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АНГЛІЙСЬКА МОВА



**Міністерство освіти і науки, молоді та спорту України
Державний заклад
«Луганський національний університет
імені Тараса Шевченка»**

Т. Ю. Осадча

АНГЛІЙСЬКА МОВА

Навчальний посібник для студентів

спеціальності «Менеджмент»

**Луганськ
ДЗ «ЛНУ імені Тараса Шевченка»
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072

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072

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Навчальний посібник містить автентичні тексти, а також розроблені до них лексико-граматичні вправи, спрямовані на вдосконалення вмінь і навичок читання й перекладу текстів за фахом та розширення фахової лексики з метою вдосконалення комунікативних умінь студентів.

Посібник адресовано студентам I – II курсів спеціальності «Менеджмент».

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Передмова

Запропонований навчальний посібник розроблено для студентів I – II курсів спеціальності «Менеджмент». Мета даного посібника полягає в організації навчальної діяльності студентів з предмету «Англійська мова за професійним спрямуванням» як на аудиторних заняттях, так і під час самостійної роботи. Особлива увага приділяється засвоєнню студентами спеціальної лексики за фахом; розвитку навичок читання, перекладу та розуміння текстів, пов'язаних з проблематикою майбутньої спеціальності; формуванню творчого мислення та навичок усного мовлення, у тому числі під час розв'язання проблемних ситуацій англійською мовою.

Посібник розроблено з урахуванням кредитно-модульної системи. Весь матеріал, розміщений у даному посібнику, розподіляється на 3 модулі, які містять 9 юнітів і включає тексти спеціальної тематики, лексико-граматичні вправи, вправи творчого характеру, перекладні вправи, вправи для розвитку усного та писемного мовлення.

Завданням різноманітних вправ є перевірка розуміння студентами прочитаного, розвиток навичок письмового та усного перекладу, навичок творчого мислення та комунікаційних навичок студентів. У посібнику окремо подаються завдання для самостійної роботи. Крім 3 модулів посібник містить словник та додаткові тексти для індивідуального читання.

Тексти, які включено до даного посібника, є автентичними, такими що відповідають пізнавальним та фаховим інтересам студентів.

Module 1. Functions and levels of management

Unit 1: Defining management

Pre-reading activities

Task 1. Complete the sentences with the words from the box.

assembling	controlling	financial (2)	goals	human (2)
information	innovation (2)	leadership	leading	marketing
material (2)	organization (2)	organizing	planning (2)	
	process (2)	resources (2)		

1. Managers are responsible for the process of p_____, o_____, l_____ and c_____ the efforts of o_____ members and of using all organizational r_____ to achieve stated organizational g_____.

2. Management is the process of optimizing h_____, m_____ and f_____ contributions for the achievement of organizational goals.

3. A modern view of management, expressed by sir Ronald Smith, is that 'Management should be based on i_____, m_____ and risk.

4. All managers may be involved with the operational aspects of management but as they are promoted and develop, their role becomes increasingly one of p_____, i_____ and l_____.

5. Management is the _____ of a_____ and using r_____ - h_____, f_____ and m_____, and i_____ in a goal-directed manner to accomplish tasks in an o_____.

Task 2. Write each function of a manager under the correct heading.

The role of managers

Management: functions

communicating with staff comparing results with targets
 deciding strategy empowering staff to take decisions
 identifying change identifying needs managing resources
 monitoring quality standards motivation
 putting systems in place setting objectives
 taking on new staff team-building supervisor
 time management

Planning	Organizing
Leading	Controlling

Task 3. Learn the active vocabulary.

1.	to enable	давать возможность
2.	feedback	обратная связь
3.	mission	миссия, задача
4.	obvious purpose	очевидная цель
5.	aspiration	стремление
6.	objectives	задачи
7.	policy	политика
8.	guide	руководство
9.	stipulate	предусматривать
10.	rules	правила
11.	regulations	постановления

12.	flexible	гибкий
13.	easily interpreted and understood	доступный и понятный
14.	employees	работники, служащие
15.	to take a plan of action	осуществлять план действий
16.	to use resources	использовать ресурсы
17.	long-term objectives	долгосрочные задачи
18.	to allocate and utilize the factors of production	распределять и использовать различные аспекты процесса производства
19.	implement	осуществлять
20.	contingency plan	план мероприятий на случай непредвиденных обстоятельств
21.	environment	окружающая бизнес среда
22.	execution	выполнение
23.	framework	план действий
24.	to be very aware	очень хорошо знать
25.	to chalk out the plan	набросать план
26.	carrying out the decisions	выполнение решений
27.	short-term decisions	краткосрочные решения

Reading / comprehension activities

Task 4. Read, translate the following text and try to retell it.

Basic functions and levels of management

Management operates through various functions, often classified as planning, organizing, leading/motivating and controlling.

Planning: deciding what needs to happen in the future (today, next week, next month, next year, over the next 5 years, etc.) and generating plans for action.

Organizing: making optimum use of the resources required to enable the successful carrying out of plans.

Leading/Motivating: exhibiting skills in these areas for getting others to play an effective part in achieving plans.

Controlling: monitoring -- checking progress against plans, which may need modification based on feedback.

The **mission** of the business is its most obvious purpose -- which may be, for example, to make soap. The **vision** of the business reflects its aspirations and specifies its intended direction or future destination. The **objectives** of the business refer to the ends or activity at which a certain task is aimed. The business's **policy** is a guide that stipulates rules, regulations and objectives, and may be used in the managers' decision-making. It must be flexible and easily interpreted and understood by all employees. The business's **strategy** refers to the coordinated plan of action that it is going to take, as well as the resources that it will use, to realize its vision and long-term objectives. It is a guideline to managers, stipulating how they ought to allocate and utilize the factors of production to the business's advantage. Initially, it could help the managers decide on what type of business they want to form.

All policies and strategies must be discussed with all managerial personnel and staff. Managers must understand where and how they can implement their policies and strategies. A plan of action must be devised for each department. Policies and strategies must be reviewed regularly. Contingency plans must be devised in case the environment changes. Assessments of progress ought to be carried out regularly by top-level managers.

All policies must be discussed with all managerial personnel and staff that is required in the execution of any departmental policy. They give mid- and lower-level managers a good idea of the future plans for each department. A framework is created whereby plans and decisions are made. Mid- and lower-level management may add their own plans to the business's strategic ones.

The management of a large organization may have three levels: Senior management (or "top management" or "upper management"); Middle management; Low-level management, such as supervisors or team-leaders.

Top-level management requires an extensive knowledge of management roles and skills. They have to be very aware of external factors such as markets. Their decisions are generally of a long-term

nature. Their decisions are made using analytic, directive, conceptual and/or behavioral/participative processes. They are responsible for **strategic** decisions. They have to chalk out the plan and see that plan may be effective in the future. They are executive in nature.

Mid-level managers have a specialized understanding of certain managerial tasks. They are responsible for carrying out the decisions made by top-level management.

Lower management ensures that the decisions and plans taken by the other two are carried out. Lower-level managers' decisions are generally short-term ones.

Task 5. Find the following terms in the text:

1. deciding what needs to happen in the future (today, next week, next month, next year, over the next 5 years, etc.) and generating plans for action –
2. checking progress against plans, which may need modification based on feedback –
3. the most obvious purpose of a business –
4. a guide that stipulates rules, regulations and objectives, and may be used in the managers' decision-making –
5. the coordinated plan of action that it is going to take, as well as the resources that it will use, to realize its vision and long-term objectives –
6. top management –

Task 6. Answer the questions according to the text:

1. What are the basic functions of management?
2. What is the mission of a business?
3. How do we call a guide that stipulates rules, regulations and objectives, and may be used in the managers' decision-making?
4. How do we call the coordinated plan of action that a business is going to take?
5. Name the levels of management.
6. What kind of knowledge does top-level management require?
7. What level of management is responsible for strategic decisions?

Vocabulary activities

Task 7. Translate the following texts into Russian. Write down the words and word combinations in bold and look them up in a dictionary.

Company performance

Companies need to know how they are performing in order to analyse problems, find solutions and make plans for the future. **Management accounts** provide data about **operational efficiency** and **financial accounts** give information about financial performance. These tell the company not only how much it is selling, or how much **revenue** it is receiving, but also what its **costs** are – how much it has to pay for the different things that it needs in order to operate. With this information a company can then calculate how much money it has made (**profits**) or how much it has lost (**losses**) during a specific period. **Listed companies**, whose shares are sold on the **stock exchange**, have to present their accounts to the public in an **annual report**.

Annual report

An annual report is prepared by the management of a company whose **stock** is **traded publicly**. It discusses the company's financial affairs. An annual report performs a useful function in a **free market system**, transmitting information from the company to its **shareholders**, other people who **have a stake** in a business – stakeholders such as **employees, suppliers, customers, and lenders** – will find it informative.

Anatomy of an annual report

While most annual reports contain optional elements, all reports contain information required by **the Securities Exchange Commission** or SEC, the commission that controls and administers the activities of US stock exchanges.

SEC-required elements may include:

Auditor's report: the summary by independent public **accountants** shows whether the **financial statements** are complete, reliable, and prepared consistent with **generally accepted accounting principles** (GAAP).

Report of management: this letter, usually from **the board chairperson** and **the chief financial officer**, takes responsibility for the validity (correctness) of the financial information in the annual

report, and states that the report complies with SEC and other **legal requirements**.

Board of directors and management: this list gives the names and position titles of the company's board of directors and top management team.

Financial highlights: probably the most often-read section of any annual report, these give a quick summary of a **company's performance**. The figures appear in a short table, usually accompanied by supporting graphs.

Management discussion: this series of short, detailed reports discusses and analyses the company's performance. It covers the results of operations, and the adequacy (sufficiency) of resources to fund operations.

Task 8. Match the words for people from the previous text with their corresponding definitions.

1. a director	a. has bought shares in the company
2. a chief executive officer	b. is in charge of the board
3. a stockholder	c. is a member of the board
4. a chief financial officer	d. is an outside financial specialist
5. a chairperson	e. is responsible for finance
6. an auditor	f. is responsible for all operations

Task 9. Find words in the text which correspond to the following definitions.

1.	money received, generally from sales	
2.	money that is spent on such things as salaries, rent, office supplies, advertising and taxes	
3.	a person who is employed by a company	
4.	an outside financial specialist	
5.	a person responsible for finance in a company	
6.	the companies in which everyone can invest, they are open to the public	

Task 10. Some words are always followed by the same preposition(s). Match the prepositions with the nouns below.

with for of by by

- a. the result ____
- b. responsibility ____
- c. comply ____
- d. be accompanied ____
- e. required ____

Grammar: Present Simple (I do)

I/we/you they work
he/she/(it) works
Do I/we/you they work?
Does he/she/(it) work?
I/we/you they don't work
he/she/(it) doesn't work

Task 11. Put the verb into the correct form. Translate the sentences.

Examples: The office opens (open) at 9 o'clock and closes (close) at 6.

We don't go (not/go) to the cinema very often.

How many languages does he know (he/know)?

1. I _____ (like) ice-cream but I _____ (not/buy) it very often.
2. What kind of service _____ (this office provide)?
3. How much pocket money _____ (you/get) from your parents every day?
4. What _____ (you/do)? I'm an engineer.
5. Where _____ (you/come) from? I _____ (come) from Ukraine.

6. If you _____ (need) money, why _____ (you/not/get) a job?
7. If your pocket money is limited you _____ (not/buy) everything you want.

Task 12. Use the following sentences to make questions, begin them with the words in brackets.

1. A lawyer provides some kind of service. (What kind of service?)

2. I get paid for my job very well (How much)?

3. Tom works. (Where?) _____
4. We face many economic problems nowadays (Why?)

5. I don't go to my part-time job every day. (How often?)

6. They produce goods. (What goods?) _____
7. I need some money. (How much money?)

Task 13. Translate into English.

1. Поставщик услуги предоставляет какой-либо вид услуг за определенную плату.
2. Они платят за эту работу очень хорошо.
3. Эта компания производит различные товары.
4. Он работает на полставки.
5. Мне нужны деньги, чтобы сделать подарок другу.
6. Наша страна сталкивается со многими экономическими проблемами сегодня.
7. Чем вы занимаетесь? – Я доктор.
8. Откуда вы? – Я из Украины.
9. Сколько иностранных языков вы знаете?
10. Сколько денег вы зарабатываете в год?

Discussion. International English

“There has never been a language spoken by so many people in so many places.” Professor David Crystal, the Cambridge Encyclopedia of language.

Task 1. Complete the following sentence. Use the words in the box if you like. Then compare with other students in the class.

1. For me, learning English is _____.

a pleasure a hobby an opportunity an investment a necessity an effort a problem a pain a nightmare
--

2. Why are you learning English?

In general I want to:

learn write read improve feel make

- a. _____ more confident when I speak
- b. _____ improve my listening skills
- c. _____ lots of new vocabulary
- d. _____ fewer grammar mistakes
- e. _____ better, clearer English
- f. _____ read without using a dictionary.

3. In particular, I need English for:

taking travelling socializing doing giving writing
--

- g. _____ on business
- h. _____ business on the phone
- i. _____ emails, faxes and letters
- j. _____ with clients and colleagues
- k. _____ part in meetings
- l. _____ short presentations.

Task 2. Try the quiz about the world's major languages.

- 1. Approximately how many languages are there in the world?
a. 650 b. 6 500 c. 65 000 d. 650 000
- 2. Order the world's top ten languages according to the number of native speakers.

Portuguese __

Chinese ___
Russian ___
English ___
Hindi ___
Arabic ___
Japanese ___
German ___
Spanish ___
Bengali ___

3. How many people speak English as a first, second, or a third language?
a. 0,5 billion b. 1 billion c. 1.5 billion d. 2 billion
4. In a recent survey, how many Europeans said everyone should speak English?
a. 49% b. 69% c. 89% d. 99%
5. How much of the world's mail is written in English?
a. 25% b. 50% c. 75% d. 90%
6. How much of the world's email is written in English?
a. 50% b. 60% c. 70% d. 80%
7. How many languages 'disappear' every year?
a. 2 b. 5 c. 10 d. 20
8. What is the world's record for the most foreign languages spoken by one person?
a. 14 b. 24 c. 44 d. 64
9. Where is the record holder from?
a. the USA b. Singapore c. Holland d. Nigeria

Task 3. To check your answers read and translate the following text.

English Inc.

English is to international communication what VHS is to video, Microsoft to software and Pentium to the microchip. It is, for better or worse, the 'industry standard'. And those who don't speak at least a little risk losing business to the increasing number who do. A quarter of the planet currently speaks English. That's one and a

half billion people, two-thirds of whom speak it as a foreign language.

In a recent survey, 69% of Europeans said they thought everyone should speak English. More than half of them already do. For most, it's not a question of choice but of necessity, as English has rapidly become the first language of business, science and popular culture. Three-quarters of the world's mail is in English. So are four out of five emails and most of what you find on the internet.

However, not everyone welcomes this linguistic monopoly. The French Ministry of Finance, for instance, recently surprised the international business community by banning English terms like email and internet. In fact, seven teams of language experts have been employed to come up with French alternatives.

The French has a point. Twenty languages disappear every year because nobody speaks them anymore. At that rate, by the end of the 21st century almost a third of the world's six and a half thousand languages will be dead. Even in Germany, where Denglish is fashionable, and phrases like *jointventure*, *powerpartner* and *fitness-training* are common, the leader of Free Democrats has expressed concern about the flood of anglicisms descending on us from the media, advertising, product description and technology. Some go so far as to call it a form of violence.

Maybe it is, and big business certainly accelerates the process.

But what about people who learn foreign languages just for fun? An American Gregg Cox, has taken this simple pleasure to extremes. He holds the world record for speaking the most foreign languages – sixty-four at the last count! But for those of us who are less gifted linguistically, the power of the American dollar means there may soon be only one foreign language we need to learn, and that language will be English.

The number of native speakers of the world's top ten languages.

1. Chinese 726 m
2. English 427 m
3. Spanish 266 m
4. Hindi 182 m
5. Arabic 181 m

6. Portuguese 165 m
7. Bengali 162 m
8. Russian 158 m
9. Japanese 124 m
10. German 121 m

Task 4. Discuss the following questions:

1. Do you think the article overstates the importance of English?
2. What other languages might eventually take over from English as the international language of business?
3. Do you agree that big business accelerates the advance of the English language?

Task 5. Listen to six business people talking about their attitudes to learning English. Take notes. Whose opinion is closest to your own? Write down in one phrase what each speaker thinks about learning English and his or her nationality:

	one phrase	his or her nationality
1 st speaker:		
2 nd speaker:		
3 rd speaker:		
4 th speaker:		
5 th speaker:		
6 th speaker:		

Task 6. Complete the following expressions which were used by people you listened to.

- a. Learning English isn't my idea ___ fun.
- b. I want to get _____ in my career.
- c. English is the language ___ the media.
- d. It's certainly not ___ beautiful a language as Italian.
- e. I think it's more difficult ___ you get older.
- f. I'll always think _____ Italian.
- g. With native English speakers, I do feel ___ a disadvantage.
- h. That's the thing _____ English – it's easy to speak a little quite quickly.

Unit 1: check-up

Translate into Russian:

Feedback, long-term objectives, to allocate and utilize the factors of production, to chalk out the plan, carrying out the decisions, short-term decisions, operational efficiency, financial accounts, revenue, costs, profits, losses, stock exchange, annual report, free market system, shareholders, to have a stake in a business, employees, customers, the Securities Exchange Commission, financial statements, generally accepted accounting principles

10 points.

Translate into English:

миссия, задача –

стремление –

предусматривать –

правила и постановления –

осуществлять план действий –

план мероприятий на случай непредвиденных обстоятельств –

окружающая бизнес среда –

план действий –

поставщики –

кредиторы –

юридические требования –

10 points.

Choose the right variant:

1. What ____ you do? – I'm a manager.

a. does b. do c. don't

2. What kind of goods ____ your company produce?

a. do b. is c. does

3. Where ____ you come from?

a. do b. does c. are

4. I ____ work every day.

a. don't b. doesn't c. not

5. What department _____ these employees work in?

a. do b. is c. does

10 points.

Business English: Companies

Task 1. Complete the sentences below with words and phrases from the box.

share price workforce profit turnover
subsidiary market share head office

1. The amount of money a company receives from sales in a particular period is called its _____.
2. The money a company makes after taking away its costs is its _____.
3. A company, which is more than 50% owned by a parent company, is called a _____.
4. The employees in a particular country or business are called the _____.
5. The percentage of sales a company has in a particular market is its _____.
6. The main building or location of a large organization is its _____.
7. The cost of a company's shares is its _____.

Task 2. Complete the extract from a company report with appropriate words or phrases from the box in task 1.

Financial Performance

I am pleased to say the company has continued its excellent performance. We are changing, growing and doing well at a difficult time for the industry. 1 _____ was \$57.2 million, an increase of 15% on last year, and 2 _____ rose by 5% to \$6.4 million.

We are a highly competitive business. We have increased our 3 _____ to 20%. Consequently, our 4 _____ has risen and is now at all-time high of 49.6.

Increased production and strong demand have had a positive effect on our cash flow, so we are able to finance a number of new projects. We have successfully moved to our new 5 _____ in central London. We are now planning to start full production at the recently opened Spanish 6 _____ in October.

Finally, thanks once again to our loyal and dedicated 7_____. Our employees will always be our most valuable asset.

Task 3. Complete the chart below with the information from the box. Then make sentences about companies.

Peugeot Benetton American Express
 French Japanese Italian
 drug and chemical maker
 drinks supplier

Company	Main activity	Nationality
Cisco Systems	Internet equipment supplier	American
	Car manufacturer	
Bacardi Martini		Spanish
	Travel and financial services provider	American
Bayer		German
	Clothing manufacturer	
Sony	Electronic goods maker	

Task 4. Match words with their definitions. Then speak about some company's milestones.

- | | |
|---|--|
| <ul style="list-style-type: none"> • go public • go international • launch a brand • go online • achieve sales • establish new stores | <ol style="list-style-type: none"> 1. sell in overseas markets 2. trade on the Net 3. offer shares on the stock market 4. introduce a brand 5. set up new stores 6. reach a sales target |
|---|--|

Task 5. Complete this job advertisement with the right verb from the box, put the verb in the right form.

look have offer employ be offer prepare consider need grow

Sales Manager

We 1 _____ one of the largest mobile phone retailers in Europe.
We 2 _____ independent and impartial advice on mobile phones.
We 3 _____ more than 800 stores in 10 countries, and we
4 _____ fast. We 5 _____ over 3000 workers. Currently
we 6 _____ the next stage in our development, and we
7 _____ for major growth outside Europe.
We 8 _____ for people who are reliable, confident and
enthusiastic. We 9 _____ experienced people who want to
work for an expanding company. We 10 _____ a
competitive salary and private health insurance. We are willing to
reward staff with attractive performance-based bonuses.

Task 6. Invent a company. Work in pairs. Make a presentation about your company. Ask questions after your partners' presentation.

To make an effective presentation you should:

Introduce yourself (name, position, company);

Outline the structure of your talk;

Summarize your main points.

In your presentation you can:

1. Answer the following questions.

What is the name of the company?

When did the company started?

Is this business family-owned? multinational?

Where is the head office?

What does it sell?

Who are its customers?

Annual turnover?

Annual net profits?

Number of stores: in European cities? In the world?

Are the stores profitable?

What is the company's workforce?
 What are the company's career opportunities?
 Strengths?
 Future plans?

2. Use the following sentences.

Outlining the presentation.

First, I'll give you some basic information.
 Secondly, I'll talk about our stores in other countries.
 Next, I'll talk about career opportunities.
 Last of all, I want to look at our future plans.
 I'll be pleased to answer any questions at the end of my talk.

Introducing new information.

Here's some basic information.
 Let me add a few figures.
 Let's have a look at some statistics.
 What are our strengths?

Ending the presentation.

To conclude, I want to tell you about our future plans.
 Finally, a few words about our new project.
 Thanks very much for listening to my talk.
 Thanks for coming to my presentation.

Task 7. Match the sectors to the examples of products or services they offer.

pharmaceuticals	computer programming
construction	supermarkets
finance	drugs
IT	bridges
media	credit cards
retailing	women's magazines
telecommunications	trucks
transport	telephone services

Task 8. Complete this article with the correct word.

I am sorry to say the company has not performed well this year. *1* _____ was \$ 35 million, a decrease of 12 % on the last year, and *2* _____ fell by 15% to \$ 1.4 million.

We are in a highly competitive industry. Our 3_____ share has decreased from 21% to 17%. The company's share 4_____ has fallen and is now at an all-time low of 43 cents. Falling production and weak demand have had a negative effect on our plans, so we are now unable to 5_____ the new projects that we announced earlier.

In these difficult conditions, our employees remain our most valuable 6_____, and I would like to thank them for their efforts in the last year. I ask the 7_____ to be prepared for some difficult decisions in the year ahead.

1. a) overturn b) turnaround c) turnover
2. a) benefits b) profits c) payments
3. a) market b) sales c) product
4. a) charge b) fee c) price
5. a) cash b) finance c) money
6. a) assembly b) assignment c) asset
7. a) workforce b) manpower c) payroll

Task 9. Write a similar job advertisement (Task 5). You should invent a company that needs a sales manager and give some information about it in your advertisement.

Unit 2: Top management

Pre-reading activities

Task 1. Complete the sentences with the words from the box.

analyse form communicate measure contribute train improve select perform divide work out

Managers, especially senior managers, have to set objectives for their organization, and then (1) _____ how to achieve them. This is true of the managers of business enterprises, government departments, educational institutions, and sports teams, although for government services, universities and so on we usually talk about administrators and administration rather than managers and management. Managers (2) _____ the activities of the organization and the relations among them. They (3) _____ the work into distinct activities and then into individual jobs. They (4) _____ people to manage these activities and perform the jobs. And they often need to make the people responsible for performing individual jobs (5) _____ effective teams.

Managers have to be good at communication and motivation. They need to (6) _____ the organization's objectives to the people responsible for attaining them. They have to motivate their staff to work well, to be productive, and to (7) _____ something to the organization. They make decisions about pay and promotion. Managers also have to (8) _____ the performance of their staff, and to ensure that the objectives and performance targets set for the whole organization and for individual employees are reached. Furthermore, they have to (9) _____ and develop their staff, so that their performance continues to (10) _____. Some managers obviously (11) _____ these tasks better than others. Most achievements and failures in business are the achievements or failures of individual managers.

Task 2. Write functions of a manager from the previous task under the correct heading.

Planning	Organizing
Leading	Controlling

Task 3. Learn the active vocabulary.

1.	to enable	давать возможность
2.	to allocate resources	распределять ресурсы
3.	declaration	заявление
4.	business environment	бизнес среда
5.	to modify	изменять, модифицировать
6.	to take responsibility	брать ответственность
7.	to set standards	устанавливать стандарты
8.	to develop human resources	совершенствовать уровень персонала
9.	social responsibilities	социальная ответственность
10.	to establish and maintain good relations	создавать и поддерживать хорошие отношения
11.	to deal with major crises	иметь дело с крупными кризисами
12.	board of directors	совет директоров
13.	to supervise	руководить
14.	to review	рассматривать
15.	people of integrity	честные люди
16.	financial and political milieu	финансовые и политические круги
17.	to demand high performance	требовать высокого качества работы

Reading / comprehension activities

Task 4. Read, translate the following text and try to retell it.

Top management

The top managers of a company have to set objectives and then develop particular strategies that will enable the company to achieve them. This will involve allocating the company's human, capital and physical resources. Strategies can often be sub-divided into tactics - the precise methods in which the resources attached to a strategy are employed.

The founders of a business usually establish a "mission statement" - a declaration about what the business is and what it will be in the future. The business's central values and objectives will follow from this. But because the business environment is always changing, companies will occasionally have to modify or change their objectives. It is part of top management's role to balance today's objectives and needs against those of the future, and to take responsibility for innovation, without which any organization can only expect a limited life. Top managers are also expected to set standards, and to develop human resources, especially future top managers.

They also have to manage a business's social responsibilities and its impact on the environment. They have to establish and maintain good relations with customers, major suppliers, bankers, government agencies, and so on. The top management, of course, is also on permanent stand-by to deal with major crises.

Between them, these tasks require many different skills which are almost never found in one person, so top management is work for a team. A team, of course, is not the same as a committee: it needs a clear leader, in this case the chairman or managing director.

Large British companies generally have a chairman of the board of directors who oversees operations, and a managing director (MD) who is responsible for the day-to-day running of the company. In smaller companies, the roles of chairman and managing director are usually combined. Americans tend to use the term president rather than chairman, and chief executive officer (CEO) instead of managing director. The CEO or MD is supported by various executive officers or vice-presidents, each with clearly defined

authority and responsibility (production, marketing, finance, personnel, and so on).

Top managers are appointed (and sometimes dismissed) by a company's board of directors. They are supervised and advised and have their decisions and performance reviewed by the board. The directors of private companies were traditionally major shareholders, but this does not apply to large public companies with wide share ownership. Such companies should have boards constituted of experienced people of integrity and with a record of performance in a related business and a willingness to work to make the company successful. In reality, however, companies often appoint people with connections that will impress the financial and political milieu. Yet a board that does not demand high performance and remove inadequate executives will probably eventually find itself attracted and displaced by raiders.

Task 5. Complete the following collocations:

1. to set
2. to allocate
3. to responsibility
4. to standards
5. to and good relations
6. to a crisis

Task 6. Answer the following questions.

1. What are the responsibilities of the top managers in a company?
2. What is a mission statement of a company?
3. Why is top management a work for a team?
4. What is the difference in responsibilities of a chairman of the board of directors and a managing director?
5. Who can appoint top managers?
6. What qualities and skills should the members of the board have?

Vocabulary activities

Task 7. Translate the following texts into Russian. Write down the words and word combinations in bold and look them up in a dictionary.

Many large businesses in the UK are **public limited companies** (plc), which means that the public can buy and sell their shares on the stock exchange. Examples include Marks & Spencer, British Telecom and the National Westminster Bank. The minimum share capital for a public limited company is £ 50 000, so many new businesses are likely to take one of the following forms.

Sole Trade or Sole Proprietor (UK) is the simplest way of starting a business. You are self-employed and entirely responsible for all aspects of the management of your business.

Partnership (UK): two or more people starting a business together can set up a partnership. All partners are responsible for the debts of the partnership, and profits and losses are shared between them.

Private Limited Company (UK). A company can be formed with a minimum of two people becoming its shareholders. They must appoint a director and a company secretary. If the company goes out of business, the responsibility of each shareholder is limited to the amount that they have contributed; they have limited liability. Such a company has Ltd (Limited) after its name.

In the US, businesses take the same basic forms. However, American companies are registered or **incorporated** with the authorities in the state where they have their headquarters. The abbreviations **Inc** and **Corp** refer to such companies. To sell shares to the public they must apply to the Securities Exchange Commission.

Task 8. In pairs, decide which advantages and disadvantages below you would associate with the following forms of business. In some cases there may be more than one correct answer.

a sole trader

a partnership

a private limited company

advantages	disadvantages
1. you have total control of your business	1. there is a danger that conflicts of personality could ruin your business
2.this is a goods way of sharing the pressure and work of starting a business	2. it may be difficult to expand
3.the financial risks that you are taking are restricted	3. you may have to sell your possessions if the company goes into debt
4. you can increase your capital by selling shares.	4. the minimum share capital is rather high

Task 9. Combine a word or expression from A with one from B to complete the gaps in the passage below. You may need to change the form of some of the words. Definitions are given in brackets to help you.

A	B
overcome	a partner
set up	finance
raise	a business
take on (2)	hurdles
turn down	a request
run	a risk
	the challenge

Half a million people 1_____ (start a company) each year in the UK, even though they 2_____ (face the danger) of failing. Statistics have shown that within three years, 45% of them go out of business, many losing all their money. What sort of people want to be entrepreneurs when there is such as high failure rate? They tend to be motivated, creative and eager to 3_____ (accept something that is difficult but interesting) of being their own boss. They are resilient and able to 4_____ (find ways around problems) when, for

example, the bank 5 _____ (rejects a request) for a loan. Instead of giving up, they will look for other ways to 6 _____ (obtain capital) such as 7 _____ (engaging a business associate).

Grammar: Future Simple (I will do)

We use **will** when we decide to do something at the time of speaking:

- Oh, I've left my books at home, **I'll go** and get them.
- What would you like to drink? - **I'll have** a Coke, please.

The negative of **will** is **won't** (or will not).

We often use will in these situations:

- Offering to do something: **I'll help** with this bag.
- Agreeing or refusing to do something: **I'll bring** your book tomorrow.
- Promising to do something: **I'll pay** you back on Saturday.
- Asking someone to do something (Will you?): **Will you give** me this book, please?

Task 6. Complete the following sentences with *I'll* + a suitable verb. Translate the sentences.

write find phone go get help hold

1. We don't have any data about this. I think _____ some data to use them in the report.
2. It's too late to telephone this company today. _____ them in the morning.
3. 'Did you write that letter to our suppliers?' 'Oh, I forgot. Thanks for reminding me. _____ it right now'.
4. I'm afraid I don't have time for this meeting. I think _____ it next week.
5. 'Can you help me to make this report?' 'I think _____ to do it tomorrow'.
6. 'We need some additional statistics on this problem'. 'I think _____ it by the end of the day'.

7. I've arranged to play tennis but now I don't want to play. I think _____ to the cinema tonight.

Task 7. Translate into English.

1. Я сделаю эту работу завтра.
2. Мы получим данные и сможем использовать их в отчете.
3. Я принесу тебе книгу в понедельник.
4. Наша компания пришлет вам копию договора на следующей неделе.
5. Я думаю, они поедут туда в следующем месяце.
6. Мы проведем собрание завтра.
7. Он напишет письмо прямо сейчас, обещаю.
8. Они не пойдут в кино, они будут играть в теннис.

Discussion. The European Union

Task 1. Look at the history of the European Union. Then do the following quiz.

	the member country	the capital
1957	France	Paris
	Germany	Berlin
	Italy	Rome
	Holland	Amsterdam
	Belgium	Brussels
	Luxembourg	Luxembourg
1973	Denmark	Copenhagen
	Ireland	Dublin
	the UK	London
1981	Greece	Athens
1986	Portugal	Lisbon
	Spain	Madrid
1995	Finland	Helsinki
	Austria	Vienna
	Sweden	Stockholm
2004	Malta	Valletta
	Cyprus	Nicosia
	Estonia	Tallinn
	Latvia	Riga
	Lithuania	Vilnius
	Poland	Warsaw
	the Czech Republic	Prague
	Hungary	Budapest
	Slovenia	Ljubljana
	Slovakia	Bratislava
2007	Romania	Bucharest
	Bulgaria	Sofia

How much do you know about the EU?

1. Which country has the largest area? _____
2. Which country has the highest population? _____
3. Which country has the highest birth rate? _____

4. Which country is the most densely populated? _____
5. To which country does France export the most? _____
6. To which country does Sweden export the most? _____
7. Which country exports the most
 - a. crude oil? _____
 - b. cereals? _____
 - c. iron and steel? _____
 - d. citrus fruits? _____
8. Per inhabitant, which country consumes the most and the least
 - a. cheese? _____
 - b. sugar _____
 - c. wine _____
 - d. cigarettes _____
9. Which country uses the most nuclear power as a source of energy? _____
10. Which country has the most forested area? _____
11. Which country has the most magazines? _____
12. In which country do women play the most active role in the workforce? _____
13. Which country offers the longest paid holidays? _____
14. In which country are the headquarters of the European company with the highest turnover? _____
15. How many official languages are there in the European Union? _____
16. What is the motto of the European Union?
_____?
17. How many EU countries adopted the euro? _____
18. What is the biggest island of the EU? _____
19. In which 3 countries of the EU French is the official language? _____
20. There are 4 island nations in the EU: Great Britain, Ireland, Cyprus and _____.
21. Which country plays host to most of the major EU institutions including the Euro Commission, the Council of Ministers and the Committee of the Regions? _____
22. What cities are the seats of the EU institutions ('three capitals' of the EU)? _____

Task 3. Read and translate the following text. Look up the unknown words in a dictionary.

Monetary union

The creation of a European single currency became an official objective of the European Economic Community in 1969. However, it was only with the advent of the Maastricht Treaty in 1993 that member states were legally bound to start the monetary union no later than 1 January 1999. On this date the euro was duly launched by eleven of the then fifteen member states of the EU. It remained an accounting currency until 1 January 2002, when euro notes and coins were issued and national currencies began to phase out in the eurozone, which by then consisted of twelve member states. The eurozone has since grown to seventeen countries, the most recent being Estonia which joined on 1 January 2011.

All other EU member states, except Denmark and the United Kingdom, are legally bound to join the euro when the convergence criteria are met, however only a few countries have set target dates for accession. Sweden has circumvented the requirement to join the euro by not meeting the membership criteria.

The euro is designed to help build a single market by, for example: easing travel of citizens and goods, eliminating exchange rate problems, providing price transparency, creating a single financial market, price stability and low interest rates, and providing a currency used internationally and protected against shocks by the large amount of internal trade within the eurozone. It is also intended as a political symbol of integration and stimulus for more. Since its launch the euro has become the second reserve currency in the world with a quarter of foreign exchanges reserves being in euro. The euro, and the monetary policies of those who have adopted it in agreement with the EU, are under the control of the European Central Bank.

The European Central Bank (ECB) is the central bank for the eurozone (consisting of the EU member states which have adopted the euro), and thus controls monetary policy in that area with an agenda to maintain price stability. It is at the centre of the European System of Central Banks, which comprehends all EU national banks, and is guided by a board comprising of the President of the European Central Bank, who is appointed by the European Council, and national bank governors.

Task 4. Answer the questions about the euro.

1. What is the euro designed for?
2. Do you think the eurozone will grow in future?
3. Is the euro a political symbol of integration? Why?

Task 5. Listen to five extracts from 5 meetings. Take notes. Match each extract to the correct country. Put the number of the right extract next to the name of the country.

1. Germany: Formal introduction. Sit down. Begin. _____
2. Finland: Formal introduction. Cup of coffee. Sit down. Begin. _____
3. UK: Formal introduction. Cup of tea and biscuits. 10 minutes small talk (weather, sport). Casual begging. _____
4. France: Formal introduction. 15 minutes small talk (politics, scandal). Begin. _____
5. Italy: 20-30 minutes small talk (football, family) while others arrive. Begin when everyone's there. _____

Task 6. Listen again and answer the questions. There is one question for each extract.

1. What kind of snack is served at the meeting in the UK?

2. How long is Dr Alan Winter going to spend in Berlin?

3. What was Miss Sterling's father's job (the topic discussed at the meeting in Italy)? _____
4. Why was Catherine in Finland before? _____
5. Whom do people talk about at the meeting in France?

Unit 2: check-up

Translate into Russian:

To set objectives, to allocate resources, to take responsibility, to develop human resources, to deal with major crises, financial and political milieu, to demand high performance, public limited companies, partnership, to be registered or incorporated with the authorities, to set up a business, to run a risk of failing.

10 points.

Translate into English

устанавливать стандарты –

социальная ответственность –

создавать и поддерживать хорошие отношения –

совет директоров –

руководить –

единоличный владелец –

частная компания с ограниченной ответственностью –

быть готовым к проблемам (принять вызов) –

отказать в предоставлении кредита –

взять партнера –

10 points.

Choose the right variant:

1. I promise, I _____ send you this report tomorrow.

a. will b. won't c. don't

2. I don't want to do this job, I _____ come to office with you.

a. will b. won't c. don't

3. _____ you send this paper to the head-office for me, please?

a. Will b. Do c. Does

4. I need this book myself, I _____ bring it to you, sorry.

a. will b. won't c. don't

5. _____ you give me a pen and a sheet of paper, please?

a. won't b. will c. do

10 points.

Business English: Managing People

Task 1. Verb and preposition combinations are often useful for describing skills and personal qualities. Match the verbs with the prepositions and phrases.

A good manager should:

1. respond	a) in their employees' abilities
2. listen	b) to a deputy as often as possible
3. deal	c) to employees' concerns promptly
4. believe	d) with colleagues clearly
5. delegate	e) with problems quickly
6. communicate	f) in regular training courses for employees
7. invest	g) to all suggestions from staff

Task 2. Which do you think are the three most important qualities in Task 1? Explain your answer.

Task 3. Read the following text and then complete the chart.

Good managers need to be good at 4 things. First, they need to be good at observing – that's so they can understand the behavior, the strengths and weaknesses of their staff. The second thing, they need to be good at listening – so they can learn about their staff's problems. The next thing, it's important for them to be good at asking questions – so they can find out all information they need to make the right decisions. And last thing, they have to be good at speaking so they can communicate their objectives clearly to all their staff.

Managers need to be good at... in order to ...

observing	_____ the behavior, the _____ and _____ of their staff.
listening	_____ their staff's _____.
asking questions	_____ all the _____ they need to make the right decisions.
speaking	_____ their _____ clearly to all their staff.

Task 4. Read the following letter to Christine Robinson, a journalist on a newspaper. Say what it is about and what advice can you give to the author of the letter.

Dear Ms Robinson,

I am a 29-year-old secretary for an American boss, who is very polite and friendly. My salary is excellent. The work is interesting and there are good possibilities for promotion in the company. But I am seriously considering resigning.

My boss is too direct – he shouldn't tell people directly what he thinks of them. He works hard and rarely takes breaks – he eats a sandwich for lunch. When he is away on a business trip, I want to be sure that I'm in the office when he phones, but I also want to take proper breaks and have a proper sit-down lunch away from the office. I miss having a social life in my current job – I think leisure time is more important than my work, even if my job is very good. What can I do?

Yours sincerely,

Janet Jones

Task 5. Write a letter to a newspaper about managing people in your imaginary company (not more than 100 words). Say what you like and dislike, ask an advice.

Task 6. Comment on the following statement using word combinations from the unit in written form (about 50 words):

d 'Managing problems always turn out to be people problems'.
(John Peet, British Management Consultant).

Unit 3: Company structure

Pre-reading activities

Task 1. Complete the sentences with the words from the box.

Match the job title with the best definition on the right.

1. Chief Executive Officer (CEO)	a. manager responsible for buying
2. Information Systems Director	b. person who designs computer networks
3. Purchasing Director	c. British English term for senior manager of a company
4. Human Resources Director	d. manager responsible for the process of creating goods or services for sale to customers
5. Systems Analyst	e. American English term for the top manager of a company
6. Managing Director	f. person responsible setting up training opportunities for employees
7. Marketing Director	g. the person responsible for computer operations in a company
8. Production Director	h. person responsible for managing product development, promotion, customer service, and selling
9. Customer Service Manager	i. person responsible for markets in other countries
10. Staff Development Officer	j. manager responsible for personnel issues
11. Finance Director	k. person responsible for relationships with customers
12. Exports Manager	l. person responsible for presentation and control of profit and loss

Task 2. *Customer service manager* is a noun compound. The word *manager* is qualified by *service* and the word *service* is qualified by *customer*. *Customer service manager* means a manager of service(s) for customers. Noun compounds (compound nouns) are common in English. Find the other examples in the previous task and explain them.

Task 3. Learn the active vocabulary.

1.	each successive level	каждый уровень	последующий
2.	hierarchy	иерархия	
3.	superior	вышестоящий	
4.	immediate subordinates	непосредственные подчиненные	
5.	chain of command	система	подчинения, субординация
6.	elaborate	сложный	
7.	internally determined transfer prices	цены для использования только внутри компании	
8.	to pass on responsibility	передавать полномочия	
9.	to dissolve	распадаться	
10.	to reassign	переподчинять	
11.	to be divided	делиться	
12.	to be in charge	заниматься	

Reading / comprehension activities

Task 4. Read, translate the following text and try to retell it.

Company structure

Most organizations have a hierarchical or pyramidal structure with a single person or a group of people at the top, and an increasing number of people below them at each successive level. A clear line or chain of command runs down the hierarchy, so that all employees know who their superior or boss is, to whom they report, and who their immediate subordinates are, to whom they can give instructions. Some people in an organization have an assistant who helps them; this is an example of a staff position: its holder has no line authority, and is not integrated into the chain of command.

Yet the activities of most large organizations are too elaborate to be organized in a single hierarchy, and require functional organization, usually with production or operations, finance, marketing and personnel departments.

Large companies manufacturing a wide range of products, e.g. General Motors, are normally decentralized into separate operating divisions, each with its own engineering, production and sales departments.

Businesses that cannot be divided into autonomous divisions with their own markets can simulate decentralization, setting up divisions that use internally determined transfer prices when dealing with each other. An inevitable problem with hierarchies is that people at lower levels are unable to make important decisions, but are obliged to pass on responsibility to their boss, unless responsibilities have been explicitly delegated.

One solution to this problem is matrix management, in which people report to more than one superior: e.g. a brand manager with an idea can deal directly with the appropriate managers in the finance, manufacturing and sales departments.

Another, more recent, idea is to have a network of flexible groups or teams, instead of the traditional departments, which are often at war with each other; they are formed to carry out a project, after which they are dissolved and their members reassigned.

Let's have a look at a fairly typical organization for a manufacturing firm. It's divided into Finance, Production, Marketing and Human Resources departments. The Human Resources department is the simplest. It consists of two sections. One is responsible for recruitment and personnel matters; the other is in charge of training. The Marketing department is made up of three sections: Sales, Sales Promotion, and Advertising, whose heads are all accountable to the marketing manager. The Production department consists of five sections. The first of these is Production Control, which is in charge of both Scheduling and Materials Control. Then there's Purchasing, Manufacturing, Quality Control, and Engineering Support. Manufacturing contains three sections: Tooling, Assembly, and Fabrication. Finance is composed of two sections: Financial Management, which is responsible for capital requirements, fund control, and credit, and Accounting.

Task 5. Find the other four verbs in the text that mean the same as to *consist of*?

- a.
- b.
- c.
- d.

Task 6. Answer the questions.

1. Describe a hierarchical or pyramidal structure of a company.
2. What is an inevitable problem with hierarchies?
3. What two solutions to this problem were mentioned in the text?
4. What departments does a typical organization for a manufacturing firm have?
5. What sections does the Production department consist of?
6. What is Financial Management responsible for?

Vocabulary activities

Task 7. Match the words with their definitions.

1. innovation	a. making different types of products
2. diversification	b. a selection or series
3. range	c. to put into practice
4. division	d. the introduction of a new idea
5. to implement	e. a sector

Task 8. Complete the passage using the words from the previous task in the correct form. Translate the passage.

The key to Philips' success can be described by two words. The first is 1_____; the company designers are continually developing and creating new products. The second is 2_____; Philips is active in about 100 businesses varying from consumer electronics to domestic appliances and from security systems to semiconductors. With such a wide 3_____ of products the company needs a complex system of management. Each product 4_____ has its own chairman; most of these

chairmen are members of the Group Management Committee, which 5_____ all company decisions and plans. The Supervisory Board monitors the general business of the group and it also advises and supervises the Board of Management.

Task 9. Complete the sentences using verbs and prepositions from the box in the correct form.

belong to benefit from report to result in depend on believe in

1. In the purchasing department there is a manager, and five employees who _____ her.
2. In this company, we firmly _____ the value of creativity and innovation.
3. The development of computer technology has _____ enormous changes in the way that people work.
4. Whether or not we succeed in creating and selling new products _____ a number of factors.
5. Most of our staff _____ at least one of the company's sports or leisure clubs.
6. The Personnel Manager thinks that we would all _____ further training in how to use the office software.

Task 10. Draw an organization chart. Use the following plan.

1. President / Chairperson
2. Board of directors
3. Board of management
4. Supervisory board group management committee
5. Main departments of a company
6. Sections of each department.
7. Subsections of a section.

Grammar: Past Simple (I did)

Regular verbs: worked

Irregular verbs: **went**

I/he/she/it **was**

we/you/they **were**

It rained.

Did it rain?

It didn't rain.

Task 11. Put one of these verbs (in Past Simple) in each sentence. Translate the sentences.

collect sell can buy make need summarize use

1. We _____ this car when I was 18 and I _____ drive it since then.
2. John _____ the data and _____ a very good report.
3. We _____ money so we _____ that branch of our company.
4. He _____ and _____ a lot of statistics on this problem to predict future trends in this sphere of economics.

Task 12. Write questions in Past Simple. Translate them.

1. How long / you / collect the data on the demand for these commodities? _____
2. You / use only secondary data in your report?

3. The number of people for a survey / large enough?

4. What / you / do / to understand this problem better?

5. The government / formulate appropriate economic policies to solve this problem? _____
6. You / have enough money to buy everything you needed?

**Task 13. Put the verb into the correct form (Past Simple).
Translate the sentences.**

1. We (not / do) a complete survey because we (not / have) enough time.
2. They (not / answer) this question because they (not / be) ready for it.
3. The economist (not / predict) these changes because he (not / have) all the data at hand.
4. The company (not / be) interested in the investments because they (not / understand) what profit it would make.
5. He (not / want) to conduct a survey because he (not / have) enough knowledge.

Task 14. Translate into English.

1. У нас не было средств, поэтому мы не выполнили полное исследование рынка.
2. Что ты сделал, чтобы решить проблему?
3. У тебя достаточно денег, чтобы купить все необходимое для конференции?
4. Наша компания не была заинтересована в инвестициях.
5. Мы не хотели проводить конференцию, потому что у нас не было достаточно времени.
6. Правительство сформулировало экономическую политику для решения данной проблемы.

Discussion: International Business Styles

Task 1. Read the following text. Pay attention to the words in a bold type and write down their translations.

The characteristics of management often vary according to **national culture**, which can determine how managers are trained, how they lead people and how they approach their jobs.

The amount of **responsibility** of any individual in a company depends on the position that he or she occupies in its **hierarchy**. Managers, for example, are responsible for leading the people directly under them, who are called **subordinates**. To do this successfully, they must use their **authority**, which is the right to take decisions and give orders. Managers often **delegate** authority. This means that employees at lower levels in the company hierarchy can use their **initiative** that is make decisions without asking their manager.

Task 2. Read the portraits of managers in five different countries and decide which country each one corresponds to. Choose from the following countries:

The portraits of managers in different countries

Germany

Poland

Sweden

The United Kingdom

The United States

1. Managers from this country

- consider professional and technical skills to be very important
- have a strong sense of authority
- respect the different positions in the hierarchy of their companies
- clearly define how jobs should be done
- are very loyal to their companies and expect their subordinates to obey them
- are often older than in other countries.

2. Managers from this country

- receive a general education
- delegate authority
- take a practical approach to management
- have relatively formal relationships at work
- encourage their employees to work individually
- believe it is important to continue education and training at work

3. Managers from this country

- consider social qualities to be as important as education
- encourage their employees to take an interest in their work
- pay close attention to the quality of working life
- do not use as much authority as in other countries
- appreciate low-level decision-making
- are often women.

4. Managers from this country

- generally attend business schools
- communicate easily and informally at work
- admire the qualities of a leader
- expect everyone to work hard, individual performance is measured and initiative is rewarded
- have competitive and aggressive attitudes to work
- often accept innovation and change

5. Managers from this country

- older managers hold technical degrees rather than business qualifications
- work long hours and expect their subordinates to do so
- are extremely innovative, optimistic and determined
- are quick to invest in the development of new products, market techniques and methods of production and distribution

Task 3. Match the words from the text with their corresponding definitions.

1. abroad	a. something done in a society because of tradition
2. minefield	b. able to understand others' feelings
3. a pitfall	c. in or to a foreign country
4. a custom	d. something that expresses admiration
5. etiquette	e. to show or represent
6. scheduled	f. rude or insulting
7. to be a sign of	g. a situation with hidden dangers
8. offensive	h. formal rules for polite behavior in society
9. a compliment	i. a likely problem
10. sensitive	j. arranged for a certain time

Task 4. Complete the passage using words from the previous task in the correct form. Summarize the text in several sentences.

Gift giving

In Great Britain and the United States corporate gift giving is not a very popular 1_____; people can spend their entire working lives without ever receiving a corporate gift. However, gift giving is something an integral part of the negotiation process when doing business 2_____. It is important to learn about the 3_____ of gift giving before sending or taking a gift to an international client or business partner, or you may find that your gesture appears 4_____. For example, in China a desk clock 5_____ bad luck or death. It is also interesting to note that the receiver never opens a gift in front of the giver as that would signify that the content was more important than the act of giving. Waiting for the person to open your gift would show that were not 6_____ to Chinese culture. In France, don't give something with your company logo, as they find items like this impersonal and in bad taste. Giving knives in Italy, Russia or Argentina could lead to problems in establishing a deal as this signifies cutting off the

relationship! Giving flowers is another possible 7_____. In England, Australia and Canada, some people see white lilies as a symbol of death while in Germany, yellow and white chrysanthemums could be seen this way.

Task 5. Read the text about social etiquette for business people and retell it in 3 sentences.

**Social etiquette:
Tiptoeing through the minefield**

Do

- show an interest in, and at least an elementary knowledge of the country you are visiting;
- learn a few words of the language – it will be seen as a complement;
- be sensitive to countries who have bigger and better known neighbors, and try not to confuse Canadians with Americans, New Zealanders with Australians, Belgians with French;
- Familiarize yourself with the basics of business and social etiquette. As a starting point, learning how to greet people is very important.

Don't

- Assume you won't meet any communication problems because you speak English. You may think you are paying somebody a compliment by telling them their business is going a bomb. Americans will infer you think it is falling.
- Appear too reserved. As Americans are generally more exuberant than their European colleagues, they may equate reserve with lack of enthusiasm.

Task 6. Complete each sentence below with an adjective or a noun of nationality, using the information in the accompanying passages.

Adjectives and nouns of nationality

1. Packard Bell has already taken a significant share of the US computer market and has performed better, in some areas, than its main national rivals Compaq and Apple.

Compaq, Apple and Packard Bell are _____ computer companies.

2. Nordak is currently recruiting a senior manager who will head up the UK office of its foreign subsidiary.

Nordak is not of _____ origin.

3. The shares of Heineken NV have reached a record level in their home market in Amsterdam, Holland.

Heineken is a _____ company.

4. Whenever we set up a foreign subsidiary, we always make sure that it is managed by someone from the country concerned. That will be the case with our new operation in Finland.

Our new subsidiary will be managed by a _____.

5. The authorities in Japan now allow foreign firms to manage investment funds on the Tokyo market.

The Tokyo market was previously restricted to _____ firms.

6. This year we have decided not to attend the trade fair in Milan as the date coincides with a similar but more important event in Vienna in Austria.

We will be attending the _____ trade fair.

7. Our main markets are Eastern Europe and North America. However, we also do some business with Portugal.

The _____ are our best customers in Western Europe.

8. Although our company was originally from Sweden, four years ago we transferred all of our operations to Switzerland.

The company is no longer _____. Today it is _____.

9. Next year the presidency of the commission will be taken by Spain.

The commission's new president will be a _____.

10. The country is one of the most attractive destinations for business investment in the EU and its capital, Dublin, has excellent facilities.

Many companies are setting up _____ operations.

Task 7. Match the words from the three columns below to make sentences. Transform the names of the countries into adjectives. Example: IBM is an American computer company.

Ferrari	Holland	beer
Philips	Britain	seaport
Carlsberg	Italy	TV channel
BBC1	Turkey	electronics company
Istanbul	Finland	mobile phone company
Nokia	Denmark	car manufacturer

Task 8. Complete the sentences below using the expression in the box in the correct imperative form, positive or negative.

study	invest	be flexible
expect (2)	assume	judge
increase	beware	leave

- _____ attitudes like 'my way is the only way' behind.
- _____, be curious and fascinated instead.
- _____ some time in preparing yourself for encounters with other business and cultural styles.
- _____ your understanding of the countries and cultures you are visiting by attending cross-cultural seminars.
- _____ the general protocol and etiquette of the country or countries you are visiting.
- _____ delays, frequent changes in plans and cancellations.
- _____ to have easy access to your e-mail while on the road. In some cases it may be impossible to log on to your internet server remotely.
- _____ when negotiating prices.
- _____ that market or sales techniques that work in your country, work in others.
- _____ of drinking too much alcohol over a business lunch; you might need to make important decisions.

Unit 3: check-up

Translate into Russian:

Chief Executive Officer, Human Resources Director, hierarchy, immediate subordinates, chain of command, internally determined transfer prices, to pass on responsibility, to be in charge, diversification, to report to a manager, creativity and innovation, to depend on a number of factors, to belong to.

10 points.

Translate into English:

каждый последующий уровень –
вышестоящий менеджер –
передавать полномочия –
сложная структура организации –
распадаться –
делиться –
получать пользу от дальнейшей подготовки –
главные отделы компании –
совет директоров –
совет менеджеров компании –

10 points.

Choose the right variant:

1. You solved the problem! What _____ you do to do it?
a. do b. will c. did
2. I _____ have enough information to answer that question.
a. don't b. didn't c. did
3. The economist _____ predict the changes of the last year.
a. can't b. couldn't c. won't be able
4. _____ you have enough time to do what you wanted?
a. does b. do c. did
5. What department _____ he work in before his appointment as a manager?
a. do b. did c. didn't

10 points.

Business English: Careers

Task 1. The phrases below all include the word ‘career’. Match them to their correct meanings.

- | | |
|-------------------------|---|
| 1. career ladder | • something you do in order to progress in your job |
| 2. career move | • period of time away from your job to, for example, look after your children |
| 3. career break | • series of levels that lead to better and better jobs |
| 4. career plan | • chances to start / improve your career |
| 5. career opportunities | • ideas you have for your future career |

Task 2. Complete these sentences with the verbs from the box.

make climb take have decide offer

1. Employees in large multinationals _____ excellent career opportunities if they are willing to travel.
2. Some people _____ a career break to do something adventurous like sailing round the world.
3. One way to _____ a career move is to join a small but rapidly growing company.
4. In some companies it can take years to _____ the career ladder and reach senior management level.
5. Certain companies _____ career opportunities to the long-term unemployed or to people without formal qualifications.
6. Ambitious people often _____ on a career plan while they are still at school or university.

Task 3. Look at the groups of words below. Cross out the noun or noun phrase which doesn't go with the verb in each group. Make sentences using these phrases.

Example: You can make a fortune with a career in computers.

- | | | | |
|----------------|---|----------------|---|
| 1. make | a fortune
progress
a living
a training course | 4. do | research
a mistake
a job
your best |
| 2. get | progress
a promotion
the sack
a nine-to-five job | 5. take | a pension
time off
early retirement
a break |
| 3. earn | a bonus
a part-time job
money
40 thousand | 6. work | flexitime
anti-social hours
overtime
an office job |

Task 4. In your opinion, which three qualities below are the most important for a successful career in business?

- | | |
|---|---------------------------------------|
| • being on time | • being adaptable (open to new ideas) |
| • having ambition | • knowing about computers |
| • working hard | • having a sense of humor |
| • getting on with people (being friendly) | • looking smart |

Task 5. Collette Hill runs a public relation company that advises clients on human resources and recruitment. Read about her opinion of best qualities. Compare her opinion and your answers.

- I would offer three particular qualities I think. First you need to be able to get on with people. Whatever job you are going to have colleagues and customers. You need to be able to get on with people at all levels. Second, you need to be adaptable. Businesses go through constant change. Your role will change, as will the people you work with, even the place where you work

sometimes. And finally, of course, you need a sense of humor to keep it all in proportion.

Task 6. Read about Collette’s opinion of how to prepare for a job interview. Retell this text starting your sentences with ‘you should’, ‘you can’, ‘you’d better’, ‘you may’.

- It really helps if you look at it from the point of view of the interviewer. Find out all you can about the company to show you’re really interested in the opportunity. You can look up how old it is, what it does, how many people it employs, how fast it is growing. Then at the interview, help the interviewer by answering their questions fully, but sticking to the point; don’t talk too long. It’s important to ask the interviewer questions, for example, ‘What is your medium-term plan for the company?’ or ‘What is your policy on training and development?’ These sorts of questions show you’re potentially interested in staying, not just looking for a short-term contract.

Task 7. Match the possible questions of a job interviewer with the possible answers.

▪ Can I get you anything?	1. It’s 43 thousand.
▪ Could I confirm your contact details?	2. Yes, I use it a lot in my current job.
▪ Can you use this software package?	3. I can let you know next week.
▪ Can you speak any other languages?	4. Thank you. A coffee, please.
▪ Could you tell us more about your present job?	5. Yes, the address is the same, but my email has changed.
▪ Could you tell me your current salary?	6. I’d love some. Thank you.
▪ Would you let us know your decision as soon as possible?	7. Well, I’m currently responsible for European sales.
▪ When can you start?	8. Yes, I can speak French and Spanish.
▪ Would you like some more coffee?	9. My notice period is two months.

Task 8. Work in pairs. Make up your own dialogs using the phrases from the previous task.

Task 9. Read the 1st telephone conversation. Underline useful expressions and use them in your own dialogs.

Dialog 1.

A: Good morning. VTS. Which department, please?

B: I'd like to speak to Carmen Brown in human resources, please.

A: Thank you. Hold on, I'll put you through.

C: Hello. Human resources.

A: Hello. Is that Carmen Brown?

C: Speaking.

A: Yes, I'm phoning about your advert in Careers Now. Could you send me an application form, please?

C: Certainly. Can I take some details? Could you give me your name and address, please?

A: Sure, it's And my address is

Task 10. Read the second and the third telephone conversations. What is the difference between them? Make up similar dialogs.

Dialog 2.

A: Hello, Could I speak to Andrea, please?

B: I'm afraid, she's not here at the moment. Can I take a message?

A: Yes, please. This is John from Intec. Could you tell her I won't be able to make the training course on Saturday. She can call me back if there's a problem.

B: OK. Thank you. Good bye.

Dialog 3.

A: Hi, John. Dave here.

B: Oh, hello, Dave. How are you?

A: Fine, thanks. Listen, just a quick word.

B: Year, go ahead.

A: Do you think you could let me have the fax number for Intercom company? I can't get through to them. Their telephone number is always engaged.

B: I've got it here. It's 020 4578 2389.

A: Sorry, I didn't catch the last part.

B: It's 2389.

A: OK. Thanks. Bye.

B: No problem. Bye.

Task 11. Match the phrases which are close in the meaning.

• Can I talk to ...	1. I'm phoning about
• Just a moment.	2. Could you give me your name and address?
• I'll connect you.	3. How are you?
• Am I speaking to?	4. The phone is always engaged.
• Yes, it's me.	5. Don't mention it. It's OK.
• The reason I'm calling is	6. Sorry, I didn't catch it.
• Can I have your name and address?	7. Speaking.
• How are things?	8. Let me have
• Could you give me...?	9. I'll put you through.
• The phone is always busy.	10. Hold on.
• Sorry, I didn't hear it.	11. I'd like to speak to...
• No problem.	12. Is that

Task 12. Work in pairs. Make up your own dialogs using the phrases from the previous task. Write it down below.

Task 13. Translate into English:

- карьерная лестница –
- продвижение по службе –
- перспективы роста карьеры –
- прерывать карьеру –
- получить повышение –
- заработать 40 тысяч долларов –
- работать по гибкому графику –
- выполнять работу –

зарабатывать на жизнь –
иметь прогресс в делах –

Writing

Task 14. Read the following *application letter* from the candidate for the position of Economist, Joanna Breach. Write a similar application letter.

ul. Nowogrodzka 29
01-215 Warsaw
Poland

Fast-Track Inc.
1225 Federal Street
Boston, MA 02110
USA

25 February 2010

Dear Sir or Madam

I would like to apply for the job of Economist. I have worked at Fast-Track since I left school 12 years ago. I have had some of the best results, with good knowledge of statistics techniques. However, I also have a Diploma in Marketing, which I obtained doing evening classes at the University of Warsaw Business School. I believe this combination of practical experience and qualifications makes me an ideal candidate for the job that Fast-Track is now offering.

I am also developing my language skills. I learnt Russian at school. My English is quite good, and I am taking evening classes at the University Language Centre to improve my level.

Of course, I'll be glad to say more about my suitability for the job if invited for an interview.

Yours faithfully

Joanna Breach

Module 1. Individual work

1 variant

Task 1. Read, translate and retell the following text. Match up the following words with the underlined words in the text:

Business objectives and values

bring out distributes fired firm
rewarded remunerates result sell off
hostile take over other possible investments the shareholders

One definition of a company is that it is nothing more than a sum of other people's money invested in productive capacity or services which produce a profit greater than (1) the opportunity cost of the capital involved. From this definition follows the belief that the role of a company is to maximize its value for the shareholders. The managers must be permanently concerned with maximizing value, and not only if there's the threat of a (2) raid. They have to concentrate exclusively on activities that create value, so that the company will regularly (3) divest less profitable operations, acquire other profitable businesses, and restructure itself.

According to the logic of "value-based management", it is not enough to (4) launch a successful new product occasionally, and to revitalize existing mature products by effective marketing programmes. The company has to develop structures that allow it consistently to create added value. These structures will include the way in which it (5) allocates financial and human resources, measures performance, and (6) pays its top managers. One problem with this approach is that it is unlikely to motivate employees who know that they could at any time be (7) dismissed to reduce costs, or that their section could be sold or "restructured" out of existence if it is considered to be producing insufficient value. Financial objectives will probably only motivate a few people in the head office, and only then if they are (8) paid in proportion to the company's value.

Other management theorists argue that profit is not an objective in itself, but a natural (9) consequence of doing something well. Profit is like health: you need it, and the more the better, but it is not why you exist. You exist to provide a product or service. Employees are more likely to be motivated by qualitative corporate purposes than quantified ones. A company which declares that its

central values include a commitment to produce high quality goods or reliable services, while respecting each individual employee, is more likely to inspire everybody, from middle managers down to shop-floor production workers. These are values that everybody in the (10) organization can share.

An alternative to value-based management is the "stakeholder" model, which suggests that a business organization has responsibilities to everyone with a stake in, or an interest in, or a claim on the firm, including employees, suppliers, customers, and the local community. According to this view, a company has to balance the interests of (11) its owners with those of the other groups of people concerned by its existence.

Task 2. Match up the words below to make collocations from the text.

1. launch	a. workers
2. maximise	b. costs
3. motivate	c. employees
4. productive	d. a product
5. reduce	e. value
6. shop-floor	f. capacity

Task 3. Make up three short dialogs with any three collocations from the previous task.

- 1.
- 2.
- 3.

2 variant

Task 1. Read, translate and retell the following text. Read the text and then decide which of the three summaries most fully and accurately expresses its main ideas.

Competitive strategy and advantage

In two very influential books, *Competitive Strategy* (1980), and *Competitive Advantage* (1985), Michael Porter argued that growth and diversification alone do not guarantee a company long-term success. Instead, success comes from having a sustainable competitive advantage, which derives from the value a company creates, in excess of its production costs, and passes on to its customers. Size alone guarantees nothing: industry leadership is an effect of competitive advantage, not a cause. Contrary to popular belief, a company's optimum market share is rarely very large.

Porter outlines five competitive forces at work in an industry: rivalry among existing firms, the threat of new entrants, the threat of substitutes, and the bargaining power of both buyers and suppliers. Interfirm rivalry affects prices, advertising and sales budgets, and so on. The threat of the entry of new competitors in an industry limits the prices a company can charge, and often results in expensive investment designed as a deterrent. The power of large buyers such as retail chains, and the possibility of consumers switching to cheaper substitute products, both limit prices. Powerful suppliers determine the cost of raw materials. Successful firms are the ones which sustain their competitive advantage by making sure they retain their value, and that it isn't lost to industry rivals, new entrants, or lower prices, or appropriated by powerful buyers or suppliers.

Within these competitive constraints, Porter isolates three generic strategies that can give a company a competitive advantage: cost leadership (a cheaper product); differentiation (a better product than those of competitors); or focus on a narrow market segment. He criticizes buying companies rather than beating them, and diversification for its own sake, suggesting - like most other prominent business authors - that companies should rather look for strategic, synergy-producing links among business units in related industries.

First Summary

Michael Porter argues that success comes from growth, diversification, low production costs, and having a competitive advantage. Firms must protect this advantage against competitors, new entrants, and their customers. A competitive advantage can be the result of having a cheaper or better product than competitors, or diversifying into unrelated market segments.

Second Summary

Michael Porter argues that success comes from having a long-term competitive advantage in creating value and passing it on to customers. Firms must ensure that the value they create isn't eroded by competitors, or appropriated by buyers or suppliers. A competitive advantage can result from cost leadership, differentiation, or succeeding in a narrow market segment.

Third Summary

Michael Porter argues that success comes from competitive advantage and a small market share. Companies have to prevent competitors entering their industry, and ensure that competitors or customers do not reduce their profits. Success can come from having a cheaper or a better product, from focusing on a narrow market segment, or from diversification into new industries.

Task 2. Match up the words below to make collocations from the text.

1. bargaining	a. advantage
2. business	b. costs
3. competitive	c. entrants
4. cost	d. leadership
5. inter-firm	e. power
6. market	f. rivalry
7. new	g. segment
8. production	h. units

Task 3. Make up three sentences with any three collocations from the previous task.

Module 2. Areas of management

Unit 4: Production and operations management

Pre-reading activities

Task 1. Here you can see the standard process of product design and development:

1. Idea generation
2. Product selection
3. Preliminary design
4. Final design
5. Facilities exist 5. New facilities required
6. Process selection
7. Capacity planning
- Production planning

Match up the sentences below with the different stages of the sequence given above.

- a.** Carry out a market analysis, an economic analysis, and a technical feasibility study.
- b.** Determine production capacity and production schedule.
- c.** Develop and test preliminary designs, and make final specifications.
- d.** Evaluate alternative designs in terms of reliability, maintainability, and so on, and their producibility.
- e.** Evaluate alternative technologies and methods, and decide whether to develop them or license them from other companies; select specific equipment and process flow.
- f.** Search for consumer needs, consider alternatives, select best idea.
- g.** Select production facility.

Task 2. In what order are these two sets of activities carried out?

Part 1.

- a. Choose a specific design
- b. Develop versions of the product
- c. Search for an unsatisfied consumer need
- d. Select a potential new product
- e. Test the prototype product

Part 2.

- f. Determine production capacity
- g. Establish a production schedule
- h. Select a manufacturing process
- i. Select a production facility
- j. Select equipment and factory layout

Task 3. Fill in the gaps in the following paragraph with the correct letters from task 2 (1 part) above:

First of all the company has to Then it has to The next stage is to After that, the company will Finally it has to , before deciding whether to manufacture it.

Use the following expressions to express the sequence of actions and write down about the process described in task 2 (part 2):

- Firstly ...
- First of all ...
- To start with ...
- Secondly ...
- Then ...
- At this point ...
- Thirdly ...
- Next ...
- After that ...
- Subsequently ...
- Finally ...

Task 4. Learn the active vocabulary.

1.	to distribute	распределять, распространять
2.	on schedule	по графику, по плану
3.	volume of output	объем производства
4.	to reduce	сокращать
5.	lead time	время производственного цикла

6.	return on assets	рентабельность активов
7.	incompatible	несовместимый
8.	flexibility	гибкость
9.	trade-off	компромисс
10.	to customize products	изготавливать продукцию
11.	to deliver	доставлять, поставлять
12.	raw materials	сырье
13.	supplies	материалы
14.	increasing automation	расширение автоматизации
15.	to treat the public	относиться к публике, к потребителям и покупателям
16.	staff training	обучение персонала
17.	research and development	научно-исследовательская работа, исследования и разработки
18.	to face	сталкиваться
19.	to take into account	принимать во внимание, учитывать
20.	operational capability	производственная мощность
21.	equipment requirements	требования к оборудованию
22.	sales forecasting	прогноз объема продаж
23.	capacity	мощность
24.	floor layout	планировка завода
25.	hiring of staff	прием на работу персонала
26.	inventory of parts	запас запчастей
27.	finished products	готовые товары

Reading / comprehension activities

Task 5. Read, translate the following text and try to retell it.

Production and operations management

Manufacturing companies require three basic functions: finance, production or operations, and marketing. Finance raises the capital to buy the equipment to start the business, production or operations makes the product, and marketing sells and distributes it. Operations management is also of crucial importance to service companies.

The objectives of the production department are usually to produce a specific product, on schedule, at minimum cost. But there may be other criteria, such as concentrating on quality and product reliability, producing the maximum possible volume of output, fully utilizing the plant or the work force, reducing lead time, generating the maximum return on assets, or ensuring flexibility for product or volume changes. Some of these objectives are clearly incompatible, and most companies have to choose between price, quality, and flexibility. There is an elementary trade-off between low cost and quality, and another between low cost and the flexibility to customize products or to deliver in a very short lead time.

Production and operations management obviously involves production plants and factories or service branches, and the equipment in them, parts (raw materials or supplies), processes (the steps by which production or services are carried out), and planning and control systems (the procedures used by management to operate and monitor the system). But it also involves *people* - the personnel or human resources, who will always be necessary in production and operations, despite increasing automation. People are particularly important in organizations offering a service rather than making a product. Such organizations exist to serve the customer, but it can also be argued that they have to serve their workforce, because workers will often treat the public the same way that management treats them, so staff training and motivation are clearly important.

Manufacturing companies all have to decide how much research and development (R&D) to do. Should they do fundamental or applied research themselves, or use research institutes, universities, and independent research laboratories, or simply license product or service designs from other organizations as necessary? Companies are faced with a 'make or buy' decision for every item, process or service.

Decisions about what products to make or what services to offer have to take into account a company's operational capability, and labour, capital and equipment requirements. Introducing new products obviously requires accurate sales forecasting. If it is necessary to construct a new plant or facility, decisions have to be made concerning its location, its size or capacity, the floor layout, the

hiring of staff, the purchase of equipment, the necessary level of inventory of parts and finished products, and so on

Task 6. Decide whether the following statements are TRUE or FALSE.

1. Production or operations management is important to all businesses. TRUE/FALSE
2. Production departments usually concentrate on quality, quantity, and flexibility. TRUE/FALSE
3. Workers who are treated well will probably be more productive. TRUE/FALSE
4. Large companies are generally obliged to do their own research and development. TRUE/FALSE
5. Decision-making concerning new products or the building of new production facilities follows sales forecasting. TRUE/FALSE

Task 7. Match up these words to make collocations:

1. human	a. companies
2. lead	b. laboratories
3. manufacturing	c. management
4. operations	d. materials
5. raw	e. on assets
6. research	f. resources
7. return	g. time
8. staff	h. training

Task 8. Match up the following verbs and nouns:

1. do	a. capital
2. make	b. customers
3. forecast	c. a plant
4. hire	d. a product
5. purchase	e. research
6. raise	f. sales
7. serve	g. staff
8: utilize	h. raw materials

Vocabulary activities

Task 9. Ten sentences in the text are unfinished. Choose the correct sentence endings from a to j below.

Factory capacity

Manufacturing companies have to make difficult decisions concerning the size of their production capacity. Having a large capacity enables a firm to meet unexpected increases in demand. When there is strong market growth and insufficient capacity you have to move fast: insufficient capacity, leading to a long lead time and slow service, may cause customers to go to other suppliers, and [1....].

Furthermore, lost sales and lost market share tend to be irreversible. On the other hand, occasional over demand has to be balanced against overcapacity, which might lead to under-utilizing the workforce, which is clearly expensive, or make it necessary to reduce prices to stimulate demand, or [2....].

Yet most companies budget for a certain capacity cushion - an amount of capacity in excess of expected demand. It is also necessary to plan for occasional downtime, [3....]. Capacity can also be affected by external considerations such as government regulations concerning working hours, safety, pollution levels, and so on, trade union agreements, and [4....]. There are also internal considerations such as the training and motivation of the personnel, the capabilities and reliability of the equipment, the control of materials and quality, and [5....].

Producing in large quantities allows a firm to take advantage of quantity discounts in purchasing, and lowers the average fixed cost per unit produced, as each succeeding unit absorbs part of the fixed costs, giving [6....]. The best operating level is the level of capacity for which the average unit cost is at a minimum, after which there are [7....]. There are also disadvantages to having large-scale facilities. Finding staff becomes more difficult, and [8....]. Moreover, the working environment, and consequently industrial relations, are [9....].

A plant's ideal capacity is very likely not maximum capacity - e.g. operating 24 hours a day, with three shifts of workers - as this may be inefficient in terms of higher labour costs (shiftwork or overtime payments), [10....].

- a. allow competitors to enter the market
- b. diseconomies of scale
- c. economies of scale
- d. frequently less good in large factories
- e. higher maintenance expenses, and so on
- f. the capabilities of the management
- g. the capabilities of suppliers
- h. the logistics of material flow become more complicated
- i. to produce additional products that are less profitable
- j. when production stops because of equipment failures

Task 10. Match up the following collocations from the text:

1. capacity	a. costs
2. expected	b. cushion
3. fixed	c. demand
4. government	d. environment
5. market	e. flow
6. material	f. levels
7. pollution	g. regulations
8. working	h. share

8 points.

Task 11. Make up 2 sentences with any two collocations.

- 1.
- 2.

Grammar: Present Perfect (I have done)

<p>I/we/they/you have worked He/she/it has worked I 've lost my keys I haven't lost my keys Have you lost your keys?</p>

Task 12. Read the situation and then write a suitable sentence, use the verb in the brackets in Present Perfect.

1. He is looking for his papers. He can't find them. (lose)
_____.
2. The company produced more goods a year ago. Now it produces less. (reduce production)
_____.
3. A week ago this agency collected the data. Now we see them in newspaper. (publish) _____.
4. Have you seen John anywhere? He isn't here. (go home)
_____.

Task 13. Write sentences with 'already'.

Example. - Don't forget to include these data in your report. – I've already done it.

1. Why don't you collect another set of data?
I _____.
2. Shall I hire a new staff for this project?
No, I _____.
3. Don't forget to ask them these questions.
I _____.

Task 14. Make questions about things that someone has done in his life. Use the words in the brackets.

1. (you / ever / be / to America?) _____
2. (you / read / any books on Management?) _____
3. (you / work / at this agency all the time?) _____
4. (how many times / you / be / here?) _____

Task 15. Answer the questions using 'yet'.

1. Have you ever done a research?
2. Have you ever read this book?
3. Have you asked them to publish the data?
4. Has he bought a car?

Task 16. Write questions with 'how long' in Present Perfect.

1. He is on holiday. How long
2. She is married. How long ...
3. I live in Lugansk. How long
4. They are making a report on this problem. How long

5. John has a car. How long ...
6. We are conducting a survey. How long
7. I know about this problem. How long

Task 17. Rewrite the sentences with *since* or *for* .

1. John lives here (since he was born). John....
2. Bill is unemployed (since April). Bill
3. Ann is ill (for the last few days). Ann
4. My brother is studying at university (for two years). My brother ...
5. They are working at this project (for two months). They ...
6. I have this house (for three years). I ...

Task 18. Complete the sentences, use *so far*.

1. We did a lot of work yesterday but we _____ much so far today.
2. She worked hard last term but _____ this term.
3. I saw John yesterday but _____ today.
4. It rained a lot last week but it _____ so far this week.
5. I watched TV yesterday but I _____ so far today.

Task 19. Translate into English.

- a. Как долго ты учился, чтобы стать магистром в области менеджмента?
- b. Ты читал какие-нибудь книги по управлению производством?
- c. Сколько раз вы проводили анализ рынка?
- d. Вы когда-нибудь опубликовывали эти данные?
- e. Сколько времени он уже безработный?
- f. Пока мы провели только два исследования рынка.
- g. Я еще не смотрел телевизор сегодня.
- h. Мы не видели его еще сегодня.
- i. Директор пока еще не читал ваш отчет.
- j. Мы проработали над этим проектом два месяца.

Discussion. Eating out: how culturally aware are you?

Task 1. In Russia they sit down at cocktail parties. In China the most important guest is seated facing the door. In Japan a tip is not expected; in France it is an insult not to leave one. Try the quiz below. Underline the correct information.

1. In *Greece / Finland* people frequently stop for lunch at 11.30 in the morning.
2. In *Switzerland / Brazil* it's common to be up to two hours late for a party.
3. In *Portugal / the USA* a business lunch can last up to three and half hours.
4. In *Japan / Russia* the soup is often eaten at the end of the meal.
5. In *France / Britain* cheese is normally served after the dessert.
6. In *American / German* restaurants you may be asked if you want a bag for the food you can't eat.
7. In *Arab / Asian* countries you must wait for your host to serve you the main meat dish.
8. In *Mexico / Belgium* you should keep both hands on the dinner table where they can be seen.
9. At a *Turkish / Chinese* dinner table it is extremely impolite to say how hungry you are.
10. The *Japanese / British* sometimes need to be offered more food three times before they will accept.
11. *American / Latin* executives like to be invited to your home for dinner.
12. In *Belgium / Spain* an 11 o'clock dinner is quite normal.
13. In *Asian / Arab* countries food is usually eaten with just three fingers of the right hand.
14. In *Poland / Japan* you should keep filling other guests' glasses until they turn them over.
15. In *African / Asian* countries it is the host who decides when the guests should leave.

Task 2. Listen to the chatting over lunch of business people from different countries. Then answer the questions.

Questions on conversation 1:

1. What is Seiji worried about?

2. Seiji uses different expressions to stop his colleague choosing the fugu. Complete them.

- a. It's rather _____;
- b. It's a little _____;
- c. You may _____;
- d. I think you'd _____;
- e. Really, I think you should _____.

3. What does David say when he decides to change his mind?

Questions on conversation 2:

1. What is Han's problem?

2. The Spaniards use different expressions to encourage Hans to try the squid. Complete them.

- a. We thought you might _____;
- b. You'll _____;
- c. You'll really _____;
- d. This is something _____;
- e. It's really _____.

3. What does Hans say when he refuses the Spaniards' offer?

Questions on conversation 3:

1. Why does Louise have a problem choosing what to eat?

2. Jean-Claude and Louise mention lots of different cooking methods. Complete them.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

3. Complete these extracts from the conversation:

- a. ... nothing made ____ pastry.
 - b. Nothing cooked ____ oil.
 - c. It comes _____ potatoes and fresh vegetables.
4. Have you ever had lunch with anyone like Louise?
-

Task 3. Work with a partner. You are having a business lunch together. Take turns to be the host and help your quest choose something to eat and drink from your menu.

You may choose from the following phrases:

- Now, what would you like to drink?
- It all looks very good.
- So, what do you recommend?
- Is there anything you don't eat?
- You could try the lamb. That's very good here.
- Shall we order a bottle of the house red?
- This is absolutely delicious.
- Could we order some mineral water, too?
- Now, how about a dessert?
- Better not. I'm on a diet.
- No, no, I insist. You're my guest.

Unit 4: check-up

Translate into Russian:

Preliminary design, to distribute, volume of output, return on assets, trade-off, to customize products, raw materials, research and development, operational capability, sales forecasting, capacity, hiring of staff, finished products, human resources, manufacturing companies, operations management.

10 points.

Translate into English:

время производственного цикла –
гибкость –
поставлять –
материалы –
обучение персонала –
принимать во внимание –
требования к оборудованию –
запас запчастей –
исследовательские лаборатории –
спрос –

10 points.

Choose the right variant:

1. He _____ done this job yet.
a. didn't b. doesn't c. haven't
2. I _____ them all the questions yet.
a. haven't asked b. didn't ask c. don't ask
3. _____ you found out the data I asked you to?
a. did b. do c. have
4. _____ they already started a company?
a. did b. have c. does
5. How long _____ on holidays?
a. were you b. have you been c. are you

10 points.

Business English: Great ideas

Task 1. Which of the following statements do you agree with? Which do you disagree with? Why?

1. There are no new ideas.
2. Most of the best ideas are discovered by accident.
3. Research and development is the key to great business ideas.
4. There is nothing wrong with copying and improving the ideas of others.
5. The best way to kill an idea is to take it to a meeting.

Task 2. Match the verbs and nouns to make set phrases about the benefits companies get from great ideas.

- | | |
|-----------|-------------------|
| • exploit | 1. an award |
| • extend | 2. an opportunity |
| • win | 3. a range |
| • make | 4. a market |
| • enter | 5. an opening |
| • see | 6. a breakthrough |

Task 3. Match the verbs and nouns to make set phrases about the benefits customers get from great ideas.

- | | |
|-----------|--------------------|
| • save | 1. waste |
| • fill | 2. status |
| • meet | 3. a gap |
| • solve | 4. a problem |
| • protect | 5. a need |
| • enhance | 6. time |
| • reduce | 7. the environment |

Task 4. Complete the extract from a talk by the head of a Research and Development Department with the correct form of words from Tasks 2 and 3.

Great ideas are generated in different ways. Sometimes an idea may simply be when a company 1 exploits an opportunity to 2 _____ the product range, to offer more choice to existing

customers. Or a great idea could allow a company to 3 _____ a market which was closed to it before.

Companies which are prepared to spend a lot on R&D may 4 _____ a breakthrough by having an original idea for a product which others later copy, for example Sony and the Walkman.

On the other hand, some products are developed in response to customer research. They come from customer ideas. These products 5 _____ a real need. Or the product does something similar to another product, but faster, so it 6 _____ time. Some people will buy new products because the product 7 _____ their states – makes them feel more important.

Other people will buy any 'green' product which 8 _____ waste or 9 _____ the environment, even if it is more expensive.

If an idea is really good – perhaps the product 10 _____ a gap in the market – it may even 11 _____ an award for innovation.

Task 5. Complete the sentences with words from the box.

business plan investment individuals introduce science write start manage
--

To build a company on university _____, you have to bring together a number of components. The first thing you need is a _____, which we help the researchers to _____. We can then use this business plan to raise the _____ - the cash that you need to _____ the business. This comes from private investors who are rich _____, usually who'd made money from running their own businesses. You also need people to _____ the new company and we have a database of these people and _____ them to the scientists.

Task 6. Read the text. Then say if the statements after it are true, false or you do not know.

Juana Lopez invented a number of things over the years, but they were mostly relatively small improvements to existing products. Then one day she had an idea for a dishwashing machine that worked without using water. She went to see several dishwasher

manufacturers about producing the machine, but none of them was interested.

Juana found investors to back her idea and founded her own production company. She spent millions of euros on developing her dishwasher, and it was launched three years later. From the day of the launch, sales were very good – better even than Juana had hoped.

But Global Domestic (GD), one of the companies that she had been to see, launched its own waterless dishwasher. Juana obtained one and found that it used a lot of the technical ideas that she had developed and patented: she had obtained legal protection for these ideas so that other companies could not use them. After a long legal process, GD was forced to stop making its competing dishwasher and to pay Juana several million euros.

Now Juana's waterless dishwasher has 40 % of the worldwide dishwasher market, and this is increasing every year. Word-of-mouth recommendation by satisfied users has made it a big success.

1. Juana Lopez is Spanish.
2. Her dishwashing machine was her first invention.
3. She went to see several manufacturers about producing the dishwasher.
4. She founded her own production company, with her own money.
5. GD produced a dishwasher that copied a lot of Juana's ideas.
6. GD was forced to pay Juana for copying her ideas.

Task 7. Comment on the following statement using word combinations from the tasks above in written form (about 50 words):

d 'The best way to have a good idea is to have a lot of ideas'.

Write down your comment below.

Writing

Task 8. Write a report on a *co-operation agreement* with a manufacturer. Use the following report as an example.

Product report

Executive summary

We have been contacted by Lenz AG, a German manufacturer of mobile telephones, and asked about the possibility of a co-operation agreement. We would adapt our business software for use in their products. Tests show that their product is a very good one and popular with our target market.

Introduction

This report will look at:

- the hardware manufacturer and their equipment
- software that could be used on their mobile phones
- the advantage of working together
- recommendations for action

Findings

1. Lenz has been developing cheap, small-scale electronic devices for thirty-five years. In the last five years, they have focused on more expensive mobile phones for businesspeople. These have been very successful. One in four mobile phones for the business market is a Lenz.
2. Our new 'Executive Organizer' software has a lot of attractive features for the traveling businesspeople.
3. Market research shows that there is a big interest in our product being used on machines apart from companies.

Conclusion

The two companies have products, which fit well together.

Recommendation

We should have a meeting with representatives from Lenz to discuss a joint venture between our companies, with the aim of putting our software onto their mobile phones.

Tracy Brown, Research and Development Director 19 October 2010

Unit 5: Human resources management

Pre-reading activities

Task 1. The words below relate to the functions of human resources management. Complete the spaces in the table.

noun: thing	noun: person	verb
analysis	analyst	
	appraiser	appraise
compensation		
	developer	
	/ employee	employ
	interviewer/	
	recruiter	
	trainer	
plan		
selection	selector	

Task 2. Complete each two-word phrase in the sentences below with an appropriate word from the box.

appraisal career ceiling in service
 opportunities redundancies retirement reward
 rotation sharing simulation structured vacant

1. Training given to employees, often by an external provider, is called _____ training.
2. An interview process where interviewers ask set questions in a fixed order is called a _____ interview.
3. If two people agree to work part time on the same job, dividing the job between them, this is called job-_____.
4. An interview or training situation which uses a model of a real situation is called a work _____.
5. An interview usually carried out at regular intervals of perhaps six or twelve months, to discuss an employee career progress and achievement of certain targets, is called a performance _____.
6. Where a particular post in an organization is held for a set period – for example a year – by one person and then given to another person, this is called job _____.

7. Different ways of paying or compensating employees for their work and performance are called _____ systems.
8. A policy of ensuring that all employees or prospective employees, e.g. job applicants, are treated fairly, without any regard to gender, race, color, religion, age or beliefs, is called an equal _____ policy.
9. A possible plan showing an individual's job development or changing responsibilities in a company over time is called a _____ path.
10. The tendency for women to rise to a certain level in a company hierarchy - and then to find that further promotion is blocked by male prejudice (or tradition) is sometimes described as encountering a glass _____.
11. Pages in newspapers, magazines or on websites offering employment possibilities are called situations _____ columns.
12. Stopping work before the usual age for a pension is called taking early _____.
13. If a company dismisses workers who do not want to lose their jobs, this is called compulsory _____.

Task 3. Choose the correct alternatives to complete the text below.

Recruitment

Employees who leave a company are not always replaced. Sometimes the company examines the (1) _____ for the post, and decides that it no longer needs to be filled. On other occasions the company will replace the person who resigns with an internal candidate who can be (2) _____ (or moved sideways) to the job. Or it will advertise the position in newspapers or trade journals, or engage an employment (3) _____ to do so. For junior management positions, employers occasionally recruit by giving presentations and holding interviews in universities, colleges and business schools. For senior positions, companies sometimes use the services of a firm of (4) _____, who already have the details of promising managers. People looking for work or wanting to change their job generally read the (5) _____ advertised in newspapers. To reply to an advertisement is to (6) _____ for a

job; you become an (7) _____ or a candidate. You write a/an (8) _____, or fill in the company's application form, and send it, along with your (9) _____ (GB) or resume (US). You are often asked to give the names of two people who are prepared to write a (10) _____ for you. If you have the right qualifications and abilities, you might be (11) _____, i.e. selected to attend a/an (12) _____. It is not uncommon for the (13) _____ department or the managers responsible for a particular post to spend eighty or more working hours on the recruitment of a single member of staff. However, this time is well-spent if the company appoints the right person for the job.

1. a. job description b. job satisfaction c. job security
2. a. advanced b. employed c. promoted
3. a. agency b. centre c. company
4. a. headhunters b. headquarters c. headshrinkers
5. a. openings b. opportunities c. vacancies
6. a. apply b. applicate c. candidate
7. a. appliance b. applicant c. application
8. a. appliance b. application c. demand
9. a. job history b. curriculum vitae (CV) c. life story
10. a. reference b. report c. testimony
11. a. appointed b. employed c. short-listed
12. a. examination b. interview c. trial
13. a. personal b. personnel c. resources

Task 4. Learn the active vocabulary.

1.	regardless of	независимо от
2.	a variety of activities	несколько видов деятельности
3.	responsibility	ответственность
4.	staffing needs	укомплектование персоналом
5.	contractors	люди, заключающие контракт
6.	high performer	опытный работник
7.	performance issues	вопросы, связанные с производственной деятельностью
8.	to conform to various	согласовываться с различными

	regulations	постановлениями
9.	employee benefits	вознаграждения работникам
10.	to carry out	выполнять
11.	to afford	позволить себе
12.	to be aware of	знать
13.	personnel policies	кадровая политика
14.	employee manual	памятка работнику
15.	payroll	расчет зарплаты
16.	safety	безопасность (работников)
17.	training and development	подготовка и обучение (работников)
18.	performance management	контроль производительности труда
19.	to handle	справляться
20.	to vary greatly	сильно отличаться
21.	to accomplish the organization's goal	достигать цель организации
22.	to retain	сохранять, удерживать
23.	biggest challenge	наибольшая проблема
24.	priority	приоритет
25.	normal	норматив

Reading / comprehension activities

Task 5. Read, translate the following text and try to retell it.

Human resources management

All organizations have people -- they have human resources. Regardless of the size of an organization or the extent of its resources, the organization survives -- and thrives -- because of the capabilities and performance of its people. The activities to maximize those capabilities and that performance are necessary regardless of whether the organization refers to them as Human Resource Management, Human Resource Development or Human Resources -- or has no formal name for those activities at all.

The Human Resource Management (HRM) function includes, and key among them is responsibility for human resources - - for deciding what staffing needs you have and whether to use independent contractors or hire employees to fill these needs,

recruiting and training the best employees, ensuring they are high performers, dealing with performance issues, and ensuring your personnel and management practices conform to various regulations. Activities also include managing your approach to employee benefits and compensation, employee records and personnel policies. Usually small businesses (for-profit or nonprofit) have to carry out these activities themselves because they can't yet afford part- or full-time help. However, they should always ensure that employees have -- and are aware of -- personnel policies which conform to current regulations. These policies are often in the form of employee manuals, which all employees have.

Human Resources (HR) can include a broad spectrum of specialties within organizations. Some examples of specialties include recruiting, payroll, policy, safety, training and development, and performance management. In smaller organizations, the HR professional may handle all of those specialties and in larger organizations, each specialty is most likely its own department.

The roles within HR can vary greatly as well as with many departments from the purely administrative to the executive. Another related and perhaps more important question that is often discussed is, "what should HR be doing?" HR's primary purpose is to ensure that the right people are working in the right places to accomplish the organization's goal.

In other words, HR is responsible to develop programs that will attract, select, develop, and retain the talent needed to meet the organizational mission. So whether you are an HR department of one or a combination of multiple departments that include hundreds of employees, your primary responsibility is talent management. The phrase "talent management" is fairly new and usually refers to the activities to attract, develop and retain employees.

A recent survey indicated that human capital is one of the biggest challenges in the next ten years for business. Recruiting and retaining top talent should already be a number one priority of a talent management strategy; however, the challenge will be in adjusting the strategy to accommodate changes in the workforce. The real challenge for the HR professionals and business will be in developing innovative strategy to meet the new normal of the business world.

Task 6. Make up questions to the following answers.

1. The Human Resource Management (HRM) function includes a variety of activities.

What does ...

2. Activities also include managing your approach to employee benefits and compensation, employee records and personnel policies.

What do

3. Human Resources (HR) can include a broad spectrum of specialties within organizations.

What can ...

4. Some examples of specialties include recruiting, payroll, policy, safety, training and development, and performance management.

What are

5. HR's primary purpose is to ensure that the right people are working in the right places to accomplish the organization's goal.

What is

6. The phrase "talent management" usually refers to the activities to attract, develop and retain employees.

What does

Task 7. Match up these words to make collocations:

1. staffing	a. performers
2. recruiting	b. benefits
3. high	c. needs
4. employee	d. activities
5. personnel	e. employees
6. to carry out	f. policies

Task 8. Make up 3 sentences with any three collocations.

- 1.
- 2.
- 3.

Vocabulary activities

Task 9. Match the questions in the box with the responses below.

Pay attention to the phrases in bold.

Staff training and qualifications

1. So what are you looking for in university graduates then?
2. You mean most business degree courses don't include a traineeship?
3. And exam results are important?
4. What about the application itself?
5. And you only employ university graduates?
6. So what do you do with graduates then?
7. And then?
8. And after that, your recruits stay in one department?

a. And then there's a **job rotation programme** that lasts 18 months, so that our **new trainees** move from one department to another and get to see all the different parts of the business.

b. More than anything, we like them to have some **professional experience**, but of course that's very rare.

c. Not at all. We also employ a lot of young people who have done an **apprenticeship** or some form of **vocational training**. They have much more practical experience than most people leaving university. But of course, not many of them are high fliers or future top managers.

d. By no means. We like to have flexible employees, so we have a continuing **training programme**. It's not unknown for people to switch departments after several years with the company.

e. Not necessarily. We prefer **candidates** who have done other things besides studying, who can get passing grades while also doing something else, for example sports, especially team sports, travelling abroad, playing an active role in student associations, that sort of thing.

f. Unfortunately not. We also look for language abilities - French, German or Spanish, for example. Arabic, Russian, and Chinese are also very useful.

g. Well, we have our own **in-company training course**. This begins with a short induction period in which we explain the company's objectives and talk about our corporate culture.

h. Yes, that's very important. A well-written and original **motivation letter**, which clearly shows that the candidate wants to achieve, is obviously an advantage.

Task 10. What are the terms for the following? Find the terms in the previous task.

1. A young person learning a skill by working in a company while also following some educational courses is an _____.
2. A person with a university degree is a _____.
3. A person being trained is a _____.
4. A period of work experience is a _____.
5. A period during which new employees work in different departments is a _____.
6. A young employee expected to rise to a senior managerial position is a _____.

Task 11. Do these common expressions refer to earning a high or a low salary?

Salary

1. Believe me, they pay peanuts.
2. He really is one of the fat cats.
3. He's rolling in it.
4. I don't know where he finds the time to spend it.
5. I earn an absolute pittance.
6. It's hardly worth getting out of bed for.
7. It's nothing to write home about.
8. She earns a fortune.
9. She must be absolutely loaded.
10. We're talking serious money here, about 120K.
11. If you pay peanuts, you get monkeys!
12. Are we talking telephone numbers?

Task 12. Add the words from the box to complete the following sentences.

subordinates appraisal colleagues applicants delegate recruit traineeship personnel motivate shortlist vacancy promoted headhunters flextime performance
--

1. We made a preliminary _____ of six people we wanted to interview.
2. Each manager is responsible for evaluating the _____ of the people who report to him or her.
3. It's extremely difficult to _____ people with repetitive and uninteresting jobs.
4. It's a big department; I have fifteen _____ reporting to me.
5. The personnel department has set up a new annual _____ system for all employees.
6. We prefer candidates who have at least done a _____ in a company during their university studies.
7. Our department probably won't _____ anybody new this year.
8. There were over 200 _____ for that job; it took me a whole day just to reply to the unsuccessful ones.
9. No, 'personal' is an adjective meaning particular to one person, or private; the people who work for a company are its _____.
10. We're going to advertise the _____ in several newspapers.
11. The atmosphere is really good. I get on well with all my _____.
12. He's done a lot of good work for us these last two years, and he clearly expects to be _____ to a higher grade.
13. If they don't want to be overworked, managers have to _____ certain responsibilities.
14. We found our new chief executive through a firm of _____.
15. I've been able to leave at four o'clock every day since they introduced the _____ system.

Grammar: Passive voice: present and past simple

Present Simple: am / is / are + done

Past Simple: was / were + done /

Modal verbs: may / can / should / could/ + be + done

Task 13. Make the following sentences Passive.

1. The bill includes this service. The service _____ in the bill.
2. People don't use this road very often. This road _____.
3. Our agency did this survey. This survey _____.
4. They built this house 3 years ago. This house _____.
5. He processed all the data 2 days ago. All the data _____.
6. The report includes the statistics on demand for this product. The statistics _____.

Task 14. Rewrite the following sentences in the Passive.

1. We can solve this problem very quickly. The problem _____.
2. People send their requests to the head office. The requests _____.
3. They couldn't hold the meeting. The meeting _____.
4. He didn't make the report. The report _____.
5. They changed the date of the meeting not long ago. The date of the meeting _____.
6. We made this questionnaire two months ago. This questionnaire _____.
7. We don't use two-way questions very often. Two-way questions _____.
8. The respondent didn't anticipate this question. This question _____.
9. You should make questions precise and clear. Questions _____.

Task 15. Translate into English.

1. Эти анкеты были составлены в прошлом месяце.
2. Закрытые вопросы не используются очень часто в наших анкетах.
3. Дата совещания не была изменена.
4. Этот вопрос не был включен в анкету.
5. Запросы были отосланы в главный офис.
6. Доклад был сделан вовремя.
7. Вопросы должны быть составлены четко и ясно.
8. Эта проблема может быть решена быстро.
9. Статистика по спросу на данный продукт включена в доклад.
10. Все данные были обработаны два дня назад.

Task 16. Make the following sentences Active.

1. A variety of activities should be carried out by HRM managers.
2. All these activities have to be carried out by small businesses themselves.
3. Employees should be acquainted with personnel policies of a company.
4. A broad spectrum of specialties can be included in Human Resources (HR) management.
5. All of those specialties may be handled by one HR professional.
6. This question is often discussed by the Management theory.
7. Talented employees are needed to meet the organizational mission.
8. The research on the biggest challenges in the next ten years for business was conducted by this agency.
9. Recruiting and retaining top talent should be made a number one priority by HR management.
10. The challenge for HR management can be seen in adjusting the strategy to accommodate changes in the workforce.

Discussion: Conflict and negotiation styles

Task 1. How good are you at managing conflict? Answer the questions in the quiz below. Then count your score and compare it with a partner.

Quiz

1. You are in a meeting. People cannot agree with each other. Do you

- a) say nothing?
- b) intervene and propose something new?
- c) take sides with those you like?
- d) suggest a 10-minute break?

2. Your two closest friends have an argument and stop speaking to each other. Do you

- a) behave as though nothing has happened?
- b) bring them together to discuss the problem?
- c) take the side of one and stop speaking to the other?
- d) talk to each one separately about the situation?

3. You see two strangers. One begins to hit the other. Do you

- a) pretend to be an off-duty police officer, and ask them what is going on?
- b) call the police?
- c) shout at them to stop?
- d) walk away quickly?

4. Your neighbors are playing very loud music late at night. Do you

- a) ask them to turn it down?
- b) do nothing?
- c) call the police?
- d) play your own music as loudly as possible?

5. You are in the check-in queue at a airport. Somebody pushes in. Do you

- a) ask them to go to the back of the queue?
- b) say nothing?
- c) complain loudly to everyone about people jumping queues?
- d) report them to an airport official?

6. A colleague criticizes your work. Do you

- a) consider carefully what they say?
- b) ignore them?
- c) get angry and criticize them?

d) smile, but wait for an opportunity to get back at them?

Give yourself the following marks.

1	a) 2	2	a) 2	3	a) 3	4	a) 4	5	a) 4	6	a) 4
	b) 3		b) 3		b) 4		b) 2		b) 2		b) 3
	c) 1		c) 1		c) 2		c) 3		c) 1		c) 1
	d) 4		d) 4		d) 1		d) 1		d) 3		d) 2

Results:

6 – 11 You need to improve your conflict management skills.

12 – 17 You are quite good at conflict management in certain situations.

18 – 22 You are good at conflict management in most situations.

23 – 24 You are excellent at conflict management. You should be working for the United Nations.

Task 2. What is the best way to handle a conflict: to avoid the problem or to discuss the problem and find a way out of the difficult situation? Prove your opinion using the following phrases:

- to argue with each other
- to show one’s frustration by being aggressive
- to sort out the conflict in a constructive way
- to address the problem with somebody directly
- to ask what is wrong
- to listen to your partner carefully
- to understand one’s problems and concerns
- to work out a way out of the situation constructively

Task 3. Work in 4 groups. Read one of the following articles (from the *Financial Times*). Before you read, match the words from the article with their definitions:

Group 1.

1. tactics	a. be flexible
2. make compromises	b. not changing your opinion or attitude
3. consistency	c. the methods you use to get what you want

Negotiations are demanding and may become emotional. You may find your negotiator banging his or her fist on the table or leaving the room. Accept such tactics with patience and calmness. They are designed to make it difficult for you to concentrate. **Russian negotiating teams** are often made up of experienced managers whose style can be like a game in chess, with moves planned in advance. Wanting to make compromises may be seen as a sign of weakness.

Group 2.

4. speak your mind	d. when you find out what the other side wants
5. place great weight	e. say what you think
6. exploratory phases	f. consider very important

As well as being formal, negotiations are direct. **German managers** speak their mind. They place great weight on the clarity of the subject matter and get to the point quickly. Excessive enthusiasm or compliments are rare in German business. You should give a thorough and detailed presentation, with an emphasis on objective information, such as your company's history, rather than on clever visual or marketing tricks. Prepare thoroughly before the negotiation and be sure to make your position clear during the opening stage of the talks, as well as during their exploratory phases. Avoid interrupting, unless you have an urgent question about the presentation.

Group 3.

7. small talk	g. style of behavior
8. protocol	h. polite or social conversation
9. manner	i. the way things are done on official occasions

Communications is a natural talent of **Americans**. When negotiating partners meet, the emphasis is on small talk and smiling. There is liberal use of a sense of humor that is more direct than it is in the UK. Informality is the rule. Business partners do not use their academic titles on their business cards. This pleasant attitude continues in the negotiation itself. US negotiators attach little

importance to status, title, formalities and protocol. They communicate in an informal and direct manner on a first-name basis. Their manner is relaxed and casual. The attitude 'time is money' has more influence on business communications in the US than it does anywhere else. Developing a personal relationship with the business partner is not as important as getting results.

Group 4.

10. counterparts	j. unplanned thoughts
11. spontaneous ideas	k. give your opinion
12. put your point across	l. the people on the other negotiating team

At the start of the negotiations with **Spanish partners** you should have documentation available in Spanish. Business cards should carry details in Spanish and English. During the negotiation your counterparts may interrupt each other, or even you. It is quite common in Spain for this to happen in the middle of the sentence. For several people to talk at the same time is accepted in Latin cultures, but is considered rather unusual in Northern Europe. The discussion is likely to be lively. In negotiations, Spanish business people rely on quick thinking and spontaneous ideas rather than careful preparation. It may appear that everybody is trying to put his or her point across at once. That can make negotiations in Spain intense and lengthy, but also enjoyably creative.

Task 4. Answer these questions.

In which country (Russia, Germany, the US or Spain):

1. should you start a negotiation with general conversation?
2. do negotiators show strong emotions?
3. is it common for there to be several conversations at the same time during a negotiation?
4. do negotiators focus on results rather than developing relationships?
5. do negotiators plan their tactics carefully?
6. should you not stop someone while they are talking?
7. is it usual for the atmosphere to be relaxed and friendly?

- 8. do negotiators prefer to think of ideas during a negotiation rather than before it starts?
- 9. do negotiators like to talk about business immediately?
- 10. should you not give the other side too much as they will not respect you?

Task 5. Say which of the following are good ways of dealing with conflict in a negotiation? Prove your answer.

- 1. avoid eye contact
- 2. smile a lot
- 3. sit back and appear relaxed
- 4. stop the discussion and come back to it later
- 5. say nothing for a long time
- 6. say 'I see what you mean'
- 7. focus out why the other side is unhappy
- 8. focus on the issues not on personalities
- 9. say something humorous
- 10. speak calmly and slowly

Task 6. Read the following paragraph and answer the questions after it.

You have probably heard jokes like this (British) one:
 What is the difference between heaven and hell? In heaven, the French are the cooks, the Germans are the engineers, the British are the politicians, the Swiss are the managers, and the Italians are the lovers. In hell, the British are the cooks, the French are the managers, the Italians are the engineers, the Germans are the politicians, and the Swiss are the lovers. **Do you find such stereotypes amusing or offensive? Is there any truth in national stereotypes? Do cultural habits have an effect on business practices and management styles?**

Task 7. Match up the following adjectives into pairs of opposites:

1. arrogant	a. hard-working
2. generous	b. noisy
3. lazy	c. mean

4. narrow-minded	d. progressive
5. quiet	e. reserved
6. conservative	f. unfriendly
7. chaotic	g. devious
8. hospitable	h. tolerant
9. lively	i. modest
10. individualistic	j. public-spirited
11. relaxed	k. serious
12. trustworthy	l. well-organized

Task 8. Which countries or parts of the world do you think the following descriptions might apply to? Do stereotypes help or hinder business relationships? Are they unfair?

1. They believe that personal relationships and friendships are more important than rules and formal procedures.
2. They believe that rules are very important, and exceptions shouldn't be made for friends.
3. They're collectivist, so they dislike the idea of one person in a group earning much more than his or her colleagues.
4. They're efficient, punctual, and highly organized.
5. They're great believers in analysis, rationality, logic and systems.
6. They're individualistic, so paying people according to their performance is highly successful.
7. They like to spend time getting to know people before doing business with them.
8. They place great stress on personal relations, intuition, emotion, feeling and sensitivity.
9. They seem to be much disorganized, but on the other hand, they get their business done.
10. They accord status and respect to older people, and promotion comes with age.
11. They're very keen to find a consensus and to avoid confrontations.
12. They're very short-term oriented, thinking only of quarterly results.

Unit 5: check-up

Translate into Russian:

Career, retirement, application, curriculum vitae, reference, interview, personnel, responsibility, staffing needs, high performer, to conform to various regulations, employee benefits, personnel policies, training and development, performance management, to retain employees, trainees, professional experience, apprenticeship, vocational training.

10 points.

Translate into English:

несколько видов деятельности –
памятка работнику –
расчет зарплаты –
опытный работник –
безопасность (работников) –
достигать цель организации –
приоритет –
обучение у работодателя –
профессионально-техническое обучение –
платить гроши –

10 points.

Choose the right variant:

1. The report includes the data. The data _____ included in the report.
a. is b. was c. didn't
2. We didn't do this job. This job _____ done.
a. isn't b. wasn't c. is
3. We processed all the data long ago. All the data _____ processed long ago.
a. was b. were c. are
4. The letter _____ written and sent yesterday.
a. was b. is c. were
5. This question _____ often discussed by the Management theory.
a. is b. are c. wasn't

10 points.

Business English: Stress at work

Task 1. Match words to their definitions.

- | | |
|---------------|---|
| 1. lifestyle | 1. a time or date by which you have to do something |
| 2. workaholic | 2. a system where employees choose the time they start and finish work each day |
| 3. workload | 3. the way people choose to organize their lives |
| 4. deadline | 4. someone who cannot stop working and has no time for anything else |
| 5. flexitime | 5. the amount of work a person is expected to do |

Task 2. Complete each sentence with appropriate word from the list in task 1.

1. I worked until 11 o'clock at night to meet the _____ for presenting the report.
2. I work six days a week and never have a holiday. My girlfriend says I'm a _____.
3. Karl has a heavy _____ at the moment because several colleagues are sick.
4. She gave up a highly paid job to write novels. She has completely changed her _____.
5. A _____ system can help to reduce stress level of employees by giving them more control over their working hours.

Task 3. Professor Cary Cooper is a well-known authority on stress management. Read what he says about stress and answer these questions.

1. *What are the two major causes of stress at work?*
2. *What are the examples of stress which Professor mentions.*
3. *Who can cope with stress better – men or women? Why?*



- I think the major causes of stress today are firstly, increasing job insecurity, many people these days feel they could lose their jobs. They feel they may not have a job next month or next year. Secondly, working long hours is becoming common across the whole of Europe. There are problems with how much time people are spending at work compared to the time they spend at home – what is called the work-life balance.

- For people to manage stress successfully, they first have to find out the main reason for it. For example, are they stressed because the company they work for has a habit of working long hours? Or is it a boss who gives them orders all the time, a boss who checks their work and doesn't give them freedom or independence to organize their own work? Or is it that the company is not flexible in its working arrangements? Each of these problems needs a different solution.

- I think women are more flexible, and are able to change the way they behave and do things when they're in new situations. They also seem to cope with pressures better than men. Why is it so? Women have the ability to express emotion, to seek social help – to go to people and talk about their problems. And in general women don't pretend that problems don't exist.

Task 4. Read and translate the text and try to summarize its content in several sentences.

Men and women do things differently

You will read about a few key differences between the sexes in the workplace (there are, of course, exceptions to every generalization, including this one).

1 Working together.

The male approach to business is competitive, direct and confrontational. The end justifies the means (it doesn't matter what methods you use, success is the only important thing). Personal status and a focus on the individual are important. The female method is collaborative. Collective action and responsibility are more important than personal achievement. Lateral thinking (thinking in a creative way, making unusual connections), as well as goodwill and the well being of the individual, are also of great importance.

2 Tackling problems.

The male approach is to go to the heart of the problem, without taking into account secondary considerations. The female preference is to look at various options.

3 Body language.

Male body language tends to be challenging. Female body language tends towards self-protection. A stereotypical female pose is sitting cross-legged; the male sits with legs apart to give an impression that he is in control. Male behavior can include forceful gestures for example banging a fist on the desk for effect. The female style does not usually include such gestures.

4 Language.

The male way of speaking does not encourage discussion. Women tend to welcome others' opinions and contributions more.

5 Conversation.

Men like to talk about their personal experiences and achievements or discuss 'masculine' topics such as cars or sport. Women tend to talk about staff problems and personal matters.

6 Meetings.

If a woman does not copy the male confrontational style, she is often ignored.

7 Self-promotion.

Men find it easy to tell others about their successes. Women tend to share or pass on the credit for a success.

8 Humor.

Men's humor can be cruel - a man's joke usually has a victim. Female humor is less hurtful. A woman often jokes against herself.

Task 5. In your opinion, which of the following apply more to men or women. Work in pairs, then discuss your opinions in class.

Men / Women

1. are better time managers
2. are less worried about deadlines
3. have more pressure outside work
4. are less ambitious
5. worry more about making mistakes
6. pay more attention to detail
7. are better at doing many things at the same time
8. are more likely to become angry when stressed.

Task 6. Match the phrases which are close in the meaning. Make up your own sentences with each phrase from the right column.

- | | |
|---|---|
| 6. to stop doing an activity | 1. anti-social hours |
| 7. to achieve a dream | 2. to work one's way up through a company |
| 8. times when people do not work, for example the weekend or at night | 3. to give up one's job |
| 9. to get better and better jobs in the same company | 4. rat race |
| 10. to do extra work outside the office | 5. to realize one's ambition |
| 11. a very busy and competitive way of life | 6. to take work home |

Unit 6: Marketing

Pre-reading activities

Task 1. Complete the text using the correct form of these verbs:

anticipate divide fill influence involve modify offer share sell understand
--

What is marketing?

A market can be defined as all the potential customers (1) _____ a particular need or want. Marketing is the process of developing, pricing, distributing and promoting the goods or services that satisfy such needs. Marketing therefore combines market research, new product development, distribution, advertising, promotion, product improvement, and so on. According to this definition, marketing begins and ends with the customer. Truly successful marketing (2) _____ the customer so well that the product or service satisfies a need so perfectly that the customer is desperate to buy it. The product almost (3) _____ itself. Of course this will only happen if the product or service is better than those of competitors.

Companies are always looking for marketing opportunities - possibilities of (4) _____ unsatisfied needs in areas in which they are likely to enjoy a differential advantage, due to their particular competencies. Marketing opportunities are generally isolated by market segmentation (5) _____ a market into submarkets or segments according to customers' requirements or buying habits. Once a target market has been identified, a company has to decide what goods or services to (6) _____, always remembering the existence of competitors.

Marketers do not only identify consumer needs; they can (7) _____ them by developing new products. They will then have to design marketing strategies and plan marketing programs, and then organize, implement, and control the marketing effort. Once the basic offer, for example a product concept, has been established, the company has to think about the marketing mix - the set of all the various elements of a marketing program, their integration, and the amount of effort that a company can expend on them in order to (8) _____ the target market. The best-known classification of these elements is the 4 P's: Product, Price, Promotion and Place.

Aspects to be considered in marketing a *product* include its quality, its features, style, brand name, size, packaging, services and guarantee, while *price* includes consideration of things like the basic list price, discounts, the length of the payment period, and possible credit terms. *Place* in a marketing mix includes such factors as distribution channels, coverage of the market, locations of points of sale, inventory size, and so on. *Promotion* groups together advertising, publicity, sales promotion, and personal selling.

The next stage is to create long-term demand, perhaps by (9) _____ particular features of the product to satisfy changes in consumer needs or market conditions.

Marketing can also involve the attempt to influence or change consumers' needs and wants. Companies try to do this in order to sell their products; governments and health authorities sometimes try to change people's habits for their own good or for the general good. In other words, marketing also (10) _____ regulating the level, timing and character of demand.

Task 2. Match up these words to make set phrases:

1. to satisfy	a. development
2. distributing	b. segmentation
3. product	c. market
4. market	d. goods
5. market	e. research
6. buying	f. needs
7. to identify	g. habits
8. target	h. consumer needs

Task 3. Complete the following chart with the aspects to be considered in marketing:

Product	Price	Place	Promotion

Task 4. Learn the active vocabulary.

1.	market share	доля компании на рынке
2.	market research	исследования рынка
3.	distribution channels	каналы сбыта
4.	cost reductions	сокращение расходов
5.	to stretch product lines	расширить линии продуктов
6.	sales promotion campaigns	кампании по стимулированию сбыта
7.	market challengers	претенденты на захват лидерства на данном рынке
8.	price reductions	снижение цены
9.	advertising	рекламирование
10.	market followers	компании, не занимающие лидирующего положения на рынке
11.	to retaliate	принимать ответные меры
12.	profitability	доходность, рентабельность
13.	economy of scale	экономия за счет роста производства
14.	to bear cost (s)	нести расходы

Reading / comprehension activities

Task 5. Read, translate the following text and try to retell it.

Marketing strategies

A company's marketing strategies - sets of principles designed to achieve long-term objectives obviously depend on its size and position in the market. Other determining factors are the extent of the company's resources, the strategies of its competitors, the behaviour of the consumers in the target market, the stage in the product life-cycle of the products it markets, and the overall macro-economic environment.

The aim of a market leader is obviously to remain the leader. The best way to achieve this is to increase market share even further. If this is not possible, the leader will at least attempt to protect its current market share. A good idea is to try to find ways to increase the total market. This will benefit everyone in the field, but the market leader more than its competitors. A market can be increased

by finding *new users* for a product, by stimulating *more usage* of a product, or by exploiting *new uses*, which can sometimes be uncovered by carrying out market research with existing customers.

To protect a market share, a company can innovate in products, customer services, distribution channels, cost reductions, and so on; it can extend and stretch its product lines to leave less room for competitors; and it can confront competitors directly in expensive sales promotion campaigns.

Market challengers can either attempt to attack the leader, or to increase their market share by attacking various market followers. If they choose to attack the leader, market challengers can use most of the strategies also available to market leaders: product innovation, price reductions, cheaper or higher quality versions, improved services, distribution channel innovations, manufacturing cost reduction, intensive advertising, and so on.

Market followers are in a difficult position. They are usually the favourite target of market challengers. They can reduce prices, improve products or services, and so on, but the market leader and challenger will usually be able to retaliate successfully. A market follower that takes on a larger company in a price war is certain to lose, given its lesser resources.

In many markets, market followers fall in the middle of a V-shaped curve relating market share and profitability. Small companies focusing on specialised narrow segments can make big profits. So can the market leader, with a high market share and economies of scale. In between come the less profitable market followers, which are too big to focus on niches, but too small to benefit from economies of scale. One possibility for followers is to imitate the leaders' products. The innovator has borne the cost of developing the new product, distributing it, and making the market aware of its existence. The follower can clone this product (copy it completely), depending on patents and so on, or improve, adapt or differentiate it. Whatever happens, followers have to keep their manufacturing costs low and the quality of their products and services high.

Small companies that do not establish their own niche - a segment of a segment - are in a vulnerable position. If their product does not have a "unique selling proposition," there is no reason for

anyone to buy it. Consequently, a good strategy is to concentrate on a niche that is large enough to be profitable and that is likely to grow, that doesn't seem to interest the leader, and which the firm can serve effectively. The niche could be a specialised product, a particular group of end-users, a geographical region, the top end of a market, and so on. Of course unless a niche builds up immense customer goodwill, it is vulnerable to an attack by the market leader or another larger company. Consequently, multiple niching - developing a position in two or more niches - is a much safer strategy.

Task 6. Say if the following statements are true or false.

1. If a market leader succeeds in increasing the size of the total market, its competitors benefit. TRUE/FALSE
2. The size of a market can be increased without attracting any new consumers. TRUE/FALSE
3. Market challengers generally attack the leader and market followers. TRUE/FALSE
4. Market challengers cannot use the same strategies as leaders. TRUE/FALSE
5. Market leaders generally win price wars. TRUE/FALSE
6. Market challengers can attack leaders by way of any of the four P's of the marketing mix. TRUE/FALSE
7. Market followers generally achieve cost reductions through economies of scale. TRUE/FALSE
8. The most profitable companies are logically those with medium or high market share. TRUE/FALSE
9. For a market niche, product imitation can be as profitable as product innovation. TRUE/FALSE
10. A market niche is never safe from an attack by a larger company. TRUE/FALSE

Task 7. Complete the following collocations from the text:

1. _____ cycle
2. determining _____
3. distribution _____
4. sales _____
5. _____ scale

Vocabulary activities

Task 8. Choose the correct alternative to complete each sentence:

1. In many markets there is a firm with a much larger market share than its competitors, called a _____.
a. market leader b. monopolist c. multinational
2. A company that is number two in an industry, but which would like to become number one – think of Pepsi vs. Coke, Reebok vs. Nike, Avis vs. Hertz - is known as a _____.
a. market challenger b. market competitor c. market follower
3. A smaller company in an industry, more or less content with its existing market share, is called a _____.
a. market challenger b. market follower c. market sharer
4. Small, specialised companies, which target segments within segments, are called _____.
a. market failures b. market followers c. market niches
5. A market in which one single producer can fix an artificially high price is called a/an _____.
a. homogeneous market b. monopoly c. undifferentiated market
6. A market dominated by a few large suppliers, and which it is hard for new companies to break into, is called a/an _____.
a. conglomerate b. market concentration c. oligopoly
7. A group of companies which chose to collaborate by sharing out markets, coordinating their prices, and so on, form a _____.
a. cartel b. conspiracy c. joint venture
8. A situation in which the market leader can determine the price that its competitors can charge is called a _____.
a. dominant-firm oligopoly b. market failure c. monopoly
9. A market in which it is normal to have only one supplier - e.g. utilities such as water and sewage, gas, electricity - is called a _____.
a. conglomerate b. natural monopoly c. pure monopoly

Task 9. We use a lot of military metaphors to describe the day-to-day operations of business. Complete the texts by inserting the words in the boxes.

EXERCISE 1: An Offensive Strategy

arsenal attack blitz campaign inroads

invade mobilize tactics troops weapons

We've been making successful (1) _____ into their market share for 18 months, and now is the time for a change of (2) _____. We're going for a frontal (3) _____. We have an excellent product, and if we use all the (4) _____ in our (5) _____, we should be able to convince consumers of this fact. We will (6) _____ all our resources and launch a media (7) _____. This will be the most expensive (8) _____ in our history. We have also recruited twenty new sales reps and we are going to send our (9) _____ into the field, to (10) _____ their market.

EXERCISE 2: A Defensive Strategy

**capture defence deter fight mission
retaliate territory war withdraw**

We are going to dig in and defend our (1) _____. This is a suicide (2) _____ by our competitors. They probably expect us to (3) _____, and a small price cut won't (4) _____ them. We have enough cash reserves to win a price (5) _____, so I suggest that we cut our price by 20% immediately. The best form of (6) _____ is attack. You'll see, they'll (7) _____ within two weeks. This is a (8) _____ they're going to lose. There is no way they are going to (9) _____ our market.

EXERCISE 3: A Takeover Bid

**action aggressor battle bombarding
fight counter-offensive join forces raid**

After striking the first blow with their unsuccessful dawn (1) _____ last month, Wright & Bergkamp have now launched a takeover bid for their High Street rivals Merson's. A fierce (2) _____ is expected for control of the electronics retailer. For Merson's chairman David Adams, the bid came as no surprise: "They've been (3) _____ our shareholders with propaganda for weeks, but they won't succeed. We're ready for (4) _____ and we're going to (5) _____ them all the way." Indeed Merson's have already launched their (6) _____, issuing a press release which questions some of Wright & Bergkamp's accounting methods. Yet City analysts suggested

yesterday that the (7) _____'s hostile bid is likely to succeed unless Menston's (8) _____ with another retailing group.

Grammar: 'It is said that' and 'supposed to'

It is said that he works on this project.

He is said to work on this project.

You can use this structure with: *thought believed reported understood known expected alleged considered*

Let's go and see this film. It **is supposed to be** very good. = **it is said**

The train **is supposed to arrive** at 11 but it was 10 minutes late. = **it is planned**

You **are not supposed to park** here. = **are not allowed**

Task 10. Rewrite the following sentences.

1. It is said that telephone interviews are cheaper than personal interviews. Telephone interviews are said _____.
2. It is known that the interviewer has the opportunity of answering questions to respondents. The interviewer _____.
3. People say that Mr. Brown is very rich. Mr. Brown is supposed _____.
4. You are smoking. But you are not _____ here.
5. Why the report isn't made yet? You _____ to make it 2 days ago.

Task 11. Translate into English.

1. Говорят, что интервью по телефону дешевле, чем личные интервью.
2. Вы не должны курить здесь.
3. Вы должны были сделать этот отчет два дня назад.
4. Говорят, что он очень богат.
5. Эти данные должны помочь составить полный отчет.
6. Известно, что интервьюер может отвечать на вопросы респондентов.
7. Поезд должен прибыть в 11.
8. Вы не должны парковать машину здесь.

Discussion: Business metaphors and acronyms

Task 1. Here are twelve words and expressions normally associated with people's health. Put them in the appropriate spaces in the sentences below, changing the form of the verb where necessary.

People - especially journalists - talking and writing about business, use a lot of metaphors about health and sickness. Companies or economic sectors can be healthy, strong or robust, or they can be sick, weak or ailing, and so on. Here are twelve words and expressions normally associated with people's health. Put them in the appropriate spaces in the sentences below, changing the form of the verb where necessary.

ailing	disease	give a clean bill of health
healthy	robust	vitality
paralysed	recover	return to form
surgery	terminal	injection
suffer	casualty	in good shape

1. After a thorough investigation by the aviation authorities, the airline was _____, and will resume flying tomorrow.
2. Although it seemed at one stage that it would never _____, the housing market is now showing new signs of _____
3. He stated that thousands of small businesses are continuing to _____ because of the current high interest rates.
4. Like many small companies in its industry, Jacksons was a _____ of the last recession.
5. Since its CEO was arrested last month, the company seems to be completely _____.
6. The _____ car manufacturer is reported to be in talks with a Japanese company, which will give it an _____ of cash and launch a joint venture.
7. The box office figures seem to show that with this new blockbuster movie, Disney has _____.
8. The company's Singaporean subsidiary is showing a _____ profit.
9. These excellent figures suggest that the company is _____.

10. The minister stated that Britain's "industrial _____" was now a thing of the past. The number of strikes had diminished, and the economy was now _____.
11. Commentators believe that the textile industry in the North is in _____ decline.
12. Fairly drastic _____ is required if the Bristol plant is to be saved from closure.

Task 2. Match up the metaphors on the left (taken from horse-racing, boxing, athletics, football, baseball and chess) with the meanings on the right.

1. the favourite	a. a contestant thought to have little chance of winning
2. an outsider	b. an action that causes damage to whoever does it
3. the front runner	c. a serious setback that ends your hopes
4. neck and neck	d. a situation in which neither side can win
5. the odds	e. a situation that is fair and the same for all contestants
6. a knockout blow	f. a wholly new and changed situation
7. on the ropes	g. barriers or obstacles to be overcome
8. hurdles	h. describes a competition etc. that lasts a long time
9. marathon (adjective)	i. in an absolutely equal position
10. an own goal	j. the chances or possibilities of winning
11. to be shown the red card	k. the most important participants
12. a level playing field	l. the contestant considered most likely to win
13. to move the goalposts	m. the contestant currently leading a race
14. key players	n. to be disqualified

15. a new ball game [US]	o. to be in a difficult situation, close to defeat
16. a stalemate	p. to change the rules while something is in progress

Task 3. Now use the metaphors in the left-hand column above once each to complete the text below.

The (1) _____ takeover battle for the British food company Lewis & Son took a new turn yesterday when the Swiss conglomerate NFC claimed that they had evidence that their British rival Associated Foods are engaging in an illegal share support operation i.e. buying their own shares to increase their share price and so look attractive to Lewis & Son's shareholders. If this allegation is proved it could be a (2) _____ for Associated Foods, previously an (3) _____ in this race, but recently thought to be running (4) _____ with NFC. If Associated Foods are (5) _____ by stock exchange investigators, NFC will once again be the firm (6) _____ to take over Lewis & Son.

Lewis & Son's chairman Mark Younger said yesterday that this certainly looked like an (7) _____ on the part of Associated Foods, but he complained again angrily that NFC were not playing on (8) _____ as Swiss companies are protected from foreign takeovers by a system of registered shares. He asserted that there are other financial (9) _____ facing foreign bidders in Switzerland, and that the authorities often seemed to (10) _____.

A spokesman for the third contender, the American company FoodCorp, whose bid last week seemed to be (11) _____, said yesterday that if Associated Foods withdrew there would be a whole (12) _____, in which NFC, currently the (13) _____, would once again find itself in a close race.

None of the big financial institutions, who are after all the (14) _____ in the battle, have yet decided whether they are going to sell their shares or to whom. But a city analyst said yesterday that there currently seemed to be a (15) _____ between Associated Foods and NFC, with the American contender in

a poor third place, so that Associated Foods' withdrawal would not help FoodCorp; at least, the (16) _____ are firmly against it.

Task 4. Learn the following business acronyms and make up a sentence or a short dialog with each of them.

ASAP : As Soon As Possible

EBIT : Earnings Before Interests and Taxes; Shows the result of the company before Interest expenditures and Income Taxes. It differs from...

EBITDA : Earnings Before Interests, Taxes, Depreciation and Amortization; ...that gives a more precise idea of final result (earnings or loss). It takes into account these two aspects of business in addition.

BOY : Beginning Of the Year; Generally January, but in any case is considered the beginning of the financial year (for statements purpose).

EOY : End Of the Year; Generally December, but in any case is considered the end of the financial year (for statements purpose).

YTD : Year To Date; term generally used to indicate all the expenses a firm incurred in during a year (P&L)

R/E : Rate of Exchange (also called FX exchange)

CFO: This is the senior manager who is responsible for overseeing the financial activities of an entire company. This includes signing checks, monitoring cash flow, and financial planning. The CFO is similar to a treasurer or controller.

Unit 6: check-up

Translate into Russian:

To satisfy customers' needs, new product development, advertising, promotion, product improvement, to design marketing strategies, marketing mix, target market, discounts, distribution channels, coverage of the market, market share, to stretch product lines, market challengers, price reductions, market followers, to bear cost (s).

10 points.

Translate into English:

сегментация рынка –
исследования рынка –
определять потребности –
целевой рынок –
сокращение расходов –
кампании по стимулированию сбыта –
рекламирование –
принимать ответные меры –
доходность, рентабельность –
экономия за счет роста производства –

10 points.

Choose the right variant:

1. Известно, что эти данные не точны.
2. Понятно, что такое исследование займет много времени.
3. Считается, что маркетинг – одна из наиболее важных областей менеджмента.
4. Здесь не разрешается курить.
5. Ожидается, что уровень инфляции повысится.
6. Говорят, что эта рекламная кампания очень успешна.
7. Считается, что для компании очень важно выбрать правильную маркетинговую стратегию.
8. Все думают, что цены будут снижены в конце сезона.
9. Все верят, что это случайность.
10. Никому не разрешается играть нечестно.

10 points.

Business English: Economic factors and buyer behavior

Task 1. Match the economic terms to their definitions.

1. interest rate	a. total value of goods and services produced in a country
2. exchange rate	b. general increase in prices
3. inflation rate	c. cost of borrowing money
4. labor force	d. price at which one currency can buy another
5. tax incentives	e. percentage of people without jobs
6. government bureaucracy	f. people working
7. GDP (gross domestic product)	g. low taxes to encourage business activity
8. unemployment rate	h. money from overseas
9. foreign investment	i. official rules/regulations/paperwork
10. balance of trade	j. difference in value between a country's imports and exports

Task 2. Try to complete this economic profile without looking back at the terms in Task 1.

The economy is stable following the problems of the past two years. By following a tight monetary policy the government has reduced the 1 _____ to 2%. After going up dramatically, the 2 _____ is now down to 8%. The last six months has seen a slight improvement in the 3 _____ against the dollar. The 4 _____ has grown by 0.15%. Exports are increasing and the 5 _____ of _____ is starting to look much healthier.

The 6 _____ continues to be a problem as it is still 16%. In order to stimulate the economy and attract 7 _____ the government is offering new 8 _____ as well as making a renewed effort to reduce 9 _____. Finally a large skilled

10 _____ means there could be attractive investment opportunities over the next five years.

Task 3. Write sentences about the economic profile of Ukraine. Complete and then use the following chart.

<p>economy GDP growth rate: ____ per year inflation rate: ____ per year unemployment rate: ____ at present</p>	<p>labor education system is excellent: a lot of skilled labor at every level – workers and managers</p>
<p>transport and infrastructure heavy traffic on roads causes slow journeys and distribution problems, but fast rail services</p>	<p>comments some commentators talk about ‘laziness’ of young people</p>

Task 4. Read the following text about starting a new business. Make up a list of things you need to start a successful new business.

When you are starting your own company, you have to be very confident. You have to be very determined. You have to know what it is you’re doing. You need to research the business – or the business arena that you’re intending to go into. You need to research your competitors and benchmark your service or your product against your competitors.

You need good family backup and good backup from your friends. And probably the most important thing is that you need a good mentor, and that needs to be a business mentor as well as a personal mentor.

You need a really good business plan. Again, you need to make sure that whatever you put on your business plan, you need to check it on a regular basis.

You need a very good relationship with your bank and your bank manager. But the most important thing is a good marketing campaign.

Task 5. Complete this text with the correct word.

force unemployment investment balance incentives
opportunities bureaucracy rate GDP exchange

The economy is very unstable. By letting monetary policy run out of control, the government caused inflation to rise at one point to 20%. The inflation *1* _____ is now down to ‘only’ 8%. However, in the last six months there has been a severe worsening in the *2* _____ rate against the dollar. Total output, or *3* _____, has fallen by 5% over the past year. Exports are declining and the *4* _____ of trade is disastrous: we are importing much more than we are exporting.

The *5* _____ rate, with 30 percent of people out of work, is one of the highest in the industrialized world. In order to stimulate the economy and attract foreign *6* _____ the government is offering new tax *7* _____ as well as making a renewed effort to reduce government *8* _____. But we need to improve education and improve the skills of our labor *9* _____. In order to offer attractive investment *10* _____ over the long term.

Task 6. Fill each gap in the text below with a word or phrase from the box. The item in bold are headings.

asserts discounts employment **price** discretionary income loss
leader **credit availability** economic growth **purchasing**
power outgoings

There are **four major economic factors** which affect consumer buying behavior.

1. General economic situation

When the national economy is doing well, when people feel that their *1* _____ is safe, they spend more. In times of a slow down in *2* _____, if interest rates or taxation rates increase, then buyer confidence goes down.

2. 3 _____

People spend according to what is left after meeting their regular costs on rent, mortgage, bills, tax, borrowings and other 4_____. What is left is called 5_____.

3. 6_____

Banks and other lenders are sometimes particularly happy to lend, for example to anyone in work, or with 7_____ such as property. Credit card spending goes up and many people borrow money to buy goods.

4. 8_____

This is perhaps obvious. High prices may limit spending, but not always. Sometimes high prices indicate high quality and this increases the desirability of the product. Price may also be less important if the need is great. But, in contrast, low prices may increase buying, especially where 9_____ are on offer. Sometimes items are offered at a low price as a 10_____ . This means products are sold at below cost price. The shop thinks that consumers will buy these low priced goods, but also other high profit items. Supermarkets often sell some regularly purchased fast moving consumer goods at below cost price as part of a loss leader strategy.

Writing

Task 7. Read this email from a director of a financial services company to a colleague in an overseas subsidiary. Then fill each gap with a word or phrase from the box. Write a similar *email*.

domestic export external audit internal audit
marketing audit SWOT analysis threat trend

Date 22 Jan 2008 15:48

From: JAW Financial services PLC JAWS@arena.com

To: Isabelle Brock Isabrock@threecolors.com

Subject: Re. Update/news

Hello Isabelle,

Just a short note to bring you up to date while you are away. Since there has been a decline in our 1 _____ sales we have decided to carry out a 2 _____ to identify areas where improvement can be made. This consists of a typical 3 _____ with an 4 _____ to look at factors within the company and an 5 _____ examining factors outside our immediate control.

We expect that the major 6 _____ to improved performance in our domestic markets is the weakness of the national economy. The good news is that while home sales have fallen, our 7 _____ performance has been good. The 8 _____ in our key international markets is positive.

Pleas call me when you return to the office to discuss this in more detail.

Cheers,

John

Unit 7: Financial management

Pre-reading activities

Task 1. Look through a student's notes from a lecture about asset management. Then match the words from it with the definitions.

What? **Asset management** is managing financial assets for institutions or individuals.

Who? Pension funds and insurance companies manage huge amounts of money. Private banks specialize in managing **portfolios** of wealthy individuals. **Unit trusts** invest money for small investors in a range of securities.

How? Asset managers have to decide how **to allocate** funds they're responsible for: how much to invest in shares, mutual funds, bonds, cash, foreign currencies, precious metals, or other types of investments.

Why? **Asset allocation** decisions depend on objectives and size of the portfolio. The portfolio's objectives determine the returns expected or needed, and the acceptable level of risk. The best way to reduce exposure to risk is **to diversify** the portfolio – easier and cheaper for a large portfolio than a small one.

1. portfolio	a. to distribute according to a plan
2. securities	b. all the investments held by an individual investor or organization
3. allocate	c. a general name for shares, bonds and other tradable financial assets
4. diversify	d. to buy a wide variety of different securities

Remember! BrE: unit trusts; AmE: mutual funds

Task 2. Read the following passage and pay attention to bold-typed words.

Types of investor

- Some want **regular income** from the investments – less concerned with size of their capital.

- Some want **to preserve** (keep) their capital – avoiding risks. If the goal is **capital preservation**, the asset manager usually allocates more money to bonds than stocks.
- Others want to accumulate or build up capital – taking more risks. If the goal is **growth** or **capital accumulation**, the portfolio will probably include more shares than bonds. Shares have better profit potential than bonds, but are also more **volatile** – their value can increase or decrease more in a short period of time.

Task 3. Match the investments goals (1 – 3) with the statements (a – c).

1. capital preservation
2. growth
3. income

- a. I want to accumulate wealth, but I know that this means taking risks and buying securities with volatile prices that could go down as well as up.
- b. I want a regular return every year, because I need that money, even if this means I might have to risk losing some of my capital.
- c. I definitely don't want to risk losing any of my capital, even if this means that some years I get a very low return.

Task 4. Find nouns in the previous tasks that can be used to make word combinations with the verbs below. Then use some of the word combinations to complete the sentences.

- **accumulate** _____
- **allocate** _____

- **diversify** _____
- **manage** _____

1. I don't want to pay a bank to _____ my _____; I can do it myself.
2. I have lots of different types of securities, because I decided to _____ my _____.
3. As an asset manager, I discuss clients' needs and objectives and then we decide how to _____ their _____.
4. If my clients want to _____ _____, I take more risks, and buy a lot of stocks.

Task 5. Learn the active vocabulary.

1.	to ensure	гарантировать
2.	productive capacity	производственная мощность, производительность
3.	to make acquisitions	делать приобретения
4.	assets	активы
5.	to raise finance	получать средства
6.	to retain	сохранять, удерживать
7.	revenues	доходы
8.	to boost	поднимать, стимулировать, увеличивать
9.	income statements	отчет о доходах и расходах
10.	Profits and Loss or P&L	отчет о финансовой деятельности (компании)
11.	cash flow	поток наличности
12.	balance sheet statement	балансовый отчет
13.	allocation of working capital	распределение оборотного капитала
14.	to fine-tune	точно настраивать
15.	expansion	расширение
16.	ratio analyse	анализ относительных показателей
17.	gearing ratio	соотношение собственных и заемных средств
18.	profit per employee	прибыль в расчете на одного работника
19.	weighted cost of capital	взвешенная стоимость капитала

20.	asset valuations	оценка активов
21.	valuation framework	структура оценивания
22.	portfolio	портфель ценных бумаг
23.	intangible assets	нематериальные активы

Reading / comprehension activities

Task 6. Read, translate the following text and try to retell it.

Financial management

Financial Management can be defined as: the management of the finances of a business / organisation in order to achieve financial objectives. Taking a commercial business as the most common organisational structure, the key objectives of financial management would be to:

- Create wealth for the business
- Generate cash, and
- Provide an adequate return on investment bearing in mind the risks that the business is taking and the resources invested.

There are three key elements to the process of financial management:

1. Financial Planning. Management need to ensure that enough funding is available at the right time to meet the needs of the business. In the short term, funding may be needed to invest in equipment and stocks, pay employees and fund sales made on credit. In the medium and long term, funding may be required for significant additions to the productive capacity of the business or to make acquisitions.

2. Financial Control. Financial control is a critically important activity to help the business ensure that the business is meeting its objectives. Financial control addresses questions such as:

- Are assets being used efficiently?
- Are the businesses assets secure?
- Do management act in the best interest of shareholders and in accordance with business rules?

3. Financial Decision-making. The key aspects of financial decision-making relate to investment, financing and dividends:

- Investments must be financed in some way – however there are always financing alternatives that can be considered. For example it

is possible to raise finance from selling new shares, borrowing from banks or taking credit from suppliers.

- A key financing decision is whether profits earned by the business should be retained rather than distributed to shareholders via dividends. If dividends are too high, the business may be starved of funding to reinvest in growing revenues and profits further.

Financial managers aim to boost the levels of resources at their disposal. Besides, they control the functioning on money put in by external investors. Providing investors with sufficient amount of returns on their investments is one of the goals that every company tries to achieve. Efficient financial management ensures that this becomes possible.

Strong financial management in the business arena requires managers to be able to:

- Interpret financial reports including income statements, Profits and Loss or P&L, cash flow statements and balance sheet statements;
- Improve the allocation of working capital within business operations;
- Review and fine-tune financial budgeting, and revenue and cost forecasting;
- Look at the funding options for business expansion, including both long and short term financing;
- Review the financial health of the company or business unit using ratio analyses, such as the gearing ratio, profit per employee and weighted cost of capital;
- Understand the various techniques using in project and asset valuations;
- Apply critical financial decision making techniques to assess whether to proceed with an investment;
- Understand valuations frameworks for businesses, portfolios and intangible assets.

Task 7. Decide whether the following statements are TRUE or FALSE according to the text.

1. The key objective of financial management is only to create wealth for the business.
2. In the medium and long term, funding may be needed to invest in equipment and stocks, pay employees and fund sales made on credit.
3. Questions such as: 'are assets being used efficiently?' are within financial control competence.
4. The key aspects of financial decision-making relate to the security of a business's assets.
5. Financial managers aim to boost the levels of resources at their disposal.
6. Income statements, Profits and Loss, cash flow statements and balance sheet statements are all financial reports.

Task 8. Complete the following collocations from the text:

1. to _____ risks;
2. to _____ resources;
3. productive _____;
4. to _____ acquisitions;
5. to _____ finance;
6. _____ statements;
7. balance sheet _____;
8. _____ budgeting;
9. _____ forecasting;
10. gearing _____.

Task 9. Make up three sentences with any three collocations from the previous task.

- 1.
- 2.
- 3.

Vocabulary activities

Task 10. Read the following text paying attention to the bold typed words and phrases. Translate them into Russian.

The stock market

A company can raise money on the **stock market** or **stock exchange** (a marketplace for buying and selling shares) in two different ways. It can **issue shares** (US **stocks**), or units of its capital, to **institutional investors** or the **general public**. Different types of shares or **equities** are available, but the most common are known as **ordinary** or **common shares** (US **common stock**). When an investor buys a share, using the services of a specialist company or **broker**, he or she becomes a **shareholder** (US **stockholder**) and owns a part of (or has a **stake** in) a company. Shareholders can make money by receiving **dividends**, paid as a proportion of a company's annual profits, and when the value of their shares increases.

A company can also borrow money from investors by issuing **bonds**, loans for fixed periods with fixed interest rates.

Securities refers to both shares and bonds. Each year billions of shares and bonds are sold or **traded** on the world's major stock exchangers.

Task 11. Read the following article, underline key words and phrases and translate them into Russian.

Europeans log on to investment fever

A growing number of Europeans have on-line investment fever. There is a stock market boom at the moment and as web surfing gains popularity across Europe. More and more people are logging on to shop for financial products, and buying and selling stocks.

Compared with the United States, where about 20 % of all stock trades are entered from the Internet, the movement in Europe is still in its infancy. But as the trend gathers pace (moves faster and faster), Americans internet brokers have begun moving into Britain and increasingly are selling their sights on the continent as well.

Nowhere is the trend more apparent than in Britain. In April, Charles Schwab Corp set up an on-line trading service, and in June, the E-Trade group, based in California, announced a joint venture with a British partner, as well as licensing agreements in Germany.

Other internet brokers such as Ameritrade and DLJ Direct, are studying moves to catch up.

The long-range goal is to expand the system into a truly global marketplace where investors in any country will be able to trade freely in stocks across national boundaries.

Task 12. Match the key words from the previous passage with their corresponding definitions.

1. to log on	a. to move between different websites on the internet
2. a boom	b. a tactical change of position
3. to surf	c. a rapid expansion or development
4. a move	d. to reach the person in front
5. to catch up	e. to connect

Task 13. Complete the passage about a transaction on the stock exchange using words from the previous tasks.

A company has decided to invest a part of its savings on the 1_____. It contacts a 2_____ for further advice about how to do this, and he recommends a selection of different companies' 3_____ that it might be interested in buying. He also explains how these companies have performed in the past and how much the company can expect to receive in 4_____. He tells the company's representative how the transaction will be carried out and lets him know how much commission the company will have to pay for the service.

Once the company's representative has agreed to the terms, the broker contacts his representative on the stock exchange, who arranges the transaction. At the end of the day the transaction has been completed and the company has become a 5_____.

Grammar: Used to

Now he doesn't smoke. But he **used to** smoke 2 years ago.
We **used to live** in a small village but now we live in a big city.
Did he use to earn much when he worked at a plant?
They **didn't use to go** out very often they had to study much.

Task 14. Complete the sentences with *used to*.

1. The people of this area don't work at this factory any more. But they _____ a few years ago.
2. She _____ my boss but we don't work together any longer.
3. We live in a rural area now but we _____ in a big city.
4. Now there's only one team of managers in our agency but there _____ three.
5. He stopped to study hard. He _____ a year ago.
6. I know he doesn't live here now but _____ some time ago?
7. He's started spending a lot of money this year. But he _____ a few years ago.
8. I know he doesn't play the piano now but _____ when he was a child?

Task 15. Translate into English.

1. Раньше они работали в этом офисе.
2. Раньше было три команды менеджеров в этом агентстве.
3. Раньше она была моим начальником.
4. Раньше он не тратил много денег, как он делает это сейчас.
5. Раньше он работал с вами?

Discussion: Financial world

Task 1. Read the following text. Then complete the chart using the information from the text. Speak about most tradable currencies using the chart.

1. U.S. Dollar (USD)

Central Bank: Federal Reserve (Fed)

The Almighty Dollar Created in 1913 by the Federal Reserve Act, the Federal Reserve System (also called the Fed) is the central banking body of the U.S. With the U.S. dollar being on the other side of approximately 90% of all currency transactions, the Fed's sway has a sweeping effect on the valuation of many currencies.

Sometimes referred to as the greenback, the U.S. dollar (USD) is the home denomination of the world's largest economy, the United States. As with any currency, the dollar is supported by economic fundamentals, including gross domestic product, and manufacturing and employment reports. However, the U.S. dollar is also widely influenced by the central bank and any announcements about interest rate policy. The U.S. dollar is a benchmark that trades against other major currencies, especially the euro, Japanese yen and British pound.

2. European Euro (EUR)

Central Bank: European Central Bank (ECB)

The Dollar's Nemesis In addition to having jurisdiction over monetary policy, the ECB also holds the right to issue banknotes as it sees fit. Similarly to the Federal Reserve, policy makers can interject at times of bank or system failures. The ECB differs from the Fed in an important area: instead of maximizing employment and maintaining stability of long-term interest rates, the ECB works towards a prime principle of price stability, with secondary commitments to general economic policies. As a result, policymakers will turn their focus to consumer inflation in making key interest rate decisions.

3. Japanese Yen (JPY)

Central Bank: Bank of Japan (BoJ)

Technically Complex, Fundamentally Simple Established as far back as 1882, the Bank of Japan serves as the central bank to the world's second largest economy. It governs monetary policy as

well as currency issuance, money market operations and data/economic analysis. The main Monetary Policy Board tends to work toward economic stability, constantly exchanging views with the reigning administration, while simultaneously working toward its own independence and transparency.

4. British Pound (GBP)

Central Bank: Bank of England (BoE)

The Queen's Currency As the main governing body in the United Kingdom, the Bank of England serves as the monetary equivalent of the Federal Reserve System. In the same fashion, the governing body establishes a committee headed by the governor of the bank. Made up of nine members, the committee includes four external participants (appointed by the Chancellor of Exchequer), a chief economist, director of market operations, committee chief economist and two deputy governors.

5. Swiss Franc (CHF)

Central Bank: Swiss National Bank (SNB)

A Banker's Currency Different from all other major central banks, the Swiss National Bank is viewed as a governing body with private and public ownership. This belief stems from the fact that the Swiss National Bank is technically a corporation under special regulation. As a result, a little over half of the governing body is owned by the sovereign states of Switzerland. It is this arrangement that emphasizes the economic and financial stability policies dictated by the governing board of the SNB. Smaller than most governing bodies, monetary policy decisions are created by three major bank heads who meet on a quarterly basis.

6. Canadian Dollar (CAD)

Central Bank: Bank of Canada (BoC)

The Loonie Established by the Bank of Canada Act of 1934, the Bank of Canada serves as the central bank called upon to "focus on the goals of low and stable inflation, a safe and secure currency, financial stability and the efficient management of government funds and public debt." Acting independently, Canada's central bank draws similarities with the Swiss National Bank because it is sometimes treated as a corporation, with the Ministry of Finance directly holding shares. Despite the proximity of the government's interests, it is the responsibility of the governor to promote price stability at an

arm's length from the current administration, while simultaneously considering the government's concerns. With an inflationary benchmark of 2-3%, the BoC has tended to remain a shade more hawkish rather than accommodative when it comes to any deviations in prices.

7. Australian/New Zealand Dollar (AUD/NZD)

Central Bank: Reserve Bank of Australia / Reserve Bank of New Zealand (RBA/RBNZ)

Always A Carry Favorite Offering one of the higher interest rates in the major global markets, the Reserve Bank of Australia has always upheld price stability and economic strength as cornerstones of its long-term plan. Headed by the governor, the bank's board is made up of six members-at-large, in addition to a deputy governor and a secretary of the Treasury. Together, they work toward to target inflation between 2-3%, while meeting nine times throughout the year. In similar fashion, the Reserve Bank of New Zealand looks to promote inflation targeting, hoping to maintain a foundation for prices.

8. South African Rand (ZAR)

Central Bank: South African Reserve Bank (SARB)

Emerging Opportunity Previously modeled on the United Kingdom's Bank of England, the South African Reserve Bank stands as the monetary authority when it comes to South Africa. Taking on major responsibilities similar to those of other central banks, the SARB is also known as a creditor in certain situations, a clearing bank and major custodian of gold. Above all else, the central bank is in charge of "the achievement and maintenance of price stability". This also includes intervention in the foreign exchange markets when the situation arises.

Interestingly enough, the South African Reserve Bank remains a wholly owned private entity with more than 600 shareholders that are regulated by owning less than 1% of the total number of outstanding shares. This is to ensure that the interests of the economy precede those of any private individual. To maintain this policy, the governor and 14-member board head the bank's activities and work toward monetary goals. The board meets six times a year.

Conclusion

As financial markets continue to evolve and grow globally, foreign exchange and currencies will play an increasingly large role in day-to-day transactions. As a result, whether a conversion for physical trade or a simple portfolio diversification play, currencies continue to offer more opportunities to both the retail and institutional investor.

	bank structure	unofficial name of the currency
1. U.S. Dollar <i>Federal Reserve</i>		
2. European Euro European Central Bank		
3. Japanese Yen Bank of Japan		
4. British Pound Bank of England		
5. Swiss Franc <i>Swiss National Bank</i>		
6. Canadian Dollar Bank of Canada		
7. Australian/New Zealand Dollar Reserve Bank of Australia/Reserve Bank of New Zealand		
8. South African Rand <i>South African Reserve Bank</i>		

Unit 7: check-up

Translate into Russian:

Asset management, to allocate funds, asset allocation, capital preservation, to ensure, to make acquisitions, revenues, to raise finance, gearing ratio, asset valuations, intangible assets, stock market, dividends, common shares, company's annual profits.

10 points.

Translate into English:

ценные бумаги -
производительность –
отчет о финансовой деятельности (компании) –
балансовый отчет –
распределение оборотного капитала -
прибыль в расчете на одного работника –
широкая публика –
акционер –
главные мировые фондовые биржи –
выпуск облигаций –

10 points.

Translate into English:

1. Раньше мы занимались такими исследованиями, а сейчас нет.
2. Раньше они представляли отчет о финансовой деятельности компании на каждом собрании.
3. Раньше они работали здесь, а сейчас нашли новую работу.
4. Раньше мы всегда получали эту информацию сразу.
5. Раньше он ездил за границу чаще.

10 points.

Business English: Planning

Task 1. Match the verbs in the box to nouns. Each pair of words describes a way to plan effectively.

estimate collect consider forecast do

1. _____ costs
2. _____ sales
3. _____ research
4. _____ information
5. _____ options

Task 2. Match the verbs to the nouns. Make as many combinations as you can.

- | | |
|------------------|---------------|
| • to write | 1. a deadline |
| • to implement | 2. a schedule |
| • to meet | 3. a budget |
| • to arrange | 4. a plan |
| • to prepare | 5. a meeting |
| • to keep within | 6. a report |
| • to rearrange | |

Task 3. A Managing Director talks about the planning of a new sales office in the United States. Complete the text with nouns from Tasks 1 and 2.

Recently we decided to open a new sales office in New York. First, I arranged a 1 _____ with the finance department to discuss the project. We prepared a 2 _____ with details of the various costs involved. Then we collected 3 _____ about possible locations for the new office. We considered two 4 _____ - one in Greenwich village and the other near Central Park. After doing some more 5 _____, I wrote a 6 _____ for the board of directors.

Unfortunately, we made a mistake when we estimated the 7 _____ as the exchange rate changed, and so we didn't keep within our 8 _____. We overspent by almost 20 percent. We had to rearrange the 9 _____ for moving into the building because the office was not redecorated in time. The

board of directors was unhappy because we didn't meet the 10_____ for opening the office by 15 December. It finally opened in January. However, we forecast 11_____ of at least \$ 500 000 in the first year.

Task 4. Every successful person in business has his or her own secret of good planning. Read the following text. Work in pairs and make a list of things that are important in planning. Add your own ideas.

The most important thing is to know exactly what it is that you want to achieve, and define it, and define by when you want to achieve it and with that information, you can then set a deadline and identify the tasks that are necessary to achieve that goal, get on with them to a timetable.

There are some things, which are clearly outside our control. In business, it might often be unforeseen changes in the economic climate. When things change, it is important to step back, reassess the situation and redefine one's goal.

Task 5. The Managing Director of a Hong Kong-based hotel group is talking to his managers about the group's future plans. Underline the plans that he mentions.

'Well, I think you all know by now that we're hoping to expand in China and we are going to move our headquarters from Hong Kong to Shanghai. We're planning to manage an executive complex in one city and we're also hoping to open a 240-room hotel next year in another city. We're expecting to make a profit within 5 years although we'd like to break even a bit earlier if possible. Within 10 years we want to become the major international hotel group in Southeast Asia'.

Task 6. You are a regional sales director for a soft drink called Quench. Three years ago, you forecast sales in your region for the following years. The three years have now passed.

	Year 1	Year 2	Year 3
Forecast sales (units)	1.5 million	1.7 million	2 million
Actual sales (units)	1.1 million	1.35 million	1.8 million
Main reason	bad weather during the summer – cold and wet	good weather during the summer – production difficulties at the factory – could not satisfy demand	good weather during the summer – strike by delivery drivers in July – more lost sales

Complete the report below for your boss. The report should give conclusions how sales can be improved in the future. The first and third paragraphs have been written for you. Write the second and fourth paragraphs. Each paragraph should be not more than 40 words.

Report

<p>Three years ago, we made a sales forecast for Year 1 of 1.5 million units. Unfortunately, we only had sales of 1.1 million. This was mainly because of the very bad weather we had during the summer – it was very cold and wet, so people did not want to buy soft drinks.</p> <hr style="border: 1px solid black;"/> <hr style="border: 1px solid black;"/> <hr style="border: 1px solid black;"/>
<p>For Year 3, we had forecast sales of 2 million units, but a strike by delivery drivers in July meant that again, we could not satisfy the demand, and we only had sales of 1.8 million.</p> <hr style="border: 1px solid black;"/> <hr style="border: 1px solid black;"/> <hr style="border: 1px solid black;"/>

Task 7. Complete this text with the correct alternatives.

Planning: when it all goes right

I work for a US clothes store chain. Last year I was responsible for opening a chain of new shops in Europe. I was very nervous, but I followed the rules: I prepared the 1 _____, I fixed a 2 _____ for opening dates of stores, and I made some sales 3 _____.

Everything went perfectly. We ran a very good advertising 4 _____. The shops were ready 5 _____ and the stocks of clothes were all in place on the opening day for each store. We 6 _____ our sales targets. In fact, sales were 12 percent 7 _____ the forecast I had made. My next forecast? I'm going to be promoted!

1. a) account b) budget c) receipts
2. a) scene b) scheme c) schedule
3. a) forecasts b) predictions c) projects
4. a) program b) campaign c) activity
5. a) in time b) under time c) after time
6. a) went b) arrived c) met
7. a) top b) over c) up

Writing

Task 8. Study the following business letter from a market research consultancy, Abacus Data Research, to a clothing manufacture, Corallo. Corallo wants to know why its sales of jeans are falling at a rate of 10% a year. Write a similar *business letter*.

ADR
Abacus Data Research
South Dakota Blvd., Englewood Cliffs, 07632 New Jersey
Tel: 201 654 8787 Fax: 201 654 8732
email: kleins@adr.com <http://www.adr.com>

Sam Klein
Corallo Clothing Company
P.O. Box 230
Englewood Cliffs
May 20, 2010

Dear Sam,

Thank you for your letter dated May 15. As I said when we met briefly last week, we at ADR would be very pleased to help you with studies on your products and their markets (market research). What I need now is a detailed description of your objectives for this study (market research brief) – a statement of exactly what you need to know.

Please send us any studies that you have carried out yourselves (in-house research), or any studies using published material (secondary research) that you have used in the past. This will help our background investigations.

Looking forward to hearing from you.

Yours truly,

Robert R. McCawley
Deputy Vice-President

Note: In American English letters, it is common to use the farewell *Yours truly*. In British English letters, the standard farewell in a business letter is *Yours sincerely* when the letter starts with a name (e.g. *Dear Mr. Green*) or *Yours faithfully* if the letter begins *Dear Sir*.

Module 2. Individual work

1 variant

Task 1. Read, translate and retell the following text. Match up the following words with the underlined words in the text.

achieve	aspects	costly	disliked
expenses	guarantee	origins	permanent
present	selfish	setting up	stress

Quality

In production and operations management, over the past few decades, there has been increasing (1) emphasis on quality, as defined by the consumer, in terms of features offered, appearance, reliability, durability, serviceability, and so on. An important concept has been Total Quality Management (TQM), according to which management should ensure that quality extends throughout the organization in everything it does, or at least in all (2) features of products and services that are important to the customer. Rather than aiming for the best quality compatible with low unit costs, the company should aim for the highest quality level possible, because a lack of quality can be more (3) expensive than achieving high quality. As the production theorist Philip Crosby puts it, quality is free. What he means is that there are many (4) costs that result from production that is not 100% perfect: inspecting, testing, identifying the causes of defects, implementing corrective action, training or retraining personnel, redesigning a product or system, scrapping, reworking or repairing defective products, replacing products in accordance with a (5) warranty, dealing with complaints, losing customers or their goodwill, and so on. Quality theorists such as Joseph Juran, W. E. Deming, and Crosby have shown that prevention is usually much cheaper than failures. Every extra dollar spent on prevention might save \$10 spent on inspection and failure costs. Furthermore, even if the (6) current quality level appears perfect, the company should still continuously look for product improvement, and aim to be the best in the industry. Companies should always engage in benchmarking though management is responsible for designing and (7) installing an overall system which excludes defects and low quality, everyone within that system, in the entire supplier-producer-customer chain, should be responsible for quality. In TQM,

every worker is a quality inspector for his or her own work, trying to get it right the first time, aiming for zero defects. This approach, often described as "quality at the source," removes the need for the kind of "over the shoulder" inspection that is usually (8) resented by workers. Of course this often requires training, and depends on a co-operative attitude. Many large Japanese companies - especially those guaranteeing (9) lifetime employment - have been able to (10) attain high quality, because of the motivation of their staff, and the long-term nature of nearly all the relationships among employees, suppliers, distributors, owners and customers. The Japanese invented quality circles: voluntary groups of six to twelve people, who are usually given training in problem-solving, analysis, and reporting methods, and who then meet once a week, during paid hours, to discuss their department and the problems they are encountering. If there are problems with quality variations, the group will try to identify their (11) sources, find solutions to eliminate them, and propose these to management. There are an estimated one million quality circles with ten million members in Japan. Quality circles have been less successful in the more (12) individualistic cultures of America and Europe.

Task 2. Match the words in the box with the definitions below:

benchmarking	defect	durability	goodwill
reliability	to scrap	serviceability	warranty

1. a fault or imperfection or deficiency
2. a promise that goods will meet a certain specified quality level, or be repaired or replaced free of charge
3. customers' satisfaction with and loyalty to a company
4. ease of maintenance and repair
5. going outside the firm to see what excellent competitors are doing, and adopting the best practices
6. performance over a long period of time
7. regular performance according to specification
8. to sell defective goods for the price of the recyclable materials they contain

Task 3. Complete the following collocations from the text:

1. operations _____
2. compatible _____
3. unit _____
4. _____ level
5. corrective _____
6. _____ with complaints
7. _____ improvement
8. overall _____
9. the supplier-producer-customer _____
10. _____ defects
11. lifetime _____
12. _____ circles

Task 4. Complete the following collocations from the text:

1. to retrain _____.
2. to repair _____.
3. to deal with _____.
4. to lose customers' _____.
5. to install _____.
6. to eliminate _____.

Task 5. Make up three short dialogs with any three collocations from the previous task.

- 1.
- 2.
- 3.

2 variant

Task 1. Read, translate and retell the following text. Complete the text using these words:

Market research

analyse	annual	concept	data	gather
guesswork	habits	inventory	launch	opinions
packaging	promotions	respondents	significant	statistics

Oh no, we'd never develop and (1) _____ a product solely on the basis of (2) _____. That's much too risky. You can't just trust the intuition of senior managers or product managers; you have to do market research. That's what we call it in Britain; in the States they say marketing research. We collect and (3) _____ information about the size of a potential market, about consumers' tastes and (4) _____, their reactions to particular product features, packaging features, and so on.

Lots of people think that market research just means going out and asking consumers for their (5) _____ of products, but that's not true. Actually, talking to customers is a relatively minor market research tool, because it's very expensive. In fact, personal interviewing is the very last thing we'd do. We usually find that our own accounts department, which keeps records of sales, orders, (6) _____ size, and so on, is a far more important source of information. Our sales representatives are another good source.

There are also a lot of printed sources of secondary (7) _____ we can use, including daily, weekly and monthly business newspapers, magazines and trade journals, our competitors' (8) _____ reports, official government (9) _____, and reports published by private market research companies. We only engage in field work, and (10) _____ primary data from customers, middlemen, and so on, if both internal research (analysis of data already available in the accounts and sales departments) and secondary data (available in printed sources) are inadequate.

If we do go out and do field work it's usually a survey, which you can use to collect information about product and (11) _____ features, and to measure the effectiveness of advertising copy,

advertising media, sales (12) _____, distribution channels, and so on.

An effective and relatively inexpensive method of survey research is the focus group interview, where we invite several members of the target market (and pay them a small amount of money) to meet and discuss a product (13) _____. The interview is led by a trained market researcher who tries to find out the potential consumers' opinions and feelings about the product.

Focus groups are informative, but they're usually too small for us to be sure that the chosen sample of consumers is statistically valid. Questionnaire research, involving many more (14) _____, is more likely to be statistically (15) _____, as long as we make sure we select the appropriate sampling unit - whether it's a random sample of the population, or a sample of a selected category of people and the sample size is sufficiently large. When we've established a sample, we do the interviews, normally by telephone or mail, sometimes by personal interviewing.

Task 2. Do the following words generally form partnerships with the word *market* or *marketing*?

1. _____ activities
2. _____ demand
3. _____ effort
4. _____ environment
5. _____ expenditure
6. _____ mix
7. _____ opportunities
8. _____ potential
9. _____ programme.
10. _____ share

Task 3. Complete the following collocations from the text:

1. to launch _____
2. product _____
3. to analyze _____
4. _____ features
5. to gather _____
6. advertising _____

Module 3. Organizational management

Unit 8: Modern Management Theory

Pre-reading activities

Task 1. Complete the text below with correct headings from the box.

<p>Corporate downsizing Empowerment Just-In-time Learning organizations Outsourcing Re-engineering Team working Total quality management</p>
--

Management approaches

1. _____

This system was introduced from Japan in the 1980s. It means ordering components exactly when you need them, and supplying goods exactly when the customer needs them. It eliminates storage time and reduces costs.

2. _____

Many large corporations and multinationals had grown too complex by the 1990s. Some sectors of the organization were less profitable. Many of these companies sold off or closed the underperforming sectors.

3. _____

Management increasingly understands the value of sharing power with others throughout the organization. This leads to more participation in decision-making.

4. _____

This is closely related to 3. By encouraging employees to work in very fluid teams, responsibility is shared. Employees and managers at all levels develop a better self-identity and work becomes more interesting. This system is seen as much more efficient than linear or hierarchical structures.

5. _____

This is a total revision and restructuring of an entire company. It involves asking about the objectives of the business and how it operates. It aims to create big improvements in cost, quality, service and product.

6. _____

This management approach focuses on measuring the quality of service in all aspects. The idea is to develop systems that are

more efficient and more economical, but which are also more able to meet the needs of customers.

7. _____

This approach recognizes that companies cannot do everything. It can be better to use external suppliers for some specialist operations, or particular components in manufacturing. This decision can create quality improvements and cost savings.

8. _____

Many companies have developed internal training programs to help with staff development. This is an important investment in the workforce. It is not only makes people better at better at their job, but it also makes them happier. It may also help companies to keep their best managers and staff.

Task 2. Sentences 1 to 9 make up a short text about innovative strategy. Complete each sentence, by taking a middle part from the second box and an end from the third box:

Innovation

1. The business environment,
2. There is a constant evolution in the needs of customers,
3. Innovative companies assume that all existing
4. Their logic is - we wouldn't dream of getting into this industry today,
5. Of course, innovation requires experimentation, and inevitably leads to failures;
6. On the other hand, successful innovations can
7. However, it is well-known that small, flexible companies
8. Large companies often have rigid structures,
9. But another possibility for large companies with established products

- a. and an emphasis on cutting costs and achieving economies of scale
- b. indeed, around 90% of innovations do not succeed,
- c. is to acquire small, newly-successful, innovative firms,
- d. produce far more innovations than big firms,
- e. products, services, markets, distribution channels, technologies and processes are ageing

- f. rapidly become profitable new markets or product lines
- g. the technological skills of competing companies,
- h. so we should get out of it quickly,
- i. which is to say, the world,

- j. and re-allocate our resources to something new.
- k. and will have to be replaced as soon as they begin to decline.
- l. is continually changing.
- m. or even give birth to entire new industries.
- n. patterns of international trade, and so on.
- o. proportionate to their R&D spending.
- p. rather than innovating.
- q. so the other 10% have to cover the costs of the failures.
- r. which they often find cheaper than innovating themselves.

Sentence 1:

Sentence 2:

Sentence 3:

Sentence 4:

Sentence 5:

Sentence 6:

Sentence 7:

Sentence 8:

Sentence 9:

Task 3. Complete the following collocations from the text:

1. _____ environment
2. rigid _____
3. _____ of scale
4. _____ channels
5. _____ lines
6. _____ skills
7. re-allocate _____
8. international _____

Task 4. Learn the active vocabulary.

1.	inputs	элементы, необходимые для работы системы
2.	outputs	элементы, получаемые в результате работы
3.	outcomes	результаты
4.	tremendous changes	огромные изменения
5.	interrelations	взаимосвязи
6.	contingency	непредвиденная ситуация
7.	complexity	сложность
8.	volatile	изменчивый
9.	to expend energy	расходовать энергию
10.	to maintain stability	поддерживать стабильность

Reading / comprehension activities

Task 5. Read, translate the following text and try to retell it.

Recent Developments in Management Theory

Under this category of theory are the Systems Approach, Situational or Contingency theory, Chaos theory, and Team Building theory.

The **systems theory** has had a significant effect on management science and understanding organizations. A system is a collection of part unified to accomplish an overall goal. If one part of the system is removed, the nature of the system is changed as well. A system can be looked at as having inputs (e.g., resources such as raw materials, money, technologies, people), processes (e.g., planning, organizing, motivating, and controlling), outputs (products or services) and outcomes (e.g., enhanced quality of life or productivity for customers/clients, productivity). Systems share feedback among each of these four aspects of the system.

The Systems Theory may seem quite basic. Yet, decades of management training and practices in the workplace have not followed this theory. Only recently, with tremendous changes facing organizations and how they operate, have educators and managers come to face this new way of looking at things. The effect of systems theory in management is that it helps managers to look at the organization more broadly. It has also enabled managers to interpret

patterns and events in the workplace – i.e., by enabling managers to recognize the various parts of the organization, and, in particular, the interrelations of the parts.

The situational or contingency theory asserts that when managers make a decision, they must take into account all aspects of the current situation and act on those aspects that are key to the situation at hand. Basically, it is the approach that “it depends”. For example, if one is leading troops in Iraq, an autocratic style is probably best. If one is leading a hospital or University, a more participative and facilitative leadership style is probably best.

The Chaos theory is advocated by Tom Peters (1942). As chaotic and random as global events seem today, they are equally chaotic in organizations. Yet for many decades, managers have acted on the basis that organizational events can always be controlled. Thus, a new theory, known as chaos theory, has emerged to recognize that events are rarely controlled. Chaos theorists suggest that systems naturally go to more complexity, and as they do so, they become more volatile and must, therefore, expend more energy to maintain that complexity. As they expend more energy, they seek more structure to maintain stability. This trend continues until the system splits, combines with another complex system or falls apart entirely. It will need an effective manager for the latter worst scenario not to happen.

The last management theory is **the Team Building approach** or theory. This theory emphasizes quality circles, best practices, and continuous improvement. It is a theory that mainly hinges on reliance on teamwork. It also emphasizes flattening of management pyramid, and reducing the levels of hierarchy. Finally, it is all about consensus management – i.e., involving more people at all levels in decision-making.

Task 6. Answer the following questions.

1. What is the effect of the systems theory?
2. What does the situational or contingency theory assert?
3. What do chaos theorists suggest?
4. What does the team building approach or theory emphasize?

Task 7. Complete the following collocations from the text:

1. to accomplish _____
2. _____ quality of life
3. _____ feedback
4. to take into account _____
5. global _____
6. _____ energy
7. to maintain _____

Task 8. Make up 3 sentences with any three collocations.

Vocabulary activities

Task 9. Match the responses with the questions. Translate the dialogue.

Just in time production

1. So what's Just'In'Time production, then?
2. What do you mean, exactly?
3. And this is a Japanese idea?
4. And components are delivered just when they're needed, so there's no inventory?
5. Isn't that dangerous? I mean, if just one supplier doesn't deliver on time, or delivers defective components...
6. Are there other advantages, apart from reduced inventory costs?
7. So why don't we do it in Europe and the States?

a. American companies have developed versions of JIT, which they call lean production, or stockless production, or continuous flow manufacture. But over here there's always the risk of strikes or other problems, so companies prefer to keep reserve inventories. Not so much just-in-time as just-in-case...

b. It's a system in which products are 'pulled' through the manufacturing process from the end, rather than 'pushed' through from the beginning.

c. Several. There's no risk of overproduction if demand falls, or of idle workers waiting for work-in-process to arrive. It shortens throughput time, which increases productivity. And it probably means that defects or quality problems are noticed more quickly.

d. Sure, but the big Japanese manufacturers have large networks of subcontractors, and the whole system is based on long-term relationships and mutual trust.

e. That's the idea. JIT regards inventories as avoidable costs, rather than as assets.

f. Well, nothing is bought or produced until it is needed. Each section of the production process makes the necessary units only when they are required by the next stage of the manufacturing process, or by distributors or customers.

g. Yes. The system is usually credited to Taiichi Ohno at Toyota in the early 1950s, but he said he got the idea from looking at American supermarkets.

Task 10. The use of the verbs make and do often causes difficulties for learners of English. As a generalisation, we can say that make means to bring into existence (like making things in a production department) or to produce a result (e.g. make a profit, make changes), and do means to perform an action (e.g. to do an exercise, to do your homework).

Learn the following collocations with 'do' and 'make'.

Make and Do

make	an enquiry
	an application
	an offer
	a deal
	a request
	an excuse
	money
	a profit or a loss
	an appointment
	arrangements or plans
	an apology
	a choice
	a complaint
	a decision
	a forecast
a mistake	

	progress
	a phone call
	an effort
	an attempt
	certain or sure
	a business trip
	changes, or an improvement
do	business
	a job
	some work
	an exercise
	homework
	good
	wrong
	the accounts
	your duty
	an experiment
	research
	well, or better
	someone a favour
	damage or harm
	repairs
something to, or for, or with someone	
something for a living	

Task 11. Complete the following sentences with the correct form of either *make* or *do*, and one of the words or expressions from the boxes above.

1. Janine, can you try to _____ me _____ with my dentist for this afternoon, please?
2. Michael, can you _____ me _____? I need to borrow a car.
3. No, we don't know what went wrong yet, but we're _____ some _____.
4. He said I wasn't working hard enough and I'd really have to _____ an _____.

- 5: I can't tell you now, but we expect to _____ a _____ nearly next week.
6. We're ' _____ much _____ than last year; we're definitely _____ progress.
7. We spent three days _____ to the warehouse roof after the storm last week.
8. We _____ a lot of _____ in Japan, and since the profit margin is high, we _____ a lot of _____.
9. I checked the figures last night and found that I'd _____ a lot of _____.
10. It's either one or the other. You'll have to _____ a _____.

Grammar: Expressions and verbs + -ing

It's no use (good) worrying about it.
There's no point in buying a car.
It's not worth collecting the data if we have this report.
I had difficulty finding information I needed.
It's a waste of money (time) reading this book.
I spend (a lot of time) hours trying to find out all the facts about it.
I go shopping/swimming/ sightseeing very often.

Stop talking.
 You've **finished** cleaning the flat.
 I **don't fancy** going out tonight.
 I **can't imagine** him riding a bike.
 I **enjoy** working here.
 She **keeps** asking questions about this problem.
 He **suggested** going to the country to speak to people.

Task 8. Join two sentences to make one sentence.

1. Don't try to contact every person. It's no use. It's no use _____.
2. Don't conduct a survey now. It's a waste of money. It's a waste _____.
3. Don't ask him to help you right now. It's no good. It's no good _____.

4. Don't hurry to the meeting. It's not worth. It's not worth _____ now. It's too late.
5. Don't study if you are tired. There's no point. There's no point _____ if you are tired.
6. Don't read newspapers. It's a waste of time. It's a _____.
7. I wouldn't read this report if I were you. It's not worth reading. This report _____.
8. I found errors in this paper. But it was difficult. I had difficulty _____.
9. I found out everything about this person. I spent hours to do it. I spent hours _____.

Task 9. Rewrite the following sentences using the verbs from the box.

suggest	stop	finish	enjoy	keep	fancy
----------------	-------------	---------------	--------------	-------------	--------------

1. I don't want to go out tonight. I don't _____.
2. Tom said "let's have a break for 5 minutes". Tom _____.
3. I like dancing at weekends. I _____.
4. I think you shouldn't smoke here. _____, please.
5. You don't work with this report any more. Have you already _____?
6. She writes letters every day. She _____ every day.

Task 10. Translate into English.

1. Сегодня мне не хочется никуда идти.
2. Ты уже закончил работать с докладом?
3. Она постоянно собирает информацию.
4. Перестань курить, пожалуйста.
5. Мне нравится ходить в кино по выходным.
6. Он предложил сделать 5-минутный перерыв.

Discussion: Negotiations across cultures

The American Business Culture

Task 1. Read the following text. Pay attention to the phrases in a bold type and write down their translations. Retell the passage using phrases in a bold type.

Work comes first

Americans and businessmen and women in particular are very task-oriented. They **get a goal in mind** and **work until achieving it**. An American is likely **to avoid chit-chat** as idle chatter and in a business meeting want to talk about business and little else. "Let's get our **focus on the bottom line**" is an Americanism that reflects this tendency. Therefore be careful to not **distract the conversation from the business** at hand. Direct your comments towards identifying, and especially, solving problems. The people will feel more confidence in you when they feel that you are **putting your heart behind the project** at hand, whatever it may be. A big part of Americans' **lives revolve closely around their work**, and although they may politely complain about it, the truth is that they like it like that. Americans do love to have fun, but it has its place, and that place should not interfere with work or a man (or woman) earning his (or her) livelihood.

Task 2. Match the idioms with their corresponding definitions.

1. to lay everything out on the table	a. to give the essential relevant fact
2. a bottom line	b. to include everything into the agenda
3. to beat around the bush	c. an eventual result
4. to get to the point	d. to avoid discussing directly

Task 3. Complete the passage using idioms from the previous task in the correct form. Summarize the text in several sentences.

Be very clear in what you say

Something that will madden your American partners is if they think that you *I* _____ in what you say. US culture values a person who says what he means and means what he says. "2 _____!", angry teammates may demand.

Americans value clarity many times over what other cultures view as tact. It is better to 3 _____, and not leave key points unmentioned for politeness' sake. Not following this policy could be interpreted as rudeness or as gravely as dishonesty by your peers.

One of the worst things that you can do is appear emotional, or unable to make a cold, hard decision. It's OK to get angry, and show it, about certain things, especially things that affect the 4 _____.

The Canadian Business Culture

Task 4. Complete the text about negotiating with Canadians.

What you should know before negotiating

low-key aggressive assertive wealth power casualness ease
--

While Canadians are often confused with Americans by non-North Americans who see few differences between the two peoples, please don't make that mistake. Americans are much more 1 _____ whereas Canadians are generally 2 _____ and prefer to 3 _____ into business discussions.

Cynicism is a part of the national character, which is directed at those who make conspicuous shows of 4 _____ and/or 5 _____. In Canada, there is great love for the 'underdog'.

Canadians generally dislike 6 _____ sales techniques. They tend to value low-key sales presentations.

Modesty, 7 _____, and an air of nonchalance are characteristic attitudes in Canadian business culture.

Task 5. Complete the text about negotiating with business people in Canada using word combinations from the box.

producing results sporting analogies equality and fairness careful consideration decision making excessive praise new ideas

company policy
business schools
market share

You should also be aware that 1 _____ here teach students that the outcome of all negotiations is that both sides win, i.e., “win/win.” This fits neatly with Canadians’ ideas of 2 _____ . The win/win principle is so accepted today that the very idea of one party winning the negotiation while other party loses would seem unacceptable to most Canadians.

Canadians tend to be receptive to 3 _____ . Generally, they are analytical, conceptual thinkers.

Established rules or laws usually take precedence over one's feelings. During negotiations, 4 _____ is strictly adhered to at all times. Feelings of any kind are usually regarded with suspicion, particularly for decision-making purposes. In presentations and conversation, Canadians are often receptive to 5 _____ .

Among all individuals, regardless of rank, communication is direct and slightly informal. Hierarchies in Canadian organizations exist for clarity of 6 _____ , not because ranking is important. Those who will sit with you in a meeting usually have the power to make a decision.

Canadian businesspersons may emphasize profit over 7 _____ .

Generally, Canadians do not like or trust people who appear to give 8 _____ , which raises the suspicion that they are being set up to be embarrassed or misled in some way. Moreover, Canadians dislike being pressured and will only resent the stress that accompanies high expectations.

The work environment in Canadian business culture tends to be collaborative. Before a decision is made, top management will consult subordinates and their input will be given 9 _____ . It will be in your best interests not to try to rush this process. Negotiations usually proceed at a fast pace and bargaining is not customary.

Deadlines and are 10 _____ the main sources of anxiety in this culture. Decisions of any kind must be made in

accordance with company policy. Informing against one's colleagues is regarded with disgust.

The British Business Culture

Task 6. Complete the text about negotiating with business people in Great Britain using word combinations from the box.

business culture
conducting negotiations
undemonstrative nature
business cards
dignified authority
final decision

What you should know before negotiating with the British

Whilst younger, junior employees are perfectly capable of _____ at a distance, it is always desirable to send older, senior representatives to the United Kingdom for face-to-face discussions. This is not to say that British businessmen believe young people are incapable of performing the task, but there is an element of distrust of whizz-kids straight of business school with a gleaming MBA. Attitudes are changing gradually but there remains a strong tradition in the UK of learning your trade 'on the job' and valuing experience more than certificates. Consequently, older people are often better able to assume the air of _____ that is respected in British business culture.

In keeping with their _____, British businessmen approach their work in a detached way that regards objective facts and solid evidence as the only legitimate forms of persuasion; feelings and personal relationships are usually irrelevant.

Thorough preparation is important: you should bring a plentiful supply of _____ and ensure that you have the proper materials for making effective presentations. Very often the British prefer to 'muddle through' without a conceptual template.

Whilst teamwork is important, British _____ remains essentially hierarchical. A wide range of input is valued and a consensus may be reached but the _____ still rests with the most powerful (usually, but not

always, the most senior) individual who may or may not be chairing any given meeting. The British work well as a team and reach team decisions but the boss remains somewhat apart from the team.

Task 7. Read the following passage and say if you can find any difference between attitude to communication in business in the UK and other countries.

Business communication

Be aware in your dealings that the British are masters of understatement and that irony is a favorite weapon. Direct questions may encounter evasive responses and other typically British ploys are to avoid stating the obvious and to imply the opposite of what is actually said. Tone of voice or facial expression may sometimes hint at what is really meant but not always and it is equally important to pay attention to what is not said.

Humor also plays an important role in business discussions; having a repertoire of jokes and anecdotes can be an asset and good raconteurs should make the most of their talent. In any case you should not be surprised by any seemingly inappropriate levity. On the other hand, the British are prone to using sarcasm, particularly the one-line jibe, to ridicule an adversary or to register disagreement or even contempt. This may be hurtful at the time but the British do not harbor long-term grudges for the most part.

Aggressive techniques such as the 'hard sell' or denigrating another company's product or service will not be well received. Nor should you give unsolicited praise since it is rarely welcome. And do not gush - the British 'stiff upper lip' does not appreciate excessive enthusiasm.

The Australian Business Culture

Task 8. Read the following text. Retell the passage (one –two sentences for each paragraph). You may start your sentences with ‘you should’ and ‘you shouldn’t’.

What you should know before negotiating

It is appropriate to present a business card at an introduction.

Australians like to talk business from the start, with very little small talk. Speak plainly and expect what you say to be taken literally. In turn, interpret what Australians say to you in the same direct manner. Often, Australians will be trusting of people they consider their equals.

Australians are usually distrustful of authority and of people who think that they are somehow ‘better’ than others. During conversation, remain modest at all times, and refrain from drawing attention to your education, professional experience, business success, and related achievements. You must never give an impression that your organization is doing better than their organization.

Cynicism is an important part of the national character. A great deal of cynicism is directed at people who seem too wealthy or powerful. In this culture, there is greater respect for the ‘underdog’.

Australians generally dislike negotiation and aggressive sales techniques. They value directness, therefore presentations of any kind should be straightforward, with an emphasis on both the positive and negative outcomes.

Keep your presentation simple and ‘to-the-point’. Digressions or excessive details will not be well-received by an Australian audience. The facts, details, benefits and downsides of a proposal should be clearly presented. Anything that resembles ‘selling’, trying to impress, or assumption of acceptance will be challenged.

Modesty, casualness, and an air of nonchalance are characteristic attitudes in Australian business culture. Australian business persons may emphasize profit over market share.

The work environment in Australian business culture tends to be collaborative. Before a decision is made, top management will consult subordinates and their input will be given careful consideration. It will be in your best interests not to try to rush this

process. Negotiations usually proceed at a fast pace and bargaining is not customary. Australians will expect your initial proposal to have only a small margin for negotiation.

Task 9. Complete the text about communication style of Australians. Retell it in 2 - 3 sentences.

a _ over the phone	b _ a straight but polite 'no'
c _ personal achievement	d _ to criticize
e _ judge you and your competence	f _ direct eye contact

Communication style

Australians are very down-to-earth and matter-of-fact when it comes to talking business. They generally prefer 1___ and consider it as a sign of respect and indication that the person is listening. When meeting for business, they focus on a task and like to talk business from the beginning. Business negotiations are shorter and to the point. It is common to do business communication and problem solving 2___, fax or email.

Communication style is direct, frank and straight-forward. People usually mean what they say and say what they mean. Most Australians do not hesitate to say 3___.

Australians tend to be enthusiastic conversationalists and debaters. Acceptable communication topics are: the weather, sports (particularly Australian Football in Victoria, and National Rugby League in New South Wales and Queensland). Anything related in a positive way to Australia is an okay topic. Religion, politics and sex are usually not discussed unless your Australian counterpart brings it up. Be careful not 4___ the Australian way, as they can be quite sensitive about it. Topics which are currently controversial in Australia include migration and aboriginal issues.

Australians like to joke about themselves, but they are not receptive to others doing the same. Australians try not to draw too much attention to their academic qualifications or any other 5___. Specific to Australian culture is the 'tall poppy syndrome', meaning that Australians avoid standing out from the group (being a 'tall poppy'). Don't boast about yourself or your company. Instead, let them 6___ through your actions.

Unit 8: check-up

Translate into Russian:

Corporate downsizing, team working, economies of scale, successful innovations, rigid structure, distribution channels, to re-allocate resources, international trade, outcomes, complexity, to accomplish an overall goal, quality of life, to share feedback, to take into account all aspects of the current situation, global events, to do something for a living, to do the accounts, to do business.

10 points.

Translate into English:

бизнес среда –
линии продуктов –
элементы, необходимые для работы системы –
элементы, получаемые в результате работы системы –
огромные изменения –
непредвиденная ситуация –
расходовать энергию –
поддерживать стабильность –
совершить сделку –
зарабатывать деньги –

10 points.

Translate into English:

1. Бесполезно говорить об этом.
2. Мне не хочется братья за этот доклад.
3. Чтение этой книги – это пустая трата времени.
4. Мне нравится работать здесь.
5. Он предложил сделать отчет завтра.

10 points.

Business English: Entertaining

Task 1. Read the following text and then answer the questions.

Corporate entertaining

Most modern companies are operating a 'Customer Relationship Management Program' and in running a CRM program the human content part of that is very important. Many companies have realized that it can cost four or five times as much to gain a new client as it is to keep an old one, and therefore entertaining has become a very important part of that customer relationship management mix.

There are top six events that are popular form of entertaining: the Wimbledon Tennis Championships, Royal Ascot, the Open Golf, Henley Royal Regatta, Chelsea Flower Show and the Grand Prix. But more and more new events are happening all the time – opera, jazz, rock and pop events where people take and entertain their clients.

It doesn't matter if you are a small business or a multinational. You need to retain your clients and customers if you are to grow your business.

Questions:

1. What kind of entertainment program do most companies have?
2. Why do companies spend money on corporate entertaining?
3. What other events are mentioned in the text in addition to the 'big six'?
4. Why is corporate entertaining important for small businesses?

Task 2. Put the following into a logical order for entertaining in a restaurant.

• Look at a menu	
• Ask for the bill (BrE) / check (AmE)	
• Book a table (BrE) / make a reservation (AmE)	<i>1</i>
• Leave a tip	
• Have the main course	
• Have a dessert	
• Order a starter	
• Have an aperitif	

Task 3. Imagine you are offering a guest a drink. Match the options with the drinks. Then make up short dialogs.

Example: - What would you like to drink?

- I'd like coffee, please.

- Black or white?

- Black, please.

- | | |
|-------------------|-----------|
| • black/white | 1. beer |
| • still/sparkling | 2. wine |
| • red/white | 3. water |
| • single/double | 4. tea |
| • bottled/draught | 5. coffee |
| • with milk/lemon | 6. whisky |

Task 4. Now match the options with the food. Make up short dialogs.

- | | |
|--------------------------------------|-------------|
| • boiled/grilled/roasted/fried | 1. sauce |
| • spicy/bland | 2. potatoes |
| • rare/medium rare/well
done | 3. meat |
| • boiled/fried/baked | 4. pasta |
| • salty/sweet | 5. steak |

Task 5. Read the following dialog at a conference. Make up a similar dialog.

A: Jane, I'd like you to meet one of our best customers, Linda Erickson from SPT in Sweden.

B: Hello, Linda. Nice to meet you. I've heard a lot about you.

C: Not all bad I hope!

B: Not at all. It's good to be able to put a face to a name.

C: Absolutely!

Task 6. Look at the expressions below. Which are said by a) a host? b) a guest? Match the sentences in logical pairs.

1. Can I get you a drink?
2. Yes, it's just down there on the left.
3. It all looks good. What do you recommend?

4. Would you like me to show you round?
5. Help yourself to some food.
6. Would you like to have dinner with us tomorrow night?
7. Yes, please. I'll have a white wine.
8. Can I have a lift to the airport?
9. Yes, I'd love to see some of the sights.
10. Could you tell me where the toilet is, please?
11. How's business?
12. Yes, that would be wonderful!
11. It's very kind of you to offer, but there's a taxi coming for me at 11.00.
12. We are having a great year.

Task 7. Work in pairs. Role-play the conversation below. You are at a conference. You recognize someone you met at a conference two years ago. Introduce yourself and make small talk.

Participant A

- You met B two years ago at a conference on Customer Care in Frankfurt.
- You own a small firm, which sells office equipment.
- It's your first day at the conference – you arrived late last night.
- You haven't seen the city yet.
- You are staying at the Grand Hotel in the city centre (a good choice: room service and the facilities are excellent).
- You are leaving in three days time.
- The conference will be very interesting.

Participant B

- You met A two years ago at a conference on Customer Care in Frankfurt.
- You are the sales manager for a large telecommunications company.
- You have been at the conference for three days.
- You have visited the city (beautiful old cathedral, interesting museum, excellent restaurants, but very expensive).

- You are staying at a small hotel outside the city (a bad choice: room too small, too far from the centre of the city).
- You are leaving tomorrow.
- The conference is boring – the speakers talk too much and go overtime.

Task 8. Match the phrases with the definitions. Make up sentences with each of them.

- | | |
|-----------------------------|---|
| • to call off an event | 1. to walk through it, looking at different rooms and the furniture in them |
| • to cut down on cigarettes | 2. to accept it |
| • to look round a house | 3. to get rid of them because you no longer need them |
| • to take up an invitation | 4. to cancel it because it won't take place |
| • to throw out old files | 5. smoke less than before |

Writing

Task 9. You organize a conference at the Plaza Hotel and Conference Centre. Write a letter (about 100 words) to the manager, Michael Rey, containing these points:

- thank Mr. Robinson for making the conference a success
- the staff were friendly and helpful
- all equipment in the conference rooms worked
- comment on the quality of the food in the two restaurants and the speed of the service (very important at lunchtime when participants only had 45 minutes for lunch)
- thank Mr. Robinson again
- end suitably

The plan of a letter:

Name of the recipient his or her address	Name of your organization Its address Date
Dear Mr. Robinson	
Re (regarding):	
First paragraph: use the pronoun 'we' when writing for your company. This is more formal than 'I'.	
Second paragraph.	
Endings:	
<i>BrE:</i> when you know the name of the recipient: <i>Yours sincerely</i>	
When you don't know the name of the recipient: <i>Yours faithfully</i>	
<i>AmE:</i> <i>Yours truly</i> <i>Sincerely</i>	
Sign the letter with both first and second names. Then print your name and position under the signature.	

Unit 9: Organizational culture

Pre-reading activities

Task 1. Every organization, every business has its particular culture. Organizational culture combines aspects of an organization with its particular culture. Label each of the following as part of 'organization' (O) or as part of 'culture' (C).

1. values _____
2. having a clear structure _____
3. beliefs _____
4. formal sources of authority _____
5. assumptions and attitudes _____
6. norms _____
7. objectives, common purpose _____
8. relationship between centre and periphery _____
9. shared experience _____
10. the system _____

Task 2. Complete the dialog below using words from task 1.

- How is organizational culture created? What is it?
-- Organizational culture is a set of basic a_____, or what people think in a company or organization.
-- So it's based on common v_____?
-- That's right. Everyone learns these over time. They learn the way of doing things, the n_____.
-- And everyone agrees that they are right?
-- Generally yes.
-- And where do they come from?
-- From shared experience. From history, tradition and common b_____.
-- And new employees usually learn the same things? They learn the s_____?
-- Exactly. Everyone learns the same organizational culture.

Task 3. Company A and Company B have broadly opposite organizational cultures. For characteristics 1 – 6 fill in the gaps with a word which contrasts with the word in bold type in the opposite column. For 7 – 10, complete the phrase so that it contrasts with the idea in the opposite column.

	Company A	Company B
1.	A modern manufacturing company	A t_____ manufacturing company
2.	A f_____ company structure.	A hierarchical company structure.
3.	An open company with fluid communication channels.	A c_____ company with clearly defined communication channels.
4.	There are i_____ meetings to decide policy.	There are informal meetings to decide policy.
5.	There are general guidelines for employees to follow.	There a lot of r_____ and r_____ for employees to follow.
6.	The business is m_____ -driven.	The business is product -driven.
7.	Communication channels work in all directions, including sideways.	Communication channels are t_____ -d_____.
8.	Work is organized through a f_____ system of teams, with a lot of exchange between teams.	Work is organized through a rigid system of d_____ with little exchange between them.
9.	C_____, and innovative and dynamic work are highly valued.	Productivity and financial success are highly valued.
10.	People are valued above s_____.	Systems are valued above p_____.

Task 4. Learn the active vocabulary.

1.	dimensions	измерения
2.	power distance	распределение полномочий
3.	inequality	неравенство
4.	measure	мера, степень
5.	uncertainty avoidance	предотвращение ситуаций неопределенности
6.	threat	угроза, опасность
7.	masculinity	мужественность
8.	femininity	женственность
9.	assertive	настойчивый, самоуверенный, напористый
10.	competitive	соперничающий
11.	caring	оказание помощи
12.	concern for the environment	озабоченность состоянием окружающей среды
13.	rigid rule-based behavior	поведение согласно строгим правилам
14.	ascription-based	основанный на приписывании качеств

Reading / comprehension activities

Task 5. Read, translate the following text and try to retell it.

Developing organizational structure

Hofstede wrote about culture as 'collective programming' which affects behavior'. Here is a brief summary of Hofstede's work as applied to organizations. Hofstede identified four dimensions of culture. These are power distance, uncertainty avoidance, individualism and masculinity.

The first, power distance, is a measure of inequality in organizations. It depends on management style, and reflects a measure of openness and effective communication between managers and subordinates. The second, uncertainty avoidance, is a measure of how much people feel that new unusual situations are a threat. Individualism is a measure of how much the organization has an individualist or collective ethic. The last one, masculinity, is

contrasted with femininity. This is a measure of how much the organization is assertive or competitive. Assertiveness and competitiveness are seen as masculine indicators. In contrast, caring and stress on quality of life and concern for the environment are seen as feminine characteristics.

Trompenaas describes seven aspects of culture that affect behavior.

1. **universal**: relationships are fluid and flexible depending on situation; **particular**: relatively rigid rule-based behavior;
2. **individual**: society is oriented towards individual wants and needs; **collective**: society is based on the whole community;
3. **neutral**: people are reserved and do not easily express feelings; **emotional**: it is common to express feelings openly;
4. **diffuse**: the whole person is involved in the business relationship and it takes time to build the relationship; **specific**: business relationships are limited and contractual;
5. **achievement-based**: recent or past successes are highly valued; **ascription-based**: status, age, gender or education matter more than particular success;
6. **past-oriented**: history and past experience are more important to create the future; **potential-oriented**: current experience and potential are considered to create the future;
7. **environment**: the extent to which individuals affect the world, or how much the world affects individuals.

Vocabulary activities

Task 6. Divide the following styles of behavior into pairs of opposites. Which five of these styles do you think are generally preferable for managers?

- a. being group oriented
- b. being cautious and careful
- c. being decisive and able to take rapid individual decisions
- d. being individualistic
- e. being assertive, authoritative, ruthless and competitive
- f. being happy to take risks
- g. being good at listening and sensitive to other people's feelings
- h. being intuitive
- i. being logical, rational and analytic

j. liking consensus and conciliation

Task 7. Now look at the following list of qualities. Which are the most important for a manager? Which of these qualities do you think you have? Which do you lack? Which could you still learn? Which do you have to be born with? Do any of these qualities seem to you to be essentially masculine or feminine?

- k. being competent and efficient in one's job
- l. being friendly and sociable
- m. being a hard worker
- n. being persuasive
- o. having good ideas
- p. being good at communicating
- q. being good at motivating people
- r. being good at taking the initiative and leading other people

Task 8. Make a list of the five most important qualities of a manager from a. to r. Give reasons for your choice.

- 1.
- 2.
- 3.
- 4.
- 5.

Task 9. What are the nouns related to the following adjectives? Make up several sentences with these word combinations.

1. analytic _____
2. assertive _____
3. cautious _____
4. competent _____
5. efficient _____
6. individualistic _____
7. intuitive _____
8. logical _____
9. persuasive _____
10. rational _____
11. ruthless _____
12. sensitive _____

Task 10. Imagine yourself in the following situations. In each case you can either agree to the suggested action, or refuse. After you choose, look at the paragraph indicated in the next task.

Business ethics

1. Everybody expects the government to change at the next election. The Chairman suggests that all the members of the board should start 'winning and dining' politicians expected to form the next government - i.e. inviting them for expensive restaurant meals, in order to explain to them the company's situation and problems.

Agree > k Refuse > f

2. Someone suggests that the easiest way to find out what competitors are doing is secretly to pay one of their staff to take pictures of their production processes.

Agree > d Refuse > h

3. The manager of a foreign subsidiary explains that to get quick planning permission to build a new factory it is necessary to give a few cash 'presents' to local officials. \$10,000 will save a year of bureaucratic difficulties.

Agree > g Refuse > r

4. Whenever there's a north wind, foul-smelling sulphur dioxide emissions from one of your factories pollute a nearby town. The local authorities ask you to fit filters on your chimneys, but this will cost at least \$300,000, the equivalent of six months' profit.

Agree > c Refuse > n

5. You could save 15% of your production costs by closing a factory in a small town where you are a major employer, and relocating to a cheaper developing country. This would result in 1500 people losing their jobs in one town, and 1200 jobs being created in another.

Relocate > e Remain > p

6. You discover that one of your suppliers in a developing country employs children as young as nine years old in its factory, in appalling working conditions. They say that if you cancel your orders they will have to close the factory and the whole village will lose this major source of income.

Cancel > m Continue > a

7. Your products are now of such high quality that they last for at least ten years, and your sales are consequently lower than they used

to be when your products were less durable. Someone suggests using cheaper components that won't last quite so long.

Agree > i Refuse > q

8. You have produced a huge quantity of toys under an exclusive contract to tie in with a major new Hollywood movie. But just before the film is released, you discover that pieces of the toy can be broken off and that young children could swallow them and even choke to death.

Sell the toy > b Withdraw the toy > j

9. Your major competitor is about to manufacture a product using a revolutionary new production process. Someone suggests advertising for a Production Manager, even though the job is not available, hoping your competitor's staff might apply, and give you some useful information in an interview.

Agree > o Refuse > l

Task 11. Now check your answers and compare your results with the results of other students in the class. Discuss your choices and your results.

a. Are you familiar with the concept of "ethics"?

Lose 3 points.

b. Are you joking? Murderer!

Lose 5 points.

c. Congratulations, on your ecologically-sound decision. Unfortunately, the shareholders are unhappy, and start selling their shares, whose price drops 15%!

Lose 1 point.

d. Industrial espionage is unethical and illegal and is for losers.

Lose 3 points.

e. In the long run, you have to reduce costs to remain competitive. This is probably the right decision, but you don't really expect any points for making 1500 people jobless, do you?

f. Lobbying politicians on this scale is perfectly legal. Your refusal could be damaging for the company.

Lose 2 points.

g. Paying someone to ensure a necessary service is not the same as bribing companies or politicians to win contracts, and is sometimes

necessary. But you'll have to think of something else to put in the accounts than "Bribes: \$10, 000"!

Score 1 point.

h. Quite right. You would be encouraging someone to break the law.

Score 2 points.

i. Selling products with built-in obsolescence is not only ethically dubious, but is also a short-sighted move if your competitors retain a reputation for durability and quality.

Lose 3 points.

j. This is a very costly decision, but the only one possible.

Score 4 points.

k. This is called lobbying. Most large companies do it.

Score 1 point.

l. This is not illegal, and if your competitor's employees give away secrets, they are guilty, not you. Besides, your competitor could make them sign contracts forbidding them to work for you within a year of leaving their company.

Lose 1 point.

m. This is the right decision. It is your supplier's responsibility to ensure that his business continues, by not employing children in his factories.

Score 1 point.

n. What is six months' profit compared with your local community's health and quality of life?

Lose 3 points.

o. Why not? Nobody's forcing anyone to apply for the job or to be indiscreet.

Score 1 point.

p. You are ensuring that your company will become uncompetitive.

Lose 1 point.

q. You are right to refuse, for long-term marketing reasons as well as ethical ones.

Score 2 points.

r. You have cost your company thousands of dollars by refusing to comply with a local custom.

Lose 3 points.

Grammar: Expressions ‘unless’, ‘as long as’, ‘provided/ providing (that)’

‘**Unless**’ means ‘except if’

Don’t process the data **unless** they ask you to do it.

Unless you work harder we won’t be able to finish this project on time.

‘**As long as**’, ‘**provided/ providing (that)**’ mean ‘but only if’

You can do it yourself **as long as** you do it carefully.

Providing (that) she knows all the facts she can draw meaningful conclusions.

Using this technique is very convenient **provided that** you are familiar with it.

Task 12. Rewrite the sentences using the expressions above.

1. You must listen carefully or you won’t know what to do.
2. We must hurry or we’ll miss the train.
3. I’m going to the party only if you go too.
4. She will give you the information only if you ask her questions.
5. My salary must be increased or I’ll look for another job.
6. You are allowed into the club only if you are a member.

Task 13. Translate into English.

1. Вы должны внимательно слушать, а то вы не будете знать, что делать.
2. Вам разрешено заходить в этот клуб, только если вы являетесь его членом.
3. Использование этой техники обработки информации очень удобно при условии, что вы хорошо с ней знакомы.
4. Я буду искать другую работу, если моя зарплата не будет увеличена.
5. Только если ей известны все факты, она сможет сделать важные выводы.

Discussion: Company Structure

Task 1. Read the following text. Then complete the chart using the information from the text and the words from the box.

Most companies are made up of three groups of people: shareholders (who provide the capital), the management and the workforce. At the top of the company hierarchy is the Board of Directors, headed by the Chairperson or President. The Board is responsible for policy decisions and strategy. It will usually appoint a Managing Director or Chief Executive Manager, who has overall responsibility for the running of the business. Senior managers or company officers head the various departments or functions within the company, which may include the following.

- a. marketing
- b. public relations
- c. information technology or IT
- d. personnel or human resources
- e. finance
- f. production
- g. research and development.

The management structure of a typical company is as follows (from top to bottom):

Managing Director President Board of Directors
Senior management Middle management
Chief Executive Manager

1
2
3
4
5
6

Task 2. Circle the word that does not belong in each group:

1. firm 2. company 3. society 4. subsidiary
1. salary 2. manager 3. engineer 4. employee
1. finance 2. product 3. planning 4. marketing
1. ship 2. assemble 3. customer 4. purchase
1. plant 2. facility 3. patent 4. factory

Task 3. Match the following definitions to the groups of three words that you identified above.

- a. manufacturing sites ____
- b. stages in the manufacturing process ____
- c. people who work in a company ____
- d. types of business organization ____
- e. different departments in a company ____

Task 4. Match each of the following words that you circled with the following definitions.

1. _____ payment for work, usually monthly
2. _____ an item that has been made
3. _____ an organization or club with members who share similar interests
4. _____ a document that gives the exclusive right to make or sell a new product
5. _____ a person who buys goods or services

Task 5. Explain in your own words the structure of most companies using the word combinations from the previous tasks.

Task 6. Match the word combinations and its definitions:

• to be composed of	1. to state and carry out
• in accordance with	2. to have a head or a supervisor
• to maintain price stability	3. to be responsible for
• to define and implement	4. to consist of
• to be headed	5. money charged or paid for the use of money, expressed as a percentage
• to be in charge of	6. conforming to a law or regulation
• interest rate	7. to keep prices stable

Unit 9: check-up

Translate into Russian:

Values, beliefs, formal sources of authority, assumptions and attitudes, shared experience, hierarchical company structure, fluid communication channels, to decide policy, productivity, financial success, inequality, masculinity, femininity, caring, ascription-based aspect of culture, decisive and able to take rapid individual decisions, liking consensus and conciliation.

10 points.

Translate into English:

измерения –

распределение полномочий –

мера, степень –

предотвращение ситуаций неопределенности –

угроза, опасность –

настойчивый, самоуверенный, напористый –

соперничающий –

озабоченность состоянием окружающей среды –

поведение согласно строгим правилам –

быть дружелюбным и общительным –

10 points.

Translate into English:

1. Использование этого метода очень удобно, при условии, что вы хорошо знакомы с ним.

2. Вы сможете зайти на лекцию, только если придете вовремя.

3. Мы сделаем работу при условии, что вы заплатите прямо сейчас.

4. Только если ты владеешь информацией, ты сможешь сделать правильные выводы.

5. Не делай эту работу, пока они не попросят.

10 points.

Business English: Meetings

Task 1. Complete the dialogue using the words in the box:

agenda apologies approves arising
attend call consensus informally
items minutes proxy quorum

A: So how do staff meetings work in this department, then?

B: Well, we have them monthly, and everybody is supposed to (1) _____. If we want to discuss something we tell the secretary beforehand, and she puts it on the (2) _____. We all receive this about a week before the meeting, along with the (3) _____ of the last meeting.

We begin the meeting by signing a list of the people present, and the Chair reads out a list of (4) _____ received from people who can't come.

A: The Chair?

B: Yes. Since our head of department is a woman, instead of saying "Chairman," or "Madame Chairman," we just say "Chair." Some people say "Chairperson" but "Chair" is shorter.

The first two items are usually to ask the meeting whether everyone (5) _____ of the agenda, and of the minutes of the previous meeting. If necessary we then discuss matters (6) _____ from the minutes.

We then go through the (7) _____ on the agenda. The last one is always A.O.B., or Any Other Business, so we can add things that haven't been included on the agenda. For important decisions, if we can't reach a (8) _____ we have a vote. If there's a tie, if the votes are even, the Chair has a casting vote.

B: And if you can't be there, can you ask someone else to vote for you?

A: Oh, no. We don't have (9) _____ votes. You have to be there. Especially as we need 50% of the staff to have a (10) _____, without which nothing can be voted on and no decisions can be taken.

B: And you only have them once a month?

A: Well, I suppose we could (11) _____ an emergency meeting if there was something urgent to discuss, but it hasn't

happened recently. You know, most of us work individually, we have our specific jobs to do, and we don't need to discuss too many things with the whole department. We collaborate (12) _____ when necessary, like we're doing now, and only have meetings to discuss things that concern everybody. Otherwise, meetings are a waste of time. I still remember a line from Peter Drucker, the management theorist. He once wrote, "You can either work or meet. You can't do both at the same time."

Task 2. Which of the following do you agree with?

Successful meetings

1. The best number for a meeting is six people or fewer.
2. Never have food or drink during a meeting.
3. Always start and finish a meeting on time.
4. You should sit round a table when you have a meeting.
5. A meeting must always have a leader.
6. At a formal meeting each person should speak in turn.

Task 3. Work in groups. Imagine a company, think of its name and products. Then hold the meeting. You should discuss 2 problems: 1) the date of the launch of a new product; 2) marketing strategy: selling price, target consumer, advertising, sales outlets. Use the following phrases.

Chairperson:

Beginning the meeting

Can we start please?

Right, let's begin.

Stating the aim

The main aim of the meeting is to decide the date of the launch.

The purpose of this meeting is to discuss our marketing strategy and decide which sales outlets we should target.

Asking for comments

Let's hear a few more views.

What do you think when are we going to launch this product?

How do you feel about this?

What's your view on this problem?

Changing the subject

Let's move on now to marketing.

The next item on the agenda is promotion and price.

Clarifying

What do you mean by ...?

Sorry, I don't quite understand.

Summarizing

I think in balance we agree that we prefer the earlier date.

OK, let's summarize.

Right, let's recap ...

Participants:**Giving opinions**

I think ...

I'm in favor of ...

In my opinion....

Making suggestions

Perhaps we should

We could...

I suggest we launch this product in May or June.

Agreeing

I think you are right.

I totally agree.

Disagreeing

I don't know about that.

I'm afraid I don't agree.

Interrupting

Hold on a moment.

Can I say something?

Module 3. Individual work

1 variant

Task 1. All the words in the box form strong collocations with the word *business*. Complete the sentences below using words from the box:

Business collocations

Verbs: do get down to give go into go out of set up in
Adjectives: big core
Nouns: card class cycle ethics hours leaders partners plan school trip

1. English language teaching is _____ business in this town. Thousands of students come here every year.
2. There's such a lot of bureaucracy, so many regulations, so much red tape, it's almost impossible to _____ business there.
3. I travel business _____ because it's comfortable, and I arrive relaxed and ready to _____ business straight away.
4. Look, I told you, we have to invite him for dinner because I think he's going to _____ me a lot of business.
5. She has such good ideas she really ought to _____ business.
6. She's over in Hong Kong looking for new business _____.
7. That's the last time I go on a business _____ to Canada in January: I waited two days in the airport for the snow to stop.
8. The bank refused to lend me any money because they weren't convinced by the business _____ I showed them.
9. The opposition spokesman claimed that the government had clearly lost the confidence of business _____.
10. He _____ business just three days after leaving business _____.
11. The trouble with this job is that I deal with Japanese and Latin American customers who phone me at home at night, because they're in bed during our business _____.
12. Wait a second, let me give you my e-mail address; I don't think it's on my business _____.

13. We're going to divest the subsidiaries we bought in the 1980s and concentrate on our _____ business.

14. Well, if there isn't an upturn in the business _____ soon, about a quarter of the firms in this town are going to _____ business.

15. We seem to have different conceptions of business _____. I'm talking about our responsibilities to our employees; you're talking about maximizing profits.

Task 2. Match the nouns in the box with as many as possible of the verbs below to make common verb, noun collocations. Many of the nouns can follow more than one of the verbs.

proposals	resources	responsibilities
staff	sales	subordinates
tasks	targets	a profit
decisions	contracts	jobs
people	objectives	performance
competitors	results	markets

1. allocate
2. analyse
3. communicate
4. delegate
5. develop
6. forecast
7. make
8. measure
9. motivate
10. negotiate
11. perform
12. set
13. supervise
14. train

2 variant

Task 1. Complete the sentences below using words from the box:

Management verbs

**control sack set recruit delegate plan allocate measure
comply pay train negotiate supervise fire manage promote
motivate forecast employ report to**

1. Managers have to _____ the work of their subordinates, and offer help and guidance where necessary.
2. Managers have to _____ the performance of their staff, and compare it with the objectives that have been established.
3. Managers have to decide how much to _____ their subordinates.
4. Before deciding to offer a new product or service, it is necessary to _____ the potential sales.
5. Another verb for dismissing someone for bad work in British English is to _____ him or her.
6. One of the most important responsibilities of managers is to _____ their staff, so that their competence and performance improves.
7. Another verb for dismissing someone for bad work is to _____ him or her.
8. Managers cannot do everything themselves; they have to know how to _____ responsibilities.
9. Managers have to ensure that employees _____ with the organisation's rules and regulations.
10. An essential task of management is to _____ the organisation's resources among the different tasks, functions or departments.
11. Top managers and department heads have to _____ for the future.
12. It is often the responsibility of the personnel department to _____ new members of staff.
13. Financial managers have to _____ the rise in departmental spending.

14. Perhaps the most important task of managers is to _____ the staff who report to them, so that they continue to work well, or even better.
15. Top managers have to make sure that they _____ efficient junior managers, so that they don't leave and go to work for a competitor.
16. Top managers have to _____ a company's long term objectives.
17. The owners of companies - shareholders - generally hire other people to _____ them.
18. Most people in a company _____ a line superior.
19. One of the most important skills of a manager is to know how to _____ with unions, suppliers, customers, and so on.
20. To offer people paid work is to _____ them.
21. At the end of the year, department managers usually have to _____ the performance of their staff.

Task 2. Which is the odd one out in the following lists of verbs? Give your reasons.

1. appoint, engage, employ, hire, interview, recruit, select, take on

2. dismiss, fire, layoff, make redundant, sack, transfer

3. achieve, attain, reach, meet, set

4. appraise, assess, evaluate, instruct, measure

Task 3. Make up sentences with any three verbs from the previous task.

Texts for listening and comprehension activities.

Text 1. International English

Speaker 1. Well, to be honest, learning English isn't my idea of fun. I mean, rock concerts are fun. Learning English isn't fun. It's hard work. But it's worth it. I don't need English every day in my job right now. But if I want to get on in my career, I know I'm going to need it more and more. English is where the money is, so I just think of it as an investment in my future. We Swiss are very practical like that.

Speaker 2. Well, I accept that English is the language of the media, but I'm not so sure about business. Personally, I know a lot of business people who speak almost no English at all. 25 % of the world speaks English. OK, but that means 75 % don't. The way I see it, if I'm trying to sell you something, I should speak your language. But if you come to Ecuador to sell me something, then you should speak Spanish.

Speaker 3. Coming from a tiny country like the Netherlands means we've always had to speak foreign languages. So it's nothing new for us. The same goes for people from Luxembourg, Belgium, Scandinavia. Eighty per cent of Dutch people speak English. Most of us speak some German too, or French. We certainly don't expect anybody to speak Dutch! In fact, the firm I work for recently introduced English as the official company language. So now I speak English all day – to other Dutch people!

Speaker 4. I'm afraid I really don't like English that much. I find the pronunciation very difficult. It's certainly not as beautiful a language, which is Italian. And, anyway, I think it's more difficult as you get older to learn foreign languages. But my company wants me to learn English, so I don't really have much choice. If a quarter of the world speaks it, I suppose I must too. But I'll always think in Italian.

Speaker 5. I don't know why people who speak European languages complain about learning English. Try learning it when your native language is Korean! Actually, I find I can speak English OK, if I'm doing business with other non-native speakers. But with native English speakers, I do feel at a disadvantage.

Speaker 6. Well, actually, I love English. It's true the pronunciation is quite hard to get right, but the grammar is much simpler than my language, Hungarian – at least at the beginning. That's the thing about English – it's easy to speak a little quite quickly. It gets harder later, of course.

Text 2. Small talk

Extract 1.

A: Good morning everyone. I'd like to introduce you all Dr Alan Winter, who's come over from the Atlanta office to spend a few days at our research center. Welcome to Berlin, Dr Winter.

B: Thank you very much, Wolfgang. It was kind of you to invite me.

A: OK, let's get down to business, shall we?

Extract 2.

A: And then Juventus scored the winner. It was an incredible goal! Did you see the Lazio game last night, Miss Sterling?

B: Yes, I did. Wasn't it a great match? One of the best I've ever seen. But then there's nothing like Italian football.

A: So, you like football, then?

B: Oh, yeah. I love it. In fact, my father was a professional footballer.

A: Really?

B: Yes, he wasn't a superstar or anything, but he played for Leeds.

A: Amazing. Wait till I tell Luigi. Our new partner's father played Leeds United, ha!

B: Where is Luigi, by the way?

A: Oh, he'll be here soon. He's never the first to arrive, not Luigi....

Extract 3.

A: Rain stopped play again yesterday, I see.

B: Sorry?

A: The cricket. They cancelled the match.

B: Oh, they didn't! Well, we certainly haven't seen much cricket this summer.

A: No. Chocolate biscuit?

B: Oh, have you got chocolate ones? Business must be good.

C: Right, everyone. I suppose we'd better get started....

Extract 4.

A: Right, shall we start? First of all, this is Catherine Anderson from London. I think this is your first time in Finland, isn't it Catherine? Or have you been here before?

B: Actually, I came here on holiday once, but that was a long time ago.

A: Well, we hope you enjoy your stay with us. Now there's fresh coffee if you'd like some before we begin...

Extract 5.

A: You know what's going on between our vice-president and our head of finance?

B: they're having an affair?

A: Haven't you heard? I thought everybody knew.

B: No! No one ever tells me anything.

A: I mean, it's not the affair I care about. It's how it affects our meetings. Haven't you noticed?

B: Noticed what?

A: How they always agree on everything.

B: Well, now you mention it....

Text 3. Conversations over lunch

Conversation 1.

- So, Seiji. What's this fugu? It's a kind of fish, isn't it?
- Ah, yes. Er, it's rather unusual, er...
- Traditional Japanese dish, eh?
- Yes, but it's a little exotic. You may not like it.
- No, no, I like trying new things. Fugu sounds good to me.
- I think you'd prefer something else. Fugu can be... a little dangerous.
- A bit spicy, you mean? Ah, I don't worry about that. I love spicy food.
- No, not spicy. It's poisonous.
- It's what?
- Poisonous. If it isn't cooked the right way, yes. Some people love it. And this is a very good

- restaurant, but thirty people die every year from bad fugu. Really, I think you should try something else.
- Yeah, well, sure. I think you're probably right. Maybe I'll have tempura instead.
- Yes, tempura. Much better idea, David.

Conversation 2.

- Now, Hans, we thought you might like to try the local specialty.
- Ah, yes?
- Yes, it looks a little strange at first. But you'll love it. You like shellfish, don't you.
- Well, I like prawns. And the mussels we had the other day were excellent.
- Then you'll really enjoy this. It's squid. But this is not just squid.
- No?
- No, this is something really special. It's served in its own ink – as a sauce.
- It sounds a bit... Actually, I hope you don't mind, but could I have something a bit simpler?
- Well, if you're sure you don't want to try it. It's really very good.
- Yes, I'm sure it is, but...

Conversation 3.

- Now, is there anything you don't eat, Louise?
- Well, I am on a special diet at the moment, Jean-Claude. I hope that's not a problem.
- No, of course, not. This is a very good menu. I am sure we can find something you'll like. What can't you eat?
- Well, I can't eat anything fried. In fact, no fat at all. Nothing made of pastry or cooked in oil. No red meat, of course. Not too much sugar. I can eat white fish but only boiled.
- What about the chicken here? That's very plain and simple.
- Is there a sauce on it?
- Yes, it's a delicious cream and wine sauce.

- No cream, I am afraid. And I'm not allowed any alcohol at all.
- I see. Well, I'm sure they'll serve it without the sauce.
- How's the chicken cooked?
- It's roast chicken, I imagine.
- I can only have grilled.
- I'll ask them to grill it.
- I'd prefer fish really.
- Well, how about the trout?
- Is it boiled?
- No, baked in the oven.
- Hm, I may not like it. What does it come with?
- It comes with potatoes and fresh vegetables.
- Oh, I can't eat potatoes. Vegetables are OK. But no beans and....

Texts for individual reading

Text 1. Management styles

Task 1. Read and translate the text. Make up the vocabulary of this text. Make up a summary of the text.

What makes a good leader or manager? For many it is someone who can inspire and get the most from their staff. There are many qualities that are needed to be a good leader or manager.

- Be able to think creatively to provide a vision for the company and solve problems;
- Be calm under pressure and make clear decisions;
- Possess excellent two-way communication skills;
- Have the desire to achieve great things;
- Be well informed and knowledgeable about matters relating to the business;
- Possess an air of authority.

Do you have to be born with the correct qualities or can you be taught to be a good leader? It is most likely that well-known leaders or managers (Winston Churchill, Richard Branson or Alex Ferguson?) are successful due to a combination of personal characteristics and good training.

Managers deal with their employees in different ways. Some are strict with their staff and like to be in complete control, whilst others are more relaxed and allow workers the freedom to run their own working lives (just like the different approaches you may see in teachers!). Whatever approach is predominately used it will be vital to the success of the business. “An organization is only as good as the person running it”.

There are three main categories of leadership styles: **autocratic, paternalistic and democratic.**

Autocratic (or authoritarian) managers like to make all the important decisions and closely supervise and control workers. Managers do not trust workers and simply give orders (one-way communication) that they expect to be obeyed. This approach derives from the views of Taylor as to how to motivate workers and relates to McGregor’s theory X view of workers. This approach has limitations (as highlighted by other motivational theorists such as

Mayo and Herzberg) but it can be effective in certain situations. For example:

- When quick decisions are needed in a company (e.g. in a time of crises);
- When controlling large numbers of low skilled workers.

Paternalistic managers give more attention to the social needs and views of their workers. Managers are interested in how happy workers feel and in many ways they act as a father figure (pater means father in Latin). They consult employees over issues and listen to their feedback or opinions. The manager will however make the actual decisions (in the best interests of the workers) as they believe the staff still need direction and in this way it is still somewhat of an autocratic approach. The style is closely linked with Mayo's Human Relation view of motivation and also the social needs of Maslow.

A **democratic** style of management will put trust in employees and encourage them to make decisions. They will delegate to them the authority to do this (empowerment) and listen to their advice. This requires good two-way communication and often involves democratic discussion groups, which can offer useful suggestions and ideas. Managers must be willing to encourage leadership skills in subordinates.

The ultimate democratic system occurs when decisions are made based on the majority view of all workers. However, this is not feasible for the majority of decisions taken by a business- indeed one of the criticisms of this style is that it can take longer to reach a decision.

Task 2. Complete the following summary of management styles.

Summary of management styles

	Description	Advantages	Disadvantages
Autocratic	Senior managers take all the important decisions with no involvement from workers	<ol style="list-style-type: none"> 1. 2. Effective when employing many low skilled workers 	<ol style="list-style-type: none"> 1. No two-way communication so can be demotivating 2.
Paternalistic	Managers make decisions in best interests of workers after consultation	<ol style="list-style-type: none"> 1. More two-way communication so motivating 2. 	<ol style="list-style-type: none"> 1. 2. Still quite a dictatorial or autocratic style of management
Democratic	Workers allowed to make own decisions. Some businesses run on the basis of majority decisions	<ol style="list-style-type: none"> 1. 2. Useful when complex decisions are required that need specialist skills 	<ol style="list-style-type: none"> 1.

Text 2. Is Your Management Style Effective?

Task 1. Read and translate the text. Make up the vocabulary of this text. Make up a summary of the text.

When it comes to management, half the battle is knowing when to use the right management style. Some styles tend to focus on people, while others gravitate toward a specific project or product. The management style that ends up working in a particular situation depends on your people skills, knowledge, resources available to you, and the results you'd like to achieve.

It's important to choose the right management style for each situation. Without styles that align with certain circumstances, you may find your business moving more slowly and making costly mistakes.

The following management styles may be effective in getting your people to do their best work:

1. Participatory Style.

Managers using this style give employees tasks to complete from start to finish. For projects in which that is not possible, managers must communicate to each employee how his or her part relates to the larger project. People who understand their role in the bigger picture are often more motivated to complete their tasks.

Explain the details of the project and why the employee's role is essential to it. Solicit their feedback on the task he or she is to complete as well as its significance. People who have the opportunity to be involved in the process are more likely to feel valued and to take ownership of their tasks as part of the project. Another factor that influences people's motivation is their understanding of the tasks. Make it a habit to ask questions that may seem obvious to you – the employees' answers will reinforce that they grasp the project, their task, and their importance.

You may find that the tasks to be done are divided among groups. In that case, try to coordinate the groups so that they know where and how their particular contribution fits into the larger project. Your biggest task as a manager in this case is to minimize problems and other obstacles that are sure to arise. Communicate with the teams that you are willing and able to clear their paths.

Encourage them to inform you of any problems that arise in a timely manner so that you can do so.

Finally, be sure to reward motivation just as you do accomplishments. Letting people know that you value their efforts will help to maintain the momentum that you've built.

2. Directing Style.

Some situations, such as those under a tight deadline or that involves numerous employees, call for a top-down management approach. In the directing style, managers must outline five key goals for their employees: what, how, when, where, and why. Managers must be specific about what their people need to do, how they should do it, where they should do it, why they're doing it, and when it must be finished.

Although you may find this style cold and impersonal, there is still ample opportunity for you to be motivating and accessible. One example would be during role assignment: you should take that as an opening to provide tips to employees or to share experiences you have gleaned from similar projects.

Setting specific expectations and standards is important for this style to work. Make sure you are unambiguous in your communication. Be as detail oriented as possible, and avoid jargon and buzzwords. Clear, short-term goals like "complete four reports each day" are best.

As a manager, you must also be able to make decisions on the fly. For example, you may have to tell an employee to switch from one task to another. This will go over more smoothly if you let your employees know at the start of the project that such shuffling may occur. If they're prepared for it, the transition between tasks is far less disruptive.

3. Teamwork Style.

Managing by teamwork is the best style if you are trying to expedite a project or optimize processes for completing that project. This style motivates people by pooling their knowledge, and often the results far exceed expectations. Teams may be able to solve problems more quickly than a single person could. If a good give-and-take develops within the team, you may be able to replicate that process with other projects.

Coordinated efforts among staff and solid communication are the key to successful teamwork. Presentations and reports must be concise and clear, and they must answer all outstanding questions. It's also very important to understand logistics. However, most important, you as a manager must be willing to give the team credit for its independence and success, and not your management skills.

When employee evaluation time rolls around, you must remember to reward and recognize those employees who collaborated well and maintained a team spirit under pressure.

Task 2. Complete the following summary of management styles.

Summary of management styles

	Description	Advantages	Disadvantages	Advice to managers
Participatory Style				
Directing Style				
Teamwork Style				

Text 3. Leadership styles

Task 1. Read and translate the text. Make up the vocabulary of this text.

Leadership is less about your needs, and more about the needs of the people and the organization you are leading. Leadership styles are not something to be tried on like so many suits, to see which fits. Rather, they should be adapted to the particular demands of the situation, the particular requirements of the people involved and the particular challenges facing the organization.

In the book “Primal Leadership,” Daniel Goleman, who popularized the notion of “Emotional Intelligence,” describes six different styles of leadership. The most effective leaders can move among these styles, adopting the one that meets the needs of the moment. They can all become part of the leader’s repertoire.

Visionary. This style is most appropriate when an organization needs a new direction. Its goal is to move people towards a new set of shared dreams. “Visionary leaders articulate where a group is going, but not how it will get there – setting people free to innovate, experiment, take calculated risks,” write Mr. Goleman and his coauthors.

Coaching. This one-on-one style focuses on developing individuals, showing them how to improve their performance, and helping to connect their goals to the goals of the organization. Coaching works best, Mr. Goleman writes, “with employees who show initiative and want more professional development.” But it can backfire if it’s perceived as “micromanaging” an employee, and undermines his or her self-confidence.

Affiliative. This style emphasizes the importance of team work, and creates harmony in a group by connecting people to each other. Mr. Goleman argues this approach is particularly valuable “when trying to heighten team harmony, increase morale, improve communication or repair broken trust in an organization.” But he warns against using it alone, since its emphasis on group praise can allow poor performance to go uncorrected. “Employees may perceive,” he writes, “that mediocrity is tolerated.”

Democratic. This style draws on people’s knowledge and skills, and creates a group commitment to the resulting goals. It

works best when the direction the organization should take is unclear, and the leader needs to tap the collective wisdom of the group. Mr. Goleman warns that this consensus-building approach can be disastrous in times of crisis, when urgent events demand quick decisions.

Pacesetting. In this style, the leader sets high standards for performance. He or she is “obsessive about doing things better and faster, and asks the same of everyone.” But Mr. Goleman warns this style should be used sparingly, because it can undercut morale and make people feel as if they are failing. “Our data shows that, more often than not, pacesetting poisons the climate,” he writes.

Commanding. This is classic model of “military” style leadership – probably the most often used, but the least often effective. Because it rarely involves praise and frequently employs criticism, it undercuts morale and job satisfaction. Mr. Goleman argues it is only effective in a crisis, when an urgent turnaround is needed. Even the modern military has come to recognize its limited usefulness.

All leadership styles can become part of the leader's repertoire. Leadership styles should be adapted to the demands of the situation, the requirements of the people involved and the challenges facing the organization.

Task 2. Make up a summary of the text in 7 sentences. Speak about each of leadership styles from the text above.

Text 4. What are the common mistakes of new managers?

Task 1. Read and translate the text. Make up the vocabulary of this text.

What are the common mistakes of new managers? Good management has been thoroughly studied and is widely understood, but it is still more honored in its breach than in its practice. Most new managers, in particular, get it wrong.

Harvard Business School Professor Linda Hill studies those who become managers for the first time, and writes perceptively about some of the common myths and misperceptions that lead to mistakes in their early days. Among them:

Myth 1: Managers wield significant authority.

New managers were often standouts in their previous jobs, and as such, enjoyed a fair degree of independence and autonomy of action. With a new job and title, they expect to feel more authority.

Well, surprise! Most new managers report they are shocked by how constrained they feel.

“They are enmeshed in a web of relationships,” writes Ms. Hill in a 2007 Harvard Business article called “Becoming the Boss.” “Not only with subordinates, but also with bosses, peers, and others inside and outside the organization, all of whom make relentless and often conflicting demands on them. The resulting daily routine is pressured, hectic and fragmented.”

She quotes one new leader saying: “Becoming a manager is not about becoming a boss. It’s about becoming a hostage.”

Until new managers give up on the myth of authority, and recognize the need to negotiate their way through a web of interdependencies, they are likely to face frustration and failure.

Myth 2: Authority flows from the manager’s position.

New managers frequently think that what authority they have is conferred by their title. But in fact, writes Ms. Hill, “new managers soon learn that when direct reports are told to do something, they don’t necessarily respond. In fact, the more talented the subordinate, the less likely she is to simply follow orders.”

Over time, good managers find they must earn their subordinates’ respect and trust in order to exercise significant authority. They need to demonstrate to subordinates their own

character, their competence, and their ability to get things done before those subordinates are likely to follow their lead.

Myth 3: Managers must control their direct reports.

New managers, insecure in their roles, often seek absolute compliance to orders from their subordinates, particularly in their early days. But what they learn over time is that “compliance” is not the same as “commitment.” “If people aren’t committed, they don’t take the initiative,” writes Ms. Hill. “And if subordinates aren’t taking the initiative, the manager can’t delegate effectively.

The challenge for managers is to nurture a strong sense of common commitment to shared goals – rather than one of blind allegiance to the managers’ dictates.

Myth 4: Managers must focus on forging good individual relationships. Ms. Hill says managers need to focus not on friendship, but on building a team. “When new managers focus solely on one-on-one relationships, they neglect a fundamental aspect of effective leadership: harness the collective power of the group to improve individual performance and commitment,” she writes. “By shaping team culture – the group’s norms and values – a leader can unleash the problem-solving prowess of the diverse talents that make up the team.”

Myth 5: The manager’s job is to ensure things run smoothly.

Keeping an operation running smoothly is a difficult task, and can absorb all of a new manager’s time and energy. But if that’s all the manager does, writes Ms. Hill, he or she is making a big mistake. “New managers also need to realize they are responsible for recommending and initiating changes that will enhance their groups’ performance,” she writes. “Often – and it comes as a surprise to most – this means challenging organizational processes or structures that exist above and beyond their area of formal authority. Only when they understand this part of the job will they begin to address seriously their leadership responsibilities.”

Task 2. Make up a summary of the text in 6 sentences. Speak about each of myths mentioned in the text above.

Text 5. Theory X and Theory Y

Task 1. Read and translate the text. Make up the vocabulary of this text.

In his 1960 book, *The Human Side of Enterprise*, Douglas McGregor proposed two theories by which to view employee motivation. He avoided descriptive labels and simply called the theories Theory X and Theory Y. Both of these theories begin with the premise that management's role is to assemble the factors of production, including people, for the economic benefit of the firm. Beyond this point, the two theories of management diverge.

Theory X assumes that the average person:

- Dislikes work and attempts to avoid it.
- Has no ambition, wants no responsibility, and would rather follow than lead.
- Is self-centered and therefore does not care about organizational goals.
- Resists change.
- Is gullible and not particularly intelligent.

Essentially, Theory X assumes that people work only for money and security.

Under Theory X, management approaches can range from a *hard approach* to a *soft approach*. The hard approach relies on coercion, implicit threats, close supervision, and tight controls, essentially an environment of command and control. The soft approach is to be permissive and seek harmony with the hope that in return employees will cooperate when asked to do so. However, neither of these extremes is optimal. The hard approach results in hostility, purposely low-output, and hard-line union demands. The soft approach results in ever-increasing requests for more rewards in exchange for ever-decreasing work output.

The optimal management approach under Theory X probably would be somewhere between these extremes. However, McGregor asserts that neither approach is appropriate because the assumptions of Theory X are not correct.

Drawing on Maslow's hierarchy, McGregor argues that a satisfied need no longer motivates. Under Theory X the firm relies on money and benefits to satisfy employees' lower needs, and once

those needs are satisfied the source of motivation is lost. Theory X management styles in fact hinder the satisfaction of higher-level needs. Consequently, the only way that employees can attempt to satisfy their higher level needs in their work is by seeking more compensation, so it is quite predictable that they will focus on monetary rewards. While money may not be the most effective way to self-fulfillment, in a Theory X environment it may be the only way. Under Theory X, people use work to satisfy their lower needs, and seek to satisfy their higher needs in their leisure time. But it is in satisfying their higher needs that employees can be most productive.

McGregor makes the point that a command and control environment is not effective because it relies on lower needs as levers of motivation, but in modern society those needs already are satisfied and thus no longer are motivators. In this situation, one would expect employees to dislike their work, avoid responsibility, have no interest in organizational goals, resist change, etc., thus making Theory X a self-fulfilling prophecy. From this reasoning, McGregor proposed an alternative: Theory Y.

The higher-level needs of esteem and self-actualization are continuing needs in that they are never completely satisfied. As such, it is these higher-level needs through which employees can best be motivated.

Theory Y makes the following general assumptions:

- Work can be as natural as play and rest.
- People will be self-directed to meet their work objectives if they are committed to them.
- People will be committed to their objectives if rewards are in place that address higher needs such as self-fulfillment.
- Under these conditions, people will seek responsibility.
- Most people can handle responsibility because creativity and ingenuity are common in the population.

Under these assumptions, there is an opportunity to align personal goals with organizational goals by using the employee's own quest for fulfillment as the motivator. McGregor stressed that Theory Y management does not imply a soft approach.

McGregor recognized that some people may not have reached the level of maturity assumed by Theory Y and therefore

may need tighter controls that can be relaxed as the employee develops.

If Theory Y holds, the firm can do many things to harness the motivational energy of its employees:

- Decentralization and Delegation - If firms decentralize control and reduce the number of levels of management, each manager will have more subordinates and consequently will be forced to delegate some responsibility and decision making to them.
- Job Enlargement - Broadening the scope of an employee's job adds variety and opportunities to satisfy ego needs.
- Participative Management - Consulting employees in the decision making process taps their creative capacity and provides them with some control over their work environment.
- Performance Appraisals - Having the employee set objectives and participate in the process of evaluating how well they were met.

If properly implemented, such an environment would result in a high level of motivation as employees work to satisfy their higher level personal needs through their jobs.

Task 2. Make up a summary of the text in 6 sentences. Say three sentences about each of the theories from the text.

Text 6. Management Skills

Task 1. Read and translate the text. Make up the vocabulary of this text.

Management Skills are the tools that you will use to improve your career and lifestyle. Management skills are the difference between someone who works 9-5 and earns £25,000 per year, and someone who works the same hours but earns £50,000 per year. They're numerous, they're complicated, and they're difficult to teach, but like it or not, management skills are the skills that literally pay the bills in our economy.

A List of Management Skills (And How to Improve Them)

1. Time Management.

If you can dedicate 3 hours to a task. How much will you achieve in that time? As time is very limited, this management skill will determine how productive you are in your role.

How to improve: Try altering your mood and state of mind, design efficient ways to perform tasks, and use time management tools such as to-do lists effectively.

2. Leadership

Leadership is a wide-ranging concept that broadly describes your influence and effect upon others. As a manager, you will be able to complete tasks more successfully if you have a passionate employee base. Leadership will certainly help you achieve this.

How to improve: Read a vast library of leadership books. 1,000s of business books are published each year, so consult reading guides to get the most of your time spent reading books and learning from the greats.

3. Team-Building

The reality of modern organisations is teaming. The power of teams are now utilised by many companies to aid in roles previously carried out by lone-wolfs. If forming strong teams isn't part of your management style then recognise this as an urgent priority.

How to improve: Team skills will come naturally with experience of teaming, but you can really get an edge by researching social behavioural theory and management theory to understanding the themes behind teaming.

4. Professionalism

When things go awry, your team will look to you to solve their disputes. Managers must be able to act completely professional in tough situations, when the relationship with a customer is on the line.

How to improve: This one simply requires focused thought. Be aware of your actions and when you're liaising with external parties, be on guard. If you're looking for pointers, often the best people to learn from are those above you.

5. Public Speaking & Charisma

Public speaking is a varying element of all management jobs although some will be far more demanding than others on this front. Fear of public speaking remains one of the biggest fears among white-collar workers, and if you feel like you belong in this group – don't let public speaking hold you back.

How to improve: Join a local group for public speaking, similar to the Toastmasters International Association. This will provide you with both theory and experience in as close to a risk-free environment you'll ever get.

Task 2. Make up a summary of the text in 6 sentences. Say one sentence about each of the management skills mentioned in the text above.

Text 7. Theories of motivation

Task 1. Read and translate the text. Make up the vocabulary of this text. Retell it in 6 sentences.

One of the most important elements of any manager's job is to motivate his or her subordinates to do their jobs well and to be productive. Two very well-known theories of motivation among managers are those of Abraham Maslow and Frederick Herzberg.

Self-actualization needs (self-development)
Esteem needs (respect, status)
Social needs (belonging, love)
Security needs (safety, protection)
Physiological needs (food, water, air, sleep)

In *Motivation and Personality* (1954), Maslow identified what he considered to be a hierarchy of basic human needs and classified them under five headings. First come physiological needs such as food, water, air and sleep. If these needs are not satisfied, people will not pursue other needs. The second category is security needs: clothing, shelter, the necessity to be free from danger and physical pain, and - most relevant to management - to be free from the threat of losing one's job. Where these first two categories of needs are satisfied, people feel social needs: to belong to a group, to be liked and loved and accepted by others. Next come esteem needs: people do not only want to be accepted, they want to have self-respect and to be esteemed by others. Maslow believes that people all require power and status, respect and self-confidence. The fifth and highest category concerns self-actualization needs: the desire to develop as a person, to maximize one's potential, and to achieve the goals one has set for oneself. According to Maslow, employees will only be motivated if they are able to realize their goals (concerning creativity, responsibility or whatever) through their work.

As a need is satisfied, it becomes less important. For example, the more money one has, the less motivating it is to earn more - although of course this doesn't stop people wanting it! In fact, pay becomes a social or psychological matter rather than an

economic one. When needs are satisfied, their capacity to reward and to act as an incentive diminishes. In *Work and the Nature of Man* (1966), Frederick Herzberg argued that things like good salaries and fringe benefits, job security, status, good company administration and labour relations, cannot motivate workers. 'Motivators', on the contrary, include things such as having a challenging or interesting job, recognition, responsibility, promotion, and so on.

Clearly, not everybody in manufacturing industry or routine service industry jobs can expect challenging and interesting work or promotion to the highest positions of responsibility. For this reason, many people have disputed Maslow's theory. For example, self-realization and self-actualizing needs are probably far more prominent among university graduates and at higher levels of a company than at lower levels, where social and security needs, and even a desire to avoid responsibility, might be dominant. Not everybody can actualize himself or herself at work. Yet even workers who cannot be, or do not want to be, involved in planning, decision-making, controlling and organizing, can be given a variety of tasks, rather than be expected to perform the same boring, repetitive, mechanical task eight hours a day or more.

Task 2. According to the text, are the following statements TRUE or FALSE?

1. The possibility of losing their job generally motivates people to work harder.
2. Workers need to be accepted and respected by their colleagues and superiors.
3. After a certain point, people are no longer motivated by money.
4. According to Maslow, a good working environment will motivate and fulfill employees.
5. According to Herzberg, providing good working conditions is unnecessary.
6. Educated people are more likely to want to achieve things in jobs.
7. Managers have to ensure that everybody has an interesting job.
8. Switching among several boring, repetitive tasks is better than doing only one.

Text 8. Being a Manager in Ukraine

Task 1. Read and translate the text. Make up the vocabulary of this text. Retell it in 6 sentences.

The basic business style in Ukraine is formal. In other words, in business it is best to adopt a formal approach and cross cultural management should bear in mind that Ukrainians pay close attention to hierarchy and status. In business it is important to be aware of your colleagues' position and rank so that you treat them with the appropriate deference. In most cases it is advisable to have a Ukrainian partner to conduct business. This person makes the initial introductions and helps you wind your way through the serpentine bureaucracy.

The Role of a Manager. Successful intercultural management is more likely to be achieved with some knowledge and understanding of Ukraine's history. Management in countries of the former Soviet Union is a complex, constantly evolving state-of-affairs, each country moving towards a market economy (with its' accompanying protocols) at a different pace.

The transition to a free-market economy has brought about remarkable, but not wholesale changes in the business culture. Generally, among the older generation, you will find deference to authority, coupled with a sense of loyalty and a detached attitude for meeting objectives and goals of the company. Among younger workers, however, you'll find an eagerness to explore the new opportunities that the market has to offer.

Approach to Change. Ukraine's intercultural adaptability and readiness for change is developing all the time. This country is seen to have a medium tolerance for change and risk. The fear of exposure, and the potential of embarrassment that may accompany failure, brings about aversion to risk and because of this attitude, cross cultural sensitivity is going to be required.

Approach to Time and Priorities. Ukraine is a moderate time culture and typically there may be some flexibility to strict adherence to schedules and deadlines. When working with people from Ukraine, in order to achieve successful cross cultural management, it is advisable to reinforce the importance of the agreed-upon deadlines and how that may affect the rest of the organization.

Global and intercultural expansion means that some managers may have a greater appreciation of the need to enforce timescales and as such, agreed deadlines are more likely to be met.

Decision Making. Most businesses retain a hierarchical structure where employees are expected to defer to anyone in a position of authority. Ukrainians have great respect for age and status, which is denoted by position or wealth. The management style may seem dictatorial or autocratic by Western standards. Managers expect their subordinates to follow established procedures without question.

Since the educational system promoted rote learning for many years, employees often lack problem-solving skills. Subordinates are often hesitant to question a manager's instructions. Many older managers prefer to make no decision rather than risk making an incorrect decision.

Boss or Team Player. In post communist countries, there is a tradition of teamwork inherited from the communal aspects of the previous era where groups and work units commonly met together to discuss ideas and create plans. However, those plans seldom resulted in implementation or results, leading to apathy and cynicism among the workers. Today the after-effects are still evident among much of the older generation resulting in a lack of drive and energy. However, there is vibrancy among the younger generation, who seem to be eager to tackle many of the challenges and take the opportunities presented. They will participate in teams and share ideas, but intercultural sensitivity will be needed and it should be understood that they will need to be coached in the process.

Communication and Negotiation Styles. Ukrainians prefer to deal with those they trust; therefore they spend a great deal of time developing the relationship. Patience may be a necessary cross cultural attribute. Hire your own interpreters for meetings and negotiations to avoid any possible cross cultural miscommunication. Most negotiations involve a team, although the most senior Ukrainian is generally the spokesperson. Ukrainians can be tough negotiators. If you let the other side know that you have a time deadline, they will delay even further in an attempt to coerce you into making concessions.

Text 9. Tips on Managing People

Task 1. Read and translate the text. Make up the vocabulary of this text. Retell it in 10 sentences.

The Right Way to Give a Critique. The worst thing you can do if you want to get somebody to listen to you is to criticize him or her. As human beings, we hate being criticized. When attacked we attack back. And we attack even when we are in the wrong. Right or wrong has nothing to do with it.

Many of us fall into the trap of thinking, "I know I am right, so I'm going to tell the others how silly they are!" It's tempting, but it doesn't work. If you have the self-control and the presence of mind to put aside the needs of your own ego and say, "I've got a problem. Will you help me?" you are much more likely to get cooperation from the other person.

The Only Way to Get Anybody to Do Anything. If you want to get something from another human being, you must first do something for them. In other words, you can't win influence unless you first invest in the relationship. So before you need something from someone, make it your business to at least get to know them without making any demands. This doesn't mean invading their privacy but it does mean making the relationship personal. For example, I have learned that I should take my assistant out to lunch occasionally. This is not something I am naturally disposed to do, but unless I show an interest in her as a human being the relationship won't work. (I still don't do it as often as I should!)

If the only time she hears from me is when I want something, then she will form a kind of resistance.

You Are There to Help. If someone comes in to criticize us or get us to raise our game, under what circumstances would we accept that person's critique? That's easy. If I think someone is really trying to help me then I'll listen, I'll engage. On the other hand, if I think someone is just trying to get the job done or make himself or herself look good, I may listen because I need to keep my job, but my heart won't be in it. My creative energies will be depleted.

So the bad news is that you will only have influence over people to the extent that they think you are sincerely trying to help them. It's not a moral point. It's simply how human beings work.

The most influential managers are those who can be convincing to other people that they care about them as people.

Team Players. The most common prima donnas are people who don't want to be team players at all. If they throw a fit about something, they are not really talking about anything specific: they just don't want to have to fit in with others.

If one person won't fit in, the minute you are seen to tolerate their behavior, to tolerate an exception, you as the leader have just given permission to everybody else to do things their own way, too.

You are better off without a prima donna if their actions ruin the teamwork of the whole group. If you want the benefits of collaboration you cannot afford to make exceptions.

Getting the Task Done. Each time you have an interaction with someone there are two things going on: one deals with the immediate topic, getting the task done, and the second is the way in which every interaction affects your relationship with your colleague. It will be advanced, ruined or left neutral.

Bear in mind that you should not sacrifice the task to the relationship. Similarly, just winning on the task is not good if you have ruined your relationship. You've got to do well on both counts.

There is a certain way of saying things. Instead of saying, "You are wrong," you must learn to say, "Might there be another way of looking at this?"

It's about helping the other person save face. And the only way to get anybody to do anything is to make them want to do it. Some people are naturally good at these diplomatic human relations. Sadly, many of us have to learn these skills.

I have pretty much every business degree that the planet has to offer, but no one ever taught me about managing people. That skill I had to learn by trial and error. So for many of us it's a good idea to mentally rehearse our phraseology before we go into a meeting.

Don't Be Paternal/Maternal. There is another trap to avoid. When you are giving feedback to an employee, it is easy to come across as paternal or maternal. Nothing will raise someone's hackles more than being treated like a child.

So, as an exercise, imagine you are going in to give the same critique to your mother or father. Turn it around and respectfully help "Dad" arrive at the right conclusion for himself.

The Domineering Boss. There is a natural temptation for people in charge to say, “This is how I deal with people—like it or lump it.” But if you want to influence others, then it’s about what turns them on, not what turns you on.

On the other hand, there are bad managers who are so good at relating to people that they never actually get the job done. They are too soft and caring to inspire hard work and positive energy.

No Two People Are the Same. You don’t influence everybody the same way. People do things for their own reasons—not for yours. So if you want to inspire someone, you don’t give him or her some wonderful company vision.

Instead, you help them see what’s in it for them. That varies from person to person. Some people are motivated by challenge, some by money and some by the social opportunities afforded by a project. It’s about reading the other person, finding their hot button, not yours.

Interest in People. To be a good manager or team leader you have to have an above-average interest in people. If you are not very interested in people that doesn’t make you a bad person, but you are going to have to work hard to overcome that if you want to be a successful manager.

It’s also about laying down challenges, getting people to stretch themselves creatively and getting people excited about your ideas rather than seeing those ideas as stressful demands.

The best group leaders see themselves as catalysts. They like to accomplish a great deal but understand that they can do little without the combined efforts of others.

A good manager does not see himself as the “people’s boss” but as the leader of a cohesive team of autonomous, creative individuals.

Text 10. Managing People

Task 1. Read and translate the text. Make up the vocabulary of this text. Retell it in 10 sentences.

The effective management of people in an organization requires an understanding of motivation, job design, reward systems, and group influence.

Behavior Modification.

- Operant conditioning is the learning that takes place when the learner recognizes the connection between a behavior and its consequences.
- Positive reinforcement vs. punishment: rewarding desired behavior vs. punishing undesired behavior.
- Negative reinforcement: removing negative consequences from workers who perform the desired behavior.
- Extinction: removing whatever is currently reinforcing the undesirable behavior.
- Reinforcement schedules: variable, erratic reinforcement schemes are more effective than steady reinforcement schedules.
- Classical conditioning: if one gets sick after eating tacos, from that point forward one may get sick from the smell of tacos. People are genetically hard-wired to make certain associations. For example, sickness is associated with food.

Expectancy Theory.

The expectancy theory of motivation models motivational force as the product of three factors perceived by the individual. There is research evidence to support the theory, and it has become relatively widely accepted.

Principal-Agent Problem

In a company, stockholders are principals and managers are agents. The goal of a compensation system is to align principals' and agents' interests. Executives who are compensated based on financial performance may favor diversifying the company since it evens out their incomes. But shareholders can diversify their portfolios on their own if they want.

Promotion Tournaments

The purpose of high executive salaries is to motivate those at lower levels by giving them a goal or prize for which to strive. If

eight people are competing for a position, only one of them has to be paid the big prize, but they all are motivated.

Job Design

Scientific management took all authority away from the workers – no thinking was needed. Skill variety, task identity, task significance, autonomy, and feedback all were missing.

Giving people choices provides more job satisfaction. One way of doing this is to propose an alternative or two that is inferior, and ask for the employee's opinion. An exaggerated example that illustrates this point: in selecting the foundation of a building, the manager, knowing concrete is better, can propose wood. The employee proposes concrete and gains satisfaction from "convincing" the manager of the right decision.

Equity Theory

People care about fairness and are willing to give up money to avoid unfair treatment.

An example of this idea is a game in which one person is handed 100 dollars, and this person must propose to give part of the money to a second person. The first person must propose the amount that he or she will give to the second person, and the second person can accept or reject the offer. If the second person accepts the offer, then it stands as proposed. If the second person rejects the offer, neither of the two people get to keep any of the money. Assuming that the two people never will deal with each other again, the rational decision of the second person is to accept any amount that the first person offers. However, if the first person offers only one dollar, the second person may refuse this low offer simply to punish the first person who is not offering a "fair" split.

Reward Systems

Employees like performance rating distributions in which almost everyone is at the top, but in which a few really get punished. Employees hate systems in which only a few get top ratings.

When people are given higher rewards than what they deserve, at first their performance improves, but then they start reasoning that they really are worthy and begin to slack off.

Efficiency Wages

For lower-level workers, performance increases with increased wages. Efficiency wages are wages set at a higher-than-market clearing wage, set by employers to:

- discourage shirking by raising the cost of being fired
- encourage worker loyalty
- raise group output norms
- improve the applicant pool
- raise morale

Rationalizing Behavior

Cognitive dissonance is the state of conflict that one faces when one's attitudes are contradicted by the situation that one is experiencing. In this situation, people often rationalize anything that is inconsistent in their minds. For example, one may come to love the things for which he or she is poorly compensated in order to resolve the inconsistency of doing something that one does not want to do for below average pay.

Characteristics of Jobs and Work that Substitute for Formal Leadership

In flat organizations, there are fewer opportunities to formally manage the work of others. In this situation, people may become de-motivated because they feel that they are not advancing. However, some environments have characteristics that can substitute for more formal leadership opportunities. These characteristics are:

Professional orientation

Performance feedback provided by work itself

Cohesive, interdependent work groups and advisory panel

Written goals and rigid procedures

Groupthink

Concurrence-seeking may become so dominant in a group that it overrides objective appraisal. In a cohesive group, individuals truly may believe that a bad proposal is a good one without scrutinizing it.

Managing Individual and Group Performance

When one person excels, the others do not look as good. Furthermore, good performance is often "rewarded" with increased quotas.

Glossary

A	
accomplish the organization's goal	достигать цель организации
advertising	рекламирование
afford	позволить себе
allocate resources	распределять ресурсы
allocate and utilize the factors of production	распределять и использовать различные аспекты процесса производства
allocation of working capital	распределение оборотного капитала
ascription-based	основанный на приписывании качеств
aspiration	стремление
assertive	настойчивый, самоуверенный, напористый
asset valuations	оценка активов
assets	активы
B	
balance sheet statement	балансовый отчет
be aware of	знать
be divided	делиться
be in charge	заниматься
be very aware	очень хорошо знать
bear cost (s)	нести расходы
biggest challenge	наибольшая проблема
board of directors	совет директоров
boost	поднимать, стимулировать, увеличивать
business environment	бизнес среда
C	
capacity	мощность
caring	оказание помощи
carry out	выполнять
carrying out the decisions	выполнение решений

cash flow	ПОТОК НАЛИЧНОСТИ
chain of command	система подчинения, субординация
chalk out the plan	набросать план
competitive	соперничающий
complexity	сложность
concern for the environment	озабоченность состоянием окружающей среды
conform to various regulations	согласовываться с различными постановлениями
contingency	непредвиденная ситуация
contingency plan	план мероприятий на случай непредвиденных обстоятельств
contractors	люди, заключающие контракт
cost reductions	сокращение расходов
customize products	изготавливать продукцию
D	
deal with major crises	иметь дело с крупными кризисами
declaration	заявление
deliver	доставлять, поставлять
demand high performance	требовать высокого качества работы
develop human resources	совершенствовать уровень персонала
dimensions	измерения
dissolve	распадаться
distribute	распределять, распространять
distribution channels	каналы сбыта
E	
each successive level	каждый последующий уровень
easily interpreted and understood	доступный и понятный
economy of scale	экономия за счет роста производства
elaborate	сложный

employees	работники, служащие
employee benefits	вознаграждения работникам
employee manual	памятка работнику
enable	давать возможность
ensure	гарантировать
environment	окружающая бизнес среда
equipment requirements	требования к оборудованию
establish and maintain good relations	создавать и поддерживать хорошие отношения
execution	выполнение
expansion	расширение
expend energy	расходовать энергию
F	
face	сталкиваться
feedback	обратная связь
femininity	женственность
financial and political milieu	финансовые и политические круги
fine-tune	точно настраивать
finished products	готовые товары
flexible	гибкий
flexibility	гибкость
floor layout	планировка завода
framework	план действий
G	
gearing ratio	соотношение собственных и заемных средств
guide	руководство
H	
handle	справляться
hierarchy	иерархия
high performer	опытный работник
hiring of staff	прием на работу персонала
I	
immediate subordinates	непосредственные подчиненные

implement	осуществлять
income statements	отчет о доходах и расходах
incompatible	несовместимый
increasing automation	расширение автоматизации
inequality	неравенство
inputs	элементы, необходимые для работы системы
intangible assets	нематериальные активы
internally determined transfer prices	цены для использования только внутри компании
interrelations	взаимосвязи
inventory of parts	запас запчастей
L	
lead time	время производственного цикла
long-term objectives	долгосрочные задачи
M	
maintain stability	поддерживать стабильность
make acquisitions	делать приобретения
market challengers	претенденты на захват лидерства на данном рынке
market followers	компании, не занимающие лидирующего положения на рынке
market research	исследования рынка
market share	доля компании на рынке
masculinity	мужественность
measure	мера, степень
mission	миссия, задача
modify	изменять, модифицировать
N	
normal	норматив
O	
objectives	задачи
obvious purpose	очевидная цель
on schedule	по графику, по плану

operational capability	производственная мощность
outcomes	результаты
outputs	элементы, получаемые в результате работы
P	
pass on responsibility	передавать полномочия
payroll	расчет зарплаты
people of integrity	честные люди
performance issues	вопросы, связанные с производственной деятельностью
performance management	контроль производительности труда
personnel policies	кадровая политика
policy	политика
portfolio	портфель ценных бумаг
power distance	распределение полномочий
price reductions	снижение цены
priority	приоритет
productive capacity	производственная мощность, производительность
profit per employee	прибыль в расчете на одного работника
profitability	доходность, рентабельность
Profits and Loss or P&L	отчет о финансовой деятельности (компании)
R	
raise finance	получать средства
ratio analyse	анализ относительных показателей
raw materials	сырье
reassign	переподчинять
reduce	сокращать
regardless of	независимо от
regulations	постановления
research and development	научно-исследовательская

	работа, исследования и разработки
responsibility	ответственность
retain	сохранять, удерживать
retaliate	принимать ответные меры
return on assets	рентабельность активов
revenues	доходы
review	рассматривать
rigid rule-based behavior	поведение согласно строгим правилам
rules	правила
S	
safety	безопасность (работников)
sales forecasting	прогноз объема продаж
sales promotion campaigns	кампании по стимулированию сбыта
set standards	устанавливать стандарты
short-term decisions	краткосрочные решения
social responsibilities	социальная ответственность
staffing needs	укомплектование персоналом
staff training	обучение персонала
stipulate	предусматривать
stretch product lines	расширить линии продуктов
superior	вышестоящий
supervise	руководить
supplies	материалы
T	
take a plan of action	осуществлять план действий
take into account	принимать во внимание, учитывать
take responsibility	брать ответственность
threat	угроза, опасность
trade-off	компромисс
training and development	подготовка и обучение (работников)
treat the public	относиться к публике, к

	потребителям и покупателям
tremendous changes	огромные изменения
U	
uncertainty avoidance	предотвращение ситуаций неопределенности
use resources	использовать ресурсы
V	
valuation framework	структура оценивания
variety of activities	несколько видов деятельности
vary greatly	сильно отличаться
volatile	изменчивый
volume of output	объем производства
W	
weighted cost of capital	взвешенная стоимость капитала

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