

Università di Cagliari



Economia e Gestione Aziendale
Economia e Finanza

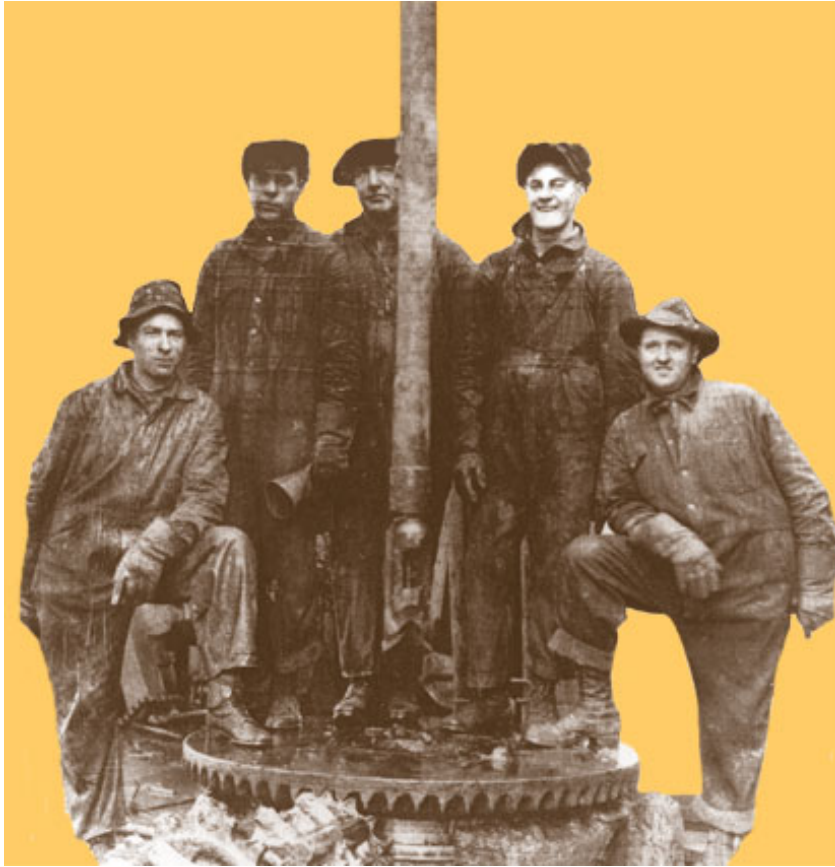
Lingua Inglese

Chiara Fancello
M. Antonietta Marongiu
Eleonora Mamusa

a.a. 2019/2020



Recruitment



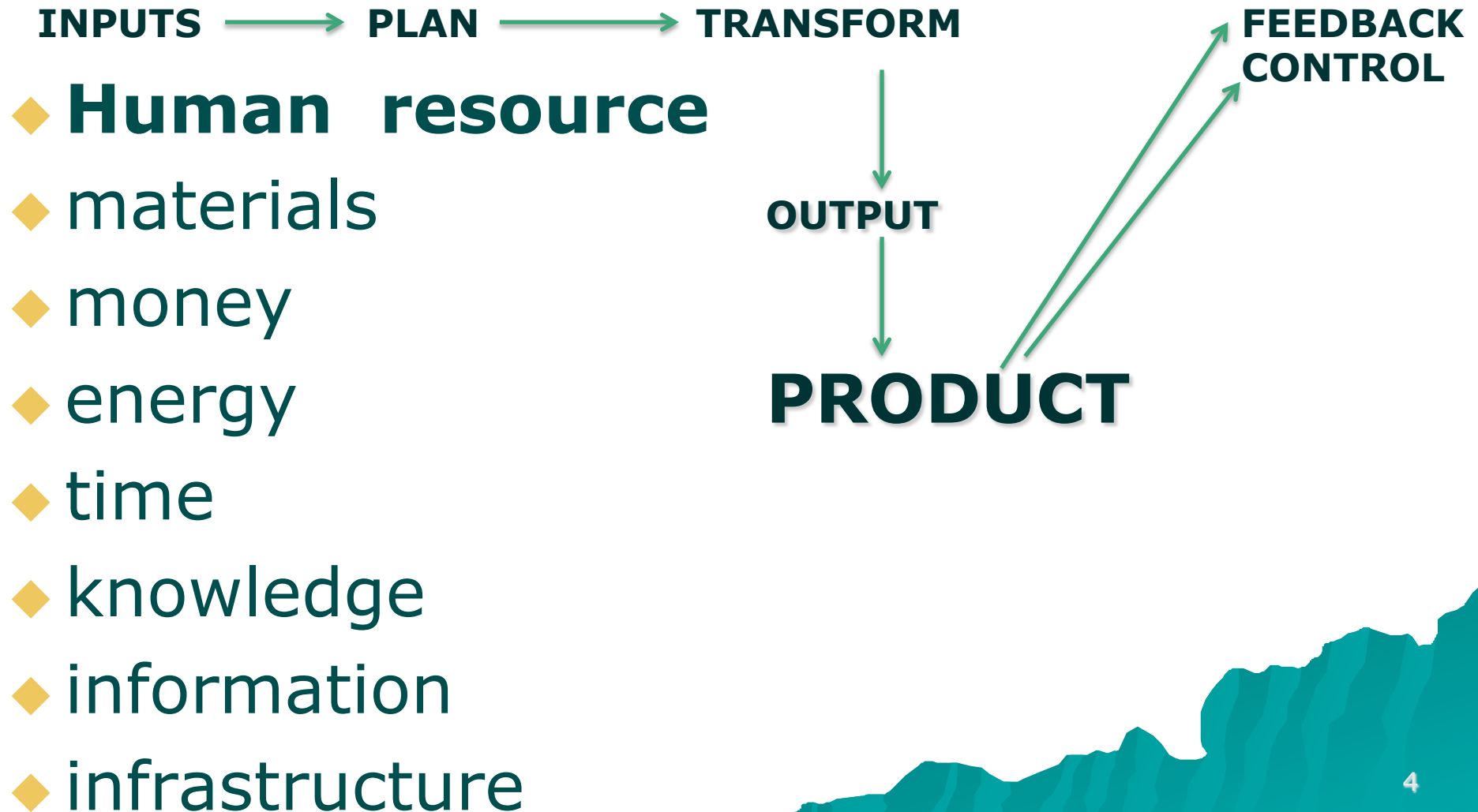
Recruitment

Any English words or expressions connected with ... **Employment**

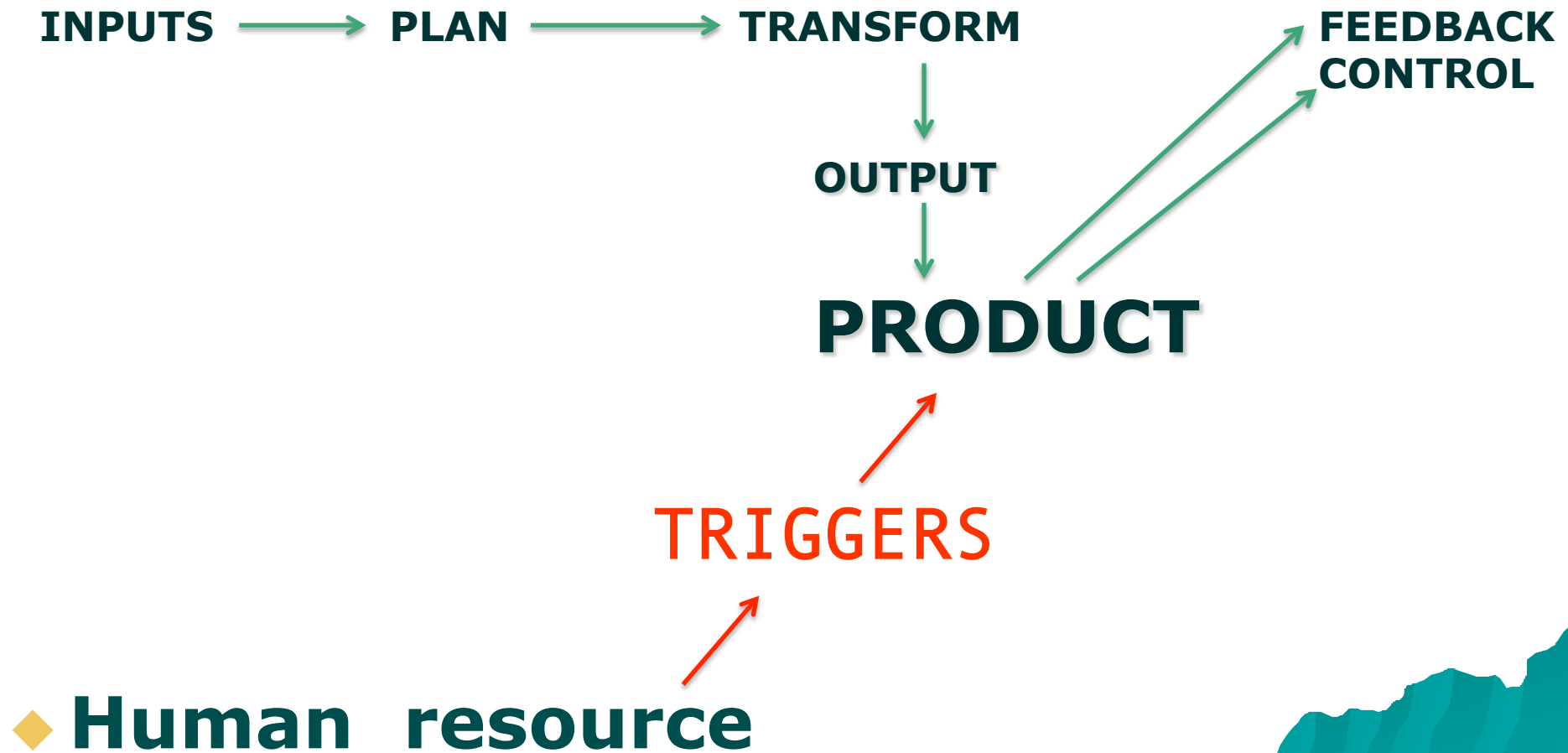
What words come to your mind when thinking about Recruitment?



Production systems cybernetic model



Production systems cybernetic model



The **human resource** is the most important asset even in automated systems.

The human element triggers production.

All other inputs are inert.

Management has the responsibility to ensure that organizational objectives and goals are achieved by utilizing both human and material resources.

Human resource management handles the management of people at work.

It is a very important managerial function just like production, finance, marketing, research, and development and innovation.

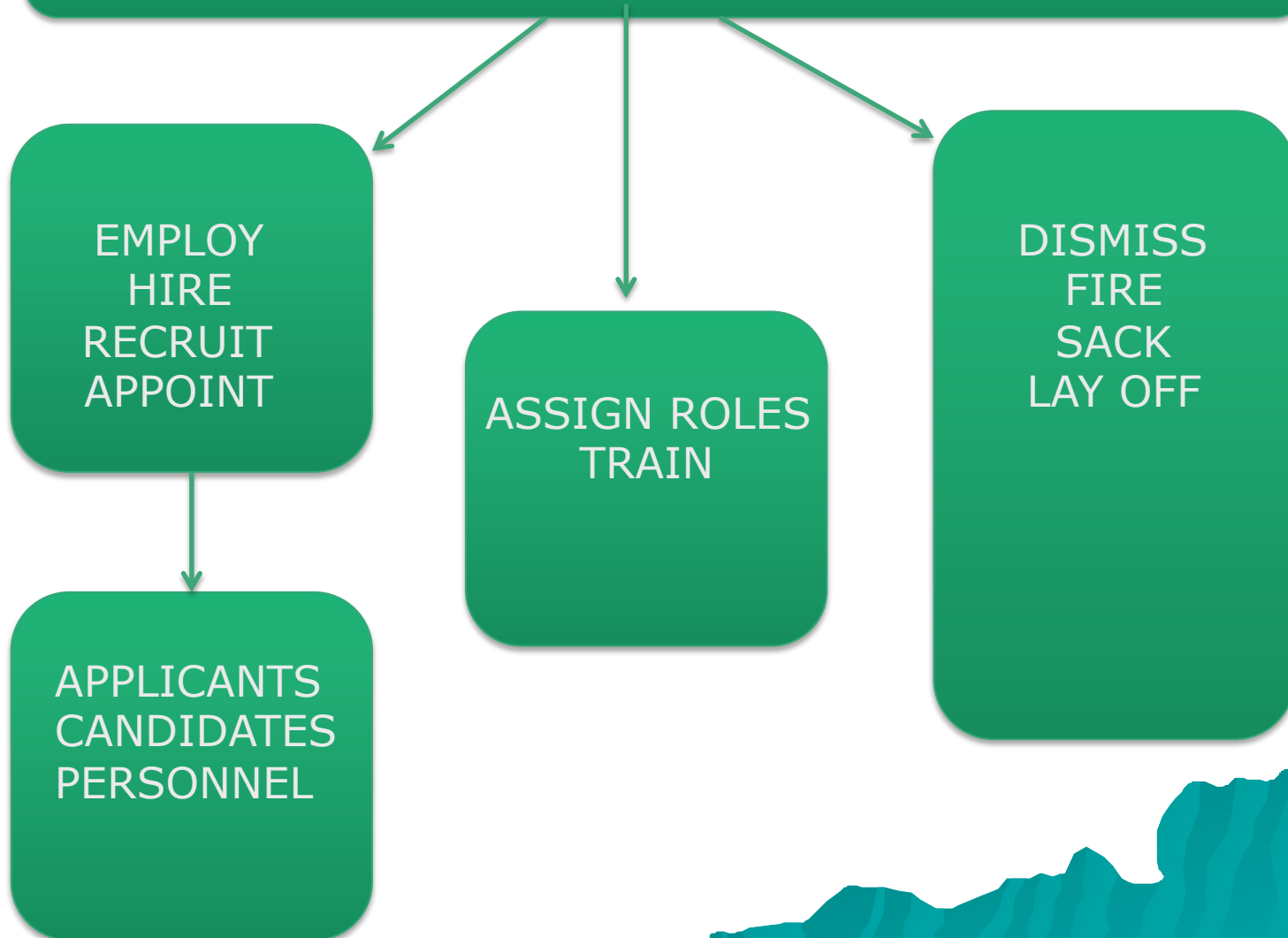
Human resource management

handles such activities as:

- recruitment,
- placement,
- Induction*,
- training and development,
- wage administration,
- industrial relations management,
- employee welfare management and motivation.
- selection,
- orientation,


* concerned with ensuring newly appointed people acclimatise to their new role and working environment.

HUMAN RESOURCES DEPARTMENTS



Employment

VERBS:

Employ; hire (for a short time or for a particular purpose, BE); appoint; recruit; assign; train; dismiss; sack (infamal); fire 

We hired (employed) an advertising company to help sell our new product;

We are going to appoint a new history teacher

Most of the managers there are recruited from abroad

If you're late again, you'll be dismissed

I've just been sacked



JOB (c); WORK (U); OCCUPATION (formal)
What you do to earn your living

Skilled/unskilled work

He's been out of job for months;

I could never do a nine-to-five job;

Please state your occupation on the form;

Foreigners need a work permit

I go to work by train

ALSO:

She put a lot of work into writing her thesis;

Work on the tunnel will begin soon;

POST/POSITION more formal for a particular job. He has been appointed to the post/position of managing director



TAKE

A JOB

A POSITION

A POST

HAVE

A JOB

A POSITION

A POST

WHAT DO YOU DO?

- I **WORK AS**

AN ACCOUNTANT

WHERE DO YOU WORK?

- I **WORK FOR** THE PUBLIC ADMINISTRATION

- I **WORK IN** AN OFFICE

- I **WORK AT** THE TOWN HALL

Recruitment

THE INTERNATIONAL LABOUR MARKET AND HUMAN RESOURCE MANAGEMENT

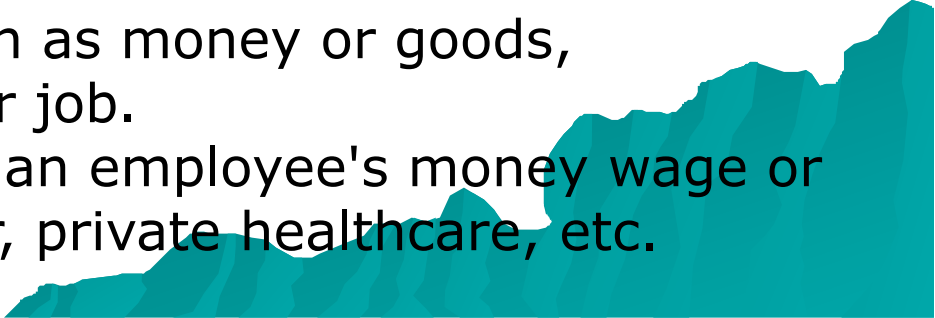
wages – salary – pay – remuneration – earnings
Perks* – fringe** benefits

Monetary (salary, benefits, prizes) and **non-monetary incentives** (new projects, promotions).

Non-monetary ways induce **attachment** to the firm/
company

*informal or extra advantage, such as money or goods, that you are given because of your job.

**an extra benefit supplementing an employee's money wage or salary, for example a company car, private healthcare, etc.

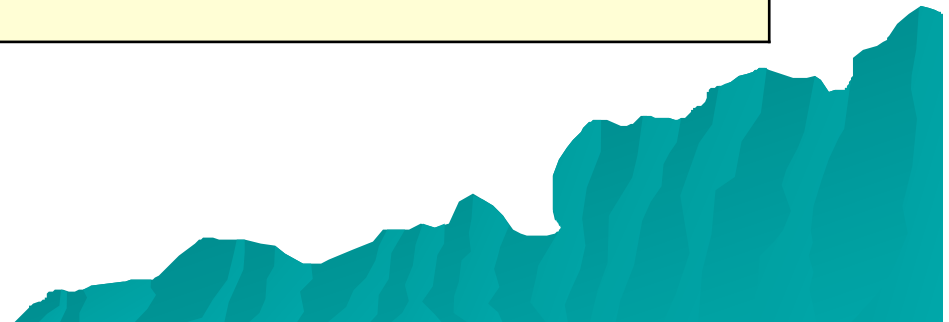


Employment

THE INTERNATIONAL LABOUR MARKET AND HUMAN RESOURCE MANAGEMENT

The **performance dimension** only looks at **salary**

The **quality dimension** looks at **productivity**



Employment

The Member States of the Union have put into place a comprehensive European Employment Strategy to create jobs and fight unemployment.



not just a **JOB**
career
intelligence

Employment

Human Resources departments are responsible for recruiting new **personnel**.

Candidates are initially asked to provide a **curriculum vitae** (CV) or **resumé** (AmE) which gives information about their **qualifications, experience** and **skills**.

The recruiter then **screens** the **applications** and selects candidates for interview.

Successful applicants are **hired** and put on the **payroll**.



Curriculum Vitae (Resumé)

- no longer than two or three pages,
- aimed at advertising your key skills and experience,
- impressive to a quick look,
- to be checked in 30 seconds.

Recruiters are busy people, inundated with CVs.



Curriculum Vitae (Resumé)

PERSONAL DETAILS

Name Diana Saster

Date of Birth 29.02.75

Address 13, Hapless Road, London SW10 2JU

Telephone 020 8123 4567

Nationality British

EDUCATION

EDUCATIONAL BACKGROUND

1994 - 1997 BA in Economics at Any University, Anytown. (Exam results to date 2.1. Expected Final Grade 2.1 or 1)

1992 - 1994 Hapless Road Senior School: 4 'A' levels - Economics (A) Maths (A) History(B) General Studies (A)

1987 - 1992 Hapless Road Senior School: 10 GCSEs including Maths and English



WORK HISTORY

JOB EXPERIENCE

1994-1995 Assistant Bar Manager for the Pink Flamingo, Anytown
I trained and supervised three members of staff, created and implemented promotional events and was instrumental in increasing profits by 25% during my period of employment there

July-Sept. 1996 Vacation Trainee with XYZ Chartered Accountants
I played an integral part in a team working on tax and audit projects. This position required familiarity with database and word processing software and involved liaising with XYZ's sister company in France

POSITIONS OF RESPONSIBILITY

1995-1996 Entertainments Officer for University Student Social Soc.
I organized and budgeted for entertainments for one of the largest university student societies with over 1,000 members

1994 to date Captain of the University Women's Hockey Team
In charge of training, organizing and motivating the women's team from 1995 to date

OTHER SKILLS

Fluent French

Extensive knowledge of Microsoft Word, Excel and Access

REFERENCES

On Request

<http://www.europa-pages.com/jobs/good-cv.html>



Curriculum Vitae

GRANTS (SCHOLARSHIPS) RECEIVED:

PROFESSIONAL MEMBERSHIPS:

INTERESTS / HOBBIES:

REFERENCES:

The following persons have written letters of recommendation on my behalf:



KRISTINE HOWARD 22293 Co. Rd. 20

Goshen, IN 46528

khoward1@darwin.cc.nd.edu

<http://www.nd.edu/~khoward1>

Education

Undergraduate: Currently a Senior at the University of Notre Dame, South Bend, Indiana

Majoring in Film, Television, & Theatre B.A. pending graduation May 1999

Notre Dame Scholar Honors Program Student

Secondary: Graduated in 1995 from Lakeland High School, Lagrange, Indiana Valedictorian (#1 out of approx. 140 students) Indiana Academic Honors Diploma National Merit Scholarship winner

Interests and Activities

Undergraduate: Spent Spring 1998 semester in London, England as part of Notre Dame London Program; Created The Roald Dahl Home Page in honor of famous children's author. Mentioned in USA Today

Correspondent for campus newspaper, The Observer Secondary:

Spent Summer 1994 in Krefeld, Germany as part of Indiana University

Honors Program in Foreign Languages; 3-year member of Speech team 4-year member of Tennis team; Amateur Theatre productions; President of Student Council;



KRISTINE HOWARD 22293 Co. Rd. 20

Work Experience

5/96 - present Coachmen Industries, Inc., Middlebury, Indiana Web Designer

from 5/97 - 1/98 and 5/98 to present Responsible for creating and maintaining all company websites

Purchasing assistant

from 5/96 - 8/96 and 12/96 - 1/97 Duties involved data entry, correspondence, file maintenance, and answering telephone

1/96 - 5/97 Office of Information Technologies, University of Notre Dame, South Bend, Indiana Quality Improvement Council Secretary. Duties involved attending meetings, taking minutes, and posting on website

References

Can be provided upon request. E-mail me if interested.



Five basic principles for a good CV

1. Concentrate on the essentials

- Employers generally spend less than one minute reading a CV before deciding to reject it.
- If applying for an advertised vacancy, always ensure that you comply with any application process entirely.
- Be brief: two A4 pages are usually more than enough, irrespective of your education or experience.
- Is your work experience limited? Describe your education and training first; highlight volunteering activities and placements or traineeships.

2. Be clear and concise

- Use short sentences. Avoid clichés. Concentrate on the relevant aspects of your training and work experience.
- Give specific examples. Quantify your achievements.
- Update your CV as your experience develops.

3. Pay attention to the presentation of your CV

- Present your skills and competences clearly and logically, so that your advantages stand out.
- Put the most relevant information first.
- Pay attention to spelling and punctuation.
- Retain the suggested font and layout.

4. Always adapt your CV to suit the post you are applying for

- Highlight your strengths according to the needs of the employer and focus on the skills that match the job.
- Explain any breaks in your studies or career giving examples of any transferable skills you might have learned during your break.
- Before sending your CV to an employer, check again that it corresponds to the required profile.
- Do not artificially inflate your CV; if you do, you are likely to be found out at the interview

5. Check your CV once you have filled it in


- Do not forget to write a cover letter.
- Correct any spelling mistakes, and ensure the layout is clear and logical.
- Have someone else re-read your CV so that you are sure the content is clear and easy to understand.




Curriculum vitae

PERSONAL INFORMATION

Giovanni Sardu

 Via Sassari 5, 09100 Cagliari (Italy)

 (+39)33376543210

 gio.sardu@gmail.com

 www.gio.sardu.edu.it

 MSN gio.sardu

Nationality Italian

STUDIES APPLIED FOR

Master Degree in Business Administration

WORK EXPERIENCE

01/08/2018–30/09/2019

Accounting assistant

Ditta Fratelli Gemelli
Via Nuoro 25, 09100 Cagliari (Italy)
www.fratelligemelli.org.it

assisting accountant manager

Business or sector Administrative and support service activities

EDUCATION AND TRAINING

06/09/2006–10/06/2010

High School Degree (Liceo Scientifico)

Liceo Scientifico Statale Michelangelo, Cagliari (Italy)

General knowledge, math, sciences

01/10/2011–28/07/2014

Bachelor Degree in Economics and Business Administration

Cagliari State University
V.le S. Ignazio 78, 09100 Cagliari (Italy)
www.unica.it

- General knowledge of basic issues in economics and business administration
- English B1/2

PERSONAL SKILLS

Mother tongue(s) Italian, Sardinian

Foreign language(s)

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
Portuguese	B2	B2	B1	B1	B2
B2 Level Certificate					

Levels: A1 and A2: Basic user - B1 and B2: Independent user - C1 and C2: Proficient user
[Common European Framework of Reference for Languages - Self-assessment grid](#)

Communication skills

- good communication skills gained through my work experience
- good communication skills in in-group leading gained with Scout International training

Organisational / managerial skills

- good organizational and leadership skills gained with international youth organizations and with UN youth training experiences

Job-related skills

- good command of accounting software

Digital skills

SELF-ASSESSMENT				
Information processing	Communication	Content creation	Safety	Problem-solving
Proficient user	Proficient user	Independent user	Basic user	Independent user

[Digital skills - Self-assessment grid](#)

EU Certificate: Office Suit, Independent user

- good command of photo editing software gained as amateur photographer

Driving licence

B

Hiring for the future

p. 75



Unit 9

Recruitment

p. 75

Human resources
Recruiting / Recruiter
Personnel
Candidates / Applicants
Curriculum Vitae / Resumé
Qualifications
Experience
Skills
Applications
Interview
To hire /to employ
Payroll

Keynotes

Human resources departments are responsible for recruiting new **personnel**. **Candidates** are initially asked to provide a **curriculum vitae** (CV) or **resumé** (AmE) which gives information about their **qualifications**, **experience** and **skills**. The recruiter then **screens** the **applications** and selects candidates for interview. Successful applicants are **hired** and put on the **payroll**.

Preview The application process

When did you last apply for a job? What steps were involved in your application? Did you attend an interview? What sort of questions were you asked?

Listening 1

Kevin Quinlan, a Human Resources consultant, talks about three different types of job interview. Listen and complete the table.

Type of interview	1a _____	2a _____	3a _____
Type of questions	b _____	b _____	anecdotal
Information gained	<ul style="list-style-type: none"> • qualifications c _____ • knowledge d _____ 	<ul style="list-style-type: none"> • ability to analyse • formulate questions c _____ 	<ul style="list-style-type: none"> b _____ • ability to handle relationships

Kevin Quinlan, a Human Resources consultant, talks about three different types of job interview. Listen and complete the table.

Type of interview	1a <u>Traditional</u>	2a <u>Case</u>	3a <u>Behavioral</u>
Type of questions	b <u>standard</u>	b <u>problem</u>	anecdotal
Information gained	<ul style="list-style-type: none"> • qualifications c <u>Work experience</u> • knowledge d <u>expectations</u> 	<ul style="list-style-type: none"> • ability to analyse • formulate questions c <u>communicate effectively</u> 	<ul style="list-style-type: none"> b <u>tricky situation</u> • ability to handle relationships

Reading comprehension

A Full House (p. 77)

Intro

1. What is your definition of the noun "launch"?
2. What is a synonym of the verb: "to screen"?
A. To cover, to hide B. to filter, to investigate
3. What is a **deadline**? 4. And **to nail a deadline**?

PARA A:

What is the opposite of the verb "*eliminate*"

Para B:

What do you say or do when "*you lie on your application*"?

Reading comprehension

A Full House (p. 77)

PARA C:

Morphological analysis: "*accountable*". Find similar adjectives....
reliable, liable,

PARA D:

Indirect passive: "Applicants *were asked* a set of questions.."
What is a "*rating sheet*"?

PARA E:

A synonym of "*implement*"... *apply, perform, enact*
What do you say when you "*greet someone by name*"?
What is a synonym for the verb "*to assess*"?

1 Read the jumbled text on the opposite page and arrange the extracts in the correct order.

2 Match the subheadings with paragraphs A–E.

1 Speed interviewing

2 Click to file

3 Checking in and checking out

4 Empower your managers

5 Making yourself redundant

Reading comprehension

A Full House (p. 77)

1 Read the jumbled text on the opposite page and arrange the extracts in the correct order.

p. 76

PARAGRAPHS REORGANIZATION

- ◆ 1 – C
- ◆ 2 – E
- ◆ 3 – D
- ◆ 4 – B
- ◆ 5 – A

2 Match the subheadings with paragraphs A–E.

- | | | |
|---|------------------------------|---------------|
| 1 | Speed interviewing | _____ D _____ |
| 2 | Click to file | _____ B _____ |
| 3 | Checking in and checking out | _____ E _____ |
| 4 | Empower your managers | _____ C _____ |
| 5 | Making yourself redundant | _____ A _____ |

3 What do the following numbers refer to in the text?

1 24 weeks the time available for recruiting new staff

2 740 _____

3 20 per cent _____

4 30 minutes _____

5 8 per cent _____

6 \$1.9 million _____

3 What do the following numbers refer to in the text?

- | | | |
|---|---------------|---|
| 1 | 24 weeks | <u><i>the time available for recruiting new staff</i></u> |
| 2 | 740 | <u><i>number of interviews carried out</i></u> |
| 3 | 20 per cent | <u><i>Applications eliminated after application completion</i></u> |
| 4 | 30 minutes | <u><i>Length of the interview</i></u> |
| 5 | 8 per cent | <u><i>Number of applicants rejected due to faults in the CV</i></u> |
| 6 | \$1.9 million | <u><i>Money saved with the standardized process</i></u> |

The two lists below show the Bellagio recruitment process from the viewpoint of the applicants and the HR team. Complete the lists with one of the following words.

deadline train appointment computer application
identity checkout conduct interview backgrounds
test screen files system

Applicants

- 1 set up an _____
- 2 have staff confirm _____
- 3 enter data on a _____ terminal
- 4 complete the _____
- 5 proceed to _____
- 6 attend an _____
- 7 take a drug _____

The HR team

- 1 fix a _____ to complete each phase
- 2 design a computer _____
- 3 _____ all applications
- 4 _____ hiring managers
- 5 _____ interviews with candidates
- 6 check candidates' _____
- 7 create personnel _____

THE RECRUITMENT PROCESS p. 78

Deadline, train; appointment; computer; application; identity; checkout; conduct; interview; backgrounds; test; screen; files; system

APPLICANTS

- 1. Set up an APPOINTMENT**
- 2. Have staff confirm IDENTITY**
- 3. Enter data on a COMPUTER terminal**
- 1. Complete the APPLICATION**
- 2. Proceed to CHECKOUT**
- 3. Attend an INTERVIEW**
- 4. Take a drug TEST**

THE HR TEAM

- 1. fix a DEADLINE to complete each phase**
- 2. Design a computer SYSTEM**
- 3. SCREEN all applications**
- 4. TRAIN hiring managers**
- 5. CONDUCT interviews with candidates**
- 6. Check candidates' BACKGROUNDS**
- 7. Create personnel FILES**

Word-building

Read these definitions of words from the text. Write the word in the appropriate column and complete the other two columns.

	verb	noun	person
1 make a formal request	<u>apply</u>	<u>application</u>	<u>applicant</u>
2 test of someone's skills	_____	_____	_____
3 ask a candidate questions	_____	_____	_____
4 make a plan for something that will be built	_____	_____	_____
5 evaluate	_____	_____	_____
6 process by which people exchange information	_____	_____	_____
7 choose someone for a position	_____	_____	_____

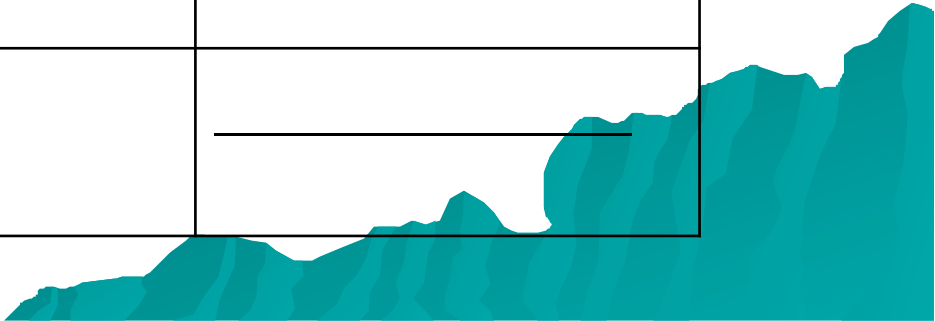
Word-building

Read these definitions of words from the text. Write the word in the appropriate column and complete the other two columns.

	verb	noun	person
1 make a formal request	<u>apply</u>	<u>application</u>	<u>applicant</u>
2 test of someone's skills	<u>evaluate</u>	<u>evaluation</u>	<u>evaluator</u>
3 ask a candidate questions	<u>Interview</u>	<u>interview</u>	<u>interviewer</u>
4 make a plan for something that will be built	<u>design</u>	<u>design</u>	<u>designer</u>
5 evaluate	<u>assess</u>	<u>assessment</u>	<u>assessor</u>
6 process by which people exchange information	<u>communicate</u>	<u>communication</u>	<u>communicator</u>
7 choose someone for a position	<u>employ</u>	<u>employment</u>	<u>employer</u>
	<u>appoint</u>	<u>appointment</u>	<u>appointer</u>
	<u>recruit</u>	<u>recruitment</u>	<u>recruiter</u>


Complete this table of words.

VERB	NOUN	PERSON
_____	employment	_____
_____	advertisement	_____
_____	_____	applicant
communicate	_____	_____

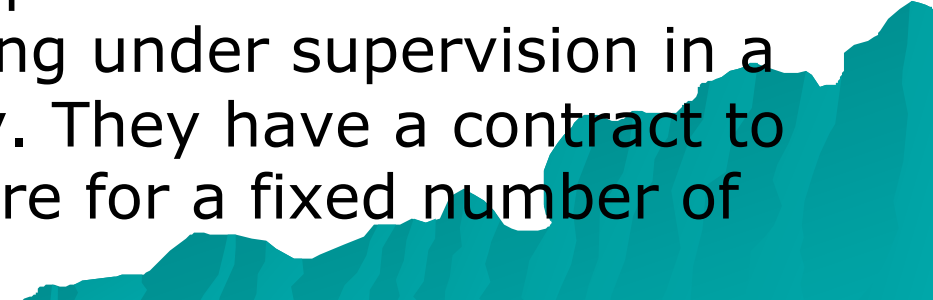


Complete this table of words.

VERB	NOUN	PERSON
employ	employment	employer/ employee
advertise	advertisement	advertiser
apply	application	applicant
communicate	communication	communicator



Vocabulary on recruitment : Match the words and phrases 1-3 with the definitions a-c

1. Apprenticeship
 2. Work placement
 3. Graduate trainee scheme
- a. Students often take a temporary job during their studies – for little or no pay – because they want to get experience
 - b. Big companies accept a number of newly qualified people to work for one year. They get general experience by working in different departments. They may or may not get a permanent job at the end.
 - c. A young person learns a skill or trade by working under supervision in a company. They have a contract to work there for a fixed number of years
- 

Vocabulary on recruitment : Match the words and phrases 1-3 with the definitions a-c

2-Work placement

A. Students often take a temporary job during their studies – for little or no pay – because they want to get experience

3-Graduate trainee scheme

B. Big companies accept a number of newly qualified people to work for one year. They get general experience by working in different departments. They may or may not get a permanent job at the end.

1-Apprenticeship

C. A young person learns a skill or trade by working under supervision in a company. They have a contract to work there for a fixed number of years



Relative pronouns

We use the relative pronouns *which*, *that*, *who*, *whom*, *whose* to give additional information about somebody or something already mentioned. There are two different types.

- 1 **Defining clauses** give information which defines or differentiates the person or thing that they refer to.

*... an HR staff person wearing a microphone confirmed your identity and notified staff, **who** greeted you by name ...*

*Applicants were asked a set of questions (**that**) we had developed ...*

In the second sentence we can delete the pronoun *that* as it refers to the object and not the subject of the verb developed.

- 2 **Non-defining clauses** just give extra information and do not define what they refer to. This extra information appears between commas.

*... this technology would give them hire-and-fire responsibility, **which** they say they want, and complete authority, **which** they rarely get.*

Relative pronouns

p. 161

Defining relative clauses define or differentiate the person or thing they refer to. They have the following forms.

- *who, which or that*
*Simon is the person **who** has most experience.*
*It's the interviews **that/which** take time.*
- no pronoun (if the object of the verb is in the clause)
*The people (**who**) we interviewed were good.*
*They ignored the advice (**that**) we gave them.*
- *whose*
*We ignored those **whose** applications were late.*

Non-defining relative clauses only give extra information and do not define what they refer to. They have the following forms.

- *who, which, whom, that, whose (within commas)*
*The interviews, **which** were held at the hotel, lasted exactly thirty minutes.*

Language

1 Sentences 1-7 each contain one mistake with relative pronouns or commas. Add, change or delete relative pronouns and commas where necessary.

- 1 The process what we set up for testing quality simply isn't working properly.
- 2 Mike is the Human Resources Manager whose hired you.
- 3 Enron, which is an American company was one of the biggest financial scandals in history.
- 4 It's reading all the CVs, that takes up all the time.
- 5 The people that who qualified haven't accepted our offer.
- 6 All the interviews which incidentally took all day and all evening, were a complete waste of time.
- 7 We didn't even bother to read those who CVs didn't include the minimum requirements.

- 1 The process **which (or that)** we set up for testing quality simply isn't working properly.
- 2 Mike is the Human Resources Manager **who** hired you.
- 3 Enron, **which** is an American company, was one of the biggest financial scandals in history. (add second comma)
- 4 It's reading all the CVs **that** takes up all the time. (delete comma)
- 5 The people **who** qualified haven't accepted our offer. (delete 'that' or 'who')
- 6 All the interviews, **which** incidentally took all day and all evening, were a complete waste of time. (add first comma)
- 7 We didn't even bother to read those **whose** CVs didn't include the minimum requirements.

Business meetings, telephone calls and interviews often involve smalltalk

short utterances used to show we are listening.

Right OK No! Sure Wow! Really? You're kidding!

Absolutely! That's right! Of course! I agree!

Are you sure? Mhmh! Possibly! I see!

2 Sometimes we need to give the speaker further encouragement by asking questions. Match the following questions to the functions.

- a encourage the speaker to continue
 - b check our understanding
 - c express our feelings
- 1 So then what did you do?
 - 2 What exactly do you mean by that?
 - 3 That wasn't very helpful, was it?
 - 4 Then what happened?
 - 5 Sorry, what did you say?
 - 6 How could you do a thing like that?

a. Encourage the speaker to continue

1. So then what did you do?
4. Then what happened?

b. Check our understanding

2. What exactly do you mean by that?
5. Sorry, what did you say?

c. Express our feelings

3. that wasn't very helpful, was it?
6. How would you do a think like that?

30 min. INTERVIEW 6/8 questions

Critical skills areas

1. Service awareness (deal w/ customers, team work)
2. Security (trustworthiness)
3. Attitude to authority
4. Problem solving
5. Career Ambitions
6. Reaction under stress

Scale for evaluation: 1-5

Read parts of four adverts from a careers magazine. Write in these missing words.


interview / scheme / contract / find / ads / resume / trade / apprenticeship / apply / headhunting

We currently have three vacancies on our graduate trainee _____. You can _____ online at...

Please send us a copy of your _____. Selected candidates will attend an _____ at the end of this month.

Learn a _____ and join a local firm! We would like to offer an _____ in building. You receive training and a five-year fixed _____.

Are you having problems finding staff? Or perhaps you're tired of scanning the job _____ for a new position. Contact us. We're the experts in _____ professionals for key management roles. Let us _____ the right person for the right job.



Phonetics

[ə'plaɪ] ['kʌvəriŋ] ['letə(r)]

['haɪə(r)] ['faɪə(r)]

[ʃɔrt /ʃɔ:t] [lɪst] ['ɪntə(r)vju:]

['hju:mən] [rɪ'sɔrs , -z- / -'sɔ:s , -z-]

[sɪ'lekʃn] [rəʊl]

[prə'sɪdʒə(r)] [æm'bɪʃn]

[ɪn,θju:zɪ'æstɪk] [dʒɔb /dʒɒb]

[wɜrk /wɜ:k] ['leɪbə(r)]



Phonetics

[ə'plaɪ]

apply

['haɪə(r)]

hire

[ʃɔrt /ʃɔ:t] [lɪst]

short list

['hju:mən]

human

[sɪ'leɪʃn]

selection

[prə'sɪ:dʒə(r)]

procedure

[ɪn,θju:zɪ'æstɪk]

enthusiastic

[wɜrk /wɜ:k]

work



Phonetics

['kʌvərɪŋ]	['letə(r)]	covering letter
['faɪə(r)]		fire
['ɪntə(r)vjuː]		interview
[rɪ'sɔːs ,-z- /-'sɔːs ,-z-]		resource
[rəʊl]		role
[æm'bɪʃn]		ambition
[dʒɒb /dʒɒb]		job
['leɪbə(r)]		labor



A Job Interview

Write the questions to these answers

- ◆ 1. Since 1998
- ◆ 2. Yes, I am. I like it very much
- ◆ 3. It's interesting. I like the people I work with and my boss gives me plenty of autonomy
- ◆ 4. Because I want to work in a company that is stronger in the Asian market
- ◆ 5. I'm determined. I never give up
- ◆ 6. Sometimes I work too hard. I just don't know when to stop.
- ◆ 7. Spending time with my family. Playing a little golf.

Question forms - A Job Interview

1. Since 1998

HOW LONG HAVE YOU WORKED FOR
YOUR PRESENT COMPANY?

2. Yes, I am. I like it very much

ARE YOU HAPPY THERE? DO YOU LIKE
IT THERE?

3. It's interesting. I like the people I
work with and my boss gives me plenty
of autonomy

WHY? WHAT DO YOU LIKE ABOUT IT?



Question forms - A Job Interview

4. Because I want to work in a company that is stronger in the Asian market

WHY ARE YOU LEAVING?

5. I'm determined. I never give up

WHAT IS YOUR BEST QUALITY?

6. Sometimes I work too hard. I just don't know when to stop.

AND YOUR WORST?

7. Spending time with my family. Playing a little golf


WHAT DO YOU LIKE DOING IN YOUR FREE TIME?



Employment

applicant; application; application form; apply;
candidate; curriculum vitae; employment agencies;
interview; job description; job vacancies; references;
short-listed

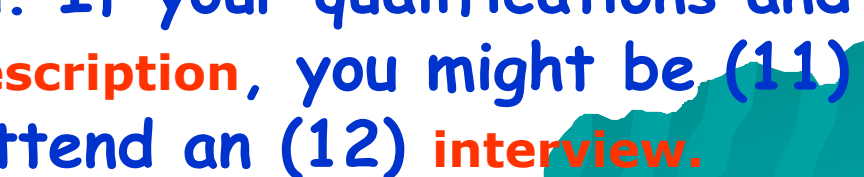
Many people looking for work read the (1)
.....advertised in newspapers by companies
and (2)..... To reply to an advertisement is to
(3) for a job. (You become a (4).....or
an (5).....) You write an (6), or
fill in the company's (7), and send it,
along with your (8) and a covering letter.
You often have to give the names of two people who are
prepared to write (9) for you. If your
qualifications and abilities match the (10)
....., you might be (11), i.e.
selected to attend an (12)



Employment

applicant; application; application form; apply;
candidate; curriculum vitae; employment agencies;
interview; job description; job vacancies; references;
short-listed

Many people looking for work read the (1) **job vacancies** advertised in newspapers by companies and (2) **employment agencies**. To reply to an advertisement is to (3) **apply** for a job. (You become a (4) **candidate** or an (5) **applicant**.) You write an (6) **application**., or fill in the company's (7) **application form**, and send it, along with your (8) **curriculum vitae** and a covering letter. You often have to give the names of two people who are prepared to write (9) **references** for you. If your qualifications and abilities match the (10) **job description**, you might be (11) **short-listed**, i.e. selected to attend an (12) **interview**.



The New York Times, April 5, 2003

“108,000 U.S. Jobs Lost in March”

The _____ continued to deteriorate in March as _____, the government reported yesterday, that the United States is closer

The _____ remained at 5.8 percent last month, largely because of _____ the number of people who are not _____ and are thus considered to be outside of the _____.

In total, 108,000 people were made _____.



The New York Times, April 5, 2003

“108,000 U.S. Jobs Lost in March”

The job market continued to deteriorate in March as the economy lost 108,000 jobs, the government reported yesterday, raising worries that the United States is closer to slipping into a recession.

The unemployment rate remained at 5.8 percent last month, largely because of a rise in the number of people who are not looking for work and are thus considered to be outside of the labor force.

In total, 108,000 people were made redundant.



“Time is money” Sept 12th 2002
(The Economist print edition)

European directives are granting _____ new rights to be informed and consulted on what their _____ are planning especially with regard to _____ . Since the start of 2000, large multinationals have had to comply in Britain with a law establishing European Works Councils.

Under a new directive—originally opposed by the Labour government—any firm with _____ will from 2005 also have to inform and consult its _____ about its business and _____

When this right is extended in 2008 to firms with 50 or more _____ it will cover 75% of all _____



“Time is money” Sept 12th 2002 (The Economist print edition)

European directives are granting **workers** new rights to be informed and consulted on what their **employers** are planning especially with regard to **employment**.

Since the start of 2000, large multinationals have had to comply in Britain with a law establishing European Works Councils.

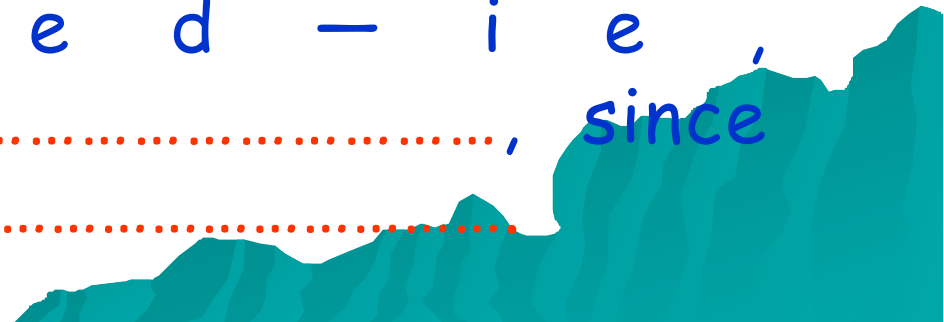
Under a new directive—originally opposed by the Labour government—any firm with **150 or more staff** will from 2005 also have to inform and consult its **workers** about its business and **employment prospects**. When this right is extended in 2008 to firms with 50 or more **staff** it will cover 75% of all **employees**.



But the unemployment rate is, in fact, a poor It is defined as the fraction of the people in the labour force—those who

..... —who cannot find a job. And to determine who is, in fact, actively seeking work rather than enjoying It is that subjectivity

..... A better question by far is how many people are employed — i.e., since this should be



But the unemployment rate is, in fact, a poor **measure of economic health**. It is defined as the fraction of the people in the labour force—those who **are actively seeking work and available for it**—who cannot find a job. And it **relies on surveys** to determine who is, in fact, actively seeking work rather than enjoying a time of leisure. It is that subjectivity that makes the unemployment rate such a flawed statistic. A better question by far is how many people are employed—ie, are being paid by someone for doing something, since this should be **less** subject to doubt.



Many of those that do not work The OECD's
affirms that
are thus far more than those that are
formally classed as unemployed. Indeed, in
most countries, according to the OECD,
there are far more gains to be had in

.....
.....
In Italy, for example, the OECD calculates

.....
.....
and some 17% in Spain and Greece.



Many of those that do not work **would almost certainly like to**. The OECD's affirms that **those who could be mobilised** are thus far more than those that are formally classed as unemployed. Indeed, in most countries, according to the OECD, there are far more gains to be had in **bringing inactive workers** into work than in reducing unemployment to its "natural" rate. In Italy, for example, the OECD calculates that more than a fifth of the working-age population could be brought into work, and some 17% in Spain and Greece.



Unit 9 Recruitment

accountable *adj* responsible for the effects of your actions: Managers are accountable for the performance of their employees. *avente responsabilità* **Synonyms** responsabile [+ for] *adj* *responsabile* [di]

applicant *n* [C] a person who is applying for a position: All applicants are asked to provide a letter of reference. *richiedente*– apply [+ for] *v* [I] *fare domanda* [di]– application *n* [C] *domanda* **Synonyms** candidate *n* [C] *candidato*

assign *v* [T] give someone a particular task to do: Employees are assigned duties that correspond to their skills and training. *assegnare*– assignment *n* [C] *compito*

cover letter *n* [C] a letter written to an employer in response to a job advertisement: Candidates should send a cover letter with a copy of their CV. *lettera di presentazione*

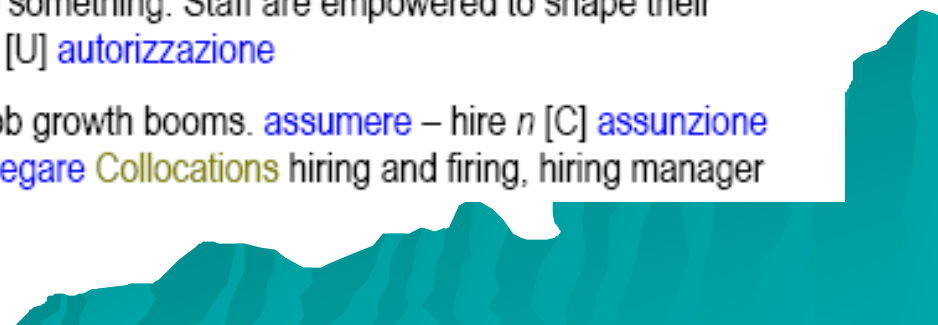
curriculum vitae *abbreviation* CV *n* [C] a document that gives details of a person's experience and qualifications: Her CV is fairly typical for a business graduate. *curriculum vitae* *abbr.* CV **Synonyms** *resumé* *n* [C] *AmE* *curriculum vitae*



deadline *n* [C] the date by which something has to be completed: The deadline for applications has been extended until the 25 May. *scadenza* **Collocations** fix a deadline, meet a deadline, miss a deadline, set a deadline

empower *v* [T] give someone the power or ability to do something: Staff are empowered to shape their career development. *autorizzare* – empowerment *n* [U] *autorizzazione*

hire *v* [T] employ someone: Businesses are hiring as job growth booms. *assumere* – hire *n* [C] *assunzione* **Synonyms** recruit *v* [T] *ingaggiare* employ *v* [T] *impiegare* **Collocations** hiring and firing, hiring manager



payroll *n* [U] **1** a list of the employees in an organisation **personale** **2** the administration of employee pay:
Salaries are calculated according to the number of days that employees are on the payroll. **stipendi**
Collocations payroll management, cut/reduce the payroll

qualification *n* [C] an examination passed at school or university: Candidates must have qualifications in
accounting. **qualifica** – qualify *v* [I] **qualificarsi** – qualified *adj* **qualificato**

resumé *n* [C] *AmE* a document that gives details of a candidate's experience and qualifications: Preparing a
good resumé should be the starting point for all job seekers. **curriculum vitae** **Synonyms** Curriculum Vitae
BrE Curriculum vitae

screen *v* [T] to examine or test people: Each candidate is screened for education, experience, expertise and
salary. **selezionare**

train *v* [T] to teach someone the skills of a particular job or activity: Staff are trained to watch for situations
where they may be required to help. **formare** – training *n* [U] **formazione** – trainee *n* [C] **persona in**
formazione– trainer *n* [C] **formatore**

?



Vocabulary

2 Complete these sentences with the word in brackets. Change the form if necessary; e.g. apply – application – applicant

8 Usually we begin by putting an _____ in the newspaper.

(advertise)

9 Then we spend a week or so studying each of the _____ . (apply)

10 Without the right _____ the CV is thrown away immediately. (qualify)

11 We make _____ with each of the successful candidates for an initial telephone interview. (appoint)

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12 We can _____ someone's basic communication skills this way. (evaluate)

13 The best _____ are then invited for a face-to-face meeting. (interview)

14 We speed up the whole process by creating _____ files on the computer. (person)

15 The whole _____ procedure takes just over three weeks. (select)

12 We can **evaluate** someone's basic communication skills this way.
(evaluate)

13 The best **interviewees** are then invited for a face-to-face meeting.
(interview)

14 We speed up the whole process by creating **personnel** files on the computer. (person)

15 The whole **selection** procedure takes just over three weeks. (select)

3 Match the verbs in 17-21 to the nouns a-f.

16 _____ 17 _____ 18 _____ 19 _____ 20 _____
_____ 21 _____

- 16 fix
- 17 attend
- 18 take
- 19 make
- 20 evaluate
- 21 complete

- a a formal request
- b a form
- c a test
- d performance
- e a deadline
- f a conference

16 e / 17 f / 18 c / 19 a / 20 d / 21 b

To fix a deadline

To attend a conference

To take a test

To make a formal request

To evaluate performance

To complete a form