

НАРОДНАЯ УКРАИНСКАЯ АКАДЕМИЯ

30 ЛЕТ

# Employment and Sociology

Н.С. Молодчая



Харьков  
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НАРОДНАЯ УКРАИНСКАЯ АКАДЕМИЯ

## **Employment and Sociology**

Учебно-методическое пособие для студентов  
старших курсов, обучающихся по специальности 054 «Социология»,  
073 «Менеджмент»

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Посібник містить 12 уроків і довідкові матеріали, метою яких є формування професійно-комунікативних вмінь і навичок спілкування англійською мовою в межах запропонованих тем з кадрового менеджменту та соціології.

**Молодчая, Наталья Сергеевна.**

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Пособие содержит 12 уроков и справочные материалы, целью которых является формирование профессионально-коммуникативных умений и навыков общения на английском языке в рамках предписанных учебным планом тем по кадровому менеджменту и социологии.

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Целью учебно-методического пособия **Employment and Sociology** является формирование профессионально-коммуникативных умений и навыков общения на английском языке в рамках предписанных учебной программой тем по кадровому менеджменту и социологии.

Курс рассчитан на 68 часов (2 кредита) аудиторной работы и состоит из 12 разделов (units), по 6 тем в каждой, для изучения в первом и втором полугодиях на IV курсе факультета «Социальный менеджмент».

Каждый раздел включает в себя вопросы для обсуждения, профессионально-ориентированный текст, упражнения на развитие коммуникативных устных и письменных навыков, закрепление профессиональной лексики, а также задания для формирования исследовательской, творческой, поисковой компетенций.

В пособие включены дополнительные материалы: а) англоязычные тексты по специальности «Социология» и «Публичное управление и администрирование» для самостоятельного изучения и последующего обсуждения в аудитории, которые предназначены для обсуждения и аннотирования; б) справочные материалы по написанию аннотаций и других документов; в) справочные материалы по составлению презентаций; г) тематический глоссарий новых слов в сфере кадрового менеджмента.

В результате обучения студент должен:

- владеть навыками профессионально-ориентированного общения в рамках предложенных тем;
- активно использовать и понимать профессиональную лексику;
- уметь делать сообщения и презентации по заданной модели в рамках предложенных тем;
- составлять аннотации к англоязычным статьям социологической направленности;
- владеть навыками составления основной профессиональной документации.

## PART I

### UNIT 1

#### HR Manager: Role and Responsibilities

##### 1. Ice breaking questions

Would you like to be an HR manager?

Is an HR manager's job prestigious in your country, in the world?

What is the role of the HR manager in the company?

What kind of personal and professional traits should an HR manager demonstrate?

##### 2. Read and discuss the following text

*The following is the abstract from the Job Description of HR manager.*

The Human Resources manager is directly responsible for the overall administration, coordination and evaluation of the human resource function.

###### *A. Essential Functions:*

1. Plans, organizes and controls all activities of the HR management department. Participates in developing department goals, objectives and systems.
2. Implements and annually updates compensation program; rewrites job descriptions as necessary; conducts annual salary surveys and analyzes and develops compensation package; monitors the performance evaluation program and revises as necessary.
3. Administers benefits programs such as life, health, and dental insurance, pension plans, vacation, sick leave, leave of absence, and employee assistance.
4. Develops, recommends and implements personnel policies and procedures; prepares and maintains handbook on policies and procedures.
5. Conducts recruitment activities; conducts new-employee orientations; monitors career-pathing program, employee relations counseling, writes and places advertisements.

6. Establishes and maintains department records and reports. Participates in administrative staff meetings and attends other meetings, such as seminars.

7. Evaluates reports, decisions and results of the department and recommends new approaches, policies and procedures to improve efficiency.

### *B. Competencies*

1. Human Resources Capacity.
2. Ethical Conduct.
3. Strategic Thinking.
4. Leadership.
5. Decision Making.
6. Financial Management.

### *C. Work Environment*

This job operates in a professional office environment. This role routinely uses standard office equipment such as computers, phones, photocopiers, filing cabinets and fax machines.

## **3. Answer the questions using the information from the text**

3.1. Based on text A. What are the essential functions of the HR manager? Try to group the activities of the HR manager.

3.2. Based on text B. What kind of knowledge and competencies are necessary for the HR manager job. Do you have these competencies? Do you plan to further improve your competences in these fields?

3.3. Based on text C. What are the work conditions for the HR manager? Are you familiar with all of the office tools mentioned? What other office tools are useful for the HR manager?

## **4. Say if the following statements are True or False**

1. The HR manager participates in developing department objectives.
2. The HR manager weekly updates compensation program.
3. Dental insurance, pension plans, vacation, sick leave, leave of absence are the main responsibilities of the company's secretary.
4. It is the job of the HR manager to introduce a new recruit to the company staff.

5. To write and place job advertisements is not the job of the HR manager.
6. The HR manager must have skills of strategic thinking, decision making, financial management.
7. The HR manager operates in a professional office environment, actively using standard office equipment.

**5. Vocabulary study**

- 5.1. Explain the meaning of the underlined words in the text.
- 5.2. Make a list of all the verbs from abstract A in the alphabetical order. Provide synonyms to the selected verbs if possible.
- 5.3. Complete the following table providing the appropriate word-combinations from text A.

administer	
evaluate	
conduct	
develop	
recommend	
control	
organize	
implement	
analyze	

- 5.4. Complete the grid with the verbs from the text placing them vertically for each letter in the word *administration*. See example.

s									
t									
a	d	m	i	n	i	s	t	e	r
f									
f									



## 6. Skills development

### 6.1. Translate the following job advertisement into English

Агентство «OLO» (office labor optimisation) Хмельницкий

Зарплата - \$ 450-500

Образование - высшее

Пол - мужчина/женщина

Опыт работы - 1-2 года

Возраст - от: 21

Должность - Аналитик СМИ

Требования к кандидату / информация о вакансии:

*Требования:*

- Высшее образование;
- Опыт работы с большими объемами информации;
- Умение делать выводы и емко их излагать устно и письменно;
- Опыт составления аналитических текстов и обзоров;
- Навыки работы с Adobe Acrobat, MS Office, Photoshop.

Для работы необходимо иметь:

1. Собственный компьютер.
2. Высокоскоростной интернет.

*Обязанности:*

- Анализ больших объемов информации;
- Подготовка аналитических документов
- Проведение качественных и количественных исследований СМИ;
- Изучение зарубежного опыта в сфере анализа СМИ;

*Личные качества:*

- Ответственность за принимаемые решения, способность к самоорганизации;
- Психологическая устойчивость, воспитанность;
- Внимательность, аккуратность, порядочность;
- Стремление к профессиональному развитию в сфере СМИ.

*Условия:*

- Работа в интересном, молодом и динамично развивающемся коллективе;
- Участие в проектах для крупнейших частных и государственных корпораций
- Возможности для карьерного и профессионального роста;
- График работы – свободный.

## **6.2. Translate the advertisements for the following mini vacancies into English**

Тренинг менеджер / 2006-08-25

Зарплата: 500 USD, Москва

Требования: Можно без опыта, но с дополнительным образованием в области тренингов!!! Грамотная речь.

Менеджер по подбору персонала / 2006-08-24, Зарплата: 850 USD, Москва

Требования: - возраст 17-35 лет; - приятная деловая внешность, вежливость; – соблюдение делового регламента; – стрессоустойчивость; – приветствуется опыт работы с людьми; – желание работать и зарабатывать!

## **7. Research and creative activities**

7.1. Prepare a structured talk on the role and responsibilities of the HR manager (a secretary, a nurse, a hotel receptionist).

7.2. Summarize key information on one of the topics based on abstract B.

7.3. Prepare a talk on compensation and benefits of being an HR manager (or a secretary, a nurse, a hotel receptionist).

## UNIT 2

### Job Description and Person Specification

\*job description - должностная инструкция, описание предлагаемой должности;

\*person specification - личностная характеристика.

#### 1. Ice breaking questions

What is a vacancy advertisement? What kind of information is placed in a job vacancy advertisement?

Have you ever searched for vacancy advertisements yourself? What positions were of interest to you?

#### 2. Read and discuss the following text

When the HR manager identifies the vacancy for the company, he uses a job description and person specification template to describe the new position from scratch. A job description describes the job; a person specification describes the person needed to do the job. A person specification can, therefore, form the basis for the selecting the most suitable person to fill the job.

*What is a job description?*

The best thing a company can do for its personnel is to develop an informative, comprehensive, and standardized job description, which results in an accurate portrayal of job responsibilities and duties. In order for a job description to be worthwhile and effective, it must include the following components: 1) job title, 2) job summary, 3) working environment, 4) work activities, 5) performance expectations, 6) compensation and benefits, 7) job competencies.

*What is person specification?*

A person specification describes the requirements a job holder needs to be able to perform the job satisfactorily. These are likely to include:

- Education and qualifications;

- Training and experience;
- Personal attributes / qualities.

*How should a person specification be created?*

The most common approach now used by recruiters is to identify what is known as "competencies" to design a person specification. These are then classified as "essential" or "desired" to determine which are the most important.

Competencies might include some or all of the following:

- physical attributes (e.g. state of health, age, speech);
- attainments (e.g., highest level of education completed, relevant professional experience, ability to supervise/manage);
- aptitudes (e.g. verbal reasoning; numerical aptitude);
- interests (social activities; sport activities);
- personal circumstances (e.g. ability to work shifts; full or part time).

A person specification must be prepared and used with great care. It is important to ensure that the list of essential or desired competencies does not lead to unlawful discrimination against potential employees.

### **3. Answer the questions using the information from the text**

- 3.1. How can you define a job description and person specification?
- 3.2. What information is included in a job description and person specification?
- 3.3. What are the essential and desired competencies? Provide examples.

### **4. Vocabulary study**

- 4.1. Explain the meaning of the underlined words in the text.
- 4.2. Explain in the difference in the meanings of the following words: *attributes* – *attainments* – *aptitudes*.

What are your own unique attributes, attainments, aptitudes?

4.3. Make up proper word-combinations based on the given text.

<b>describe</b>	specifications
<b>job</b>	requirements
<b>perform the job</b>	holder
<b>suitable</b>	satisfactorily
<b>personal</b>	candidate
<b>essential</b>	attributes
<b>person</b>	competencies

4.4. What, do you think, are the essential, desired or optional competences for the position of a sales manager, a fireman, and a professor of Sociology at university?

**5. Study the following job description and person specifications template**

Job Title:	Salary:
Reporting to:	Qualifications:
Location:	<i>Essential:</i>
Nature/purpose of the job role:	<i>Desirable:</i>
Main Duties:	Knowledge and skills:
Hours of work:	

5.1. Study the job description and person specification for the following position.

Administration/Business Sector: **Administrative Assistant**

**Job Title:** Administrative Assistant

**Reporting to:** Office Manager

**Location:** Head Office, Glasgow

**Main Duties:** You will be required to provide office based administrative support to the team including internet research, planning travel and hotels, dealing with digital diary appointments and our database.

The role will also include generating mailings, filing, answering the telephone and maintaining other office systems. Communication with our associates and stakeholders will be part of the role, along with varied and interesting ‘other duties’ as required by the Line Manager.

**Hours of work:** 8.30am - 5.00pm; 1 hour for lunch

**Salary:** £15,000 - £17,000 p.a. (\*per annum) (depending on experience)

**Qualifications:**

**Essential:** Experience in the role of Administrative Assistant/Office Junior with another company.

**Knowledge and skills:**

- knowledge and understanding of basic office procedures;
- be able to complete some routine and non-routine tasks in an office environment;
- be able to plan and organize both familiar and new tasks;
- be able to use a problem-solving approach to respond appropriately to a wide range of enquiries;
- produce and respond to detailed written and oral communication in an office setting;
- use standard applications to process, obtain and combine information - Microsoft Office, Excel, Word;
- be able to work on own initiative or with others on tasks with minimum supervision.

5.2. Summarize the job description and person specification for the above position.

## **6. Skills development**

Translate into English.

Должностные обязанности официанта.

Официант выполняет следующие должностные обязанности:

- сервирует столы;
- своевременно меняет скатерти и салфетки по мере их загрязнения;
- принимает заказ от посетителей, помогает посетителям выбрать блюда и напитки, ориентирует их по времени приготовления заказанных блюд;
- распределяет заказ по месту его выполнения между барменом и поваром;
- контролирует своевременность приготовления и товарный вид блюд перед подачей на стол;
- подает заказанные блюда;
- выводит окончательную сумму заказа, подает посетителю и производит с ним полный расчет за заказ;
- поддерживает чистоту в зале;
- оформляет зал и сервирует столы соответственно праздничным событиям;
- проводит ежемесячный переучет посуды.

## **7. Research and creative activities**

7.1. Make up a monologue about a job description and person specification.

7.2. Use the Internet to compose a job description and person specification for one of the following positions: hairdresser, PA (personal assistant).

7.3. Write a summary of article 1 in the EXTRA READING part.

## Unit 3

### Rewards and Benefits

#### 1. Ice breaking questions

What is motivation? What motivates you in pursuing your professional career?

What rewards do students get from their studying hard at the university? Speak about your own experience.

What is the difference between material and non-material rewards? Give examples of the former and the latter.

#### 2. Read and discuss the following texts

A. Rewards make a difference when choosing a career. If you care about your work, and if it continues to fascinate you, then you're going to get better at it. The better you become, the higher you rise. The more your career develops, the more you will be recognized for the difference that you're making. Some employees choose to work hard, and they will be rewarded for it on merit.

Put together, salary and benefits packages are designed to attract, motivate and recognize the work people do and the effort they put in.

Below you can see a list of the rewards and benefits companies provide for their employees:

- bonuses
- employee assistance program
- maternity and paternity leave
- free seminars and trainings
- free snacks
- travel opportunities
- company car
- sabbatical policy
- paid holidays
- private medical insurance
- kitchenette in the office
- personal pension plan
- gym membership
- healthcare
- discounts for local retailers or leisure activities
- legal advice
- travel insurance
- dental insurance
- debt counseling
- flexible time
- work-life balance
- telecommuting.



## B. Google employees' benefits

It's no surprise that the employee benefits of Google are among the best in the land – free haircuts, gourmet food, on-site doctors and high-tech “cleansing” toilets are the most talked about. But the latest perk for Googlers extends into the afterlife.

When confronted with the death “we tried to find ways to help the surviving spouse of the Googler who'd passed away.” In addition to the 10-year pay package that surviving spouses will receive, any children will receive a \$1,000 monthly payment from the company until they reach the age of 19 (or 23 if the child is a full-time student).

What makes the death benefit notable isn't just its generosity. The aim is “to increase happiness, creativity and productivity”. “Obviously there's no benefit to Google, ... for the company it's no-win situation” says Chief People Officer Laszlo Bock. “But it's important to the company to help our families through this horrific if inevitable life event”.

## C. Work-Life Balance

Work-life balance refers to the balance between a person's career and his personal life. Many people work longer hours and use fewer vacation days, in part because of globalization, outsourcing, and a loss of job security. As a result, employees have less time for personal interests, personal development, and family. Reduced productivity, depression, high levels of stress, and burnout result from such an imbalance.

Although the employee makes the choice to work longer hours, the corporate culture is also responsible. Companies should educate their workers on the importance of a healthy work-life balance. It's also helpful to provide flex time, maternity and paternity leave, telecommuting, or even recreation or exercise facilities. If they don't, people will become money-rich, time-poor.

### 3. Answer the following questions using the information from the text

3.1. What is needed to get rewards from your work? Provide examples of the rewards given in part A. Try to cluster or group the rewards mentioned.

3.2. Different potential rewards attract different groups of workers. Try to connect clusters of rewards to group of workers. What rewards would be attractive to this or that group of employees? What rewards would attract you?

3.3. What do you know about the Google company? What perks do they provide for Googlers? What's a death benefit?

3.4. What's work-life balance? What are the reasons for maintaining a work-life imbalance? What are the benefits of maintaining a work-life imbalance? Who is responsible for work-life imbalance, according to the text? What can be done to improve a work-life balance?

### 4. Say if the following statements are True or False

1. Salary and benefits packages are designed to motivate people to do the work.
2. The Google company does not gain from providing death benefit.
3. Google believes it is important to support an employee through horrific and inevitable life events.
4. People work longer hours because they are worried about losing their jobs.
5. Employees might ignore personal interests if there is a poor work-life balance.
6. Only the company is responsible for the employees' overwork.
7. All employees should have flex time and recreation facilities.

### 5. Vocabulary study

5.1. Explain the meaning of the underlined words in the text.

5.2. Make up proper word-combinations based on the given text.

<b>reward</b>	and benefits
<b>salary</b>	effort
<b>put in</b>	on merit

<b>gym</b>	balance
<b>dental</b>	spouse
<b>work-life</b>	membership
<b>surviving</b>	productivity
<b>maternity</b>	insurance
<b>loss of</b>	snacks
<b>flex</b>	leave
<b>reduced</b>	life event
<b>free</b>	job security
<b>inevitable</b>	time

5.3. Complete sentences with the suitable words from the texts.

The better you become, the higher you rise. The more your career \_\_\_\_\_, the more you will be \_\_\_\_\_. Some employees choose to work hard, and they will be \_\_\_\_\_ for it \_\_\_\_\_.

What makes the death benefit notable isn't just its \_\_\_\_\_. The aim is "to \_\_\_\_\_". "Obviously there's no benefit to Google... for the company it's \_\_\_\_\_ situation" says Chief People Officer Laszlo Bock.

Companies should \_\_\_\_\_ their workers on the importance of a \_\_\_\_\_ work-life balance. It's also helpful to provide \_\_\_\_\_ time, maternity and \_\_\_\_\_ leave, telecommuting, or even \_\_\_\_\_ or exercise facilities.

## 6. Skills development

Translate into English.

*Льготы украинских депутатов*

Депутаты Верховной Рады имеют две категории льгот: льготы, касающиеся их проживания и соцгарантий, и льготы, касающиеся депутатских обязанностей.

Перечислим некоторые из них:

- оплачиваемый отпуск на 45 дней;
- пенсия в размере 70 процентов суммы месячной зарплаты;
- в случае смерти депутата нетрудоспособным членам семьи назначается пенсия за потерю кормильца;
- бесплатное медицинское обслуживание в спец заведениях;
- госохрана депутата и членов его семьи;

- похороны за счет местных органов исполнительной власти;
- право иметь до 31 помощника-консультанта;
- отдельный кабинет в Раде;
- бесплатное пользование правительственной связью в пределах их полномочий;
- депутатская неприкосновенность (immunity) на весь срок осуществления полномочий.

## **7. Research and creative activities**

7.1. Prepare a structured monologue about rewards and benefits.

7.2. Use the Internet to find information on rewards and benefits for: a designer, a hairdresser, a university student.

## Unit 4

### Recruitment Procedure and Job Interview

#### 1. Ice breaking questions

Where can an HR Manager find potential candidates?

Have you ever had a job interview?

When contacting a new person do you visit his or her Facebook site or VK?

#### 2. Read and discuss the following texts

A. Recruitment – or hiring – refers to the overall process of attracting, selecting and appointing suitable candidates for jobs within an organization. Human resources managers and recruitment agencies are tasked with carrying out recruitment. Recruiters employ various tactics to bring the best talent to their companies.

The following are the guidelines to help you in the hiring process.

Step 1: Review the Job Description

Step 2: Develop a Recruiting Strategy

Step 3: Review and Sort Resumes/Applications

Step 4: Conduct Telephone Interviews

Step 5: Conduct Face-To-Face Interviews

Step 6: Get another Opinion

Step 7: Narrow it down and Make the Final Selection

Step 8: Check References

Step 9: Make Offer and Introduce the new employee to the Organization.

B. There are many options for where to place an ad to find potential workers.

These options include using:

- local Newspapers, including local/neighborhood publications;

- newsletters of community churches, mosques, or temples, local organizations or support groups;

- job service offices, employment, and temporary agencies;

- bulletin boards at grocery stores, apartment buildings, libraries, local recreational facilities, Laundromats, clinics;

- the student employment offices or nursing and social work programs at area vocational schools, community colleges and universities;

- word-of-mouth. There are many job board sites on the 'Net that you can use for employee recruitment.

C. There are two key stages to getting the job you want. The first is securing an interview with a well presented and relevant CV and the second is your performance in the interview. A CV, also known as a résumé, is a summary of your professional background. Your CV should be one to two pages long and include an overview of your work experience, studies, achievements or awards, special skills, and references. Your contact information should always be included at the top of the first page.

The company will review your documents and contact you if you have gone forward to the interview stage of the recruitment process. The employer already knows your basic qualifications; during the interview, you have the chance to show your enthusiasm for the job at hand and give the employer a sense of who you are as a person. Don't be surprised if some of the questions asked are not directly work-related – be prepared to talk about your family and what you do in your free time.

### **3. Answer the following questions using the information from the text**

3.1. What is recruitment? What are the main stages to recruit an employee?

3.2. What recruitment channels do you know? Can you name recruitment channels other than those mentioned in the text?

3.3. When do you use a CV? What is the purpose of a CV? What information is included in a CV?

3.4. What's the purpose of an interview? How should you behave at an interview?

### **4. Vocabulary study**

4.1. Explain the meaning of the underlined words in the text.

4.2. Make up sentences with the given word-combinations.

<b>bulletin</b>	of-mouth
<b>relevant</b>	board
<b>recreational</b>	facilities
<b>conduct</b>	references
<b>word-</b>	new employee
<b>check</b>	CV
<b>look</b>	face-to-face interview
<b>introduce</b>	candidate
<b>suitable</b>	for

## 5. Study the following tips

### 5.1. Study the following tips to write your best CV. Which ones do you find interesting and useful?

- A good CV will never be more than a couple of pages of A4.
- Check, check and recheck every single word and every grammar piece and every punctuation mark.
- Give your CV to somebody else to read.
- Arrange your qualifications to illustrate ongoing career development.
- Most employers are looking for experience rather than personal details, so if your hobbies have no relevance to the job vacancy, don't include them.

### 5.1. Study the following tips for an interview. Which ones do you find interesting and useful?

- Research the organization, study their website.
- Prepare: Have confidence in yourself.
- Be on time.
- Know your resume.
- Present yourself professionally and conservatively, "dress for success".
- Have at least 3 questions prepared for the end of the interview.

## 6. Skills development

Study the example of a CV below. Produce your own CV.

\*Pay attention that the freshest date in the Education and Professional Experience sectors come first.

Ukraine, Kharkiv  
Sportivny 34 - ap, 67  
+38 (067) 72767816  
E-MAIL: ivanova-  
i.frg@yahoo.com

Ivanova Ivanna

<b><u>Date and place of birth</u></b>	May 23, 1987, Kharkiv, Ukraine
<b><u>Family position</u></b>	Single
<b><u>Education</u></b>	2005 – present time: Student of full time student of Business Administration Department Kharkiv University of Humanities “PEOPLE’S UKRAINIAN ACADEMY”
<b><u>Work experience</u></b>	Summer 2007 Turkey, Antalya, Papillon Belvil (Reception / Guest relation); Summer 2006 Ukraine, Crimea, “Mandarin” (camp counselor).
<b><u>Languages</u></b>	English (fluent)
<b><u>Transferable skills</u></b>	Computer literate (Word, Internet, Outlook, VHP)
<b><u>Self-management skills</u></b>	Responsible, sociable, communicative, intelligent, punctual, smart, able to work in a team, with sense of humor.

## **7. Research and creative activities**

- 7.1. Make up a monologue about recruitment procedure.
- 7.2. Suggest tips on how to write your best CV
- 7.3. Suggest the best ways of behavior at a job interview.



## UNIT 5

### Employee Discipline and Termination

#### 1. Ice breaking questions

Do you personally think it is important to maintain discipline in the workplace?

How can an employer maintain good employees' discipline?

Do you believe in self-discipline?

What are the advantages of employees' good discipline in the workplace?

What can motivate employees to be well-disciplined at work?

Have you ever fired an employee? Is it easy to fire an employee?

#### 2. Read and discuss the following texts

A. Effective discipline can protect organizations. Everyone benefits when rules and consequences of violations are carefully formulated, clearly communicated, and consistently carried out. Many potential challenges are often resolved before they get out of hand.

Employee termination is often the last step in an unsuccessful attempt to help a worker meet work standards. Confronting employees during a disciplinary or termination interview takes much interpersonal skill and preparation. Throughout this kind of interview, it is important to distinguish between the employee as a person, and any unwanted behavior, so as to avoid building artificial walls between the supervisor and worker. If the employee needs to be disciplined or terminated, this is best done while permitting the employee to preserve as much dignity as possible.

Management can help coach and mentor an employee into improving his or her performance or behavior, but at the end it is the worker who must decide if the job is worth the effort. The responsibility to improve behavior must remain with the employee.

B. Reasons to fire an employee (terminate his/her employment):

- poor work performance (e.g., working at a reduced speed, poor quality, tardiness, sleeping on the job, absenteeism, wasting time);
- poor co-worker relations (e.g., fighting on the job, lack of cooperation);

- inadequate subordinate-supervisor relations (e.g., insubordination);
- inadequate supervisor-subordinate relations (e.g., favoritism, withholding of key information, mistreatment, abuse of power);
- workplace violence (e.g., verbal or physical abuse, threats, bullying, mobbing);
- dishonesty, espionage and theft;
- violation of safety rules and other practices (e.g., not wearing safety equipment, carrying weapons on the job, drug and alcohol abuse).

C. There are different degrees of "punishment" to deal with offenders. Tools to respond to offenses include (1) communication of the standard, (2) disapproval, (3) verbal warning, (4) written warning, (5) suspension, and (6) termination of employment.

### **3. Answer the following questions using the information from the text**

3.1. What is good discipline? What are the necessary attributes of effective discipline? What happens during a disciplinary interview? What is the goal of effective disciplining?

3.2. What are the reasons for firing an employee? Which one of all the offences mentioned in the text do you think is the worst?

3.3. What are the ways of punishing an employee for wrong behavior?

### **4. Say if the following statements are True or False**

1. Discipline ruins an organization.
2. To prevent misbehavior in the workplace, rules and consequences of violations must be clearly communicated.
3. Employment termination is often the last step in an unsuccessful attempt to help a misbehaving worker.
4. When firing it is important to distinguish between the employee as a person and any unwanted behavior.
5. Inadequate supervisor-subordinate relations may mean that the supervisor withholds important information.

## 5. Vocabulary study

5.1. Explain the meaning of the underlined words in the text.

5.2. Explain the following categories of offense: *poor effort*, *poor co-worker relations*, *inadequate subordinate-supervisor relations*, *inadequate supervisor-subordinate relations*, *workplace violence*, *dishonesty*, *espionage*, *theft*, *violation of safety rules*. What, in your opinion, is the worst offense?

5.3. Match the words with their definitions.

<b>violation</b>	a. temporary dismissal
<b>theft</b>	b. result
<b>suspension</b>	c. constantly
<b>consequence</b>	d. infringement, breaking
<b>consistently</b>	e. conduct
<b>warning</b>	f. stealing
<b>punish</b>	g. boss, employer
<b>espionage</b>	h. fake, insincere
<b>offense n.</b>	i. self-respect
<b>benefit n.</b>	j. forewarning
<b>carry out</b>	l. employee
<b>dignity</b>	m. spying
<b>artificial</b>	n. do good to
<b>supervisor</b>	o. discipline
<b>subordinate</b>	p. crime

## 6. Skills development

Translate the following *explanatory note* into English.

Начальнику  
производственного отдела № 2

Объяснительная записка

О совершении

дисциплинарного проступка

22 января 2018 г. я прибыл на рабочее место с опозданием на 2 часа 45 минут. Причиной моего опоздания явилась отмена электропоезда, которым я обычно слеую до ст. Благодатное. Мне пришлось добираться рейсовым автобусом, который следовал по маршруту с задержками из-за пробок на автодороге №23 и прибыл к месту назначения с 45-минутным опозданием.

Справки дежурного администратора железнодорожной станции Благодатное и дежурного автостанции прилагаю.

Мастер Б.В. Алексеев

23.01.2018

## 7. Research and creative activities

7.1. Study the following example of conducting a disciplinary meeting.

*Let us assume that Rogelio after the first warning meeting came in late again a couple of times, without providing a serious excuse. Rogelio's tardiness has begun to disturb some of the farm operations. From the conversation with Rogelio it is clear that there has not been a major issue involved here, but nevertheless, the problem has increased. Today, Rogelio arrived in late again.*

Eduardo: Good morning Rogelio.

Rogelio: Good morning!

Eduardo: Hey, did you watch the game between México and Uruguay?

Rogelio: I sure did, that was some goal in the last five minutes of the game!

Eduardo: It sure was. Hey, is everything OK? I noticed you were late.

Rogelio: I am sorry I came in late, I had another problem with the alarm clock. I don't think I heard it go off.

Eduardo: Sorry to hear about that. We talked last time about the importance of punctuality, Rogelio. Do you have any ideas of what you might do to deal with this problem?

Rogelio: I think I am just going to have to be more careful.

Eduardo: Any specific ideas?

Rogelio: Well, I tried putting the alarm closer so I would hear it better, but I don't remember it going off.

Eduardo: So what do you plan to do?

Rogelio: Maybe I'll just have to go to bed earlier.

Eduardo: Sounds like a good idea. Let me tell you what I do. I set two alarms when I have something really important. I put one right close to me and try to get up with that one. And then I put a back up alarm in the bathroom. That forces me to get out of bed.

Rogelio: Sounds like a good plan. I'll try that. I really don't like letting you down and coming in late.

Eduardo: Rogelio, I wanted to let you know how much I appreciate your work. You are one of our best pruners... and not just because you are fast, but also because of your care for quality. I also appreciate your willingness to help others who don't have as much experience. Thanks.

Rogelio: Thank you. I'll really try and make sure I don't come in late again.

Eduardo: Thanks, Rogelio. It is important for you to be on time because once I give everyone their pruning assignments, I have several other matters to attend to. It also makes it more difficult to calculate your pruning speed per hour for our daily records. I will write down that we had this conversation and that we discussed the importance of being on time and have you initial it, if you would. This will serve as an official oral warning, and next time, if you come in late, I will need to give you a written warning.

Rogelio: I understand, it won't happen again.

Eduardo: I know. And thanks again for the effort you put into your work. It is always a pleasure to look at the quality of your pruning. See you a little later, Rogelio.

7.2. Identify and write down the strategy the supervisor used in the disciplinary conversation.

7.3. Produce your own dialogue between a supervisor and a subordinate, discussing the misbehavior of the latter, and role play it with a group mate.

7.4. Give a talk about employee discipline and termination.

7.5. Write a summary of article 2 in the EXTRA READING part.

## UNIT 6

### Corporate Social Responsibility

#### 1. Ice breaking questions

Do you remember the last time you helped a person in need?

Can you name some generous people that you know? Is it good to be generous?

Do you participate in the activities of any charity organization?

Do you or your family members donate money or clothes to organizations that help poor people?

#### 2. Read and discuss the following text

A. Corporate social responsibility (CSR) refers to a business practice that involves participating in initiatives that benefit society. Corporate Social Responsibility is about giving back to the communities that keep your business afloat, altruistic giving for the benefit of the others. The philosophy behind it is that what you put into the world is exactly what you're going to get out of it.

Today communities thanks to the technology are aware of global problems – Ebola, persistent poverty, climate change. As consumers' awareness about global social issues continues to grow, so does the importance these customers place on CSR when choosing where to shop. Consumers aren't the only ones who are drawn to businesses that give back. Susan Cooney, founder of crowdfunding philanthropy platform Givelocity, said that a company's CSR strategy is a big factor in where today's top talent chooses to work.

B. Here are a few of the broad categories of social responsibility that businesses are practicing:

*Environment:* One primary focus of corporate social responsibility is the environment. Businesses, both large and small, have a large carbon footprint. Any steps they can take to reduce those footprints are considered both good for the company and society as a whole.

*Philanthropy*: Businesses also practice social responsibility by donating to national and local charities. Whether it involves giving money or time, businesses have a lot of resources that can benefit charities and local community programs.

*Ethical labor practices*: By treating employees fairly and ethically, companies can also demonstrate their corporate social responsibility. This is especially true of businesses that operate in international locations with labor laws that differ from those e.g. in the United States.

C. Famous business companies have unique opportunities to give back to communities in a way that amplifies the intentions of their employees and company mission.

*Dell* supports over 4,615 charities around the world. The Dell Social Innovation Challenge provides funding and mentorship to college students to further projects that help solve social problems. Dell's disaster relief program provides assistance to communities affected by natural disaster around the world.

*IBM* believes in Corporate Citizenship. Employees volunteer in environmental efforts, community economic development, education, health, literacy, language and culture.

### **3. Answer the questions using the information from the text**

1. What is social responsibility? What is the philosophy behind altruistic giving?
3. What are some global social problems?
4. How does CSR influence employees, consumers?
5. What are the main focuses of corporate social responsibilities?
6. How do famous companies like Dell and IBM participate in CSR?

### **4. Say if the following statements are True or False**

1. Corporate Social Responsibility is about altruistic giving for the benefit of others.
2. Today communities are absolutely unaware of global problems.
3. Contemporary consumers take into account company's CSR when choosing where to shop.

4. IBM company support environmental efforts, community economic development, education.

5. Dell company provides funding and mentorship to college students.

### 5. Vocabulary study

5.1. Explain the meaning of the underlined words.

5.2. Provide synonyms for the following words:

*Community, participate, philosophy, persistent, poverty, altruistic, awareness, donate, charity, reduce, footprint, benefit, amplify, treat ethically.*

5.3. Match the words with their definitions.

<b>participate</b>	teacher
<b>afloat</b>	support
<b>corporate</b>	catastrophe
<b>mentor</b>	survive
<b>poverty</b>	business
<b>assistance</b>	take part
<b>disaster</b>	being poor

### 7. Skills development

Comment on the following fact

80% of Japanese companies publish Corporate Responsibility reports, compared with 71% of British, 32% US, 23% Australian and 18% of South African companies.

### 7. Research and creative activities

7.1. Find information about CSR in Ukraine, Japan or some other country. Find out which companies are serious about corporate social responsibilities.

7.2. Find out about CSR of McDonald's and Coca-Cola. What exactly do the companies do?

7.3. Write a summary of article 3 in the EXTRA READING part.



## PART II

### Unit 7

#### Charismatic Leadership

##### 1. Ice breaking questions

What is a leader? What is a charismatic leader?

Can you name a few charismatic leaders in Ukraine, in the world? What makes them charismatic?

Do you personally have charisma? Do you know any one among your friends who has charisma?

##### 2. Read and discuss the following text

The greatest leaders have it – that special quality which attracts people to these magnetic personalities. If your desire is to become an effective leader, then you need to develop an appealing personality that causes others to respond to you. This magnetism or appeal that attracts us to people is called charisma.

Charisma can be a difficult subject to grasp: people think it is a mystical and elusive. However, Webster's Dictionary defines it as "a personal magic of leadership stimulating special loyalty or enthusiasm." Some American Presidents stand out because of a charisma factor. Ronald Reagan possessed the ability to convey humor, personal warmth, and relaxedness. John F. Kennedy knew how to give others a feeling of hope. He radiated boundless energy and made many Americans feel important and needed.

The charismatic person may be controversial, unusual, or entertaining, but never boring. Do you want to increase your level of charisma? Develop your creativity and your *confidence*. Creativity is the ability to say things in an unusual way. Confidence is the ability to do things in an unusual way. Charismatic people can do both. Develop these two traits and people will stand up and take notice. Charismatic people not only want to win, they want others to win too. That creates

productivity. How does a person become productive? Find your strength and then find someone who needs your strength. Charismatic people use their strengths to help other people feel good about themselves; they are people-centered.

According to Webster one definition of charisma is "great personal magnetism: CHARM," but character is "moral or ethical strength: INTEGRITY." There are a lot of people who have charisma, but no character, or integrity. Many people have a charming gift that can take them places where their character cannot keep them. Our character is revealed by what we do when nobody is watching. Many people will do the right thing when somebody is watching them, but they won't do the right thing when nobody sees them.

### **3. Answer the questions using the information from the text**

1. What is charisma? What are the traits of charismatic people? What charismatic people do you admire?
2. What can be done to increase the level of charisma?
3. How does the dictionary define the word 'charisma'?
4. In what ways were Reagan and Kennedy attractive to people?
5. How is charisma connected to integrity? How to test integrity?

### **4. Discuss in class**

- 4.1. Are you confident and creative?
- 4.2. What can you do to become confident and creative?
- 4.2. Find in the dictionary different definitions of the word "charisma" to have a better understanding of the word.
- 4.4. Can you think of some examples of charismatic leaders with integrity?
- 4.5. Can you think of charismatic leaders without integrity?

### **5. Vocabulary study**

- 5.1. Explain the meaning of the underlined words.
- 5.2. Provide synonyms for the following words: *stimulate, loyalty, creative, charisma, integrity, traits*.
- 5.3. Correct the mistakes in the spelling of the following words.

*Megnitism, charme, integrety, karisma, criativiti, confidance, loyelty.*

## **6. Say if the following statements are True or False**

1. Charisma is an easy word to grasp.
2. When charismatic people are around you are always bored.
3. Charismatic people are not very self-confident.
4. Charismatic people want to win.
5. Charisma cannot be developed.
6. Charisma should be connected to integrity.

## **7. Research and creative activities**

7.1. Make up 5 mini presentations about a charismatic leader you admire. Mention his or her biographical facts, professional achievements, what makes him or her charismatic.

7.2. Test your integrity. Let's see how you would answer the following questions.

Do you always pay your fare riding in a trolleybus or tram?

Do you cheat during a test?

Do you break traffic rules?

Do you keep your promises?

Will you smoke if it might do harm to your child?

Have you ever stolen a bar of chocolate or any other product in the supermarket?

7.3. Study the following situations. What is the best way to act in situations like that?

**1. When leaving the car park, you accidentally bump into a car parked next to yours and damage it slightly. Do you:**

- a) leave a note of apology on the windscreen with your name and address?
- b) wait for the other driver to come back?
- c) leave the car park as quickly as possible?
- d) do something else?

**2. You are in the supermarket. You pick up a box of eggs and drop it accidentally, breaking some of the eggs.**

Do you:

- a) put it back on the shelf?
- b) buy it anyway!
- c) give it to an assistant and say, you found it like that?
- d) do something else?

7.4. Prepare a presentation about one of the charismatic leaders of your choice.

*Charismatic Leaders from History*

Alexander the Great (356-323 BC)

Julius Caesar "Dictator for Life" (100-44BC)

*Charismatic Women*

Coco Chanel (fashion philosopher)

Rosa Parks (civil rights activist)

*Charismatic Religious Leaders*

Moses (13th/12 century BC)

King David I (c.1035 - 972 BC)

Siddhartha Gautama "Buddha" (563 - 483 BC)

Jesus Christ (0-33 AD)

On your choice

7.5. Prepare a talk on how to become confident.

## Unit 8

### Sociology and Famous Sociologists

#### 1. Ice breaking questions

What does Sociology study?

Can you name some famous people who developed Sociology?

What are they famous for?

#### 2. Read and discuss the following text

A. In a nutshell, sociology is the scientific study of society. Sociologists use the tools and methods of science to understand how and why humans behave the way they do when they interact together in groups. Though social groups — or societies — are made up of individual people, sociology is the study of the group rather than of the individual.

Most people who call themselves “sociologists” work in universities and colleges, where they teach sociology and conduct sociological research. They ask a variety of questions about society, sometimes wanting answers just for the sake of curiosity; however, many times their findings are used to shape decisions of policymakers, executives, and other individuals. Many people who study sociology go on to conduct sociological research outside of academia, working for government agencies, think tanks\*, or private corporations.

think tank\* - институт, штаб экспертов, мозговой центр; коллектив ученых, научно-исследовательский институт

B. The history of sociology is considered to be one of the social sciences — along with economics, psychology, anthropology, geography, and political science. The social sciences were born in the 18th and 19th centuries, as people began applying the scientific method to human life and behavior. Among the social sciences, sociology has always been unique in its ambition to understand the entire social world —

considering all its aspects in combination rather than in isolation. It's a daunting task, and one that sociologists are still struggling with today.

C. The most important early sociologists had clear ideas about how to study and understand society. These ideas still form the basis for much sociological investigation and discussion today. **Karl Marx** emphasized the importance of physical resources and the material world. He believed that conflict over resources is at the heart of social life. **Emile Durkheim** emphasized cooperation rather than conflict. He was interested in the shared norms and values that make cooperative social life possible. **Max Weber** took ideas from both Marx and Durkheim and argued that both conflict and cooperation, both material resources and cultural values are essential to social life. Over the past century, sociologists have continued to debate the early sociologists' ideas and have applied them to specific societies all over the world.

### **3. Stage a discussion in class based on the information in the texts**

3.1. What is the focus of Sociology? What are the main activities of sociologists? Who can use the results of sociological studies? In what way can they be used?

3.2. When were sociological sciences formed? What does each sociological discipline (economics, psychology, anthropology, geography, and political science) study? What is the aim of Sociology?

3.3. What were some of the ideas of Karl Marx, Emile Durkheim and Max Weber?

### **4. Say if the following statements are True or False**

1. Sociology is a study of the individual.
2. Sociologists try to understand how and why humans interact together in groups.
3. Sociologists, when conducting sociological research, ask a variety of questions about society.

4. Think tanks are organizations with the focus on doing research and analyzing findings.
5. Karl Marx focused on the importance of the spiritual world of the individual.
6. Emile Durkheim emphasized cooperation and common values.
7. Max Weber emphasized the importance of both material resources and cultural values, both are essential to social life.

## 5. Vocabulary study

- 5.1. Explain the meaning of the underlined words in the text.
- 5.2. Make up word-combinations based on the given text.

<b>think</b>	century
<b>ambition</b>	importance
<b>scientific</b>	to understand
<b>interact</b>	study
<b>shared</b>	tank
<b>Emphasize</b>	together
<b>19th</b>	norms

- 5.3. Explain the difference in the meanings of the following words: *science - scientific - society*.
- 5.4. Explain the subject or focus of the following sciences: *economics, psychology, anthropology, geography, and political science*.

## 7. Skills development

Analyze and discuss some amazing facts about humans.

- Laughing lowers the levels of stress hormones and strengthens the immune system. Six-year-olds laugh an average of 300 times a day. Adults only laugh 15 to 100 times a day.
- The brain is much more active at night than during the day.
- The acid in your stomach is strong enough to dissolve razorblades.
- After eating too much, your hearing is less sharp.

- Your nose can remember 50,000 different scents.
- Your eyes are always the same size from birth, but your nose and ears never stop growing.
- We are about 1 cm taller in the morning than in the evening.
- It is not possible to tickle yourself. Even the most ticklish among us do not have the ability to tickle ourselves.
- Women blink twice as many times as men do.
- Over 90% of diseases are caused by stress.

## **7. Research and creative activities**

7.1. Make up a presentation about Karl Marx, Emile Durkheim and Max Weber, including interesting biographical facts and their sociological ideas.

7.2. Write a summary of article 4 in the EXTRA READING part.



## Unit 9

### Agents of Socialization

#### 1. Ice breaking questions

How does your family help you to socialize in society?

What is the role of school and university in socializing?

In what way does church socialize a person?

How does the media influence a person's integrating into society?

#### 2. Read and discuss the following text

Sociologists use the term agents of socialization to refer to the various people and groups that socialize an individual into his or her culture/s. Here are a few different agents of socialization. Think about how they have affected the way you think about yourself and the world around you.

✓ Your family is a primary group that was responsible for your earliest and most important socialization. Your family has likely shaped everything from your habits to your moral values to your sense of humor and — most fundamentally — your sense of yourself. Who are you? What are the best and the worst things about you? Your parents and other close relatives have their own answers to those questions, and you can hardly have escaped being deeply affected by their views on the subject.

✓ School is another prime agent of socialization. Teachers and administrators typically make no bones about the fact that their socially designated job is not just to transmit knowledge but to transmit culture. Government-run schools in many societies are limited to officially transmitting civic culture rather than religious or ethnic culture, but even then, schools drop a heap of socialization on every student every day — from a nation's founding ideals to which side of the hallway you're supposed to walk on. School is also a prime site of socialization by peers.

✓ Church (or sacred place) is a place where people go to connect with the spiritual world, but also — often very deliberately — to be socialized. Religious leaders and sacred texts often make strong prescriptions about everything ranging from when killing is acceptable to when wearing lipstick is acceptable. Religious

services often include solemn rituals and have dress codes marking them as unusually important. People do sometimes switch religions, but they remain forever affected by the socialization they have received in communities of faith.

✓ The socializing power of the media is a matter of permanent debate. People are active viewers, listeners, and readers who watch, listen to, and read media for many different reasons and learn different things from the same songs, shows, or books. That said, people certainly learn many important cultural lessons from media, sometimes as profound as the value of diversity, sometimes as mundane as the latest dance craze.

### **3. Answer the following questions using the information from the text**

3.1. What does the term “agents of socialization” mean? What is the main function of the agent of socialization?

3.2. How does the family as a primary group affect you? What are other functions of the family in socializing? What are the best and the worst things about you?

3.3. What are the socializing functions of school and university? What values does your university instill in you?

3.4. How does church socialize a person? Can you think of any principles that your religion teaches you?

3.5. What is the role of the media in socialization?

### **4. Say if the following statements are True or False**

1. The family is responsible for the earliest and most important stage of socialization.
2. Teachers and administrators are only responsible for transmitting knowledge.
3. Church provides for the fulfillment of the spiritual needs of the people.
4. Religious leaders do not decide on the dress code in religious organizations.
5. People never switch religions in their lives.
6. The media transmits cultural values.
7. Peers at school influence the mind of a person.

## 5. Vocabulary study

<b>transmit</b>	religions
<b>spiritual</b>	socialization
<b>sacred</b>	debate
<b>switch</b>	prescriptions
<b>permanent</b>	world
<b>strong</b>	culture
<b>agents of</b>	place

5.1. Explain the meaning of the underlined words in the text.

5.2. Make up proper word-combinations based on the given text.

5.3. Explain the difference in the meanings of: *transmit knowledge and transmit culture*.

5.4. Arrange the key words from the text pertaining to the topics Family, School, Religion, Media in the form of mind map.

## 6. Skills development

Analyze the facts presented in the text and discuss them in class.

- Advertisers spend the most on the Drama genre.
- The average cost of a 30 second advertisement on Primetime is \$7,800.
- The average person watches 3 and half hours of Youtube per month.
- The average number of channels a person watches is 17.5.
- The most watched TV night is Sunday. The least watched TV night is Friday.

## 7. Research and creative activities

7.1. Prepare a presentation about the agents of socialization.

7.2. Complete the table after finding out what values Family, School, Church, and the Media instill in different countries. Let each student be responsible for one country.

	Family	School	Church	Media
Ukraine				
Germany				
Iraq				
India				

7.3. Write a summary of article 5 in the Extra Reading part.

## Unit 10

### Mainstream and Subcultures

#### 1. Ice breaking questions

What is popular today in the world (clothes, ideas, movies, music)?

What subcultures can you name?

There is a certain accepted etiquette at a disco club. What behavior would you call strange in a disco club?

Do you prefer following the crowd, or do you prefer following the minority, or would you rather follow no one but be your own self?

#### 2. Read and discuss the following text

##### A. Defining “Mainstream”

There are different ways of studying culture, different ways of producing culture, and different ways of interpreting culture. There are some very widely shared cultural norms and some very popular cultural products: things that just about everyone likes or knows about. These things can be called mainstream culture. Parts of mainstream culture include:

✓ Mainstream products: • Blockbuster movies and popular songs • Flags and other popular symbols • Sacred texts.

✓ Mainstream ideas and values: • Widespread religious beliefs • Ideas about what type of people are most important (men or women, white or black) • Ideas about what type of government is best (democracy, communism).

✓ Mainstream practices: • National holidays • Rituals such as saying a prayer or a national pledge, watching a popular sport, or voting • Dating and marriage practices.

Mainstream culture includes some of a society’s most cherished traditions and widely shared values. Even in societies that have many different cultural traditions, products, ideas, values, and practices in mainstream culture can provide common ground that help everyone get along — and have something to talk about over the backyard fence!

## B. Defining Subculture

The word subculture refers to a culture that is strikingly, often deliberately, different from mainstream culture. Values and practices associated with a subculture will often seem odd to mainstream people, and they may even cause outrage.

A good example of a subculture that caused outrage can be found in the 1970s punk subculture in England. Members of that subculture adopted styles of dress that were designed to shock mainstream Brits. Punks pierced their lips with safety pins, spiked and dyed their hair, and — most offensively — used the British flag in disrespectful ways.

Subcultures reject mainstream culture, but there can't be such a thing as subculture if there's no mainstream culture to reject!

Subcultures can even have subcultures of their own — groups of people who keep certain norms and practices of the subculture, but deliberately reject others. When subcultures reach a certain level of popularity, they may be absorbed into mainstream culture, thus ceasing to be different or shocking.

### **3. Answer the following questions using the information from the text**

3.1. What does the term “mainstream” mean? What are the parts of the mainstream? Give some examples of the mainstream culture

3.2. What does the term “subculture” mean? Provide examples of a subculture. Describe the subculture of the punks. What happens when a subculture becomes popular?

### **4. Say if the following statements are True or False**

1. Widely shared cultural norms and very popular cultural products are included into the mainstream.
2. Popular values, and practices in the mainstream culture unite people.
3. The word subculture refers to a bad version of culture.
4. Subcultures oppose mainstream.

5. The Punk subculture originated in England in the 1970s.
6. Subcultures are opposed to mainstream culture.
7. A subculture can have subcultures inside a group.

## 5. Vocabulary study

5.1. Explain the meaning of the underlined words in the text. Provide synonyms for them.

5.2. Make up word-combinations based on the given text.

<b>pierced</b>	pledge
<b>mainstream</b>	texts
<b>sacred</b>	ground
<b>national</b>	culture
<b>Widespread</b>	outrage
<b>cause</b>	values
<b>Common</b>	lips
<b>backyard</b>	fence

5.3. Provide examples of the *mainstream traditions* and *subculture traditions*.

## 6. Skills development

Study the list of the subcultures found in the Internet and arrange in the alphabetical order. Which of the following A - Z subculture groups sound attractive to you? Which subculture group would you like to join? What subculture, in your view, is unacceptable?

A: Anarcho-punk

B: Beatniks, Bikers, Bohemianism, Bodybuilding

C: Cybergoth

D: Dark Culture, Deaf Culture

E: Emo

F: Fandom, Fetish subculture, Furrries

G: Gamer, Goth, Gothic Lolita, Gopniki, Graffiti writers, Greaser

H: Hacker culture, Hiphop, Hippie

I: Industrial

J: Juggling, Juggalo, Junglist

L: Leather culture

M: Mods, Metalheads

N: NS Black Metal, Nazi punks, New Age, Norwegian black metal,

Nudism/Naturism

O: Otaku,

P: Pokémon, Preppy, Punks

Q: Queer

R: Raggare, Rave, Rude boys

S: Scooterboys, Skater, Skinheads (Red skin, Trojan skin, White power skin),

Sukeban, Surfers, Swing kids

T: Teenybobbers, Teddyboys, Trekkies

V: Vampire culture

Z: Zazou

## **7. Research and creative activities**

7.1. Speak about mainstream and subculture.

7.2. Make up a power point presentation about one of the most attractive subcultures.

You can use the list from exercise 6.

7.3. Write a summary of text 6 in the Extra Reading part.

## Unit 11

### Crime and Deviance

#### 1. Ice-breaking questions

What is a criminal? Why do people commit crimes?

What is the difference between a criminal and a “bad person”?

What is the worst crime in your opinion?

What crime, in your opinion, deserves a death penalty?

#### 2. Read and discuss the following text

Every social group has its **norms**. Some of those norms are informal, meaning rules that are not written down and not officially defined as rules. There is no official agreement about what’s supposed to happen to you if you stray from these norms, but if you ignore them, people will probably notice and might well punish you in one way or another. Some examples of **informal norms** include:

- ✓ Having good manners, such as saying please and thank you, holding the door for others, not eating with your mouth open.
- ✓ Keeping secrets among friends.
- ✓ Dressing according to generally accepted standards.
- ✓ Walking on the right (or, in some places, left) side of the hallway.

When you violate any social norm, sociologists call it **deviance**. No one is perfect and so from time to time we demonstrate a deviant manner. Sometimes you feel bad about being rude to a friend, or have inappropriate dress code – deviance is part of social life.

Some norms are stronger: these are called **formal norms**. These are norms that are publicly stated (usually put in writing), and that may have an officially determined consequence. Some examples of formal norms include:

- ✓ A family rule that you have to do your chores before going outside to play.
- ✓ A school rule that students have to wear a certain uniform.
- ✓ A state law that you can’t exceed posted speed limits on the highway.



When formal norms are made by units of government and backed with the threat of force, they're called laws. Breaking a law is deviant — and it's also a **crime**. Because crime is just a specific type of social deviance, more damaging to the individual and society. The consequences of violating laws may include fines, imprisonment, or even death. What's important to understand is that “deviance” or deviant behavior may vary from one social group to another, and “crime” is something that has to be sorted out by government agencies.

### **3. Answer the following questions using the information from the text**

3.1. What does the term “norm” mean? What are the two types of norms? Provide examples of informal norms and formal ones? What is the “price” for violating the norms? What is deviance?

3.2. What is the difference between deviance and crime? Name some of the ordinary types of crime and rare types of crime. What should be the punishment for these types of crime?

3.3. How does the family as a primary group affect you? What are the main and the other functions of the family in socializing? What are the best things in you instilled by your family?

3.3. What is the function of Law? Is following the rules of law generally a good thing or a bad thing? What is the purpose of punishment for violating the rules of Law?

### **4. Say if the following statements are True or False**

1. Every society has its norms.
2. If you ignore norms you will be very strictly punished.
3. Having bad table manners is not a crime, it is deviance.
4. Not keeping the secrets of your friend is a crime.
5. Formal norms are publicly stated and an example of them is a school rule about wearing a school uniform.
6. Violated formal norms backed by the government are called crime.

7. The consequences of violating laws may include fines, imprisonment, or even a death sentence.

## 5. Vocabulary study

5.1. Explain the meaning of the underlined words in the text. Provide synonyms for them if possible.

5.2. Make up word-combinations based on the given text.

<b>exceed</b>	secret
<b>deviant</b>	laws
<b>keep</b>	norms
<b>informal</b>	speed
<b>violate</b>	out
<b>sort</b>	manner

5.3. Explain the meanings of the following words: *crime - criminal – Crimea - criminalist - criminalistics*.

5.4. Arrange the key words connected with the topic CRIME from the text in the form of a mind map.

## 6. Skills development

6.1. Explain each of the following types of crime.

Bribery

Hate Crime

Child Pornography

Kidnapping

Computer Crime

Murder

Credit Card Fraud

Prostitution

Drug Manufacturing

Rape

Drunk Driving

Robbery

Forgery

Shoplifting

Fraud

Theft

Harassment

Vandalism.

6.2. Which one, in your opinion, deserves the most serious punishment, which one deserves the lightest punishment?

6.3. Find in the Internet the most widespread type of crime in your country? In Germany? In China?

### **7. Research and creative activities**

7.1. Think of the norms of your home country or a country of your choice. What happens if those norms are violated?

7.2. Prepare a talk on one of the following types of crime (nature, famous examples, punishment, etc.).

7.3. What is death penalty? Is death penalty accepted in your country? Is death penalty, in your opinion, a good thing or a bad thing? Get ready to debate this issue.

## Unit 12

### Sociology of Facebook

#### 1. Ice breaking questions

What social network do you regularly use?

Describe the content you post on Facebook or Instagram?

What kind of content, in your view, is not recommended to post on Facebook?

#### 2. Read and discuss the following text

Social networking sites are a subject of fascination for sociologists and for just about everyone who participates on them. These sites normally allow each user to create an online profile which they can then link to their friends' profiles. These sites now involve hundreds of millions of users around the world – it is evidence of how important social networks are in people's lives.

##### *The presentation of self*

Sociologists observe how people play roles in society – like actors on a stage. A user's profile is a perfect example of this. Unlike in face-to-face interaction, a user has perfect control over the “face” he or she presents on a social networking site. S/he can choose which pictures to display, what information to reveal, and whose acquaintances to acknowledge. Stressful moments on social networking sites come from tension and cracks in this careful presentation of self. A friend might post an embarrassing photo where you look awkward.

##### *The diversity of social ties*

Social networking sites clearly demonstrate that there are as many different kinds of relationships as there are pairs of people in the world, and no matter how many different options a networking site offers you, there will be a lot of relationships that are awkward to manage. In the network you have very different relationships with so many people, and they're all your “friends.” At the same time if a person keeps making inappropriate comments on your profile, you can de-friend her.

### *The spread of information through social networks*

As if gossip didn't spread quickly enough before the Internet, it spreads like wildfire now. If one of your friends posts a picture of you making out with someone you met at a party, all your friends will know about it immediately. The social networks have made it easier to broadcast the latest scoop to a mass audience. All you have to do is log in?

#### **3. Answer the following questions using the information from the text**

- 3.1. What does the social network provide? What activities can you do in social networking sites (Facebook, Instagram etc.)?
- 3.2. How can you present yourself on Facebook? How can you communicate with your friends through a social network? How diverse are the relationships in the Facebook? What are the potential reasons for de-friending a Facebook friend?
- 3.3. What are the advantages and disadvantages of social networks?

#### **4. Say if the following statements are True or False**

1. Social networking sites allow you to create an online profile, which you can link to your friends' profiles.
2. The user has a perfect control over the "face" they present on a social networking site.
3. There is no stress in social networking.
4. There are many different kinds of relationships on a social networking site.
5. Gossip spreads very quickly on a social networking site.

#### **5. Vocabulary study**

- 5.1. Explain the meanings of the underlined words in the text. Provide synonyms if possible.
- 5.2. Make up word-combinations based on the given text.

<b>post</b>	networking
<b>inappropriate</b>	audience
<b>mass</b>	an article

<b>social</b>	acquaintance
<b>acknowledge</b>	photo
<b>embarrassing</b>	comment

5.3. Find in the text the key words pertaining to the topic Social Network and arrange them in the alphabetical order (e.g. a- acquaintance, b-..., c- ).

## 6. Skills development

Analyze the facts stated in the above text and discuss them in class. What facts are new to you? What tendencies can we observe? How can your university or business profit by this information?

- There are more than 600 million users on WhatsApp
- Facebook messenger has more than 500 million users.
- 4.5 billion *likes* are generated daily.
- Instagram has more than 300 million users.
- 70 million photos and videos are sent daily through Instagram.
- 53% of internet users aged 18-29 use Instagram.

## 7. Research and creative activities

7.1. Prepare a talk on the Sociology of Facebook (Instagram).

7.2. Make a presentation of your Facebook or Instagram site. Demonstrate it and talk about your profile, your friends; your recent posts, hobbies, photos, the events you visited. What image of yourself do you transmit on your social network site?

7.3. Be prepared to participate in a debate on the advantages and disadvantages of social networking sites.

7.4. Write a summary of text 7 in Extra Reading part.

## EXTRA READING

**Text 1** (2500 characters)

### **How I became a sociologist**

The story of how I became a sociologist may help you to understand what's unique about the sociological perspective, and to think about how sociology can cause you to think differently about your job and your life.

When I was in high school and looking for a job, I quickly decided that being a babysitter was a lot more fun than being a golf caddy. So I ended up babysitting for many different families. Doing that work, I temporarily took the place of many different parents with many different views on child-rearing: TV, or no TV? Strict bedtime, or whenever the kids get tired? Organized activities, or free play? Needless to say, every set of parents thought theirs was the “right” way to raise children. They might check out a stack of parenting books from the library, but they would usually end up sticking with the one that told them to do whatever it was that they were going to do anyway.

I went on to study education in college, but my favorite course was one on the history of education, where we learned about the many changes in people's views of children and how they learn. Again, I was struck by how in every time and place, people were convinced that they had it all figured out. What made us so sure that we finally had it “right”?

Eventually, I realized that I was interested not in the education of children, but rather in the sociology of childhood — the study of different ideas about what children should do, and what those changing ideas have to do with changes in other areas of society. For my doctoral dissertation in sociology I studied the history of children's books and media: how changes in technology and child-rearing have affected what we value in our children's reading material. I systematically gathered articles about children's books and media and analyzed them to test my hypothesis that, in our concern that kids aren't reading enough, we have become much more

open-minded about what we consider “good” reading material for children. I called the dissertation *From Captains Courageous to Captain Underpants*.

Becoming a sociologist allowed me to pursue questions that I felt needed to be answered: How do we decide what’s right and wrong whether it comes to kids’ books, or anything else? How do our society’s norms and values come to be? Why do the people in one neighborhood have completely different ideas about child-rearing than the people in the next neighborhood? Those are fundamentally sociological questions. <http://www.ssnpstudents.com/>

**Text 2** (2370 characters)

### **Key Challenges in HR Management**

Corporations that can meet these challenges head on will build and sustain competitive advantage.

#### **Managing talent**

Companies will need to assess not only the number but also the quality and type of talent they need, in light of their strategic and business requirements. To retain specialists, companies will need to tailor career tracks so that they reward and fully utilise different types of employees with different interests and skills levels.

#### **Managing demographics**

With the workforce in Western Europe graying, European companies must take actions to minimise two different risks: the loss of capacity and knowledge as employees retire and the aging of the workforce. One of the most effective ways to minimise a company’s exposure is implementing a comprehensive system of job families across the company.

#### **Becoming a learning organization**

Companies must prepare their employees to cope with the complexities and accelerated speed of an increasingly global economy. This action is particularly important since some national education systems are failing to arm new workers with the skills that they will require to keep pace. Companies will need to boost significantly the number of on-the-job development programs such as job rotations.



Simply spending more on training programs won't automatically translate into enhanced productivity. The Business and HR leadership teams must clearly define and measure the return on investment that they expect from learning initiatives.

### **Managing work-life balance**

In order to attract and retain highly talented individuals, companies will therefore need to offer flexible work – unlocking hr's potential arrangements. They will also need to appeal to employees growing desire to derive a sense of greater purpose from their work. Companies should implement or improve programs that afford employees flexible working hours, opportunities to work from home and job sharing.

### **Managing change and culture transformation**

As companies hire workers from around the world and enter new markets with increasing speed, managing corporate and cultural change will become a critical capability. Research shows that executives expect their HR functions to develop tools and methodologies that help and guideline managers in communicating to employees the need for change – and empower them to bring about such change.

### **Text 3 (2300 characters)**

#### **Karl Marx**

Karl Marx was born in 1818 in Germany. He never called himself a sociologist – that word was then too new to mean anything to most people — but he was a little bit of just about everything else. He started out studying law, became involved in philosophy and history, and later worked as a journalist and political activist. Marx's life and work were inspired by his disgust with the capitalist economic system, especially with the way it kept millions of people toiling in dirty factories and parched fields with very little to show for their work at the end of the day. He was convinced there could be a better way, and he worked to support the Communist Party, a group dedicated to creating a society where everyone shared and shared alike. This troublemaking got Marx kicked out of Germany, France, and Belgium, and he finally landed in England; he died in London in 1883.

Marx, working with his close friend and colleague Friedrich Engels, wrote a lot, but much of it took decades to be organized, published, and translated. It wasn't until the 1930s that people truly understood everything Marx was trying to say.

Sociologists consider Marx important for two main reasons: his general theory of history and his specific ideas about power and exploitation. Marx's theory of history is often called materialism. For Marx, the most important forces in history weren't ideas; they were basically economic forces. Every stage in history, according to Marx, was distinguished by its own mode of production, a way of organizing the production and distribution of material goods. Each mode of production (ancient slaveholding society, medieval feudalism, and so forth) has its own inherent conflicts among different classes, and those conflicts inevitably lead to the failure of one mode of production and the beginning of another.

Marx was particularly concerned with the mode of production that dominated his time: industrial capitalism. Marx wrote about a number of different class groups that he saw having roles in capitalism, but the two most important were:

- ✓ The bourgeois: the wealthy, powerful people who own the factories, the farmland, and just about everything else.
- ✓ The proletariat: the people who don't own much and are forced to work for the bourgeois to feed their families.

Marx thought that capitalism was bad for everyone, but especially for the proletariat. The proletariat, said Marx, are especially hurt by capitalism because they are viciously exploited by the bourgeois. No matter how much profit a factory owner makes in a day, if his workers don't have anywhere else to work, all the owner needs to do is pay the workers enough to keep them alive — the bourgeois factory owner keeps all the extra profits, earned on the backs of the hardworking proletariat.

#### **Text 4 (2500 characters)**

##### **Emile Durkheim**

The French scholar Emile Durkheim spent his life not just practicing sociology but trying — quite successfully — to convince the world of sociology's importance. Durkheim was born in France in 1858, studied philosophy and social theory, and ultimately founded the first European department of sociology. His life had much less excitement than Marx's, but he was full of new and provocative ideas about society. Compared to Marx, Durkheim had a fundamentally different — and much more positive view — of society. For Durkheim, humans are fundamentally social. In fact, thought Durkheim, our social life — at home, work, play, and worship — is what defines us, what gives us meaning and purpose. It's what makes us truly human, and that fact is what makes sociology — the study of society — so important. In his book *The Rules of Sociological Method*, Durkheim set out his vision of what sociology is and how it should be done. Specifically, he said that the job of the sociologist is to study social facts: facts that are true of groups of people rather than individuals. Those are the facts Durkheim thought sociologists should take as their special area of concern.

Durkheim agreed with Marx that society was changing, but rather we were becoming more differentiated from one another in all kinds of ways. Earlier in history, when society was relatively simple, there were just a few different jobs people performed: hunter, gatherer, farmer, priest. Now, there are thousands of different jobs that need doing, and they're very different from one another: software engineer, preschool teacher, screenwriter. This functional differentiation, thought Durkheim, was both necessary and — in broad terms — a good thing. Our shared social values help us work together productively and, for the most part, peacefully.

To prove the usefulness of sociology as a discipline, Durkheim chose to study a topic that would seem deeply personal, much more the domain of the psychologist or philosopher than the sociologist: suicide. By demonstrating that sociology could help us understand something so intensely private and individual, Durkheim showed the

power of his newly invented sociological method. In his book *Suicide*, Durkheim pointed out that though any individual person's decision to commit suicide was, of course, personal, suicides seem to have shared social causes. Durkheim observed that some countries have higher suicide rates than others. Whatever combination of factors cause people to commit suicide, they seemed to be greater in Sweden than in Spain; further, they were greater among unmarried people than married people, and greater among men than women.

In the end, Durkheim concluded that there were actually different types of suicide that tended to happen for different reasons. For example, egoistic suicides were more frequent in groups with weak social ties (for example, countries with religious values emphasizing individualism) and altruistic suicides were more frequent in groups with extremely strong social ties (for example, the military).

**Text 5** (2600 characters)

### **Max Weber**

Marx and Durkheim are easy to compare and contrast because their views about what matters in society were so strikingly different. Marx thought it was all about conflict; Durkheim thought it was all about cooperation. Marx was concerned with the material world; Durkheim was concerned with the world of ideas and values.

Max Weber (pronounced VAY-ber) is much harder to identify. Weber thought that social life is marked by both conflict and cohesion. Sometimes we fight, sometimes we get along; the trick is to understand why and when. Max Weber's best-known book is called *The Protestant Ethic and the Spirit of Capitalism* contains Weber's argument that the values spread by Protestant theologians like John Calvin were very influential in Europe's transition from traditional society to modern capitalism. Essentially, Calvin and other Protestant theologians argued for the values of hard work, discipline, and savings. The belief that time is money, and money is good (because an abundance of it suggests that God favors you particularly) is foundational to the capitalist economy. It's a brilliant sociological argument, and its

core insight — the connection between a rigorous religious worldview and the capitalist economic system — may have been partially inspired by the troubled marriage of Weber’s parents.

Weber’s mother was devoutly religious, a strong believer in the moral value of self-sacrifice, strict discipline, and hard work. Weber’s father, on the other hand, was a worldly, wealthy man who unapologetically enjoyed the luxuries his money could buy. Weber’s work addressed this paradox: that modern life has some of the ascetic self-discipline of the monk — you must be at your desk from 9 a.m. to 5 p.m., fulfilling a precise list of duties — and yet it has afforded us luxuries and freedoms unimaginable to people who lived in the pre-modern era. It may be dehumanizing to work in exchange for money rather than to work growing food for your family, but now you have money that you can spend on whatever you want: maybe food, maybe a vacation. Whatever!

In *The Protestant Ethic*, Weber tells the story of a landowner who hires some farmers to work his land. To motivate the farmers to work harder, the landowner increases the amount he pays per acre mowed; however, the landowner discovers, to his astonished frustration, that the farmers then proceed to work less hard because they only want to make enough to live on and after their “raise,” it takes less work to do it. If we all behaved that way, capitalism would never work. We’re the “good” farmers who work harder for greater financial reward — but to what end?

According to Weber, modern society is marked by rationalization: Most things are organized according to standard rules and systems that are meant to apply to everyone, with society meant to run like a well-oiled machine. In your job, for example, you don’t have the responsibilities you have and get paid the amount you do just because you’re you — those things go with the job, and if you quit, the next person to take your job would perform the same tasks and get paid the same amount.

## **Text 6** (2300 characters)

### **Altruism**

Altruism refers, in a word, to generosity. When you offer a service or a gift with no thought of reward, that is pure altruism. When you offer something for a small reward (like a t-shirt or a hug), that's still generosity — even if it's not pure altruism. The existence of this kind of prosocial behavior may be the Achilles' heel of rational choice theory. Of course, most people are not Mother Teresa. In many cases, when we give things away, we get other things in return. For example:

✓ A major donor to a museum or a college may be rewarded by having a building named after them, and may be given a seat on a board of directors, yielding valuable social and professional connections.

✓ When you give your boyfriend or girlfriend a birthday gift, you cause them to feel more attached to you and thus gain security in your relationship — plus, when it's your birthday they will probably turn right around and give you a gift of comparable value.

✓ When you volunteer your time to an organization, you are gaining potentially valuable experience and the social prestige of being seen to give your time away.

Plus, you may be having fun and/or being directly rewarded with free services or products from that organization.

All this being true, it's still the case that often people do act altruistically in ways that are hard to understand from a rational-choice perspective. People make anonymous donations, stand by loved ones for years while they fight fatal diseases, and toil at services that few see or appreciate.

In fact, some sociologists argue that living peacefully and constructively in society requires constant acts of generosity on everyone's part. If everyone actually tried to get away with whatever they could, doing exactly what they pleased just so long as the reward eclipsed whatever punishment they might face, society would fall apart. Think about what it would be like if every storekeeper had to assume that every single customer would steal if given any opportunity, or if no one ever let anyone else

merge into a crowded lane on the freeway. No police force could hold a society together if all its members were determined to act for their personal gain. So why don't they?

According to Durkheim, it's norms and shared values that hold society together. Society is not just about jumping on the back of the next guy so you can get higher; it's about cooperating to achieve goals together — and joining together to celebrate those achievements. People internalize the norms of society so deeply that they regularly act in ways that would seem to be contrary to any selfish motives and fortunately, this leads to a working society that benefits everyone. To understand the decisions a person makes, you have to understand the society they come from.

**Text 7** (2300 characters)

### **Why Facebook is making people sad**

According to a new study conducted by sociologists Hui-Tzu Grace Chou and Nicholas Edge at Utah Valley University, research showed a correlation between a Facebook user's disposition about their life and the amount of time spent on the social network. Approximately 425 students were asked to identify how much they agreed or disagreed with statements like "Life is fair" and "Many of my friends have a better life than me." In addition, the students were asked about how much time they spent on Facebook, their number of Facebook friends as well as how many of those friends they had actually met in person. The researchers also attempted controlling for factors like relationship status, gender, religious beliefs and race.

Seeing a pattern emerge, the two sociologists discovered that as people spend more time on Facebook, they start to believe that others have a better life than they do. Within the paper, Chou and Edge stated "Those who have used Facebook longer agreed more that others were happier, and agreed less that life is fair, and those spending more time on Facebook each week agreed more that others were happier and had better lives. Furthermore, those that included more people whom they did not

personally know as their Facebook “friends” agreed more that others had better lives.”

Published in the *Cyberpsychology, Behavior and Social Networking* journal, the study also concluded that people that spent less time socializing on Facebook and spent more time with real-life friends were less likely to be unhappy. Since Facebook users are far more likely to depict the happiest times of their lives through carefully curated photos rather than catalog depressing events, many users are more likely to believe that happiness is a constant in their friend’s lives. An earlier study conducted last year by the American Academy of Pediatrics also found that children and teenagers can develop “Facebook Depression” when being overwhelmed with positive status updates and photos of happy friends.



## WRITING FILE

### Reference letter from a manager

Thomas Jones  
123 Business Rd.  
Business City, NY 54321  
555-555.555  
thomas.jones@email.com

February 15, 2018

To Whom it May Concern:

Jane Doe has worked for me as a Merchandiser Supervisor for the past two years. While under my supervision, her responsibilities have included hiring, training, and supervising store service personnel.

She has established an outstanding rapport with store managers and owners. Her ability to get work done through the service personnel has been outstanding. Jane is highly respected by the people who work under her supervision; she is organized, thorough in her paperwork, and is always on time.

Jane has done an excellent job and I would highly recommend her for a position with your organization.

Please let me know if I can provide you with any further information.

Respectfully,

Thomas Jones  
Manager  
Acme Retail

## Writing memo example

To effectively communicate with your coworkers, address your audience in clear, concise language.

### A General Office Memo

MEMORANDUM

**To:** All Staff

**From:** The Manager

**Date:** May 27, 2010

**Subject:** Inappropriate use of time on Google Doodle games

Coworkers,

It has come to my attention that many in the office have been spending time on the Google home page microgames. This memo is a reminder to use your work hours for work.

Gaming during office hours results in a nearly \$700 weekly loss.

Of course, we don't want you to view our organization as a place of draconian rules. I encourage a fun and competitive environment, and I recognize that we certainly won't be profitable if you are unhappy or dissatisfied with your jobs. This is just a reminder to be careful with your use of company time.

Thank you,

The Manager

## SUMMARY AND ANNOTATION WRITING GUIDE

### (Справочник по составлению аннотаций)

Общепризнанно, что аннотацией (англ. эквиваленты – summary, abstract) является краткая характеристика содержания статьи или рукописи, т.н. первичного документа. В аннотации в обобщенном виде раскрывается тематика публикации без полного раскрытия ее содержания. Следует понимать, что в аннотации указываются лишь существенные признаки содержания документа, т.е. те, которые позволяют выявить научное и практическое значение и новизну исследования. При ее составлении не следует пересказывать содержание документа, давать оценку и рекомендации.

Следует знать, что объем аннотации колеблется от 3-5 предложений. В первой части аннотации формулируется основная тема статьи, во второй – изложение основных положений, в третьей – выводы. Обязательной ее чертой является логичность структуры.

Стратегия написания аннотации включает три этапа. При первом ознакомлении и беглом просмотре англоязычной статьи обращается внимание на заголовок, таблицы, графики, рисунки. Они, как правило, указывают на основное содержание статьи, затрагиваемые вопросы. Во время второго более внимательного прочтения устанавливается общий замысел статьи, выделяются ключевые понятия, идентифицируются результаты исследования. При повторном чтении необходимо прояснить все непонятые фрагменты и добиться полного и точного понимания всей информации. На данном этапе устанавливаются значения незнакомых ключевых слов по контексту или словарю. Ключевые слова обычно встречаются в названии текста, в первых предложениях текста, в главном тезисе автора. Осуществляется целостное восприятие материала. На третьем этапе происходит подготовка и написание письменного текста. Сначала рекомендуется записать основную идею каждой выделенной при чтении части, включив только основные положения и

поддерживающие их аргументы; в пределах одного предложения записать каждый из них. Таким образом составляется краткий план всего текста.

В практическом отношении чтобы написать аннотацию на англоязычную статью, ее необходимо условно разбить на три части. Исходя из информации, заключенной в заголовке и первом абзаце можно определить тему, проблему статьи и составить первое предложение. Например: *The article deals with the problem of ...* . В последующих двух-трех абзацах содержится информация о главных проблемах, вопросах, результатах исследования. Выявленные ключевые положения статьи ложатся в основу последующих двух, трех предложений. Например: *Research results show that... . Special attention is given to...* . При смысловом анализе текста некоторые специалисты рекомендуют пометить абзацы, содержащие релевантную информацию знаком (+), а абзацы, не содержащие существенной информации знаком (-). Фрагменты, требующие проведения дополнительного анализа, отмечаются знаком (?). Другой способ выделения необходимой информации для аннотации – подчеркивание ключевых предложений, основной идеи каждого абзаца, важных фактов, т.е. тех областей, которые в дальнейшем войдут во вторичный текст. Заключительные формулировки содержат информацию, найденную, как правило, в последней части статьи. Если главная мысль в заключительной части статьи не сформулирована автором, необходимо это сделать составителю аннотации самостоятельно. Приведем примеры заключительных формулировок: *The conclusion is made that ...* . Перед тем, как представлять аннотацию в готовом виде, рекомендуется составить черновой вариант аннотации и откорректировать формулировки.

При написании аннотации отрабатываются следующие существенные умения: идентифицировать ключевые слова (key words); находить главное утверждение/ исходное положение (thesis statement); находить аргументы в поддержку основного положения (supporting points).

Данной форме изложения научного материала свойственно стремление к лаконичности, краткости, т.н. синтаксической компрессии, которая позволяет вместить максимум информации в минимум сигнала. Синтаксическая компрессия сокращает избыточность при сохранении объема информации. Она достигается за счет множества различных средств, и прежде всего, за счет грамматико-синтаксических построений.

Грамматико-синтаксическое оформление аннотации характеризуется использованием неопределенно личных конструкций типа *it is considered, it is analysed, it is reported*, которые способствуют быстрому восприятию информации, а также пассивных конструкций. Для характеристики различных процессов могут быть использованы причастные обороты, обеспечивающие экономию объема аннотации. Особенностью языка аннотации является большое число перечислений, которые появляются в результате сжатия логического изложения. Избегать следует употребления активного залога, личных и указательных местоимений, сложных оборотов.

Языку аннотации свойственно использование определенных лексических средств. В научной стилистике выработался перечень лексических единиц, характерных для аннотированных текстов. Далее мы приводим список слов, наиболее часто используемых при составлении аннотаций.

а именно; то есть – namely	в процессе; в ходе – in the course of
более того – furthermore	в результате – as a result
в настоящее время – at present	вследствие – in consequence of
в некотором отношении – in certain respect	в свое время – in due time
в основном – in the main	в свою очередь – in its turn
в особенности; в частности – in particular	в соответствии с – in accordance with
в порядке; для того, чтобы – in order	в то время как; пока – while
	в целом – on the whole
	ввиду – in view of

вместо – in place of	при условии, если – providing,
по причине; в силу – due to	provided
дальнейший – further	принимая во внимание – having regard
до некоторой степени – to the extent	to
за исключением – with the exception	приняв во внимание – having
of	considered
в зависимости от – depending on	рассмотрев – having examined
иметь дело с – deal with	с намерением, относительно; с учетом
выражаться в – result in	– with regard to
кроме того; в дополнение к – in	с намерением – with a view to
addition to	согласно – according to
на основании; на основе – on the	ссылаясь на – in reference to
basis of	так, чтобы; при этом – so that
обеспечивать; предусматривать –	также – as well
provide	таким образом – thus
обращать внимание – pay attention	соответственно – accordingly
обуславливаться – be due to	таким способом – in such a way
одновременно; наряду; вместе с –	такой (такие), что – such that
along with	такой ... как – such as
особый – particular	теперь; сейчас; вскоре – presently
относительно – concerning	рассматриваемый; обсуждаемый – in
по сравнению с – in comparison with	question
подобный – similar to	учитывать – take into account
подробно – in detail	частично – partially
подчеркивая – emphasizing	что касается – in respect of
получаться в результате – result from	
при помощи; посредством; путем –	
by means of	

Составителю аннотации следует также соблюдать единство терминов и общепринятых сокращений (i.e. – that is – т.е.; e.g. – for example – например), избегать использования прилагательных, наречий, вводных слов, не влияющих на содержание.

Особое внимание следует уделить специальным клише, характерным для данного жанра научной литературы. Клише – это речевой стереотип, готовый оборот, используемый в качестве легко воспроизводимого в определенных условиях и контекстах стандарта. Клишированные фразы облегчают процесс коммуникации, экономят усилия, мыслительную энергию и время составителя и адресата аннотации.

Для выработки автоматизма составления аннотированного документа следует применять таблицу активно используемых клишированных фраз, в которой выражения сгруппированы в зависимости от того, к какой части аннотации они относятся.

**Таблица фраз для составления аннотации**

Фразы, используемые для изложения <b>общей (первой) характеристики</b> статьи	Фразы, используемые для <b>изложения основных положений</b> аннотации	Фразы, используемые для <b>заключительной части</b> аннотации
The article deals with_ The article considers_ The article is devoted to (is concerned with)_ The author gives a review of_ The article is designed for_	It is reported (known, demonstrated) that_ The research includes (covers, consists of)_ The research results show_ The new theory is developed (worked out, proposed, suggested)_ The new method (technique) is discussed (tested, described, shown)_ Special attention is paid (given) to_ The fact that _ is stressed. It is spoken in detail about_ Much attention is given to_	It is concluded that_ The conclusion is made that_ The results obtained prove that_ The article is of great help to_ The paper summarizes _ At the end of the article the author sums up_

Наиболее распространенной ошибкой при написании данного типа документа является «выхватывание» предложений, фрагментов текста из статьи оригинала и включение их в текст аннотации. Следует помнить, что для написания аннотации необходимо выявить основной смысл статьи, опираясь в первую очередь на заголовок и ключевые слова в абзацах. Для выражения краткого смысла англоязычной статьи используются безличные конструкции, пассивный залог и специфические клишированные фразы.

Соблюдение рекомендаций по смысловому сжатию текста, лексико-синтаксическому оформлению англоязычных аннотаций дает возможность составлять качественные аннотации. В качестве удачных приведем аннотации студентов факультета Бизнес-управление и Социальный менеджмент, сдававших экзамен на 4-ом курсе в 2018 г.

*“The article deals with customer relationship management. It is known that retail banks face a big challenge in providing the high level of service while still improving their profitability and market share. It is spoken in detail about the performance of bank branches in terms of profitability and customer service. Special attention is given to the results of a survey distributed to all the customers. The conclusion is made that findings indicate certain correlation of bank successful performance and the country’s economic situation.”*

*“The article deals with differences in recruitment and selection in different cultures. The special attention is given to recruitment and selection in Germanic cultures. Also attention is given to the recruitment process in Latin and Far Eastern cultures. The research results show that in Latin cultures more attention is given to the personality, social skills and communication than in the Anglo-Saxon culture. The conclusion is made that companies in the global world have identified specific qualities that support their business requirements.”*

В литературе, посвященной вопросу написания аннотаций, недостаточное внимание уделяется особенностям английской пунктуации и переносу слов. Приведем три основных правила расстановки запятых.

1. В предложении запятая ставится при перечислении для разделения однородных членов предложения. Запятая, в отличие от русского языка, может ставиться (но не обязательно) перед последним из трех или более однородных членов и в том случае, если перед ним стоит союз *and*. Например, *The company produces cars, airplanes(,) and trains.*



2. Особое внимание следует обратить на то, что в отличие от русского языка, в английском языке запятая никогда не употребляется перед союзом *that*, который соответствует русскому *что* в дополнительных придаточных предложениях: *It was shown that ...*

3. Для выделения приложения с пояснительными словами, стоящего после определяемого существительного ставится запятая. Например, *Bill Gates, the CEO of Microsoft, announced the opening of the new joint venture* (<http://www.alleng.ru>).

В аннотациях переносить слова нежелательно, но там, где это абсолютно необходимо, соблюдаются следующие правила:

- делятся удвоенные согласные или две согласные, идущие подряд (sup-port, prog-ress);
- согласная между двумя гласными обычно переносится со вторым слогом (be-fore, cate-gory);
- префиксы и суффиксы при переносе отделяются от корня (un-known, cold-ness);
- сложные слова при переносе разделяются на свои составные элементы (philo-sophical, some-thing) (<http://www.alleng.ru>).

В заключение отметим, что умение составлять аннотации с учетом выбора адекватного лексико-грамматического и стилистического материала указывает на достаточно высокий уровень владения иностранным языком и развития научно-исследовательской компетенции.

## PRESENTATIONS GUIDE

(Справочные материалы по составлению презентаций)

### Making a presentation: language and phrases

Good presenters always use language (sometimes single words, sometimes phrases) which shows where they are in their presentation. These ‘signposts’ make it easier for the audience to:

- follow the structure of the presentation
- understand the speaker more easily
- get an idea of the length and content of the presentation.

The sentences and phrases below follow the logical progression of a well-balanced presentation.

<b>Introducing yourself</b>	Hi everyone, I’m Max from Accounts and today I’d like to talk to you about... Introducing the topic  Today I am here to talk to you about...  I would like to take this opportunity to talk to you about... I am delighted to be here today to tell you about... Today I would like to outline...
<b>Structuring the presentation</b>	My talk is divided into XXX parts. I’ll start with / Firstly I will talk about... / I’ll begin with then I will look at ... next... and finally... I will be glad to answer any questions that you may have at the end.
<b>Length of the presentation</b>	I’ll take about ... minutes of your time. I plan to be brief. I’ll only take ... minutes of your time.

	<p>This should only last/take ... minutes.  My presentation will take/last  (about/roughly) ... minutes.</p>
<b>Beginning the presentation</b>	<p>I'll start with some general information on...  I'd just like to give you some background information about...  Before I start, does anyone know...?  As you are all aware / As you all know...</p>
<b>Changing the topic/speaker</b>	<p>Right, let's move on to...  This leads me to my next point, which is...  I'd now like to look at / consider...  Now I will pass you over to /hand over to Max Mustermann.  Does anyone have any questions before I move on?</p>
<b>Conclusion</b>	<p>I'd like to conclude by...  That brings me to the end of my presentation, thank for listening / for your attention.  Thank you all for listening, it was a pleasure being here today.  Well that's it from me. Thanks very much.</p>
<b>Inviting questions</b>	<p>Does have anyone have any questions?  I will be happy to answer your questions now  If you have any questions, please don't hesitate to ask  If you have any further questions, I will be happy to talk to you at the end.</p>

## THEMATIC GLOSSARY OF THE NEW VOCABULARY IN HR MANAGEMENT

### Leadership/ Administration

**Adminisphere** – “Adminisphere” ... refers to the faceless tier of bureaucracy that churns out memos stating the obvious or the irritating /administration + atmosphere /

**Corporate gelding** - well-paid, upper management employee made "tractable" by the company through exalted salary, position, and benefits. Will not hesitate to forsake his own personal values or betray friends in order to keep his corporate position secure. e.g., When Eric was fired for doing the morally right thing, his immediate superior (and good friend) just stood by like a corporate gelding.

**Corpspeak**- Words or phrases used by management or other bureaucrats at a business that have no innate meaning and will leave you confused as to what the hell they're trying to say. Examples include: synergy, intelligence, integrated, streamlined, core competencies, skin in the game, etc.

**C-Suite** – a term used to describe corporate officers and directors. The term is derived from the use of the letter C in most high-level positions, such as Chief Operating Officer.

**Toxic Leader** – bosses who are “harsh,” “bossy,” and “autocratic.”

**Power Seat** – The Power Seat has to do with the power dynamics between where you sit and the group.

**virtual executive** – Online CEO

### HR Manager

**Corporate Gestapo** - HR manager

**Hemorrhoid Police** - An over the top, overly aggressive, politically correct in every which way conceivable Human Resources Department that snuffs the heart and soul out of a company.

**Recruitment wizard** -man-machine with human touch

### Employee workspace

**bini card** - shortened form of "business " He gave me his bini card.

**bio break** - a bathroom break. Term is generally used in a business setting, such as during meetings, presentations, etc. Do you guys need a bio break? Let's break for ten, and then I'll continue the presentation.

**Confab** - Corporate speak for "to meet." Can also be used more casually. e.g., Hey, let's confab out in the parking lot and smoke a couple of cigs.; a conference or

meeting where business people gather with key decision makers. Don't interrupt us! Can't you see we're in the middle of an important confab.

**cassicle** - a cubicle with a moat; a workspace so cluttered that it is very difficult to enter. The conjunction of castle and cubicle. e.g., I know, I know, HR tried to fire old Roland this morning. But they couldn't find him, much less a way into his cassicle.

**cross-training** - Cross-training is training an employee to do a different part of the organization's work.

**EOB** - acronym for "end of business", i.e. the end of the business day.

**free jobs** - Where you put your resume on the internet and instead of employers want you for the positions that are related in your skills/experience.....you get marketing and/or insurance salesman positions that are based only on commission/sales you make that you work for free mainly in the beginning

**go vertical** - to take something vertical, i.e. to upper management.

**Gulag-work** - An adaptation of the word gulag, which was the name of the old soviet labour camps. It's a noun used to describe any horrible chore that you can't get out of doing. e.g., I'd love to meet up today, but I have heaps of gulag-work I gotta do.

**Jobmare** - Those nightmares people tend to have related to their occupations.

**Job Piling** - When people have more than one job or occupation, we call this job piling.

**spec out** - to write a spec (specification.) Over the next week I'm going to spec out the new UI framework.

**vampire hours** - When someone keeps vampire hours they are awake all night and sleep all day.

**Voluntold** - The exact opposite of volunteering. Always used in reference to an unpleasant task to which you have been assigned by your boss.

**wirk** - Wirk simply means internet work. Internet work is defined by job opportunities that did not exist before the rise of the internet.

**Work birthday** - The anniversary of the day you started working at a particular business.

**Workzoned** - it is when a girl rejects you due to working with her

### Coworker

**battery chicken** - 1. Chickens "kept in small cages with no room to turn or groom themselves." 2. An employee of a large corporation.

**community facilitator** - know how to build powerful networks

**couch monkey** - Someone who just sits around and doesn't do much, yet manages to make your life miserable. e.g., The couch monkeys in HR won't let me take any more vacation days.

**CW** - Common used on Twitter, an abbreviated form of CoWorker.

**cybercommuter** (computing) Someone who telecommutes, using a computer connected to an employer's network or via the Internet.

**drone** - an unenthusiastic worker, especially in an office setting. "Search Committee 1", The Office (US TV), Season 7 Episode 25 (2011)

**employable** - Got the needed qualifications and experience to be employed

**superconnector**- A person who generates new ideas

## **Reward**

**auntie bonus** - A regular payment for travel -- even if you don't travel or if you stay with your aunt.

**Babydaddy Welfare** -"Unearned, untaxable INCOME paid to a babymama, which comes from a babydaddy--often a hardworking one without any custody. Babydaddy Welfare is a booming career opportunity in states such as Illinois! Don't work! Get paid for making babies! Try to find babydaddies in higher-income states, such as California, cuz the Babydaddy Welfare check is higher. You can spend the \$\$ ANY WAY you want to!"

**Marilyn Monroe day** - day off, Named in reference to the night in May 1962 when Monroe famously sang Happy Birthday to President John F Kennedy, the workers can take the day up to a week either side of their actual birthday."It is often "Marilyn Monroe Day" at one small business in Sydney, Australia."  
<http://www.bbc.com/news/business-29724203>

**mid-weekend** - The middle of the work week that feels like the weekend because you're staying out late and partying whether you're employed or, more likely, unemployed

**moth wages**- A low income from which it is difficult to pay for basic necessities. (Variant of "The eagle flies," a military expression for payday, alluding to the size difference between the two creatures.) e.g., "Wanna buy me a Bloody Mary, soldier?" "Can't afford it on moth wages, missy."

**YOLO day** - spontaneous (paid ) days off per year for people to enjoy themselves  
<http://www.bbc.com/news/business-29724203>

## **Employment**

**Career Capital** - Career Capital is the value of competencies, knowledge and individual personality attributes you have to produce economic value.

**Entry-Level** -A job that an employer posts for recently graduated students.

**Funemployed** - People who are unemployed and using the free time to have fun and explore new areas in their lives while they wait for their next job opportunity.

**Jobstopper** - A Tattoo placed on the head, face, hands, or visible part of the neck that would prevent someone from gaining employment.

**Letter Bias**- Higher Education's practice of hiring Ph.D.s with little or no practical, real world experience, to educate over more qualified Masters and sometimes Undergraduate candidates

**Reemployment** -The act of re-employing someone (who was previously laid off) as a temp worker, usually at a lower wage scale.

**Solopreneur** -an entrepreneur who works alone, a company of one, a solo entrepreneur

**unemployability paradox** -When every posting for a job in a given field requires several years of experience, making it impossible to get a job in that field unless you already have one.

**Wantrepreneur** -someone who thinks about being an entrepreneur or starting a business but never gets started

**WFM** - waiting for marriage, particularly in relation to certain types of jobs

### **Firing**

**Cubiculling**- The selective weeding out of undesirable employees under the guise of corporate downsizing.

**hatchet man** - the person whose job it is to fire or lay off fellow employees in a company. It is usually a human resources employee, doing the dirty work for the owner or president of the company. Bill wants to see me privately in the conference room. That's never good news, he's the company's hatchet man!

**Humane Downsizing** -In response to a cash flow crisis, leaders downsize the employee population, tighten collections, centralize functions, and get tough on inventory control.

**Jobsolence** - A phenomenon caused by the unexpected shutting down of a company/industry in one economy resulting in a disappearance of jobs en masse in another economy

**Pancake Breakfast** -To be fired or laid off during a breakfast meeting, one on one or by group.

**pink slip** - refers to the employee's copy of a notice terminating employment, formerly colored pink.

**Staycation** - The equivalent of being unemployed for a week.

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