



世纪实用研究生英语系列教程



# 职业素养英语

English for Professional Development

主编 艾治琼 王庆光



中国人民大学出版社

ENGLISH

21世纪实用研究生英语系列教程

# English for Professional Development



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中国人民大学出版社  
·北京·

图书在版编目 ( CIP ) 数据

职业素养英语 / 艾治琼, 王庆光主编. —北京: 中国人民大学出版社, 2019.1

21 世纪实用研究生英语系列教程

ISBN 978-7-300-26707-4

I. ①职… II. ①艾… ②王… III. ①职业道德 - 英语 - 研究生 - 教材 IV. ① B822.9

中国版本图书馆 CIP 数据核字 (2019) 第 024948 号

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出版发行 中国人民大学出版社

社 址 北京中关村大街 31 号

邮政编码 100080

电 话 010-62511242 (总编室)

010-62511770 (质管部)

010-82501766 (邮购部)

010-62514148 (门市部)

010-62515195 (发行公司)

010-62515275 (盗版举报)

网 址 <http://www.crup.com.cn>

<http://www.ttrnet.com> (人大教研网)

经 销 新华书店

印 刷 北京东君印刷有限公司

规 格 185 mm × 240 mm 16 开本

版 次 2019 年 1 月第 1 版

印 张 15

印 次 2019 年 1 月第 1 次印刷

字 数 312 000

定 价 36.00 元

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印装差错

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# 前言

《职业素养英语》是针对本科高年级学生和研究生为提高职场素养和职场沟通能力而设计的拓展教材。本教材的编写以 UbD 设计理念为核心,强调教师的教学设计者角色,强调学生的投入学习和深度学习。本教材包括职业规划、职场写作、职场汇报、职场有效沟通和职场礼仪五个模块,并根据每个模块的具体情况单独进行内容架构。

## 一、指导思想

教育部高等学校大学外语教学指导委员会于 2017 年颁布了《大学英语教学指南》,制定了科学的大学英语教学标准,其中提到三个层次的大学英语教学内容:通用英语、专门用途英语和跨文化交际。同时指出,大学英语教材的编写指导思想、选材内容、设计体例和载体形式要做到与时俱进,充分体现高等教育的特点。本教材在《大学英语教学指南》的指导下,采用国际主流教材体例,以 UbD 设计理念为指导思想,内容选材紧扣国际职场和职业素养,主要针对专门用途英语中的通用职业英语课程群编写,培养学生用英语进行专业和学术交流、从事工作的能力,提升职业素养,提高国际职场上的个人和团队表现力。同时,在编写体例上遵从循序渐进原则,每个模块在内容和难度上都实行顺时或逐级递增,符合学生的认知规律。

## 二、教材特色

《职业素养英语》以培养和提高使用者的职业素养和职业能力为目的,主要具有以下几个特色:

1. 理论与实践相结合。本教材的主要内容为职场办公基本技能和高阶职场素养,既强调职场相关理论的指导,也重视职场技能的实践和应用。

2. 知识与技能相结合。本教材既注重职场知识(包含如职业规划、求职面试、职业礼仪等),也注重职场技能(汇报技巧、言谈技巧、沟通技巧等)。

3. 输入与输出相结合。基于职业素养或职业能力框架,以学生主动式、探究式学习为中心,以启发式、引导式等教学方式为特点,本教材为学生提供了一个职场英语交流平台,既重视英语信息的输入,更重视其输出,通过以读促写、以观促说等方式,以职业素养和职业能力为坐标,引导学生用英文进行多种形式的沟通 and 交流。

4. 软实力驱动性。不管是理论引导, 还是实际操作; 不管是教材内容还是教学活动, 本教材在设计上皆以学生为中心, 以培养和提升学生职业发展的软实力为驱动, 建构学生未来职场上所需要的合作能力、信息能力、职场沟通能力等多种职场素养和职场技能。

### 三、教材结构和教学建议

本教材共分 5 个模块, 每个模块均按照渐进式格式编排, 由浅入深, 内容根据主题实际信息编写, 总体说来, 每个模块均由以下几个子模块构成:

#### 子模块 1 : Quotes

该部分是由与主题相关的 3~4 个 quotes 构成。主要来自职业咨询专家或者职场成功人士的经典名言, 以此让学生对该模块的主题进行初步认识。同时附有对引言者的简短介绍, 扩展学生对职场人物的了解和认识。

#### 子模块 2 : Learning Objectives

结合职业素养需要和主题实际内容, 以学术英语标准为指导, 该部分简要列出本模块的学习目标, 方便教师和学生进行自查。

#### 子模块 3 : Lead-in

导入部分包含 Self-assessment 和 Video Watching。Self-assessment 为本模块的前测, 目的是让学生对该模块的职业素养内容进行简单自测, 清楚自己已经掌握的知识和未掌握的知识, 同时通过前测以激发学生对未知领域的探索兴趣。Video Watching 一般选自电影片段或经典迷你讲座, 目的是让学生通过观看视频和回答问题, 对主题知识进行导入性思考和思辨, 进一步提高学习兴趣。

#### 子模块 4 : 主题知识 (一般由 5~8 篇文章构成)

该部分是每个模块的主题部分, 一般由 5~8 篇文章构成, 每篇文章由 Get Started 开始 (导入提示或思考性问题提示), 并在文后附有要点总结提示 (Key Takeaways)、阅读理解练习或案例分析作业 (Exercises)、深入学习的网络资源 (Useful Links)。学生通过对文章的阅读和理解, 深化对知识的掌握。

#### 子模块 5 : Quiz

这是每个模块的后测, 学生可以用于自测, 检验本模块的知识掌握情况。

### 四、编写团队

《职业素养英语》教材的主编和参编人员都承担了研究生或本科生的公共英语教学课程, 尤其是高年级拓展课程和提高课程。编写团队成员全是拓展课程教学团队中的教学一线教师, 他们的公共英语教学经验丰富 (尤其是职场英语、商务英语和跨文化交际系列课程教学经验)、课程教学门类宽泛, 并且对职业英语教学有着多年深入的研究。团队含 3 名副教授、3 名讲师和 1 名美籍教授。主编艾治琼参与了每个模块的编写, 第一个模块的



主要编者 of 夏雨，第二模块主要为王庆光，第三模块主要为刘雪琴，第四模块主要为相启征，第五模块主要为涂青。教材审稿为 Amy Lutz，美国乔治福克斯大学的教授。

本教材配有教师用书和视频文件，读者可通过扫描封底二维码下载使用。也可登录中国人民大学出版社主页 <http://www.crup.com.cn>，搜索本书后下载相关资源，或与 010-62513265，010-62515580，[chengzsh@crup.com.cn](mailto:chengzsh@crup.com.cn)，[jufa@crup.com.cn](mailto:jufa@crup.com.cn)，[jialk@crup.com.cn](mailto:jialk@crup.com.cn) 联系索取相关教学资源。

由于编者水平与经验有限，书中难免有不足之处，恳请得到使用者的批评和指正。同时，由于很多内容来自网络资料改编，无法联系到原作者，若有涉及版权问题，敬请与编委联系，我们将更换内容。谢谢！

《职业素养英语》编写团队

2019 年 1 月



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# Module

# 1

## Career Plan

*Your most important work is always ahead of you, never behind you. —Stephen Covey*



*Happy people plan actions, and they don't plan results.*

—Denis Waitley



*The future depends on what you do today.*

—Mahatma Gandhi



*No one can discover you until you do. Exploit your talents, skills and strengths and make the world sit up and take notice.*

—Rob Liano



*Stand strong in your value. That starts by knowing your value.*

—Julieanne O'Connor

Denis E. Waitley (1933– ), an American motivational speaker, writer, and consultant who has been recognized as the best-selling author of the audio series, *The Psychology of Winning* and books such as *Seeds of Greatness* and *The Winner's Edge*. He has been inducted into the International Speakers' Hall of Fame.

Mohandas Karamchand Gandhi (1869 –1948), the preeminent leader of the Indian independence movement in British-ruled India. Employing nonviolent civil disobedience, Gandhi led India to independence and inspired movements for civil rights and freedom across the world. In India, Gandhi is also called Bapu (Gujarati: endearment for “father”, “papa”) and unofficially the Father of the Nation.

Rob Liano (1967– ), the rock-star success coach is a best-selling author, a certified life coach, a public speaker, and a blogger. With logic, insight and humor, he has brought a fresh

perspective to sales training and success coaching.

Julieanne O'Connor (aka Julieanne Young) (1970– ), an award-winning author, actor & social media strategist. She is the author of the *Spelling It Out* book series, including *Spelling It Out for Your Career (Insider Secrets to Living Your Dreams & Passions)* and *Spelling It Out for Your Man (Insider Secrets to Sex, Love and Attraction)*, for men and women.

## Learning Objectives

- Assess your personality, interests, and career aptitude
- Research a company or an occupation you would like to join in
- Set goals for your future career with SMART criteria
- Develop an effective résumé and a cover letter
- Prepare yourself for a job interview
- Learn to use a LinkedIn profile to sell yourself

## Lead-in

### Activity One: Self-assessment

Your personality is a major factor that affects how you decide which careers you might enjoy most. This quick assessment can help you understand how the tasks and environments of different careers are associated with personality types and which careers may fit you best.

#### STEP ONE: Take the Assessment

In each section below, check the items you think you would enjoy most. You can check as many as they apply to you.

"R" Section	"A" Section	"E" Section
<input type="checkbox"/> Repair a car	<input type="checkbox"/> Sing before the public	<input type="checkbox"/> Start my own business
<input type="checkbox"/> Build things with wood	<input type="checkbox"/> Design clothing	<input type="checkbox"/> Make a speech

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Work outdoors       | <input type="checkbox"/> Decorate a home or office   | <input type="checkbox"/> Supervise the work of others |
| <input type="checkbox"/> Study electronics   | <input type="checkbox"/> Act in or direct a play     | <input type="checkbox"/> Start a club                 |
| <input type="checkbox"/> Arrest lawbreakers  | <input type="checkbox"/> Write a poem, story or play | <input type="checkbox"/> Save money                   |
| <input type="checkbox"/> Plant a garden      | <input type="checkbox"/> Design a poster             | <input type="checkbox"/> Sell things                  |
| <input type="checkbox"/> Work with animals   | <input type="checkbox"/> Create a sculpture          | <input type="checkbox"/> Lead a meeting               |
| <input type="checkbox"/> Operate power tools | <input type="checkbox"/> Arrange flowers             | <input type="checkbox"/> Take charge of a project     |
| <input type="checkbox"/> Drive a truck       | <input type="checkbox"/> Make videos                 | <input type="checkbox"/> Work in a political campaign |

"I" Section	"S" Section	"C" Section
<input type="checkbox"/> Study causes of diseases	<input type="checkbox"/> Work with children	<input type="checkbox"/> Keep detailed reports
<input type="checkbox"/> Work on a science project	<input type="checkbox"/> Care for a sick person	<input type="checkbox"/> Operate business machines
<input type="checkbox"/> Study human anatomy	<input type="checkbox"/> Help people who are upset	<input type="checkbox"/> Organize a work area
<input type="checkbox"/> Work in a science lab	<input type="checkbox"/> Interview clients	<input type="checkbox"/> Take telephone messages
<input type="checkbox"/> Research solutions to environmental problems	<input type="checkbox"/> Help a person with disabilities	<input type="checkbox"/> Attend to details
<input type="checkbox"/> Collect minerals and rocks	<input type="checkbox"/> Work as a volunteer	<input type="checkbox"/> Balance a budget
<input type="checkbox"/> Study the solar system	<input type="checkbox"/> Study psychology	<input type="checkbox"/> Use a computer
<input type="checkbox"/> Do math problems	<input type="checkbox"/> Make people laugh	<input type="checkbox"/> Proofread a document
<input type="checkbox"/> Study plants and animals	<input type="checkbox"/> Teach teens or adults	<input type="checkbox"/> Create a filing system

### STEP TWO: Score Your Totals

Add up how many boxes you checked in each section above and fill in the totals for each in the space provided below.

R \_\_\_\_\_

S \_\_\_\_\_

I \_\_\_\_\_

E \_\_\_\_\_

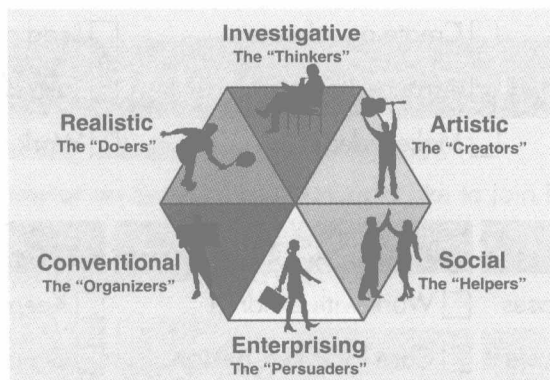
A \_\_\_\_\_

C \_\_\_\_\_

*Each letter represents a career interest category.*

Choose the letters in which you scored the highest and review the descriptions in Step Three to discover possible careers you may want to consider.

(The RIASEC theory was developed by psychologist Dr. John Holland.)



Adapted from Know Your Personality Type or Holland Code, Texas Wesleyan University Career Services, Aug. 2009.

Picture from <https://runninginaforest.wordpress.com>

### **STEP THREE:** *Understand your career interests and personality types.*

*What are your two or three highest scoring interests? Place a mark by your top interest areas. The following descriptions are just a reference for your possible career options.*

#### **Realistic: the “Doers”**

- Likes to work with animals, tools, or machines; generally avoids social activities like teaching, healing, and informing others;
- Has good skills in working with tools, mechanical or electrical drawings, machines, or plants and animals;
- Values practical things you can see, touch, and use like plants and animals, tools, equipment, or machines;
- Sees self as practical, mechanical, and realistic.

#### **Investigative: the “Thinkers”**

- Likes to study and solve math or science problems; generally avoids leading, selling, or persuading people;
- Is good at understanding and solving science and math problems;
- Values science;

- Sees self as precise, scientific, and intellectual.

#### **Artistic: the “Creators”**

- Likes to do creative activities like art, drama, crafts, dance, music, or creative writing; generally avoids highly ordered or repetitive activities;
- Has good artistic abilities — in creative writing, drama, crafts, music, or art;
- Values the creative arts — like drama, music, art, or the works of creative writers;
- Sees self as expressive, original, and independent.

#### **Social: the “Helpers”**

- Likes to do things to help people — like teaching, nursing, or giving first aid, providing information; generally avoids using machines, tools, or animals to achieve a goal;
- Is good at teaching, counseling, nursing, or giving information;
- Values helping people and solving social problems;
- Sees self as helpful, friendly, and trustworthy.

#### **Enterprising: the “Persuaders”**

- Likes to lead and persuade people, and to sell things and ideas; generally avoids activities that require careful observation and scientific, analytical thinking;
- Is good at leading people and selling things or ideas;
- Values success in politics, leadership, or business;
- Sees self as energetic, ambitious, and sociable.

#### **Conventional: the “Organizers”**

- Likes to work with numbers, records, or machines in a set, orderly way; generally avoids ambiguous, unstructured activities;
- Is good at working with written records and numbers in a systematic, orderly way;
- Values success in business;
- Sees self as orderly, and good at following a set plan.

Adapted from <https://www.careerkey.org>

**STEP FOUR:** Visit <https://www.truity.com/test/holland-code-career-test> for a free test for your career interest. And for more detailed information about your potential careers, please read the following short review about Holland Codes.

### **What Is Your Code?**

*How do your interests relate to potential careers? Are you an Artist Creator, Conventional Organizer, Enterprising Leader, Investigative Thinker, Realistic Doer or Social Helper?*

**Artistic Creators like to—**

Write stories, poems, or other creative writings

Enjoy the arts, theater, and dance

Play musical instruments

Paint or sculpt

*— Facts about Artistic Creators—*

Characteristics: Complicated, Original, Impulsive, Independent, Expressive, Creative

Strengths: Uses imagination and feelings in creative expression

Potential Careers: Artist, Musician, Actor/ Actress, Designer, Writer, Photographer

Possible College Majors: Art, Theater, Graphic Design, Music, Journalism, Communication

**Conventional Organizers like to—**

Put things in order

Attend to details

Handle things in a systematic manner

Desire to be efficient

*— Facts about Conventional Organizers—*

Characteristics: Careful, Conforming, Conservative, Conscientious, Self-controlled,  
Structured

Strengths: Paying attention to details

Potential Careers: Accountant, Banker, Editor, Office Manager, Librarian, Medical  
Laboratory Assistant

Possible College Majors: Business, Accounting, Management

**Enterprising Leaders like to—**

Manage people and projects

Persuade, take action, and set goals

Work well in groups

Sell products and services

*— Facts about Enterprising Leaders—*

Characteristics: Persuasive, Energetic, Sociable, Adventurous, Ambitious, Risk-taking

Strengths: Leads, manages, and organizes

Potential Careers: Manager, Producer, Lawyer, Business/ Marketing, Executive,  
Entrepreneur, Principal

Possible College Majors: Pre-Law, Business Management and Administration, International  
Business, Political Science



**Investigative Thinkers like to—**

Invent or research

Solve problems

Work with ideas

Use computers

Love knowledge

— *Facts about Investigative Thinkers*—

Characteristics: Analytical, Intellectual, Reserved, Independent, Scholarly, Judgmental

Strengths: Works with abstract ideas and intellectual problems

Potential Careers: Biologist, Chemist, Historian, Researcher, Doctor, Mathematician

Possible College Majors: Biology, Chemistry, Nursing, Pre-Medicine, Mathematics, History

**Realistic Doers like to—**

Work with tools or machines

Prefer to work outdoors

Enjoy playing sports

— *Facts about Realistic Doers*—

Characteristics: Frank, Practical, Focused, Mechanical, Determined, Rugged

Strengths: Manipulates tools, Possesses mechanical, manual, or athletic ability

Potential Careers: Craftsman, Fitness Trainer, Optician, Policemen, Fire Fighter, Physical

Education Teacher

Possible College Majors: Justice Studies, Fire Science, Athletic Training, Martial Arts,

Corporate Fitness, Physical Education

**Social Helpers like to—**

Teach and serve

Be good listeners and communicators

Work well in groups

Show empathy

— *Facts about Social Helpers*—

Characteristics: Helping, Informing, Teaching, Inspiring, Counseling, Serving

Strengths: Interacts with people, concerned with the welfare of people

Potential Careers: Teacher, Clergy, Coach, Therapist, Nurse, Counselor, Sociologist

Possible College Majors: Nursing, Counseling, Social Science, Education

Adapted from <http://hollandcodes.blogspot.com/2016/07/what-is-your-code.html>

## Activity Two: Video Watching

*Watch Video 1-1 and answer the following questions:*

1. In Versacorp, which figure do you think reveals the best career aptitude? Why?
2. In this task, Sam did not win respect from his group members. Why? If you were him, how would you improve your work performance?
3. David is considered to possess the highest IQ in his group with an MBA and doctorate degree. How do you weigh benefits against drawbacks in his performance?



## 1.1 Career Self-assessment

### Get Started

1. When you choose a career, what factors will be your priorities? Why?
2. What is your ideal job in the future? Why are you interested in it? How does your personality suit it? What qualifications do you already have for it?
3. Have you had a career test before? What do you think about the self-assessment in Activity One?

### Self-assessment: What Is It and How to Do It?

Tom Denham  
September 23, 2011

Career development is a continuous and life-long process that begins with self-assessment. This critical first step is the building block for personal and professional satisfaction. Self-assessment is an intentional and intense process of self-examination which results in an individual answering the fundamental question, "Who am I?"

Sometimes it's hard to pinpoint exactly why the work you are doing just doesn't seem to meet your needs anymore. Many people hit a crossroads during their careers and really struggle with what to do next. They are ambivalent and need guidance. Racing in their minds are such questions as, "Should I get a new job? Should I stay? Should I go back to school? Should I start a business? Is this all there is?" Sometimes too many career ideas create a *crisis of choice*, which often results in *analysis paralysis*. Whenever you are unsure of your direction or have new career interests, it's vital to STOP, take a time out and do some deliberate self-discovery.

When the step of self-assessment is skipped in favor of the more immediate tasks of finding a job, the results are often a scattered and fragmented job search. Regrettably, most people impulsively start pulling the trigger by sending out lots of résumés hoping that at least a few of them will stick. Unfortunately, you can't hit your career target if you don't know what the target is.

Sometimes the fear of undertaking such a thorough analysis can prevent someone from starting in the first place. For many it's scary to look at oneself honestly and can be one of the most difficult things to do in adulthood. Frequently, it involves dredging up unpleasant aspects of oneself. As a result, self-esteem can take a hit in the short-term when you realize you have not achieved your potential. However, these revelations often motivate you to work harder to accomplish more in the long-term and can improve your self-worth. Put simply, self-assessment is a wise investment in your future.

Often the self-assessment process validates your previous understanding of who you are. It can reinforce ideas and bolster confidence about the accuracy of your career choices. It is a means by which you can realize ways to improve yourself. This validation and clarification can motivate you to move forward with renewed energy. Based on my over 20 years of experience in the field of career development, I have faith that deep down inside the vast majority of people actually do know who they are and what they really want. From my point of view, the struggling people might be pulled out through three methods: 1) career counseling 2) career testing and 3) a career development questionnaire.

Most people don't have a clue of where to begin with self-assessment. It's not exactly something you are taught in school. Self-assessment is deliberately answering a series of questions regarding your V.I.P.S. These core components of you are your *Values, Interests, Personality Traits and Skills*. *Values* are things that you hold to make you personally and professionally. *Interests* are activities or tasks that you like to do and feel passionate about. *Personality Traits* are a combination of emotional and behavioral characteristics. Some examples might include extroversion, detail-orientation, enthusiasm, and flexibility. *Skills* are your talents,