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**HOW TO SUCCEED AT  
WRITING APPLICATIONS  
(Part I: Preparing to Apply)**

**Учебно-методическое пособие  
по дисциплине «Перевод официально-деловой  
документации»  
для студентов 2 –го курса  
специальности 45.05.01 «Перевод и переводоведение»  
дневной формы обучения**

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How to succeed at writing applications (Part I: Preparing to Apply): учебно-методическое пособие по дисциплине «Перевод официально-деловой документации» для студентов 2 курса специальности 45.05.01 «Перевод и переводоведение» / сост. М. В. Варлагина. – Севастополь: Изд-во СевГУ, 2014. – 26 с.

Цель методического пособия: научить студентов составлять на английском языке пакет документов, необходимый для поступления в ВУЗы Великобритании и/или для трудоустройства, в соответствии с современными требованиями делопроизводства страны изучаемого языка; применять критическое мышление при написании и/или переводе резюме, заявлений, сопроводительных писем. В пособии подробно анализируются аутентичные образцы данной документации.

Методическое пособие рассмотрено и утверждено на заседании кафедры теории и практики перевода (протокол № 4 от 20 октября 2014 г.)

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Рецензент Тархова Л.А., к.пед.н., доцент кафедры теории и практики перевода

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## PART 1. PREPARING TO APPLY

### 1. Understanding Yourself

Before making an application, it's important to first of all reflect on the skills that you have to offer.

#### 1.1. Making a Start

**Before applying for jobs or courses, you should be sure of the type of job that you are interested in or the subject area that you wish to study.**

There are a large number of information sources available online to help you, offering advice about careers and course subject areas. We've provided a couple of links to resources at the bottom of this page.

Once you are clear about the area of work or course of study that you wish to pursue, you can start to prepare an effective application. Key elements of preparation include understanding what you have to offer, finding out what the employer or admissions tutor is looking for in a candidate by researching the job or course, and matching what you offer to what they want, so that your application or CV is targeted to their requirements.

You also need to find out more about what the organisation does so that you can say not only why you want to pursue that type of job or course, but also why you'd like to work or study there.

You need to use the sections of your application form or CV to describe examples from your life experiences, which act as evidence of your capabilities and demonstrate your motivation. To do this most effectively, the text you write needs to persuade the reader that these were significant experiences, hence you need to think and write positively about them. Let's start by understanding what you have to offer.

#### **Task A. Study online resources given below.**

##### **PROSPECTS GRADUATE CAREERS**

Prospects provides a career planner and an occupational database which includes job descriptions, entry requirements and career prospects. It also holds a database of postgraduate courses at <http://www.prospects.ac.uk/>

##### **NATIONAL CAREERS SERVICE**

The Service provides a career planning tool and profiles on almost 800 different types of job, from care assistant to chemist. Each one explains which skills and qualifications you need and you can also read the job descriptions and career prospects. There is also a section to help you find the right course at

<https://nationalcareersservice.direct.gov.uk/advice/planning/Pages/default.aspx>

### **1.2. What Do We Mean by Skills?**

**When you are applying for any type of job or course, you will be expected to demonstrate that you have a wide range of skills, personal attributes and knowledge, as well as academic abilities and other experience.**

The exact requirements will vary according to the particular post or course. When writing an application form or CV (resume), you should emphasise the capabilities you possess which match those sought by the employer or admissions tutor. Hence, it is important that you understand what you have to offer and can demonstrate your capabilities by giving examples of where, and how, you have used them already.

#### **Transferable and knowledge-based skills**

We all possess a different mix of skills, gained from different settings. You may have heard the phrase ‘transferable skills’. These are so-called because they may be developed in one setting but can then be used, or transferred, into another role. For example, you might have gained team working skills from playing football or hockey which you could then apply to a team-based job. You’ll be developing a wide range of transferable skills from employment or work experience, volunteering, hobbies and interests, and other life experiences.

You’ll have also gained knowledge-based skills as a result of work experience, training or your academic studies, some of which will be discipline-specific, whilst others will be more transferable.

In the next step we’ll give some examples of skills, along with their definitions.

### **1.3. Key Skills**

**Here are some of the skills most commonly sought by recruiters, although be aware that each recruiter may have a slightly different definition of such skills.**

Admissions tutors may mostly be interested in your academic achievements and academic interests, however, they will also need reassurance that you have the right mix of skills and personal qualities.

#### **Communication**

- Ability to communicate clearly and succinctly, both orally and in writing.

- Willingness to question and to listen to others to aid your own understanding and that of others.
- Ability to convey complex information at the right level so it is understood by others.

### ***Teamwork***

- Ability to form relationships at all levels, and motivate and support other team members.
- Willingness to ask others for advice or help when solving a problem.
- Ability to work fairly and productively alongside others.

### ***Organisation and time management***

- Setting objectives, and planning activities and resources, to achieve a goal.
- Ability to manage time effectively to prioritise activities and meet deadlines.
- Achieving a productive and satisfying work-life balance.

### ***Problem solving***

- Ability to understand information quickly and accurately.
- Appreciation of all the variables affecting an issue.
- Ability to evaluate and choose workable solutions to problems.

### ***Motivation***

- Energetic and enthusiastic approach to work/tasks.
- Desire to continuously learn and develop, and evaluate own performance.
- Perseverance in the face of obstacles.

### ***Leadership***

- Having a clear vision that can be translated into action through effective communication.
- Ability to enthuse and influence others by gaining their trust and support.
- Ability to listen, share and delegate when appropriate.

### ***Creativity, flexibility and openness to change***

- To be original and express different views, ideas or solutions.
- Willingness to challenge the status quo, when appropriate, and consider change.
- An openness to others' ideas with a willingness to adapt.

### ***Confidence / assertiveness***

- Willingness to express needs, views and feelings clearly, confidently and courteously.
- Appreciation of the value of one's own abilities and role.

- Willingness to put forward and stand firm to a minority or unpopular view, when appropriate.

### ***Interpersonal, intercultural and global awareness***

- Awareness and tolerance of the diverse needs, feelings and views of others.
- Willingness to support, help and share information with others.
- Ability to communicate and work with people from different social and cultural backgrounds, and from different countries.

### ***Numeracy***

- Ability to interpret statistics and numerical data.
- Ability to solve numerical problems.
- Familiarity with the ways in which numerical information is gathered and presented.

### ***Information and IT literacy***

- Confidence when using information technology, with an ability to learn new packages.
- Ability to identify how IT can be applied to improve efficiency and solve problems.
- Knowing where and how to find relevant information.

### ***Business / commercial awareness and professionalism***

- Understanding of the need for high quality customer service and innovative approaches.
- Awareness of how economic and political issues can affect organisations and their products or services.
- Recognition of the importance of a professional and responsible approach to your own role within an organisation.

## **1.4. Understanding Your Skills**

### **What skills do you have? What examples might you use to demonstrate to recruiters that you have these skills?**

It helps to keep a list of all your skills and to add to it each time you develop a new skill. To help you think about and record your skills, here are some examples of transferable skills.

| <b>Transferable Skills</b> | <b>Examples of when I have developed this skill</b>                                                                                   |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teamwork</b>            | Worked as a Voluntary Events Steward for Oxfam at the Reading Festival. We worked as a team to decide who did which job to ensure all |

| Transferable Skills                            | Examples of when I have developed this skill                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                | <p>the check points were covered. My team worked 8 hour shifts in difficult conditions, including one overnight, checking that festival-goers had valid wristbands and assisting them with directions. There were large crowds whenever popular bands played, so we had to work quickly to direct them into the right arena.</p>                                                                             |
| Communication                                  | <p>Volunteered at a residential care home for the Royal Society for the Blind. Supported a resident on a trip to the Meadowhall shopping centre as she wanted to visit the Make a Model craft shop. I stayed with her for over two hours, chatting to her about her hobby and made sure that she was able to purchase what she wanted.</p> <p>Gained 1st4Sport Level 1 Certificate in Coaching Football.</p> |
| Leadership                                     | <p>Worked voluntarily at the John Ross Junior Football Club coaching the U9 team.</p> <p>Organised weekly coaching sessions after school. Encouraged the students to play as a team and support each other. Motivated all the players to always try their best, even when they were losing.</p>                                                                                                              |
| Here are some knowledge-based skills in action |                                                                                                                                                                                                                                                                                                                                                                                                              |
| Knowledge-based skill                          | Examples of when I have developed this skill                                                                                                                                                                                                                                                                                                                                                                 |
| Lab work                                       | <p>My biomedical science course has included a significant amount of lab work and I feel that this is an area where I am developing in strength. In</p>                                                                                                                                                                                                                                                      |

| Knowledge-based skill             | Examples of when I have developed this skill                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <p>my last three lab reports in cell biology I have gained marks over 65%.</p> <p>Through lab work I have developed the ability to analyse and solve problems, formulate and consider scientific theories, and undertake experiments with good attention to detail.</p>                                                                                                                                                                      |
| <p><b>Diploma in woodwork</b></p> | <p>Completed course developing skills in woodwork.</p> <p>Learned how to maintain woodworking tools such as planes and chisels, and used them in tasks such as sawing and planing, adhering to safe working practice.</p> <p>Developed skills enabling me to cut a mortice and tenon accurately, use biscuit and domino jointers, and edge jointing boards.</p>                                                                              |
| <p><b>Microsoft Office</b></p>    | <p>Completed ECDL (European Computer Driving Licence) base modules.</p> <p>Developed skills in using Microsoft Word to create, format and save documents, reports and letters. Used mail merge to create a set of letters and address labels.</p> <p>Used Microsoft Excel to create, modify and format customer lists. Developed spreadsheets for recording orders and used standard formulas and functions to create graphs and charts.</p> |

### **Task A. Create your own skills list using Enclosure 1.**

Below, we have provided a template to help you identify and record your own skills, and provide evidence of where and when you have used them (Enclosure 1).

Add your skills list to your personal portfolio and refer back to it when completing any applications in future – it will help you to choose the examples which will be most relevant to the job or course you are applying for.

### **Task B. Share your skills with your group fellows.**

**If you are happy to do so, share an example of one of your skills with other learners in the discussion below.**

If you can't think of an example for one of your skills, why not ask other learners for their ideas?

## **2. Understanding Jobs and Courses**

Analysing job adverts or course descriptions effectively will enable you to match your skills to their requirements.

### **2.1. Analysing Job Adverts**

**Now you've thought about what you've got to offer a recruiter, it's time to turn your attention to what they are looking for in a new recruit. As an applicant, you need to show recruiters that you have the skills, experience and knowledge that they need, and provide the evidence of this in a tailored application.**

To find out what a recruiter is looking for, a good starting point is to fully analyse the job description. Here, you can find out exactly what's involved and what is required of you. In particular, you should look for the key roles and responsibilities, along with the qualifications, knowledge, skills, experience and other things that are needed.

If you are applying for a job and don't have a full job description or person specification (which describes the experience, skills and qualifications you need for the job), find out as much as you can from the recruiter's website. They will often mention what sort of personal characteristics they're seeking. Talk informally to any named individual stated in the advert or contact the recruitment team to discuss the post. If you know anyone who works there, get their opinions too.

### **Job advert**

Here is an example of a job description, followed by a list of the main skills that we think are required, as implied by the job description.

## **Editorial Assistant. Stomp Publishing**

We are a small publisher of sport and leisure guides based in South Yorkshire, looking to recruit an Editorial Assistant for a brand new online reference product. You will work as part of a team to ensure that news and articles are reviewed and published to the highest standard.

### **Key responsibilities**

- Liaise with contributors, keeping them informed of requirements and deadlines.
- Maintain a database of contributors and potential contributors to ensure articles are submitted on time.
- Oversee the news / articles peer review process.
- Provide administrative support to the team.
- Participate in the article's production process from acceptance to digital submission.
- Ensure copyright and licenses are received and processed.
- Attend editorial board meetings as required.

**Having read the job description, the key skills that we can assume that the applicant will need include:**

- Verbal and written communication skills in order to liaise with contributors, oversee the news / articles peer review process, and to work on the production of articles.
- Interpersonal skills to support contributors as well as colleagues.
- Teamwork and organisation skills to provide administrative support.
- Time management skills to meet tight deadlines.
- IT skills and accuracy to maintain a database of contributors and potential contributors.
- Attention to detail to ensure copyright and licences are received and processed, and to make sure that the publications are of the highest standard.
- A proven interest in publishing and in the sport and leisure industry.

### **2.2. Analysing Course Descriptions**

**Here we have a sample course description. Again, we've listed the sorts of skills and attributes that we feel might be expected of a potential applicant, given what is written in the course description.**

## **Journalism Studies BA (Hons) – 3 years FT**

Our aim is to get you into the mindset of a confident working professional. You'll come to see the department as your second home, a working area where you can develop projects and catch up on the latest news.

A lot of your formal teaching takes place in the newsrooms. We'll show you the ropes. Everything. You'll become proficient in every role – from researching, writing and tweeting, to producing and presenting.

But there's much more to journalism at Sheffield than the newsrooms. We'll send you out into our amazing city to learn the craft of reporting. You'll get your own patch of Sheffield to cover. You'll go to court and council meetings, meeting local people, digging up exclusives. It's nitty-gritty stuff, the grounding of great journalists – but with social media and a hi-tech digital editing suite.

And the practical skills build on an essential bedrock of theory. You'll learn about media law, history, ethics and standards. We want you to be the complete package – knowledgeable and questioning, skilled and rigorous. The kind of journalist the world needs.

**From the course description, the key skills that we can assume that the applicant should have include:**

- Evidence of academic achievement and potential, including good grades.
- Excellent verbal and written communication skills.
- A proven interest in journalism which could be evidenced through some work experience.
- Interpersonal skills to communicate and work with people across different social and cultural backgrounds.
- Creativity and an enquiring mind.
- IT skills, particularly in the area of new developments in the media.
- Self-motivation and the ability to plan work in order to develop and complete projects within deadlines.

Now we have given you some examples, in the next step, we'll invite you to have a go at analysing a job advert or course description for yourself.

**Task A. Have a go at analysing a job advert or course description.**

Either analyse the job advert for ***‘Information Officer’*** or the course description for ***‘English Literature’*** which we’ve provided below.

From the course or job description, what are the key skills that we can assume that the applicant should have? You might want to think about qualifications, knowledge, skills and experience.

Share your analysis in the discussion. Listen to other people’s ideas and see if you agree with their opinion.

### **Information Officer - Hopps and Hooper Sports Centre**

Our busy Information Team is based in our Sheffield Sports Centre and acts as a first point of contact for customers requiring information or who wish to book into our range of health and fitness activities. The team is also responsible for developing our website and for producing our paper-based resources. Additionally the Information Team make extensive use of social media as a means of communicating with our customers and marketing our services.

As part of the Information Team you will provide a comprehensive information service to our customers, answering enquiries and maintaining our website and paper based resources. You will:

- be the first point of contact on an extremely busy information desk dealing with customers
- signpost customers where appropriate to our range of health and fitness activities
- book sessions for customers and process payments
- maintain the sports centre website using our content management system
- edit and publish our handouts
- market our activities to customers and potential customers via Facebook and Twitter
- oversee the sports centre email account and respond to emails accordingly

### **BA in English Literature**

The BA in English Literature is one of the most popular degree courses at the University of Sheffield. Students study poetry, fiction, drama and film from the fourteenth to the twenty-first centuries.

Every module makes use of online learning, and Inquiry-Based Learning is encouraged across all three years of the degree. At the centre of our teaching is a commitment to small-group seminars complementing whole-year lectures.

We usually ask for evidence of good academic achievement and potential which means grades AAB at GCE A Level, or the equivalent. However, we do have some flexibility in the nature of the offers we make, based on the strength of your application. We do not simply go on predicted grades alone; we are interested in you as a person, and the potential for academic study that you demonstrate.

For this reason it is important to take care over your personal statement; try to ensure that you stamp your individuality on this and give us a strong impression of why you are committed to studying with us. It is usually better to focus on a small number of texts/ writers/ topics that have inspired you, rather than attempt to cover too much.

### **2.3. Research the Organisation**

**If you like the look of the job and you think you can meet the recruiter's requirements, the next step is to research the organisation to understand what they do, what they offer and what their values are, so you are confident that they match your own and you can say why you have chosen to apply to them.**

Don't just search the organisation's website. Check out other social media such as Facebook, LinkedIn and Twitter to find out what they are doing online. In Unit 2, we'll be taking a closer look at social media and showing you how to use social media to your advantage.

#### **Consider your motivation for wanting to apply**

Use the following criteria to explore the things you like about the organisation and the sector it operates within. You can then use information from this list in your application to convince the recruiter of your motivation and enthusiasm.

- Values / ethics / culture
- Core business activities it is involved in
- Clear opportunities for career progression
- Size of organisation
- Induction and training programme
- Forward thinking - does the organisation have a reputation for implementing new ideas?
- Flexible working - can staff work flexible hours?
- Community engagement - does it get involved in local / charitable events?

**Task A.** We have created a template that you can use to record your research into the organisation you are interested in. Please find the template in Enclosure 2 and store it in your portfolio.

## **2.4. Researching Universities or Colleges**

**If you are applying for a course, you should research the university or college to gain an understanding of the facilities that they offer and whether their culture matches your own.**

You may wish to consider the location of the institution, is it part of a city or on a campus? Is it close to home or some distance away? You may also wish to consider the size of the institution and the number of students who attend.

In the UK, students applying for university or college as undergraduates will normally apply through UCAS (Universities and Colleges Admissions Service) and can list up to five courses on the application form.

If you are applying through UCAS, you should still research the universities or colleges that you are interested in to make sure they are the right choice for you. However, don't go into detail about why you've chosen individual institutions within the personal statement as it will be seen by more than one. Instead, you need to be able to state what you like about the subject.

Applying directly to a university or college (often the case with postgraduate study), does give you the opportunity to detail the things you like about the institution as well as the course.

Whatever the method of application, search the university or college's website and activity on social media. In particular, research the department that you are interested in and take the opportunity to visit them on open days so you can talk to current students and course tutors. Check out the facilities that you are likely to use such as the Library, Students' Union, sports clubs and societies.

Here are some key points that you may wish to consider when researching a university or college, of course you can also add your own.

- Structure and type of course
- Teaching quality
- Research led - is the university or college committed to conducting innovative research which informs its learning and teaching?
- Library facilities
- Student satisfaction
- Other student facilities

- Opportunity for skills development
- Community engagement

**Task A.** We have created a template that you can use to record your research into the institution you are interested in. Find the template in Enclosure 3 and store it in your portfolio.

### 3. Making the Match

Learn how to promote yourself through positive writing and make the recruiter or admissions tutor want to know more about you.

#### 3.1. Positive Writing – Make an Impression

**We now know that, when making applications, you need to identify the skills, personal qualities, qualifications and experience that the recruiter is seeking. You then need to match these against the requirements asked for in the job or course description. Be positive, don't underestimate what potential you have to meet their expectations.**

Use the sections of a CV or application form to describe examples from your experience to evidence that you have the attributes the recruiter wants. You don't need to have completed a marathon or sailed round the world single handed to have significant experience. Working in a shop, playing for your school hockey team, participating in a film club or volunteering for a local charity can be just as noteworthy. What's important is that the text you write needs to persuade the recruiter that these were significant experiences. Hence, you need to think positively and write in a positive way.

***Here are our five top tips to help you to practice writing in an effective way.***

#### **Tip No.1 - Don't list**

When writing about your experiences don't just list your activities or duties. This will mean very little to the recruiter as they won't know what those duties actually involved or what you got out of them. Where possible, go on to describe the results you achieved and the skills or qualities you demonstrated.

#### **Tip No.2 - Use 'power words' - here are a few examples**

|              |             |
|--------------|-------------|
| Accomplished | Implemented |
| Achieved     | Improved    |
| Adapted      | Influenced  |
| Advised      | Led         |
| Analysed     | Maintained  |
| Co-ordinated | Motivated   |
| Communicated | Negotiated  |

Completed  
Created  
Delivered  
Developed  
Enhanced  
Established  
Fulfilled  
Helped

Organised  
Participated  
Persuaded  
Planned  
Researched  
Resolved  
Team Working  
Trained

### **Tip No. 3 - Use verbs at the start of the sentence**

Starting a sentence with a verb or power word (eg, Completed..., Negotiated..., Delivered...) not only provides a strong and clear opener but it can also make your skills and achievements stand out, especially if the recruiter is speed-reading your application. It also stimulates the reader to want to learn more about you.

### **Tip No. 4 - Write in an active style**

An active style puts the emphasis on the action you took, rather than what you were expected to do - the latter sets a rather passive tone which won't impress a recruiter. Here's an example:

**Passive style:** 'The project required me to research information from various sources. I had to make conclusions and present my findings in a report. It involved working under pressure and coping with deadlines.'

**Active style:** 'Researched information using various sources including databases and scientific journals. Produced a comprehensive report that detailed my findings which received 76% (equivalent to a 'distinction' level grade). Learnt the value of prioritising tasks for effective time management.'

In the passive style, the sentences are accurate, but weak and vague. Using the active style, the writer implies that they took the initiative.

### **Tip No. 5 - Write concisely (short sentences, line spaces & bullet points)**

This paragraph shows how text in a CV or application form can often be difficult to read when grouped together in one huge 'block'. Selectors could have difficulty in extracting the key information and this is not what you want to happen. Not only can it be difficult to extract pertinent information, huge blocks of text don't always look good on the page, and can create a poor first impression. This negative attitude may influence how employers react to the content of applications. It can also lead to a negative judgement on how well you communicate. If you claim to have good communication skills and then present long paragraphs of text that are off-putting to read, then you are failing to communicate effectively through your application.

Compare a large block of text with a bullet point approach, where text is also broken up by sub headings and line spacing:

**Organised information**

- Look how easy it is to get a similar number of words across by splitting the text into two sections and using bullet points and bold text.
- These are easier to read, look neater on the page, and grab a recruiter's attention to create a positive first impression.
- Recruiters can see your key points clearly without real effort.

**Effective wording**

- You have to use short sentences and get to the point.
- You need to give examples and evidence to prove your point.
- This style makes it easier to read and communicate key selling points relevant to the job or course.

**Task A. Market your skills using positive writing.**

You may have already used the template for recording your skills and added it to your portfolio (Enclosure 1). If you have, see if you can improve what you have written using positive writing.

If you haven't already done so, you may wish to use this template now to record your skills using positive writing.

**3.2. Create a Personal Brand**

**Personal branding is about understanding yourself and creating a strong professional image.**

Every time you communicate with recruiters, you are developing your personal brand so make sure you are marketing yourself effectively. Communication can be face-to-face, email or telephone, but it can also be via social media such as Facebook, Twitter and LinkedIn. Remember to use positive language.

To create your personal brand you need to think about the following three things:

- your talents
- your values
- your unique selling point (USP)

Your talents focus on what you do well, your skills and also what you enjoy. Knowing these will give you confidence in 'marketing' yourself to recruiters.

Be aware of what is important to you; if you know your values and are true to them then you will stand out from the crowd. This will also help you

to match up your values to those organisations or institutions that you are looking at, so that you will find one that fits with what you value.

Your USP ties all of these together and adds in your experience and your career aims. You may include your USP within the introductory paragraph of an application's personal statement, the brief profile section within a CV or the summary or biography sections within the social media platforms that you use.

Here's the summary from the LinkedIn profile of Eddie Employable who you will meet in Unit 2, along with more information on how to create a professional identity via social media.

"Hardworking and dedicated life scientist keen to pursue a career in clinical embryology. Eager to combine my Biomedical Science degree and Medical Research Council-funded laboratory experience with people-skills developed in various customer-facing student jobs. My aim is to work for an organisation dedicated to improving lives and in a hospital environment working with people from a wide variety of professions."

**Task A.** You may wish to use our Unique Selling Point template to create your own USP (remember to keep it short). Please find the template in Enclosure 4 and store it in your portfolio.

**Task B.** Try typing your name into Google and see what comes up. You can try adding your home town, or a similar more unique identifier, to narrow your search. What do you find? What shows up on Google Images?

## БИБЛИОГРАФИЧЕСКИЙ СПИСОК

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**Приложение 1. Template for Recording My Skills**

| Transferrable Skills | Examples of when I have developed these skills |
|----------------------|------------------------------------------------|
|                      |                                                |
|                      |                                                |
|                      |                                                |
|                      |                                                |
|                      |                                                |
|                      |                                                |

| Knowledge-based Skills | Examples of when I have developed these skills |
|------------------------|------------------------------------------------|
|                        |                                                |
|                        |                                                |
|                        |                                                |
|                        |                                                |
|                        |                                                |

**Приложение 2. Research into an Organization**

|                                                    |  |
|----------------------------------------------------|--|
| Motivation for applying to: [Name of organisation] |  |
| Values                                             |  |
| Core business                                      |  |
| Structure                                          |  |
| Size of organisation                               |  |
| Induction and training                             |  |
| Forward thinking                                   |  |
| Flexible working                                   |  |
| Community engagement                               |  |

### Приложение 3. Research into a University/college

|                                                            |  |
|------------------------------------------------------------|--|
| Motivation for applying to: [Name of university / college] |  |
| Structure and type of course                               |  |
| Teaching quality                                           |  |
| Research led                                               |  |
| Library                                                    |  |
| Sports facilities                                          |  |
| Clubs and societies                                        |  |
| Students' Union                                            |  |
| Accommodation                                              |  |
| Opportunity for skills development                         |  |
| Community engagement                                       |  |

**Приложение 4. My USP (unique selling point)**

Example:

Hardworking, conscientious and caring graduate holding a BA Hons degree in Health and Social Care with extensive experience of working with a range of disadvantaged people. Having participated in a work experience placement in the Bishopton Care Home, I am keen to pursue a career in this area, supporting disabled teenagers to develop their skills to help them in their journey towards independent living.