

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ХАРЧОВИХ ТЕХНОЛОГІЙ

АНГЛІЙСЬКА МОВА

МЕТОДИЧНІ ВКАЗІВКИ
до самостійної роботи студентів IV курсу
спеціальності 6.050200 “Менеджмент організацій”
напряму “Менеджмент”
денної форми навчання
(частина 2)

СХВАЛЕНО
на засіданні кафедри
іноземних мов
Протокол №
від

КИЇВ НУХТ 2008

Англійська мова: Метод. вказівки до сам ост. роботи студ. IV курсу спец. 6.050200 “Менеджмент організацій” напряму підготовки “Менеджмент” ден. форми навчання (частина 2)/ Уклад. Л.В. Власенко, Н.О.Божок. – К.: НУХТ, 2008. – 70с.

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Відповідальний за випуск Л.Ю. Шапран, доц..

ВСТУП

Дані методичні вказівки призначені для самостійної роботи студентів IV курсу факультету Економіки і менеджменту спеціальності 6.050200 “Менеджмент організації”

Мета даних методичних вказівок вдосконалення володіння професійною термінологією, переклад та реферування текстів за фахом. Матеріал методичних вказівок орієнтований на активні і інтенсивні методи навчання іноземним мовам.

Методичні вказівки складаються з 11 розділів, кожен з яких містить текст, лексичні вправи та завдання, які спрямовані на опрацювання даної теми.

UNIT 1

Management and Leadership

Exercise 1.

Active vocabulary. Learn the words and phrases given below.

Accomplish goal – виконувати завдання

Subordinate – підлеглий

Cue – сигнал, ключ

Aimlessly – не мати сенсу

Resent – обурюватися

Dignity – гордість, високе звання

Laissez faire – економічна доктрина, при якій вмішання держави в економіку повинно бути мінімальним

Foster – стимулювати

Exercise 2.

Read and translate the text.

Management and Leadership

A manager is a person who is able to get things through others. How he or she accomplishes goals depends on a situation. There is no such thing as leadership traits that are effective in all situations, nor are the leadership styles that always work best. Leadership depends on followership, and followership depends on the traits and circumstances of the follower. In general, though, one could say that good leaders tend to be flexible, able to identify with the goals and rules of followers, good communicators, sensitive to the needs of others, and decisive when the situation demands it.

But every manager has to remember the following rules of leadership so as to become an “effective executive”.

The 12 Golden Rules of Leadership

1. *Set a good example.* Your subordinates will take their cue from you. If you work habits are good, theirs are likely to be too.
2. *Give your people a set of objectives and a sense of direction.* Good people seldom like to work aimlessly from day to day. They want to know not only what they are doing but why.
3. *Keep your people informed* of new developments at the company and how they will affect them. Let people know where they stand with you. Let your close assistants in your plans at an early stage. Let people know as early as possible of any changes that will affect them. Let them know of changes that won't affect them but about which they may be worrying.
4. *Ask your people for advice.* Let them know that they have a say in your decisions whenever possible. Make them feel a problem is their problem, too. Encourage individual thinking.
5. *Let your people know that you support them.* There is no greater morale killer than a boss who resents a subordinate's ambition.
6. *Don't give orders.* Suggest, direct, and request.
7. *Emphasize skills,* not rules. Judge results, not methods. Give a person a job and let him or her do it. Let an employee improve his or her own job methods.
8. *Give credit where credit is due.* Appreciation for a job well done is the most appreciated of "fringe benefits".
9. *Praise in public.* This is where it will do the most good.
10. *Criticize constructively.* Concentrate on correction, not blame. Allow a person to retain his or her dignity. Suggest specific steps to prevent recurrence of the mistake. Forgive and encourage desired results.
11. *Criticize in private.*
12. *Make it known that you welcome new ideas.* No idea is too small for hearing or too wild for consideration. Make it easy for them to communicate their ideas to you. Follow through on their ideas.

The 7 Sins of Leadership

On the other hand, these items can cancel any constructive image you might try to establish.

1. Trying to be liked rather than respected. Don't – accept favours from your subordinates. Don't do special favours trying to be liked. Don't be soft about discipline. Have a sense of humour. Don't give up.

2. Failing to ask subordinates for their advice and help.

3. Failing to develop a sense of responsibility in subordinates. Allow freedom of expression. Give each person a chance to learn his superior's job. When you give responsibility, give authority too. Hold subordinates accountable for results.

4. Emphasizing rules rather than skill.

5. Failing to keep criticism constructive. When something goes wrong, do you tend assume who's at fault? Do you do your best to get all the facts first? Do you control your temper? Do you praise before you criticize? Do you listen to the other side of the story?

6. Not paying attention to employee gripes and complaints. Make it easy for them to come to you. Get rid of red tape. Explain the grievance machinery. Help a person voice his or her complaint. Always grant a hearing. Practice patient. Ask a complainant what he or she wants you to do. Don't render a hasty or biased judgment. Get all the facts. Let the complainant know what your decision is. Double-check your results. Be concerned.

7. Failing to keep people informed. In fact, any one manager may use a variety of leadership styles depending on which he is dealing with and the situation. A manager may be autocratic but friendly with a new trainee; democratic with an experienced employee who has many good ideas that can only be fostered by a manager who is a good listener and flexible; and laissez faire with a trusted, long-term supervisor who

probably knows more about operations than the manager does. To summarize:

- In general, managers have certain traits such as judgment, liveliness, and sociability that differentiate them from nonmanagers, but those traits differ in different managerial situations.
- Different styles of leadership can be used effectively, ranging from autocratic to laissez faire; which style is more effective depends on the people and the situation.
- A truly successful manager has the ability to use a managerial style most appropriate to the situation and the employee involved.

Exercise 3.

Match terms on the right (1-5) with their definitions on the left.

1. manager – a person who leads a group of people, especially the head of a company;
2. leadership – a person working in the area of business mentioned;
3. management - a person who is in charge of running a business;
4. people – the act of running and controlling a business;
5. person - men and women who work in a particular type of job.

Exercise 4.

The definitions (in BLOCK CAPITAL LETTERS) in these sentences have got mixed up. Put them in the right place.

1. When one company joins another to form a larger single company, the new company is the result of a BOTTOM LINE.

2. When one company buys a majority of the shares of another, and so gains control, it has carries out REDEPLOYMENT.

3. When the shares of this second company are bought quietly, without publicity, and usually in the shortest possible time, the first company has carried out a MANAGEMENT BUYOUT. _____

4. The REDUNDANCIES will try to negotiate good conditions for their members in the new company. _____

5. When a company is deciding whether to take over or to merge with another it will examine the accounts very carefully, paying particular attention to the EARLY RETIREMENT, which shows whether or not the company is profitable, and by how much. _____

6. Knowledge that a takeover is likely usually sends TRADE UNIONS up. _____

7. Sometimes, in an attempt to avoid a takeover, senior staff will attempt a DAWN RAID. _____

8. There is usually a number of SHARE PRICE after a merger or takeover. _____

9. As many staff as possible will undergo MERGER and be kept on in the new company. _____

10. Members of staff who do not wish to remain and work in the new company may take the option of TAKEOVER, perhaps with a reduced pension. _____

Exercise 5.

Learn the following words and word-combinations; use them in the sentences of your own.

Company - товариство, компанія

Associated company- дочірнє товариство

Bogus company- фіктивна компанія

Branch company- філія

Bubble company- шахрайське підприємство

Consulting company- дорадча компанія

Holding company- холдинг

Insurance company- страхова компанія

Joint stock company- акціонерна компанія

Limited liability company- акціонерна компанія з обмеженою відповідальністю

Parent company- компанія-засновник

Subsidiary company- дочірня компанія

Trading company- торговий дім, торгова компанія

Unlimited company- товариство з необмеженою відповідальністю

Wild cat company- компанія, що займається аферами.

Exercise 6.

Match the following words and phrases to the definitions.

- | | |
|-------------------------|---|
| 1. cartel | a) to have a slight advantage over your competitor(s); |
| 2. deregulation | b) a market with only one supplier and therefore no competition; |
| 3. monopoly | c) to charge a lower price than your competitor(s); |
| 4. price fixing | d) removing government rules and controls from an industry to increase competition; |
| 5. to be ahead of | e) to gain complete control of a market; |
| 6. to corner the market | f) to be in a better position than your rival(s); |
| 7. to have an edge over | g) a group of manufacturers who combine to stop competition and increase profits; |
| 8. undercutting | h) unfair arrangement to keep prices high. |

Exercise 7.

Read the questionnaire and for each question write a number from 1-5 to show how often you would act in this way. (1=never; 2=rarely; 3=sometimes; 4=often; 5=always).

What is your management style?

1. If my team had to make a decision, I would encourage everyone to participate and I would try to implement their ideas and suggestions.
2. If I had to teach people new tasks and procedures, I would enjoy it.
3. If I was in charge of an important project, I would closely monitor the schedule to make sure it was completed in time.
4. If I was faced with a very challenging task, I would really enjoy it.
5. If I found a good idea in a book on training, leadership, and psychology, I would try to put it into action.
6. If I had to correct an employee's mistake, I would mind upsetting them.
7. If I had to manage a complex task through to completion, I would supervise every detail.
8. If I was in charge of a complex task or project, I would enjoy explaining the details to my employees.
9. If I had to complete a complex project, I would naturally break it up into small manageable tasks.
10. I would achieve my goals, even if it meant upsetting some people.
11. If I was in charge of a project, I would concentrate on building a great team.
12. I would enjoy analyzing problems, if I was put in charge of a very complex project.
13. It would be easy for me to give employees advice on how to improve their performance or behavior.

14. If I had to carry out several complicated tasks at the same time, it would be possible for me.

Exercise 8.

Miyuki Kimura is introducing herself at a training session. Read the text below, and then write questions for the answers.

Hello everybody. I'm Miyuki Kimura and I'm an analyst for a Swiss securities company in Tokyo. I've been working there for three years. I was born in Yokohama in 1962 and I travel to work by train. It takes one and a half hours. In my spare time I play golf and tennis.

I left my last company because it was difficult for a woman to be promoted. The thing that interests me most in my current job is the opportunity to work with some of the top analysts in Japan. My colleagues say I'm a good team member.

- | | |
|-----------------------------|--|
| 1. <u>What's your name?</u> | Miyuki Kimura. |
| 2. _____ | I'm an analysts for a Swiss securities company. |
| 3. _____ | For three years. |
| 4. _____ | In Yokohama. |
| 5. _____ | By train. |
| 6. _____ | One and a half hours. |
| 7. _____ | Golf and tennis. |
| 8. _____ | Because it was difficult for a woman to be promoted. |
| 9. _____ | The opportunity to work with some of the best analysts in Japan. |
| 10. _____ | I'm a good team member. |

Exercise 9.

Rewrite the following sentences, using the *-ing* form of the verb in *italics* and the preposition in brackets.

1. He left the office. He did not *speak* to his boss. (without)
2. She *left* university. Then she got a job with Microsoft. (after)
3. We won't *offer* them a discount. We'll give them better credit terms. (instead of)
4. We managed to expand. We didn't *increase* our debts. (without)
5. He worked in industry for many years. Then he *joined* the government. (before)
6. The company *made* 700 workers redundant. That is how it became more profitable. (by)

Exercise 10.

Choose a word from box A and one from box B to complete the sentences.

A

B

surprisingly	well	qualified	viable
badly	totally	quickly	good
commercially	terribly	designed	illegal

1. He has a PhD and an MBA so he's _____.
2. The results at the end of the year were _____; certainly much better than we had thought.
3. The bank decided that the project was not _____, so they refused to given them a loan.
4. Insider dealing is _____. If they catch you, you could go to prison.
5. The engine on the XR86 was very _____, and the car soon gained a reputation for unreliability.
6. He spoke _____, so I couldn't really understand what he was saying.

Exercise 11.

Say what advice you would give in these situations.

1. Your accountants have made a number of mistakes, and you have to pay the tax authorities a large fine.

I would ask them _____ and I would tell them_____.

2. The 16-year-old daughter of a friend comes to you to ask for advice about what career she should take up.

I would encourage her _____ and I would advise_____.

Unit 2

Management and Managers

Exercise 1.

Active vocabulary. Learn the words and phrases given below.

Engage – наймати, бути зобов'язаним

Work agenda – робоча програма

Unrelenting pace – темп, що не зменшується

Disturbance handler – порушення рівноваги

Tentative goal – попередня ціль

Dimension – вимір, розмір

Sophisticate – фальсифікувати

Exercise 2.

Read and translate the text:

MANAGEMENT AND LEADERSHIP

A manager is a person who is able to get things done through others.

How he or she accomplishes goals depends on a situation. There is no such thing as leadership traits that are effective in all situations, nor are the leadership styles that always work best. Leadership depends on followership, and followership depends on the traits and circumstances of the follower. In

general, though, one could say that good leaders tend to be flexible, able to identify with the goals and rules of followers, good communicators, sensitive to the needs of others, and decisive when the situation demands it.

But every manager has to remember the following rules of leadership so as to become an "effective executive".

THE 12 GOLDEN RULES OF LEADERSHIP

1. SET A GOOD EXAMPLE. Your subordinates will take their cue from you. If your work habits are good, theirs are likely to be too.

2. GIVE YOUR PEOPLE A SET OF OBJECTIVES AND A SENSE OF DIRECTION. Good people seldom like to work aimlessly from day today. They want to know not only what they're doing but why.

3. KEEP YOUR PEOPLE INFORMED of new developments at the company and how they'll affect them. Let people know where they stand with you. Let your close assistants in on your plans at an early stage. Let people know as early as possible of any changes that'll affect them. Let them know of changes that won't affect them but about which they may be worrying.

4. ASK YOUR PEOPLE FOR ADVICE. Let them know that they have a say in your decisions whenever possible. Make them feel a problem is their problem, too. Encourage individual thinking.

5. LET YOUR PEOPLE KNOW THAT YOU SUPPORT THEM. There's no greater morale killer than a boss who resents a subordinate's ambition.

6. DON'T GIVE ORDERS. Suggest, direct, and request.

7. EMPHASIZE SKILLS, not rules. Judge results, not methods. Give a person a job to do and let him or her do it. Let an employee improve his or her own job methods.

8. GIVE CREDIT WHERE CREDIT IS DUE. Appreciation for a job well done is the most appreciated of "fringe benefits".

9. PRAISE IN PUBLIC. This is where it'll do the most good.

10. CRITICIZE IN PRIVATE.

11. CRITICIZE CONSTRUCTIVELY. Concentrate on correction, not blame. Allow a person to retain his or her dignity. Suggest specific steps to prevent recurrence of the mistake. Forgive and encourage desired results.

12. MAKE IT KNOWN THAT YOU WELCOME NEW IDEAS. No idea is too small for hearing or too wild for consideration. Make it easy for them to communicate their ideas to you. Follow through on their ideas.

THE 7 SINS OF LEADERSHIP

On the other hand, these items can cancel any constructive image you might try to establish.

1. TRYING TO BE LIKED RATHER THAN RESPECTED. Don't - accept favours from your subordinates. Don't do special favours trying to be liked. Don't be soft about discipline. Have a sense of humour. Don't give up.

2. FAILING TO ASK SUBORDINATES FOR THEIR ADVICE AND HELP.

3. FAILING TO DEVELOP A SENSE OF RESPONSIBILITY IN SUBORDINATES. Allow freedom of expression. Give each person a chance to learn his superior's job. When you give responsibility, give authority too. Hold subordinates accountable for results.

4. EMPHASIZING RULES RATHER THAN SKILL.

5. FAILING TO KEEP CRITICISM CONSTRUCTIVE. When something goes wrong, do you tend to assume who's at fault? Do you do your best to get all the facts first? Do you control your temper? Do you praise before you criticise? Do you listen to the other side of the story?

6. NOT PAYING ATTENTION TO EMPLOYEE GRIPES AND

COMPLAINTS. Make it easy for them to come to you. Get rid of red tape.

Explain the grievance machinery. Help a person voice his or her complaint.

Always grant a hearing. Practice patience. Ask a complainant what he or she wants you to do. Don't render a hasty or biased judgment. Get all the facts.

Let the complainant know what your decision is. Double-check your results.

Be concerned.

7. FAILING TO KEEP PEOPLE INFORMED. In fact, any one manager may use a variety of leadership styles depending on whom he is dealing with and the situation. A manager may be autocratic but friendly with a new trainee; democratic with an experienced employee who has many good ideas that can only be fostered by a manager who is a good listener and flexible; and laissez faire with a trusted, long-term supervisor who probably knows more about operations than the manager does. To summarise:

- In general, managers have certain traits such as judgment, liveliness, and sociability that differentiate them from nonmanagers, but those traits differ in different managerial situations.
- Different styles of leadership can be used effectively, ranging from autocratic to laissez faire; which style is most effective depends on the people and the situation.
- A truly successful manager has the ability to use a managerial style most appropriate to the situation and the employee involved.

Exercise 3.

Translate into Ukrainian.

Conceptual skills, controlling, effectiveness, efficiency, first-line managers, functional manager, general manager, human skills, idea champion, innovation, entrepreneur, leading, middle managers, network, not-for-profit organizations, project managers, role, sponsor, work agenda.

Exercise 4.

Learn the following words and word-combinations; use them in the sentences of your own.

Control – керування, перевірка

Be beyond (out of) control – вийти з-під контролю

Be in control – контролювати

Establish control (of, over) – установлювати контроль

On-the-stop control – контроль на місцях

Popular control – народний контроль

Process control – керування (виробничим) процесом

Exercise 5.

Complete the telephone conversations with a suitable preposition from the box

at	back	back	by	for	in	to	to
----	------	------	----	-----	----	----	----

1. – Could I speak ___ Mark Andrews, please?
- I'm afraid Mr. Andrews is ___ a meeting at the moment.
2. – Could I leave a message ___ Frank Dawson?
- Yes, of course. What would you like to tell him?
3. – Could you tell him I'll call ___ tomorrow?
- Yes, I'll tell him as soon as he gets ___.
4. – Could you get back ___ me as soon as you have the information?

- Yes, we'll let you know ___ tomorrow afternoon ___ the latest.

Exercise 6.

Match words from each column to make word partnerships which describe activities that leaders involved in.

- | | |
|----------------|----------------|
| 1. co-ordinate | a) activities |
| 2. communicate | b) performance |
| 3. deal with | c) staff |
| 4. delegate | d) strategies |
| 5. issue | e) tasks |
| 6. develop | f) information |
| 7. measure | g) miracles |
| 8. motivate | h) objectives |
| 9. perform | i) orders |
| 10. set | j) crises |
| 11. take | k) decisions |

Exercise 7.

Rearrange each group of letters to give words commonly linked with the word competition.

1. ctuoathrt – cut-throat
2. kene - _ee_
3. sogtrn - ____ng
4. tguoh - __ug_
5. fecrei - _ie__
6. ufiarn - __ai_
7. isnetne – in_____
8. fere - _re_

Exercise 8.

Match the statement on the left with a suitable response on the right.

1. Quality has a lot to do with appearance. a) I agree with you up to a point, but don't forget that their capacity is being cut drastically.
2. I still see that region as a very significant market. b) I'm afraid I can't agree with you there. That's a lot more than we can afford.
3. Our net profits are still up. c) That's right. In fact, they're soaring.
4. I think the companies to watch are the car manufacturers. d) That's out of the question, I'm afraid. It's far too inefficient. We should close it down.
5. So what I suggest is that we give them a 5% increase. e) You're absolutely right. I think we should strengthen our presence there.
6. We just have to invest more in our Belgian plant. f) Yes, I'm in total agreement with you there. We need to make our packing more attractive.

Exercise 9.

Rewrite the sentences using the Present Perfect and a superlative.

1. I have never been to such a long meeting.
2. I have never heard such a boring presentation.
3. I have never dealt with such difficult customers.
4. We have never produced a product as good as this.
5. I have never used a program as simple as this.

Exercise 10.

Read the information and write sentences using the words in brackets.

1. India has a thriving computer sector. After the US, it was... (no.2/ large/ exporter of software/ last year).

2. Korean financial institutions have undergone a revolution recently. The Kookmin bank was... (no.2 profitable company/ Korea/ last year).

3. According to the Sunday Times, Larry Ellison of Oracle has bucked the trend in tech stocks. He is... (no. 3 wealthy/ person/ world).

4. According to the United Nations, AIDS is still spreading rapidly. Statistics show that it is now... (no.4/ big/ killer/ in the world).

Exercise 11.

Fill in the blanks with the correct expression of idioms using the word **hand**.

Idioms with **HAND**

By hand – done by a person and not by machine;

(at) first hand – (used about information that you have received) from sb who was closely involved;

In your hands – in your possession, control or care;

Off your hands – not responsibility any more;

On hand – available to help or to be used;

On your hands – being your responsibility;

On the one hand...on the other (hand) – used for showing opposite points of view;

(get/be) out of hand – not under control;

Out of your hands – not in your control; not your responsibility.

1. I have a problem _____, and I'd like your advice about what to do.
2. At first, some of the strikers on the picket line threw stones at the police; then more joined in and soon the demonstration got _____.
3. We don't use machines at all; everything is made _____.
4. When you arrive at your holiday villa, one of your representatives will be _____ to help you with any problems you may have.

5. I can't stop the court case from going ahead. Everything is now ___ of my lawyer, and I can't discuss it with you.
6. On one hand, a job in England would be a good career move for me. ____, I would miss the people I know here in Milan.

UNIT 3

Labour

Exercise 1.

Active vocabulary. Learn the words and phrases given below.

Labour exchange – біржа праці

Extention – збільшення

Output – випуск (продукції)

Range – діапазон

Take into account – приймати до уваги

Composition – склад

Labour expense – витрати на працю

Gradual – поступовий

Remuneration – оплата праці, компенсація

Solely – виключно

Subject to – наражати

Incentive – стимул, намір

Determinant – визначальний фактор

Exercise 2.

Read and translate the text.

Labour

Labour is human effort – physical and mental –which is directed to the production of goods and services. But labour is not a factor of production, it is

also the reason why economic activity takes place. The people who take part in production are also consumers, the sum of whose individual demands provides the business person with the incentive to undertake production. For this reason when we are considering real-world economic problems it is necessary to treat labour somewhat differently from the other factors. There are social and political problems which have to be taken into account. For example, the question of how many hours per day a machine should be operated will be judged solely in terms of efficiency, output, and costs. The same question applied to labour would raise additional consideration of individual freedom and human rights. It must be borne in mind that it is the services of labour which are bought and sold, and not labour itself. The firm cannot buy and own labour in the same way that capital and land can be bought and owned.

The supply of labour. The supply of labour available to an economy is not the same thing as the number of people in that community. The labour supply is a measure of the number of hours of work which is offered at given wages over some given period of time. It is determined, therefore, by the number of workers and the average number of hours each worker is prepared to offer. Both of these features are subject to change and, at any moment of time, they will depend upon a number of things.

1. The size of the total population. This is obviously very important because the size of the total population sets an upper limit to the supply of labour.
2. The age composition of the population. The age composition of a population takes account of the proportions in the different age groups. Two countries might have the same total populations, but very different age compositions and hence very different numbers in the working age groups.
3. The working population. In many countries the minimum age at which a person may engage in full-time employment is legally controlled. In the

UK this is now 16 years and the normal age for retirement is 65 years (60 in the case of women). The age range 16 to 65 years (or 60 years) covers the working age groups, but this does not mean that the total working population embraces all the people in these age groups.

The working population may be defined as the number of people who are eligible for work and offer themselves for employment.

4. The working week and holidays. The number of people who work (or are available for work) is an important determinant of the supply of labour, but so is the average number of hours each person works. The supply of labour provided by 20 people working for 40 hours is the same as that provided by 40 people working for 20 hours. Other things being equal, the shorter the working week, the smaller the supply of labour.

The gradual reduction in the working week has been accompanied by an extension of the annual holiday period. Again this amounts to a reduction in the supply of labour.

It must not be assumed, however, that a fall in the supply of labour implies a reduction in the output of goods and services. In spite of the decline in the average number of hours worked by each person, output per worker has continued to rise because of improved technology.

5. Remuneration. The relationship between quantity supplied and price is discussed at length later in this book, but for the time being it should be apparent that there will be a relationship between the amount of work offered and the price paid for that work. Generally speaking, when wage rates are relatively low, increases in wages will tend to lead to an increase in the supply of labour, but there comes a point when higher incomes make leisure more attractive. When incomes are relatively high, therefore high wage rates may reduce the amount of labour offered by the individual worker.

Exercise 3.

Answer the following questions.

1. What does the term “labour” involve?
2. Why is it necessary to treat labour somewhat different from the other factors of production?
3. Why cannot a firm buy and own labour in the same way that capital and land can be bought and owned?
4. What is labour supply?
5. How is the supply of labour influenced by the size of the total population?
6. What is the average age for retirement in the UK?
7. How may the working population be defined?
8. What amounts to a reduction in the supply of labour?
9. Why doesn't a fall in the supply of labour imply a reduction in the output of goods and services?
10. What kind of relationship exists between the amount of work offered and the price paid for that work?

Exercise 4.

Translate into English.

Виробництво товарів та послуг, виробничий фактор, економічна діяльність, соціально-політичні проблеми, права людини, таким чином, в будь-який момент, ряд речей, різні вікові групи, повна зайнятість, середня кількість годин, постійне зменшення робочого тижня, збільшення щорічної відпустки.

Exercise 5.

Give the Ukrainian for: human efforts, goods and services, a factor of production, in terms of efficiency, additional considerations, the average number of hours, the size of the total population, full-time employment, legally controlled, an important determinant of the supply of labour, the

gradual reduction, an extension of the annual holiday period, for the time being.

Exercise 6.

Make up the nouns from the given verbs. Give their translation.

Direct, apply, cost, depend, fall, measure, offer, supply, operate, consider, compose, engage, retire, mean, reduce, decline, improve, increase.

Exercise 7.

Choose the correct alternatives to complete the text below.

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) ___ 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 you (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) headhunter | b) headquarters | c) headshrinkers |
| 5. a) openings | b) opportunities | c) vacancies |
| 6. a) apply | b) applicant | 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 |

Exercise 8.

Fill in the table using the statements below.

Leadership Styles and Their Effects

	Leadership Styles	Effects
Autocratic		
Democratic		
Laissez-faire		

Styles

- Leaders make decisions on the basis of group decisions, delegate responsibility, give requests rather than orders, expect co-operation.

2. Leaders leaves group alone to get on with work; do not intervene or attempt to influence them.
3. Leaders make arbitrary decisions, do not consult the group, give orders, supervise closely.

Effects

1. Group is disorganized, did very little work, can be easily demoralized by small problems.
2. Group works hard when a leader is present, stops working when he is absent.
3. Group works steadily, whether supervised or not, employees are helpful with one another, solve problems jointly.

Exercise 9.

What type of a leader can make the following statements?

1. "I prefer to hand my workers the task and let them figure out the best way to solve the problem."
2. "I decide what should be done and how it should be done."
3. "I try to get the opinions of all the members of the group so that we will have a consensus on the best approach."
4. "This interest-in-people approach is all right, but it's a luxury. I've got to keep pressure on for production, and when I get the production up, and then I can afford to make time to show an interest in my employees and their problems."
5. "One way in which we accomplish a high level of production is by letting people do the job the way they want to so long as they accomplish the objectives. Make them feel that they are something special, not just the run of the mill."
6. "I never make any decisions myself. If people know their jobs I believe in letting them make decisions."

Exercise 10.

Fill in the blanks with the verbs in brackets, using the *-ing* form or *to+ infinitive*.

1. There's nothing wrong with the photocopier. It just needs _____.
(service).
2. We need ____ (look) at this proposal very carefully before we make a decision.
3. I'll make a note in my diary so that I will remember ____ (send) you the information you need.
4. I'm not sure if I have met Mr. Martino, but I remember ____ (hear) his name.
5. I will never forget ____ (walk) into the office on my first day at work.
6. Could you take this file to Mrs. Armstrong? I meant to let her have it this morning, but I forgot ____ (give) it to her.
7. He found it very difficult to get work because he was unemployed, and soon regretted ____ (resign) from his previous job.
8. We have appointed another candidate to the post, so I regret ____ (say) that we will not be able to offer you the job.
9. As a company, we always try ____ (provide) our customers with the best service possible.

Exercise 11.

Write a short paragraph one of your or your company's current projects. Talk about what is happening now, what you have already done, and what you haven't done yet. See the example.

We are going to the Frankfurt Book Fair next week. We've reserved a 20-metre stand, so the display will be quite impressive. We have sent most of the stock on ahead, but there are one or two books that haven't come out yet, and we're going to take them with us. We have already arranged a lot of meetings, but there are still a few people that we haven't contracted yet.

UNIT 4

The Division of Labour

Exercise 1.

Active vocabulary. Learn the words and phrases given below.

Aptitude – схильність, здатність

Proficient – досвідчений

Devision of labour – розподіл праці

Lead to – призводити до

Dexterity – сноровка

Devise – винаходити

Performance – виконання

Exercise 2.

Read and translate the text.

The Division of Labour

By far the most striking feature of production in a developed country is the fact that the worker almost never makes a complete product. Labour is divided in the sense that the production process is split into a very large number of individual operations and each operation is the special task of one worker. The principle of the division of labour is now carried to remarkable lengths and the production of relatively simple things may be broken down into hundreds of separate operations.

Adam Smith, writing in the latter part of the eighteenth century, provided what has now become the most celebrated account of specialization. On a visit to a factory engaged in making pins he observed: "One man draws out the wire, another straightens it, a third cuts it, a fourth points it, a fifth grinds the top to receive the head; to make the head requires two or three distinct

operations; to put it on is a peculiar business; to whiten it is another; it is even a trade in itself to put them into paper. The important business of making pins is, in this manner, divided into about 18 distinct operations”.

He estimated that production per day in this factory was about 5000 pins per person employed. If the whole operation had been carried out from start to finish by each employee, Smith estimated that he would have been able to make only a few dozens each day.

Advantages of the division of labour. Why should specialization lead to such great increases in productivity? Smith followed up his description by an analysis which attempted to discover the reasons for the improved performance.

1. A person who spends his or her time performing one relatively simple task becomes extremely proficient at that particular operation. Constant repetition leads to great dexterity, or, as most people would say, “practice makes perfect”.

2. No time is wasted in moving from one job to another. The necessity of moving from station to station, putting down one set of tools and picking up another is eliminated.

3. There is a saving of time in the training of operatives. A man or woman can be trained very quickly for the performance of a single operation.

4. There is a saving of skill. Specialisation means that many different occupations are created, each one of which calls for some particular aptitude. It is possible, therefore, for each worker to specialize in the job for which he or she is best suited.

5. One of the most important advantages of the division of labour is that it makes possible a much greater use of machinery. When a complex process has been broken down into a series of separate, simple processes it is possible to devise machinery to carry out each individual operation. It would be extremely difficult, for example, to construct a machine which would carry out the whole business of making a chair, but once this has been

reduced to series of separate operations, it becomes possible to use electric saws, planning machines, power-driven lathes, etc.

Exercise 3.

Answer the following questions.

1. What is the most striking feature of production in a developed country?
2. Why does specialization lead to great increases in productivity?
3. What does the term "labour" mean?
4. What are the advantages of the division of labour?
5. What is the principle of the division of labour?

Exercise 4.

Translate the word-combinations into English.

Велика кількість операцій, принцип розподілу праці, постійне повторення, економія часу, одна із найважливіших переваг, розподіл праці, разюча властивість.

Exercise 5.

Give the Ukrainian for: the most striking feature, hundreds of separate operations, extremely proficient, the reasons for the improved performance, some particular aptitude, power-driven lathes, a marked layout, a low-cost method of production, extremely vulnerable.

Exercise 6.

Make up the nouns from the given verbs. Give their translation.

Produce, develop, divide, operate, provide, engage, require, specialize, perform, repeat, waste, move, construct, reduce, prefer, control, change, divide, transform, consider, abolish, organize, rotate, increase.

Exercise 7.

Match the verbs with appropriate nouns in the table below. Sometimes there is more than one possibility.

The first is done for you.

	designs	ideas	problems	research	solutions	tests
Analyse		+	+			
Brainstorm						
Carry out						
Come up with						
Conduct						
Develop						
Do						
Find						
Patent						
Solve						
Tackle						

Exercise 8.

Learn the following words and word-combinations; use them in the sentences of your own.

Agreement – угода, договір

Be in agreement – погоджуватися

Dissolve an agreement – розірвати угоду

Come to (conclude, enter into, negotiate, reach, work out) an agreement – укласти угоду

Enter into an agreement – укласти угоду (договір)

Make an agreement (with smb about smth) – домовитися (з кимось про щось)

Rescind an agreement – анулювати угоду

Bilateral agreement – двостороння угода

Corproduction agreement – угода про спільне виробництво

Gentlemen's agreement – усна угода

Hire purchase agreement – договір про продаж на умовах виплати

Tentative agreement - попередня угода

Exercise 9.

Work in groups. Discuss the ethical question below.

You have a shortlist of people for the post of Sales Manager. One of the female candidates is clearly the best qualified person for the job. However, you know that some of your best customers would prefer a man. If you appoint a woman you will probably lose some sales. What should you do?

Exercise 10.

Complete the sentences, using the verbs in the box.

attract	demand	go	increase	inform	miss
prevent	reduce				

1. I need a day off next week _____ to an interview.
2. He decided to take a later train _____ the morning rush hour.
3. I am writing _____ you of our change of address.
4. It is likely that the union will go on strike _____ a pay rise.
5. The company had to move to cheaper offices _____ its overheads.
6. We will have to employ more factory workers _____ production.
7. We have cut the price of our products by 100% _____ more customers.
8. The government may soon raise interest rates _____ inflation growing.

Exercise 11.

Write a short paragraph comparing one of your products or services with a product or service of one of your competitors. See the example.

I work for Darlingtons, a law firm that specializes in commercial property, and our main competitors are Kenworth and Brown. We are not as large as they are, but we have the best taxation department in the City. Because we are smaller, we offer our clients a better service, and our charges are significantly lower.

Unit 5

Exercise 1.

Active vocabulary. Learn the words and phrases given below.

Category – категорія

Responsible – відповідальний

Extremely – надзвичайно

Erode – руйнувати

Inventory – пошуковий

Ultimately – в решті решт

Oversee – передбачати

Project manager – керівник проекту

Research, manager – керівник науково-дослідних робіт

Sales manager – завідувач відділу збуту

Team manager – керівник групи

Top manager – головний управляючий

Works manager – завідувач виробництвом

Exercise 2.

Read and translate the text:

KINDS OF MANAGERS

Managerial jobs in organizations fall into three categories: first-line, middle and top management. These categories can be viewed as vertical

differentiation among managers because they involve three different levels the organization.

Study the vertical levels of managerial hierarchy, (see Figure 1.)

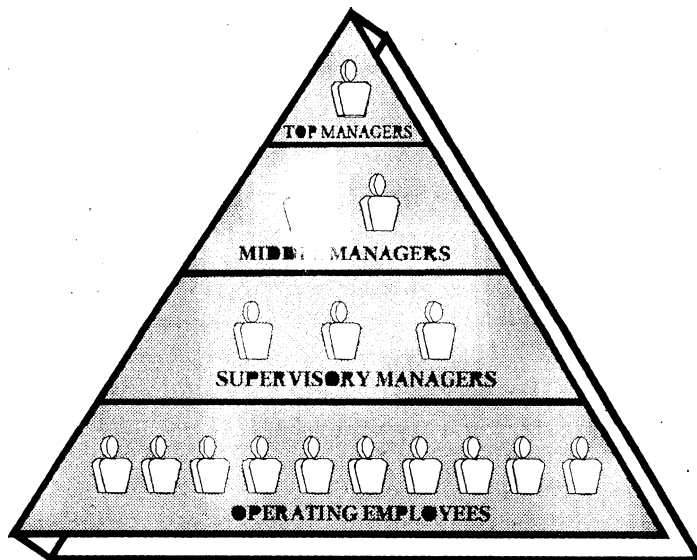


FIGURE 1

Top management is the highest level of management and consists of president and other key company executives who develop strategic plans. Middle management includes plant managers and department heads who are responsible for tactical plans. Supervisory management or first-line management includes people directly responsible for assigning specific jobs to workers and evaluating their daily performance; they are often known as first-line managers because they are the first level above workers.

FIRST-LINE MANAGERS

First-line managers (or first-line supervisors) are managers at the lowest level in the hierarchy who are directly responsible for the work of operating (nonmanagerial) employees. They often have titles that include the word "supervisor". First-line managers are extremely important to the success of an organization because they have the major responsibility of seeing that day-to-day operations run smoothly in pursuit of organizational goals.

Because they operate at the interface between management and the rest of the work force, first-line supervisors can easily find themselves in the middle of conflicting demands. At the same time, the power of first-line supervisors has been gradually eroding because of such factors as union influence and the increasing educational level of workers.

First-line managers supervise and co-ordinate the activities of operating employees. Common titles of first-line managers are foreman, supervisor and office manager. A shift foreman within a Ford assembly plant is a first-line manager. These are often the first positions held by employees who enter management from the ranks of operating personnel. In contrast to top and middle managers, first-line managers typically spend a large proportion of their time supervising the work of subordinates.

MIDDLE MANAGERS

Middle managers are managers beneath the top levels of hierarchy who are directly responsible for the work of other managers below them. The managers for whom they have direct responsibility may be other middle managers or first-line managers. Middle managers also sometimes supervise operating personnel such as administrative assistants and several specialists (such as engineers and financial analysts). Many different titles are used for middle managers. Some typical titles include such words as "manager", "director", "chief", "department head", and "division head". Middle managers are mainly responsible for implementing overall organization plans so that organizational goals are achieved as expected.

Organizations, particularly very large ones, often have several layers of middle managers.

Middle management is probably the largest group of managers most organizations. In recent years, many organizations have thinned the

ranks of middle managers in order to lower costs and rid themselves of excess bureaucracy.

TOP MANAGERS

Top managers are managers at the very top level of hierarchy who are ultimately responsible for the entire organization. Top-level managers are few in number; their typical titles include "chief executive officer"(CEO), "president", "executive vice president", "executive director", "senior vice president", and sometimes "vice president". Top-level managers are often referred to as executives, although the term "executive" also is used to include the upper layers of middle managers as well. Top managers have direct responsibility for the upper layer of middle managers. They typically oversee the overall planning for the organization, work to some extent with middle managers in implementing that planning, and maintain overall control over the progress of the organization.

Top managers establish the organization's goals, overall strategy, and operating policies. They also officially represent the organization to the external environment by meetings with government officials, executives of other organizations, etc. The job of a top managers is likely to be complex and varied. Top managers make decisions about such activities as acquiring other companies, investing in research and development, entering or abandoning various markets, and building new plants and office facilities. They often work long hours and spend much of their time in meetings and on the telephone.

Exercise 3.

Answer the following questions.

1. How many categories do managerial jobs fall into?
2. What are the main levels of managerial hierarchy?
3. What are first-line managers responsible for?

4. Why can the first-line supervisors find themselves in the middle of conflicting demands?
5. What do the first-line managers do?
6. What is the difference between first-line and top managers?
7. What are the middle managers duties?
8. What are the functions of top managers?
9. What are the typical titles of top managers?
10. What do the top managers make decisions about?

Exercise 4.

Match the following words and phrases to the definitions.

1. Top managers - a) managers beneath the top levels of the hierarchy who directly responsible for the work of other managers below them;
2. Middle managers - b) managers at the lowest level in the hierarchy who are directly responsible for the work of operating employees;
3. First-line managers - c) managers at the very top level of the hierarchy who are ultimately responsible for the entire organization.

Exercise 5.

Give the Ukrainian for: three categories, vertical differentiation, levels, first-line managers/supervisors, interface, middle-managers, administrative assistants, the largest group, handle inventory management, top managers, chief executive officer, to oversee, to maintain control.

Exercise 6.

Match the nouns in each box below to make common noun combinations. You may want to use some of the nouns in the second box more than once. For example: *business consultant*.

Business	Block	Leaders
----------	-------	---------

Management	Consultant	Staff
Office	Department	Talk
Sales	Drive	Tax
	Equipment	Teams
	Gurus	Trip
	Hours	

Exercise 7.

Learn the following words and word-combinations, using them in the sentences of your own.

Competition:

Be drawn into competition – бути утягненим у конкуренцію

Defy competition – успішно конкурувати

Meet with competition – зіштовхнутися з конкуренцією

Mitigate competition – пом'якшувати конкуренцію

Sustain competition – витримувати конкуренцію

Competition in quality – конкуренція за якість

Active competition – жвава конкуренція

Fair competition – чесна конкуренція

Free competition – вільна конкуренція

Interseller competition – конкуренція продавців

Keen competition – гостра конкуренція

Exercise 8.

Underline the correct item.

1. My boss wants me to work even/very harder.
2. The manager was very/much pleased with the sales figures.
3. His parents were not much/very happy when he decided to join the army.
4. The wind is much/too strong for sailing today.

5. He was much/very annoyed when I crashed his car.
6. The police officer suddenly began to look much/very more serious.
7. The spectators were more/most pleased with their team's win.
8. They'll give us father/further details as soon as they receive them.
9. Pam drove very/much quickly down the lane.
10. The journey was far/most longer than we had expected.
11. The shop assistant was even/most helpful.
12. It's a bit/too warmer today than yesterday.
13. Can you drive very/any faster? I'm in a hurry.

Exercise 9.

Think of the word which best fits in each space. Write only one word in each space.

Most people dream 0) of becoming rich and famous, but is that 1) all success is really about? It is a fact that many people who have 2) all fame and wealth are far 3) less happy with their lives. They worry constantly 4) about their money and reputation. They are rarely satisfied 5) with what they have. Singers may lose their popularity, athletes 6) can be injured and can no 7) longer perform well, and rich business people may lose their money 8) by making risky deals. The best 9) way to be happy with oneself and one's life is to reconsider what success really is.

All people must realize that human values and qualities are 10) more important 11) than material things. A job no matter 12) how humble, which is done with interest and care, is 13) as much as instant fame. Being close to your family and having friends you can trust and depend 14) on also make for a happy, successful life. These are the things that really count, and give the right to consider 15) it a success.

Exercise 10.

Write down three forms of the following verbs.

To make, to become, to find, to direct, to provide, to undertake, to treat, to operate, to judge, to apply, to raise, to buy, to change.

Exercise 11

Choose the correct word or phrase in italics to complete each sentence.

1. You must/needn't save a file before you turn the computer off, or you will lose it.
2. I'm afraid this is a non-smoking office, so you haven't got to/can't smoke in here.
3. Employees are reminded that mustn't/needn't use the office phone to make personal calls.
4. You needn't/mustn't send that reminder to Eastwood's – they paid the invoice this morning.
5. You don't have to/can't buy or sell alcohol in Iran, Saudi Arabia, and several other countries.
6. This income tax form must/needn't be completed and returned to the Inland Revenue within 30 days.
7. You mustn't/don't have to come to the meeting if you have more important things to do.
8. This information is highly confidential, so you mustn't/needn't discuss it with anyone.
9. As you are from the EU, you mustn't/don't have to have a visa to go to France.
10. Drivers wishing to hire a car must/aren't allowed to be over 21 and have a full driving licence.

Unit 6

Exercise 1.

Active vocabulary. Learn the words and phrases given below.

bulk – об'єм, обсяг

complaint – скарга

policy – поліс (страховий)

be aware of smth – усвідомлювати

engineering manager – технічний керівник

general manager – головний управляючий

goods manager – товарознавець

joint manager – співкерівник

personnel manager – начальник відділу кадрів

production manager – керівник виробництва

Exercise 2.

Read and translate the text.

LEARNING MANAGERIAL SKILLS

The five skills you will need to develop your managerial potential are: verbal skills, writing skills, computer skills, human relations skills and technical skills (in addition to computer skills).

VERBAL SKILLS. The bulk of your duties as a manager will involve with others. You will have to give talks, conduct meetings, make presentations, and generally communicate your ideas to others. To prepare for such tasks, you should take speech courses and become active in various student groups. Become an officer so that you are responsible for conducting meetings and giving speeches. You may want to join a choir or other group to become comfortable performing in front of others.

Half or better of communication is skilled listening. A good manager mingles with other managers, workers, and clients. He or she listens to recommendations and complaints and acts on them. Active listening

requires the asking of questions and feeding back what you have heard to let others know you are truly interested in what they say.

WRITING SKILLS. Managers must also be able to write clearly and precisely. Much of what you want others to do must be communicated through memos, reports, policies, and letters you must write, organizations everywhere are complaining about the inability of many college graduates to write clearly. If you develop good writing skills, you will be miles ahead of your competition. That means you should take courses in grammar and composition. Volunteer to write term papers, even if they are not assigned. To learn to write, you must practice writing! It helps to write anything: a diary, letters, notes, and so on. With practice, you will develop the ability to write easily - just as you speak. With this skill, you will be more ready for a career in management.

COMPUTER SKILLS. The office of the future will be an office on computers. Memos, charts, letters, and most of your other communication efforts will involve the computer. When you are practicing writing, practice on a typewriter or word processor. The truly efficient manager of the future will be able to compose on a word processor and send messages electronically throughout the world. Be aware of how others react to you, and if you cause negative feelings or reactions, learn why. Don't be afraid to make mistakes and upset others. That is how you learn. But do learn how to work with others. Ask your friends what you could do to be more effective and attractive leader.

OTHER TECHNICAL SKILLS. To rise up the ranks of accounting, marketing, finance, production, or any other functional area, you will have to be proficient in that area. Therefore you should begin now to choose some area of specialization. You may start with a liberal arts education to practice your oral, written, and human relations skills. But to rise to top management, you might supplement that knowledge with an

MBA (masters in business| administration) or some similar degree in government, economics, or hospital administration. More and more students are going on to take advanced degrees. About 60% of top managers have taken courses beyond the bachelor's degree. The most common areas of technical expertise among top managers are marketing, finance, production, law, and engineering, in that order. Management is doing, not just reading.

Exercise 3.

Answer the following questions.

1. How many skills will you need to develop your managerial potential?
2. What are your duties as a manager?
3. Is it really important for a manager to have these five skills?

Exercise 4.

Match terms on the right (1-5) with their definitions on the left (a-e)?

- | | |
|---------------------------|---|
| 1. technical skills - | a) skills related to the ability to visualize the organization as a whole discern interrelationships among organizational parts; |
| 2. human skills - | b) skills that reflect both an understanding of and a proficiency in a specialized field; |
| 3. conceptual skills - | c) the written or oral use of words to communicate; |
| 4. verbal communication – | d) skills associated with a manager’s ability to work well with others both as a member of a group and as a leader who gets things done through; |
| 5. a skill - | e) the ability to engage in a set of behaviors that are functionally related to one another and that Lead to a desired performance level in a given |

area.

Exercise 5.

Complete the following table with appropriate forms of the words.

Noun (thing)	Noun (person)	Verb
competition	competitor	compete
	distributor	
		promote
		research
	consumer	
		advertise

Exercise 6.

Here are some ideas for creating a good working environment. Which do you consider a) crazy? b) good for motivating staff?

- Singing at meetings
- Dressing in strange clothes at meetings
- Having no individual offices
- Having no dress code
- Unisex toilets
- Organizing company holidays
- Buying birthday presents for staff
- Keeping small animals and birds at head office
- Supplying flowers regularly for all offices

Exercise 7.

Learn the following words and word-combinations, using them in the sentences of your own.

Management:

Business management – керування комерційними підприємствами

Cash management – керування готівкою

Commercial management – комерційне керівництво

Company management – керівництво фірми

Debt management – керування державним боргом

Financial management – керування фінансами

Records management – діловодство

Sales management – керування збутом

Top management – керівна верхівка

Management expenses – адмінвитрати

Exercise 8.

Read the definitions. Then put the anagrams in the correct order. The first letter of each word is in bold.

1. To give someone more important job and more money. - met**p**roo
2. Three words related to losing a job. – re**i**f, cas**k**, smid**s**i
3. Two words for people being considered for a position. – nid**c**ateda, plact**a**pin
4. To fill in a form or write a letter for a job. – ly**p**ap
5. To find new workers to join a company. – cr**u**trie
6. On time. – put**u**clan
7. A person who has other people working for them. – le**p**eromy
8. Clever and skilful at understanding situations and behaviour. – ut**a**tes
9. To stop doing a job because of age. – ter**r**ie

Exercise 9.

Write down three forms of the following verbs.

To present, to carry out, to look, to exist, to provide, to tempt, to change, to discuss, to argue, to distribute, to group, to follow, to develop, to share, to decide.

Exercise 10.

Give the Ukrainian for: the bulk of duties, active listening, to write clearly, word processor, to compose, to make mistakes, functional area, technical expertise.

Exercise 11.

Give advice on the following problems using the words in brackets:

1. "I have a great business idea, but I have no money." (borrow... from)
You ought to...
2. "I have inherited \$50,000 from my aunt who died last month." (invest... in). You ought to...
3. "What should I do with my \$500 closing allowance?" (spend... on).
You ought to...
4. "Do you think it is keep this valuable painting in my office?" (insure... against). Yes, but you ought to...

Unit 7

Exercise 1.

Active vocabulary. Learn the words and phrases given below.

Profit-seeking – виробничий

Survival – виживання

Not-for-profit – невиробничий

Handle – утримувати, мати справу з

Setting – формація

Perform management – здійснювати керівництво

The management of state affairs – управління державними справами

Administrative management – адміністративне керівництво

Automated management – автоматизоване керівництво

Business management – управління комерційними підприємствами

Commercial management – комерційне керівництво

Exercise 2.

THE SCOPE OF MANAGEMENT

When most people think of managers and management they think of profit-seeking organizations.

MANAGEMENT IN PROFIT-SEEKING ORGANIZATIONS. Most of what we know about management comes from large profit-seeking organizations, because their survival has long depended on efficiency and effectiveness. Examples of large business include industrial firms, commercial banks insurance companies, retailers, utilities, communication companies and service organizations.

Although many people associate management primarily with large business, effective management is also essential for small business, which plays an important role in the country's economy. In fact, most of this nation's businesses are small. In some respects, effective management is more important in a small business than in a large one.

INTERNATIONAL MANAGEMENT. In recent years, the importance of international management has increased dramatically.

The list

of American firms doing business in other countries is staggering. - International management is not, however, confined to profit-seeking organizations.

MANAGEMENT IN NOT-FOR-PROFIT ORGANIZATIONS. Intangible goals such as education, social services, public protection, and recreation are often the primary aim of not-for-profit organizations. Similar organizations may not have to be profitable to attract investors,

they must still employ sound management practices if they are to survive and work - toward their goals, and they must handle money in an efficient and effective way.

GOVERNMENT ORGANIZATIONS. The management of government organizations and agencies is often regarded as a separate speciality: public administration. Government organizations include the federal Trade Commission, the Environmental Protection Agency, the National Science Foundation, all branches of the military, state highway departments, and others familiar to all of us.

EDUCATIONAL ORGANIZATIONS - are public and private schools, colleges, and universities. They all stand to benefit from efficient use of resources.

HEALTHCARE FACILITIES. Managing healthcare facilities such as clinics, hospitals, and HMOs (Health Maintenance organizations) is now considered a separate field of management. Here, as in other organizations, scarce resources dictate an efficient and effective approach. In recent years many universities have established healthcare administration programs to train managers as specialists in this field.

MANAGEMENT IN NONTRADITIONAL SETTINGS. Good management is also required in several non-traditional settings to meet established goals. To one extent or another, management is practiced in religious organizations, terrorist groups, fraternities and sororities, organized crime, street gangs, neighbourhood associations, and households. In short, as **we** noted, management and managers have a profound influence on all of us.

Exercise 3.

Give the Ukrainian for: large business, industrial firms, small business, important role, international management, public administration, clinics and hospitals, religious organizations.

Exercise 4.

Fill in the gaps in the sentences with these words (*before, buying, client, individual, product, wants, and weaknesses*).

If you want to be a successful negotiator and salesperson you should: - know your ___ and its main features; - know the strengths and ___ of competing products. – Find out who makes the ___ decisions in your clients firm. – Plan each sales interview ___ it takes place. – Match what you're selling to each client's ___ and needs. – Listen to what your ___ tells you. – Remember that each client is an ___, not a number.

Exercise 5.

Explain the word-combinations by your own language.

Absolute overproduction; relative overproduction; effective demand; social division of labour; social labour; rate of profit; degree of exploitation.

Exercise 6.

Match the synonyms.

- | | |
|------------------------|-----------------|
| 1. commodities | a. payment |
| 2. to predict | b. pressure |
| 3. to be answerable to | c. scattered |
| 4. constraint | d. result |
| 5. to reinforce | e. offer |
| 6. outcome | f. unwilling |
| 7. remuneration | g. friendly |
| 8. spur | h. to forecast |
| 9. reluctant | i. to report to |
| 10. bid | j. motive |
| 11. agreeable | k. goods |
| 12. dispersed | l. to intensity |

Exercise 7.

Learn the following words and word-combinations, using them in the sentences of your own.

Profit

After-tax profit – прибуток після вирахування податків

Before-tax profit – прибуток до сплати податку

Gross profit – валовий прибуток

Incident profit – непередбачений прибуток

Interest profit – прибуток у формі відсотка

Monopoly profit – монопольний прибуток

Taxable profit – оподаткований прибуток

Unearned profits – прибуток з цінних паперів

Unit profit – прибуток на одиницю продукції

Rate of profit – норма прибутку

Exercise 8

Fill in the missing words in the passages below. Choose from the following.

forms	personnel functions
references	promotion
chosen	round holes
short list	Applicants
employment	interview
pay	square pegs
holiday	Advertisements

Making appointments is one of the main (1) _____. (2) _____ are placed in newspapers and in trade journals. (3) _____ who reply to these, or who are found in other ways, are sent application (4) _____. From these the best

candidates are (5) ____ and a (6) ____ is drawn up. The employers try to avoid fitting (7) ____ into (8) _____. The short-listed applicants are called for an (9) _____. During this, the (10) ____ package is explained; this includes the annual (11) ____ entitlement, the rates of (12) _____, and the opportunities for (13) _____. When the successful candidate is decided on, there is one last step: (14) ____ are taken up before appointment is finally confirmed.

Exercise 9.

Write down three forms of the following verbs.

To figure, to store, to hold, to merge, to operate, to satisfy, to take, to cut, to sell, to meet, to embrace, to define, to expend, to own, to reveal, to fall, to argue.

Exercise 10

Fill in the blanks with the correct form of the future, using *will* or *going to*.

1. – I'm afraid the tax machine isn't working.
- Don't worry, it's not a very urgent letter. ____ (post) it.
2. – We've chosen a brand name for the new biscuits.
- Really? What ____ (you/call) them?
3. – Why are you taking the day off on Friday?
- I ____ (not have) one, thanks.
4. – I'm afraid there's no sugar. Do you want a coffee without any?
- No, I ____ (not have) one, thanks.
5. – Have you decided what to do about improving the circulation of the magazine?
- Yes, we ____ (cut) the cover price by 10% as from October.
6. – I'm afraid I can't take you to the airport. Something important has just come up.
- Never mind. I ____ (take) a taxi.
7. – Do you need any help?

- Oh, yes please. ____ (you/carry) the display stand for me?

8. – Could you make sure Mr. Wilson gets my message?

- Yes, I ____ (tell) him myself when he gets in.

Exercise 11.

Write a short extract from a sales letter to a potential customer describing one of the products or services you offer. – *I would like to tell you about...*

Unit 8

Exercise 1.

Active vocabulary. Learn the words and phrases given below.

Work agenda – робоча програма

Not-for-profit organization – не комерційне підприємство

Functional manager – не функціональний керівник

Planning – планування

Controlling – контроль

Innovation – інновація

Exercise 2.

MANAGEMENT AND MANAGERS

Management is the process of achieving organizational goals through engaging in the four major functions of planning, organizing, leading, and controlling. Although these four functions form the basis of the managerial process, several other elements contribute to an understanding of how managers actually operate. For instance, work methods and managerial roles, as well as work agendas, feed into the management functions aimed at performance. A manager's knowledge

base and management skills also are important factors in reaching targeted performance.

Mintzberg's famous study of top managers found that their work methods were characterized by an unrelenting pace, brevity, variety, fragmentation, and heavy use of verbal contacts and networks. In order to make sense of the voluminous data that he collected while observing the managers, Mintzberg isolated three major categories of roles: interpersonal, informational, and decisional. Within these categories he identified 10 specific roles: figurehead, leader, liaison, monitor, disseminator, spokesperson, entrepreneur, disturbance handler, resource allocator, and negotiator. To a large extent, these work methods and roles are also characteristic of managers at other levels of organizations.

On the basis of his research on general managers, Kotter found that managers channel their various efforts through the use of work agendas, which are loosely connected sets of tentative goals and tasks that a manager is attempting to accomplish. Work agendas usually develop from the demands, constraints, and choices associated with a manager's job. As a result, work agendas tend to reflect, at least to some extent, the personal preferences and career objectives of managers.

For managers to develop work agendas, act out roles, and engage in planning, organizing, leading, and controlling, they also need a knowledge base and key management skills. The key management skills fit into three categories: technical, human, and conceptual. These skills, as well as the other elements in the management process, impact performance. Performance is made up of two important dimensions: effectiveness and efficiency. Effectiveness is the ability to choose appropriate goals and achieve them, while efficiency is the ability to make the best use of available resources in the process of achieving goals.

Managerial jobs differ according to hierarchical level (a vertical dimension) and responsibility areas (a horizontal dimension). Managerial jobs generally are divided into three hierarchical levels: first-line, middle, and top. Managers at these levels vary in the emphasis they place on planning, organizing, leading, and controlling. They also differ in the importance that they place on the key management skills and in the degree to which they use the different types of managerial roles. Although managers at all levels rate the entrepreneurial role as highly important, the way that they use this role to encourage innovation depends on their hierarchical level, as follows: idea champion (first-line), sponsor (middle), and orchestrator (top).

In contrast, horizontal managerial job differences focus on responsibility areas and involve three major types of managers: functional, general, and project. The limited evidence suggests that managers who have different responsibility areas also vary in the degree to which they engage in the four functions of management, as well as in the importance that they attach to the key skills. Overall, the primary implication of these findings is that managers need to be prepared to tailor somewhat the use of the management functions and skills to meet the particular requirements of the job.

Studies of CEOs (Chief Executive Officer) provide clues about what preparation is necessary to be an effective manager. The consensus is that it takes a combination of education and experience. In the educational arena, CEOs for the most part are college graduates, tend to have a graduate degree, and are likely to have participated in formal training and educational programs sponsored or supported by their organization. On the experience side, they typically have held some type of job in high school or college, been in at least one officer position in a campus organization, and worked for two or fewer companies other than one they lead. In addition, they tend to put on in long hours.

According to several recent informal surveys, managerial work in the future is particularly likely to be affected by the growing internationalisation of business, the increasing use of sophisticated information technology to facilitate managerial work and the expanding public concern with managerial ethics.

Exercise 3.

Discuss the statements.

1. Describe each of the major functions of management: planning, organizing, leading, and controlling. For a campus or other organization to which you belong, give an example of manager engaging in each of these functions. If one or more functions are lacking, what are the implications?
2. Identify three common managerial work methods identified by Mintzberg. To what extent could manager misuse these work methods to the point that they would lead to poor performance?
3. Outline three major sources of managerial work agendas. How do work agendas help managers channel their efforts toward the appropriate level of performance?

Exercise 4.

Match the words in the box to the definitions below.

Agenda; chair; item; propose; attend; to send your apologies; vote; any other business (AOB); participants; second; minutes; action points
--

1. the person in charge of a meeting
2. the people at a meeting
3. to go to a meeting
4. a list of topics to be discussed
5. one topic on the list
6. the last topic on the list
7. to make a suggestion formally

8. to support a formal suggestion
9. a method of making a decision
10. an official record of what was said and/or decided
11. to say that you cannot go to a meeting
12. what needs to be done after the meeting, and by whom

Exercise 5.

Choose from the words in the box to complete the sentences.

net	overheads	loss	gross	capital
sales	market	expenditure	cash-flow	profit

1. The forecast which predicts how much money will be gained by a business is called the ___ forecast.
2. The forecast which predicts how much money will be lost by a business is called the ___ forecast.
3. The forecast which predicts how much money will be received or spent by a business is the ___ forecast.
4. The forecast which predicts where most sales will be made, and what their value will be, is the ___ forecast.
5. The forecast which predicts how much the company will sell is the ___ forecast.
6. The forecast which predicts how much money will be spend by the company is the forecast of ___.
7. The forecast which predicts how much money is needed to start up a business or to increase its wealth is the ___ forecast.
8. The forecast which predicts how much money the company will earn before tax is paid is the ___ profit forecast.
9. The forecast which predicts how much money the company will earn after tax is paid is the ___ profit forecast.

10. The forecast which predicts how much money the company will have to spend on salaries, heating and lighting, rent, etc., is forecast of ____.

Exercise 6.

Use the relative pronouns below to complete these quotations. Which gap does not need a relative pronoun?

who	which	that	where
-----	-------	------	-------

1. "The job for big companies, the challenge ____ we all face as bureaucrats, is to create an environment ____ people can reach their dreams." *Jack Welch (US business leader)*
2. "He ____ has never learned to obey cannot be a good commander." *Aristotle (Greek philosopher)*
3. "A leader shapes and shares a vision; ____ gives point to the work of others." *Charles Handy (British writer and philosopher)*
4. "A leader should be humble. A leader should be able to communicate with his people. A leader is someone ____ walks out in front of his people, but he doesn't get too far out in front, to where he can't hear their footsteps." *Tommy Lasorda (US sports personality)*
5. "A leader is someone ____ knows what they want to achieve and can communicate that." *Margaret Thatcher (British politician)*

Exercise 7.

Learn the following words and word-combinations, using them in the sentences of your own.

Forecast

Approved forecast – підтверджений прогноз

Conditional forecast – умовний прогноз

Daily forecast – добовий прогноз
Demand forecast – прогноз попиту
Economic (al) forecast – економічний прогноз
Long-term forecast – довгостроковий прогноз
Marketing forecast – ринковий прогноз
Perfect forecast – докладний прогноз
Sales forecast – прогноз збуту
Logical forecast – науково-технічний прогноз
Tentative forecast – попередній прогноз

Exercise 8.

Complete the sentences with the phrases in the box.

to which; to whom; from which; with whom; in which; by whom

1. The enclosed tax form must be returned to the office ___ it originated.
2. On starting a telephone call, record the name of the person ___ you are talking.
3. The hotel has a large hall ___ presentations and exhibitions can be held.
4. Expense claims should provide names of the clients ___ you have had lunch.
5. Postage prices depend on the country ___ a package is being sent.
6. The enclosed memorandum gives information about the managers ___ loans over \$40,000 may be authorized.

Exercise 9.

Write down three forms of the following verbs.

To lead, to say, to split, to achieve, to take, to engage, to message, to merge, to seek, to gain, to expend, to enjoy, to instruct, to donate, to prove, to satisfy.

Exercise 10.

What would you say in the following situations?

1. You don't hear someone's name when you are introduced to them.
2. You have to refuse an invitation to dinner with a supplier.
3. You are offered food which you hate.
4. You want to end a conversation in a diplomatic way.
5. You have to greet a visitor.
6. You have to introduce two people to each other at work.
7. You have to introduce two people to each other at a party.
8. You have to propose a toast.
9. Your colleague's been made redundant.
10. You arrive half an hour late for a business lunch.

Exercise 11.

Continue the following sentences. Give people's reasons for doing these things.

1. I've written to the bank...
2. The managers changed the layout of the department store...
3. Our Sales Director has gone to New York...
4. Next month I need a few days off...
5. I'll phone up the travel agent this afternoon...

Unit 9

Exercise 1.

Active vocabulary. Learn the words and phrases given below.

Obtain – здобувати, домагатися

Site – місце

Business venture – ризиковий бізнес

Endeavour – намагатися

Milestone – віха

Frail – тендітний

Exercise 2.

BUSINESS PLAN

Regardless of which type of business an individual decides to enter there are major preparations involved. Major preparatory steps include developing a business plan, obtaining the necessary resources, and selecting an appropriate site for business.

Most small-business and entrepreneurship experts strongly recommend the development of a business plan. A **business plan** is a document written by the prospective owner or entrepreneur that details the nature of business, the product or service, the customers, the competition, the production and marketing methods, the management, the financing, and other significant aspects of the proposed business venture.

A well-prepared business plan can take 200 to 400 hours or even more to complete, depending on the complexity of the business contemplated, the strength of the competition, the number of different parties involved, and the number of other factors that must be considered.

A business plan serves several important purposes. For one thing, it helps prospective owners and entrepreneurs carefully think through every aspect of their proposed endeavor. Since the business plan requires writing down information about such aspect as the risks involved, financing requirements, and intended markets, prospective owners and entrepreneurs are forced to think concretely about such matters.

Another important purpose of a business plan is to help prospective owners and entrepreneurs obtain financing. For example, the U. S. Small

Business Administration (SBA) requires that a business plan accompany applications for the agency's small-business loan program. Most private investors will not even consider financing a venture without seeing a well thought-out business plan. For example, entrepreneur uses business plans to help obtain outside funding for his various ventures. Obtaining significant funding from banks also will involve submitting a business plan. Even short run loans may be easier to negotiate when an entrepreneur can demonstrate that a new business venture is progressing according to plan.

Still another important purpose of a business plan is to provide a basis for measuring plan progress. Some experts argue that planning is particularly important for new ventures because of the inherent instability involved. A business plan can help establish milestones for periodic reviews, during which assumptions and accomplishments can be compared. Careful monitoring increases the likelihood of identifying significant deviations from the plan and making modifications before the frail new venture is forced out of business.

Finally, business plans often help prospective owners and entrepreneurs establish credibility with others, which is required for the organization's success. For example, potential employees may need to be convinced that they are joining an organization with a strong chance of success. Suppliers may be more willing to extend a line of credit when the business plan appears sound. Major customers may be more inclined to place orders when there are convincing arguments that the new venture or small business will be able to deliver the necessary products or services.

Exercise 3.

Answer the following questions.

1. What are major preparatory steps in entering business?

2. What is business plan?
3. What does business plan depend on?
4. What purposes does business plan serve? Explain your answer.
5. Why does business plan help prospective entrepreneurs establish credibility with others?

Exercise 4.

Fortune cookies are traditional Chinese biscuits that contain a little piece of paper with a short philosophical message. You have been asked to write some of these messages.

Money: *Money may be both freedom and prison.*

Time:

Meeting:

Work:

Men:

Women:

Experience:

Productivity:

Exercise 5.

The sets of words and phrases below are related either to *honesty* or to *dishonesty*. Which word is different from the others in each set? Use a good dictionary to help you.

1. trustworthy	law-abiding	crooked
2. a slush fund	a sweetener	compensation
3. insider trading	industrial espionage	disclosure
4. a whistleblower	a swindler	a conman
5. a bribe	a bonus	a commission
6. fraud	deceit	integrity

Exercise 6.

Complete these sentences with words and phrases from the exercise above. Choose from the first set to complete sentences 1, from the second set to complete sentence 2, and so on.

1. Our company does nothing illegal. We are very ____.
2. We've got ____ which is used in countries where it is difficult to do business without offering bribes.
3. Their car looked so much like our new model. We suspect ____.
4. They hired him because he was _____. He informed the press that the company was using under-age workers in the factory.
5. He denied accepting ____ when he gave the contract to the most expensive supplier.
6. I admire our chairman. He's a man of his word and is greatly respected for his _____.

Exercise 7.

Learn the following words and word-combinations, using them in the sentences of your own.

Liquidity

Liquidity creation – створення ліквідності

Liquidity crisis – криза ліквідності

Liquidity needs – потреба в ліквідних засобах

Liquidity policy – політика в галузі ліквідності

Liquidity position – ліквідність, ліквідний стан

Liquidity preference – преференція ліквідності

Excess liquidity – надмірна ліквідність

Official liquidity – офіційна ліквідність

Overall liquidity – загальна ліквідність

Private liquidity – приватна ліквідність

Secondary liquidity – вторинна ліквідність

Exercise 8.

Complete this letter to shareholders. Use appropriate forms of these verbs.

rely on	combine with	consist of	advise on	succeed in
budget for	spend on	account for	compete with	invest in

Dear Shareholder,

I write to inform you that the Board has received information of a takeover bid for your company. This 1) ___ an attempt by Thor Engineering to acquire a controlling interest by offering to purchase shares at a price of 650 pence. We have brought in a team of consultants to 2) ___ the tactics we should use to resist the bid.

Although the offer seems attractive, it does not reflect the true value of the company or take into account our future prospects. We have 3) ___ a major programme of expansion. During the next two years we plan to 4) ___ new plant and equipment. We have also allocated funds to 5) ___ a new computerized stock control system which will allow us to 6) ___ our much larger rivals. Furthermore, we plan to 7) ___ a machine tool company in a joint venture in China. We are confident this will allow the company to 8) ___ opening up new markets in Asia.

Policies like these 9) ___ our success to date and contribute to our vision of the future. Therefore, we strongly advise you not to accept Thor Engineering's offer. You can 10) ___ the Board to keep you fully informed of any future developments, but for the present we advise you to take no action in relation to the offer.

Yours faithfully

Derek Hammond

Derek Hammond
Chairman

Exercise 9.

Write down three forms of the following verbs.

To raise, to forestall, to break, to distribute, to decelerate, to consume, to entrust, to force, to grant, to store, to maintain, to itemize, to impair, to fall, to depend.

Exercise 10.

Rewrite the following sentences, using the *-ing* form of the verb in *italics* and the preposition in brackets.

1. He left the office. He did not *spea*k to his boss. (without)
2. She *le*ft university. Then she got a job with Microsoft. (after)
3. We won't *offe*r them a discount. We'll give them better credit terms.
(instead of)
4. We managed to expand. We didn't *inc*rease our debts. (without)
5. He worked in industry for many years. Then he *jo*ined the government.
(before)
6. The company *ma*de 700 workers redundant. That is how it became more profitable. (by)

Exercise 11.

You are on a long distance flight to New York. Write down what you would say in the following situations.

1. You are thirsty.
2. The passenger next to you has a copy of Newsweek. You should like to read it.
3. You want to go to the toilet, but the passenger next to you is in the way.
4. It's lunch-time. You are a vegetarian. The stewardess has just given you the chicken.

Unit 10

Exercise 1.

Active vocabulary. Learn the words and phrases given below.

Entail – визначає, включає

Requirement – вимога

Assign – закріпляти, доручати

Concern – стосуватися, торкатися

Approval – затвердження, ухвалення

Exercise 2.

THE MAIN ELEMENTS OF ORGANIZATION STRUCTURE

Job design. The most important element of an organization structure are the jobs that people perform. And management's most important organizing responsibility is to design jobs that enable people to perform the right tasks. Although we can think about jobs in a number of different ways, the usual way is in terms of specialisation. In fact, the ability to divide overall tasks into smaller and specialised tasks is the chief advantage of organized effort. All organizations consist of specialised jobs, people doing different tasks.

A major managerial decision is to determine the extend to which jobs will be specialised. Historically we have seen that managers will tend to divide jobs into rather narrow specialities because of the advantages of division of labour. Two such advantages are:

1. If a job consists of few tasks, you can quickly train replacements for personnel who are terminated, transferred, or otherwise absent. The minimum training effort results in a lower training cost.
2. When a job entails only a limited number of tasks, the employee can become highly proficient in performing those tasks. This proficiency can esuit in a better quality of output.

The benefits of specialisation are largely economic and technical, and they usually apply to nonmanagerial jobs. But similar economic and technical benefits can be gained through specialisation **in** managerial positions, as well.

Specialisation, or division, of labour at the job level is measured in relative terms. One job can be more or less specialized than another. In making comparisons of degrees of specialisation, it is useful to identify five aspects that differentiate jobs:

1. *Work pace* - the more control the individual has over how fast she must

work, the less specialised the job.

2. *Job repetitiveness* - the greater the number of tasks to perform the less specialised the job.

3. *Skill requirements* - the more skilled the job holder must be the less specialised the job.

4. *Methods specification* - the more latitude the job holder has in using methods and tools , the less specialised the job.

5. *Required attention* - the more mental attention a job requires, the less

specialised it is.

Departmentation. The process of combining jobs into groups is termed departmentation. A manager must have a basis, or rationale, for combining jobs. There is functional departmentation. When jobs are grouped according to the functions of the organization, when individuals perform specialised jobs in the given areas. The *territorial departmentation* is found when all activities in a geographic area are assigned to a particular manager, who is in charge of all the operations in the given area. *Product Departmentation* occurs in many large, diversified companies, where activities and personnel are grouped on the

basis of product. *Customer Departmentation* is frequently found in educational institutions.

Span of Control. A span of control comes down to the decision of how many people a manager can effectively oversee; that is will the organization be more effective if the manager's span of control is relatively large or small.

The only feasible approach of determining optimal span of control is to weigh the relative importance of a number of factors. Those factors include the following:

1. The competence of both the manager and the subordinates.
2. The degree of interaction that is required among the units to be supervised.
3. The extend to which the managers must carry out non-managerial tasks.
4. The relative similarity or dissimilarity of the jobs being supervised.
5. The extent of standardised procedures.
6. The degree of physical dispersion.

Delegation of Authority. Delegation of authority is the final issue managers must consider when designing an organizational structure In practical terms, the issue concerns the relative benefits of decentralisation; that is, delegation of authority to the lowest possible level in the managerial hierarchy. The concept of decentralisation does not refer to geographic dispersion of the organization's operating units; rather, it refers to the delegated right of managers to make decisions without approval by higher management.

Exercise 3.

Answer the following questions.

1. What are the advantages of the division of labour?

2. What are the main five aspects that differentiate jobs?
3. What is departmentation?
4. How can departmentation be classified?
5. What is the definition of “span of control”?
6. What are the factors that define the span of control?
7. Where doesn't the concept of decentralization refer to?

Exercise 4.

Role play this situation. Take turns to be the team leader.

You are senior managers at a computer graphics company. Your business has expanded rapidly: your workforce has doubled from 60 to 120 in two years. You urgently need to move from your small city-centre location to a new suburban development area with bigger offices.

Hold a meeting to discuss what needs to be done, and by whom. For example: drawing up a schedule; predicting problems; liaising with the union; informing customers and suppliers; keeping staff informed; dealing with negative feelings; hiring a removal company. Then draw up an action plan to ensure that the move goes smoothly.

Exercise 5.

A politician is discussing what his party intends to do if they win the next election. Using your own ideas, make sentences about the groups in the box.

<u>The elderly</u>	the poor	the rich	the sick
the unemployed			

1. *We will make sure that the elderly have a better quality of life and have access to the best medical facilities.*

Exercise 6.

In the following telephone conversations, fill in the blanks with the missing prepositions.

A A: Hello, Finance.

B: Good morning. I'm calling ___ reference to a cheque I've just had from you. I'm afraid you have put the wrong year on it ___ mistake. The bank has just returned it because it is ___ of date.

A: I'm so sorry. It must be because it's January. If you send it back we'll issue a new one ___ return.

B A: Hello, can you put me through to the Marketing Department, please?

B: Yes, of course... I'm afraid the line's busy, I'll have to put you ___ hold for a moment.

A: OK...

C: Hello, Marketing.

A: Could I speak to the person who is ___ charge of booking advertising space, please?

C: I'm afraid she's away ___ business at the moment. Can I help you?

A: Well, we are currently offering some attractive discounts for next month's issue of *Face* magazine.

C: Well, ___ the whole we don't book advertising space ___ such short notice, but if you'd like to give us details of your rates ___ writing, we'll look at them and let you know.

Exercise 7.

Learn the following words and word-combinations, using them in the sentences of your own.

Target

By the target – до встановленого терміну

Export target – контрольні цифри по експорту

Financial target for the assistance program – запланований обсяг фінансування програми допомоги

Growth target – накреслені темпи зростання

Planned targets – контрольні цифри

Target dates – визначені терміни

Target figure – орієнтовний показник

Exercise 8.

In the following dialogue, fill in the blanks with a phrasal verb from the box that means the same as the words in brackets.

cut...off;	pick...up;	put...off;	put...through
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A: Could you (connect me)¹ ___ to extension 234 again?

B: Certainly. OK, you're through now.

C: Sorry about that. They (disconnected us)² ___ for some reason.

A: I know. Anyway, I can't make the meeting on the 18th, as I'll still be in Germany, so could we (postpone it)³ ___ until the 24th?

C: Yes, I can't see any problem there.

A: Good, can I have a word with Hugo? He's coming over and I need to know when he wants me to (collect him)⁴ ___ from the airport.

Exercise 9.

Write down three forms of the following verbs.

To attach, to satisfy, to hold, to lead, to change, to mean, to prepare, to do, to embrace, to represent, to guarantee, to imply, to determine, to prove, to split.

Exercise 10.

In the following sentences, choose the best option from the words a-d.

1. The latest iMacs are expensive, but if you wait, prices will ___ down.

a) back b) run c) turn d) come

2. I agree, and if they criticize you at the meeting, I will back you ___.

a) up b) down c) in d) out

3. By the way, I ___ into Siti in York, and she sends you her regards.
a) looked b) turned c) came d) ran
4. Could you ring British Airways and find ___ if there are any seats on the flight to Rome?
a) up b) in c) over d) out
5. Work is always so much better if you have a boss you ___ on with.
a) get b) carry c) take d) hold

Exercise 11.

Which of these business situations would worry you most? Why?

1. You read in the paper that your company will probably be merging with another company.
2. You keep your job after a merger, but you are in a less powerful position.
3. Your company has to relocate to the other side of the city.
4. You are asked to relocate to an exotic foreign country.
5. You are promoted but are now in charge of a hostile workforce.
6. You have to decide who to make redundant in your new department after a merger.

Unit 11

Exercise 1.

Active vocabulary. Learn the words and phrases given below.

Regarding managerial ethics – відносна менеджерська етика

Breach of privacy – порушення приватності

Secrecy – тайно

Services charge – плата за послуги

Extra income – додатковий дохід

Dimension – величина, вимір

Jail term – термін ув'язнення (короткий)

Misleading stockholders – акціонери, які вводять в оману

Expense accounts – засоби (гроші) на представницькі витрати

Exercise 2.

MANAGERIAL ETHICS

Ethics can affect managerial work in any number of ways, but three areas are of special concern and they are summarised in the Table:

Area of Concern	Sample Issues
Relationship of the firm to the employee	Hiring and firing Wages and Working conditions Privacy
Relationship of the employee to the firm	Conflicts of interest Secrecy Honesty and expense accounts
Relationship of the firm to other economic agents	Customers Competitors Stockholders Suppliers Dealers Unions

Relationship of the Firm to the Employee. An area of special concern regarding managerial ethics is how the firm treats its employees. Example issues include hiring and firing, wages and working conditions, and employee privacy. For example, most people would consider it unethical if a manager hired someone just because he is her cousin or fired someone because of her religion. Similarly, knowing that someone

desperately needs to work and then paying abnormally low wages would be considered unethical. Finally, spreading the word that an employee has AIDS would generally be an unethical breach of privacy.

Relationship of the Employee to the Firm. Numerous ethical issues surround the relationship of the employee to the firm. Examples include conflicts of interest, secrecy, and honesty and expense accounts. For example, accepting a bribe from someone would represent a conflict of interest. For this very reason, Wal-Mart does not allow its merchandise buyers to accept meals or gifts from sales representatives. Divulging company secrets to someone from a competing organization would also clearly be unethical, as would stealing or padding an expense account. Some managers routinely add extra meals, service charges, and car mileage to their expense account reports to "earn" a little extra income.

Relationship of the Firm to Other Economic Agents. Managerial ethics come into play in the relationship between the firm and other economic agents, such as customers, competitors, stockholders, suppliers, dealers, and unions. Normal ethical standards suggest that products or services offered to customers should be safe, be accompanied by appropriate information on product features, uses, and limitations, and not be excessively priced. Relations with competitors are also dictated by ethical standards. Unfair business practices, denigration of competitors, and price fixing, for example, would all be unethical.

Ethical standards dictate that companies be truthful and honest with their stockholders. Misleading stockholders by telling them that the company is going to report record profits next year when a manager really expects only a modest profit would generally be considered unethical, as would paying excessive compensation to the firm's management team. Similarly, organizations need to be fair and honest in their agreements and negotiations with suppliers, dealers, and unions. Convincing a supplier that a price break is needed or convincing a union that wage concessions

are needed because of impending losses is unethical if the firm actually expects to make a profit.

The Ethical Context of Management. Ethical or unethical actions by particular managers do not occur in a vacuum. They most often occur in an organizational context that is conducive to them.

The starting point for understanding the ethical context of management is the individual's own personal ethical standards. Some people are willing to risk personal embarrassment or lose their job before they would consider doing something unethical. Other people are much more easily swayed and might be willing to commit significant crimes to further their own careers or for personal gain.

Organizational practices are also an important dimension of the ethical context. Some organizations openly permit, and may even encourage, unethical business practices as long as they are in the best interests of the firm. A manager who becomes aware of an ethical dilemma and then comes down on the unethical side has added a story or legend to the organizational culture that says such activity is acceptable.

For example, the CEO of Beech-Nut recently discovered that his firm was using additives in apple juice advertised as 100 percent pure. He decided to try to cover up the deception until the remaining juice could be disposed of. When the cover-up was discovered, the company had to pay several million dollars in fines, and the CEO was sentenced to a jail term.

The organization's environment also contributes to its ethical context. In a highly competitive or highly regulated industry a manager may feel great pressure to perform at a high level - regardless of the methods she or he chooses to use. Culture is also a factor.

Business ethics is the body of principles and behaviour that are morally acceptable for business. A series of corporate scandals in the 1980s brought business ethics out of the closet. Immoral (and illegal) behaviour put the likes of Ivan Boesky and Michael Milken in prison.

Not all legal behaviour is ethical, however. What about the advertisement that showed a specially reinforced Volvo not being crushed by a monster truck, while weakened rivals were? That was unethical, but nobody was charged with a crime. And what about Wellcome's pricing policy for its drug AZT when it was the only drug on the market offering any real hope to AIDS patients? To what extent should a company compromise its shareholders' interests in order to take the high moral ground?

Exercise 3.

Answer the following questions.

1. What are the areas of special concern when talking about managerial ethics?
2. How many of them do you know?
3. What do you think of the relationship of the firm to the employee?
4. What should be the relationship of the employee to the firm? Give some examples.
5. What can you say about the relationship of the firm to other economic agents?
6. What is the starting point for understanding the ethical context of management?

Exercise 4.

Read the following words and word-combinations, translate and use them in the sentences of your own.

First-line manager; assistant project manager; bank manager; branch manager; district manager; clearing house manager; collection manager.
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Завідувач відділу погашення купчої заборгованості, управляючий розрахунковою палатою, керівник нижчої ланки на виробництві, замісник завідувачого, управляючий банком, керівник філіалу,
--

управляющий збутом регіону (фірми).

Exercise 5.

Complete the table with appropriate forms of the words.

Verb	Noun (thing)	Noun (person)	Adjective
develop		developer	
	design		
		inventor	
	innovation		
			productive
create			
patent			

Exercise 6.

Discuss the following questions.

Is it important for companies to have a written code of ethics?

Is it more important for some industries than others to have a code of ethics?

Exercise 7.

Learn the following words and word-combinations, using them in the sentences of your own.

Enterprise

Artisan enterprise – ремісничє підприємство

Cooperative enterprise – кооперативне підприємство

Family-owned enterprise – сімейне підприємство

Incorporated enterprise – акціонерна фірма

Industrial enterprise – промислове підприємство/завод

Intensive-live-stock enterprise – інтенсивне тваринницьке підприємство

Large-scale enterprise – велике підприємство

Mixed enterprise – змішане підприємство

Parent enterprise – головне підприємство

Small business enterprise – мале підприємство

Unprofitable enterprise – збиткове/нерентабельне підприємство

Exercise 8.

Complete the sentences using a noun from box A and a preposition from box B.

A

B

Difference; request; experience; trouble; cheque; solution; invitation; reply; advantage; price	Of; of; of; to; to; to; for; for; between; with
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1. Thank you very much for you ___ the launch party.
2. At the moment the bank is considering our ___ a larger overdraft, and it will let us have a decision next week.
3. In my opinion, the main ___ having a credit card is that you can pay for things over the phone.
4. Have we received a ___ that letter we sent them last week?
5. Yes, they've paid us. We received a ___ \$18,000 a few days ago.
6. I don't think he would be suitable for the job in Tokyo. He has had very little ___ working overseas.
7. In the long term, inflation is linked to the ___ raw materials.
8. Is there any ___ these two modems? They look the same to me.
9. We had a lot of ___ one of our customers who wouldn't pay us, so we took legal advice.
10. Let me know if you can think of a ___ the problem.

Exercise 9.

Write down three forms of the following verbs.

To deduct, to bound, to force, to move, to present, to offer, to manage, to reveal, to treat, to set, to control, to undertake, to carry out, to describe, to write, to share.

Exercise 10.

Match the sentences on the left with the more diplomatic sentences on the right.

- | | |
|---|--|
| 1. We must talk about price first. | a) Your price seems rather high. |
| 2. There's no way we can give you any credit. | b) Unfortunately, I can't lower my price. |
| 3. I want a discount. | c) Could you give me a discount? |
| 4. I won't lower my price. | d) I'm afraid we can't give you any credit. |
| 5. Can you alter the specifications? | e) I think we should talk about price first. |
| 6. Your price is far too high. | f) I wonder if you could alter the specifications. |

Exercise 11.

Discuss these questions.

1. There is a proverb, "When in Rome, do as the Romans do". What does the proverb mean? Do you agree with this advice?
2. Would you continue to do business with someone if you disapproved of their private life? Explain why or why not.
3. Give examples of behavior which would cause you to stop doing business with someone.

Навчальне видання

АНГЛІЙСЬКА МОВА

МЕТОДИЧНІ ВКАЗІВКИ
до самостійної роботи студентів IV курсу
спеціальності 6.050200 “Менеджмент організацій”
напряму “Менеджмент”
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