

THE WORKPLACE – ESP LESSONS

Zestaw przedstawionych tu pięciu lekcji mojego autorstwa może służyć przede wszystkim studentom studiów uzupełniających magisterskich na kierunkach związanych zarządzaniem, ale również studentom studiów pierwszego stopnia, ponieważ jednym z komponentów programowych na tym etapie edukacji w zakresie języka angielskiego jest na przykład rozmowa o pracę.

Materiały te będą także niezwykle przydatne dla klientów kursów komercyjnych ze względu na swoją tematykę i skupienie na praktycznych aspektach nawigowania środowiska pracy, co jest szczególnie cenne dla osób już pracujących.

Zestaw materiałów zawiera następujące lekcje:

1. “Mum, I’m home...” – Millennials/Gen Z vs the Job Market

Poziom zaawansowania: B2+ oraz C1+

Czas realizacji: 90 minut (bez zadań 4 i 5, które mogą być przeznaczone do pracy w domu).

Cele dydaktyczne: rozwijanie umiejętności językowych, takich jak mówienie, rozumienie z tekstu i pisanie.

Lekcja ma przygotować studentów do dyskusji na temat trudnej sytuacji na rynku pracy oraz planów na przyszłość.

2. How to find a job and be happy

Poziom zaawansowania: B2+ oraz C1

Czas realizacji: 180 minut (cykl dwóch zajęć).

Cele dydaktyczne: Lekcja ma rozwijać umiejętności językowe, takie jak mówienie, rozumienie z tekstu, i przygotowuje studentów do rozmowy o pracę.

3. How to be happy in your job

Poziom zaawansowania: B2+ oraz C1

Czas realizacji: 90 minut (bez zadania 5 i być może 4, które mogą być przeznaczone do pracy w domu).

Cele dydaktyczne: Lekcja rozwija umiejętności językowe, takie jak mówienie, rozumienie z tekstu i pisanie, oraz poszerza zakres słownictwa, a jej tematyką są różne tryby pracy, które stają się coraz bardziej powszechne ze względu na sytuację na świecie (np. praca wykonywana z domu przez część tygodnia) oraz czynniki motywujące ludzi do pracy.

4. How to deal with difficult clients

Poziom zaawansowania: B2+ oraz C1

Czas realizacji: 180 minut (cykl dwóch zajęć)

Cele dydaktyczne: Lekcja rozwija umiejętności językowe, takie jak mówienie i rozumienie z tekstu oraz ze słuchu, a jej tematyka to radzenie sobie z pełnymi stresem sytuacjami w kontaktach zarówno ze współpracownikami, jak i z klientami.

5. Time management

Poziom zaawansowania: B2+ oraz C1

Czas realizacji: 180 minut (cykl dwóch zajęć), został ustalony na podstawie doświadczenia wynikającego z pracy nad poniższymi ćwiczeniami w grupach na poziomie B2+ i C1.

Cele dydaktyczne: Artykuł ma rozwijać umiejętności językowe, takie jak mówienie, rozumienie z tekstu i rozumienie ze słuchu, a jego tematyka to radzenie sobie z presją czasu, organizowanie swojej pracy i ustalanie priorytetów.

“MUM, I’M HOME...” – MILLENNIALS/GEN Z VS THE JOB MARKET

1. In pairs/groups of three, discuss the questions.

A) How old were you when you left your parents’ house and/or hometown?

B) When did you get your first job? How much did you earn? Were you able to support yourself?

C) Did you have flatmates or roommates, or did you rent a flat by yourself?

D) When do young people in Poland usually move out? Are they financially independent?

E) How many percent of people in their 30s still live with their parents?

F) What are the costs of renting a flat or a room these days?

G) How much do you have to earn in order to be given a mortgage?

2. Read the article and answer the questions.

A) What are the two ways of explaining Annie’s situation?

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B) Over the period of one generation, how has the situation changed when it comes to the number of young people receiving financial support from their parents?

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C) What are the reasons for this situation?

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D) How was the situation different in 1968?

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E) How was childhood invented?

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F) How did the system which had worked very well become unstable?

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G) What are the people in the top 20 percent “guilty of”?

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H) What can’t young Americans do, even though they are educated?

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I) What did a nationwide survey show about the millennials?

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J) What is the author’s conclusion regarding the future of millennials?

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It’s Official: The Boomerang Kids Won’t Leave

By Adam Davidson, June 20, 2014

‘Hi, Mom, I’m Home!’

Annie Kasinecz has two different ways of explaining why, at age 27, she still lives with her mom. In the first version – the optimistic one – she says that she is doing the sensible thing by living rent-free as she plans her next career move. After graduating from Loyola University Chicago, Kasinecz struggled to support herself in the midst of the recession, working a series of unsatisfying jobs – selling ads at

the soon-to-be-bankrupt *Sun-Times*, bagging groceries at Whole Foods, bartending – in order to pay down her student loans. But she **inevitably** grew frustrated with each job and found herself stuck in one financial mess after another. Now that she's back in her high-school bedroom, perhaps she can finally focus on her long-term goals.

But in the second version – the **bleaker** one – Kasinecz admits that she fears that her mom's house in Downers Grove, Ill., half an hour west of the city, has become a **crutch**. She has been living in that old bedroom for four years and is now here closer to figuring out what she's going to do with her career. "Everyone tells me to just pick something," she says, "but I don't know what to pick."

One in five people in their 20s and early 30s is currently living with his or her parents. And 60 percent of all young adults receive financial support from them. That's a **significant** increase from a generation ago when only one in 10 young adults moved back home and few received financial support. The common explanation for the shift is that people born in the late 1980s and early 1990s came of age amid several unfortunate and overlapping economic trends. Those who graduated college as the housing market and financial system were imploding faced the highest debt burden of any graduating class in history. Nearly 45 percent of 25-year-olds, for instance, have **outstanding loans**, with an average debt above \$20,000. (Kasinecz still has about \$60,000 to go.) And more than half of recent college graduates are unemployed or **underemployed**, meaning they make **substandard wages** in jobs that don't require a college degree. According to Lisa B. Kahn, an economist at Yale University, the negative impact of graduating into a recession never fully disappears. Even 20 years later, the people who graduated into the recession of the early '80s were making **substantially** less money than people lucky enough to have graduated a few years afterwards, when the economy was booming.

Some may hope that the boomerang generation represents an unfortunate but temporary blip – that the class of 2015 will be able to land great jobs out of college, and that they'll reach financial independence soon after reaching the drinking age. But the latest recession was only part of the boomerang generation's problem. In reality, it simply **amplified** a trend that had been growing **stealthily** for more than 30 years. Since 1980, the U.S. economy has been destabilized by a series of systemic changes – the growth of foreign trade, rapid advances in technology, changes to the tax code, among others – that have affected all workers but particularly those just **embarking on** their careers. In 1968, for instance, a vast majority of 20-somethings were living independent lives; more than half were married. But over the past 30 years, the **onset** of sustainable economic independence has been steadily receding. By 2007, before the recession even began, fewer than one in four young adults were married, and 34 percent relied on their parents for rent.

These boomerang kids are not a temporary **phenomenon**. They appear to be part of a new and permanent life stage. More than that, they represent a much larger anxiety-provoking but also a potentially thrilling economic evolution that is affecting all of us. It's so new, in fact, that most boomerang kids and their parents

are still struggling to make sense of it. Is living with your parents a sign, as it once was, of failure? Or is it a practical, long-term financial move? This was the question that the photographer Damon Casarez, who is 26, asked when he moved in with his parents after graduating from art school. So he started searching for other boomerang kids, using tools like Craigslist. The result is this photo essay. And the answer to whether boomeranging is a good or a bad thing depends, as Kasinecz noted, on how you look at it.

Childhood is a fairly recent economic innovation. For most of recorded history, a vast majority of people began working by age 4, typically on a farm, and were full time by 10. According to James Marten, a historian at Marquette University and the editor of *The Journal of the History of Childhood and Youth*, it wasn't until the 1830s, as the U.S. economy began to shift from subsistence agriculture to industry and markets, that life began to change slowly for little kids. Parents were getting richer, family sizes fell and, by the 1850s, school attendance started to become mandatory. By the end of the Civil War, much of American culture had accepted the notion that children under 13 should be protected from economic life, and child-labor laws started emerging around the turn of the century. As the country grew wealthier over the **ensuing** decades, childhood expanded along with it. Eventually, teenagers were no longer considered younger, less-competent adults but rather older children who should be nurtured and encouraged to explore.

Jeffrey Jensen Arnett, a psychologist at Clark University who coined the term “emerging adulthood,” sees boomerang kids as the continuation of this centuries-long trend. Returning home, he told me, is a rational response to a radically different, confusing post-industrial economy. In past generations, most people took whatever work was available and, crucially, learned the necessary skills *on* the job. From 1945 to around 1978, amid the post-war boom, work life in America was especially **benign** and predictable. The wage gap between rich and poor shrank to its lowest level on record, and economic growth was widely shared.

But we now know that, during the '70s, this system was becoming **unhinged**. Computer technology and global trade forced manual laborers to compete with machines at home and with low-wage workers in other countries. The changes first affected blue-collar workers, but many white-collar workers performing routine tasks, like office support or drafting or bookkeeping, were also seeing their job prospects **truncated**. At the same time, these developments were hugely beneficial to elite earners, who now had access to a larger, global market and productivity-**enhancing** technology. They were assisted by changes in government policy – taxes were cut, welfare programs were eliminated – that further rewarded the wealthy and removed support for the poor.

Millennials' parents could be forgiven for underestimating the consequences of these trends. For most of American history, it was natural for each generation to become richer than the previous one. Now that's no longer true. These changes created a new, far less predictable dynamic – some people would do much better than their parents could have ever dreamed; others would fall permanently

behind. Given the **volatility** of the changes, the idea of an “average” worker was becoming **obsolete**. And while much of the discussion about economic inequality has centered on the top 1 percent, it’s the gap between the top 20 percent and the rest that’s more **salient** to young people. “That is a dividing point,” says Mark Rank, a professor at Washington University in St. Louis. People in the top 20 percent of income – roughly \$100,000 in 2013 – have taken nearly all the economic gains of the past 40 years. (Of course, the top 1 percent and, even more so, the top 0.01 percent, has taken a far more disproportionate share).

This uncomfortable fact, which many economists have recently accepted, suggests that we are living not simply in an unequal society but rather in two separate, side-by-side economies. For those who can crack the top 20 percent, there is great promise. Most people in that elite group, Rank told me, will spend at least part of their careers among the truly affluent, earning more than \$250,000 a year. For those at work in the much larger pool, there will be falling or stagnant wages and far greater uncertainty. A college degree is an advantage, but it no longer offers any guarantee, especially for those who graduate from lower-ranked for-profit schools. These days, a degree is merely the expensive price of admission. In 1970, only one in 10 Americans had a bachelor’s degree, and nearly all could expect a comfortable career. Today, about a third of young adults will earn a four-year degree, and many of them – more than a third, by many estimates – are unlikely to find lifelong secure employment sufficient to pay down their debt and place them on track to earn more than their parents. If they want a shot at making it into the top 20 percent, they now need to learn a skill *before* they get a job. And for many, even with their parents’ help, that’s going to be an impossibility.

For all these grim forecasts, people now in their 20s are remarkably optimistic. Arnett, who recently conducted a nationwide poll of the group, discovered that 77 percent still believe they will be better off than their parents. A Pew survey found that only 9 percent of young adults believe they won’t be able to afford the lives they want. This combination of confidence in the face of historic uncertainty might seem confusing, but Arnett argues that optimistic boomerang kids might not be as **blithely naïve** as their parents imagine. Many are rejecting the Dilbertian goal of a steady, if unsatisfying, job for years of experimentation, even repeated failure, that eventually leads to a richly satisfying career. Sleeping in a twin bed under some old Avril Lavigne posters is not a sign of giving up; it’s an economic plan. “Stop dumping on them because they need parental support,” Arnett cautioned. “It doesn’t mean they’re lazy. It’s just harder to make your way now than it was in an older and simpler economy.”

Adrienne Smith, 28, graduated from the University of Central Florida in 2008 and went to work as a behavioral analyst treating children on the autism spectrum. She was quickly making more than \$60,000 a year, but in order to earn that money, “I had a huge caseload,” she said, handling 25 clients while paying off more than \$40,000 in student loans. She knew of therapists earning \$100,000 annually, but they did so by handling 40 or more physically and emotionally demanding cases.

So Smith came up with a more efficient idea. After doing some research on local clinics, she noticed that a rise in autism diagnoses mirrored the rising demand for clinic services. And with the convenience of modern technology, from smartphones to their attendant payment readers, she could build a clinic serving clients in their homes, one that could be leveraged into a larger regional network. With a bit of hustle, Smith thought, she could set herself up with a profitable business that would give her returns for the rest of her life. To afford the start-up costs, she moved back in with her parents, turned her sister's old room into an office where she could work and store toys for her clients and used what would have been rent money to develop a website and hire a few part-time therapists to make house calls. "I couldn't have opened a clinic without my parents' support," she said. Now when Smith meets peers who **deride** her **for** living at home, she replies that it's really just a business incubator.

I wasn't surprised that Arnett was impressed by Smith's plan. But I didn't expect him to praise Kasinecz too. At 27, she had a lot of debt, no career in mind and a series of unsatisfying jobs. I worried that her prospects were **dimming**, that crossing that 20 percent threshold would seem harder and harder with each passing year. She seemed worried, too. "We're kind of in this limbo phase where we're expected to be these great professionals who come out of college with bomb-ass jobs," she said of her generation. "And then we're like, Wait. I've got 80 grand in debt. How am I supposed to do that?"

Arnett told me, however, that I wasn't seeing her hidden strengths. In fact, he would be far more worried if she had done what the previous generations did – stayed in whatever job she took after graduating, no matter how little she liked it – or if she were similarly underemployed but expressed no urgency about finding a better job. Kasinecz, he said, was still searching for the right fit and refusing to settle for anything less. Somewhat **counterintuitively**, Arnett said, it's the people most actively involved in this struggle, the ones who at times seem totally lost, who are likely to find their way. Kasinecz seemed to know this, too. And in that sense, she was emblematic of a generation in which there are no more average workers and even less certainty. Kasinecz may well find a job she likes and, eventually, the right career – even if she terrifies her mother, herself and a few hand-wringing economists in the process.

Source: <https://www.nytimes.com/2014/06/22/magazine/its-official-the-boomerang-kids-wont-leave.html> [accessed: 17 May 2021].

3. In pairs/groups of three, discuss the questions below.

- A) Do you agree with the rather optimistic conclusion of the author? Why (not)?
- B) How long does childhood last these days? How would you define adulthood?
- C) Does having a university degree actually help find a job? Are university graduates better off than those with secondary-school education?

4. Match the vocabulary from the article to the definitions from the box.

inevitably	bleak	a crutch	significant	underemployed
outstanding loans	substandard wages	substantially	stealthily	
to amplify	to embark on	the onset of	a phenomenon	ensuing
benign	unhinged	truncated	enhancing	volatility
blithely naïve	to deride someone for something	obsolete	dimming	counterintuitively

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|-----------------------------------|---|
| a) important/big – | n) mild – |
| b) the beginning – | o) unbalanced – |
| c) outdated/old-fashioned – | p) debts – |
| d) significant/important – | q) experience/incident – |
| e) to make fun of someone – | r) help/aid – |
| ..... | s) limited – |
| f) dark/miserable – | t) unavoidably – |
| g) cheerfully naïve – | u) following – |
| h) to make stronger – | v) boosting/improving – |
| i) secretly – | w) disappearing/fading – |
| j) illogically – | x) to start something – |
| k) instability – | y) not having enough paid work/not doing\ |
| l) greatly – | work that makes full use of their skills and\ |
| m) low earnings – | abilities – |

5. “Obtaining a university degree improves future career prospects, even given the current trends in the economy.” – Write an opinion essay (word limit 170–250), trying to either prove or disprove the above statement. Include at least 5 of the words in bold from the previous task.

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KEY

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A) Para. 1 – “In the first version – the optimistic one – she says that she is doing the sensible thing by living rent-free as she plans her next career move.”

Para. 2 – “ But in the second version – the bleaker one – Kasinecz admits that she fears that her mom’s house in Downers Grove, Ill., half an hour west of the city, has become a crutch. She has been living in that old bedroom for four years and is nowhere closer to figuring out what she’s going to do with her career.”

B) Para. 3 – One in five people in their 20s and early 30s is currently living with his or her parents. And 60 percent of all young adults receive financial support from them. That’s a significant increase from a generation ago when only one in 10 young adults moved back home and few received financial support.

C) Para. 3 – “... people born in the late 1980s and early 1990s came of age amid several unfortunate and overlapping economic trends. Those who graduated college as the housing market and financial system were imploding faced the highest debt burden of any graduating class in history. Nearly 45 percent of 25-year-olds, for instance, have outstanding loans, with an average debt above \$20,000. [...] And more than half of recent college graduates are unemployed or underemployed, meaning they make substandard wages in jobs that don’t require a college degree.”

D) Para. 4 – “In 1968, for instance, a vast majority of 20-somethings were living independent lives; more than half were married. But over the past 30 years, the onset of sustainable economic independence has been steadily receding. By 2007, before the recession even began, fewer than one in four young adults were married, and 34 percent relied on their parents for rent.”

E) Para. 6 – Childhood is fairly new as most people started work by the age of 4. In the 1830s, “as the U.S. economy [shifted] from subsistence agriculture to industry and markets, [...] life began to change slowly for little kids.” Parents were becoming wealthier and, as a result, some protective measures were introduced to spare children from hard labour. School became mandatory. “As the country grew wealthier [...], childhood expanded along with it. Eventually, teenagers were no longer considered younger, less-competent adults but rather older children...”

F) Para. 8 – “...during the ’70s, this system was becoming unhinged. Computer technology and global trade forced manual laborers to compete with machines at home and with low-wage workers in other countries. [...] taxes were cut, welfare programs were eliminated – that further rewarded the wealthy and removed support for the poor.”

G) Para. 9 – “People in the top 20 percent of income – roughly \$100,000 in 2013 – have taken nearly all the economic gains of the past 40 years. (Of course, the top 1 percent and, even more so, the top 0.01 percent, has taken a far more disproportionate share).”

H) Para. 10 – “and many of them – more than a third, by many estimates – are unlikely to find lifelong secure employment sufficient to pay down their debt and place them on track to earn more than their parents.”

I) Para. 11 – “77 percent still believe they will be better off than their parents. A Pew survey found that only 9 percent of young adults believe they won’t be able to afford the lives they want.”

J) Para. 15 – “... she was emblematic of a generation in which there are no more average workers and even less certainty. Kasinecz may well find a job she likes and, eventually, the right career – even if she terrifies her mother, herself and a few hand-wringing economists in the process.”

4.

- a) important/big – *significant*
- b) the beginning – *the onset of*
- c) outdated/old-fashioned – *obsolete*
- d) significant/important – *salient*
- e) to make fun of someone – *to deride someone for something*
- f) dark/miserable – *bleak*
- g) cheerfully naïve – *blithely naïve*
- h) to make stronger – *to amplify*
- i) secretly – *stealthily*
- j) illogically – *counterintuitively*
- k) instability – *volatility*
- l) greatly – *substantially*
- m) low earnings – *substandard wages*
- n) mild – *benign*
- o) unbalanced – *unhinged*
- p) debts – *outstanding loans*
- q) experience/incident – *a phenomenon*
- r) help/aid – *a crutch*
- s) limited – *truncated*
- t) unavoidably – *inevitably*
- u) following – *ensuing*
- v) boosting/improving – *enhancing*
- w) disappearing/fading – *dimming*

- x) to start something – *to embark on*
- y) not having enough paid work/not doing work that makes full use of their skills and abilities – *underemployed*

5.

Employment and Unemployment Rates by Educational Attainment (last updated in May 2021), [https://nces.ed.gov/programs/coe/indicator/cbc#:~:text=Overall%2C%20the%20unemployment%20rate%20in,higher%20degree%20\(2%20percent\)](https://nces.ed.gov/programs/coe/indicator/cbc#:~:text=Overall%2C%20the%20unemployment%20rate%20in,higher%20degree%20(2%20percent)) [accessed: 17 May 2021].

HOW TO FIND A JOB AND BE HAPPY

1. In pairs/groups of three, discuss the questions below.
- A) Have you ever worked / Do you currently work? What do you do?
 - B) What, in your opinion, makes a candidate attractive?
 - C) Is the job market friendly to younger millennials/Gen Z?
 - D) Try to come up with pieces of advice for those who are about to choose their major at university.

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- E) What advice would you have given your past self when it comes to job hunting? I would have told myself (not) to

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- F) Can job candidates count on their needs and expectations being met?

2. Rank the jobs according to how desirable they would be for you and then compare your list with another student.

a care assistant	a marketing manager
a football manager	a plumber
a GP	a teacher
a househusband/housewife	a psychiatrist
a journalist	a social worker
a construction worker	a stockbroker
a management consultant	a street cleaner

3. Read the article below and answer the questions.

- A) Do you agree that young people should start their preparations for adulthood as early as in secondary school?
- B) Have you done / Are you doing an internship? How helpful has it been/can it be?
- C) Do you agree that job candidates should blog?
- D) How have you been making yourself visible on the job market?
- E) Has the university career office been helpful in terms of helping you/someone you know land a job?
- F) How do people your age often find jobs?

6 Things You Must Do To Get Your First Job After College

By Susan Adams, NOV 12, 2012, The Little Black Book of Billionaire Secrets

Create a LinkedIn profile, do an internship, find a mentor and start networking by the time you are a freshman.

November may seem awfully early in the school year to be thinking about how you're going to get a job when you graduate. But Dan Schawbel, Forbes contributor and founder of Millennial Branding, a one-man research and consulting firm that focuses on so-called Millennials or Generation Y, aged 18–29, the new generation of college students needs to get mobilized much earlier than spring of senior year. Schawbel, who is 29 and the author of a book about personal **branding**, *Me 2.0: 4 Steps to Building Your Future*, says students should take action as early as high school, if they are going to map out a promising track to getting a job straight out of college.

The majority of college students are not doing this. A new study Schawbel put together with college research website StudentAdvisor.com, underlines his **contention**.

I talked to Schawbel about the results of the study and asked him what students should be doing to set themselves up for jobs when they graduate. The study was relatively small—a survey of 200 students across the country taken in August 2012. But Schawbel says it's borne out by his research among members of Generation Y. Here is his advice for students:

1. Create a LinkedIn profile.

Schawbel says young people should do this as early as their senior year in high school. Even if the profile is just a **bare-bones** list of where you attend high school, your **extra-curricular** activities, including awards or **accolades**, what you see as your skills, and a summary of the sort of career that may interest you, it's a good idea to create this early. Do include jobs you've held, like working at a summer camp or babysitting; they show you're **enterprising** and have shouldered responsibility. As you grow and accumulate more work experience, you can delete your early jobs and add new ones.

I'll add one more LinkedIn strength: It can be extremely helpful to start building your list of connections early. Most adults you know have LinkedIn profiles with multiple contacts. Do connect to as many people as you can.

Schawbel says most students figure that because they already have a Facebook page, they are doing sufficient social networking. But most employers don't troll Facebook looking for job candidates. "It looks good if employers can find you on LinkedIn," insists Schawbel, who predicts it will remain the pre-eminent professional social networking site in the foreseeable future. Among college students, the survey showed that only a third have a presence on LinkedIn. You will stand out from the competition if you create a LinkedIn account.

2. Establish a presence on WordPress or through your own blog.

According to the survey, only one in nine students has a presence on WordPress, which Schawbel says is the best site to put together a personal blog. He also advocates buying your own domain name through a service like GoDaddy.com, and then installing WordPress on the site you have created. What should young people blog about? If you don't know what career path you want to pursue, pick a personal interest and write about that, whether it's pop music or tennis or Model United Nations. It's preferable if you can **zero in on** a professional topic like marketing, but if you can't, do write about a subject that interests you.

3. Get an internship as early as possible.

Like establishing a LinkedIn profile and a blog, Schawbel believes it's never too early to start interning. According to the survey, students know that internships are valuable but they are failing to land them. Some 85% said they believed having an **internship** is either important or very important for their career and 52% said they hoped to have had three or more internships before graduating. But only 40% had done at least one internship thus far.

Schawbel says the best internships to get early on are with companies that have wide brand recognition. The summer of his junior year in college, Schawbel interned at Reebok. He is convinced that having the Reebok name on his résumé helped him land a marketing job at data storage company EMC the July following his graduation. "The reality is I did almost nothing at Reebok," he says **bluntly**. "But brand names open doors."

4. Get creative about finding a mentor.

Of the students surveyed, 70% said they had at least one mentor. Of that group, the greatest share, 37%, named their parent as their mentor, while 28% said they relied on a professor, 21% said they used a family or friend and 17% said their current or former employer was a mentor. Just 10% said they found a mentor through social

networking. Schawbel understands why students turn to parents, family and friends, but he recommends making use of social networks. Unless your parents work in the field you want to pursue, they are not going to be able to help you most effectively.

“You’ve got to find someone who is doing what you want to do,” says Schawbel. He recommends doing an advanced search on LinkedIn for the company and field where you want to work. For instance, if you want to work in marketing and MTV is your dream employer, enter those two search terms and see who comes up. Or if you’re interested in human resources and you fantasize about working at Microsoft, search on those words. Send off emails to the people you find and ask if they will meet with you. To me this seems like a long shot but Schawbel observes that many adults perceive such an approach as impressive, and you only need one person to say yes. “If you get one mentor, it can change everything for you,” he notes.

I’ll add one suggestion to Schawbel’s: If you are directed enough to know the field and company where you want to work, ask your parent to do a search on their LinkedIn accounts. If you have a connection through your mom or dad, that can yield a fruitful way to approach someone.

5. Use your school’s career services office.

Though this seems like the most obvious way to get career help, the study reveals that only 29% of students use their college’s career office. In the best case scenario, the office will connect you with an alum who works in your field of interest who will help you get a job. Though career offices can also help with résumé and cover letter writing, and job interview preparations, the most powerful resource is the alumni database. At my alma mater, Brown University, there is an online **alumni** database, BRUnet, with more than 5,300 alumni registered who are willing to share their career experiences with Brown students or alumni. Other universities have similar resources. Take advantage of them.

6. Join a professional development or industry-specific group.

According to the study, only 22% of students belong to a professional development or industry-related group. This is another **untapped** resource. Most schools have college or university chapters of big professional groups. Some examples from Schawbel’s files: Boston University has a chapter of the American Marketing Association. The University of Illinois has a Finance Club and the University of Northern Iowa has an Accounting Club. These groups can connect you to **established** professionals in your area of interest. This is a great way to make mentoring connections and to form relationships that are likely to be helpful in the future.

Schawbel insists that the old-fashioned idea of spending your time at college exploring intellectual **pursuits** and putting off entry into the real world of work is no longer relevant. If you haven’t started networking, putting together a LinkedIn

profile and doing internships in high school, you should start your freshman year. Don't put it off, he admonishes: "The longer you wait, the worse off you are."

Source: <https://www.forbes.com/sites/susanadams/2012/11/12/6-things-you-must-do-to-get-your-first-job-after-college/#127282e07f74> [accessed: 17 May 2021].

4. Find the definitions for the items of vocabulary below.

- | | |
|--------------------------------------|------------------------|
| a) branding | g) to zero in on |
| b) contention | h) an internship |
| c) bare-bones | i) bluntly |
| d) extra-curricular activities | j) alumni |
| ..... | k) untapped |
| e) accolades | l) established |
| f) enterprising | m) pursuits |

5. What do you value the most when it comes to work? Put the factors in the order in which you value them and then compare your list with your partner's.

- | | |
|-------------------------------|----------------------------------|
| money | working conditions |
| praise and recognition | atmosphere |
| opportunities for development | working for a well-known company |
| flexible hours | promotion opportunities |
| being challenged | perks |

6. In pairs/groups of three, answer the questions below.

- A) What are advisable things to do before meet an interviewer?
- B) How did you prepare for your first and last job interviews? Were they successful?
- C) What would you have done differently?
- D) What do you think helped win the recruiter over?

7. What are the most popular questions during job interviews?

- A) In pairs, try to list at least five.

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B) Compare your list with the questions provided by the teacher. Which questions are the trickiest and why? What would be the best answers to them? You can make notes.

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8. Discuss in pairs/groups of three.
- A) Is there anything you should never discuss during an interview? Why shouldn't you discuss it?
 - B) Would you lie/embellish the truth on your resume or during a job interview in order to get the job you wanted?

C) Would you be willing to relocate for the job? If the answer is yes, what would it depend on?

D) Would you accept a salary below what you normally earn if the job was interesting?

9. Work in pairs and choose one of the jobs listed below, then prepare for a job interview. You are going to take turns interviewing each other for the chosen positions and provide each other with feedback on your performance.

a care assistant

a football manager

a GP

a housekeeper

a journalist

a management consultant

a construction worker

a marketing manager

a plumber

a teacher

a psychiatrist

a social worker

a stockbroker

a street cleaner

KEY

4.

a) branding – *the process involved in creating a unique name and image for a product in the consumer's mind*

b) contention – *disagreement*

c) bare-bones – *reduced to or comprising only the basic or essential elements of something*

d) extra-curricular activities – *(of an activity at a school or college) pursued in addition to the normal course of study*

e) accolades – *an award or privilege granted as a special honour or as an acknowledgement of merit*

f) enterprising – *resourceful, creative*

g) to zero in on – *to focus on something, to direct all of one's attention to*

h) an internship – *the position of a student or trainee who works in an organization, sometimes without pay, in order to gain work experience or satisfy requirements for a qualification*

i) bluntly – *directly, all out; (also) rudely*

j) alumni – *(sing. alumnus) a former pupil or student, especially a male one, of a particular school, college, or university*

k) untapped – *(of a resource) not yet exploited or used*

l) established – *having existed or done something for a long time and therefore recognized and generally accepted*

m) pursuits – *activity; (also) hobby*

7. B)

Potentially tricky questions are highlighted:

1. **Tell me about yourself.**
2. What are your greatest strengths?
3. **What are you greatest weaknesses?**
4. Why should we hire you?
5. What are your salary expectations?
6. **Why are you leaving or have you left your job?**
7. Why do you want this job?
8. How do you handle stress and pressure?
9. Describe a difficult work situation and how you handled it.
10. What are your goals for the future? / Where do you see yourself in 5 years?

Source (most popular questions with answers): www.thebalancecareers.com/top-interview-questions-and-best-answers-2061225 [accessed: 17 May 2021].

8. A)

Suggested answer: Criticising your former employer is synonymous with shooting yourself in the foot.

Pytania 1, 2, 3, 5, 6, 8 B–D i 9 nie wymagają klucza.

HOW TO BE HAPPY IN YOUR JOB

“Your work is going to fill a large part of your life and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven’t found it yet, keep looking and don’t settle. As with all matters of the heart, you’ll know it when you find it.” – Steve Jobs

1. In pairs/groups of three, discuss the questions below.

- A) What do you consider the most satisfying and dissatisfying aspects of your work?
- B) What advice would you have given your past self when you were starting work?
I would have told myself (not) to
- C) Look at the quotation at the top of the page. How realistic is Jobs’ approach?
- D) Did you settle for your job or did you choose it?
- E) Is there a time in the week when you allow yourself not to think about work?
- F) How much time do you spend with your children (if you have any)? How much time do you spend pursuing your hobbies?
- G) Do you think a good work-life balance is attainable?

2. What do you value the most when it comes to work? Put the factors in the order in which you value them and then compare your list with your partner's.

- money
- praise and recognition
- working conditions
- perks
- atmosphere

- opportunities for development
- flexible hours
- being challenged
- working for a well-known company
- promotion opportunities

3. Read the article below and answer the questions.

A) What did Moen do when she saw little progress in establishing paid-maternal leave?

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B) What did the experiment described in the TOMO paper entail?

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C) What were the results of the experiment?

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D) What did Moen's and Kelly's research suggest about compartmentalising your work and home life?

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E) In Moen's opinion, what is the problem with the current work culture?

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F) What may be the problem with the so-called work-life balance?

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G) What should flexibility be about?

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H) Why didn't non-parents use flexibility?

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I) What may be overlooked by companies which introduce flexibility?

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J) What was Adams's problem?

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K) What was the initiative undertaken by CECP and what were its long-term effects?
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“Rethinking the Work-Life Equation”

It takes more than just policies to make a workplace truly flexible. The whole office culture has to change.

By Susan Dominius, FEB. 25, 2016

1. Phyllis Moen, a sociologist who was widowed when her two children were young, has made a career studying the challenges of working full time while raising a family. She was an early voice calling for the government to provide paid maternity leave and offer benefits for part-time workers but, eventually, when she saw no signs of progress, she began considering instead the ways that corporations could reconfigure work to address the realities of the modern employee, who was more likely than ever to be a single parent or part of a dual-income couple. “We wanted to do a field experiment at a corporation that reduced its hours,” she said, “but realized nobody would let us do that. We thought they would be more willing to experiment with giving workers more control.”

2. Moen, a professor at the University of Minnesota, and Erin Kelly, now a professor of work and organization at M.I.T., ultimately participated along with other colleagues in a large N.I.H.- and C.D.C.-funded research **endeavor** examining the **interplay** among work, family and health. In 2005, they started studying a pilot program that Best Buy initiated on its own, which granted workers almost total control of their schedules. More recently, Moen and Kelly set up another study in the technology department of a corporation that has chosen to remain anonymous but that they refer to as TOMO in a paper they published in American Sociological Review this month

3. In the TOMO paper, half the employees in the technology department were randomly assigned to a control group, which would continue operating under the company's usual policy (flexibility given at the manager's discretion). The other technology employees would participate in what they thought was a new initiative but was, in fact, part of Moen and Kelly's field experiment. The new policy was both radical and, in concept, simple: Workers in the experimental group were told they could work wherever, and whenever, they chose so long as projects were completed on time and goals were met; the new emphasis would be on results rather than on the number of hours spent in the office. Managers were trained to be supportive of their employees' personal issues and were formally encouraged to open up about their own priorities outside work – an ill parent, or a child wanting her mom to watch her soccer games. Managers were given iPods that buzzed twice a day to remind them to think about the various ways they could support their employees as they managed their jobs and home lives.

4. The research found that employees in the experimental group met their goals as reliably as those in the control group, and they were, in short, much happier: They were sleeping better, were healthier and experienced less stress. Other studies examining the same workplace found that the effects even cascaded down to employees' children, who reported less **volatility** around their own daily stresses; adolescents saw the quality of their sleep improve. A year out, and then three years out, employees in the experimental group reported less interest in leaving the organization than those in the control group.

5. By asking managers to acknowledge openly the demands outside work, Moen and Kelly were **subverting** certain conventions of office culture. For years, an image of professionalism was closely tied, perhaps especially for women, to a strict respect for boundaries – to the presentation of the self, at the office, as someone wholly **unencumbered** by the messiness of home life. Those boundaries, Moen and Kelly's work suggested, were possibly counterproductive.

6. Most companies have already come around to seeing that flexibility is important for recruitment and retention of employees: 63 percent of employers already allow "some" employees to work from home on an occasional basis, according to one major study, up from only 34 percent as recently as 2005. Moen and Kelly's study saw significant results in a workplace that, in fact, already had a flexibility policy. But Moen believes that "the mother-may-I approach" to flexibility – one that relies on manager **discretion** – holds too many people back from acting on the policy. Instead, she wants to **overhaul** corporate culture so that flexibility is a living, breathing, **vital** aspect of work, a **default mode** rather than a privilege. In her focus on execution, if not specifically her approach, she is in the company of a host of academics and professionals who are all trying to answer the same question: How do companies that believe in giving their workers more control over their schedules actually make it work?

7. Moen and others have recognized that the first step in shifting how employers think about work flexibility is changing the language used to characterize why

they need it. For years, employees and human-resources professionals spoke of the **ubiquitous** desire for “work-family balance.” But as Marcee Harris Schwartz, who is in charge of flexibility at the national accounting firm BDO U.S.A., puts it, “when you think of balance, there’s work on one end of the **fulcrum** and life on the other, and when one is up the other is down – so it’s like a zero-sum game.” At best, balance is perhaps an unrealistic goal: a state of grace in which all is aligned. “Balance is something you want but can never have,” says Cali Yost, whose specialty is helping businesses implement flexibility strategies. She started referring to “work-life fit” to capture the way workers try to piece the **disparate** parts of their lives together. (The American Psychological Association and the Society for Human Resource Management have started to use this term as well.)

8. The phrase is also not **gendered** in the way that anything **evoking** “family” **invariably** is. Part of changing workplace culture to encourage flexibility, Yost argues, is making it gender-neutral. Flexibility, she says, should be seen not as a **perk** to work around the inconvenient fact that some people have children, but as a way of **enhancing** the performance (and happiness) of both men and women, parents and the childless alike.

9. “So much of these issues are about cultural subtlety,” says Rachael Ellison, a coach who specializes in helping employees and employers manage leave and the transition back to work. How do the companies **reinforce** the idea that flexibility is open to all and not reserved for the few, the desperate or the highly privileged? In a nationwide survey, as many as 96 percent of employees said that they have some degree of flexibility, but only 56 percent believed that their company was very supportive of that option. And in a survey the Families and Work Institute conducted last year, 40 percent of respondents said that they agreed that in their work environment, people who asked for time off or for alternative work schedules to address personal or family needs were less likely to get ahead.

10. In 2008, BDO was one of those organizations that had “flexibility, but people weren’t using it,” Harris Schwartz says. It did not feel normalized within the culture, especially for nonparents. A study the firm conducted early on found that men and single people without children were the people who felt least able to manage their work-life fit, presumably because they felt least **entitled** to take the leave offered to them.

11. Partly for recruiting reasons, BDO wanted that to change. Harris Schwartz started working with Yost, and BDO devoted considerable resources to overhauling the culture. BDO started an internal education campaign, involving employees in sessions with senior executives in which they brainstormed about how a flexible workplace could improve the company’s performance. They hung dozens of posters of happy employees working remotely – one was fishing in Oregon, another ballroom dancing. (“Pursuing my passion for dancing restores my energy so I not only feel better, I work better.”) They posted stories of flexible arrangements on their internal social-media site and encouraged senior managers to address flexibility when they spoke publicly. “My name is Jack Weisbaum,” the company’s then

chief executive announced a year into the initiative, to a team of senior managers, “and I am a flexible worker.” He was on the road for work most days of the week, but when he was not, he was running the entire national operation from his home office in Florida.

12. Early on in the initiative, BDO asked its employees how they perceived that flexibility was viewed at the firm. At the time, only 32 percent of them believed that “employees who are on a management or leadership track have the option to move off that track and back on it when they are ready.” In 2013, five years into the initiative, the number who thought that increased to 66 percent.

13. Yost and Ellison believe most companies that put in place flexibility and leave initiatives never devote adequate resources to helping employees actually use those policies effectively. Ellison was eager to give credit to a small business in Harrisburg, Pa., that she considered an example of one that was doing it right. WebpageFX is a growing, 100-person start-up that has tried to ease employees’ management of work and their personal lives. A few years ago, the company’s chief executive, William Craig, started thinking about parental leave when his first wave of millennial workers started having children. Craig focused on how his business might use technology to ease their transitions to and from leave. Communication about a given project, for example, was moved from individuals’ email accounts to a shared data platform so that employees returning could immediately catch up. “It was extremely well choreographed,” Ellison said. “They created a system that would allow people to shuffle work around and share work seamlessly, which is the key.”

14. Flexibility was already incorporated into the company’s culture, with explicit guidelines. “It is possible for family members to leave at 4 each day if they come in at 8 and don’t take any breaks throughout the day,” states one policy. “Extended lunch breaks are fine to take,” reads another in the wiki site that serves as the firm’s online handbook. Each employee is automatically granted one hour of flexitime a week and can ask for more, so that if he needs an hour (in addition to lunch) to run an errand, or meditate, or see a therapist, he can freely do so and make that time up at whatever point is most convenient. An employee at the company created a program so that the fobs people swiped when they entered and left the building would register on an internal web page, reflecting who was in and out of the office at all times.

15. “Millennials love transparency,” said Craig, who is 37. His approach to flexibility is, in some ways, highly regimented, and in stark contrast to the approach Moen prefers, which is based on the assumption that strict oversight of actual hours undercuts a results-based philosophy. The underlying message of both approaches, however, is the same: This company acknowledges your life outside the office and wants to accommodate it.

16. Workplace stress often is more accurately described as workplace guilt, an especially corrosive form of **distress**: It’s that feeling that nags at you as you rush into the office, sweating, knowing that you are already late, or as you slip out for

a “meeting” that is, in fact, a much-needed haircut appointment. “What people told us, over and over again, was that the new policy removed the guilt,” said Kelly, Moen’s collaborator in the TOMO study. “We heard that word a lot.”

17. Not every corporation is willing to invest years of brainstorming as BDO did or make the kind of **bold** cultural shift that TOMO did (and that Best Buy did even earlier, until new leadership ended the unquestioned work-from-home and flextime policies in 2013). But sometimes there is little more than tradition holding organizations back from making meaningful changes that bring tremendous peace of mind to their employees.

18. For years, Sara Adams commuted from her home in Connecticut to her job on Wall Street at CECP (formerly called the Committee Encouraging Corporate Philanthropy), a nonprofit consortium of Fortune 500 companies devoted to fostering social change. The company had a flexibility policy, which allowed people to work from home the same day each week, which she did. But the other four days, Adams, CECP’s senior director of communications and marketing, endured a nearly 90-minute commute, forever anxious about not quite making it to the office by the 9 a.m. start time, as specified in the CECP handbook.

19. She and her colleagues had talked about **tweaking** the handbook to make incremental changes allowing for more flexibility – maybe relaxing the start time or streamlining a form required to work from home – but it was not until the company hired a new strategic director, Barb Short, who came from a more flexible work environment, that Adams and her colleagues reimagined how their office could work. The organization was expanding, and the physical space was tight. What if CECP tried a pilot program during which all employees were encouraged to work up to two days a week from home, with managers keeping a close eye on whether they were still reaching goals? No one would feel either privileged or resentful; it would be a **blanket** policy, seen as good for the company as a whole, not just for individuals. And what if they made it clear to employees, with a written document and in personal conversations, that management assumed they were high performers – and that employees could therefore assume that no one was eyeing the clock, so long as they showed up before 10 most days, worked a full day and completed their assignments?

20. In December, the company began a pilot program, which explicitly encouraged its employees to undertake some sort of alternative schedule – work two days a week at home, arrive and leave earlier or later, or some combination of both. Overnight, Adams felt liberated from that chronic sense of having failed a little before the day had even started; she was also spared days of **gruelling** commutes. “I wish we had tested our stress levels before and after we started the pilot,” she says. Across the office, teams met goals with less tension and enjoyed more breakfasts with their children, more visits to the gym, more time with aging parents, less time wasted on subways.

21. Adams is amazed at how easy the transition has been. She is also aware that despite her senior position in a progressive organization, even she did not have the

vision – until that moment of institutional growth – to rethink things to the extent that CECP ultimately did. Once change did happen, the rewards were immediate. When Adams told her daughter she would be working from home two days a week, she said, “There was a lot of cheering in my house.’

Source: <https://www.nytimes.com/2016/02/28/magazine/rethinking-the-work-life-balance-equation.html> [accessed: 17 May 2021].

4. Match the vocabulary from the article to the definitions below.

volatility to subvert unencumbered at your discretion to overhaul vital
 a default mode ubiquitous fulcrum gendered to evoke invariably perks
 to enhance disparate to reinforce entitled distress bold to tweak blanket gruelling
 endeavour interplay

- a) a preselected option adopted by a computer program or other mechanism when no alternative is specified by the user or programmer –
- b) relating to people of one particular gender –
- c) unburdened –
- d) to overthrow from the foundation –
- e) daring/unafraid –
- f) covering all cases or instances –
- g) to improve/boost –
- h) to strengthen –
- i) anxiety –
- j) to introduce subtle changes –
- k) omnipresent –
- l) essential/very important –
- m) incentives –
- n) contrasting/diverse –
- o) unpredictability –
- p) to renew/modernise –
- q) (here) consideration –
- r) having a right to (do) sth –
- s) (here) spectrum –
- t) unchangingly –
- u) to cause –
- v) exhausting –
- w) enterprise/venture –
- x) relationship/exchange –

5. Choose expressions you consider the most useful from the previous task and write sentences using them.

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6. Discuss in pairs/groups of three.

- A) How efficient are you at work?
- B) Would you like more flexibility at work or are you satisfied with your current arrangement?
- C) Have you ever worked remotely? How did you do?
- D) What aspects of your job would have to change to increase your job satisfaction?

KEY

3.

- A) Para. 1 – She began considering how corporations could change work to address the realities of modern-day employees.
- B) Para. 3 – Employees of a certain corporation were split into 2 groups and the experimental group was told that they could work whenever and wherever and the control group worked as usual.
- C) Para. 4 – The groups achieved similar results, but the members of the experimental group were simply happier. Even their children felt the positive effects of the change. After 3 years, the members of the experimental group reported less interest in leaving the company.
- D) Para. 5 – That keeping clear boundaries may be counterproductive.
- E) Para. 6 – Flexibility is still as a privilege depending on the manager and not a default mode.
- F) Para. 7 – You can never have it.
- G) Para. 8 – It should be about improving work performance and happiness of everyone regardless of whether they are men or women, parents or childless.
- H) Para. 10 – Not having as many obligations at home, they felt the least entitled to it.
- I) Para. 13 – “[...] most companies that put in place flexibility and leave initiatives never devote adequate resources to helping employees actually use those policies effectively.”
- J) Para. 18 – “The company had a flexibility policy, which allowed people to work from home the same day each week, which she did. But the other four days,

Adams, CECP's senior director of communications and marketing, endured a nearly 90-minute commute, forever anxious about not quite making it to the office by the 9 a.m. start time, as specified in the CECP handbook."

K) Para. 19 – "In December, the company began a pilot program, which explicitly encouraged its employees to undertake some sort of alternative schedule – work two days a week at home, arrive and leave earlier or later, or some combination of both."

Para. 20 – "Across the office, teams met goals with less tension and enjoyed more breakfasts with their children, more visits to the gym, more time with aging parents, less time wasted on subways."

4.

- | | |
|--------------------------|------------------------------|
| a) <i>a default mode</i> | m) <i>vital</i> |
| b) <i>gendered</i> | n) <i>to overhaul</i> |
| c) <i>unencumbered</i> | o) <i>at your discretion</i> |
| d) <i>to subvert</i> | p) <i>entitled</i> |
| e) <i>volatility</i> | q) <i>fulcrum</i> |
| f) <i>bold</i> | r) <i>perks</i> |
| g) <i>blanket</i> | s) <i>disparate</i> |
| h) <i>to enhance</i> | t) <i>invariably</i> |
| i) <i>to reinforce</i> | u) <i>to evoke</i> |
| j) <i>distress</i> | v) <i>gruelling</i> |
| k) <i>to tweak</i> | w) <i>an endeavour</i> |
| l) <i>ubiquitous</i> | x) <i>interplay</i> |

Zadania 1, 2, 5 i 6 nie wymagają klucza.

HOW TO DEAL WITH DIFFICULT PEOPLE

1. Discuss the questions below in pairs.

- A) What type of clients do you find a challenge to deal with?
- B) Tell your partner about the rudest client you've ever had to deal with. How did you handle the situation?
- C) What are your ways of coping with seemingly hopeless situations? Are there any things you shouldn't do under any circumstances when dealing with a difficult client? Try to make a list of do's and don'ts with your partner.

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2. Read the short article below. Which pieces of advice do you find the most useful? Are there any things you wouldn't do under any circumstances, e.g., apologise when it's clearly not your fault?

7 Steps For Dealing With Angry Customers

By Contributor; Aug 2, 2013, 09:26 AM

Opinions expressed by Forbes Contributors are their own.

Customers get rude or angry for a variety of reasons—some justified, some not. But since you're in business to serve your customers, you'll likely encounter rude or angry individuals at one time or another. How you respond can make the difference between a customer who feels satisfied with the resolution and one who vows never to patronize your business again.

Here are tips for coping with a tense situation and hopefully resolving it to everyone's satisfaction:

1. Remain calm. When a customer starts yelling or being otherwise rude, there is nothing to be gained by responding in a similar manner. In fact, that will probably escalate hostilities. Maintain control of yourself, even if the customer's tirade makes you feeling like yelling yourself.

2. Don't take it personally. Remember, the customer is not angry with you, they are displeased with the performance of your product or the quality of the service you provide. Your personal feelings are beside the point.

3. Use your best listening skills. The first thing an angry customer wants is to vent. To do so, they need someone to listen—and, for better or worse, you are that person. Listening patiently can defuse a situation, as long as the customer feels acknowledged in his or her complaint. Hear them out. When they are done talking, summarize what you've heard and ask any questions to further clarify their complaint. Body language can be critically important here. Keep eye contact. Stand or sit up straight. Keep your arms uncrossed. Show how closely you're paying attention to their problem.

4. Actively sympathize. After the customer vents, he wants to know you understand where he's coming from and how he or she feels. Express sympathy for their unpleasant customer experience. Respect and understanding go a long way toward smoothing things over.

5. Apologize gracefully. Whether the customer's complaint is legitimate or not is really irrelevant. If you want her to *stay* a customer, you need to express an apology for the problem they are having (or perceive to be having). A simple,

straightforward statement is often all that's needed: "I'm sorry you're not happy with our product. Let's see what we can do to make things right."

6. Find a solution. Once you understand why the customer is unhappy, it is time to offer a solution. Ask him what he feels should be done or put forward your own fair and realistic answer to the problem. In most cases, that's all the customer is looking for—and may result in providing some degree of satisfaction.

7. Take a few minutes on your own. After the situation has been resolved and the customer is on her way, it's helpful for you to take your own "time-out." Even if you've handled the situation in the most professional way possible, it's still a stressful experience. Rather than let that stress linger inside you, take a short walk, treat yourself to a snack or find someone to talk to who makes you laugh. Then you'll be ready to once again engage with your customers.

<https://www.forbes.com/sites/thesba/2013/08/02/7-steps-for-dealing-with-angry-customers/#1b9bf83a6d27> [accessed: 17 May 2021].

3. What types of difficult clients do you know? Discuss in pairs.

4. Read the short article below. Which of the clients have you had the (dis)pleasure of meeting? Are there any solutions you find useful/inapplicable to your situations? Which ones you couldn't possibly use and why? Discuss in pairs.

15 Types of Difficult Clients And How to Deal With Each of Them

By Dominyka Jurkštaitė

If you work in advertising, you know what it's like when a bad client comes along. Thankfully, the staff of Coplex (formerly Ciplex) have been observing a variety of clients in their native habitats for some time now, and they've come up with a handy field guide on how to approach this temperamental species.

The guide identifies 15 specimens most agencies have likely come across, but it doesn't stop at just telling you what you already know about them. Special 'care and feeding' instructions are provided, making it easier to tame these savage beasts the next time you happen upon them in the wild. It's worth noting that the word 'no' is a fairly effective command, if in doubt.

Consult the Field Guide to the Wonderful World of Clients for yourself below, and be prepared the next time Mr I Need This done Yesterday walks through your door.

More info: Coplex (h/t: DigitalSynopsis)

1. Mr "I Needed This Done Yesterday" – General lack of awareness of the space-time continuum; belief that simply having ideas means work is completed. Recommendation: Be straightforward – if they expect the impossible, educate them to reality.

2. Mr “I’m Not Really Sure What I Want” – Constant change of heart; says one thing on a call but has a completely different opinion in an email an hour later.

Recommendation: Get everything in writing once an approach is decided upon; reject major course-correction after the fact.

3. Ms “Everything’s an Emergency” – Firm belief that she is the only client you could possibly have and therefore is deserving of 100% of your time.

Recommendation: Establish clear timetables and meet all deadlines so you can show the client everything is on track. Remind them that you do have other clients.

4. Mr “What’s a Weekend?” – Sending emails at 3 am every day; scheduling meetings for after business hours; wondering why you didn’t complete that project on Christmas Day.

Recommendation: Don’t be afraid to say no if what they want will take too much of a toll on your staff.

5. Ms “I Hate It For No Reason” – Propensity for latching onto a small feature, colour, font or word in a project and bringing work to a grinding halt as a result.

Recommendation: Don’t ask about their favourite colour, ask what they want to accomplish. Display your expertise by recommending options that achieve those goals. If they’re still unhappy, consider dumping them.

6. Mr “Hey, What’s That Over There, aka, I Assumed This Was Included” – Insistence on getting a little bit more out of your team each time you talk; frequent requests to expand the scope of the project.

Recommendation: Agree to do out-of-the-scope work only at an added upfront cost.

7. Ms “What You Did Was Great, but We Now Want Something Completely Different” – Dream client, until you deliver the finished project and they realise they want to go in a different direction entirely.

Recommendation: Make it clear that additional costs may apply if what they are asking for is far beyond the scope of the original price quote.

8. Ms Lurker – disappearing for weeks or months at a time, then suddenly bombarding you with requests that need to be done immediately.

Recommendation: The best way to block a sneak attack is to be prepared; set the same expectations for all clients. If your process takes three weeks for everyone else, it will take three weeks for them, too.

9. Mrs “We Don’t Have a Deadline – Oh, Wait, Yes, We Do and It’s Tomorrow” – Flightiness, often in terms of being out of the corporate loop.

Recommendation: Agree on a timeline as soon as possible and remain confident in rejecting requests that will endanger deadlines or projects for other clients.

10. Ms “I Don’t Know What I Want But I Know It Isn’t That” – This client may not know what she wants, but she certainly knows what she doesn’t want – and it’s probably everything you’re proposing.

Recommendation: This moving target has the potential to cause a lot of heartache for you; it might be best to put out the “no vacancy” sign for this client.

11. Mr “This Will Cost Extra, aka, I Emptied My Bank Account For This” – Penny-pinching, bean-counting, whatever you want to call it, this client is extremely concerned about the budget – to the letter.

Recommendation: Agree upfront on the scope of the project – if they can’t pony up more cash for the extras they want, you just can’t do it.

12. Mr “I Don’t Really Care; Just Do Whatever You Want” – Complete hands-off approach, lack of key information even when pressed for it.

Recommendation: Take advantage of the freedom this client provides, but always require client buy-in at critical stages to head off major reworking.

13. Ms “This Won’t Take 5 Minutes?” – A belief that they can do what you do in a much shorter time frame than is possible.

Recommendation: As this person is clearly detached from reality, tell them why what they want won’t take just 5 minutes.

14. Mrs “I Care So Much That It Hurts” – Comes to the table with an extremely specific approach with little room for your ideas, so much so that you begin to wonder why she hired you at all.

Recommendation: Be clear on what she is trying to accomplish, but don’t be afraid to frankly tell them when their approach won’t work.

15. Mr Decision by Committee – Usually housed at large corporations, this client does everything by committee – even deciding on minor wording or irrelevant aspects of projects.

Recommendation: Force them to agree on a single contact person responsible for the majority of the relationship, even if you are still dealing directly with others on the committee. This will allow for at least one comprehensive view of the entire project.

Adapted from: <https://www.boredpanda.com/types-of-clients-guide-ciplex/> [accessed: 17 May 2021].

5. Roleplay these situations with your partner. Swap roles (client/employee) after roleplaying each of the situations.

A) They are angry because they think processing their documents is taking too long.

- B) They fail to understand that they haven't submitted an important document and you need it to proceed.
- C) They are asking you a lot of questions which you consider stupid (e.g. "Are all these documents really necessary?", "Is the deadline really the deadline or can I submit the documents later?", etc.)
- D) They are clearly unsure what they want from you.

6. In pairs, discuss the questions below.

- A) Do you enjoy working with people or do you prefer working on your own?
- B) Have you ever argued with a co-worker? What was the reason?

7. Read the short article below and mark the ones you/your coworkers are guilty of. Do you think you're easy or difficult to work with? Discuss in pairs.

"29 unprofessional habits that make everyone at work hate you"

By Rachel Gillett, May 14, 2018, 4:17 PM

No one wants to smell the hard-boiled eggs you're eating at your desk.

Everyone has bad workplace habits. Whether you realize it or not, they could be driving your coworkers nuts. You're best avoiding certain habits at work, like eating smelly food at your desk or talking politics.

Americans with full-time jobs spend about a third of their weekdays at work.

So it's understandable that in all that time you spend around your coworkers and bosses you've let a bad habit or two slip.

Many of these office faux pas, however, may be avoided – you just need to know what it is that drives everyone around you nuts. For the sake of your office companions, take a moment to remind yourself what behaviour at work may be negatively affecting others.

1. **Showing up late to work** – "Punctuality is critical," says Rosalinda Oropeza Randall, an etiquette and civility expert and author of "Don't Burp in the Boardroom." "The professional thing to do is to arrive on time, ready to do what is expected. It's not like they just sprung this job on you," she says.

2. **Rolling in 10 minutes late to every meeting** – Similarly, arriving late to meetings shows that you don't respect your coworkers.

3. **Calling in sick when you aren't** – "Remember the adage that half of life is showing up," Oliver says. You won't prove you deserve the promotion if you call in sick every few weeks.

4. **Eating particularly smelly food at your desk** – Eat lunch at your desk at your own peril. Experts say it's unhealthy and makes you less productive. But eating lunch at your desk doesn't just affect you – foods that are messy, crumbly, smelly, or noisy can have a serious impact on your coworkers' productivity.

5. Being negative all the time – “There’s nothing as energy-draining as having to deal with a pessimistic coworker,” Rosemary Haefner, chief human-resources officer for CareerBuilder, tells Business Insider. “Things do go wrong, but even when they do, focus your energy towards what you’ve learned from a bad situation.”

A recent CareerBuilder survey shows that a majority of employers – 62% – say they are less likely to promote employees who have a negative or pessimistic attitude.

6. Playing ‘20 Questions’ on every new assignment – These are the kinds of questions that prove you really don’t want to do the assignment or illustrate you only want to hear yourself talk.

7. Being a slob – When you clog the office kitchen sink and leave your garbage around, who exactly are you expecting to clean up after you? “Leaving your mess behind shows lack of responsibility or consideration, arrogance, and immaturity,” Randall says.

Employees who don’t clean up after themselves can hurt their chances for a promotion in the eyes of 36% of employers.

8. Being distracted during meetings – Texting, surfing the web on your laptop, instant messaging, emailing – doing any of these things during a meeting shows everyone else in the meeting, especially your boss, that you’re not paying attention.

9. Interrupting – While participation can earn you some brownie points, bad timing can wipe those points away.

10. Knowing it all – “Piggybacking with a comment either to outdo, correct, or worse, rephrase the comment and claim it as your original thought, is a sure way to make your coworkers’ eyes roll,” Randall says.

11. Bragging – “When we’re proud of an accomplishment or about something good that happens to us, it’s natural to want to share the news with others,” Randall says.

12. Grooming yourself at your desk – Seriously, if you need a touch-up, just go to the bathroom.

13. Practicing poor hygiene and grooming – Your boss may wonder whether your attitude about how you present yourself extends to your work. “Burping, passing gas, picking your teeth, adjusting your body parts, and rarely showering are not just unprofessional behaviors for the workplace, but they’re pretty darn gross as well,” Randall says.

16. Nosiness – you really don’t have to know everything about your coworkers.

17. Unseemly bathroom chatter – “Cornering someone in the restroom to hold a conversation, especially when they are in their private stall, is awkward and intrusive,” Randall says. If you must converse, at least wait until you’re washing your hands.

18. Selling stuff – Some companies prohibit soliciting at work because it takes up work time and places people in an awkward position. Breaking the rules could be grounds for firing.

19. Soliciting signatures, volunteers, or donations – Most companies discourage or forbid promoting personal causes, especially on company time because it’s deemed disruptive.

- 20. **Getting drunk on the job** – Is a comment really necessary?
- 21. **Commenting on someone’s appearance** – Even if you see it as a compliment, your coworker may view your comments about their appearance as harassing or discriminatory.
It’s best to stick to valid compliments pertaining to work rather than how you think someone looks.
- 22. **Being too noisy** – Being noisy, especially in an open office, has a significant effect on your coworkers’ focus and productivity, and the noise could hurt business if it carries into an important phone call.
- 23. **Making personal calls all day long** – If the topic of conversation is of delicate nature, be sure to keep it private. One overheard juicy tidbit can spread like wildfire.
- 24. **Being overtly cliquy** – Don’t be like Mean Girls.
- 25. **Spreading out** – Don’t be the one who edges into other people’s personal space
- 26. **Swearing** – Swearing demonstrates to others that you aren’t able to calmly and thoughtfully deal with a situation, and it could make you the last resort in an even more difficult or extreme dilemma.
- 27. **Displaying nervous habits** – Jingling your keys, tapping your pen, shaking your leg, constantly checking your phone, chewing gum, biting your fingernails, scratching your head, etc.
- 28. **Avoiding work social events** – never attending company-hosted events, declining coworker lunches, and calling in sick on team building days gives the impression that you are antisocial, arrogant and not a part of the team.
- 29. **Obnoxious email habits** – From not including subject lines to sending ‘urgent’ emails that aren’t urgent, poor email form can really rub your coworkers the wrong way.

Adapted from: <http://www.businessinsider.com/ways-youre-annoying-coworkers-2017-11?IR=T#obnoxious-email-habits-29> [accessed: 17 May 2021].

8. Watch the video about dealing with difficult people (0:00 – 2:12) and fill in the gaps with 1–3 words.

The video: <https://www.youtube.com/watch?v=pmVF23QXY10> [accessed: 17 May 2021].

Difficult people can show up in many different forms. Some do 1) ...
....., cutting people off and talking over others, but never actually listening. Some are lazy, messy or unreliable. And others just have to get 2)
..... into every conversation. Difficult co-workers may constantly 3) what you say and try to make you look bad, while 4) for power and the boss’s attention. We all know these people. We are often placed in a situation where we have to deal with difficult and challenging people and having to interact with these people can lead to stress and 5) and drastically affect your mood. If you’re working

with anyone long enough, you are sure to encounter some conflict as you find a 6) If you don't deal with the situation, it will most likely get worse. Difficult people can be especially tough to deal with effectively if your self-confidence and 7) are low. The more you build these, the easier you'll find handling the situations you might find yourself in. So, let's look at a few strategies for dealing with difficult people.

The most important thing is to keep your cool and not be reactive, no matter how 8) the difficult person may be. By practising self-control, you can avoid escalating the 9) and will be able to use your better judgement to 10) these situations appropriately. If you feel your blood boiling and think you're about to burst, try taking a deep breath and counting to ten. This small amount of time can really help your emotions settle enough to stop an 11) No matter how senior we may be in an organisation or where we sit in the 12), we are all influenced by an emotionally-driven brain. The effect of this is when we are in conflict or 13) danger, the brain releases adrenaline and cortisol, which cause the body to be hyped for a fight or flight response. Our ability to analyse subjectively, think clearly and respond calmly are completely 14)

9. Watch another part of the video (2:13 – 4:23) and answer the questions.

- A) What is another great defusing tactic?
.....
- B) What do difficult people often do?
.....
- C) Why do they do that?
.....
- D) How do you shift the power?
.....
- E) What else can you do?
.....
- F) What might happen if you seem to be disinterested?
.....
- G) How do you listen actively?
.....

10. In pairs/groups of three, discuss – Have you ever used this technique?
How did it work?

11. Watch another part of the video (4:23 – 5:51) and complete the text with 1–3 words.

Be extremely mindful of your body language. An interesting statistic to keep in mind here is that only 7% of communication are the words that you're actually saying, 38% is made up of your 1) and expression, while 55% is your body language. A quick way to 2) anger a difficult person is to display body language that says you don't even want to hear their problem. Try to face them while keeping your arms open. Being closed up with arms crossed can show that you are not open to their 3), while being curled up and facing away can display a lack of confidence in yourself, giving off 4) of a weaker person. Think predator vs prey with these difficult people, but rather than fighting, you're using 5) communication techniques to shift the power of the conversation and ultimately disarm them. Now, in some situations, you may initially have a great relationship with the person 6), but they are being difficult over a specific issue. There are two factors that 7) a conversation: the topic being discussed and the relationship between the people having the discussion. Not being able to separate the two can lead to conflict and a 8) in the relationship. By separating the person from the issue and keeping it from being personal, you will have a better chance of 9) cooperation and keeping the respect of that friend. And always keep in mind – you may actually be your difficult person's difficult person!

12. Briefly discuss in pairs/groups of three – Have you learnt anything about yourself and other people today?

KEY

8.

1) all the talking, 2) the last word, 3) demean, 4) striving, 5) anxiety, 6) difference of opinion, 7) self-esteem, 8) animated, 9) encounter, 10) defuse, 11) outburst, 12) pecking order, 13) perceived, 14) compromised

9.

- A) Shifting the focus back onto the difficult person.
- B) They make you feel belittled and inadequate. They blame you for everything without offering any constructive solutions.
- C) Because they want to control the situation.
- D) By asking constructive questions and shifting the focus to what might be a solution to the problem for this person.

- E) You can actively listen to them to look for an opportunity to speak and take control in the coming moments.
- F) That will further infuriate them and make them keep trying to make you a scapegoat.
- G) You actually listen to their words, without cutting in, nod your head to acknowledge you understand what they're saying, summarise what they said from their point of view and ask questions.

11.

- 1) tone of voice, 2) further, 3) point of view, 4) the vibe, 5) subtle, 6) in question, 7) make up, 8) breakdown, 9) encouraging

Zadania 1–7, 10 i 12 nie wymagają klucza.

TIME MANAGEMENT

Tomorrow (noun) – A mystical land where 99% of all human productivity, motivation and achievement is stored.

1. In pairs/groups of three, discuss.

- A) How many hours a day do you work?
- B) Do you often feel that you are snowed under with work and always have a lot of catching up to do?
- C) How often do you check your email? Are there situations when you have to drop everything to “put out a fire”?
- D) Do you have a to-do list? Do you think it helps you organise your day?
- E) Can you multitask? What activities do you try to tackle at the same time?
- F) How tidy is your desk? Can you find everything without turning to patron saints of lost things?
- G) How often do you take breaks? How long are they?
- H) Do you have a tendency to procrastinate?

2. Read the article below and underline what you think may be useful advice for you. All students read the introduction and common productivity myths; then person A reads FOR THE MULTITASKER, person B – FOR THE PROCRASTINATOR and AT YOUR DESK, person C – FOR COMPUTER USERS and GET HELP, person D – FOR THOSE WHO POWER THROUGH. You may make short notes, as you are going to relate the highlights of your part to your partners.

“How to Make the Most of Your Workday”

By Phyllis Korkki

Do you often find your workday spiraling out of control? You start each day with a plan to get so much done, but soon find yourself becoming distracted, focusing on low-priority tasks and, simply, procrastinating. So how can you regain control of your time? One-size-fits-all lists on how to be more productive don't work; we'll outline productivity techniques that can be adapted to your personality and working style.

Three Basics of Productivity – Use these principles to help guide you through your workday.

All workers and workdays are unique. With fewer companies and employees **adhering** to a traditional 9-to-5 day, the differences in our workdays are becoming more **pronounced**. But putting those differences aside, three **overarching** ideas apply to all our productivity tips:

- Trust the small **increments**. You can't expect to change years of working habits overnight. Small changes in how you work can gradually add up to big changes in productivity. Try one tip to start, and keep adding more as you find the strategies that work best for you.
- Be accountable. Whether it's weekly check-ins with a co-worker or setting your own deadlines and announcing them to others, having to answer to someone else can often force you to get the job done.
- Forgive yourself. You are human: Accept that you are sometimes going to **slip up**, become distracted and have a bad day. It's more important to move on than to dwell on your mistakes.

FOR THE MULTITASKER

If you're trying to do three things at once, you're often accomplishing very little.

A biological impossibility

Think you can get more done by juggling multiple tasks at the same time? Try calling your co-worker while typing an email and checking your Facebook page. You may feel as if you're being productive, but you're probably not getting any of those tasks done efficiently.

We all have a limited amount of cognitive bandwidth – the number of thoughts and memories we can hold in our minds at any given time. Your brain may **delude itself** into thinking that it has more **capacity** than it really does, but it's really working extra hard to handle multiple thoughts at once when you are switching back and forth between tasks. Your ability to get things done depends on how well you can focus on one task at a time, whether it's for five minutes or an hour.

“Multitasking is not humanly possible,” said Earl K. Miller, a neuroscience professor at the Picower Institute for Learning and Memory at the Massachusetts Institute of Technology.

More errors and less creativity

When you multitask, you tend to make more mistakes. When you toggle back and forth between tasks, the neural networks of your brain must backtrack to figure out where they left off and then reconfigure, Dr Miller said. That extra activity causes you to slow down, and errors are more likely.

“People are much more efficient if they monotask,” he said.

Trying to multitask also **impedes** creativity, he said. Truly innovative thinking arises when we allow our brains to follow a logical path of associated thoughts and ideas, and this is more likely when we can focus on a single mental pathway for an extended period.

The brain is like a muscle: It becomes stronger with use, Dr Miller said. As with physical exercise, the more we strengthen our mental connections by focusing on one task to the exclusion of all others, the better we can perform.

How to monotask

To the best of your ability, set up a work environment that encourages the performing of one task at a time. It’s probably not realistic to think that we can block off hours at a time for a single task, but even **committing** to monotask for five minutes can yield productivity benefits.

Here are a few small changes you can make:

- Remove temptation – Actively resist the urge to check unrelated social media while you are working on a task. Some workers may need to go so far as to install anti-distraction programs like SelfControl, Freedom, StayFocusd and Anti-Social, which block access to the most addictive parts of the internet for specified periods.
- Work on just one screen: Put away your cellphone and turn off your second monitor.
- Move: If you find yourself losing focus – reading the same sentence over and over or if your mind continually wanders off topic – get up and briefly walk around, Dr Miller said. A brief walk around your office can lift your mood, reduce hunger and help you refocus.
- Work in intervals: Set a timer for five or 10 minutes and commit to focusing on your assignment for that amount of time. Then allow yourself a minute of distraction, as long as you get back to your task for another five or 10 minutes.
- When distractions take over become distracted – The tendency to become distracted is **primal**, so forgive yourself if you do. It arose in our earliest days as humans, when we needed to respond instantly to lions, tigers and other predators that threatened us, said Dr Miller. Every sensory input was deeply interesting, and our response to it was sometimes a matter of life or death. Our brain has not let go of this ancient survival mechanism; we still **crave** that informational tap on the shoulder, he said.

Fortunately, the more we work on focusing on one task at a time and ignoring distractions, the more we exercise the prefrontal cortex – the more evolved part of our brains. Then it becomes easier to focus.

Your notes:
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.....
.....

FOR THE PROCRASTINATOR

Accountability – whether it’s to yourself or to another person – can be crucial to your productivity.

Be accountable

To combat procrastination, **find an accountability partner**. This can be a colleague or a manager, whose role is to receive regular progress reports on your project. The person you choose will have to take his or her role seriously, expressing disappointment if you have not achieved your goal, and appreciation if you have. Some **inveterate** procrastinators even agree on a set of rewards or punishments to go along with their deadlines, depending on what motivates them the most. A reward could be a free lunch; a punishment could be an email to the department announcing that a deadline was not met.

Stay on track

To-do lists work to keep you accountable because they help you stay on the path to getting your most important work done – if you use them effectively, that is.

Before you leave work for the day, make a list of five to eight goals that you would like to accomplish the following day, said Julie Morgenstern, a time management expert based in New York. On a separate list add any personal errands that need to be done that day – like booking a flight for a vacation or buying a birthday gift. That list should contain no more than two or three items. Be realistic about what you can accomplish in a day of work, and resist the urge to make a to-do list for the whole week, which can leave you feeling stressed and overwhelmed.

Make the items on your to-do list specific, realistic and simple – don’t secretly pack eight or 10 tasks inside one huge item, like “finish project.” Instead, break your project into small, discrete components.

To-do list downsides

Because our primal mind craves distraction, the classic to-do list can prevent interruptions from taking over your day. But humans are also vulnerable to so-called “structured procrastination,” where in order to avoid working on a hard task, they spend time on a much easier one. Answering an email or liking a post on Facebook can be a form of structured procrastination. Writing your to-do list

can also be a form of structured procrastination. So, **give yourself five minutes or less to write a to-do list each morning**. Keep it focused and short, so you're not spending more time **checking off** items than actually completing them.

List keepers

Some people like to keep their lists on paper – making emphatic and satisfying checkmarks whenever they complete a task. Others prefer the computer route. If that's the case, many apps are available, including these:

Todoist – This app works well across many platforms and is rich with features like reminders, notes and the ability to sync your lists with your devices.

Remember the Milk – This one includes a feature that allows users to share tasks with others, like co-workers and family members.

Evernote: This note-taking app allows you to create to-do lists in the form of personal notebooks.

To avoid confusion, pick either paper or digital for your lists, as it can be hard to manage both.

AT YOUR DESK – Where you work can be just as important as how you work.

What your desk says about you

There's no one right way to organize a desk. But your physical workspace can have a big effect on productivity. It "can either energize you or **deplete** your energy," said Ms Morgenstern, the time management expert.

In general, only 25 percent of a desk's messiness is related to organizational skills, Ms Morgenstern maintains – the rest is tied to time management. "Every paper on your desk has a task associated with it, and that task is going to take time." Have you **factored in** enough time to get it all done? Out-of-control piles of paper may be a sign that you need to delegate, she said.

Ask yourself: Are the piles on your desk the same ones that were there three weeks ago, or are they moving? As long as they're not stagnant, you're probably doing O.K. with some clutter, Ms Morgenstern said.

In most cases, **keep your desk clear except for the project you are tackling at the moment**, along with the equipment you need to complete it, she said. You should also create a space for an "in zone" – brand new things that have just come in – and an "out zone" for things that are finished and need to be distributed.

One of the easiest ways to start to change your workspace is to **spend the last 10 minutes of your workday readying your desk for the next day**. Then you won't have to start your day with yesterday's mess, Ms Morgenstern said. Starting out with a desk prepared for the day ahead could have a powerful effect on your mindset and productivity.

Your notes:
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FOR COMPUTER USERS (EVERYONE)

As much as they speed up the pace of work, computers can slow things down, too.

Know your computer

Not understanding the capabilities of your computer can be a serious **hindrance** to your productivity. Some people fear that asking for tech help will make them look incompetent but, in fact, the opposite is true, according to research.

Ask for technology advice when you think a computer or online task is taking longer than it should. It could be that you don't know how to use a particular type of technology efficiently, or you don't know what a company's past practices have been in a certain area. Make an effort to seek out the people who can fill in your knowledge gaps, while being respectful of their time and responsibilities.

Managers can assist in this process by offering regular information sessions and company-specific manuals related to technology like email, Excel, Microsoft Word, Slack and others. A mentorship program is another option.

Take control of your inbox

Do you find yourself constantly stopping to check your email? Email is an ideal way to practice structured procrastination – when you work on an easy, unimportant task rather than tackle a harder, important one.

Email is like life: It is messy, imperfect, full of surprises, and everybody handles it differently. **There is no perfect email system.** Experts may promote the value of techniques like “Inbox Zero,” where you try to clear your inbox every day, but even if your inbox is empty, your work life – with all its unanswered questions, incomplete projects and challenging problems – will remain full. Embrace the daily challenge of keeping your work life under control by using email as your ally rather than your nemesis.

25. Here are a few techniques that can help make your email work for you:

- **Set aside dedicated times every day to process email.** This could be a few times a day or five minutes every hour, Ms Morgenstern, the time management expert said. “Give email your undivided attention when you’re working on it,” she said.
- **Divide email into groups.** As you scan your email, sort the messages into two groups: those requiring quick responses and those needing thoughtful ones. Try the “two-minute rule,” as popularized by David Allen, author of “Getting Things Done.” If you can dispense with an email in two minutes,

do it now; if not, do it later at a scheduled time. If emails are going to require a few days of thought, buy yourself some time by acknowledging receipt that day and saying you will respond later. Make it a point to follow through.

- **Try to identify the emails you are actively avoiding.** Often there is an emotional component to emails you avoid, Ms Morgenstern said, because they involve saying “no” to someone or making a difficult decision. Instead of procrastinating on replying, you will likely save time by responding in person or on the phone, where your tone and personality will come through more readily, rather than trying to write the perfect diplomatic response in an email.
- **Turn off notifications.** Some email experts advise checking email only two or three times a day, but in many work environments this is not realistic – an all-important message from the boss or a client may need a quick response. But almost anything can wait for 20 minutes. So, turn off your email notifications for 20 to 30 minutes when you need to focus on something else.

GET HELP

Spend a week or two identifying the email issues that consistently frustrate you or slow you down. Then, **find an “email guru”** in your company and see if that person would be willing to sit down with you for a half-hour to explain the various capabilities of your email system. Your guru could be a super-efficient co-worker or someone from tech support, but it should be someone who can show you how to use built-in features that you may not be aware of, like filters that can block unimportant messages and send them to spam. Ask about how you can use labels, folders, filters, archives, starred messages, unsubscribe lists and other features to help you spend less time on email. No email guru in your office? There are plenty of online resources for email management tips. But if a particular technique doesn’t work for you, **abandon** it.

Your notes:
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.....
.....

FOR THOSE WHO POWER THROUGH

It’s no surprise that the way you treat your body can affect the way your mind works.

Move more

Working continuously and for long hours does not mean you’re getting more done. Sometimes the best way to get something done is *not* to work on it for a while.

Sitting for long periods of time is just plain bad for you, but it's also bad for your ability to be productive. Standing up and moving around improves blood flow to the brain, which **enhances cognition**. Alan Hedge, an ergonomics professor at Cornell, suggests that workers try a combination of sitting, standing and walking to keep **altering** their body position and give their minds a break from work.

How to make your desk work more productive

A timed combination of sitting, standing and walking can help you work at your best.

- Sit for 20 minutes and work.
- Stand for eight minutes and work.
- Stop working and take a walk for two minutes.
- Repeat.

Take long breaks

Where were you the last time you had a great idea? Your desk? Or was it when you were in the shower, while you were walking your dog or driving your kids to school?

Working a 10- to 12-hour day may earn you points with some bosses, but it's not great for creativity. Instead of powering through, **consider intentionally taking a break from a large project for up to 10 hours**. That will allow new ideas to marinate in your subconscious, causing your neurons to make new connections.

Sleep is one of the most effective ways to take a long break, so try not to give it short shrift. Research shows that sleep allows our brains to make new and unexpected connections, leading to insights and breakthroughs – which explains why we so often have brilliant ideas during our morning shower.

Learn to identify the signs of mental **fatigue**, like reading the same sentence over and over websites or writing emails with no real goals or priorities in mind. **Don't feel guilty about taking a break**, or leaving for the day when you can think that your brain needs time to recharge.

Try a nap

It's pretty common to feel a "post-lunch dip" in the mid-afternoon. Your body naturally wants to go to sleep about seven hours after waking, and this is **amplified** by the effects of digestion. Unfortunately, this biological reality collides with an economic one: Most offices frown on napping.

If it's possible to take a 20-minute "power nap" at work (for example if you work at home), by all means, do so. **To best increase your energy, it may be a good idea to drink a cup of coffee before your nap**. Research has shown that this method likely works because the short power nap helps clear the brain of the sleep-inducing compound adenosine. Caffeine, meanwhile, takes about 20 minutes to have its physiological effect – kicking in just as the napper is awakening.

If a nap is out of the question, however, train yourself to quickly recognize the signs of the post-lunch dip: drowsiness and an inability to concentrate. Then, **get up and walk around**, talk to a colleague at another desk or work on something less demanding of your brain power until the sleepiness passes.

Fight stress

When we feel overwhelmed at work, our fight-or-flight response tends to come into play, leading us to take quick, shallow breaths. This sends less oxygen to the brain, causing us to become even more stressed and to think less clearly. **Counteract the effects of stress by breathing more efficiently.**

Most people are vertical breathers, in that their shoulders move up when they inhale, according to Belisa Vranich, a clinical psychologist and breath instructor. Many people also breathe from their upper chest, whereas the biggest part of the lungs is in the middle of the body.

Horizontal breathing may seem unnatural at first, but it is actually the way animals and small children breathe. Working with your body rather than against it, you will maximize the blood flow to your brain – and your mental capacity.

Pay attention to posture

When you feel stressed, you may start to lift your shoulders up toward your ears, clench your face or tense up all over. Over time, these actions become so habitual that you become unaware of them. The purpose of good posture is to expand our bodies rather than to compress them. Good posture allows you to breathe more fully, prevent chronic pain and think more clearly.

As you do your work, try to be aware of any excess tension you are holding in your body. For example, you may tense up your hands far more than necessary when you type or use a mouse. If you start to feel any tension, try to stretch that area of your body.

How to Be Mindful of Your Posture

When you see people hunched forward in front of their screens, chances are they are end-gaining. Good posture enables you to meet your work in the present moment, and therefore get it done more efficiently.

Your notes:
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COMMON PRODUCTIVITY MYTHS

Here's the truth behind common misconceptions about working smart.

Myth: People who are good multitaskers get more done.

Fact: Multitasking is an illusion. Research shows that people get more done if they concentrate on one task at a time. Switching frequently between tasks – or believing that you are actually doing more than one thing at once – will actually slow you down.

Myth: It's important to have zero emails in your inbox by the end of the day.

Fact: The goal of "inbox zero" works for some people but not for others. The key to managing email is to designate specific times of the day for reading and responding to it, to differentiate between emails that can be handled quickly and those that require more time, and to learn how to use all of your email software's features (folders, filters and archives) in ways that work best for you.

Myth: It's best to stand while you work.

Fact: It's better to change your position throughout the day, in a regular cycle of sitting, standing and moving around. Among other things, this variety helps bring more blood to your brain, improving your cognition and therefore your productivity.

Myth: The more hours you work, the more you get done.

Fact: It is important to take breaks throughout the workday. Even a five-minute walk around the office can **boost** your mood with no impact on your ability to focus. Getting enough rest and sleep can serve you better than working longer hours. Walking away from your work for a longer period – overnight, over the weekend or on vacation – gives your ideas a chance to marinate in your subconscious mind, allowing for new bursts of productivity when you return.

Myth: The secret to improving productivity is to find the right system and stick with it.

Fact: Every person and every workday is different. While we may be able to develop new strategies and habits that work for us most of the time, our jobs and lives will always throw us **curveballs** that lead to less-than-perfect results. We need to accept this imperfect reality, forgive ourselves and try again tomorrow.

Source: <https://www.nytimes.com/guides/business/how-to-improve-your-productivity-at-work>
[accessed: 17 May 2021].

3. In pairs/groups of three, discuss: What advice do you think is the most useful for you?

4. Match the words from the box (to be seen in the article in task 2) to their definitions.

to adhere to	primal	pronounced	to overarch	increments	to slip up
to delude yourself	capacity	to impede	to commit to	to crave	to check off
a hindrance	to deplete	cognition	fatigue	to factor in	to abandon
to enhance	to alter	to amplify	to boost	curveballs	

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|----|-------|--|
| a) | | – to magnify, to intensify, to increase |
| b) | | – ancient, early, primitive |
| c) | | – to engage in, to become invested in |
| d) | ..... | – to need, to desire intensely |
| e) | ..... | – to mark with a tick, to cross off a list |
| f) | ..... | – to improve/to increase |
| g) | ..... | – to make a mistake |
| h) | ..... | – obvious, noticeable |
| i) | ..... | – to improve/to boost |
| j) | ..... | – small steps toward something |
| k) | ..... | – to leave |
| l) | ..... | – to deceive yourself/to lie to yourself |
| m) | ..... | – to obey, to follow (e.g. the rules) |
| n) | ..... | – to include |
| o) | ..... | – capability/skill |
| p) | ..... | – to disrupt, to interfere with |
| q) | ..... | – a barrier, an obstacle |
| r) | ..... | – challenges |
| s) | ..... | – to decrease, to diminish, to use up |
| t) | ..... | – exhaustion |
| u) | ..... | – to take into consideration |
| v) | ..... | – awareness, comprehension |
| w) | ..... | – to change, to modify |

5. Complete the sentences below with the vocabulary from the previous task.

- Low-cost airlines such as Ryanair must also comply with the law and to the regulations.
- Don't be surprised if they throw you a in the interview; they just want to see how well you respond under pressure.
- We should not ourselves – this is only the start of the struggle for influence in Ukraine.
- New products and services must be developed to the quality of citizens' lives.
- It is a serious problem as it will the country of people of working age who might bring the country out of poverty.
- The amount of alcohol in this product may the effects of other medicines.
- I'm afraid we must the original plan as it's not going to work.
- Religious differences often fuel and existing differences, leading to more serious conflicts.

6. Choose 5 more expressions and write sentences using them.

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7. In pairs/groups of three, discuss the questions.

- A) Do you sometimes take work home?
- B) Do you think you have a good work-life balance? Do you have enough time for your hobbies and family life or do you often say you don't have time for anything?
- C) Are you rested on a Monday or do you usually drag your feet?
- D) What are your ways of finding time to do things you like?

8. You are about to watch a TED video (0:00 – 3:42) by Laura Vanderkam. As you watch, complete the gaps with 1–3 words.

The video: <https://www.youtube.com/watch?v=n3kNIFMXslo&t=2s> [accessed: 17 May 2021].

When people find out I write about time management, they assume two things. One is that I'm always on time, and I'm not. I have four small children, and I would like to blame them for my occasional 1), but sometimes it's just not their fault. I was once late to my own speech on time management. We all had to just take a moment together and 2) that irony.

The second thing they assume is that I have lots of tips and tricks for saving bits of time here and there. Sometimes, I'll hear from magazines that are doing a story 3), generally on how to help their readers find an extra hour in the day. And the idea is that we'll shave bits of time off everyday

activities, add it up, and we'll have time for the good stuff. I question the entire
 4) of this piece, but I'm always interested in hearing
 what they've come up with before they call me. Some of my favorites: doing
 5) where you only have to make right-hand turns, being
 extremely 6) in microwave usage: it says three to three-
 -and-a-half minutes on the package, we're totally getting in on the bottom side of
 that. And my personal favorite, which makes sense on some level, is to DVR your
 favorite shows so you can 7) the commercials. That way,
 you save eight minutes every half hour, so in the course of two hours of watching
 TV, you find 32 minutes to exercise. Which is true. You know another way to find
 32 minutes to exercise? Don't watch two hours of TV a day, right?

Anyway, the idea is we'll save bits of time here and there, add it up, we will
 finally get to everything we want to do. But after studying how successful people
 spend their time and looking at their 8) hour by
 hour, I think this idea has it completely 9) We don't
 build the lives we want by saving time. We build the lives we want, and then time
 saves itself.

Here's what I mean. I recently did a time diary project looking at 1,001 days in
 the lives of extremely busy women. They had demanding jobs, sometimes their own
 businesses, kids to care for, maybe parents to care for, 10) –
 busy, busy people. I had them keep track of their time for a week so I could add
 up how much they worked and slept, and I interviewed them about their strate-
 gies, for my book.

One of the women whose time log I studied goes out on a Wednesday night
 for something. She comes home to find that her 11) has
 broken, and there is now water all over her basement. If you've ever had anything
 like this happen to you, you know it is a hugely damaging, frightening, sopping
 mess. So she's dealing with the immediate 12) that
 night, next day she's got plumbers coming in, day after that, professional clean-
 ing crew dealing with the ruined carpet. All this is being recorded on her time log.
 13) taking seven hours of her week. Seven hours. That's
 like finding an extra hour in the day.

But I'm sure if you had asked her at the start of the week, "Could you find sev-
 en hours to train for a triathlon?" "Could you find seven hours to mentor seven
 14) people?" I'm sure she would've said what most of us
 would've said, which is, "No, can't you see how busy I am?" Yet when she had to find seven
 hours because there is water all over her basement, she found seven hours. And what this
 shows us is that time is highly elastic. We cannot make more time, but time will stretch to
 15) what we choose to put into it.

9. Continue watching the video (3:42 – 6:16) and answer the questions.

A) How busy was the woman Laura was going to interview?

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B) How did she approach planning?
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C) What did she mean when she said she didn't have time?
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D) What is the strategy for improving your professional life?
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10. In pairs/groups of three, discuss.

A) How do you organise and prioritise your work?

B) What do you think about Laura's advice (a broken water heater level of urgency, performance reviews at the beginning of the year)?

11. Watch another part of the video (6:46 – 9:54) and complete the gaps with 1–2 words.

So this year's kind of done, but I want you to pretend it's the end of next year, and it has been an absolutely amazing year for you and the people you care about. What three to five things did you do that made it so amazing? So you can write next year's family holiday letter now. Don't send it. Please, don't send it. But you can write it. And now, between the performance review and the family holiday letter, we have a list of six to ten
1) we can work on in the next year.

And now we need to break these down into 2)

So maybe you want to write a family history. First, you can read some other family histories, get a sense of the style. Then maybe think about the questions you want to ask your relatives, set up

3) to interview them. Or maybe you want to run a 5K. So you need to find a race and 4), figure out a training plan, and dig those shoes out of the back of the closet. And then – this is key – we treat our priorities as the

5) of that broken water heater, by putting them into our schedules first. And we do this by thinking through our weeks before we are in

them. I find a really good time to do this is Friday afternoons. Friday afternoon is what an 6) might call a "low opportunity cost" time. Most

of us are not sitting there on Friday afternoons saying, "I am excited to make progress toward my personal and professional priorities right now." But we are willing

to think about what those should be. So take a little bit of time Friday afternoon, make yourself a three-category 7) list: career, relationships,

self. Making a three-category list reminds us that there should be something in all three categories. Career, we think about; relationships, self – not so much. But,

anyway, just a short list, two to three items in each. Then look out over the whole of the next week, and see where you can plan them in.

Where you plan them in is up to you. I know this is going to be more complicated for some people than others. I mean, some people’s lives are just harder than others. It is not going to be easy to find time to take that poetry class if you are caring for multiple children on your own. I get that. And I don’t want to minimize anyone’s 8) But I do think that the numbers I am about to tell you are 9)

There are 168 hours in a week. Twenty-four times seven is 168 hours. That is a lot of time. If you are working a full-time job, so 40 hours a week, sleeping eight hours a night, so 56 hours a week – that leaves 72 hours for other things. That is a lot of time. You say you’re working 50 hours a week, maybe a main job and a 10) Well, that leaves 62 hours for other things. You say you’re working 60 hours. Well, that leaves 52 hours for other things. You say you’re working more than 60 hours. Well, are you sure?

12. Watch the last part of the talk (9:54 – 11:47) and answer the questions.

A) What was the result of a study comparing time diaries with work weeks?

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B) What does Laura say we do with our free time?

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C) What could she do when her commute was very long?

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D) What does she truly believe?

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13. In pairs/groups of three, discuss.

A) Do you agree with Laura? Why (not)?

B) How many hours a day do you have to yourself? Are you happy with how you spend this time? Why (not)?

C) If you think you’re not productive, what do you think it would take to change your attitude and the way you spend time?

D) How much time does it take to create new habits? Have you ever tried to change your lifestyle? If you were to try, what changes would you introduce?

KEY

4.

- | | |
|------------------------------|--|
| a) <i>to amplify</i> | – to magnify, to intensify, to increase |
| b) <i>primal</i> | – ancient, early, primitive |
| c) <i>to commit to</i> | – to engage in, to become invested in |
| d) <i>to crave</i> | – to need, to desire intensely |
| e) <i>to check off</i> | – to mark with a tick, to cross off a list |
| f) <i>to boost</i> | – to improve/to increase |
| g) <i>to slip up</i> | – to make a mistake |
| h) <i>pronounced</i> | – obvious, noticeable |
| i) <i>to enhance</i> | – to improve/to boost |
| j) <i>increments</i> | – small steps toward something |
| k) <i>to abandon</i> | – to leave |
| l) <i>to delude yourself</i> | – to deceive yourself/to lie to yourself |
| m) <i>to adhere to</i> | – to obey, to follow (e.g. the rules) |
| n) <i>to overarch</i> | – to include |
| o) <i>capacity</i> | – capability/skill |
| p) <i>to impede</i> | – to disrupt, to interfere with |
| q) <i>a hindrance</i> | – a barrier, an obstacle |
| r) <i>curveballs</i> | – challenges |
| s) <i>to deplete</i> | – to decrease, to diminish, to use up |
| t) <i>fatigue</i> | – exhaustion |
| u) <i>to factor in</i> | – to take into consideration |
| v) <i>cognition</i> | – awareness, comprehension |
| w) <i>to alter</i> | – to change, to modify |

5.

- a) adhere, b) curveball, c) delude, d) enhance, e) deplete, f) alter, g) abandon, h) amplify

8.

- 1) tardiness, 2) savour/savor, 3) along these lines, 4) premise, 5) errands, 6) judicious, 7) fast-forward through, 8) schedules, 9) backward, 10) community commitments, 11) water heater, 12) aftermath, 13) winds up, 14) worthy people, 15) accommodate

9.

- A) She had 12 people on her payroll and six children.
B) Every minute she spent was her choice.

C) That it wasn't a priority.

D) You can give yourself a performance review at the beginning of the year with 3–5 things that have made it amazing.

11.

1) goals, 2) doable steps, 3) appointments, 4) sign up, 5) equivalent, 6) economist, 7) priority, 8) struggle, 9) empowering, 10) side hustle

12.

A) People claiming to be working 75-plus-hour work weeks were off by about 25 hours.

B) "But when most of us have bits of time, what do we do? Pull out the phone, right? Start deleting emails. Otherwise, we're puttering around the house or watching TV."

C) "I used to go to the library on weekends to get stuff to read. It made the whole experience almost, almost, enjoyable."

D) Even if we are busy, we have time for what matters. And when we focus on what matters, we can build the lives we want in the time we've got.

Zadania 1, 2, 3, 6, 7, 10 i 13 nie wymagają klucza.