who is over 50 and has looked for a job realizes that age can work against him or her. There are some commonsense reasons why older workers have a more difficult time finding a new job. For many, they had not kept up with the latest technologies, and their skills are no longer in demand. Younger workers often receive better training and win jobs over older workers who lack such extensive training.

While most people do not discuss them, there are two other reasons why a third of older workers end up in worse jobs than the ones they had. The reasons have to do with money and assumptions about being "overqualified." People with more experience tend to be paid more. And, as anyone who has been in the labor market recently knows, the competition for higher-paying jobs is intense. The data indicate that the more you make, the longer your job search was.

When deciding on whom to hire, most employers will try to avoid hiring someone who was paid more in his or her previous position. Why? Because they fear that the person earning less that he or she is used to will be unhappy and will eventually leave.

This is one reason why employers will hire a person with less experience - they figure that he or she will be more satisfied with his or her pay. Compounding this is the fact that many of the jobs created in the last ten years have been in smaller companies that simply cannot pay as much as established firms.

Here are some things that older job seekers should do:

1. **Realize that "older" workers who know what they are doing run many of the successful small businesses.**

Experienced workers have started businesses and consultancies in droves over the past few years. If you're not ready to start your own business, put your experience to work by approaching larger or smaller businesses and telling them how you can help their bottom line.

2. **Be specific.**

If you know how to develop product, manage, sell, or make other significant contributions, go to the places that need your skills and tell the people in charge what you can do. If you can convince them you can help generate more money than you cost, they might very well create a position for you. And, be sure to present your substantial experience and good work history as an advantage.

3. **Talk longevity.**

Understand you will probably need to be trained, and that employers want to know you'll be around for a substantial period of time. Considering the amount of turnover in the labor force, the fact that you intend to stay in one position for more than five years will be a positive thing. You might also stress that you have no small children to be concerned about, and that you do not plan to move any time soon. Your stability is a positive, but don't make it seem like stasis or a dislike of learning.

4. **Avoid sounding *too* old.**

To avoid sounding *too* old, mention something topical in your interview (e.g., the fact that you just purchased a notebook computer, prefer PCs over Apples, would welcome the chance to operate in a self-directed team situation, enjoy collaborating with your co-workers, or have just enrolled in a technology course related to the job). Your background research should reveal a host of ways to plug your up-to-date knowledge and current worthiness.

"*Too* Young"

Young people need to present their youth as an asset rather than a liability. Perhaps you are willing to work for less money, accept less desirable tasks, work longer or less convenient hours, or do other things that a more experience worker might not. If so, say so during the interview. Emphasize the time and dedication you put into school projects and the activities you gave up to reach your goals. Above all,

conduct yourself with maturity and show some genuine enthusiasm; that way, you'll leave the interviewer with the impression that you need a chance, not a guidance counselor.

If you are turned down in favour of a more experienced worker, don't despair. Keep hammering away at your particular skills, your trainability and your available years of dedication. Eventually, some employer will be happy to snag you.

Overqualified/Too Much Experience

It doesn't seem to make sense that you could have too much experience, but some employers may think so. They might be concerned that you will not be satisfied with the job currently available and that, after a short while, you will leave for a better one. So, what such employers really need is some assurance of why this would *not* be the case for you. If, in fact, you are looking for a job with higher pay-and if you communicate this in some way during the interview-it is quite likely that the company will not offer you a job at all.

After a period of unemployment, most people become more willing to settle for less than they sought in the first place. If you are willing to accept jobs where you may be defined as "overqualified," consider not including some of your educational and/or work-related credentials on your Resumé. In the interview, be prepared to explain why you *do* want this particular job and how your wealth of experience is a positive rather than a negative or potential liability.

Above all, go out of your way to assure the interviewer that you are not a gypsy. Maintain high enthusiasm for the organization's future, and articulate ways you could grow in this position. For example, suggest how you could assist other departments, solve long-term problems, and build profit. Your goal is to raise your desirability to the point where the organization is willing to allocate extra funds in an effort to secure you.

New Graduate/Not Enough Experience

Sure it is difficult to find a position with a skinny Resumé, but a well-rounded one is not guaranteed to magically unlock doors, either.

Remember that small employers are where the action is. Today, small-to mid-sized companies tend to be the most active employers. For your part, companies outside the FORTUNE 500 can be more open to letting you take on new projects and branch out in new directions.

Students are recognizing that they must take control of their careers and make their own decisions. More than 83% of new graduates cite their own interests and skills as the major influence on their career choice. Other more traditional influences - family pressure, anticipated salary, and dumb luck - are less likely than even to come into play in career decisions. When you interview for a position that matches your personality and talents, your natural enthusiasm for that job goes a long way in impressing interviewers. Employers have more incentive to train because, now, the young labour force is much smaller than it was during the Baby Boomer years. Computer literacy is the key, and young people are more computer savvy than their elders are.

If you fall into the "not enough experience" category, emphasize your adaptive skills (your personality traits and personal characteristics that can be employed in the workplace). And, don't overlook experience that is acceptable for a Resumé: volunteer work, family responsibilities, education, training, or anything else that you could present as legitimate activities in support of your ability to do the work you feel you can do.

Finally, consider expressing a willingness to accept laborious or less desirable working conditions as one way to break into a field and gain experience. For example, indicating that you are willing to work weekends and evenings, are able to travel or can relocate may appeal to an employer and open up some career possibilities for you.

Recent Graduate

If you have recently graduated, you are probably competing against those with similar levels of education *and* more work experience. If you don't have a lot of experience related to the job you want, you will obviously want to emphasize your recent education or training. This might include specific mention of courses you took and activities in which you engaged that most directly pertain to the job you now seek. New graduates need to look at their schoolwork as the equivalent of work experience. Indeed, it *is* work insofar as it required self-discipline, task completion and a variety of other activities similar to those

required in many jobs. You also may have learned a variety of skills that are directly related to the job you want. You should present these during the interview in the same way that you would detail work experience.

If possible, you should also underscore the fact that you are very familiar with the latest trends and/or techniques in your field, and that you can apply them in your work presently. And, since you are experienced at studying and learning new things, you will be better able to learn quickly "on the job."

No Degree/Too Little Education

If you want a job, which is typically filled by someone with more education, you must emphasize the experience and skills you have to do the job. You also need to provide assurance that your lack of an advanced degree will not prove a hindrance to your job performance. You can simply avoid mentioning that you have less education than is usually required.

This is not to say that you should misrepresent yourself by overstating your qualifications or claiming a degree you do not have. Such actions would result in your being fired, and is clearly not a good idea.

Criminal Record

It should be obvious that your Resumé should not include negative things about yourself. So, if you have ever been "in trouble" with the law, you would certainly not mention it there. New laws even limit an employer from including, on an application, such general questions as "Have you ever been arrested?" and limit formal inquiries to "Have you ever been convicted of a crime?"

Since Canadians are innocent until proven guilty, employers are no longer allowed to consider an arrest record in a hiring decision. Being arrested and being guilty are two different things. Arrests for minor infractions are not supposed to be considered in a hiring decision. A conviction is, however, a different matter. Such crimes are more serious and current employment laws *do* allow an employer to ask for and get this information-and use it to make certain hiring decisions. Fro example, few employers would hire an accountant who had been convicted of stealing money from a previous employer. Certain types of arrest records, such as those for child molesting, are allowed to be considered by an employer as he or she decides whom to hire. For example, employers would not place a person with this kind of record in charge of children's programs.

If you have an arrest or conviction record that an employer has a legal right to inquire about, you should avoid looking for jobs where your record would be a big negative. As always, you should emphasize what you can do rather than what you cannot do. If you choose your career direction wisely, and make a convincing argument that you can do the job well, many employers will ultimately overlook your past. As you prove yourself ands gain good work experience, your previous criminal history becomes less important.

"Why Did You Leave...?"

It is probably inevitable that an interviewer will ask about your previous employment, and, more specifically, why you no longer work there. Even if you weren't fired from that job, this is a difficult question to negotiate. To help you form an acceptable answer to this query, use the acronym CLAMPS:

C=Challenge -- You weren't able to grow professionally in that position.

L=Location -- The commute was unreasonably long and/or arduous.

A=Advancement -- There was nowhere to go. You had the talent, but there were too many people ahead of you.

M=Money -- You were underpaid for your skills and contributions.

P=Prestige -- You wanted to be with a better organization.

S=Security -- The organization was not financially stable.

The value of the CLAMPS system is that it allows you to always display some form of loyalty to your former employer. You should never express any form of hostility or ill will toward your previous boss. You will almost never get the job if you don't seem like a team player and a respectful employee, one who does not undermine his or her employer's authority.

The 3-Step Process for Answering Tough Interview Questions

There are literally thousands of questions that you could be asked during an interview. There is simply no way you can memorize a "correct" response for each one. Furthermore, most interviews dislike "canned"

answers to their questions. No matter how hard you try to disguise the fact that you've prepared for a particular question, your answer usually has an air of phoniness.

One of the most important ingredients of the "right" answer is a fresh, natural response that comes only through being real. Anyway, you don't want to take the chance of entering a new position on any pretense, for the odds are very good that it will prove a mismatch.

Since the unexpected usually happens in interviews, it is important to develop an approach to answering interview questions. Here's a three-step process that will help you construct effective answers to even the most difficult questions.

Step #1: Understand What Is Really Being Asked.

One of your tasks in an interview is to understand what an employer is looking for. Employers' expectations generally fall into three categories, and their questions are designed to probe these areas.

1. **SKILL CONCERNS**
o   Do you have the skills necessary to be productive and make a contribution to the organization's objectives?
o   Have you proved the fact that you can do this job in your work elsewhere? How successful were you at doing your previous job?
o   If you haven't already done this sort of job elsewhere, is there enough evidence to suggest that you have the necessary skills to succeed in this job?

2. **MOTIVATIONAL CONCERNS**
o   Are you sufficiently motivated and do you have the self-confidence to do the job? What evidence is there to support this?
o   Will you be dedicated, conscientious, determined and 100% committed to doing the job? Or, will you be distracted, noncommittal, or otherwise unwilling to measure up to the standard of achievement set by your co-workers?
o   Are you sufficiently interested in this type of work to be motivated to do a good job and make a contribution?
o   Will you stay long enough to make a contribution commensurate with the expense and time invested in recruiting and training you?

3. **MANAGEABILITY CONCERNS**
o   Will you be easy or difficult to manage?
o   Will you follow and/or support the organization's policies and procedures?
o   Do you come across as critical or negative - and, therefore, likely to disrupt the general tenor of the workplace?
o   Will you support organizational changes?
o   Will you fit in with the existing style of management?

Step #2: Answer the Question Briefly, In a Non-Damaging Way.

Respond to the question at hand without backing yourself into a corner, or offering especially damaging information. A good response to a question should acknowledge the facts, and present them as an advantage, not a disadvantage.

Step #3: Answer the Real Question by Presenting Your Related Skills.

Once you understand the employer's real concern, you can get around to answering the often hidden question by presenting your skills and experiences that relate to the job.

Traditional Job Interview Questions
1.   How would you describe yourself?
2.   Why did you leave your last job?
3.   What are your long range and short range goals and objectives?
4.   What specific goals other than those related to your occupation, have you established for yourself for the next ten years?
5.   What do you see yourself doing five years from now? Ten years from now?
6.   What do you really want to do in life?

7.   What are your long range career objectives?
8.   How do you plan to achieve your career goals?
9.   What are the most important rewards you expect in your career?
10.   What do you expect to be earning in five years?
11.   Why did you choose this career?
12.   Can you explain this gap in your employment history?
13.   How well do you work with people? Do you prefer working alone or in teams?
14.   How would you evaluate your ability to deal with conflict?
15.   Have you ever had difficulty with a supervisor? How did you resolve the conflict?
16.   What's more important to you -- the work itself or how much you're paid for doing it.
17.   What do you consider to be your greatest strengths and weaknesses?
18.   How would a good friend describe you?
19.   Describe the best job you've ever had.
20.   Describe the best supervisor you've ever had.
21.   What would your last boss say about your work performance?
22.   What motivates you to go the extra mile on a project or job?
23.   Why should I hire you?
24.   What makes you qualified for this position?
25.   What qualifications do you have that make you successful in this career?
26.   How do you determine or evaluate success?
27.   What do you think it takes to be successful in a company like ours?
28.   In what ways do you think you can make a contribution to our company?
29.   Do you have any hobbies? What do you do in your spare time?
30.   Have you ever been fired or forced to resign?
31.   What qualities should a successful manager possess?
32.   Do you consider yourself a leader?
33.   What are the attributes of a good leader?
34.   Describe the workload in your current (or most recent) job.
35.   Which is more important: creativity or efficiency? Why?
36.   What's the most recent book you've read?
37.   Describe the relationship that should exist between the supervisor and those reporting to him or her?
38.   What two or three accomplishments have given you the most satisfaction? Why?
39.   Describe the most rewarding experience of your career thus far.
40.   If you were hiring a job-seeker for this position, what qualities would you look for?
41.   Do you have plans for continued study? An advanced degree?
42.   In what kind of work environment are you most comfortable?
43.   How do you work under pressure?
44.   Are you good at delegating tasks?
45.   What's one of the hardest decisions you've ever had to make?
46.   How well do you adapt to new situations?
47.   Why did you decide to seek a position in this company?
48.   What can you tell us about our company?
49.   What interests you about our products?
50.   What do you know about our competitors?
51.   What two or three things are most important to you in your job?
52.   Are you seeking employment in a company of a certain size? Why?
53.   What are your expectations regarding promotions and salary increases?
54.   What criteria are you using to evaluate the company for which you hope to work?
55.   Do you have a geographic preference? Why?
56.   Are you willing to relocate?
57.   Are you willing to travel for the job?
58.   Why do you think you might like to live in the community in which our company is located?
59.   What major problem have you encountered and how did you deal with it?
60.   What have you learned from your mistakes?

61.   What have you accomplished that shows your initiative and willingness to work?

Q   Tell me about yourself.
A.   This is the dreaded, classic, open-ended interview question and likely to be among the first. It's your chance to introduce your qualifications, good work habits, etc. Keep it mostly work and career related.

Q.   Why do you want to leave your current job? (Why did you leave your last job?)
A.   Be careful with this. Avoid trashing other employers and making statements like, "I need more money." Instead, make generic statements such as, "It's a career move."

Q.   What are your strengths?
A.   Point out your positive attributes related to the job.

Q.   What are your weaknesses?
A.   Everybody has weaknesses, but don't spend too much time on this one and keep it work related. Along with a minor weakness or two, try to point out a couple of weaknesses that the interviewer might see as strengths, such as sometimes being a little too meticulous about the quality of your work. (Avoid saying "I work too hard." It's a predictable, common answer.) For every weakness, offer a strength that compensates for it.

Q.   Which adjectives would you use to describe yourself?
A.   Answer with positive, work-oriented adjectives, such as *conscientious*, *hard-working*, *honest* and *courteous,* plus a brief description or example of why each fits you well.

Q.   What do you know about our company?
A.   To answer this one, research the company before you interview.

Q.   Why do you want to work for us?
A.   Same as above. Research the company before you interview. Avoid the predictable, such as, "Because it's a great company." Say why you think it's a great company.

Q.   Why should I hire you?
A.   Point out your positive attributes related to the job, and the good job you've done in the past. Include any compliments you've received from management.

Q.   What past accomplishments gave you satisfaction?
A.   Briefly describe one to three work projects that made you proud or earned you pats on the back, promotions, raises, etc. Focus more on achievement than reward.

Q.   What makes you want to work hard?
A.   Naturally, material rewards such as perks, salary and benefits come into play. But again, focus more on achievement and the satisfaction you derive from it.

Q.   What type of work environment do you like best?
A.   Tailor your answer to the job. For example, if in doing your job you're required to lock the lab doors and work alone, then indicate that you enjoy being a team player when needed, but also enjoy working independently. If you're required to attend regular project planning and status meetings, then indicate that you're a strong team player and like being part of a team.

Q.   Why do you want this job?
A.   To help you answer this and related questions, study the job ad in advance. But a job ad alone may not be enough, so it's okay to ask questions about the job while you're answering. Say what

attracts you to the job. Avoid the obvious and meaningless, such as, "I need a job."

Q. How do you handle pressure and stress?

Types of Interview

The Screening Interview
Companies use screening tools to ensure that candidates meet minimum qualification requirements. Computer programs are among the tools used to weed out unqualified candidates. Sometimes human professionals are the gatekeepers. Screening interviewers often have honed skills to determine whether there is anything that might disqualify you for the position. Remember -- they do not need to know whether you are the best fit for the position, only whether you are not a match. For this reason, screeners tend to dig for dirt. Screeners will hone in on gaps in your employment history or pieces of information that look inconsistent. They also will want to know from the outset whether you will be too expensive for the company.

Some tips for maintaining confidence during screening interviews:
- Highlight your accomplishments and qualifications.
- Get into the straightforward groove. Personality is not as important to the screener as verifying your qualifications. Answer questions directly. Save your winning personality for the person making hiring decisions!
- Be tactful about addressing income requirements. Give a range, and try to avoid giving specifics by replying, "I would be willing to consider your best offer."
- If the interview is conducted <u>by phone</u>, it is helpful to have note cards with your vital information sitting next to the phone. That way, whether the interviewer catches you sleeping or vacuuming the floor, you will be able to switch gears quickly.

The Informational Interview
On the opposite end of the stress spectrum from screening interviews is the informational interview. A meeting that you initiate, the informational interview is underutilized by job-seekers who might otherwise consider themselves savvy to the merits of networking. Job seekers ostensibly secure informational meetings in order to seek the advice of someone in their current or desired field as well as to gain further references to people who can lend insight. Employers that like to stay apprised of available talent even when they do not have current job openings, are often open to informational interviews, especially if they like to share their knowledge, feel flattered by your interest, or esteem the mutual friend that connected you to them. During an informational interview, the jobseeker and employer exchange information and get to know one another better without reference to a specific job opening.

This takes off some of the performance pressure, but be intentional nonetheless:
- Come prepared with thoughtful questions about the field and the company.
- Gain references to other people and make sure that the interviewer would be comfortable if you contact other people and use his or her name.
- Give the interviewer your card, contact information and <u>resume</u>.
- Write a thank you note to the interviewer.

The Directive Style
In this style of interview, the interviewer has a clear agenda that he or she follows. Sometimes companies use this rigid format to ensure parity between interviews; when interviewers ask each candidate the same series of questions, they can more readily compare the results. Directive interviewers rely upon their own questions and methods to tease from you what they wish to know. You might feel like you are being steam-rolled, or you might find the conversation develops naturally. Their style does not necessarily mean that they have dominance issues, although you should keep an eye open for these if the interviewer would be your supervisor.

Either way, remember:
- Flex with the interviewer, following his or her lead.

- Do not relinquish complete control of the interview. If the interviewer does not ask you for information that you think is important to proving your superiority as a candidate, politely interject it.

The Meandering Style

This interview type, usually used by inexperienced interviewers, relies on you to lead the discussion. It might begin with a statement like "tell me about yourself," which you can use to your advantage. The interviewer might ask you another broad, open-ended question before falling into silence. This interview style allows you tactfully to guide the discussion in a way that best serves you.

The following strategies, which are helpful for any interview, are particularly important when interviewers use a non-directive approach:

- Come to the interview prepared with highlights and anecdotes of your skills, qualities and experiences. Do not rely on the interviewer to spark your memory-jot down some notes that you can reference throughout the interview.
- Remain alert to the interviewer. Even if you feel like you can take the driver's seat and go in any direction you wish, remain respectful of the interviewer's role. If he or she becomes more directive during the interview, adjust.
- Ask well-placed questions. Although the open format allows you significantly to shape the interview, running with your own agenda and dominating the conversation means that you run the risk of missing important information about the company and its needs.

The Stress Interview

Astounding as this is, the Greek hazing system has made its way into professional interviews. Either employers view the stress interview as a legitimate way of determining candidates' aptness for a position or someone has latent maniacal tendencies. You might be held in the waiting room for an hour before the interviewer greets you. You might face long silences or cold stares. The interviewer might openly challenge your believes or judgment. You might be called upon to perform an impossible task on the fly-like convincing the interviewer to exchange shoes with you. Insults and miscommunication are common. All this is designed to see whether you have the mettle to withstand the company culture, the clients or other potential stress.

Besides wearing a strong anti-perspirant, you will do well to:

- Remember that this is a game. It is not personal. View it as the surreal interaction that it is.
- Prepare and memorize your main message before walking through the door. If you are flustered, you will better maintain clarity of mind if you do not have to wing your responses.
- Even if the interviewer is rude, remain calm and tactful.
- Go into the interview relaxed and rested. If you go into it feeling stressed, you will have a more difficult time keeping a cool perspective.

The Behavioral Interview

Many companies increasingly rely on behavior interviews since they use your previous behavior to indicate your future performance. In these interviews, employers use standardized methods to mine information relevant to your competency in a particular area or position. Depending upon the responsibilities of the job and the working environment, you might be asked to describe a time that required problem-solving skills, adaptability, leadership, conflict resolution, multi-tasking, initiative or stress management. You will be asked how you dealt with the situations.

Your responses require not only reflection, but also organization. To maximize your responses in the behavioral format:

- Anticipate the transferable skills and personal qualities that are required for the job.
- Review your _resume_. Any of the qualities and skills you have included in your resume are fair game for an interviewer to press.
- Reflect on your own professional, volunteer, educational and personal experience to develop brief stories that highlight these skills and qualities in you. You should have a story for each of the competencies on your resume as well as those you anticipate the job requires.

- Prepare stories by identifying the context, logically highlighting your actions in the situation, and identifying the results of your actions. Keep your responses concise and present them in less than two minutes.

The Audition

For some positions, such as computer programmers or trainers, companies want to see you in action before they make their decision. For this reason, they might take you through a simulation or brief exercise in order to evaluate your skills. An audition can be enormously useful to you as well, since it allows you to demonstrate your abilities in interactive ways that are likely familiar to you. The simulations and exercises should also give you a simplified sense of what the job would be like. If you sense that other candidates have an edge on you in terms of experience or other qualifications, requesting an audition can help level the playing field.

To maximize on auditions, remember to:

- Clearly understand the instructions and expectations for the exercise. Communication is half the battle in real life, and you should demonstrate to the prospective employer that you make the effort to do things right the first time by minimizing confusion.
- Treat the situation as if you are a professional with responsibility for the task laid before you. Take ownership of your work.
- Brush up on your skills before an interview if you think they might be tested.

The Follow-up Interview

Companies bring candidates back for second and sometimes third or fourth interviews for a number of reasons. Sometimes they just want to confirm that you are the amazing worker they first thought you to be. Sometimes they are having difficulty deciding between a short-list of candidates. Other times, the interviewer's supervisor or other decision makers in the company want to gain a sense of you before signing a hiring decision.

The second interview could go in a variety of directions, and you must prepare for each of them. When meeting with the same person again, you do not need to be as assertive in your communication of your skills. You can focus on cementing rapport, understanding where the company is going and how your skills mesh with the company vision and culture. Still, the interviewer should view you as the answer to their needs. You might find yourself negotiating a compensation package. Alternatively, you might find that you are starting from the beginning with a new person.

Some tips for managing second interviews:

- Be confident. Accentuate what you have to offer and your interest in the position.
- Probe tactfully to discover more information about the internal company dynamics and culture.
- Walk through the front door with a plan for negotiating a salary.
- Be prepared for anything: to relax with an employer or to address the company's qualms about you.

RESUME

Resume (Curriculum Vitae (CV))

A resume is a personal summary of your professional history and qualifications. It includes information about your career goals, education, work experience, activities, honors, and any special skills you might have.

1. Length: It is best to limit an entry-level resume to one typed page. Be as concise as possible in stating information in each section of your resume.
2. Font: Avoid fonts smaller than 10 point and larger than 12 point.
3. Paper: Use 8 1/2" x 11" 20 lb paper. Print your resume with a laser or high quality ink-jet printer.

Preliminary Research

●Find out   * General job   information * Desired qualifications and skills   * Key values and words

●Check with　＊ Placement office files　　＊ WWW　　＊ Trade journals,　　magazines, and newsletters　＊ Directories＊ Professors　＊ Company literature

Identifying Information

●Put your name, permanent and campus addresses, permanent and campus phone numbers, and email address prominently at the top of your resume.
●Avoid using a nickname to identify yourself.
●Consider including your URL address or fax number if you have one.

Objective Statement
●One to three sentence summary of your area of expertise and career interest.
●Write as complete sentences or as descriptive phrases with minimal punctuation.
●Relate your existing skills directly to the job you are seeking. Demonstrate what you can do for the company rather than what they can do for you.

Objective Statement
Avoid overgeneralized statements:
　A position allowing me to utilize my knowledge and expertise in different areas.
Avoid statements that focus only on what a company can do for you:
A position where I gain experience in working on biological problems.
Make the statement as specific as possible:
A position which allows me to apply my background in engineering and high performance computing to biological problems.

Education
●This is an important section for recent college graduates or students seeking internships or summer jobs.
●Beginning with the highest level of educational achievement, include information such as university attended, degrees earned, major, minors, grade point average, date of program completion, and so forth.

Relevant Courses
●List relevant courses that:
–Help you stand out from the crowd
–Have provided you with specific skills or knowledge
●Consider including this information in the education section of the resume.
Spanish (4 semesters)
Computer Science
Business Writing
Business Law
Ethics
●Only include courses taken in addition to your major or minor.
●Refer to the course by name rather than by number.

Employment Experience
Hospitality Intern
(May 1999-August 1999)
Mountain Jacks, Lafayette, IN
*Oversaw the planning, production, preparation and prompt delivery of food
*Assisted in training and retaining new and experienced employees
*Created a positive and healthy atmosphere in the restaurant
●Include information such as company name and location, job title, dates, and duties performed.
●Make this section easy to read by using spacing and bullets.
●Use action phrases to highlight the duties you have performed.

Organizing Your Resume
●Organize your resume to highlight your unique skills and strengths.
●Use whatever combination of organizational styles you think best highlight your individual qualifications.

The most common resume styles are:
●reverse chronological
●functional

●skills
●imaginative
Reverse Chronological
Resume Style
●Present your education and work experience in chronological order, beginning with your most recent experiences.

•This style is best for people whose job experiences closely parallel the positions for which they are applying or for those who have not had periods of unemployment time between jobs.
Reverse Chronological
Resume Style
Work Experience:
  1997-Present U.S. Postal Service, Indianapolis. Worked as a Station Manager, delivering mail, overseeing retail sales, planning delivery to new routes
  1994-1997 All Right Parking, Inc., Indianapolis. Worked as a Manager, handling customer relations, overseeing accounts, supervising twenty-five employees
  1992-1994 Indianapolis Star, Indianapolis. Worked as a District Sales Manager recruiting and training new employees, managing crews of twenty-five carriers within nine counties, designing routes

Functional Resume Style
●Organize experience by type of function performed. Under each, give specific examples.
●Highlight experiences that directly relate to the job you are seeking.
●Ignore experiences that do not relate to the job for which you are applying.
●Place things in order of importance rather than chronological order.
Functional Resume Style
Experience:
Research Assistant (August 1998-August 1999)—Purdue U.
Assisted Professor Robert Thompson in:
  * updating statistical tables and charts
  * answering research questions via the Internet, library, and by establishing resources to provide the needed information

President, Sociology Club (January-May 2000)
  * Raised over $2,000 for club expenses and scholarships
  * Organized 10 activities for over 200 students
  * Designed and maintained club website

Skills Resume Style
●Emphasize what you can do rather than where you have worked.
●Try to match your skills to the position for which you are applying.
●This style is ideal for people who have gained valuable skills from a variety of unrelated experiences.
Skills Resume Style
Skills:
Communication Skills
Counseled teens in an anti-drug initiative at Jefferson High School *Received Employee of the Month Award for my work creating a positive environment at Wal-Mart while working as a cashier Presented a semester-long project on choosing a major to a group of prospective students
Training Skills
Trained new employees in cashier procedures at Wal-Mart *Served as assistant coach for a Jefferson High School basketball team

Imaginative Resume Style
●Acts like a mini-portfolio because it demonstrates a combination of layout, graphics, text integration, and audience selection.

●Make sure a company is open to this type of resume before submitting it.
●This style is ideal for people looking for a job that demands creativity, such as graphic design or landscape architecture
●It is appropriate to use color graphics on an imaginative resume, but the cost of duplicating will be increased.

10 Steps to a Killer Resume

1. Is your résumé the right length?
You may have heard that your résumé should fit on one page. This is nonsense. Recruiter or hiring managers don't care if your résumé is one or two pages long. But they do care whether it is easy to read and gives key information upfront. Your résumé can be one, two, or (occasionally) even three pages. The only rule is that the length should be appropriate for you. If in doubt follow the (very general) rule of thumb that less than 5 years experience probably only requires one page and more than that may need two.

2. Does your résumé clearly position you as someone who can meet the needs of the employer?
Think of a résumé as an advertisement for a product, only this time the product is you. Just like any other advertisement, positioning is everything. The person who receives your résumé will scan it quickly perhaps for no more than 20 seconds to determine whether you can help her company. Your job is to say quickly, clearly and loudly that you can!
Don't just launch into a chronology of your career history. Instead, determine your own positioning by spelling out your message at the start of the résumé and giving the reader your version of events upfront. For this reason, you should use the first 1/3 of your résumé to create a compelling personal profile which highlights your key strengths in an attractive, easy-to-read format.

3. Does your résumé begin with an objective?
Don't start with an objective. Recruiters and hiring managers don't like them because they focus on the needs of the job seeker rather than the needs of the potential employer. Consider this objective statement: "Seeking a software engineer position with a progressive employer where I can contribute to the development of new technologies and work with bright, committed people."
This may be very honest but it is irrelevant to the reader, who does not care what you want and only cares what you have to offer. Instead of an objective, try using a positioning statement that clearly and concisely explains what you have to offer.
"Senior Software Engineer with 10 years experience developing leading-edge technologies."
Now the reader can immediately see your value to the company. (For even greater impact, tailor this statement for each position so that the reader immediately sees a match between his/her needs and your skills.)

4. Does your résumé contain specifics?
You must place your achievements in context by providing specifics. For example, don't say something vague like "contributed to product design." This tells the employer nothing about your actual contribution. Instead be specific about what you did: "Conducted market analysis for (name of product) to determine design and mechanics. Led changes to original design spec. despite initial developer objections. Received critical acclaim and sold over 4 million units." See how being specific makes a difference? This level of detail shows the reader the contributions you have made in the past (and therefore the contributions you can be expected to make in the future.)

5. Have you outlined achievements as well as responsibilities?
Don't provide a laundry list of responsibilities without showing what results you achieved. Most employers already know what the main responsibilities of your job were. They want to know what makes you different from all the other applicants. An effective résumé summarizes job responsibilities in a few sentences and then provides details of quantifiable achievements.
Focus most of your résumé on the results you accomplished, not the regular duties of your job.

6. Are there any typos?
Your résumé has to be perfect. Proofread it over and over again. When you are sure it's perfect, have other people proof it! If even one word is misspelled the reader will assume that you didn't know how to spell the word (this is bad) or that you didn't care (this is even worse!) Nothing puts the reader off more quickly than misspellings or typos.

7. Is the résumé easy to read?

At least 50% of the impact of your résumé derives from design. A strong résumé design will pull the eye through the document, making it easy to keep reading and will highlight your key strengths clearly. But if your résumé is badly laid out, disorganized or hard to read, it will be discarded before the reader knows how qualified you are.

To see examples of how to lay out your résumé, go to the library or bookstore and look in the career section. You will find collections of sample résumés. Take time to understand how the page has been laid out and then apply what you've learned to your résumé.

8. Have you listed irrelevant information?

Don't list your hobbies unless they directly support your qualifications for the position. Don't detail your marital status or the number of children you have. Don't mention non-professional affiliations such as political or religious volunteer work unless it directly relates to the position you are applying for. Any personal information runs the risk of turning the reader off. However proud you are of personal achievements, you should not run the risk of alienating someone before you even have your foot in the door.

9. Are you too modest?

Don't be uncomfortable about blowing your own trumpet. Too many people play down their achievements. While you should never exaggerate on a résumé, you should definitely take credit for the things you've accomplished. Some people feel uncomfortable boasting on paper preferring to explain in an interview. But if your résumé doesn't spark interest, you may never get that opportunity, so don't be modest!

10. Have you created an internet-ready version of résumé?

If you have to post your résumé online, or apply to a job via an online system, you will need to convert your résumé to a text-only format. If you don't do this, your résumé will be almost impossible to read because most online systems cannot support the type of formatting used in a résumé (bold, italics, bullet points, lines etc.)

SUMMARY

When you send your résumé out, it must speak articulately for you. You can't explain inconsistencies, clear up confusion or fill in things that are missing. Your résumé has to make your sales pitch in a clear and compelling manner within 20 seconds. Invest the time to make it exceptional and you will see an immediate increase in the response rate.

What is a CV?

Curriculum Vitae: an outline of a person's educational and professional history, usually prepared for job applications *(L, lit.: the course of one's life)*. Another name for a CV is a *résumé*.

A CV is the most flexible and convenient way to make applications. It conveys your personal details in the way that presents you in the best possible light and can be used to make multiple applications to employers in a specific career area. For this reason, **many large graduate recruiters will not accept CVs** and instead use their own application form.

An **application form** is designed to bring out the essential information and personal qualities that the employer requires and does not allow you to gloss over your weaker points as a CV does. In addition, the time needed to fill out these forms is seen as a reflection of your commitment to the career.

There is no "one best way" to construct a CV; it is your document and can be structured as you wish within the basic framework below. It can be on paper or on-line or even on a T-shirt (a gimmicky approach that might work for "creative" jobs but not generally advised!).

When should a CV be used?

- When an employer asks for applications to be received in this format
- When an employer simply states "apply to ..." without specifying the format
- When making **speculative applications** (when writing to an employer who has not advertised a vacancy but who you hope my have one)

What information should a CV include?

Personal details

Normally these would be your **name, address, date of birth** (although with age discrimination laws now in force this isn't essential), **telephone number and email.**

Education and qualifications
Your degree subject and university, plus A levels and GCSEs or equivalents. Mention grades unless poor!
Work experience
- Use **action words** such as developed, planned and organised.
- Even **work in a shop, bar or restaurant** will involve <u>working in a team</u>, providing a <u>quality service</u> to customers, and dealing tactfully with complaints. **Don't mention the routine, non-people tasks** (cleaning the tables) unless you are applying for a casual summer job in a restaurant or similar.
- **Try to relate the <u>skills</u> to the job.** A finance job will involve <u>numeracy</u>, analytical and problem solving skills so focus on these whereas for a marketing role you would place a bit more more emphasis on <u>persuading and negotiating</u> skills.

Interests and achievements
- Keep this section **short and to the point.** As you grow older, your employment record will take precedence and interests will typically diminish greatly in length and importance.
- **Bullets** can be used to separate interests into different types: sporting, creative etc.
- **Don't use the old boring cliches** here: "socialising with friends".
- **Don't put many passive, solitary hobbies** (reading, watching TV, stamp collecting) or you may be perceived as lacking people skills.
- Show a **range of interests** to avoid coming across as narrow : if everything centres around sport they may wonder if you could hold a conversation with a client who wasn't interested in sport.
- **Hobbies that are a little out of the ordinary** can help you to stand out from the crowd: skydiving or mountaineering can show a sense of wanting to stretch yourself and an ability to rely on yourself in demanding situations
- Any **interests relevant to the job** are worth mentioning: current affairs if you wish to be a journalist; a fantasy share portfolio such as <u>Bullbearings</u> if you want to work in finance.
- Any **evidence of <u>leadership</u>** is important to mention: captain or coach of a sports team, course representative, chair of a student society, scout leader.
- Anything showing evidence of **<u>employability skills</u>** such as teamworking, organising, planning, persuading, negotiating etc.

Skills
- The usual ones to mention are **<u>languages</u>** (good conversational French, basic Spanish), **<u>computing</u>** (e.g. "good working knowledge of MS Access and Excel, plus basic web page design skills" and **driving** ("full current clean driving licence").
- If you are a **<u>mature</u>** candidate or have lots of relevant skills to offer, a **<u>skills-based CV</u>** may work for you

Referees
- Normally two referees are sufficient: one academic (perhaps your tutor or a project supervisor) and one from an employer (perhaps your last part-time or summer job).
- What makes a good CV?

There is no single "correct" way to write and present a CV but the following general rules apply:
- It is **targeted on the specific job** or career area for which you are applying and brings out the relevant skills you have to offer
- It is carefully and **clearly laid out**: logically ordered, easy to read and not cramped
- It is **informative but concise**
- It is **accurate in content, spelling and grammar**

How long should a CV be?
There are no absolute rules but, in general, a new graduate's CV should cover **no more than two sides of A4 paper.**
If you can summarise your career history comfortably on a **single side**, this is fine and has advantages when you are making speculative applications and need to put yourself across concisely. However, you should not leave out important items, or crowd your text too closely together in order to fit it onto that single side. **<u>Academic</u> and <u>technical</u> CVs may be much longer:** up to 4 or 5 sides.

Fonts

- **TIMES NEW ROMAN** is the standard windows "serif" font. A safe bet - law firms seem to like it!

A more interesting serif font might be **GEORGIA.**

- **ARIAL** is the standard windows "sans" font.

Sans fonts don't have the curly bits on letters. As you can see they're cleaner and more modern than **Times** or **Georgia** and also looks larger in the same "point" size (the point size is simply how big the letters are on the page.) However **Arial** and **Times Roman** are so common that they're a little boring to the eye.

- A more classy choice might be **VERDANA** which has wider letters than most fonts.

or **GENEVA** - these are both common sans fonts.

- **FONT SIZE** is normally 12 points for the normal font with larger sizes for subheadings and headings.

- or 10 points. My favourite CV body text font is 10 point **Verdana** or **Lucida Sans** with 12 or 14 points for sub headings.

- 14 points is too big for the normal body font - wastes space and looks crude.

- and 8 or 9 points too small to be easily readable by everyone**,** especially in **Times New Roman which should not be used in sizes less than 11 points**

- Although many people use 12 points, some research on this suggested that **smaller point size CVs** (within reason) were perceived as **more intellectual!**

- **Most CVs are now read on screen** rather than on paper. It's no coincidence that **Serif fonts are rarely used on the web** - they are much less readable on screen (**Times Roman** was first used on Trajan's column, 2,000 years ago!), and some fonts, such as **Verdana**, were designed with screen readability in mind.

Different Types of CV

- **Chronological** - outlining your career history **in date order**, normally beginning with the most recent items (reverse chronological) . This is **the "conventional" approach and the easiest to prepare.** It is detailed, comprehensive and biographical and usually works well for "traditional" students with a good all-round mixture of education and work experience. Mature students, however, may not benefit from this approach, which does emphasise your age, any career breaks and work experience which has little surface relevance to the posts you are applying for now.

- **Skills-based:** highly-focused CVs which relate your skills and abilities to a specific job or career area by **highlighting these skills and your major achievements.** The factual, chronological details of your education and work history are subordinate. These work well for **mature graduates** and for anybody whose degree subject and work experience is not directly relevant to their application. Skills-based CVs should be closely targeted to a specific job.

Targeting your CV

If your CV is to be sent to an **individual employer** which has requested applications in this format, you should research the organisation and the position carefully.

If your CV is to be used for **speculative applications,** it is still important to target it - at the very least, on the general career area in which you want to work. Use the Careers Information Room or general careers websites such as www.prospects.ac.uk to get an idea of what the work involves and what skills and personal qualities are needed to do it successfully. This will enable you to tailor the CV to the work and to bring out your own relevant experience.

Even if you are using the same CV for a number of employers, you should **personalise the <u>covering letter</u>** - e.g. by putting in a paragraph on why you want to work for that organisation.

Emailed CVs and Web CVs

- Many employers who accept applications in CV format are happy for you to send your CV as an attachment to an email.

- **Put your <u>covering letter</u> as the body of your email.** It's probably wise to format it as plain text (use the format heading on Outlook Express to do this), as then it can be read by any email reader.
- **Your CV is then sent as an attachment.** This is typically in **MS Word (.doc) format**, but **Rich Text Format** (.rtf), and **html** (web page format) are good alternatives. Also say you'll send a printed CV if required. **PDF (portable document format)** also quite widely used and you can download a pdf converter such as <u>Cute pdf</u> for free: you install it and then "print" the document to a folder on your PC. If in doubt send your CV in several formats.
- **Email it back to yourself** first to check it.

Web CVs and Electronically Scanned CVs

Web CVs use HTML format. You can include the web address in an email or letter to an employer. They have the advantage that you can easily use graphics, colour, hyperlinks and even sound, animation and video. The basic rules still apply however - make it look professional. They can be very effective if you are going **for <u>multimedia, web design</u> or <u>computer games</u> jobs** where they can demonstrate your technical skills along with your <u>**portfolio**</u>.
Electronically scanned CVs have been used by Nortel, Ford and others. Resumix is one package used for this: it has artificial intelligence which reads the text and extracts important information such as work, education, skills. For more information on this see our page on <u>**on-line applications**</u>

When should a CV be used?
- When an employer asks for applications to be received in this format.
- When an employer states "apply to ..." without specifying the format.
- When making speculative applications (i.e. when writing to an employer who has not actually advertised a vacancy).

Contents of a CV
- Personal details and contact details
- Education and qualifications
- Work experience (full or part-time, paid and voluntary)
- Interests, activities, posts of responsibility, etc
- Skills (practical skills such as IT and languages)
- Referees

A CV should normally be no longer than two sides of A4: some people prefer a one side CV, but this can sometimes be rather too cramped, especially for postgraduates.

Targeting your Application

Targeting your application demonstrates to the employer that you have thought about what you have to offer and why the job appeals to you. This is particularly important if you are applying for positions where your degree is not directly relevant to the work or where a postgraduate qualification is not actually specified.
- Whatever your subject of study, you need to **aim your curriculum vitae directly at the needs, aims, objectives and requirements of the employer.**
- **There should be no waffle or superfluous detail** in the CV. Every point you make should count.
- **Give evidence** . Don't make general statements such as "I am a determined and numerate person with good communication skills" - show how you have demonstrated these qualities in your work, study or extra-curricular activities.
- Your **Activities and Interests** should add extra selling points.
- If applying for non-academic posts, such Eleanor Estraven's application for Management Training, you must **make all the points you make work for you**. It is not enough for Eleanor to simply list what she did in the Students' Union. She must describe it in terms relevant to her application. Campus Tour Guide, for example, becomes "experience in representing the institution to outside organisations";
- **Research career areas and employers** thoroughly,

- **Use "action verbs"** , such as "achieved", "devised", "co-ordinated" - these create a positive and businesslike impression. **Use personal names** wherever possible; "Dear Ms. Dashwood" rather than "Dear Sir or Madam".

CVs for Academic Posts

An academic CV from a **PhD student applying for research posts** follows a different format from a normal CV and can be longer than the normal 2 sides. It might include:
- A section on **conferences attended** (including any presentations made or poster displays)
- **Publications** produced: normally in chronological order, but if the most recent is not the most relevant you could use a subheading such a "Relevant publications". Other subheadings could include "Peer reviewed", "In Progress", and "Conference Proceedings". If you have a long list of publications, include these as an appendix;
- A **synopsis of your PhD** at the beginning or as an appendix;
- **More than the usual two references** . One or more from your postgraduate degree and one from an employer or other individual who can comment about your personal qualities as opposed to your academic performance;
- **Evidence of teaching/presenting skills** , such as running seminars or practicals. Also administration experience, plus any record in **attracting funding;**
- List of **scientific techniques used** e.g. NMR, HPLC etc;
- Give **evidence of IT, time management, project management and report writing skills;**
- For research posts in industry mention any **contact with industry** that you have had, such as placements;

One strategy is to produce a two side CV and then to **put a synopsis of your research, conferences, publications and references on a third (and perhaps fourth) page.**
Find out the research interests and papers published within the department you are applying to: this will help you to target your CV.

CVS for applications for a Master's Degree or PhD

An academic CV might sometimes be required if you are **applying for a Master's degree or PhD**. Here your work experience will be less important than your academic achievements. Normally these CVs will be chronological rather than skills-based.
Detail all the courses you have studied during your degree by year and give grades (if they are good!). Also give details of any projects, extended essays or dissertations you have done - especially if the subject area was related to the study area you are applying to. If you have any relevant interests, put them in. For example, if you are applying for a PhD in Space Science, mention that you are a member of the Astronomy Society and that you have your own telescope. **Use headings to emphasise technical content** e.g. "relevant work experience", "areas of scientific interest", "laboratory skills and techniques".
In your **covering letter**, say why you want to go to the particular university (for example - excellent reputation in that field of research) and try to show real enthusiasm for the subject you will be studying (for example - evidence that you have read around the subject and know about recent developments).

PART TWO
MEETING

Opening a Meeting
Small Talk
Whether you are holding the meeting or attending the meeting it is polite to make small talk while you wait for the meeting to start. You should discuss things unrelated to the meeting, such as weather, family, or weekend plans.

Sample Dialogue:
Pierre: Hi Thomas. How are you?
Thomas: Great thanks, and you?
Pierre: Well, I'm good now that the warm weather has finally arrived.
Thomas: I know what you mean. I thought winter was never going to end.
Pierre: Have you dusted off your golf clubs yet?
Thomas: Funny you should ask. I'm heading out with my brother-in-law for the first round of the year on Saturday.

Welcome
Once everyone has arrived, the chairperson, or whoever is in charge of the meeting should formally welcome everyone to the meeting and thank the attendees for coming.
- **Well, since everyone is here, we should get started.**
- **Hello, everyone. Thank you for coming today.**
- **I think we'll begin now. First I'd like to welcome you all.**
- **Thank you all for coming at such short notice.**
- **I really appreciate you all for attending today.**
- **We have a lot to cover today, so we really should begin.**

Sample Welcome:
Pierre: I think we'll begin now. First I'd like to welcome you all and thank everyone for coming, especially at such short notice. I know you are all very busy and it's difficult to take time away from your daily tasks for meetings.

Introductions
If anyone at the meeting is new to the group, or if there is a guest speaker, this is the time when introductions should be made. The person in charge of the meeting can introduce the new person, or ask the person to introduce him or herself.
- **I'd like to take a moment to introduce our new tour coordinator.**
- **I know most of you, but there are a few unfamiliar faces.**
- **Stella, would you like to stand up and introduce yourself?**
- **Hi everyone. I'm Judy Strauss. I'll be acting as Amanda's assistant while Nancy is away on maternity leave.**

Roll Call/Apologies
If the meeting is a small group, it is probably unecessary to take attendance out loud. The person who is taking the minutes will know everyone personally and can indicate who is present and who is absent. In a larger meeting, it may be necessary to send around an attendance sheet or call out names. If an important figure is absent, it may be necessary for the chairperson to apologize for his or her absence and offer a brief explanation for it.
- **It looks like everyone is here today.**
- **If you notice anyone missing, please let Jane know so that she can make a note of it.**
- **Unfortunately, Ken cannot join us today. He has been called away on business**
- **Mike will be standing in to take the minutes today, as Lisa is home with the flu.**

Objectives
Some people who hold meetings prefer to pass around copies of the agenda, and others will post a large copy on a wall, or use an overhead projector. No matter which format is used, attendees should be able to follow the agenda as the meeting progresses. Before beginning the first main item on the agenda, the speaker should provide a brief verbal outline the objectives.

Sample Introduction to the Agenda:
Pierre: As you can all see here on the agenda we will be mainly talking about the upcoming tourist season. First we'll discuss the groups that will be coming in from Japan. After that we'll discuss the North American Tours, followed by the Korean tours. If time allows we will also discuss the Australian tours which are booked for early September. Next, I'm going to request some feedback from all of you

concerning last year's tours and where you think we can improve. And finally, we'll be voting on where and when to have this year's staff picnic.

Following the Agenda
Taking the Minutes
Anyone, including you, may be assigned to take the minutes at a meeting. Often someone who is not participating in the meeting will be called upon to be the minute-taker. Before a meeting the minute-taker should review the following:

- The minutes from previous meeting
- All of the names of the attendees (if possible)
- The items on the agenda

It also helps to create an outline before going to the meeting. An outline should include the following:

- A title for the meeting
- The location of the meeting
- A blank spot to write the time the meeting started and ended
- The name of the chairperson
- A list of attendees that can be checked off(or a blank list for attendees to sign)
- A blank spot for any attendees who arrive late or leave early

Sample Minutes Outline:
Supervisor's Meeting
Friday, May 5
Room 3
Start: _____ Finish: _____
Chair: Pierre
Attendees:
1._____
2._____
3._____
4._____
5._____
Late to arrive:_____
Early to depart:_____

The minute-taker can use a pen and paper or a laptop computer and does not need to include every word that is spoken. It is necessary to include important points and any votes and results. Indicating who said what is also necessary, which is why the minute-taker should make sure to know the names of the attendees. If you cannot remember someone's name, take a brief note of their seating position and find out their name after the meeting. A minute-taker should type out the minutes immediately after the meeting so that nothing is forgotten.

Watching the Time
One of the most difficult things about holding an effective meeting is staying within the time limits. A good agenda will outline how long each item should take. A good chairperson will do his or her best to stay within the limits. Here are some expressions that can be used to keep the meeting flowing at the appropriate pace.

- **I think we've spent enough time on this topic.**
- **We're running short on time, so let's move on.**
- **We're running behind schedule, so we'll have to skip the next item.**
- **We only have fifteen minutes remaining and there's a lot left to cover.**
- **If we don't move on, we'll run right into lunch.**
- **We've spent too long on this issue, so we'll leave it for now.**
- **We'll have to come back to this at a later time.**
- **We could spend all day discussing this, but we have to get to the next item.**

Regaining Focus

It is easy to get off topic when you get a number of people in the same room. It is the chairperson's responsiblity to keep the discussion focused. Here are some expressions to keep the meeting centred on the items as they appear on the agenda.

- **Let's stick to the task at hand, shall we?**
- **I think we're steering off topic a bit with this.**
- **I'm afraid we've strayed from the matter at hand.**
- **You can discuss this among yourselves at another time.**
- **We've lost sight of the point here.**
- **This matter is not on today's agenda.**
- **Let's save this for another meeting.**
- **Getting back to item number 5...**
- **Now where were we? Oh yes, let's vote.**

Voting

When issues cannot be resolved or decisions cannot be easily made, they are often put to a vote. Most votes occur during meetings. Votes can be *open*, where people raise their hands in favour or in opposition of the issue. In an open vote, the results are evident immediately. Other votes, such as who should be elected to take on a certain role, are private or *closed*. During private votes, attendees fill out ballots and place them in a box to be counted. The results may not be counted until after the meeting. Here are some specific expressions used during open voting:

- **All in favour?**
  (Those who agree raise their hands or say "Aye".)
- **All opposed?**
- **Motion to hire more tour guides, moved by Thomas.**
  (Suggestions or ideas that are put to a vote are called *motions*. When a person makes a suggestion, the term to use both during the meeting and in the minutes is *moved*.)
- **Motion to hire more tour guides seconded by Nolan.**
  (When another person agrees with the motion, it is *seconded*.)

When a motion is voted and agreed upon it is *carried*. When it is voted and disagreed upon it is *failed*. Most often votes are put to a majority. If there is a tie vote, the chairperson will often cast the deciding vote.

Sample Voting Session:

Pierre: Okay, now that we've covered most of the business, it's time to vote on the staff picnic. Jane and I have come up with two different ideas. I'll give Jane the floor now, and she'll outline these two options. After that we'll vote. I don't think there is any reason to have a private vote, so I'll just ask to see a show of hands. Jane, would you do the honours?

Jane: Thanks Pierre. Okay, so, as you all probably assumed, we are going to wait until most of the tours have passed through before we have the staff picnic. That way most of you should be able to attend. So we've chosen the last Sunday of September. I hope that works out for all of you. Now, the first option is to have a BBQ at Mariposa Beach. We would do this on the last Sunday of September. The second option is to have a potluck dinner/pool party in Pierre's backyard. The only problem with this is if it rains, there isn't much in the way of shelter there. I don't think Pierre and his wife will want all of us dashing inside in a thunderstorm.

Pierre: Well, if we had to we could probably squeeze everyone in the basement. Anyhow, those are the options, so let's put it to a vote. All in favour of option number one? Raise your hands please...okay, one vote. And, all in favour of option number two? That's four. Okay, so it looks like a pool party at my house.

Jane: Great. I'll put up a sign up sheet and everyone can write down what they plan to bring.

Comments and Feedback

During the meeting, participants will comment, provide feedback, or ask questions. Here are some ways to do so politely:

- **If I could just come in here...**
- **I'm afraid I'd have to disagree about that.**
- **Could I just say one thing?**

- **I'm really glad you brought that up, Kana.**
- **I couldn't agree with you more. (I agree)**
- **Jane, could you please speak up. We can't hear you at the back.**
- **If I could have the floor (chance to speak) for a moment...**
- **We don't seem to be getting anywhere with this.**
- **Perhaps we should come back to this at another time?**

Closing a Meeting
Wrapping Up

There are different reasons why a meeting comes to an end. Time may run out, or all of the items in the agenda may be checked off. Some meetings will end earlier than expected and others will run late. The odd time, a meeting may be cut short due to an unexpected problem or circumstance. Here are a variety of ways to adjourn a meeting:

- **It looks like we've run out of time, so I guess we'll finish here.**
- **I think we've covered everything on the list.**
- **I guess that will be all for today.**
- **Well, look at that...we've finished ahead of schedule for once.**
- **If no one has anything else to add, then I think we'll wrap this up.**
- **I'm afraid we're going to have to cut this meeting short. I've just been informed of a problem that needs my immediate attention.**

Reminders

There is almost always one last thing to say, even after the closing remarks. A chairperson might close the meeting and then make a last-minute reminder. Instructions for tidying up the room may also be mentioned.

- **Oh, before you leave, please make sure to sign the attendance sheet.**
- **I almost forgot to mention that we're planning a staff banquet next month.**
- **Don't forget to put your ballot in the box on your way out.**
- **If I didn't already say this, please remember to introduce yourself to the new trainees.**
- **Could I have your attention again? I neglected to mention that anyone who wants to take home some of this leftover food is welcome to.**
- **If you could all return your chair to Room 7 that would be appreciated.**
- **Please take all of your papers with you and throw out any garbage on your way out.**

Thank You's and Congratulations

The end of the meeting is also the time to thank anyone who has not been thanked at the beginning of the meeting, or anyone who deserves a second thank you. Congratulations or Good-luck can also be offered here to someone who has experienced something new, such as receiving a promotion, getting married, or having a baby.

- **Before I let you go let's all give a big thank you (*everyone claps*) to Thomas for baking these delicious cookies.**
- **Again, I want to thank you all for taking time out of your busy schedules to be here today.**
- **Most of you probably already know this, but Nolan's wife just gave birth to a baby boy.**
- **As you leave today, don't forget to wish Stella luck on the weekend. The next time you see her she will be happily married.**

Follow Up

In the closing remarks, the chairperson, or participants may want to discuss the date and time for the next meeting, when the minutes will be available, or when a decision should be made by. This is also the time to give contact information, such as how to send a question by e-mail or who to call regarding a certain issue.

- **We'll meet again on the first of next month.**
- **Next time we meet I'll be sure to have those contacts for you.**

- **If anyone has any questions about anything we discussed today, feel free to send me an e-mail.**
- **The minutes from today's meeting will be posted as of tomorrow afternoon.**
- **I'll send out a group e-mail with the voting results.**

1. Agenda

Make sure you see a copy of the meeting agenda well ahead of the meeting. This will help you prepare for the meeting, and to make sure the previous action points have been addressed. Seeing the agenda in advance also means you can work out what you want to say, and to make notes on how to say it. You can also think about any questions people might ask you, and prepare possible answers.

2. Make sure the chairperson can see you during the meeting.

Keep eye contact with the chairperson where necessary so that he / she can see if you don't understand something. Hopefully the chairperson will clarify items with you, but be prepared to ask for clarification if necessary. Use phrases such as:

Would you mind clarifying this point?
Sorry, but could you outline the main points again?
I'm not sure I understood your point about…
Sorry, could you repeat that please?
You can also ask the chairperson to summarise the discussion or to provide more information on a point:
Can you summarise the main points for me please?
Can you go into further detail on this please?
I'm not sure if I've fully understood the main points here…

3. Learn how to handle interruptions

One of the most effective ways to interrupt someone is to maintain eye contact with them. Wait until there's a natural pause and then come in with a phrase that shows you have something to say:

Can I say something here?
I'd like to make a point.
Can I come in here?
Could I interrupt you for a moment?
May I just add something here?
Do you mind if I just come in here?
While we're on the subject, I'd like to say…

If, on the other hand, you want to prevent someone from interrupting you, you can hold them off with a phrase like:

Actually, if you could just let me finish…
Just let me finish, if you wouldn't mind…
Actually, I've nearly finished…

4. Develop your note-taking skills

It can be difficult to understand people - especially if they talk too fast, make jokes, or go off the subject. Taking notes will help you focus on the key ideas and points, and help you tune out irrelevant information. Listen for the key information words, and don't worry too much about writing down grammatical words, such as articles, auxiliary verbs, prepositions, etc.

If you find that you're getting lost in a technical discussion, ask for clarification - or a summary. Use phrases like:

Could you summarise the main points of this discussion, please?
Would you mind summing up what you've just said?
So, in a nutshell, what you're saying is….. (and let someone come in and itemise the main points)

Vocabulary

Word *Part of speech*	Meaning	Example Sentence
absent *adj*	not present	The vice president is **absent** due to unforeseen circumstances.
accomplish *verb*	succeed in doing	We have a lot to **accomplish** today, so let's begin.
address *verb*	deal with; speak on	I hope we do not have to **address** this matter again in the future.
adjourn *verb*	close a meeting	If there are no further comments, we will **adjourn** the meeting here.
agenda *noun*	list of objectives to cover in a meeting	Please forward the **agenda** to anyone who is speaking at the meeting.
AGM *noun(abbr.)*	Annual (yearly) General Meeting	We always vote for a new chairperson at the **AGM**.
allocate *verb*	assign roles/tasks to certain people	I forgot to **allocate** someone to bring refreshments.
AOB *noun(abbr.)*	Any Other Business (unspecified item on agenda)	The last item on the agenda is **AOB**.
apologies *noun*	item on agenda announcing people who are absent; apologies for absence	Everyone is present today, so we can skip the **apologies**.
ballot *noun*	a type of vote, usually in writing and usually secret	Please fold your **ballot** in half before you place it in the box.
board of directors *noun*	group of elected members of an organization/company who meet to make decisions	The **board of directors** meets once a month to discuss the budget.
boardroom *noun*	a large meeting room, often has one long table and many chairs	The **boardroom** is reserved for a managers' meeting, so we'll have to meet in the lounge.
brainstorm *verb*	thinking to gather ideas	Let's take a few minutes and **brainstorm** some ways that we can cut costs.
casting vote *noun*	deciding vote (usually by the chairman) when the votes are otherwise equal	The role of treasurer was decided based on the chairman's **casting vote**.
chairperson/chair *noun*	the person who leads or presides at a meeting	As **chair**, it is my pleasure to introduce to you, Mr. Allan Davis.
clarification/verification *noun*	explanation/proof that something is true/understood	Before we address this matter, I'll need some **clarification** as to who

		was involved.
closing remarks *noun*	last thoughts spoken in a meeting (i.e. reminders, thank yous)	I just have a few **closing remarks** and then you will all be free to go.
collaborate *verb*	work together as a pair/group	The board fell apart because the members had difficulty **collaborating**.
commence *verb*	begin	We will **commence** as soon as the last person signs the attendance sheet.
comment *verb or noun*	express one's opinions or thoughts	If you have a **comment**, please raise your hand rather than speak out.
conference *noun*	formal meeting for discussion, esp. a regular one held by an organisation	Before the **conference** there will be a private meeting for board members only.
conference call *noun*	telephone meeting between three or more people in different locations	Please make sure I have no interruptions while I'm on the **conference call**.
confidential *adjective*	private; not to be shared	Any financial information shared during this meeting should be kept **confidential**.
consensus *noun*	general agreement	If we cannot come to a **consensus** by the end of the meeting we will put it to a vote.
deadline *noun*	due date for completion	The **deadline** for buying tickets to the conference is May 25th.
designate *verb*	assign	If no one volunteers to take the minutes I will be forced to **designate** someone.
formality *noun*	a procedure (often unnecessary) that has to be followed due to a rule	Everyone knows who is going to be the next vice president, so this vote is really just a **formality**.
grievance *noun*	complaint	The first item on the agenda relates to a **grievance** reported by the interns.
guest speaker *noun*	person who joins the group in order to share information or deliver a speech	I am delighted to welcome our **guest speaker** Holly, who is going to be offering some sales pitch tips.
implement *verb*	make something happen; follow through	It's not a question of whether or not we're going to use this idea, it's whether or not we know how to **implement** it.

mandatory *adjective*	required	It is **mandatory** that all supervisors attend Friday's meeting.
minutes *noun*	a written record of everything said at a meeting	Before we begin with today's meeting, let's quickly review the **minutes** from last month.
motion *noun*	a suggestion put to a vote	The **motion** to extend store hours has been passed.
objectives *noun*	goals to accomplish	I'm pleased that we were able to cover all of the **objectives** today within the designated time.
opening remarks *noun*	chairperson or leader's first words at a meeting (i.e. welcome, introductions)	As I mentioned in my **opening remarks,** we have to clear this room before the end of the hour.
overhead projector *noun*	machine with a special light that projects a document onto a screen or wall so that all can see	I'm going to put a pie chart on the **overhead projector** so that everyone can visualize how our profits have declined.
participant *noun*	person who attends and joins in on an event	Can I have a show of hands of all of those who were **participants** in last year's conference?
proxy vote *noun*	a vote cast by one person for or in place of another	There must have been one **proxy vote** because I count twelve ballots but only eleven attendees.
punctual *adjective*	on time (not late)	Firstly, I want to thank you all for being **punctual** despite this early meeting.
recommend *verb*	suggest	I **recommend** that you sit closer to the front if you have trouble hearing.
show of hands *noun*	raised hands to express an opinion in a vote	From the **show of hands** it appears that everyone is in favour of taking a short break.
strategy *noun*	plan to make something work	We need to come up with a **strategy** that will allow us to have meetings less frequently.
unanimous *adj*	in complete agreement; united in opinion	The vote was **unanimous** to cut work hours on Fridays.
vote *verb or noun*	to express (the expression of) an opinion in a group by voice or hand etc	We need to **vote** for a new vice chairperson now that Jerry is retiring.
wrap up *verb*	finish	Let's **wrap up** here so that we can get back to our desks.

DIALOGUE

Meeting Chairman: If we are all here, let's get started. First of all, I'd like you to please join me in welcoming Jack Peterson, our Southwest Area Sales Vice President.

Jack Peterson: Thank you for having me, I'm looking forward to today's meeting.

Meeting Chairman: I'd also like to introduce Margaret Simmons who recently joined our team.

Margaret Simmons: May I also introduce my assistant, Bob Hamp.

Meeting Chairman: Welcome Bob. I'm afraid our national sales director, Anne Trusting, can't be with us today. She is in Kobe at the moment, developing our Far East sales force.

Reviewing Past Business

Meeting Chairman: Let's get started. We're here today to discuss ways of improving sales in rural market areas. First, let's go over the report from the last meeting which was held on June 24th. Right, Tom, over to you.

Tom Robbins: Thank you Mark. Let me just summarize the main points of the last meeting. We began the meeting by approving the changes in our sales reporting system discussed on May 30th. After briefly revising the changes that will take place, we moved on to a brainstorming session concerning after sales customer support improvements. You'll find a copy of the main ideas developed and discussed in these sessions in the photocopies in front of you. The meeting was declared closed at 11.30.

Beginning the Meeting

Meeting Chairman: Thank you Tom. So, if there is nothing else we need to discuss, let's move on to today's agenda. Have you all received a copy of today's agenda? If you don't mind, I'd like to skip item 1 and move on to item 2: Sales improvement in rural market areas. Jack has kindly agreed to give us a report on this matter. Jack?

Discussing Items

Jack Peterson: Before I begin the report, I'd like to get some ideas from you all. How do you feel about rural sales in your sales districts? I suggest we go round the table first to get all of your input.

John Ruting: In my opinion, we have been focusing too much on urban customers and their needs. The way I see things, we need to return to our rural base by developing an advertising campaign to focus on their particular needs.

Alice Linnes: I'm afraid I can't agree with you. I think rural customers want to feel as important as our customers living in cities. I suggest we give our rural sales teams more help with advanced customer information reporting.

Donald Peters: Excuse me, I didn't catch that. Could you repeat that, please?

Alice Linnes: I just stated that we need to give our rural sales teams better customer information reporting.

John Ruting: I don't quite follow you. What exactly do you mean?

Alice Linnes: Well, we provide our city sales staff with database information on all of our larger clients. We should be providing the same sort of knowledge on our rural customers to our sales staff there.

Jack Peterson: Would you like to add anything, Jennifer?

Jennifer Miles: I must admit I never thought about rural sales that way before. I have to agree with Alice.

Jack Peterson: Well, let me begin with this Power Point presentation (Jack presents his report).

Jack Peterson: As you can see, we are developing new methods to reach out to our rural customers.

John Ruting: I suggest we break up into groups and discuss the ideas we've seen presented.

Finishing the Meeting

Meeting Chairman: Unfortunately, we're running short of time. We'll have to leave that to another time.

Jack Peterson: Before we close, let me just summarize the main points:

☐ Rural customers need special help to feel more valued.

☐ Our sales teams need more accurate information on our customers.

☐ A survey will be completed to collect data on spending habits in these areas.

☐ The results of this survey will be delivered to our sales teaMs

☐ We are considering specific data mining procedures to help deepen our understanding.

Meeting Chairman: Thank you very much Jack. Right, it looks as though we've covered the main items Is there any other business?

Donald Peters: Can we fix the next meeting, please?

Meeting Chairman: Good idea Donald. How does Friday in two weeks time sound to everyone? Let's meet at the same time, 9 o'clock. Is that OK for everyone? Excellent. I'd like to thank Jack for coming to our meeting today. The meeting is closed.

PART THREE
PRESENTATION

Starting a Presentation

In modern English, Presentations tend to be much less formal than they were even twenty years ago. Most audience these days prefer a relatively informal approach. However, there is a certain structure to the opening of a Presentation that you should observe.

1.   Get people's attention
2.   Welcome them
3.   Introduce yourself
4.   State the purpose of your presentation
5.   State how you want to deal with questions

Get people's attention
- If I could have everybody's attention.
- If we can start.
- Perhaps we should begin?
- Let's get started.

Welcome them
- Welcome to Microsoft.
- Thank you for coming today.
- Good morning, ladies and gentlemen.
- On behalf of Intel, I'd like to welcome you.

Introduce yourself
- My name's Jane Shaw. I'm responsible for travel arrangements.
- For those of you who don't know me, my name's Tom Stotter.
- As you know, I'm in charge of public relations.
- I'm the new Marketing Manager.

State the purpose of your presentation
- This morning I'd like to present our new processor.
- Today I'd like to discuss our failures in the Japanese market and suggest a new approach.
- This afternoon, I'd like to report on my study into the German market.
- What I want to do this morning is to talk to you about our new mobile telephone system.
- What I want to do is to tell you about our successes and failures in introducing new working patterns.
- What I want to do is to show you how we've made our first successful steps in the potentially huge Chinese market.

State how you want to deal with questions.
- If you have any questions, I'll be happy to answer them as we go along.
- Feel free to ask any questions.
- Perhaps we can leave any questions you have until the end?
- There will be plenty of time for questions at the end.

Signposting

When we are giving a presentation, there are certain key words we use to 'signpost' different stages in our presentation. These words are not difficult to learn but it is absolutely essential that you memorize them and can use them when you are under pressure giving a presentation.

When you want to make your next point, you 'move on'.
- Moving on to the next point.
- I'd like to move on to the next point if there are no further questions

When you want to change to a completely different topic, you 'turn to'.
- I'd like to turn to something completely different.
- Let's turn now to our plans for next year.

When you want to give more details about a topic you 'expand' or 'elaborate'.
- I'd like to expand more on this problem we have had in Chicago.
- Would you like me to expand a little more on that or have you understood enough?
- I don't want to elaborate any more on that as I'm short of time.

When you want to talk about something which is off the topic of your presentation, you 'digress'.
- I'd like to digress here for a moment and just say a word of thanks to Bob for organizing this meeting.
- Digressing for a moment, I'd like to say a few words about our problems in Chicago.

When you want to refer back to an earlier point, you 'go back'.
- Going back to something I said earlier, the situation in Chicago is serious.
- I'd like to go back to something Jenny said in her presentation.

To just give the outline of a point, you 'summarize'.
- If I could just summarize a few points from John's report.
- I don't have a lot of time left so I'm going to summarize the next few points.

To repeat the main points of what you have said, you 'recap'.
- I'd like to quickly recap the main points of my presentation.
- Recapping quickly on what was said before lunch,……

For your final remarks, you 'conclude'.
- I'd like to conclude by leaving you with this thought ……
- If I may conclude by quoting Karl Marx …….

Survival Language

In modern English, Presentations tend to be much less formal than they were even twenty years ago. Most audience these days prefer a relatively informal approach. However, there is a certain structure to the opening of a Presentation that you should observe.

I got the language for today's lesson from an excellent book by Mark Powell called "Presenting in English ".

If you get your facts wrong.
- I am terribly sorry. What I meant to say was this.
- Sorry. What I meant is this.

If you have been going too fast and your audience is having trouble keeping up with you.
- Let me just recap on that.
- I want to recap briefly on what I have been saying.

If you have forgotten to make a point.
- Sorry, I should just mention one other thing.
- If I can just go back to the previous point, there is something else that I forgot to mention.

If you have been too complicated and want to simplify what you said.
- So, basically, what I am saying is this.
- So, basically, the point I am trying to get across is this.

If you realize that what you are saying makes no sense.
- Sorry, perhaps I did not make that quite clear.
- Let me rephrase that to make it quite clear.

If you cannot remember the term in English.
- Sorry, what is the word I am looking for?
- Sorry, my mind has gone blank. How do you say 'escargot' in English?

If you are short of time.
- So just to give you the main points.
- As we are short of time, this is just a quick summary of the main points.

A Friendly Face

When you stand up in front of that audience, you're going to be really nervous.

Poor speakers pay little or no attention to their audience as people. Big mistake.

If you can see your audience as a group of individuals, you'll be much more likely to connect with those individuals.

Start looking around your audience. See that big guy with his arms folded and an 'impress me' look on his face? Best not to look at him too much. How about that lady with the big smile, looking encouragingly towards you? OK, that's your mother, she doesn't count. But that other lady with a similar smile is someone you don't know. But from now on she's your 'friend'. Every time that you need any encouragement, look in her direction. Make good eye contact. Establish a form of communication between you.

And now you've found one 'friend', you'll begin to see others in the audience. Pick out 'friends' all round the room. If you see an 'impress me' person and get discouraged, switch your view back to one of your 'friends'.

Once you are aware that there are people in your audience who want you to succeed, you'll be much more likely to succeed.

Dealing with Nerves

Almost everybody is nervous when they stand up to speak. There's no shame in being nervous. However, if you are too nervous, your anxiety will spread to your audience, making them nervous in turn.

So how can you stop yourself from feeling too nervous? Here are a few tips.

1. Don't get hung up about being nervous. It's a normal human reaction. Don't make yourself more nervous because you're nervous.

2. Walk off your excessive nervousness. If possible, walk outside and get some fresh air at the same time. But a walk down the corridor is better than no walk.

3. Don't let your legs go to sleep. Keep the blood supply moving. Keep both feet on the floor and lean forward. Wiggle your toes. If you can stand up without disturbing anybody, do so.

4. Work your wrists, arms and shoulders to get the tension out of them. Gentle movements, not a major workout, will remove that tension.

5. Work your jaw. Gentle side-to-side or circular motion will help to loosen it.

6. Repeat positive affirmations quietly to yourself. "I am a good presenter." It may seem corny but it works.

7. Above all, breathe deeply. Make sure your stomach is going out when you breathe in.

Don't be self-conscious about these warm-up activities. Most good speakers do them. Most people won't even notice that you are doing them. They're here to hear you speak, they're not interested in what you do when you are not in the limelight.

Stand Up When You Speak

I don't think you're going to like today's point. I don't like it very much myself but it's got to be done. For most purposes, when you give a presentation you should stand. Not clutching the back of your chair for support, not leaning against the podium but two feet on the floor facing your audience.

There are times when sitting is right. When it's an informal discussion, for example, where everybody is to contribute. But most of the time you need to stand.

- You can move around the room. This has the simple effect that people will look at you, not shut their eyes and drift off
- You can make eye contact with everybody
- You can reach all your props and teaching material easily
- You're involving your whole body in the presentation. Many people think this makes it more memorable.
- You're sending out the signal to the participants that 'this will be short'. Only a few self-obsessed people stand up in front of audiences for longer than they need to. And you're not one of those, are you?

The worst part of standing up is the actual standing up. Most people don't feel at ease as they get out of their chair and walk forward to their speaking position. Here are a couple of tips.

- As you're waiting, keep your feet flat on the floor. Don't have them crossed. Trust me, getting up and walking will be so much easier.
- Decide in advance where you are going to stand. Focus on that spot
- Walk forward briskly and confidently.

And that's how you become a stand up sort of person.

Stating your purpose

It is important to state your purpose clearly at the beginning of your talk. Here are some ways to do this:

talk about = to speak about a subject

- Today I'd like to talk about our plans for the new site.
- I'm going to be talking to you about the results of our survey.

report on = to tell you about what has been done.

- I'm going to be reporting on our results last quarter.
- Today I will be reporting on the progress we have made since our last meeting.

take a look at = to examine

- First, let's take a look at what we have achieved so far.
- Before we go on to the figures, I'd like to take a look at the changes we have made.

tell you about = to speak to someone to give them information or instructions

- First, I will tell you about the present situation, then go onto what we are going to do.
- When I have finished, Jack will then tell you about what is happening in Europe.

show = to explain something by doing it or by giving instructions.

- The object of this morning's talk is to show you how to put the theory into practice.
- Today I'm going to show you how to get the most out of the new software.

outline = to give the main facts or information about something.

- I'd like to outline the new policy and give you some practical examples.
- I will only give you a brief outline and explain how it affects you.

fill you in on = to give some extra or missing information

- I'd like to quickly fill you in on what has happened.
- When I have finished outlining the policy, Jerry will fill you in on what we want you to do.

give an overview of = to give a short description with general information but no details.

- Firstly, I would like to give you a brief overview of the situation.
- I'll give you an overview of our objectives and then hand over to Peter for more details.

highlight = draw attention to or emphasize the important fact or facts.

- The results highlight our strengths and our weaknesses.
- I'd now like to go on to highlight some of the advantages that these changes will bring.

discuss = to talk about ideas or opinions on a subject in more detail.

- o I'm now going to go on to discuss our options in more detail.
- o After a brief overview of the results, I'd like to discuss the implications in more detail.

Dealing with questions 1

At the end of your talk, you may get questions. You don't have to answer all the questions - they may not be good questions!

- If it is a good question, thank the person and answer it.
- Some of the questions may be irrelevant and not connected to what you want to say. Say so and get another question.
- Some may be unnecessary because you have already given the answer. Repeat the answer briefly and get the next question.
- And some may be difficult because you don't have the information. Again, say so and offer to find the information or ask the person asking the question what they think.

When you get a question, comment on it first. This will give you time to think. Here are some useful expressions to help you do that:

- That's a very interesting question.
- I'm glad you've asked that question.
- A good question.
- I'm sorry but I don't have that information to hand.
- Can I get back to you about that?
- I'm afraid I can't answer that.
- I'm not in a position to comment on that.
- As I said earlier, …
- I think I answered that when I said …
- I did mention that.
- I don't see the connection.
  - I'm sorry, I don't follow you.
  - I think that is a very different issue.

PART FOUR
REPORT

Practical Reports

In the practical world of business or government, a report conveys information and (sometimes) recommendations from a <u>researcher</u> who has investigated a topic in detail.

A report like this will usually be requested by people who need the information for a specific purpose and their request may be written in *terms of reference* or the *brief*. Whatever the report, it is important to look at the *instructions* for what is wanted

A report like this differs from an <u>essay</u> in that it is designed to provide information which will be acted on, rather than to be read by people interested in the <u>ideas</u> for their own sake. Because of this, it has <u>a different structure and layout</u>

Academic Reports

A report written for an academic course can be thought of as a simulation. We can imagine that someone wants the report for a practical purpose, although we are really writing the report as an academic exercise for assessment. Theoretical ideas will be more to the front in an academic report than in a practical one

Sometimes a report seems to serve academic and practical purposes. Students on placement with organisations often have to produce a report for the organisation and for assessment on the course. Although the background work for both will be related, in practice, the report the student produces for academic assessment will be different from the report produced for the organisation, because the needs of each are different.

AUDIENCE
The answers to these questions will help you to decide what to put in the report and what style to write it in:
Who is your audience? Who are you writing for?

What do they know already?

What do they need to know?

What do they want to know?

STAGES OF REPORT PRODUCTION:

Because a Report conveys information, we can argue that the stages to producing one should logically be organised around the information gathering stage.

1. Stage one: <u>Framing</u> the issues and planning
2. Stage two: <u>Information gathering</u> (Researching the Project)
3. Stage three: <u>Analysing</u> the information
4. Stage four: <u>Writing</u> the Report.

Briefly, the sources you use will be determined by the aims and scope of your report. You may gather data yourself, for example through carrying out interviews or experiments. You will also be looking for relevant secondary data, information that someone else has gathered or produced and that you will find in, for example, books, journals, newspapers, and other reports. Ensure that the information you use is relevant and that you always reference its source.

WRITING THE REPORT
"WRITING UP"

It is not sensible to leave all your writing until the end. There is always the possibility that it will take much longer than you anticipate and you will not have enough time. There could also be pressure upon available wordprocessors as other students try to complete their own reports. It is wise to begin writing up some aspects of your research as you go along. Remember that you do not have to write your report in the order that it will be read. Often it is easiest to start with the method section. Leave the introduction and the abstract to last. The use of a wordprocessor makes it very straightforward to modify and rearrange what you have written as your research progresses and your ideas change. The very process of writing will help your ideas to develop. Last but by no means least, ask someone to proofread your work.

STARTING WRITING CAN BE A PROBLEM

> ". . . Writers are big procrastinators. They find countless reasons not to get started. Even when they finally get themselves seated at their desks, they always seem to find diversions: make the coffee, sharpen the pencil, go to the bathroom, thumb through more literature . . . Remember that you are never `ready' to write; writing is something you must make a conscious decision to do and then discipline yourself to follow through. . ." <u>(Bogdan, R.C. and Biklen, S.K. 1982)</u>

It is easier said than done, but do not keep on waiting until you are "in the mood." It will not happen. Make an early start and write up a section as soon as it is ready.

You should not leave all your report writing until after your research is completed. Instead, get into a habit of writing up sections while your research is still in progress. Using a wordprocessor means that it is simple to go back and make changes as your ideas develop or as new data are discovered. Start writing with a section about which you feel reasonably confident. Do not sit and stare at a blank screen or page, just get writing. Remember that this is only a first draft. It does not have to be perfect. Your literature review can be written up early on (and added to if you read more or as you discover more). The methodology section is often reasonably straightforward to write. (Remember, the abstract should be left until the end).

SET YOURSELF DEADLINES.

Your timetable for doing your research should include a timetable for writing your report.

Within the writing timetable, set yourself deadlines for different pieces of writing.

Try to write regularly. As with all studying, "little and often" will bring better results than doing nothing for days and then working flat out through a day and a night. When you stop, try to be clear what you will

be writing next and avoid stopping at a place where the next step will be difficult: this could deter you from getting started again.

Let your friends, family and flatmates know that you are busy writing and explain that it is important that you are not disturbed.

STRUCTURING A REPORT

A report has a different structure and layout to an essay .

A report is used for reference and is often quite a long document. It has to be clearly structured for you and your readers to quickly find the information wanted.

Follow guidelines given to you when asked to write the report, but, if not given any, the format below is generally acceptable. If you are not supplied with a required or recommended outline, this one will probably suffice, although not every report will need all the sections. If you do have a recommended outline, you should use that, but the plan below will help to explain what goes into each section.
 The purposes of Reports differ so much that any instructions for your particular report are very important. The headings and subheading you need will be determined by the aims of your report and the requirements of your course.

Make a list of the main parts that you will need for your report. Then add your own headings and subheadings as appropriate.

Go through the material you have gathered and list all your points and any supporting information under the appropriate headings.

Go through the points under each heading and underline the most important. Cross through any that seem irrelevant, or put them under another heading if they are out of place. Leave the points which you are unsure about. You can decide whether to include or reject them later.

Arrange the headings into a logical sequence. Read through what you have planned and decide whether or not to include the points about which you were unsure.

Decide what supporting information should go into the appendices and what should remain in the main body.

Draft some interim conclusions by summarising, analysing and evaluating your findings.

Consider what recommendations (if required) should be made.

Write a full draft, taking account of the points on structure outlined above, and the points on layout outlined below.

REVISE, REDRAFT, REVISE, REDRAFT...
> "No one, however gifted, can produce a passable first draft. Writing means rewriting." (Barzun, J. and Graff, H.E. 1977)

PARTS OF A REPORT

Cover Sheet This should contain some or all of the following: full title of the report; your name; the name of the unit of which the project is a part; the name of the institution; the date.

Title Page Full title of the report. Your name.

Acknowledgements A thank you to the people who helped you.

Contents or **Table of Contents**

Headings and subheadings used in the report with their page numbers. Remember that each new chapter should begin on a new page.

Use a consistent system in dividing the report into parts. The simplest may be to use chapters for each major part and subdivide these into sections and subsections. 1, 2, 3, etc, can be used as the numbers for each chapter. The sections for chapter 3 (for example) would be 3.1, 3.2, 3.3, and so on. For a further subdivision of a subsection you can use 3.2.1, 3.2.2, and so on.

Abstract or **Summary** or **Executive Summary** or **Introduction**
This is the overview of the whole report. It should let the reader see, in advance, what is in it. This includes what you set out to do, how reviewing literature focused and narrowed your research, the relation of the methodology you chose to your aims, a summary of your findings and of your analysis of the findings.

BODY

Aims and Purpose or **Aims and Objectives**

Why did you do the work? What was the problem you were investigating? If you are not including a literature review, mention here the other research which is relevant to your work.

Literature Review: This should help to put your research into a background context and to explain its importance. Include only the books and articles which relate directly to your topic. Remember that you need to be analytical and critical and not just describe the works that you have read.

Methodology

Methodology deals with the methods and principles used in an activity, in this case research. In the methodology chapter you explain the method/s you used for the research and why you thought they were the appropriate ones. You may, for example, be doing mostly documentary research or you may have collected you own data. You should explain the methods of data collection, materials used, subjects interviewed, or places you visited. Give a detailed account of how and when you carried out your research and explain why you used the particular methods which you did use, rather than other methods. Included in this discussion should be an examination of ethical issues.

Results or Findings

What did you find out? Give a clear presentation of your results. Show the essential data and calculations here. You may want to use tables, graphs and figures.

Analysis and Discussion

Interpret your results. What do you make of them? How do they compare with those of others who have done research in this area? The accuracy of your measurements/results should be discussed and any deficiencies in the research design should be mentioned.

Conclusions What do you conclude? You should summarize briefly the main conclusions which you discussed under "Results." Were you able to answer some or all of the questions which you raised in your aims? Do not be tempted to draw conclusions which are not backed up by your evidence. Note any deviation from expected results and any failure to achieve all that you had hoped.
Recommendations Make your recommendations, **if required**. Positive or negative suggestions for either action or further research.

Appendix You may not need an appendix, or you may need several. If you have used questionnaires, it is usual to include a blank copy in the appendix. You could include data or calculations, not used in the

body, that are necessary, or useful, to get the full benefit from your report. There may be maps, drawings, photographs or plans that you want to include. If you have used special equipment, you may want to include information about it.

Bibliography List all the sources to which you refer in the body of the report. These will be referenced in the body of the text using the Harvard method.

You may also list all the relevant sources you consulted even if you did not quote them.

A more confusing method is sometimes asked for in which you provide two lists of sources, one labelled "References" and the other "Bibliography". If you can avoid doing this, do so.

Read through the draft, checking for errors and making revisions. Use the spellchecker on your computer and also a grammar check if available.

LITERATURE REVIEW

All investigations require evidence of reading. For a small projects this may not be in the form of a critical review of the literature, but this is often asked for and is a standard part of larger projects. Sometimes students are asked to produce a Literature Review on a topic as a piece of work in its own right.
In its simplest form, a literature review is a list of relevant books and other sources, each followed by a description and comment on its relevance.
A literature review should demonstrate that you have read and analysed literature **relevant** to your topic. From your reading you may get ideas about methods of data collection and analysis
If the review is part of a project, you will relate your reading to the issues in the project. As well a describing the reading, you should apply it to your topic.
A review should include only relevant items. The review should provide the reader with a picture of the state of knowledge in the subject.