


## A. Job advertisements

### Deutsche Bank Analyst Internship programme

		Posted	27 Sep 2019
		Closing date	29 Feb 2020
Recruiter <u>DEUTSCHE BANK</u> Location <u>United Kingdom</u> Salary <u>Competitive</u>		Industry	<u>Finance &amp; accounting, Banking, Financial services, Investment</u>
		Job function	Finance
		Job level	Apprenticeship
		Hours	Full time
		Contract	Permanent
		Listing type	Internship
		Education level	Undergraduate degree (or equivalent)

1. Consider the job posting above. Was the ad posted by the employer directly or by a recruitment agency? What implications does this have for your application?
2. Complete the vocabulary exercises (2.1.- 2.3.) on pages 4 and 5.
3. Complete the job advertisement and the master's advertisement with the appropriate prepositions.

### Deutsche Bank Analyst Internship Programme – DWS

#### Job Description:

Deutsche Bank is the leading German bank [1.] strong European roots and a global network. We're driving growth [2.] our strong client franchise.

Against a backdrop of increasing globalization [3.] the world economy, Deutsche Bank is very well-positioned, with significant regional diversification and substantial revenue streams [4.] all the major regions of the world. We serve our clients' real economic needs in commercial banking, investment banking, private banking and asset management. We are investing heavily [5.] digital technologies, prioritizing long term success [6.] short-term gains, and serving society with ambition and integrity. All this means a career packed [7.] opportunities to grow and the chance to shape the future of our clients.

#### About your internship programme

An internship at Deutsche Bank is your stepping stone [8.] success and your first look [9.] what life is like on our Graduate Programme. You'll become part of a collaborative and inclusive workplace as you build on your technical and interpersonal skills, take on real responsibilities, hear [10.] senior leadership through our speaker series, work [11.] live projects, grow your network and learn first-hand how we deliver for our clients. If you want the opportunity to shape your own career as well as the future of the financial industry, then we will give you the platform and foundation to do so. Successful interns will be invited to join the Deutsche Bank Graduate Programme.

#### About DWS

In 2017, Deutsche Bank announced its decision to undertake a partial initial public offering of Deutsche Asset Management, to unlock the full potential of the organisation [12.] its clients and employees, while producing considerable returns for shareholders. On March 23, 2018, DWS was officially listed [13.] the Frankfurt Stock Exchange.

As a fully integrated Asset Management business [14.] strong client offerings across Alternatives, Active and Passive platforms, we can deliver the full breadth of these capabilities under a single global identity.

DWS has over 60 years of investment experience, offering retail, corporate and institutional clients a comprehensive set of strengths and capabilities that few competitors in the world can match.

#### Your role

[15.] the course of two job rotations you will gain a wide range [16.] practical experience. You will also benefit [17.] training courses, seminars and a variety of networking events. Successful interns will be invited to join the exclusive DWS Graduate Programme. Based [18.] one of the world's global financial centres, you will support experienced professionals who develop products and manage high-value portfolios. Along the way, you will gain invaluable experience [19.] the heart of a progressive business while being exposed [20.] a broad range of areas, from fixed income, equity and foreign exchange, emerging markets, exchange traded funds, and alternative investments. While you can expect a high learning curve as you help manage high-value portfolios, you will benefit [21.] the support of your managers and mentors along [22.] unparalleled global exposure. This internship is an ideal way to determine whether or not a career at DWS meets your personal needs and aspirations.

#### Areas in which you could work

Traditional Asset Classes (Active, Passive, and Trading)

Alternatives

Global Coverage Group

#### Your qualifications

We recruit highly intelligent graduates who are ambitious and adaptable. They have degrees in many different disciplines. Even though good levels of numeracy are important [23.] some roles, you won't necessarily need a formal mathematical or financial background. We have very comprehensive training programmes that will give you all the technical knowledge you'll need to build a career [24.] us. Above all, we're looking [25.] entrepreneurial people who thrive best [26.] a diverse culture where innovation and agile thinking abound. You should not only be passionate about the world of finance, but also show a keen interest [27.] your chosen field. You already have a record of outstanding academic achievement and you're eager to go [28.] learning at the same intensive rate. So you'll thrive on working in a highly collaborative environment with some of the best minds in banking.

Our values define the working environment we strive to create – diverse, supportive and welcoming of different views. We embrace a culture reflecting a variety of perspectives, insights and backgrounds to drive innovation. We build talented and diverse teams to drive business results and encourage our people to develop to their full potential. Talk [29.] us [30.] flexible work arrangements and other initiatives we offer. We promote good working relationships and encourage high standards of conduct and work performance.

We welcome applications from talented people from all cultures, countries, races, genders, sexual orientations, disabilities, beliefs and generations and are committed to providing a working environment free from harassment, discrimination and retaliation.

Click [here](#) to find out more about diversity and inclusion at Deutsche Bank. Competitive Salary Applications will close [31.] 29.02.2020

## LSE London School of Economics and Political Science

The MSc Marketing is an outstanding one-year programme providing an analytical, business-focused curriculum to develop your skills [32.] an innovative and strategic marketer.

A practical project will enable you to apply your insights and expertise [33.] a real-world consulting problem, and to develop your professional and practical skills [34.] a marketing manager.

The programme's core courses bring learning [35.] the latest research [36.] the classroom, giving a well-rounded, critical analysis of consumer behaviour and data analytics, in the context of real business challenges. You will gain an in-depth understanding of consumer markets, based [37.] cutting-edge research and insights [38.] human behaviour. You will also develop your talent and expertise in data analysis, enabling you to take a strategic approach [39.] designing and developing marketing campaigns. A core course in the foundations of business management will also develop your knowledge of the contexts in which marketing managers can drive forward organisational goals.

This unique combination of human insight, analytical expertise and business understanding will set you apart [40.] other marketing graduates, and give you the tools to create truly effective evidence-based solutions to the ever-changing marketing challenges facing businesses worldwide.

### CV + *Statement of academic purpose*

Please make clear in your statement which programme it refers to.

Your statement(s) should be typed and no longer than two sides of A4 paper. There is no fixed word limit, but we expect statement(s) to be no longer than 1,000 - 1,500 words. In your statement(s), you may wish to discuss the following:

- Motivation for undertaking the programme
- Academic interests, strengths and background relevant to the programme(s)
- Areas of specific interest within the programme(s)
- Academic ambitions and/or research interests related to the programme(s)
- Any professional aspirations, and how academic work within the programme(s) might help you realise such aspirations
- Other relevant information, such as additional reading or research, work or other relevant experience that has informed your decision to apply for the particular programme(s)

## Vocabulary

2.1 Choose the best answer to illustrate the meaning of the underlined expression.

1. The backdrop is of increasing globalization in the world economy.
  - a) interest
  - b) context
  - c) scenery
2. If you feel that you are not managing your time effectively, learning how to prioritize your tasks will help you to become more productive as you learn to use your time wisely.
  - a) organize and carry out [your tasks] on the basis of their importance
  - b) only think about the most important [tasks]
  - c) carry out [the tasks] that your boss says are the most important
3. We learnt first-hand that you should always check carefully before committing yourself.
  - a) at the very beginning
  - b) from experience
  - c) before anyone else
4. Someone who is eager
  - a) has a strong background in the field.
  - b) is talented.
  - c) really wants to do the job.
5. What is an insight?
  - a) an innovative style of work performance
  - b) entry to the upper echelons of management
  - c) a key idea that helps you to understand a problem

2.2 Use the verbs in the box to complete the sentences. You will need to put the verb into the correct form or tense.

unlock	gain	take on	drive
deliver	thrive	strive	

- a. The business \_\_\_\_\_ in its early years. No-one expected it to do so well.
- b. We were very busy, so we did not wish to \_\_\_\_\_ any extra work.
- c. Our training course will help you to \_\_\_\_\_ your full potential.
- d. I \_\_\_\_\_ valuable experience in the first six months of my first job.
- e. We must \_\_\_\_\_ to overcome obstacles.
- f. We have achieved record profits, \_\_\_\_\_ by record sales.
- g. Our employees work hard \_\_\_\_\_ for our clients.

2.3 Each of the following nouns has a pre-modifier. Match the pre-modifier with the noun and its meaning. Underline the pre-modifiers that evaluate. Put a circle around those that classify.

PRE-MODIFIER	NOUN	
i. revenue	a. thinking	the ability to think fast, creatively and analytically
ii. client	b. streams	sources of income for the company
iii. entrepreneurial	c. people	people who are proactive
iv. high learning	d. franchise	client base or long-term company image
v. agile	e. interest	strong interest
vi. keen	f. rotation	working first in one job, then in another
vii. job	g. curve	to learn a lot in a short time
viii. stepping	h. stone	an action or event that helps a person to make progress towards a specified goal

4. A good job application is tailored to the particular job. In order to tailor the application, a thorough understanding of the company and what is important to the company, the job and applicant profile is essential. Such information can be expressed explicitly or implied through descriptions of the company or job.

- i. Read the job advertisement and identify the company's business activity and position in the market. Write this information in column 1.
- ii. Read the ad and in column 1 make a list of the job tasks, wording them as verbs (e.g. to identify markets). In the ad job tasks can be worded with a **verb** e.g. *to identify markets, dealing with enquiries*; or a **noun** e.g. *validation of automated scoring, quality control of peers' analysis, quantitative analysis of data*.
- iii. Read the ad and make an ordered list of the specific qualifications, professional knowledge, skills and qualities, matching each one to a job task if possible.
- iv. Add any professional knowledge, skills or qualities that are necessary to do the job tasks but are not explicitly mentioned in the ad.
- v. In the third column next to each task, skill, professional knowledge, qualification, or quality that you identified, write down, if possible, an example of something you have done that demonstrates the skill, quality, professional knowledge or qualification.

Job description: key terms and expressions	Applicant profile	My experience
Company	Qualifications	
Job tasks	Professional knowledge	
	Skills (know how to/ be able to)	<i>Research/Academic Interpersonal/ communication Management</i>
	Qualities (be/have)	<i>Computer Language General</i>

### Writing assignment 1: Job application

1. In pairs consider the generic features of a CV, an application letter and a personal statement. I.e. What are their purposes? Who are their audiences? How does the purpose affect and constrain the content, and language of each text type? How does the mode (how it is sent) constrain the content and organisation of the letter when it is sent by post, as an email and in an on-line application?
2. Choose the position which most interests you: the Deutsche Bank Analyst Internship or the MSc Marketing. Using the format of the on-line application below, apply for the job or the marketing course. With the exception of assuming that you will complete your degree this year, **DO NOT** invent qualifications or experience that you have not got.

All answers are required

First name

Last name

Email address

Upload your CV

Upload from your computer

Or import from cloud storage

Dropbox

OneDrive

Google Drive

Your CV must be a .doc, .pdf, .docx, .rtf, and no bigger than **1MB**

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Your covering message for Deutsche Bank Analyst Internship Programme / MSc Marketing

4000 characters left

### C. Encoding attitude

The Deutsche Bank Analyst Internship advertisement makes extensive use of modification in the nominal groups to make their ad more appealing. Find examples of nominal groups that:

- position the company as a leader;
- suggest that the internship is a good one.

How are the nominal groups structured? (See grammar file.)

### D. Writing Assignment 1 - Job application (cont.)

1. Evaluate the examples of CVs and application letters according to the following criteria:

- Audience
  - What conventions are used to address the recipient of the letter?
- Purpose
  - How clear is the purpose of the letter or CV? Where is this stated?
- Layout
  - What conventions have been followed?
  - How are the topics organised and how clear is this?
  - How easy is it to read?
- Content
  - What kind of content has the applicant included and how is it relevant to the purpose?
- Language
  - What kind of style is used?
  - On a cline of close/distant social relations, how personal is the language? Justify with examples.
  - On a cline of congruent/abstract or dense, how abstract or dense is the language? Justify with examples.
  - On a cline of technical-specialist/everyday, how specialist is the language? Justify with examples
  - Are there any conventions?
  - How does the applicant relate his/her experience to the job requirements and the company? Are there any useful expressions that are used to do this?
- Overall assessment
  - What do you like about it?
  - What don't you like about it?

2. Using the information you gained in 1, rewrite your CV and application letter.

Underline any changes you make to your first version.

## E. Interviews

- Listen to the descriptions of the interview types and write the number (1. – 7.) next to the corresponding interview type.

	Structured interview
	Unstructured interview
	Stress interview
	Behavioural interview
	Problem-solving or case interview
	Panel interview
	Group assessment interview

You are going to simulate a series of interviews in which you will play the part of the interviewer and the applicant.

- Complete the following table by placing the objectives (a. –e.) in the appropriate order.

Phase	Objective	What the interviewer does	What the applicant does
1			
2			
3			
4			
5			

- |   |   |
|---|---|
| a) to provide overview of job                   | d) to bring the interview to a close                |
| b) to determine applicant's interest in the job | e) to determine applicant's suitability for the job |
| c) to set the applicant at ease                 |   |

- Decide whether each activity (f. – t.) applies to the interviewer, the applicant or both and place it in the appropriate place in the table above. Some activities may be relevant to more than one phase of the interview.

- |                                       |  |
|---------------------------------------|--|
| f) listen attentively                 | o) make small talk                                 |
| g) show interest                      | p) answer questions politely                       |
| h) greet applicant                    | q) smile   |
| i) greet interviewer                  | r) make answers relevant to the position described |
| j) thank interviewer                  | s) thank applicant                                 |
| k) explain why there is an opening    | t) inform applicant of follow up                   |
| l) introduce self                     |  |
| m) ask relevant interesting questions |  |
| n) describe job                       |  |

- You will be given the CVs and application letters from two applicants for one of the jobs advertised on page 1. In pairs prepare an interview for each of the applicants.
- You will be attending an interview for the position you applied for. Prepare for this interview.
- Interview simulation role play
- Discussion

Examples of good and bad interview answers for difficult and/or common questions are available at [www.denham.net](http://www.denham.net) or Denham Resources on YouTube.

## F. HBR Case study

The following situation is taken from the case study in *Harvard Business Review*, June 2007. Consider how the situation unfolds and how you would react at each point, in light of the story's developments.

1.

You are Fred Westen, CEO of Hathaway Jones. Hathaway Jones is a privately owned U.S. retail chain that sells designer clothes. Recently it has been trying to revamp\* its image because its staid\* and classic clothes do not appeal to a wealthy, younger market. You believe that by expanding into China, you could tap into\* their luxury goods market, which has been growing by 70% a year.

You are looking to open three stores: in Beijing, Guangzhou and Shanghai. What kind of a candidate would you like to run the flagship store\* in Shanghai?

revamp – bring up to date

staid – boring and safe

tap into – use to your advantage

flagship store – store that acts as an ambassador of your products and values

2.

An old friend from your college days telephones, asking you to see his daughter, Mimi Brewster, who wants to play a part in the Hathaway Jones expansion into China. Mimi is in her late 20s. She grew up in China and speaks both Mandarin and a local dialect. She majored in modern Chinese history at Berkeley and after 2 years at a management consultancy, did an MBA at Stanford. For the last four years she has been working in the West Coast regional office of Eleanor Gaston, the largest clothing, shoes, and accessories company in the U.S., where she was responsible for successfully relaunching\* two brands.

Do you agree to see her? Why / why not?

to relaunch – to modernise and put the new, improved product back onto the market

3.

At the interview Mimi proves herself to be competent. Her references say that she is aggressively creative, original, opinionated\*, and a risk-taker. Indeed, she shows that she knows the retail clothing business, is sensitive to Chinese culture, has creativity and suggests a marketing strategy for the Chinese stores to appeal to Chinese women. You are impressed. As she leaves, she winks\* at you and says, "Thanks, boss".

Do you

- hire her on the spot for the Shanghai store;
- say that you'll set up some interviews for her, but that, like all the other candidates who are currently applying, she must pass them on her own merit;
- thank her for coming in, give no indication of whether you might like to hire her or not and say that you will contact her later?

Why?

opinionated – has strong opinions and voices them

to wink – to quickly close one eye then open it

4.

The head of HR has just come in with some information about Mimi. She always Googles prospective candidates and scans the first 11 pages of hits. On page 9 she found that on leaving Berkeley, Mimi had led a non-violent but vocal protest group against the World Trade Organization. Further searches with extra keywords such as "human rights" and "free trade" found that 8 years ago Mimi had been actively involved in protests about China's treatment of a dissident\* journalist. Her photo was taken outside the Chinese consulate in San Francisco. The search brings up several news articles reporting her active involvement in several protests.

You are relieved that the search did not reveal anything more recent than 8 years ago and that it wasn't a picture of Mimi half naked on MySpace, which could really embarrass Hathaway Jones.

What do you decide to do?

Would you hire Mimi despite her online history?

dissident – in opposition to official policy



5. Read the following commentary by the expert. Take notes in answer to the following questions so that you can share the information with your partner and synthesise the whole analysis. You might not find information for all the questions in your section.
- i. Who is the expert? How worthy are his/her credentials?
  - ii. What does he/she think Mimi's strengths and weaknesses are?
  - iii. What does he/she think Fred should do? Why?
  - iv. What does he/she think Mimi should do? Why?
  - v. What advice does he/she give to future jobseekers?
  - vi. How does the writer perceive the role of the internet in job recruitment and in general?
- a. John G., Palfrey, Jr ([jpalfreyaw.harvard.edu](http://jpalfreyaw.harvard.edu)) is a clinical professor of law and the executive director of the Berkman Center for Internet & Society at Harvard Law School, in Cambridge, Massachusetts. He is also a founder of RSS Investors. He writes a blog at <http://blogs.law.harvard.edu/palfrey/>.

## Glossary

**to check out:** to be true  
**to come up:** to happen  
**to arise:** to happen  
**to make it onto the web:** to be published on the web  
**to backfire:** to have the opposite effect of what you would like to happen  
**chutzpah:** audacity (from Yiddish)

**malleable:** able to be moulded, changed  
**expertise:** expert knowledge  
**rumor:** an untrue story  
**fallacious remarks:** untrue comments  
**to expunge:** to get rid of

**devil-may-care:** not caring about the consequences  
**otherwise:** in other circumstances  
**to not think twice:** to do something without thinking about the consequences

Fred Westen should certainly follow **his** instinct and hire Mimi Brewster if everything else checks out. **He** should talk to **her** and tell her exactly what has come up. He has little to lose. There's no legal reason to fear searching the Internet for information about **your** job applicants—an issue arises only if **you** unlawfully discriminate against someone because of what you find. And if CEOs are looking only for people who are total saints, and who never did anything that made it onto the Web, then maybe **they**'re hiring only uninteresting people at the end of the day. **A strategy of that sort** could backfire terribly: If you have nobody with chutzpah in your group, you will find yourself hurting for leaders.

There may also be another side to the story discovered by the human resources department. Digital information is extremely malleable. Anyone with a tiny bit of expertise can easily falsify **it**—for example, by anonymously lying about someone in a chat room and starting a rumor that catches fire and becomes a “truth.” Fallacious remarks travel very, very quickly online—perhaps even faster than true information—and it is hard to track **them** down and expunge **them**. So if something that may or may not be true about a candidate is raised, it is essential to bring **that person** in to clarify the situation. You might also want to ask **them** to provide more references for you to check. Because online information is so easily falsified—and, plainly, so easily shared—**this second level of interviewing** has become increasingly important.

Presumably, Mimi didn't call up newspapers and ask **them** to write articles about **her**. But in the culture of “digital natives,” there's often an intention to be public. People raised in the modern computing environment share information much more promiscuously than previous generations have. **They** have a certain devil-may-care attitude toward things that other people would probably consider highly private—compromising photos, embarrassing conversations, and other activities that **they** otherwise wouldn't want their mothers to know—and they don't think twice about revealing them online. **That**'s not going to change unless there's a radical course correction in social norms.

5. Read the following commentary by the expert. Take notes in answer to the following questions so that you can share the information with your partner and synthesise the whole analysis. You might not find information for all the questions in your section.
- i. Who is the expert? What are his/her credentials?
  - ii. What does he/she think Mimi's strengths and weaknesses are?
  - iii. What does he/she think Fred should do? Why?
  - iv. What does he/she think Mimi should do? Why?
  - v. What advice does he/she give to future jobseekers?
  - vi. How does the writer perceive the role of the internet in job recruitment and in general?

aa. John G., Palfrey, Jr (jpalfreyaw.harvard.edu) is a clinical professor of law and the executive director of the Berkman Center for Internet & Society at Harvard Law School, in Cambridge, Massachusetts. He is also a founder of RSS Investors. He writes a blog at <http://blogs.law.harvard.edu/palfrey/>.

### Glossary

**to immerse yourself in:** to surround yourself by  
**baby boomer:** children born following WWII until the early 60s, during which time there was a high birthrate  
**to pull the trigger:** to expose and bring down

**to be headed for:** to be moving towards  
**backlash:** an antagonistic reaction to a trend or event  
**wreck:** crash

Given **the trend**, hiring standards will have to change, or you just won't be able to hire great people. **That's** hard for the current crop of CEOs and HR executives to understand. Most senior executives are "digital immigrants" who have not immersed themselves in the electronic culture. Baby boomers, and sometimes younger executives, are trying to work through **their** ambivalence toward the current generation of 20-somethings, who increasingly put negative information about **themselves** online. The primary difficulty for digital immigrants is that **they're** fighting against **their** own instinct, which is to pull the trigger on the digital natives. The generation gap will continue to widen until the digital natives become CEOs and HR executives themselves.

I don't have a crystal ball, so I can't tell whether the current revolution is going to turn out to be permanent or not. My guess is that we're headed for a really big backlash at some point—there are going to be train wrecks as people who post too much personal information online begin to realize the consequences. When **they** have to explain to their kids why naked pictures of **themselves** at age 25 are on the Internet, some digital natives will have real regrets. That said, I don't think **those conversations** will necessarily differ much from the ones that people who grew up in the 1960s had to have with **their** kids about drugs and free love.

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b. Jeffrey A. Joerres (chief.executive.officer@manpower.com) is the chairman and CEO of Manpower, an employment services company headquartered in Milwaukee.

#### Glossary

**landscape:** environment

**background check:** a search to verify the authenticity of someone's past history

**prior to:** before

**a gauntlet of:** several, many

**to start fresh:** to begin again with no past history

**to get a foot in the door:** to be accepted as a candidate or serious applicant

**red flags:** signs of danger

**to sideline:** to cast aside, to no longer consider

**opinionated:** having strong views and expressing them often

**brash:** loud

**to be a big deal:** to be important

**to hinder:** to obstruct

The evolution of online media and social networking is changing the employment landscape in many subtle but fundamental ways, which most employers and candidates are only beginning to understand fully and manage effectively. One of **these shifts** is the practice of informally conducting at least partial online background checks of individuals prior to interviewing them.

Traditionally, a background check was not done until after an applicant had gone through a gauntlet of interviews and been selected as a finalist. And it wasn't long ago that someone with an imperfect past could move far away from **his** troubled history and start fresh in a new location. Today, qualified candidates can be Googled out of contention for a job before they even get a foot in the door for an interview, and it's difficult for **them** to leave their baggage behind even when crossing national borders, because the online community knows no boundaries.

In **this case**, Fred and his HR manager have taken some initial steps in the hiring process and uncovered some red flags that would cause **me** to sideline Mimi as a candidate for the Shanghai position. Beyond the disconcerting online revelation, former employers describe **her** as opinionated and brash, and in the interview with Fred, it seemed quite inappropriate for her to wink at him and call him "boss" on the way out of his office. If the job for which Mimi was interviewing were in a Western country, these concerns might not be as big a deal, but China is a unique place.

Although Mimi has some strong qualifications, her background in China is not enough to make her a good manager there. Hathaway Jones is opening **its** first store in Shanghai, and **the firm** needs a manager who can build a constructive relationship with the local government. Hiring someone without the right skills and attitudes to do so could hinder **the company's** ability to succeed in this market. And, of course, the fact that Chinese people are very Web oriented and know how to Google probably wouldn't help **her** situation.

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bb. Jeffrey A. Joerres (chief.executive.officer@manpower.com) is the chairman and CEO of Manpower, an employment services company headquartered in Milwaukee.

#### Glossary

Frankly, because retail and service businesses are so local in nature, I would hesitate to put an expatriate in the Shanghai position. Chinese employees expect **their** leaders to be modest and humble and see **them** as highly respected authority figures with parentlike attributes. A Western-style leader who doesn't understand **this** will face high turnover rates and low productivity levels. For all **her** language skills, Mimi does not strike me as a credible parent substitute for a Chinese workforce.

**personae**: characters, image  
**to haunt**: to visit like a ghost  
**to be fair game**: to be appropriate and fair

**This case** illustrates how important it is for potential employees—particularly young people who spend a great deal of time engaging in all sorts of Web 2.0 activities—to protect their reputations and think twice about the online personae they are presenting to the world. Information posted today will still be available years from now and could come back to haunt them. Many new high school and college graduates don't truly understand **this** until they are sitting in a job interview and the HR manager opens a file that includes not only **their** résumé but also their latest blog entries and party photos. Online content is public information, and it is fair game for employers to ask about **it**.

**to come up**: to appear  
**to portray**: to picture, to depict

We always recommend that candidates search the Internet to find anything about **themselves** that might come up in an interview, so that **they** can prepare to respond effectively. **They** should consider how they might use the Web to demonstrate attributes that would make a positive impression on potential employers. Better to fill the Internet with content that portrays **you** as an accomplished and capable individual who would be an asset to a new employer than to share the details from **your** latest weekend adventures.

5. Read the following commentary by the expert. Take notes in answer to the following questions so that you can share the information with your partner and synthesise the whole analysis. You might not find information for all the questions in your section.

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- v. What advice does he/she give to future jobseekers?
- vi. How does the writer perceive the role of the internet in job recruitment and in general?

c. danah m. boyd (dmb@ischool.berkeley.edu) is a doctoral candidate at the University of California, Berkeley, and an adviser to major media corporations. She maintains a blog at [www.zephoros.org/thoughts/](http://www.zephoros.org/thoughts/).

#### Glossary

**to giggle:** to laugh

**fabric:** material

I just celebrated **my** ten-year blogging anniversary. I started blogging when I was 19, and before **that**, I regularly posted to public mailing lists, message boards, and Usenet. I grew up with **this technology**, and I'm part of the generation that should be embarrassed by what we posted. But I'm not—**those posts** are part of my past, part of who I am. I look back at the 15-year-old me, and I think, "My, you were foolish." Many of today's teens will also look back at the immaturity of **their** teen years and giggle uncomfortably. Over time, foolish digital pasts will simply become part of the cultural fabric.

**to align with:** to match up with

Young people today are doing what young people have always done: trying to figure out who **they** are. By putting **themselves** in public for others to examine, teens are working through how others' impressions of them align with their self-perceptions. They adjust their behavior and attitudes based on the reactions they get from those they respect. Today's public impression management is taking place online.

**to harm:** to cause damage to

**to convey** to send

Once again, adults are upset by how the younger generation is engaging with new cultural artifacts; this time, it's the Internet. As with all moral panics around teenagers, concern about who might harm the innocent children is coupled with a fear of those children's devilish activities. To complicate matters, many contemporary teens are heavily regulated and restricted while facing excessive pressures to succeed. The conflicting messages adults convey can be emotionally damaging.

**to trace back to:** to find the cause of

**to seek:** to look for, to want

What is seen as teens' problematic behavior can also be traced back to the narratives that mainstream media sell to teens—including the celebrity status given to Paris Hilton and Lindsay Lohan. Thanks to a number of complex social factors, narcissism is on the rise. Narcissists seek fame. Reality TV shows tell teens that full exposure is a path to success, so how can we be surprised that attention-seeking teens reveal all? Not all teens want this kind of attention, but cultural norms have shifted, and the Web has become both a place for friends and a space to seek attention.

5. Read the following commentary by the expert. Take notes in answer to the following questions so that you can share the information with your partner and synthesise the whole analysis. You might not find information for all the questions in your section.

- i. Who is the expert? What are his/her credentials?
- ii. What does he/she think Mimi's strengths and weaknesses are?
- iii. What does he/she think Fred should do? Why?
- iv. What does he/she think Mimi should do? Why?
- v. What advice does he/she give to future jobseekers?
- vi. How does the writer perceive the role of the internet in job recruitment and in general?

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#### Glossary

**to push the edge:** to challenge accepted values, to do things which are considered at the limit of what is acceptable

**a handful of:** a small group

**a blemish:** a spot, bad 'mark'

**to (not) do:** to be (in)acceptable, (in)adequate

**to strategize:** to plan

**to handle:** to deal with

**nuanced:** finely tuned, subtle and rich

**accessorize:** dress up, decorate

So, what does all **this** imply for the company in this case? Many young people have a questionable online presence. If Hathaway Jones doesn't want to hire **these people**, it'll miss out on the best minds of my generation. Bright people push the edge, but what constitutes the edge is time dependent. **It's** no longer about miniskirts or rock and roll; **it's** about having a complex digital presence.

Naturally, there'll always be a handful of young people who manage to go through adolescence and early adulthood without any blemishes on **their** record. Employers need people who play by the rules, but they also need "creatives." Mimi is a creative, and for the job Fred is trying to fill, a traditionalist just won't do. Fred should listen to his own instincts and hire Mimi. I'd advise him to open a conversation with her immediately so that **they** can strategize together about how to handle potential challenges posed by employees' online practices.

I think Fred will learn a lot from that experience. My generation isn't as afraid of public opinion as **his** was. **We** face it head-on and know how to manage it. We digitally document every love story and teen drama imaginable and then go on to put out content that creates a really nuanced public persona. If you read just one entry, you're bound to get a distorted view. That's why I would also advise Mimi to begin creating her own Google trails. She should express her current thoughts on China, reflecting on how she has fine-tuned her perspective over the years. Part of living in a networked society is learning how to accessorize our digital bodies, just as we learn to put on the appropriate clothes to go to the office.

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- vi. How does the writer perceive the role of the internet in job recruitment and in general?

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#### Glossary

As Fred has told **his** VP of human resources, if you Google anyone hard enough you'll find some dirt. **This** is the new reality. Companies don't want to go on record about Googling candidates, but everybody's doing **it**. Your CV is no longer what you send to your employer—it's the first ten things that show up on Google. I'm 28, and I'm part of a generation that doesn't even go on a second date without Googling the other person.

**to take heed:** to notice and accept a warning

In light of the widespread use of Internet searching practices, Hathaway Jones will have trouble hiring Mimi. The job is high-profile enough, and the online content about her is sensitive enough for Chinese decision makers, that there is absolutely no question **the information** will be discovered and noted—even if **it** appears only on page nine of Google's results. Then people will write more about it on the Internet, and the community will take heed. Given the climate of the times, Mimi presents a risk to Hathaway Jones.

In this case, Mimi didn't publish the content herself, and she is powerless to pull it from the Web. **These** are newspaper articles. Even our company, which was set up to search for and destroy unwanted online information, wouldn't try to remove newspaper stories. **That** would be bad constitutional practice, and what's more, in almost every case, we would fail. The Internet loves newspapers; it can take a very long time to move an item from page one on Google to page two.

**to disclose:** to reveal

Mimi should have disclosed the newspaper articles to Fred when they first met. She's smart enough to know that her opinions about China and globalization could affect the company's performance there. By taking **this information** to Fred before HR did, she would have been able to exert some control over how the story played out.

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#### Glossary

**albatross:** (figuratively) something that hinders or is a handicap  
**to repudiate:** to reject

**a rumor:** an untrue story  
**herpes:** a sexually transmitted disease  
**well-being:** health and happiness  
**to shrug your shoulders:** to not care and feel that you cannot do anything

Mimi doesn't have to wear the postings like an albatross around her neck for the rest of her life, though. There are several things she can—and should—do if she's serious about a business career in China. For example, she could consider publishing stories about globalization on a home page that she creates, or joining an online discussion forum about China and the World Trade Organization. In **these public forums**, Mimi can explain that she had many political and social interests when she was younger. If her opinion has matured, she can repudiate **her earlier view** by explaining on the Internet that she believes the world is more complex than she understood it to be when she was 21.

The lesson to be learned from her experiences—and it is a lesson for CEOs as well as for job candidates—is that you need to know what is being said about you online. A person's reputation has always been shaped not only by what she makes known about herself but also by what other people say about her. Now, however, what other people say reaches a far wider audience than ever before. Ten years ago, if someone spread a rumor that you had herpes, **it** probably wouldn't get too far. Today, all it takes is one enemy to put something anonymously on the Internet, and everyone will see **it**, whether it is true or false. Don't tell me that it wouldn't have an enormous impact on your emotional and professional well-being. Some people shrug their shoulders and say that our notions of privacy are evolving. **They** are. But even today, I believe people have some right to privacy. It's the big Internet issue, which is why I'm in the business I'm in.

## G. Discussion

To what extent do you agree with each expert's view?

## H. Writing assignment 2: Analytical Report

You are the head of HR for Hathaway Jones. It is your task to write an analytical report for Fred Westen synthesising the views of the 4 experts on the Mimi case so that he can make a decision on whether to hire her or not.

1. In groups plan the report using the grammar file. Decide what content would be appropriate in each stage and what the topics of the analysis stage would be.
2. Write the report individually. (2 pages)