**4 course** **SURNAME NAME GROUP**

**Module 4. Work. Jobs. Employment**

## Reading

**Task 1. Read the text below. Choose the correct heading for *Key Points TWO to SIX* from the list of headings below There are two choices you do not need to use. Fill in the table with your answers.**

**List of Headings**

**A.** Ensure the reward system is fair
**B.** Match rewards to individuals
**C.** Ensure targets are realistic
**D.** Link rewards to achievement
**E.** Encourage managers to take more responsibility
**F.** Recognise changes in employees' performance over time
**G.** Establish targets and give feedback
**H.** Ensure employees arc suited to their jobs

## MOTIVATING EMPLOYEES IN DIFFICULT TIMES

### The Challenge

Motivating staff is far easier in a growing company than in one that's downsizing. Growth brings promotions, pay rises, and the excitement of progress. In contrast, during decline, talented employees often leave, and those who stay may lack motivation or options. Morale declines as people fear job loss. Productivity drops as employees share rumors and support each other emotionally rather than focusing on work. Budget cuts may mean no raises or even pay reductions. The challenge for management is how to maintain motivation in such conditions. This can be addressed through six key strategies.

### Key Point 1: Match People to the Right Roles

Motivation improves when jobs align with individuals' personalities and needs. High achievers excel in independent, goal-oriented roles, while other roles may require different personality traits, such as a strong desire for authority. It's important not to place people in positions that clash with their motivational drivers.

### _____ Key Point 2: Set Clear, Accepted Goals

According to goal-setting theory, employees perform better when they have clear, specific goals and receive regular feedback. High achievers are usually self-motivated, but most employees benefit from external goals. Whether goals should be set by management or jointly with staff depends on company culture and how likely employees are to accept assigned goals.

### _____ Key Point 3: Ensure Goals Seem Achievable

Employees must believe that their efforts can lead to success. Even realistic goals will fail to motivate if perceived as out of reach. Managers must ensure staff are capable and that evaluation methods are trusted and fair. This includes offering adequate training, resources, and support to help employees meet expectations. Regular check-ins can help identify obstacles early and adjust goals or processes accordingly.

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**_____ Key Point 4: Tailor Rewards to Individuals**

Employees are motivated by different things. Managers should personalize rewards such as autonomy, promotion opportunities, job scope, or involvement in decision-making to fit individual needs and values.

Understanding what each employee values most can enhance engagement and retention. Informal recognition, flexible schedules, or professional development opportunities can be effective alternatives to monetary rewards.

**_____ Key Point 5: Link Rewards to Performance**

Performance-based rewards are most effective. Pay increases, promotions, or bonuses should be earned through goal achievement. Making rewards visible-such as publicizing bonuses or delivering lump-sum raises-can strengthen their impact. Transparent systems increase trust and encourage healthy competition among employees. Clear performance metrics and timely feedback are essential to ensure rewards are perceived as fair and meaningful.

**_____ Key Point 6: Ensure Perceived Fairness**

Employees judge fairness based on what they give (skills, effort) and what they receive (pay, recognition). However, perceptions of fairness vary by role and group. For example, clerical staff may value knowledge and work quality, while production workers may prioritize advancement and task involvement. Managers should consider these differences to maintain a sense of equity.

**Task 2. Read the text below. For questions (6-10) choose the correct answer (A, B, C or D). Fill in the table with your answers.**

**How to Set Short- and Long-Term Career Goals**

You may feel setting long-term and short-term goals is a waste of time. But goal setting is an important part of the career planning process. Increase your chances of reaching your short- and long-term goals by making them measurable, realistic, and more. Not planning for your future can make for a chaotic one.

To have a successful and satisfying career, define your goals and devise a strategy to achieve them. A roadmap that will take you from choosing an occupation to working and succeeding at it is called a career action plan.

Your career action plan must have both long- and short-term goals. It is imperative to include the steps you need to take to reach each one, along with ways to overcome challenges that might get in your way.

Since career plans and goals, even very well-thought-out ones, don't always work out, it is essential to include alternatives that you can implement when the need arises.

Goals are broadly classified into two categories: short-term goals and long-term goals. You will be able to accomplish a short-term goal in approximately six months to three years, while it will usually take three to five years to reach a long-term one. Sometimes you can achieve a short-term goal in fewer than three months and a long-term one may take more than five years to complete.

To achieve each long-term goal, you must first accomplish a series of both short-term goals and additional long-term goals. Your hard work will play the most prominent role in your success, but if you don't formulate your goals correctly, it will be much

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more challenging to accomplish them. Have a timeframe for achieving your goals and a way to determine when you have reached them. You can even break them down into smaller milestones that you can measure along the way. Your long-term goals must be compatible with your abilities and skills. Consider your skills and set goals that make sense for your experience. You don't have to have a deadline for your goal, but it may help you stay on track to reach it. Break a long-term goal down into smaller goals.

Don't give up if you encounter obstacles that threaten your progress. Instead, modify your goals accordingly. Flexibility means being willing to let go of goals that are no longer meaningful and instead put your energy into pursuing other ones.

**6** What is an important part of the career planning process?

**A** goal changing
**B** reprioritize your goals that you want to achieve
**C** goal setting
**D** progress in your career

**7** What must you have in your career action plan?

**A** both long- and short-term goals
**B** only short-term goals
**C** only long-term goals
**D** steps you need to take to reach the goals

**8** What will play the most prominent role in your success?

**A** your experience
**B** your hard work
**C** your skills
**D** your education

**9** With what your long-term goals must be compatible?

**A** with your skills and experience
**B** with your experience
**C** with your education
**D** with your abilities and skills

**10** What does flexibility mean?

**A** have a timeframe for achieving your goals
**B** break a long-term goal down into smaller goal
**C** be ready to give up purposes that are no longer meaningful
**D** reprioritize your goals that you want to achieve

**Task 3. Read the texts below. Match choices (A-H) to (11-16). There are two choices you do not need to use. Fill in the table with your answers.**

**How does Career Guidance Support Career Development?**

**_____11. Get help when you are choosing a career**

Getting help from a professional who provides career guidance can be the difference between ending up in a satisfying career or one that makes you miserable. A career development professional, such as a career counselor, may use self-assessment

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instruments to help you learn about your interests, values, skills, and personality type. After coming up with a list of occupations that seem suitable for you based on the results, he or she can show you how to explore them and then weed out the ones that are not as good a fit as others.

**_____12. Get help with your job search**

Career guidance also consists of providing job search assistance when you are looking for your first job or any subsequent ones. How we look for work has changed significantly over the last decades, and it continues to change. Career guidance professionals keep up-to-date on the best methods to use when job searching. A career counselor will show you what resources to use to locate job announcements. He or she will help you write an effective resume and will teach you how to network.

**_____13. Get mid-career advice**

In addition to getting help with matters that involve beginning your career, such as choosing a vocation or securing your first job, you can also get direction about things that occur later. A career development professional can answer your questions about career advancement. He or she can tell you what to do to be promoted or get a raise, or even help you decide whether to quit your job. You can get advice about getting along with co-workers and your boss, preparing for and responding to performance reviews, and managing job stress and burnout.

**_____14. Get help if you lose your job**

Job loss is devastating, both financially and emotionally. When you lose your job, a piece of your identity is also taken away. The most tangible result, however, is the loss of income. Assisting those who are dealing with this devastating life change is a component of career guidance. A career counselor or other advisor can assist newly unemployed clients to cope with practical issues like applying for unemployment benefits and continuing health insurance. Eventually, he or she can help the client begin the job search process.

**_____15. Get advice about making a career change**

Since most people do not stay in the same occupation for their entire working lives — some individuals even switch careers multiple times — there will probably come a time when you will want to make a change. A career guidance professional can give you advice when you are taking on this kind of transition.

Meet with a career development specialist who can help you assess your transferable skills. With their assistance, you can discover what skills you can bring to your new occupation and which ones you will need to acquire before you can begin a new career.

**_____16. Get motivation**

A career guidance professional can motivate you when things aren't going the way you would like. He or she will encourage you not to give up whether you are stuck in an unsuccessful job search campaign or having trouble making a decision about leaving a

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career behind and pursuing a new one, even if it will be difficult to retrain. They can give you a realistic look at what to expect, tell you whether you are making a wise decision, and cheer you on when you feel like giving up.

***WHICH PARAGRAPH MENTIONS INFORMATION ABOUT _____ ?***

**A** career counselors and career development facilitators
**B** career planning process
**C** career guidance services in the job search process
**D** career advancement recommendations
**E** encouraging and motivation
**F** making career-change decisions
**G** providing job search assistance
**H** making career-related decisions

**Task 4.Read the text below. Choose from (A-H) the one which best fits each space (17-22). There are two choices you do not need to use. Fill in the table with your answers.**

**Self-Assessment: How to Evaluate Your Performance**

Varying types of self-assessments provide different information. If you're a student trying to decide what to study, a self-assessment can be **(17)** _____ . A job candidate or employee may take a self-assessment to determine a good workplace fit.

For students, interest assessments include questions about what they like to do, such as writing, working with their hands, or advising people. Other assessments may identify your values, personality, needs, and wants, which will provide insights into your interests, which you can use **(18)** _____ .

Those who already have careers or jobs can also find value in a self-assessment. These assessments will vary slightly from those used by students, as people with work experience have a wider variety of skills. If you're not satisfied with your current career, a self-assessment can **(19)** _____ that could transfer to a new occupation and career that may be a better fit.

Companies may also **(20)** _____ or to hire or promote from within many of which predict job performance.

Taking a self-assessment usually is a good idea, especially if you're interested in learning more about yourself. However, there are times when it makes even more sense to complete one. Completing one (or several) different assessments before declaring a university major is a good idea, as is taking one **(21)** _____ before quitting your career.

The biggest benefit of self-assessment is **(22)** _____ . Although this may seem obvious, it can lead to positive development and changes in your life.

**A** use assessment tools in the initial hiring process
**B** an excellent way to give yourself some direction
**C** gaining a greater understanding of who you are
**D** help you identify any skills you have
**E** to think over self-assessment results

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**F** to determine your transferable skills
**G** to decide on a field of study
**H** soft skills you need

**Task 5. Read the text below. For questions (23-32) choose the correct answer (A, B, C or D). Fill in the table with your answers.**

## What Is a Career?

A career refers to your **23** _____ or chosen line of work, which can include one job or multiple jobs. It also refers to the education, **24** _____, and experience needed to grow in your current role or move on to another one. Many people **25** _____ in ongoing education and training to grow in their careers. In comparison, a job is a work you **26** _____ for a company that compensates you. Building a career is a lifelong process of improving your skills and doing meaningful work. Your career can include one or many jobs throughout your **27** _____ and the actions, decisions, and paths you take to develop in your profession. A career usually uses your skills and talents while providing personal fulfilment and a sense of purpose.

Young professionals ambitiously **28** _____ their careers and seek new opportunities or jobs within their careers. As a person ages, their career goals and path may change due to family obligations, personal interests, or financial needs. Some estimate that people will change careers three to seven times before finding the job they'll stay with until **29** _____.

It's important to distinguish between jobs and careers because they aren't the same thing, although they can be **30** _____. Both are viable options depending on your **31** _____ and what you want personally and professionally.

A job refers to your work for a company compensating you with an hourly wage or salary. It's usually a short-term **32** _____ to meet your basic needs and provide for yourself.

A career path is a long-term plan based on your passions and goals. Most people engage in ongoing personal and professional development to continue career advancement.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **23** | **A** | work | **B** | profession | **C** | position | **D** | aptitude |
| **24** | **A** | training | **B** | preparation | **C** | guidance | **D** | internship |
| **25** | **A** | donate | **B** | pay | **C** | invest | **D** | spend |
| **26** | **A** | make | **B** | do | **C** | implement | **D** | execute |
| **27** | **A** | existence | **B** | age | **C** | lifetime | **D** | finale |
| **28** | **A** | improve | **B** | upgrade | **C** | increase | **D** | develop |
| **29** | **A** | retirement | **B** | holiday | **C** | vacation | **D** | vocation |

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|---|---|---|---|---|---|---|---|---|
| **30** | **A** | linked | **B** | interrelated | **C** | assembled | **D** | complicated |
| **31** | **A** | duties | **B** | responsibilities | **C** | needs | **D** | attitude |
| **32** | **A** | advice | **B** | formula | **C** | answer | **D** | solution |

**Task 6. Read the text below. For questions (33–42) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.**

**Information for job applicants**

When you arrive **33** _____ the main gates, hand over the **34** _____ invitation letter to the security guard. You will be shown where to park, and how to get to reception. As soon as you **35** _____ your name to the receptionist, you will be taken to **36** _____ Meeting Room 7. While you are waiting in this room, please **37** _____ one of the Personal Information forms which will be in the room. When you **38** _____ for interview, please bring this form with you. A **39** _____ interview is all you get to show a potential employer who **40** _____ . Please note that all interviews are recorded. This is to help us with the selection process. Once the selection process is over all recordings are destroyed. That's how interviewing works and it's not going to change **41** _____ time soon. You will be notified **42** _____ a shortlist of candidates has been drawn up.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **33** | **A** | at | **B** | in | **C** | to | **D** | of |
| **34** | **A** | attaching | **B** | attached | **C** | attach | **D** | have attached |
| **35** | **A** | will give | **B** | give | **C** | had given | **D** | gave |
| **36** | **A** | the | **B** | a | **C** | an | **D** | - |
| **37** | **A** | fill in | **B** | fill out | **C** | fill up | **D** | fill |
| **38** | **A** | call | **B** | are calling | **C** | are called | **D** | have called |
| **39** | **A** | 45 minute's | **B** | 45-minutes | **C** | 45-minute | **D** | 45-minutes' |
| **40** | **A** | will you be | **B** | were you | **C** | are you | **D** | you are |
| **41** | **A** | no | **B** | some | **C** | any | **D** | - |
| **42** | **A** | as soon as | **B** | as far as | **C** | as high as | **D** | as long as |

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