

Zh.V. Sevastianova, I.A. Soroka

MANAGEMENT ENGLISH

Develop your language skills

**Рекомендовано
Міністерством
освіти і науки
України**

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**Рекомендовано Міністерством освіти і науки
України як навчальний посібник для студентів
вищих навчальних закладів
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Навчальний посібник «Management English» призначено для студентів університетів, що навчаються за напрямками підготовки «менеджмент» та «міжнародна економіка», студентів факультетів іноземної філології (англійська), вчителів спецшкіл, учнів старших класів, а також тих, хто вивчає англійську мову та має на меті підвищити свій рівень володіння нею.

Розроблені завдання посібника гармонійно поєднують теоретичний і практичний аспекти.

Навчальний посібник пропонує рольові ігри, дискусії, інтерв'ю, що спрямовані на розвиток навичок говоріння. Різноманітні вправи допоможуть опанувати граматичні аспекти та розширити лексичний запас.

Велика увага приділяється самостійній роботі студентів: дослідницькій роботі, пошуку інформації в Інтернеті, відвідуванню компаній та презентації опрацьованих матеріалів.

Посібник пропонує завдання для розвитку навичок письма: написання есе, звітів, листів.

Даний посібник допоможе студентам здійснити перехід від вивчення англійської мови як навчального предмета до її практичного вживання в професійному середовищі.

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ПЕРЕДМОВА

Навчальний посібник призначено для студентів університетів, що навчаються за напрямками підготовки «менеджмент» та «міжнародна економіка», студентів факультетів іноземної філології (англійська), вчителів спецшкіл, учнів старших класів, а також тих, хто вивчає англійську мову та хоче підвищити свій рівень володіння нею.

Навчальний посібник складено відповідно до сучасних методик викладання англійської мови у вищих навчальних закладах України.

Посібник розраховано для слухачів із середнім та вище середнього (Intermediate / Upper – Intermediate) рівнями володіння мовою, у ньому гармонійно поєднані теоретичний і практичний аспекти, що, по-перше, дають змогу краще засвоїти матеріал, а по-друге, розширює аудиторію, яка може скористатися виданням.

Метою навчального посібника є забезпечення формування необхідних комунікативних мовленнєвих компетенцій (лінгвістичної, соціолінгвістичної і прагматичної) у сферах професійного та ситуативного спілкування в усній і письмовій формах; набуття навичок практичного володіння іноземною мовою в різних видах мовленнєвої діяльності в обсязі тематики, зумовленої професійними потребами; одержування новітньої фахової інформації через іноземні джерела; користування усним монологічним та діалогічним мовленням.

Розроблені завдання посібника допоможуть студентам у формуванні загальних компетенцій з метою розвитку їх особистої мотивації; зміцнювати впевненість студентів як користувачів мови, а також позитивне ставлення до її вивчення.

Опрацювавши перший розділ «Мистецтво менеджменту» студенти зможуть продемонструвати здатність презентувати інформацію про функції управління, стилі та рівні менеджменту.

Після опрацювання другого розділу «Менеджери та лідери» студенти будуть спроможні порівнювати якості лідера та менеджера, надаючи аргументацію своїм думкам. Написання

есе, як типу академічного письма, запропоновано в цьому ж розділі.

Варіативність менеджменту розглядається у третьому розділі. Мовний матеріал засвоюється шляхом участі у рольових іграх та дискусіях.

Різноманітні вправи допомагають розширити активний та пасивний словниковий запас (наприклад, такі завдання, як знайти синоніми, пояснити значення слів з контексту чи знайти слово до запропонованих дефініцій).

Слова, які опрацьовуються та на які потрібно звернути увагу і вивчити, подаються після кожного уроку.

Граматичні завдання допомагають повторити та закріпити правила вживання часів активного та пасивного стану, умовних речень.

Багато вправ спрямовано на розвиток навичок говоріння. Навчальний посібник пропонує різноманітні рольові ігри, дискусії, інтерв'ю.

Велика увага приділяється самостійній роботі студентів: дослідницькій роботі, пошуку інформації в Інтернеті, відвідуванню компаній та презентації опрацьованих матеріалів.

Посібник пропонує завдання для розвитку навичок письма: написання есе, звіту, листів.

Після кожної частини пропонуються тести для перевірки вивченого матеріалу.

Посібник має ілюстрації, таблиці, схеми, що супроводжують та роз'яснюють викладений матеріал. Наприкінці посібника надано граматичний довідник, таблиці відмінювання дієслова в активному та пасивному стані, список неправильних дієслів та глосарій.

У додаткових матеріалах можна знайти тексти, статті сучасних видань, журналів, завдання до рольової гри, а також схему презентування інформації.

Словник термінів, що вживаються сучасною наукою при дослідженні різних аспектів спілкування людини в соціумі, доповнює навчальний посібник.

Все це дозволяє значно підвищити рівень підготовки фахівців, що є актуальним завданням навчального процесу сьогодні.

Таким чином, навчальний посібник «Management English»

допоможе студентам здійснити перехід від вивчення англійської мови як навчального предмета до його практичного вживання в професійних цілях.

Навчальний посібник є винятковим прикладом міждисциплінарних зв'язків та має на меті розширити й систематизувати, а також оновити вітчизняну літературу з англійської мови професійного спрямування.

Викладачам

Навчальний посібник «Management English» передбачає доповнення аудіо- та відеоматеріалами залежно від програми та потреб студентів.

Електронні ресурси та друковані видання запропоновані в списку літератури.

Автори висловлюють подяку рецензентам:

Викладачам кафедри спеціальної мовної підготовки ВНЗ «Університет економіки та права «КРОК», завідуючій кафедрі Т.В. Карповій, доценту кафедри англійської мови факультету перекладачів Київського національного лінгвістичного університету, кандидату педагогічних наук В.В. Матвейченко, завідувачу кафедри англійської мови Гуманітарного інституту Київського університету імені Бориса Грінченка, кандидату педагогічних наук, доценту Д.В. Ольшанському, доценту кафедри англійської мови природничих факультетів Інституту філології Київського національного університету імені Тараса Шевченка О.А. Борисенко.

Особливу подяку автори висловлюють доценту кафедри спеціальної мовної підготовки ВНЗ «Університет економіки та права «КРОК» факультету міжнародних відносин Людмилі Йосипівні Клименко.

Part I

THE ART OF MANAGEMENT

Unit 1 What is Management?

Lead-in

1. Work in pairs. Share your ideas what you know about the origin of the word management. When do you think it appeared?

Reading

2. Read the text below and say whether the statements a-g are **true** or **false**. Correct the false ones.

a) “The art of getting things done through people” is the only definition of management.

b) The modern management theories have been created with the assistance of several famous works.

c) Smith illustrated the boost of productivity due to the changes in the manufacturing processes.

d) Ichiro Ueno became the first management consultant of the “Japanese-management style”.

e) Drucker wrote 39 books, many in the different areas.

f) More and more processes simultaneously involve several categories, thus, it is difficult to subdivide management into functional ones.

g) Theories of management are implemented in the organizational environments.

Overview and Historical Development

Management. Have you ever thought about the origin of the word which is so prevalent nowadays?

The verb manage comes from the Italian maneggiare (to handle — especially a horse), which in turn derives from the Latin manus (hand). The French word mesagement (later ménagement) influenced the development in meaning of the English word management in the 17th and 18th centuries. Mary Parker Follett (1868–1933), who wrote on the topic in the early twentieth century, defined management as “the art of getting things done through people”. She also described management as philosophy. Frenchman Henri Fayol thinks of management functionally, as the action of measuring a quantity on a regular basis and of adjusting some initial plan or as the actions taken to reach one has intended goal.

The phrase “management is what managers do” occurs widely, suggesting the difficulty of defining management, the shifting nature of definitions, and the connection of managerial practices with the existence of a managerial cadre or class.

While management has been present for millennia, several writers have created a background of works that assisted in modern management theories. For example, written by Chinese general Sun Tzu in the 6th century BC, *The Art of War* is a military strategy book that, for managerial purposes, recommends being aware of and acting on strengths and weaknesses of both a manager’s organization and a foe’s.

Niccolò Machiavelli wrote *The Prince* in 1513 as advice for the leadership of Florence, Italy believing that people were motivated by self-interest. Machiavelli recommended that leaders use fear—but not hatred—to maintain control.

Written in 1776 by Adam Smith, a Scottish moral philosopher, *The Wealth of Nations* aims for efficient organization of work through specialization of labor. Smith described how

changes in processes could boost productivity in the manufacture of pins. While individuals could produce 200 pins per day, Smith analyzed the steps involved in manufacture and, with 10 specialists, enabled production of 48,000 pins per day.

In 19th century innovators like Eli Whitney (1765-1825), James Watt (1736-1819), and Matthew Boulton (1728-1809) developed elements of technical production such as standardization, quality-control procedures, cost-accounting, interchangeability of parts, and work-planning. Many of these aspects of management existed in the pre-1861 slave-based sector of the US economy. That environment saw 4 million people, as the contemporary usages had it, “managed” in profitable quasi-mass production.

J. Duncan wrote the first college management textbook in 1911. In 1912 Yoichi Ueno introduced Taylorism to Japan and became the first management consultant of the “Japanese-management style”. His son Ichiro Ueno pioneered Japanese quality assurance.

Peter Drucker (1909–2005) wrote one of the earliest books on applied management: *Concept of the Corporation* (published in 1946). It resulted from Alfred Sloan (Chairman of General Motors until 1956) commissioning a study of the organisation. Drucker went on to write 39 books, many in the same vein.

Towards the end of the 20th century, business management came to consist of six separate branches, namely: human resource management, operations management or production management, strategic management, marketing management, financial management, information technology management.

In the 21st century observers find it increasingly difficult to subdivide management into functional categories. More and more processes simultaneously involve several categories. Instead, one tends to think in terms of the various processes, tasks, and objects subject to management.

Branches of the management theory also exist relating to nonprofits and to government: such as public administration, public management, and educational management. Further, management programs related to civil-society organizations have also spawned programs in nonprofit management and social entrepreneurship.

Contemporary theories of management tend to account for and help interpret the rapidly changing nature of today's organizational environments. As before in management history, these theories are prevalent in other sciences as well.

Shelley once claimed that poets are "the unacknowledged legislators of mankind."

Today that honor belongs to management theorists. Wherever one looks, management theorists are laying down the law, reshaping institutions, refashioning the language, and, above all, reorganizing people's lives.

Comprehension check

3. Answer the question. What concepts of the following people have assisted the management theory formation?

- Sun Tzu
- Niccolò Machiavelli
- Adam Smith
- Eli Whitney, James Watt, Matthew Boulton
- J. Duncan
- Yoichi Ueno, Ichiro Ueno
- Peter Drucker

4. Put the following words into an appropriate column below.

adjust, administration, analyze, assist, assurance, contemporary, derive, efficient, enable, entrepreneurship, functionally, increasingly, initial, intended, leadership, measure, prevalent, profitable, rapidly, simultaneously, shifting, strengths, spawn, weaknesses

VERB	NOUN	ADJECTIVE	ADVERB
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

5. Fill in the gaps in the sentences a-f with an appropriate word from the box.

efficiently, measurable, spawned, efficiency, adjust, productivity

- a) Wherever management theory has been _____, fear and anxiety seem to have followed.
- b) Scientific management was concerned with increasing the _____ of the shop and the individual worker.
- c) The more people specialize, the more _____ they can perform their work.
- d) Today we often think of bureaucracies as vast, impersonal organizations that put impersonal _____ ahead of human needs.
- e) Management provides direction by giving each team a common purpose and holds the teams accountable for _____ performance goals.
- f) He thought that management functions were to _____ some initial plans and take actions to reach one's intended goal.

Key vocabulary

administration, adjust, assist, analyze, contemporary, derive, enable, efficient, entrepreneurship, functionally, initial plan, intended goal, interchangeability, increasingly, leadership, measure quantity, nonprofits, prevalent, profitable, quality assurance, shifting nature, productivity, rapidly, spawn, strengths, simultaneously, weaknesses

Reading

1. Below there are the modern management theory names.

Read the text and fill in the gaps with the correct headings from the box.

Corporate Downsizing, Empowerment, Just-in-Time, Learning Organizations, Outsourcing, Re-engineering, Team Working, Total Quality Management

Modern management theory

1) _____

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

2) _____

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

3) _____

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

4) _____

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

5) _____

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

6) _____

This management approach focuses on measuring the qual-

ity of service in all aspects. The idea is to develop systems that are more efficient and more economical, but which are also more able to meet the needs of customers.

7) _____

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

8) _____

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

2. Writing

Summarize the text in a short paragraph of about 50 words.

3. Translate the sentences into English.

1) У вступній статті до книги М. Мескона, М. Альберта, Ф. Хедоурі «Основи менеджменту» дається таке визначення: «Менеджмент — це вміння досягати поставленої мети, використовуючи працю, інтелект, мотиви поведінки інших людей». Або: «Менеджмент — сукупність принципів, методів і засобів управління виробництвом з метою підвищення його ефективності та збільшення прибутку».

2) Кожна фірма має обирати особисту модель управління з урахуванням: розміру фірми; характеру продукції, що випускається; характеру середовища, в якому вона діє.

3) Сутність нової філософії управління визначається такими факторами: підприємство розглядається як живий організм, в якому люди об'єднані спільними цінностями. Підприємство має весь час оновлюватися в постійному прагненні пристосовуватися до зовнішніх чинників, головним із яких є споживач.

4) Сучасним підприємствам, що функціонують у складному соціально-економічному середовищі, слід постійно створювати і впроваджувати різноманітні інновації для забезпечення ефективної діяльності в ринковій економіці.

Key vocabulary

corporate downsizing, empowerment, eliminates, fluid, just-in-time, learning organizations, outsourcing, re-engineering, sold off, team working, total quality management

Pre-reading

1. Look at the title of the article. Which of the words below do you think you will find in the article?

a goal, burgers, management, human, organizational performance, efficiency, an effort, breakfast service, effectiveness, progress, globalization, society.

Reading

2. Read the text. Give the definitions to the following terms in accordance with the text:

an organization, a goal, a manager, management, organizational performance, efficiency, effectiveness.

What is Management?

This is a standard question that most of people in the management profession have been asked more than once.

According to Wikipedia, the free on-line encyclopedia, management in all business and human organization activity is simply the act of getting people together to accomplish desired goals and objectives. Management comprises planning, organizing, staffing, leading or directing, and controlling an organization (a group of one or more people or entities) or an effort for the purpose of accomplishing a goal. Resourcing encompasses the deployment and manipulation of human resources, financial resources, technological resources, and natural resources.

It is very important to consider a few key concepts that form the above definition.

Organizations are collections of people who work together and coordinate their actions to achieve a wide variety of goals. A goal is a desired future outcome that an organization strives to achieve. Resources are assets such as people, machinery, raw materials, information, skills, and financial capital.

The people responsible for supervising the use of an organization's resources to achieve its goals are managers. In other words management is the planning, organizing, leading, and controlling of resources to achieve organizational goals effectively and efficiently.

One of the most important goals that organizations and their members try to achieve is to provide some kind of good or service that a customer desires. The principal goal of doctors, nurses, and hospital administrators is to increase their hospital's ability to make sick people well; the principal goal of each McDonald's restaurant manager is to produce burgers, fries, and shakes that people want to eat and pay for.

Organizational performance is a measure of how efficiently and effectively managers use resources to satisfy customers and achieve organizational goals. Organizational performance increases in direct proportion to increases in efficiency and effectiveness.

Efficiency is a measure of how well or how productively resources are used to achieve a goal. Organizations are efficient when managers minimize the amount of input resources (such as labor, raw materials, and component parts) or the amount of time needed to produce a given output of goods or services. For example, McDonald's recently developed a more efficient fat frier that not only reduces (by 30 percent) the amount of oil used in cooking, but also speeds up the cooking of French fries.

Effectiveness is a measure of the appropriateness of the goals that managers have selected for the organization to pursue, and of the degree to which the organization achieves

those goals. Organizations are effective when managers choose appropriate goals and then achieve them. Fifteen years ago, for example, managers at McDonald's decided on the goal of providing breakfast service to attract more customers. The choice of this goal has proved very smart, for sales of breakfast food now account for over 30 percent of McDonald's revenues. High-performing organization like McDonald's is simultaneously efficient and effective.

Managers who are effective are those who choose the right organizational goals to pursue and have the skills to utilize resources efficiently.

3. Work in pairs. There are four types of product (results a-d) which depend on efficiency and effectiveness of the organizational performance.

Study the table below and complete it with the results a-d. The first one has been done for you.

Results:

- a) A product that customers want at a quality and price that they can afford.
- b) A low quality product that customers do not want to buy.
- c) A high quality product that customers do not want.
- d) A product that customers want, but that is too expensive to buy for them.

№	Levels of efficiency and effectiveness	Organizational performance	Results
1)	Low efficiency/ High effectiveness	A manager chooses the right goals to pursue but does poor job of using resources to achieve these goals	d
2)	Low efficiency/ Low effectiveness	A manager chooses the wrong goals to pursue and makes poor use of resources	

3)	High efficiency/ High effectiveness	A manager chooses the right goals to pursue and makes good use of resources to achieve these goals	
4)	High efficiency/ Low effectiveness	A manager chooses the inappropriate goals, but makes good use of resources to achieve these goals	

Speaking

4. Work in pairs. Comment on the organizational performance using the model below and the information in the table.

Model

Organizational performance increases **in direct proportion** to increases in efficiency and effectiveness.

If a manager chooses....goals to pursue and/but... resources, the efficiency of the organization is ...and its effectiveness is....

Consequently, the organization with ... efficiency and ... effectiveness produces/manufactures a product that....

On the other hand if a manager ...

5. Give an example of national or multinational company that you believe is high performing and one that you believe is low performing. Explain why you think the performance levels of the two organizations differ so much. Compare and specify the reasons.

6. Choose an organization such as a school or a bank; visit it; list the different kinds of organizational resources it uses. Report to the class.

Key vocabulary

accomplish desired goals, appropriateness, deployment, efficiency, effectiveness, encompass, manager, management, measure, organization, organizational performance, pursue, resources, simultaneously, specify, staffing

Increasing efficiency

Pre-reading

1. Work in pairs. Share your opinions with the partners in what ways an organization can be more efficient. Write down at least five ways. As you read the text, see if any points are the same as yours.

While-reading

2. Fill in each blank with the correct word partnership from the table below.

put off unpleasant tasks	lose concentration	separate folders
delegate routine tasks	set a time limit	set priorities
unnecessary paperwork	members of staff	skip over
time-consuming way	have a meeting	pick out

Here are ten key ways to improve efficiency:

Avoid a) _____. Be ruthless. Are all those statistics and memos really necessary?

Essential paperwork should be organized into b) _____ so that you and other

c) _____ can find what you want quickly.

d) _____. Decide which of your tasks are the most important and deal with them first.

Never e) _____. It is best to deal with them as soon as possible or you will keep thinking about them and f) _____.

Know when to stop. If you are too much of a perfectionist, you will concentrate on one task and not leave enough time to do the others.

g) _____. Do not try to do everything yourself. Make sure, however, that the subordinate is competent enough to carry out the task.

Cut meetings to a minimum. Ask yourself if a meeting is essential or if the issues could be dealt with in a less h) _____.

If you must i) _____ restrict it to those whose presence is essential. Don't waste people's time.

At the beginning of a meeting j)_____ and stick to it. This should focus everybody's mind and avoid unnecessary anecdotes, etc.

Learn the art of speed-reading. k)_____ the non-essential text and (l)_____ the message, the important facts.

Speaking (presentation)

Preparation for the task

3. Using the information from the text above prepare a list of questions to conduct the interview. Visit an organization and talk to the managers. Find out:

What their respective management roles in the organization are;

What they do to help the organization be efficient and effective.

Task performing

Present your findings, using the model below.

Presentation

Introduction

Good morning/afternoon/ evening ladies and gentlemen (everyone).

I'm very grateful that you could come today. (Thanks for coming).

As some/most of you know, I am ...

What I'd like to speak about is...

I've split my talk into... parts /sections.

So, I'll start off by giving you an overview of/making a few observation about/outlining...

And then I'll go on to highlight.... / After that/ Finally, I'll take a look at...

I'll be using a multimedia projector.

I plan to be brief. About... minutes.

I would be glad to take questions at the end of my presentation.

Main body

Opening a section

Ok, let's start with...

Now I want to turn to...

Let's now look at...

Ending a section

I think that covers everything on....

That's all I wanted to say about...

I think that deals with...

Ending

OK. This brings me to the end of my presentation.

If I can I briefly summarize...

I'd like to finish by saying..

Thank you for listening so attentively.

I hope that this has been useful.

I would now like to invite your questions regarding my presentation.

Unit 2 Management functions

Lead-in

What functions of management and managers do you know? Share the ideas with your partners. Make a list.

While-reading

1. Read the text that summarizes some of Peter Drucker's views on management.

Which functions did you mention, which can you add to your list?

Management functions

Peter Drucker, the well-known American business professor and consultant, suggests that the work of a manager can be divided into planning (setting objectives), organizing, integrating (motivating and communicating), measuring, and developing people.

First of all, managers (especially senior managers such as company chairmen - and women - and directors) set objectives, and decide how their organization can achieve them. This involves developing strategies, plans and precise tactics, and allocating resources of people and money.

Secondly, managers organize. They analyze and classify the activities of the organization and the relations among them. They divide the work into manageable activities and then into individual jobs. They select people to manage these units and perform the jobs.

Thirdly, managers practise the social skills of motivation and communication. They also have to communicate objectives to the people responsible for attaining them. They have to make the people who are responsible for performing individual jobs form teams. They make decisions about pay and promotion. As well as organizing and supervising the work of their subordinates, they have to work with people in other areas and functions.

Fourthly, managers have to measure the performance of their staff, to see whether the objectives set for the organization as a whole and for each individual member of it are being achieved.

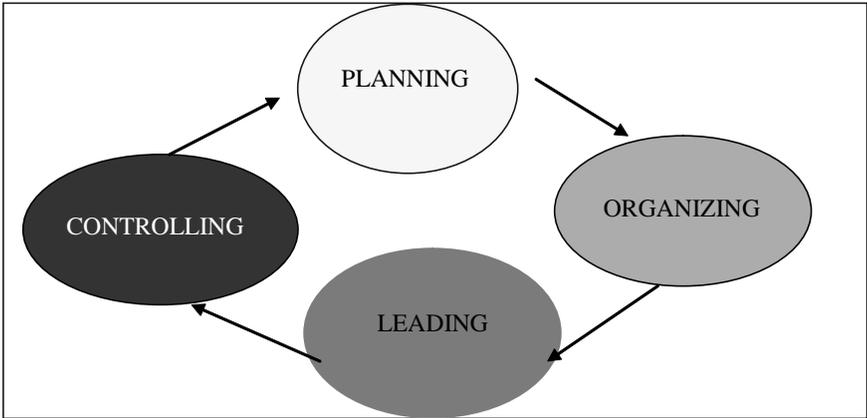
Lastly, managers develop people - both their subordinates and themselves.

Obviously, objectives occasionally have to be modified or changed. It is generally the job of a company's top managers to consider the needs of the future, and to take responsibility for innovation, without which any organization can only expect a limited life. Top managers also have to manage a business's relations with customers, suppliers, distributors, bankers, investors, neighbouring communities, public authorities, and so on, as well as deal with any major crises which arise. Top managers are appointed and supervised and advised (and dismissed) by a company's board of directors.

Although the tasks of a manager can be analysed and classified in this fashion, management is not entirely scientific. It is a human skill. Some people are clearly good at management, and others are not. Some people will be unable to put management techniques into practice. Others will have lots of technique but few good ideas. Outstanding managers are rather rare.

Peter Drucker: An Introductory View of Management (Adapted from English for Business Studies).

Four Functions of Management



2. The table shows four main roles of managers: planning, organizing, leading and controlling. There is a list of management functions below the table.

Write each function under the correct heading.

Planning	Organizing	Leading	Controlling
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Management Functions

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

Vocabulary

1. Complete the following sentences with these words.

achieved, board of directors, communicate, innovations, manageable, performance, resources, setting, supervise

- 1) Managers have to decide how best to allocate the human, physical and capital available to them.
- 2) Managers – logically – have to make sure that the jobs and tasks given to their subordinates are
- 3) There is no point in objectives if you don't them to your staff.
- 4) Managers have to their subordinates, and to measure, and try to improve, their
- 5) Managers have to check whether objectives and targets are being
- 6) A top manager whose performance is unsatisfactory can be dismissed by the company's
- 7) Top managers are responsible for the that will allow a company to adapt to a changing world.

2. The text above contains a number of common verb-noun partnerships (e.g. *achieve objectives*, *deal with crises*, and so on).

Match up the verbs in A with the nouns in B to make common collocations.

A	B
allocate	decisions
communicate	information
develop	jobs
make	objectives
measure	people
motivate	performance
perform	resources
set	strategies
supervise	subordinates

3. Translate the text, using key vocabulary of the unit.

1) Основними функціями менеджменту є: планування, організація, мотивація, контроль, координація та регулювання.

2) Функція планування передбачає розв'язання двох глобальних питань: якою має бути реальна мета організації і що слід робити членам організації, щоб досягти її.

3) Менеджер, займаючись управлінням, аналізує бюджети, інформацію про стан галузі та економіки в цілому, ресурси, що є в розпорядженні підприємства, і ресурси, які воно спроможне придбати.

4) Організація – це свідомий процес, спрямований на об'єднання та впорядковану взаємодію елементів або частин (людей, ідей, речей) у ціле, у результаті чого утворюється життєздатна, продуктивна, стійка система.

5) Функція мотивації охоплює розробку і використання стимулів до ефективної взаємодії суб'єктів спільної діяльності. Завдання функції мотивації – забезпечити виконання роботи членами організації відповідно до делегованих їм обов'язків та плану.

6) Функція контролю включає облік і аналіз інформації про фактичні результати діяльності всіх підрозділів організації, виявлення відхилень і аналіз їхніх причин.

7) Функція регулювання забезпечує виконання поточних заходів, пов'язаних з усуненням відхилень від заданого режиму функціонування організаційної системи виробництва. Здійснюється вона в процесі оперативного управління спільною діяльністю людей шляхом диспетчеризації на основі контролю й аналізу цієї діяльності.

Key vocabulary

achieve goals, allocate resources, appoint, attain, distributors, integrate, investors, measure performance, modify, motivate, perform the job, public authorities, set objectives, subordinates, supervise work

Reading

1. Read the text and find the possible places for the following subtitles:

- a) Be careful what you ask for
- b) Motivation and enjoyment

- c) Interest and motivation
- d) Try this yourself
- e) What I did right
- f) What not to do

The Lesson of the Red Horse

By F. John Reh, About.com

At a recent family gathering, my nine-year old niece used her new colored pens to draw animals on scraps of paper she found. The first horse she drew was a very nice blending of blues and yellows and greens and was kneeling in a field of tall grass. What does this have to do with Management? A lot really.

1) _____

She made several more horse drawings, in **assorted** artistic shades, and gave them to her grandparents and an uncle. I was impressed by the sense of color balance she demonstrated, as well as her skill level in drawing a horse that actually looked like a horse.

Late in the day she handed one to my sister. I jokingly asked her where mine was. She turned, matter-of-factly, and asked me what color I wanted it. I picked red. Just a few minutes later she returned and presented me a mono-chromatic red drawing of a stationary horse.

It's a wonderful drawing that my wife has already hung on the refrigerator door, but it is not the artistic, multi-hue drawing of a horse in motion that she had done in all her others.

2) _____

Have you ever done that at work? Have you ever been impressed with the way an employee completed a project so you assigned them another one like it and it got done, but wasn't exactly what you wanted? Why do you suppose that was? What can we learn from my request of my niece that can help us as managers?

3) _____

Granted it was a joking request without significant **consequences**, but here is what I did wrong as I asked her to do something:

Didn't clearly tell her the desired end product
 Didn't tell her what it was that I liked about the relevant previous efforts

Didn't **involve** her in the planning

Didn't **monitor** her progress

Didn't **establish** a timeline

Didn't effectively **motivate** her to produce her best

It is the same way with the people that work for you. If you want to get the best out of them, you have to give them all the information they need to succeed. Let them know what you expect. Let them know what will be used to **evaluate** it as a success. Get them involved in the planning. Then, and most importantly, motivate them to do their best.

4) _____

We all do best the things that we most enjoy doing. I got into management because I could do the planning and directing that it requires. I got good at managing because I spent time doing it. I spent time managing because I enjoyed doing it.

If you have out-going people, don't stick them in a back room and have them spend all day adding numbers. They will soon get bored, start making mistakes, and either quit or get fired. Don't put a shy, introverted person into sales and have them make cold calls. They will hate it and won't make many sales. Don't put a dreamer in charge of your accounting and don't put a detail-oriented person in charge of strategic planning.

5) _____

While my niece's drawing was not exactly what I wanted, it was a nice drawing. Here are the things I did right in making the request:

Did tell her I wanted her to do something

Did tell her I liked her previous drawings

Did avoid micro-managing her

Did thank her for making the drawing

6) _____

After you have **assigned** a task, and had the work come back less than what you wanted, look first at what you did wrong – as I did above. Then you can look at what the employee may have done wrong. Be sure to tell them what they did right and that you **appreciate** them making the effort. Finally, make sure you take a moment to look at what you did right. If you do not do positive **reinforcement** for yourself, you may lose some of the **desirable** actions.

Reading comprehension

2. Answer the questions.

- 1) What is the moral of the Red Horse story?
- 2) What mistakes did the author make?
- 3) What did he do correctly?
- 4) Why should the manager be careful what he asks for?
- 5) What different types of personality does the author mention talking about motivation and enjoyment?
- 6) Which pieces of given advice are the most important?

Speaking

3. Work in pairs. Think of your last experience when you asked somebody to perform a task. How did you assign the task? What did you do correctly/wrongly? Report to the class.

Word building

4. These suffixes are used to make adjectives

-able/ible, -ent/ant, -ful, -ic, -ive, -al

Write adjectives, adding one of the suffixes to the words below:

Act, desire, care, critic, efficiency, wonder, strategy

These suffixes are used to make nouns

-ence, -ion, -ment, -er/or, -ity, -ship

Write nouns, adding suffixes to the words below (sometimes more than one variant is possible)

Manage, enjoy, motivate, intelligent, partner, employ, various

Give at least one example of your own for each suffix.

5. Fill in the columns with the missing forms.

Noun	Verb	Adjective
	evaluate	
enjoyment		
		impressed
	establish	
		assorted
	appreciate	
		desirable
	monitor	

6. Explain the meaning of the words in **bold** from the text above.

Grammar Revision

1a Match the sentences from the text to the tenses (a-e) below

- 1) We all **do best the things** that we most **enjoy doing**.
- 2) They **will hate** it and **won't make** many sales.
- 3) **Have you ever been impressed** with the way an employee completed a project?
- 4) It's a wonderful drawing that my wife **has already hung** on the refrigerator door.
- 5) Late in the day she **handed** one to my sister.
- 6) The first horse she drew was a very nice blending of blues and yellows and greens and **was kneeling** in a field of tall grass.

- a) Past Continuous
- b) Present Simple
- c) Future Simple
- d) Present Perfect
- e) Past Simple

1b Complete the sentences below by writing the name of the correct tense from **1a**.

We use the _____ to describe something that is a state, habit or general truth.

1) We use the _____ in predictions or for actions which will definitely happen in the future.

2) We use the _____ for an action which has recently finished and whose result is visible in the present; for an action which happened at an unstated time in the past.

3) We use the _____ for an action which happened at a definite time in the past.

4) We use the _____ to describe a temporary action that was in progress at a time in the past; for an action which was in progress when another action interrupted it.

2. Choose the correct answer for the sentences below. Justify your choice

1) We about safety procedures when the fire alarm went off.

- a) were talking b) talked c) talk

2) Paul abroad once a month on business.

- a) travels b) is travelling c) travel

3) I think Mr. Bell us tomorrow.

- a) has visited b) visit c) will visit

4) Yesterday we the office at about 9.00 pm.

- a) had left b) left c) were leaving

5) "Where are Paula and Mike?" "They to the supermarket".

- a) have just gone b) have been going c) went

Key vocabulary

assign a task, appreciate, avoid micro-managing, assorted, consequences, desirable actions, evaluate, establish a timeline, get fired, introverted person, involve smb. in planning, matter-of-factly, monitor progress, motivate, quit, reinforcement, relevant efforts, succeed

Unit 3 Levels of Management

Lead - in

1. Discuss in pairs what you know about levels of management. Report to the class.

While-reading

2. Read the text and check if you were correct.

Levels of Management

The term “*levels of management*” refers to a line of demarcation between various managerial positions in an organization. The number of levels in management increases when the size of the business and work force increases and vice versa. The level of management determines a chain of command, the amount of authority & status enjoyed by any managerial position. The levels of management can be classified in three broad categories:

- 1) Top level / Administrative level
- 2) Middle level / Executory
- 3) Low level / Supervisory / Operative / First-line managers

Managers at all these levels perform different functions. The role of managers at all the three levels is discussed below:



LEVELS OF MANAGEMENT

1. Top Level of Management

It consists of board of directors, chief executive or managing director. The top management is the ultimate source of authority and it manages goals and policies for an enterprise. It devotes more time on planning and coordinating functions.

The role of the top management can be summarized as follows:

a) Top management lays down the objectives and broad policies of the enterprise.

b) It issues necessary instructions for preparation of department budgets, procedures, schedules etc.

c) It prepares strategic plans and policies for the enterprise.

d) It appoints the executive for middle level i.e. departmental managers.

e) It controls and coordinates the activities of all the departments.

f) It is also responsible for maintaining a contact with the outside world.

g) It provides guidance and direction.

h) The top management is also responsible towards the shareholders for the performance of the enterprise.

2. Middle Level of Management

The branch managers and departmental managers constitute middle level. They are responsible to the top management for the functioning of their department. They devote more time to organizational and directional functions. In small organization, there is only one layer of middle level of management but in big enterprises, there may be senior and junior middle level management.

Their role can be emphasized as:

a) They execute the plans of the organization in accordance with the policies and directives of the top management.

b) They make plans for the sub-units of the organization.

c) They participate in employment and training of lower level management.

d) They interpret and explain policies from top level management to lower level.

e) They are responsible for coordinating the activities within the division or department.

f) It also sends important reports and other important data to top level management.

g) They evaluate performance of junior managers.

h) They are also responsible for inspiring lower level managers towards better performance.

3. Lower Level of Management

Lower level is also known as supervisory / operative level of management. It consists of supervisors, foreman, section officers, superintendent etc. According to R.C. Davis, "Supervisory management refers to those executives whose work has to be largely with personal oversight and direction of operative employees". In other words, they are concerned with direction and controlling function of management. Their activities include:

a) Assigning of jobs and tasks to various workers.

b) They guide and instruct workers for day to day activities.

c) They are responsible for the quality as well as quantity of production.

d) They are also entrusted with the responsibility of maintaining good relation in the organization.

e) They communicate workers problems, suggestions, and recommendatory appeals etc. to the higher level and higher level goals and objectives to the workers.

f) They help to solve the grievances of the workers.

g) They supervise and guide the sub-ordinates.

h) They are responsible for providing training to the workers.

i) They arrange necessary materials, machines, tools for getting the things done.

j) They prepare periodical reports about the performance of the workers.

k) They ensure discipline in the enterprise.

l) They motivate workers.

m) They are the image builders of the enterprise because they are in direct contact with the workers.

3. Read the text again and use the given information to present the responsibilities of the managers on different levels.

Vocabulary

1. Write the words from the text for these definitions

a) a senior manager in a business or other organization;

b) someone who owns shares in a company;

c) a set of plans or actions agreed on by a government, political party or business;

d) the amount of something;

e) a complaint about being treated in an unfair way;

f) the process of doing a job or action.

2. Find synonyms in the list of words. There is an odd one out.

periodical, high-grade, essential, repeating, various
diverse, broad, qualitative, wide, necessary, senior

3. Make all possible collocations with the verbs from the left column and nouns from the right.

motivate	grievance
solve	materials
ensure	workers
provide	discipline
arrange	training
interpret	activities
coordinate	policies
evaluate	guidance
	performance

Write at least five sentences of your own using the pairs of words.

4. Writing

Make Internet research and write 150-200 word report of managerial levels in existing companies.

Grammar Revision

1. Look at the sentences from the text and analyze the verb forms.

Managers at all these levels perform different functions.

The role of managers at all the three levels is discussed below.

Complete the gaps:

Both sentences are in the tense.

We use the voice to describe what someone/something does.

We use the voice to describe what happens to someone/something (often when the person or thing that does the action is not known or not important).

The Passive Voice form: the verb to be + past participle

Find some more examples of the Passive Voice in the text.

2. Rewrite these sentences either in the Passive or Active Voice.

ACTIVE	PASSIVE
My brother looks after my flat when I'm away.	a)
b)	My car is serviced twice a year.
A lot of children use computers nowadays.	c)
d)	Over forty languages are spoken in Kenya.
People use plastic in manufacturing of so many things these days.	e)

Note: For more information and practice of the Passive Voice see Grammar Reference.

Key vocabulary

assign tasks, appoint the executive, arrange necessary materials, build the image, be responsible towards (to)the shareholders, coordinate the activities, execute the plans of the organization, evaluate performance, ensure discipline, guide and instruct, issue necessary instructions, inspire, lay down the objectives, maintain a contact, motivate workers, provide guidance and direction, participate in employment and training, prepare strategic plans solve the grievances, supervise and guide

Unit 4 Management styles

Pre-reading

Work in small groups. Answer the following questions.

What does a style of management mean?

Does an organisational performance depend on the style of management?

Reading

1. Read the text and decide whether the following statements are **true** or **false**.

1) Following **Participatory** management **Style** aims the final result of the project rather than individual achievements but requires the contribution of each employee.

2) **Directing** management **Style** is required to set specific standards and expectations using cold and impersonal approach.

3) **Teamwork Style of management** succeeds on the basics of solid communication, efforts coordination and collaboration.

Three Effective Management Styles

Being an effective manager means knowing when to use the right management style. Some styles, for instance, are more people-oriented, while others tend to focus on a project

or product. Your job is to select the management style that works best for any given situation. Get your people to do their best work by using one or more of the most effective management styles.

In **participatory style** it is critical to give each employee an entire task to complete. If that is not possible, make sure the individual knows and understands his or her part as it relates to the project or task. When people on your team know where they fit in the big picture, they are more likely to be motivated to complete the task. Take the time to explain the details and why their role is important. Get their input on the task and its significance. This will give them a sense of value, and hopefully, encourage them to take ownership of their piece of the project. Do your best to make sure your employees understand the tasks. Ask questions that might seem obvious; the asking alone will reinforce an employee's understanding of the work. If your tasks are divided among groups, coordinate each group's contribution so that everyone knows where and how they fit in. Make a concerted effort to minimize obstacles and difficulties that arise. Let people know that you are happy to clear their paths so when a problem *does* arise, you are informed in a timely manner. Reward not only jobs well done, but motivation as well. This will maintain the momentum and let people know that you have faith in their efforts.

Sometimes a situation will call for a **direct style** of management. Perhaps a tight deadline looms, or the project involves numerous employees and requires a top-down management approach. Here, a manager answers five questions for the employees: *What? Where? How? Why? and When?* Let them know what they need to do, how they're going to do it, and when they must be finished. This style may seem cold and impersonal, but you still have an opportunity to be a motivating and accessible manager. For example, when you assign roles and responsibilities, provide helpful tips or share experiences you encountered with a similar project.

With this style, do not be afraid to set specific standards and expectations. Your communication, therefore, must be detail-oriented, unambiguous, and free of buzzwords and jargon. You also need to set clear, short-term goals like, “Your goal is to complete three reports a day.” In addition, be willing and able to make decisions quickly. Midway through a task, for example, you may direct someone to switch from doing one thing to another. Let your people know from the outset that this may occur; it will help them transition more smoothly. Make sure, as well, to reward and recognize jobs well done.

If you want to expedite a project and optimize a process for completing that project, managing by **teamwork** is the way to go. When you motivate people to pool their knowledge, the results may exceed your expectations. Often, teams can tackle problems more quickly than what you can accomplish on your own. The give-and-take can create a process that you can replicate in other projects. Remember that successful teamwork depends on coordinated efforts among the staff, as well as solid communication skills. Reports must be clear and concise. Presentations must convey information that leaves nothing unanswered. Understanding logistics is critical, too. Probably most important, however, is your willingness to credit the team for its success and independence, rather than your savvy management skills. Indeed, when you get around to employee evaluations, remember to recognize those who were able to collaborate and maintain a team spirit, especially under pressure.

Managing without a specific style geared to a specific set of circumstances can slow you down and even lead to costly mistakes. On the other hand, the management style you select will depend on your people’s skills and knowledge, available resources (like time and money), desired results, and, of course, the task before you.

2. Match the verbs in the left column to the phrases in the right.

complete	on your own
encourage	problems
reinforce	to complete the task
contribute	an employee's understanding of the work
assign	your expectations
provide	the roles
exceed	in other projects
tackle	to take ownership of their piece of the project
accomplish	the task
replicate	helpful tips

3. Work in small groups. Characterize each style of management using the words and word combinations in the table below.

people-oriented, an entire task, a concerted effort, approach, an accessible manager, unambiguous communication, the give-and-take, complete the task, assign roles, encountered with, optimize a process, exceed your expectations, tackle problems, encourage, reinforce, provide, contribute, accomplish, replicate

Key vocabulary

approach, accessible, accomplish, assign, convey, detail-oriented, encounter, exceed, give-and-take, gear, input, ownership, obstacles, people-oriented, participatory, reinforce, replicate, savvy, transition, tackle, unambiguous

Pre-reading

1. Work in pairs. Answer the questions.

Should managers use only one management style?

What does situational style mean?

Reading

2. Read the text about two more management styles and the combinations of their categories.

Management Styles

Managers have to perform many roles in an organization and how they handle various situations will depend on their style of management. A management style is an overall method of leadership used by a manager. There are two sharply contrasting styles. They are autocratic and permissive. Each style has its own characteristics. So, following autocratic style a leader makes all decisions unilaterally while following permissive one a leader permits subordinates to take part in decision making and also gives them a considerable degree of autonomy in completing routine work activities.

Combining these categories with democratic (subordinates are allowed to participate in decision-making) and directive (subordinates are told exactly how to do their jobs) styles gives us four distinct ways to manage.

A directive democrat makes decisions participatively and closely supervises subordinates. A directive autocrat makes decisions unilaterally and closely supervises subordinates. A permissive democrat makes decisions participatively and gives subordinates latitude in carrying out their work. A permissive autocrat makes decisions unilaterally and gives subordinates latitude in carrying out their work.

The different styles depend on the situation and the relationship behavior (amount of support required) and task behavior (amount of guidance required). Managers must also adjust their styles according to the situation that they are presented with.

3. Work in pairs. The tables below illustrate the text. Study the tables and talk about the management style combinations.

a directive	demo- crat	makes deci- sions	participatively	and closely supervises subordinates
	auto- crat		unilaterally	

a permissive	demo- crat	makes decisions	participatively	and gives subordinates latitude in carrying
	auto- crat		unilaterally	

4. Work in pairs. Answer the questions.

Can you guess which management styles *participating, delegating, selling, telling* would work best for each situation listed below?

- a) Works best when employees are neither willing nor able to do the job.
- b) Works best when the employees are willing to do the job and know how to go about it.
- c) Works best when employees have the ability to do the job, but need a high amount of support.
- d) Works best when employees are willing to do the job, but do not know how to do it.

5. Work in small groups. The situations above are four quadrants of situational leadership that depend on the amount of support and guidance needed. Decide which approach needs high/low support and high/low guidance. Fill in the table.

For example:

When employees are neither willing nor able to do the job, there is **high need of support** and **high need of guidance** (Telling).

		need of support	
		<i>high</i>	<i>low</i>
need of guidance	<i>high</i>	a	
	<i>low</i>		

Speaking (Discussion)

1. Work in small groups. Use the tools in the table and discuss the situations 1-4. For each of the situations below consider the best option for the manager’s behavior. Decide which of the situational styles (ex.4) would work best in each situation. Present your decision.

Discussion Tools

GIVING OPINION	DISAGREEING
In my opinion ... Personally, I think ... Frankly, I don’t think ... From my point of view... As I see it... As far as I’m concerned... I believe ... To my mind...	I’m afraid I don’t agree. I’m sorry, but I disagree. I’m not sure I quite agree with you (that idea). I’m afraid I disagree completely. I’m afraid I can’t accept... That’s not how I see it. I see you point but... I see what you mean but... I can’t say that I share your point.
AGREEING	ASKING FOR OPINION
I definitely agree. I certainly agree with that. I agree completely. You are right. That’s right. That’s a very good point	What’s your opinion of ...? How do you feel about ...? What’s your view on this? Wouldn’t you agree? Don’t you think so?

Situation 1

The employees in your program appear to be having serious problems getting the job done. Their performance has been going downhill rapidly. They have not responded to your efforts to be friendly or to your expressions of concern for their welfare.

- a) Reestablish the need for following program procedures and meeting the expectations for task accomplishment.
- b) Be sure that staff members know you are available for discussion, but do not pressure them.

c) Talk with your employees and then set performance goals.

d) Wait and see what happens.

Situation 2

During the past few months, the quality of work done by staff members has been increasing. Record keeping is accurate and up to date. You have been careful to make sure that the staff members are aware of your performance expectations.

a) Stay uninvolved.

b) Continue to emphasize the importance of completing tasks and meeting deadlines.

c) Be supportive and provide clear feedback. Continue to make sure that staff members are aware of performance expectations.

d) Make every effort to let staff members feel important and involved in the decision making process.

Situation 3

Performance and interpersonal relations among your staff have been good. You have normally left them alone. However, a new situation has developed, and it appears that staff members are unable to solve the problem themselves.

a) Bring the group together and work as a team to solve the problem.

b) Continue to leave them alone to work it out.

c) Act quickly and firmly to identify the problem and establish procedures to correct it.

d) Encourage the staff to work on the problem, letting them know you are available as a resource and for discussion if they need you.

Situation 4

You are considering a major change in your program. Your staff has a fine record of accomplishment and a strong commitment to excellence. They are supportive of the need for change and have been involved in the planning.

a) Continue to involve the staff in the planning, but direct the change.

b) Announce the changes and then implement them with close supervision.

c) Allow the group to be involved in developing the change, but do not push the process.

d) Let the staff manage the change process.

Key vocabulary

accomplishment, accurate, announce, autocratic, autonomy, commitment, democratic, encourage, inappropriate, latitude, permissive, participatively, pressure, reestablish, supportive, unilaterally, uninvolved

TEST I

1. Fill in the gaps with the missing words.

1). A good manager is good at this; he does not try to do everything himself (d.....).

2). Workers (r.....) to managers.

3). I was in (m.....) management for ten years before I became a director.

4). Where company directors hold their meetings (b.....).

5). Another term for the chief executive (Managing D.....).

2. Choose the best word from the brackets to fill the gaps.

1) The Ford Motor Company was ... (find, found, founded) in 1903.

2) There were 2,500 business ... (start-ups, get-ups, start-offs) in UK in the last quarter.

3) Rupert Murdoch is a media ... (leader, magnate, founder) who owns a lot of newspaper and TV companies.

4) I am good at ... (establish, setting up, start) new businesses.

5) We ... (employ, hire, appoint) about 20 people in our London office and most have been with us for years.

3. Complete the dialogue between the Managing Director (MD) and the Personnel Manager (PM). Choose the words from the table.

departments	new technology
MBA	results
how to take decisions	manage
junior managers	learn about management structures

MD: John, we must think about specialized management-training courses for our (1)..... .

PM: Yes, our promising younger people need to (2)
.....

MD: They need to know (3) and the (4) of these decisions.

PM: And, of course, accounting for managers is essential. And they must know how to read the balance sheet.

MD: Without it, they will never (5) successfully, and they won't know anything about stock control, costing and pricing.

PM: Of course, that's not the only thing they need to know. (6) means that they need to know about things like computer systems. What else?

MD: Communications, for example.

PM: Yes, and I think that the promotion and marketing (7) need managers with this background, as well as the sales department.

MD: Even the distribution managers could benefit, too.

PM: Perhaps we should only appoint managers with a Harvard (8)

4. Complete the sentences with the verbs from the brackets. Decide if you need the active or the passive and which tense.

1) Two thousand people _____ in this company at the moment. (employ)

2) _____ you _____ our new boss at the conference? (see)

Yes, he _____ a white suit. (wear)

- 3) Paper _____ by the Chinese over 2000 years ago.
(invent)
- 4) Four languages _____ in Switzerland. (speak)
- 5) While I _____ yesterday I _____ this great web-site. (study, find)
- 6) The reports _____ (have to write).
- 7) The world leaders _____ to have reached an agreement. (report)

Part II

MANAGERS AND LEADERS

Unit 5 Managers



Lead-in

1. Discuss in pairs what makes a good manager.

Which four of the following qualities do you think are the most important?

- a) being decisive: able to make quick decisions
- b) being efficient: doing things quickly, not leaving tasks unfinished, having a tidy desk, and so on
- c) being friendly and sociable

- d) being able to communicate with people
- e) being logical, rational and analytical
- f) being able to motivate and inspire and lead people
- g) being authoritative: able to give orders
- h) being competent: knowing one's job perfectly, as well as the work of one's subordinates
- i) being persuasive: able to convince people to do things
- j) having good ideas
- k) being highly educated and knowing a lot about the world
- l) being prepared to work 50 to 60 hours a week
- m) wanting to make a lot of money

Are there any qualities that you think should be added to this list?

2. Which of these qualities can be acquired? Which must you be born with?

Which of these qualities do you think you possess? Which do you lack?

Which could you still learn? Tell the partners in pairs. Report to the class.

3. Divide the following styles of behaviour into pairs of opposites?

For example:

a) being group oriented – d) being individualistic

- a) being group oriented
- b) being cautious and careful
- c) being decisive and able to take rapid individual decisions
- d) being individualistic
- e) being assertive, authoritative, ruthless and competitive
- f) being happy to take risks
- g) being good at listening and sensitive to other people's feelings
- h) being intuitive
- i) being logical, rational and analytic
- j) liking consensus and conciliation

Key vocabulary

analytic, acquire, authoritative, assertive, decisive, cautious, consensus, conciliation, competent, convince, intuitive, inspire, individualistic, logical, motivate, oriented, persuasive, rational, ruthless, sociable, take risks

Reading

1. Mikle Oldfield is the Chief Executive of Leisure Time and has worked in the leisure industry for 18 years. In his interview he talks about art of management and mentions four priorities for good management. Read the interview and say what the priorities are.



The secret of a good manager

INTERVIEWER: What would you say are the most important things a manager has to focus on? What makes for success in managing a business or organisation?

Mikle: I think the product has to be right. You need a brand that consumers will connect to your business. That is the first thing – the product – brand management. That has to be first.

The second thing is obviously people management. Because if you hire the right employees, the right management culture, management attitude, you have also got a winner.

The third one is relationships. No matter what you do, you know you will have relationships with your investors, relationships with your peers, relationships with your employ-

ees, relationships with your consumers, relationship with your suppliers. It is all about this.

And the last one, which comes back to people, is knowledge management.

You have information, you have to get the right information and use it in the right way and we call that knowledge management. It means you learn from the past. You can take advantage of the past, know it and use the past. Use what you know, what you can find out.

I will tell you something else. Managers can get more respect from people by being completely straight with people. You know, everybody makes mistakes. What is important is that you can learn from them. If nobody makes mistakes then nobody is taking any risks, which is no good. People have to be free to make mistakes.

And we have to encourage employees to try things and to try out ideas. If you encourage people to be autonomous, to take a risk and to be accountable for it then suddenly, you create a culture, which is very hard to manage. You want people to take risks, so you can not be the traditional boss. It is difficult, but you let your employees be autonomous. This is very challenging. I accept that. Now what I said before about relationships, the people ... you have to manage all that.

You have to build relationships, look after people, know the people, talk to everyone, talk to your employees, your suppliers, all your colleagues, your consumers. You have to be there and not stay away locked up in your office looking at balance sheets. You have to talk to your shareholders, too.

INTERVIEWER: So tell us about experience then. Where does that come in?

Mikle : You can do a course, do an MA, read the books. You can read all the management gurus. You can read about all the management functions: marketing function, finance functions, planning, leading, but there is one thing you do not learn, it is management.

You can learn HR, i.e. you know you need to have the kind of remuneration package to attract the right people, an incentive to keep them. But at the end of the day there is one thing in those books that you will never learn, because it is taken from the field that is management by experience. You can not learn experience from books. Managers should manage by experience and lead by example. It is called 'Management by walking around', you learn from doing things and being there.

2. What does Mikle Oldfield say about the following:

- 1) making mistakes
- 2) employees and taking risks
- 3) building relationships
- 4) books and experience

Do you agree with him?

3. Choose the words from the box to complete the text about management and managers' priorities.

focus on try out encourage involved provide
 accountable treat build take risks accept earn

Managers have to 1) _____ respect. It is not enough just to have status and a good package, with a position, salary and a nice car. Good managers 2) _____ responsibility and they have to be 3) _____, so if they make a mistake, it's their mistake.

It's critical also to 4) _____ employees with opportunities to be autonomous, creative and imaginative. 5) _____ your people to 6) _____. Let them 7) _____ new ideas. 8) _____ everyone with respect. Managers have to concentrate on all the people 9) _____ with the business, from suppliers to customers, and all the employees from the top level to the car park attendant.

The secret is to go back to basics: the real core is to 10) _____ people and 11) _____ relationships with everyone.

4. Match each verb (1-9) with the correct ending (a-i).

1) experiment	a) on customer needs
2) adapt	b) down on unnecessary costs
3) concentrate	c) by example
4) cut	d) out problems
5) take advantage	e) to changed circumstances
6) lead	f) of opportunities
7) be accountable	g) up good communication systems
8) set	h) for mistakes
9) sort	i) with new ideas

5. Replace the underlined words in the sentences below with verbs + prepositions from the exercise above. Do not change the meaning of the sentences.

- 1) We should try out some alternatives.
- 2) Our department has introduced a new computer system.
- 3) People have to change how they work to meet changes in technology.
- 4) We have to reduce waste.
- 5) We have to resolve difficulties.
- 6) Businesses should focus on what customers want.
- 7) All businesses hope to profit from new markets.
- 8) Good managers show the way ahead through example.
- 9) Everyone should take responsibility for their actions.

Writing

6. You are organizing an international conference. Write a formal letter to Mickle Oldfield inviting him to give a speech about his secrets of success. Invent all necessary details.

Key vocabulary

adapt, (be) accountable for, concentrate on, cut down on, experiment with, focus on, introduced a new system, lead by, meet changes, profit from, reduce waste, resolve difficulties, set up, show the way ahead through, sort out, take advantage of, take responsibility for, try out

Unit 6 How to Be an Effective Plant Manager

Reading

1. Read the text and answer the questions.

- a) What was the first thing Deborah Kent did when she took control of Ford Motor Company's?
- b) What is Deborah Kent's approach to management?
- c) What management style is Kent well known for?
- d) What type of involvement illustrates the part of her responsibility?
- e) What does Deborah Kent do every day to perform her job effectively?
- f) What managerial skills should a manager like Deborah Kent possess?

When Deborah Kent took control of Ford Motor Company's (<http://www.ford.com>) manufacturing plant in Avon Lake, Ohio, the first thing she did was walk the production line. She believed that the only way to know how goods are produced is to watch it happen and learn from the employees who actually perform the tasks necessary to get the job done and reach Ford's goals. Kent's hands-on approach to managing the organization's resources is the result of a 17-year career in the auto mobile industry, first with General Motors and then with Ford. The experience she gained in manufacturing, quality control, and customer relations during her career has allowed her to gain the know-how she needs to manage these crucial areas of the manufacturing process. Her ability to be an effective manager explains her rise up the ranks.

An industrial psychologist with a degree from Washington University in St. Louis, Kent is well known for her open, accessible management style and for her insistence that both managers and employees below her feel free to approach her with their opinions and suggestions about how to alter work procedures to improve quality in the car plant. She continually looks for feedback from her subordinates and is known

for nurturing, developing, and energizing them so that they take responsibility for finding ways to increase efficiency and effectiveness.

Kent's hardworking, no-nonsense style also sits well with officials from the United Auto Workers (UAW) union. The UAW is cooperating with Ford's managers to increase quality in order to protect their members' jobs at a time of intense competition from other makers of minivans, especially from industry leader Chrysler. Since Mercury Villager minivans and Econoline vans are produced only at the Avon Lake plant, every time Kent sees one on the road she knows that its quality and reliability are the result of her managerial abilities and her plant's performance. She often asks owners what they think of their vehicles, and on the rare occasions when she sees one broken down, she stops to find out the cause and to offer assistance. Kent believes that this type of involvement is part of her responsibility.

To perform her job effectively, Kent begins each workday with a walk through the plant to get a feel for the problems and issues at hand. Responsible for managing two shifts—including 3,746 employees and 420 robots—and for the quality and performance of the over 400,000 vehicles that her plant produces every year, she finds it hard to leave her responsibilities behind. Deborah Kent works long hours to make her plant one of Ford's highest-performing operations.

Grammar

1. Look at the examples from the text and say what form is used in them.

- responsible for managing
- is known for nurturing, developing, and energizing

Revision

The -ing form (Gerund) is used

* As a noun. *Swimming keeps you fit.*

* After prepositions (for, about, without etc.) *He left without saying goodbye.*

* After certain verbs (See Grammar Reference).

* It is possible to introduce a possessive pronoun or a genitive between the first and second verb. Thus *Please forgive me for asking* can be reformulated more formally as *Please forgive my asking*.

They have suggested his going to the symposium.

2. Match the sentence halves.

- | | |
|--|---------------------------------------|
| 1) I'm looking forward to | a) signing anything like that. |
| 2) I don't remember | b) talking for half an hour. |
| 3) He's decided to give up | c) increasing our debt-equity ratio. |
| 4) Borrowing any more money would involve | d) smoking cigars for health reasons. |
| 5) She loves the sound of her voice and carried on | e) seeing you in Milan soon. |

Web search task

A key management function described by Peters and Waterman (1982) involves going around looking, listening and thinking about what is going on. They call it Managing by Walking around (MBWA).

Use web search key words (Peters and Waterman (1982), MBWA) to learn more about MBWA. Make an oral presentation of the key management function described by Peters and Waterman.

Unit 7 How not to manage the company

Reading

1. Read the text and answer the questions.

- 1) What is Steve Jobs's approach to management?
- 2) What kinds of management skills does Jobs need to learn?

In 1976, Steven P. Jobs sold his Volkswagen van, and his partner Steven Wozniak sold his two programmable calculators. They then invested the \$1,350 in proceeds to build a

computer circuit board in Jobs's garage. So popular was the circuit board, which was eventually developed into the Apple II computer, that in 1977 they incorporated their new business as Apple Computer. By 1985 the company had sales of almost \$2 billion. Nevertheless, in 1985 Jobs was forced out of the company he helped to found (Wozniak had left Apple earlier after a serious injury). Why did Jobs lose control of Apple? His approach to management may be a big part of the reason.

When Apple was founded, Steve Jobs admitted that he had little interest in being responsible for the day-to-day management of his company; instead, he recruited experienced managers from other companies to oversee Apple's operations. As Apple grew, however, Jobs wanted more control over the company. In 1981, as chairman of the board, he began to intervene actively in the company's day-to-day operations. For example, he started many new project teams to develop new models of personal computers. This decision on the surface seems fine. Jobs's managerial style, however, was arbitrary and overbearing, and he often played favourites among various employees and teams. His actions led to fierce competition among project teams, many misunderstandings, and a great deal of distrust among members of competing teams.

Jobs's management style brought him into conflict with John Sculley, Apple's CEO and the person formally responsible for managing the company. Increasingly

Jobs began to compete with Sculley for control of the company. This behaviour caused major problems. First, employees were unsure whether Jobs (the chairman) or Sculley (the CEO) was leading the company. Second, both executives were so busy competing for control of Apple that had neither the time nor energy to ensure that Apple's resources were being used efficiently. For example, little attention was paid to evaluating the performance of the project teams; and there was not even a budget in place to curb the teams' research and development spending. What was the result? Apple's costs

started to soar, profits fell, and the whole organization began to disintegrate. Apple's board of directors, realizing that Jobs's management style was undermining company performance, demanded that he resigned as chairman.

After leaving Apple, Jobs moved on to found NeXT, a computer company that failed, and Pixar, a computer animation company that has succeeded (it made the Disney movie Toy Story). By all accounts, however, Jobs has not changed his management style and still makes enormous demands of his employees, constantly challenging their ideas and demanding superhuman efforts. He is still a very tough boss to work for.

(From Contemporary Management)

2. Write questions, based on the text, to which these could be answers.

1) Having sold Steven P. Jobs' Volkswagen van and Steven Wozniak' programmable calculators they made their first capital to set up their own business.

2) They invested the \$1,350 in proceeds to build a computer circuit board, which was eventually developed into the Apple II computer incorporated in 1977.

3) Because of his approach to management.

4) First, employees were unsure whether Jobs (the chairman) or Sculley (the CEO) was leading the company. Second, both executives were so busy competing for control of Apple that had neither the time nor energy to ensure that Apple's resources were being used efficiently.

5) Apple's board of directors demanded that Steven P. Jobs resign as a chairman, because they realized that his management style was undermining.

6) No, he hasn't. He is a very tough boss to work for and still challenges his employees, demanding enormous efforts.

Writing

7. Write an essay about the following:

"The competition between the top managers can lead to disintegration of an organization".

How far do you agree or disagree?

Key vocabulary

accessible, arbitrary, alter, curb, disintegrate, fierce competition, insistence, intervene, know-how, nurturing, overbearing, played, soar, superhuman efforts, undermining

Unit 8 Leadership

“Leadership is an art of influencing others to their maximum performance to accomplish any task, objective, or project”.

William Cohen



Lead-in

1. Answer these questions.

1) What do you know about the leaders pictured above? (Compare your answers with the Additional material for this unit).

2) Which modern or historical leader do you admire? Which do you admire least? Why?

3) What makes a great leader? Write down a list of characteristics. Compare your lists.

4) Are there differences between men and women as leaders?

5) Are people who were leaders at school more likely to be leaders late on life? Give examples.

6) What makes a bad boss? Draw up a profile of factors.

7) What is the difference between a manager and a leader?

8) Do you think leaders are born or made?

Reading

2. Read the text to find out what the key to creating and sustaining the kind of successful twenty-first-century organization is.

A Prototype of the Twenty-first-Century Executive

I first met Manny in 1986. At that time, he was an alert, friendly, and ambitious forty-year-old manager. He had already done well in his career, but nothing about him seemed exceptional. No one in his firm, at least as much as I could tell, called him “a leader.” I found him to be a little cautious and somewhat political, like many people raised in twentieth-century bureaucracies. I would have expected him to remain in a senior staff job for a few decades and to make a useful but far from outstanding contribution to his corporation.

The second time I met Manny was in 1995. In only a short conversation, I could sense a depth and sophistication that had been unapparent before. In talking with others at his company, again and again I heard a similar assessment. “Isn’t it amazing how much Manny has grown,” they told me. “Yes,” I said, “it’s amazing.”

Today Manny is running a business that will generate about \$600 million in after-tax profits. That business is rapidly globalizing with all the attendant hazards and opportunities. As I write this, he is leading his group through a major transformation designed to position the organization for a promising future. All from a man who did not look like a leader, much less a great leader, at age forty.

A few people like Manny have always been around. Instead of slowing down and peaking at age thirty-five or forty-five, they keep learning at a rate we normally associate only with children and young adults. These exceptions to the norm help us see that nothing inherent in human DNA prevents growth later in life. The biography that I am now completing of Japanese industrialist Konosuke Matsushita, one of the twentieth century's most remarkable business leaders, shows this tendency in an extreme form. Descriptions of Matsushita early in life tell us of a hardworking but sickly young man. Nowhere are terms such as brilliant, dynamic, visionary, or charismatic used to describe him then, much less leader. Yet he grew to be an entrepreneur during his twenties, a business leader in his thirties and forties, and a major-league organizational transformer in his fifties. As a result, he helped his firm rebound after the horrors of World War II, absorb new technology, expand globally, and renew itself again and again so as to succeed beyond anyone's dreams. He then took on additional successful careers as a writer in his sixties, a philanthropist in his seventies, and an educator in his eighties.

In the twenty-first century, I think we will see more of these remarkable leaders who develop their skills through life-long learning, because that pattern of growth is increasingly being rewarded by a rapidly changing environment. In a static world, we can learn virtually everything we need to know in life by the time we are fifteen, and few of us are called on to provide leadership. In an ever changing world, we can never learn it all, even if we keep growing into our nineties, and the development of leadership skills becomes relevant to an ever-increasing number of people.

As the rate of change increases, the willingness and ability to keep developing become central to career success for individuals and to economic success for organizations. People like Manny or Matsushita often do not begin the race with the most money or intelligence, but they win nevertheless because they outgrow their rivals. They develop the capacity to

handle a complex and changing business environment. They grow to become unusually competent in advancing organizational transformation. They learn to be leaders.

(From *Leading Change* by John P. Kotter)

3. Answer the following questions.

1) How does the author describe Manny at the age of forty? What was Manny expected to achieve?

2) What transformations had happened with Manny by 1995? What personal effort ensured these transformations?

3) How does the author describe Konosuke Matsushita at different periods of his life?

4) According to the author what is central to career success for an individual?

Vocabulary

1. Make the adjectives in the table negative using the given prefixes.

	DIS-	IR-	IM-	IN-	UN-
Reliable	Flexible	Practical	Responsible	Organized	
Creative	Consistent	Patient	Rational	Honest	
Inspiring	Articulate				
Committed	Decisive				
Assertive	Competent				
Sociable	Considerate				
Competitive					
Supportive					

2. Use three of the negative adjectives above and explain how and why these features prevent a person from becoming a leader. Give examples.

3. Work in pairs. Divide the adjectives from the table below into four categories. Use a dictionary to help you. Think of a person you know who fits each category. Tell your partner about them.

assertive, supportive, domineering, reserved, confident, encouraging, self-assured, shy, considerate, bossy, aggressive, timid

Writing

4. Write an essay on the topic “The leader I admire most”.

Web research task

Using the web search key words (Konosuke Matsushita, Panasonic) learn more about Japanese industrialist Konosuke Matsushita. Share the information in the class. Present his way to success.

Key vocabulary

advancing, ambitious, assessment, attendant, beyond, bureaucracies, cautious, charismatic, contribution, dynamic, educator, enterprise, entrepreneur, exceptional, globalizing, hierarchy, hazards, inherent, intelligence, nevertheless, peak, philanthropist, prevents, prototype, remarkable, rebound, rapidly, sophistication, slow down, sustain, tendency, transformer, visionary, virtually

Unit 9 Changing Styles for the New Millennium Moving from Management toward Leadership

Lead-in

Many people confuse or merge the different attributes of management and leadership. This exercise enables people to understand the differences. Anyone can lead, inspire, motivate others. Leadership is not the exclusive responsibility of the CEO, directors and senior managers. Encourage staff at all levels to aspire to and apply the principles of good leadership, and the whole organization will benefit. Everyone, in their own way, can be a leader. In fact organizations which have poor leadership at the top actually provide a great opportunity for ordinary staff and junior managers take responsibility for leading, inspiring and helping to develop others. Don't wait to be led – be a leader yourself!

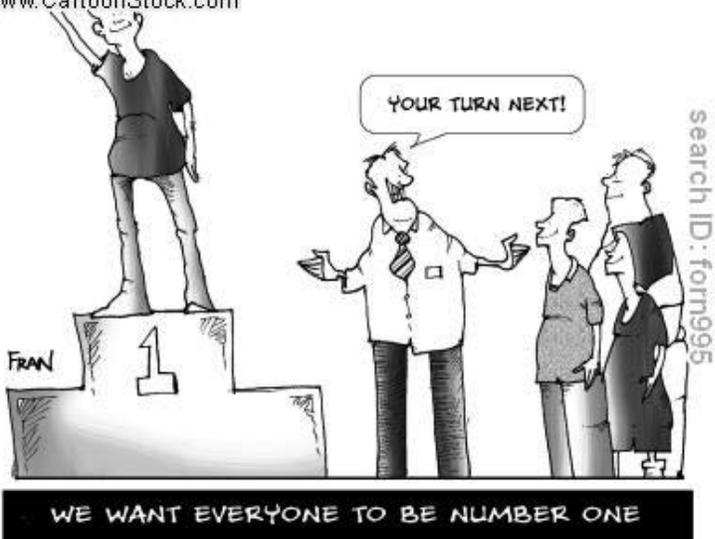
1. Here is a list of the things that managers and leaders do.

punishment, demands «respect», information availability, reach out, drill sergeant, teaching archetype, invites speaking out, seeks to learn and draw out new ideas, knows all the answers, limits and defines, imposes discipline, bottom line, order-giving, military archetype, demands unquestioning obedience, keeping people on their toes, reach up/down, information control, motivator, empowers, asks the right questions, values creativity, vision, facilitating, coaches and mentors others, nourishing environment for growth, not interested in new answers, reward

Identify the items that are associated with managing, and those that are associated with leading and write them down into two columns.

Moving from Management	toward Leadership

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Traits of a Manager versus Traits of a Leader

2. Study the table below and present the differences between a manager and a leader.

A MANAGER	A LEADER
Doesn't insure imagination, creativity, or ethical behaviour	Uses personal power to influence the thoughts and actions of others.
Rationally analyzes a situation, developing systematic selection of goals and purposes (what is to be done)	Intuitive, mystical understanding of what needs to be done.
Directs energy toward: goals, resources, organization structure, determining the problems to be solved	Directs energy toward guiding people toward practical solutions.
Becomes anxious when there is relative disorder.	Works best when things are somewhat disorderly or chaotic.
Sees the world as relatively impersonal and static (black and white).	Sees the world as full of color, and constantly blending into new colors and shapes.
Influences people through the use of logic, facts and reason.	Influences people through altering moods, evoking images and expectation.
Views work as something that must be done or tolerated.	Views work as something challenging and exciting
Has a low level of emotional involvement in their work.	Takes in emotional signals from others, often passionate about their work.
Focuses attention on procedure.	Focuses on the decision to be made.
Communicates with subordinates indirectly, using 'signals'.	Communicates through 'messages' heightening the emotional response.

Onceborn; their lives have been most straightforward and predictable, takes things for granted.	Twiceborn; their lives have not always been easy, often marked by some struggle to attain a sense of order; does not take things for granted.
Sees themselves as an integral part of their social structure and social standard	Sees themselves as a constantly evolving human being, focusing more inwardly than outwardly.
Develops themselves through socialization, seeking to maintain the balance of social relations.	Develops themselves through personal mastery, struggling for psychological and social change
Finds harmony in living up to society's, company's and family's expectations	Finds self-esteem through self-reliance and personal expression.
Feels threatened by open challenges to their ideas, are troubled by aggressiveness	Able to tolerate aggressive interchanges, encouraging emotional involvement with others.

3. Work in small groups. Talk about a person who you think is a manager or a leader. Use the ideas above to support your arguments.

Grammar

Present and Past participles (-ed/-ing adjectives) were used in the descriptions above:

Feels threatened by open challenges to their ideas;

Views work as something challenging and exciting.

Present participle often means “the thing, person that is...”
– tiring work

Past participle can describe how we feel – I’m tired

1. Make at least four sentences with these pairs of adjectives:

Interesting/interested, confusing/confused, astonishing/astonished, exhausting/exhausted, terrifying/terrified, disappointing/disappointed

Note: For more practice on -ed/-ing adjectives see Grammar Reference.

2. Translate the text.

Для успішного виконання своїх функцій керівник-менеджер має бути і лідером.

Слово лідер означає: той хто веде за собою, очолює.

Лідерами стають не з волі організації, і дії лідерів не обмежуються рамками повноважень та структур. Дуже часто керівник є лідером без будь-якого зв'язку з його посадою в існуючій управлінській ієрархії.

Головні риси, які мають бути властиві лідерам в сучасній діловій організації, такі:

- мистецтво бути керівником, тобто здатність керувати підлеглими, долати труднощі та вирішувати всі проблеми, що приходять разом з владою та відповідальністю;
- мистецтво розв'язувати конфлікти – здатність виступати в ролі посередника між двома сторонами в конфлікті, врегулювати неприємності, пов'язані з психологічними стресами;
- мистецтво обробляти інформацію;
- мистецтво приймати нестандартні управлінські рішення;
- розподіляти ресурси в організації;
- хист підприємця – здатність іти на виправдані ризик і на впровадження інновацій;
- мистецтво самоаналізу.

Перелік особистих рис лідера такий:

- цілісність характеру – вірність слову, дотримання загальнолюдських норм моралі, єдність цінностей, мети і засобів її досягнення;
- віра в людей;
- безкорисливість – служіння людям, відсутність сліпого кар'єризму;
- творчі здібності;
- твердість духу;
- уміння спілкуватися;

- урівноваженість, уміння зберігати спокій у кризових ситуаціях.

Key vocabulary

altering, attributes, aspire, apply, anxious, archetype, attain, availability, behaviour, benefit, blending into, challenging, chaotic, determine, disorder, drill, enable, exclusive, empower, encourage, ethical, expectations, facilitating, harmony, heightening, inspire, interchange, identify, impose, inwardly, evoking, evolving, merge, motivate, mystical, nourishing, obedience, onceborn, outwardly, passionate, reward, response, self-esteem, self-reliance, solutions, static, struggle, subordinates, take for granted, tolerate, twiceborn

Reading

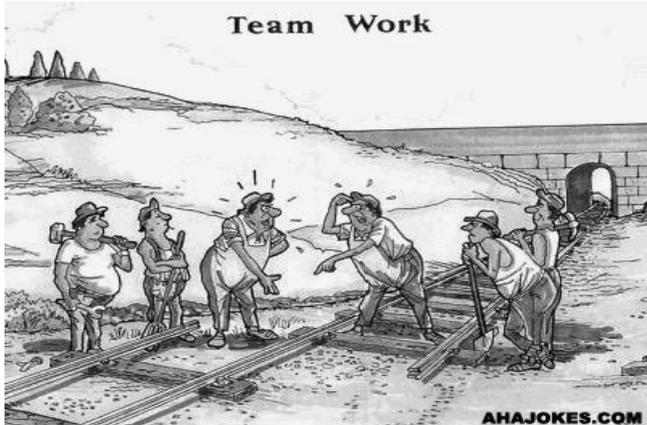
1. What do managers think of their staff? McGregor (1960) said there were two opposing views, Theory X and Theory Y. Read the text below, and decide if the statements below are True or False.

Two Opposing Theories

Theory X managers believe that people dislike work. Work is necessary because if you do not work you cannot live. People are naturally lazy. They prefer to be directed. So managers have to tell their subordinates what to do. Managers have to organize the workers and pressure them to do things. The manager's job is to think about the goals of the organization then make workers realize the goals. Subordinates want security. They want managers to organize and control everything. So Theory X managers are authoritarian. Managers are the bosses. They decide the goals and give orders. They direct everything, from the top down.

Theory Y is more or less opposite to Theory X. Theory Y managers believe that people like work. Work is necessary because people want to work to feel happy. People are naturally industrious. They prefer to participate in decision-making. Managers discuss with their subordinates what to do.

Managers organize communication channels with rife workers and listen to their opinions. The manager's job is to establish the goals of the organization with the workers, so that together they can realize the goals. Subordinates want managers to involve them, to delegate decision-making, to allow them autonomy. Theory Y managers are team-oriented. They trust their subordinates. The organization is less hierarchical and more creative.



1) Theory X is a more traditional description of management/worker relations.

2) Theory Y is typical in hierarchical top-down organizations.

3) Theory Y managers tell workers what they want. Workers do it.

4) Theory X managers are authoritarian.

5) Theory Y workers are lazy and do not want to work.

6) For Theory X workers, work is natural.

7) Theory Y working relationships are open, communicative and creative.

2. Put the words and phrases below into the correct column.

communication, control, co-operation, creativity, direction, modern, orders, participation, security, traditional, work is a necessity, work is natural

Theory X	Theory Y
	<i>communication</i>

Grammar Revision.

Complex object

Study the examples from the text:

The manager’s job is to think about the goals of the organization then make workers realize the goals.

They want managers to organize and control everything.

Subordinates want managers to involve them.

The examples contain the structure **verb + object + infinitive**.

Note: Read more information on Complex object in Grammar Reference.

1. Put the verbs in brackets into the correct infinitive form.

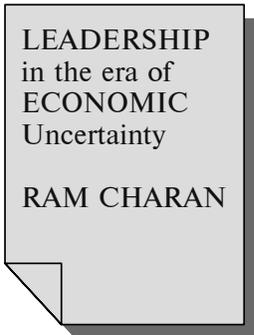
- 1) I don’t allow visitors (smoke) in my office.
- 2) He advised her (speak) to her boss.
- 3) “Did you see the robber?” “Yes, I saw him (get) into the car and drive away.
- 4) When he was a child his parents let him (stay) up late at weekends. But they made him (do) homework every evening.
- 5) Derek helped me (repair) my computer.
- 6) I don’t want you (be late) for a meeting.
- 7) I heard Mr. Schwarz (make) a speech last month. It was excellent.
- 8) I listened to the chairman (announce) the results before we left.

Unit 10 Dealing with Crisis

Lead-in

1. How does leadership in time of economic crisis and “peacetime” differ? Answer the question with partners in pairs or small groups. Report to the class.

2. Read the review of the book “Leadership in the era of economic uncertainty” and compare with your ideas.



A useful handbook for executives to deal with the current severe slowdown

DuPont is a large US chemicals company. Its paint covers 30% of US automobiles. It produces paint barely 48 hours before it is sprayed on cars. Since the lead time is so short, auto companies share their production schedule with paint companies. One day in late 2008, just before the whirlwind of credit crisis hit the world, suddenly there were no production schedules. The automakers simply froze. They could not estimate demand at all. As Charan says: “The economic peace of the past generation is over. We’re in a war for survival... As on any battlefield, conditions demand a seriously different kind of leadership from that which is appropriate in peacetime. Leaders must be prepared to make strategic, structural and financial and operational changes - many of them drastic - in a hurry and with information that is at best incomplete.”

This book itself betrays such hurriedness. It was written within two months after the crisis hit its peak. And it is just 125 pages of actual text.

But it is useful, like most books of Ram Charan. Against the backdrop of unprecedented collapse of confidence, orders and credit flows in late 2008, it carries his prescription of what businesses must do. The advice is sensibly structured. The first two chapters are on dimensions of the corporate crisis and a summary of the challenges ahead. The subsequent chapters are straight with simple advice to CEOs and heads of sales & marketing, finance, operations, research & development, supply chains, staff functions and even to the board of directors. For instance, for CEOs, Charan advises the following:

Recognise Reality: This is the single most important task for a CEO; and it is extremely difficult to do in this environment. Facing wrenching uncertainty and lost hopes, many people go into denial. Some become fearful. **Change Your Company's Psychology:** This means walking a thin line. On the one side, you will have to convince employees that the company is up against a serious crisis. You also need to present a compelling argument and a credible plan to show that the problems the company faces can be solved.

Be Bold: Many CEOs probably guided the company through many small, incremental changes in good years. There isn't time for those minor course corrections now. Your actions have to be bold, not tentative. **Reallocate Your Time:** You must become a hands-on executive. You are in-charge of the nuts-and-bolts operations and will have to focus on that role with an intensity that you almost certainly have not had in the past. **Protect the Core:** In every business, there is a central set of invaluable assets, including certain customers and, in many companies, a brand identity that is solid and established. Identify these and protect them from loss or damage. **Reassess Your Top Team:** Senior managers must have the skills and the psychology to cope with hard conditions, remain positive and focused on the future. CEO's job is to evaluate them with a new lens and in a different light. **Communicate:** A message, whether informational or motivational, is seldom heard the first time. It is essential to repeat it time and again to be sure

everyone gets it. **Be Visible:** Motivating the entire organisation is a different kind of challenge. You need to align everyone with the company's goal of preparing for the worst and looking towards long-term success.

Know the Daily Numbers: Cash flow should be tracked daily; inventory, margins and receivables should be updated weekly; their interrelationship with one another analysed to reveal patterns of change.

Manage for Cash: Managing for cash is different from managing for accounting profits or revenues. It may mean giving up some customers or products. **Reduce Cash Break-even Point:** Think about whether you will be creating potential obstacles to refinancing or reducing your debt rating. Then decide what the cash break-even point is.

Pare Your Customer and Supplier Base: Even in a downturn, not every customer is worth having. It will be easy to eliminate the marginal ones but much more difficult to decide on large customers not providing good enough cash returns.

Set Shorter-term Milestones: Most companies have operated with annual targets. There's no room for such a leisurely pace in the current environment.

All this makes for sound advice to handle the crisis.

Debashis Basu (From Monelife, 12 March 2009)

3. Discussion

Which pieces of advice from Ran Charan do you find the most useful for managers?

Vocabulary

1. What are these? Write nouns from the text for these definitions.

- a) the most important or most basic part of something
- b) the point at which a business operation no longer loses money and can begin to make a profit
- c) a difficulty or problem that prevents you from achieving something
- d) something such as money or property that a person or company owns

e) work that companies do when they are developing new products, services or methods.

2. Choose the best meaning for the words in *italics*

a) *wrenching* uncertainty

- sad, dreary
- joyful
- dreadful

b) *compelling* argument

- truthful
- irresistible
- indisputable

c) *incremental* changes

- improving
- increasing gradually
- motivating

d) *hands-on* executive

- materially-minded
- hardworking
- practical

e) *invaluable* assets

- worthless
- priceless
- expensive

Grammar revision

1. Study the examples of modals expressing obligation from the article.

Leaders must be prepared to make strategic, structural and operational changes.

You will have to convince employees that the company is up against a serious crisis.

We use *must* or *has/have to* to indicate what is compulsory in the present and future. If something was necessary or obligatory in the past we use *had to* and *will have to* for the future.

We prefer to use *must* when we oblige ourselves to do something. We prefer *have to* when the obligation is imposed by other people or external circumstances:

I **must** get in touch with Mr. Morales.

We **have to** wear a uniform at work.

If you *do not have to* do something, there is no obligation – you are free to act: I can work from home so I **don't have to** go into the office very often.

Saying that something is prohibited

We use *must not* (NOT *do not have to*) to say that something is forbidden or very unacceptable:

Passengers **must not** smoke during take-off.

You **mustn't** enter a joint venture unless both parties benefit from the deal

2. Rules and regulations at work.

Complete these sentences using *have to*, *don't have to* and *mustn't*

- 1) You... take home company equipment.
- 2) You... wear a badge.
- 3) You... wear a tie, if you are a man.
- 4) You... wear jeans at work.
- 5) You... clock in when you arrive.
- 6) You... wear a dress or a suit, if you are a woman.

Write some rules for your university.

Key vocabulary

align, annual targets, battlefield, break-even point, cash, challenge, compelling argument, core, demand, drastic, estimate, economic uncertainty, hands-on executive, incremental changes, inventory, margins, obstacles, revenue, wrenching

TEST II

1. Edgar Swam's interview has not gone very well. A human resources manager is telling him about the training he needs. Match each type of training (a-j) with the things he needs to learn (1-10).

- a) financial management
- b) delegation
- c) intercultural communication skills

- d) communication skills
- e) project management
- f) team development
- g) leadership
- h) time management
- i) assertiveness training
- j) negotiating skills

You need to learn how to:	You need a course in:
<ul style="list-style-type: none"> 1) work with other people 2) motivate and direct other people 3) talk to and listen to people better 4) work with people from different countries and backgrounds 5) bargain with business partners 6) increase margins and control costs 7) set budgets, organize schedules and meet deadlines 8) prioritize your work, and not put off important tasks 9) be more ready to stand up to other people 10) give work to your subordinates 	<p style="text-align: center;">f</p>

2. The concepts (1-16) below are about how to manage yourself. Write the letter of each thought (a-p) next to the correct word or phrase.

- 1) work/life balance
- 2) career development
- 3) learning from mistakes
- 4) creativity
- 5) motivation
- 6) recognition
- 7) leadership
- 8) reward
- 9) risk
- 10) flexibility
- 11) satisfaction

- 12) self-esteem
- 13) fun
- 14) time management
- 15) competency development
- 16) vision

a) I want people – at least the people whose opinion I value – to tell me when I’ve done a good job.

b) I have to prioritize my tasks at the start of each day and then work through them.

c) I expect to earn the money I think I deserve for what I do.

d) I need to be able to respect myself in what I do.

e) Life is boring without an element of danger. I want a sense of adventure in my job.

f) I want a job where I can have ideas, invent, design and make things.

g) I want regular training opportunities so that I can go on developing my skills.

h) I have an exciting picture of the future which drives me and which I want to share with my colleagues.

i) My job is important to me but so is my family and my own private life.

j) I want to manage my team successfully.

k) I want to know that there is a future direction and the chance of development in my job.

l) It’s important for me to enjoy what I do.

m) The job I’m doing now may not exist in two years’ time. I know that I have to adapt to a rapidly changing business environment.

n) I shouldn’t worry if I do it wrong sometimes - as long as I try to understand why it went wrong.

o) I need stimulating and interesting tasks - otherwise it’s hard to get involved.

p) You should be able to laugh in your job. Work should not always be serious.

3. Find the antonyms in two columns

arrogant	chaotic
hard-working	modest
individualistic	conservative
progressive	lazy
well-organized	public-spirited

4. Fill in the gaps in the sentences with modals *must(n't)*, *can*, *could(n't)*, *have to*, *should*

a) "Did you deliver the parcel for Mr. White?" "No, I find the house."

b) "Can I talk to you, please?" "Sorry, I go now. I'm late for a meeting".

c) Our new divisional manager speak four languages fluently.

d) I think you upgrade your computer.

e) You park here.

f) I leave a little earlier today?

g) All travellers to China be in possession of a visa.

Part III

MANAGEMENT DIVERSITY

Unit 11 Business across Cultures

Lead-in

1. Discuss in groups.

1) Which of the following have influenced your personality the most?

a) nature: your genes or DNA, the characteristics you inherited from your parents and were born with,

b) your friends

c) school, teachers, university, the subjects you studied (or are studying)

d) your job, colleagues

e) the characteristics that are considered typical of people from your country arising from geography, climate, history, religion, the political, social and economic system, and so on

2) Discuss in pairs if it is possible to sum up national characteristics in a few words?

Reading

2. Multinational companies can attempt to either use similar management methods in all their foreign subsidiaries, or adapt their methods to the local culture in each country or continent. Which procedure do you think is the most efficient? Read the text to find out.

Cross-cultural management

Managing a truly global multinational company would obviously be much simpler if it required only one set of corporate objectives, goals, policies, practices, products and services. But local differences often make this impossible. The conflict between globalization and localization has led to the invention of the word “glocalization”. Companies that want to be successful in foreign markets have to be aware of the local cultural characteristics that affect the way business is done.

A fairly obvious cultural divide that has been much studied is the one between, on the one hand, the countries of North America and north-west Europe, where management is largely based on analysis, rationality, logic and systems, and, on the other, the Latin cultures of southern Europe and South America, where personal relations, intuition, emotion and sensitivity are of much greater importance.

The largely Protestant cultures on both sides of the North Atlantic (Canada, the USA, Britain, the Netherlands, Germany, Scandinavia) are essentially individualist. In such cultures, status has to be achieved. You don’t automatically respect people just because they’ve been in a company for 30 years. A young, dynamic, aggressive manager with an MBA (a Master in Business Administration degree) can quickly rise in the hierarchy. In Latin and Asian cultures, on the contrary, status is automatically accorded to the boss, who is more likely to be in his fifties or sixties than in his thirties. This is particularly true in Japan, where companies traditionally have a policy of promotion by seniority. A 50-year-old Japanese manager, or a Greek, Italian, or Chilean one, would quite simply be offended by having to negotiate with an aggressive, well-educated, but inexperienced American or German 20 years his junior. He would also want to take the time to get to know the person with whom he was negotiating, and would not appreciate an assertive American who wanted to sign a deal immediately and take the next plane home.

In northern cultures, the principle of pay-for-performance

often successfully motivates salespeople. The more you sell, the more you get paid. But the principle might well be resisted in more collectivist cultures, and in countries where rewards and promotion are expected to come with age and experience. Trompenaars gives the example of a sales rep in an Italian subsidiary of a US multinational company who was given a huge quarterly bonus under a new policy imposed by head office. His sales - which had been high for years - declined dramatically during the following three months. It was later discovered that he was deliberately trying not to sell more than any of his colleagues, so as not to reveal their inadequacies. He was also desperate not to earn more than his boss, which he thought would be an unthinkable humiliation that would force the boss to resign immediately.

Trompenaars also reports that Singaporean and Indonesian managers objected that pay-for-performance caused salesmen to pressure customers into buying products they didn't really need, which was not only bad for long term business relations, but quite simply unfair and ethically wrong.

Another example of an American idea that doesn't work well in Latin countries is matrix management. The task-oriented logic of matrix management conflicts with the principle of loyalty to the all-important line superior, the functional boss. You can't have two bosses any more than you can have two fathers. Andre Laurent, a French researcher, has said that in his experience, French managers would rather see an organization die than tolerate a system in which a few subordinates have to report to two bosses.

In discussing people's relationships with their boss and their colleagues and friends, Trompenaars distinguishes between universalists and particularists. The former believe that rules are extremely important; the latter believe that personal relationships and friendships should take precedence. Consequently, each group thinks that the other is corrupt. Universalists say that particularists 'cannot be trusted because they will always help their friends', while the second group says of the first 'you can-

not trust them; they would not even help a friend'. According to Trompenaars' data, there are many more particularists in Latin and Asian countries than in Australia, the USA, Canada, or northwest Europe.

3. Comprehension

a) Why might a 50-year-old Japanese manager be offended if he had to negotiate with or report to a well-educated but inexperienced 30-year-old American?

b) Why was the American concept of pay-for-performance unpopular in Italy, and in Asia, in Trompenaars' example?

c) Why would universalists and particularists disapprove of each other?

Vocabulary

1. Find words in the text which mean the following.

1) the use of reasoning rather than emotions or beliefs

2) understanding or knowing without consciously using reason _____

3) respect, prestige or importance given to someone _____

4) having a higher rank because one is older _____

5) to have hurt feelings because someone is being disrespectful _____

6) money or something else given in recognition of good work _____

7) additional money given for better work or increased productivity _____

8) a feeling of shame and loss of dignity or self-esteem

9) to give up a job or position _____

10) according to accepted moral standards _____



Speaking

Body language

1. Discuss the following in pairs.

In your country or culture, is it considered acceptable to:

- gesticulate (make hand and arm movements) while you talk?

- move very close to someone as you talk to them?

- touch someone on the arm as you speak to them?

- blow your nose in public?

- look at someone in the eyes for a long time while talking to them?

- look at someone in the eyes for a long time while they are talking to you?

- laugh loudly at work, and in meetings?

- make eye contact with hierarchical superiors?

2. Cross-cultural communication

Look through the points of potential cultural misunderstanding below:

- distance when talking to people: what is comfortable?

- eye contact: how much of the time do people look directly at each other?

- gesture: do people make lots of facial gestures? How much do they move their arms and hands?

- greetings/goodbyes: do people shake hands/ bow every time? Are there fixed phrases to say?

- humour: is this a good way of relaxing people? Or is it out of place in some contexts?

- physical contact: how much do people touch each other?

- presents: when should you give them? When should you open them? What should you say when you receive one?

- rules of conversation and the role of silence: how long can people be silent before they feel uncomfortable? Is it acceptable to interrupt when others are speaking?

Discuss these points in groups, sharing information about different cultures.

3. The social-cultural game.

Your teacher will provide you with a pile of cards. Pick up one card from the pile in turns. Imagine yourself in the situation and tell the partners in pairs (groups) what you would say. (You can find the cards in the Additional material for this unit).

Grammar revision

1. Look at these examples from the text:

a) Singaporean and Indonesian managers **objected** that pay-for-performance caused salesmen to pressure customers into buying products they **didn't really need**.

b) His sales — which **had been high for years** — declined dramatically during the following three months.

c) It was later discovered that he **was deliberately trying** not to sell more than any of his colleagues, so as not to reveal their inadequacies.

2. What are the tenses in bold? Match the rules below to the sentences.

1) We use The Past Simple tense talking about completed actions that happened in the past;

2) We use The Past Progressive (Continuous) Tense emphasizing the duration or continuity of a past event;

3) We use The Past Perfect Tense talking about events that happened before other events in the past.

Find more examples of the past tenses in the text.

Note: For more practice of the past tenses see Grammar Reference.

Writing

1. Write an email to a foreigner who is going to work in your country on a project lasting several weeks. Give some useful information (transport, opening hours, etc.), and more general background information about things to do or to avoid doing, referring to some of the questions in the discussion exercises above.

Key vocabulary

attempt, deliberately, inherit, MBA (a Master in Business Administration degree), multinational companies, negotiate, policy of promotion, principle of pay-for-performance, seniority, subordinates, tolerate a system

Unit 12 Time management

“How you spend your time is more important than how you spend your money.

*Money mistakes can be corrected,
but time is gone forever”*

David Norris



Salvador Dali Exploding Clock

Lead-in

1. Finish the sentence.

Time is...

2. Work in pairs. Read the proverbs and sayings connected with time. Discuss with a partner how much you agree with them.

Time flies.

Time is money.

Time is the greatest teacher.

Time is the great healer.

Time is often said to be money, but it is more – it is life.

To save time is to lengthen life.

Wasting time is robbing oneself. You may delay, but time will not.

3. Fill in the gaps in the sayings with the words from the box below.

- Time is..... for peasants.
- Time is..... for workers.
- Time is..... for doctors.
- Time isfor strategists.
- Time is..... for educationists.
- Time is..... for scientists.
- Time isfor enterprisers.
- Time is..... for all of us.

everything, speed, life, victory, knowledge, money, wealth, grain

Speaking

Discuss in groups of three how many hours a week you think it is reasonable to work. Experts predict that in future people will work less and have more free time for themselves and their families. How will this influence salary, employment, workers’ timetables?

Reading

1. Work in pairs and answer the questions.

How good are you at managing your time?

Do you always complete tasks?

Do you leave everything until the last moment?

2. You are going to read an article by an expert on time management. Read the introduction and find out:

- what problem poor time management can cause;
- who is usually responsible for wasting our time.

Time, like money is a limited resource. However, although it is possible to make more money, unfortunately you can’t create more time; there are only twenty-four hours in a day. The inability to manage time effectively is often a big source of stress. Although frequently we may blame others for wasting our time, the most guilty party is usually ourselves.

3. In the text below the writer describes the problems of three types of poor time managers.

Match them to the definitions (a-c).

- 'Tomorrows'
- Disorganized types
- Poor delegators

a) people who do not prepare

b) people who insist on doing everything themselves

c) people who never do anything straight away

What practical advice do you think the writer will give to help each of these three types?

4. Now read the article and see how many of your predictions are correct.

'TOMORROWS'

'Tomorrows' cause themselves problems because they prefer to think about work rather than doing it. Such individuals postpone decisions so that, consequently, tomorrow becomes the busiest day of the week. Here are some tips for this type.

'POOR DELEGATORS'

These are individuals who waste time doing work that could easily be done by someone else. Typically this is because they lack trust in others and the ability to say 'no' and so take on too much. For people working from home and on their own, there is a need for them to set up a network of people who might help them with routine, trivial tasks or less important tasks. Some of the following might help in this process.

'DISORGANIZED TYPES'

These individuals are immediately recognizable by the piles of paper on their desks. They are never on time for meetings and often spend a large part of their day hunting for files on their desks, and for messages and telephone numbers written on bits of paper scattered all over the office. This means they are always trying to make up for the time they have wasted. Typically they believe that creative minds are rarely tidy. Here are some tips for them.

5. Discuss who of the three types above would most benefit from the tips below.

a) Avoid taking on unnecessary work and learn to say “no” politely and firmly.

b) Make sure all messages, notes and telephone calls are recorded in one place.

c) Break huge tasks into smaller jobs. Set a deadline for completing the entire task and work on it a little bit every day.

d) When planning your work schedule, attempt to balance routine tasks with the more enjoyable ones.

e) Plan your workload every day by prioritizing your work. Stick to one task at a time and make sure you finish it.

f) No matter how small your business is, there is no need for you to be a one-person show. For effective time management, you need to let other people carry some of the load. (Adapted from Head for Business)

6. Read the statements below. Decide what type of a person (“tomorrows”, “disorganized”, “poor delegators”) might be speaking in sentences 1-9.

1) If you want a job done well then you have to do it yourself.

2) Now where did I put that address? I wrote it on a cigarette packet, so it must be somewhere.

3) I’m not sure what to do with this letter. I’ll look at it again later.

4) I don’t feel like doing the accounts today; let’s make a start tomorrow.

5) Some days I leave work and I wonder what I have achieved.

6) It’s such a big job; I really don’t know where to begin.

7) Well, I’m really busy but I’ll do it if you think nobody else can.

8) What I like best is visiting customers but I hate sending out letters and bills.

9) I must have a quick look at my e-mail; it’ll only take a minute.

Which personality type best describes you?

7. Read some more tips (a-e) and put them in the order of your priority.

Then discuss your ideas with 2 or 3 other students.

Time management skills are especially important for small business people, who often find themselves performing many different jobs during the course of a single day. These time management tips will help you increase your productivity and stay cool and collected.

a) Realize that time management is a myth.

No matter how organized we are, there are always only 24 hours in a day. Time doesn't change. All we can actually manage is ourselves and what we do with the time that we have.

b) Find out where you're wasting time.

What are your time-bandits? Do you spend too much time 'Net surfing, reading email, or making personal calls?

c) Prioritize ruthlessly.

You should start each day prioritizing the tasks. If you have 20 tasks for a given day, how many of them do you truly need to accomplish?

When studying, get in the habit of beginning with the most difficult subject or task.

d) Get in the habit of setting time limits for tasks.

For instance, reading and answering email can take your whole day if you let it. Instead, set a limit of one hour a day for this task and stick to it.

e) Don't waste time waiting.

From client meetings to dentist appointments, it's impossible to avoid waiting for someone or something. But you don't need to just sit there and waste your time. Always take something to do with you, such as a report you need to read or just a blank pad of paper that you can use to plan your next marketing campaign.

Vocabulary

1. Match the words and word combinations from columns A and B to make meaningful collocations. Make sentences to use the collocations in context.

A	B
waste	overtime
gain	an appointment
set	behind schedule
work	into the habit
get	realistic deadlines
fall	time
run out of	shifts
make	a couple of hours

2. Complete the gaps in the following sentences with collocations from exercise 1. Change the verb form if necessary.

- 1) Stop w... your time.
- 2) I'll try to m... an a... to see the manager.
- 3) I had only a few minutes. I simply r... out of t... and didn't manage to explain the problem.
- 4) We w... s... : Nick – in the mornings and I worked in the afternoons.
- 5) Set yourself regular hours and r... d... for completing tasks.
- 6) G... into the h... of saying "I'll do it now" to yourself, rather than "I think I'll do it tomorrow".
- 7) As you know, we've already f... behind s... It means that we'll be working overtime for the next few weeks.
- 8) Having delegated some tasks to his personal assistant, Mr. Doolittle g... a couple of h... for himself.

Idioms of time

Example	Meaning
She didn't study when she was young, but she's making up for lost time now.	doing now what she did not have the opportunity to do previously
Use this room for the time being until your new office is ready.	temporarily

We are on the threshold of exciting new developments in medicine.	likely to happen very soon
It's only a matter of time before we start to colonise other planets.	it will definitely happen, even though we cannot say exactly when
I can't say if I like the job or not. It's early days yet.	it's too soon to say/decide
In the long run you'll see it was the right decision.	a long time from now
My computer is out of date.	old and not useful or correct

3. Rewrite the underlined part of each sentence using an idiom from the table above.

1) Some time soon we will inevitably discover life on other planets.

2) I never learnt the piano as a child, so I'm solving that problem now by taking lessons.

3) This milk has an old date on it. I'll throw it away and open a new carton.

4) It costs a lot of money now, but over a longer period it will be a good investment, I'm sure.

Note: For more information and practice on idioms, see Grammar Reference.

Grammar

1. Look at the word combinations from the exercises of the Unit.

Do work, do tasks

Make an appointment, make sure

Fill in the columns in the table below with the following words:

an offer, business, money, a complaint, a decision, a job, an exercise, an experiment, damage, a forecast, progress, the accounts, harm, homework, a profit/loss, a mistake, a phone call, research, someone a favour, your duty, something for a living, an attempt, an improvement, a business trip

Do	Make
work	an appointment

Check your answer with the Grammar Reference. Choose at least 5 collocations to make sentences.

Speaking

“Plans are nothing; planning is everything” Dwight D. Eisenhower, US president 1953-61.

It is Monday morning. Jude James is PA to the managing director of a London-based company. Work in pairs.

Student A: You are the Office Manager. Jude is ill and won't be back for the rest of the week. You need to give instructions to a temporary secretary who has come to help out while Jude is away. Decide which tasks he / she can do and which ones will have to be delegated. Explain what to do and what the priorities are.

Student B: You are a temporary secretary from an employment agency. You have been called in to help out at Jude's office. Ask Student A to help you decide what your priorities are. Sound enthusiastic and ready to take charge of what needs to be done.

Monday

Visitors from Brussels. Richard to meet Eurostar at 14.15.

Book restaurant for dinner. 7-8 people. Talk to Mr. Lemonnier about job ad.

Tuesday

Get card signed for Mrs. Bevow. Buy present.

Brochure to printers -final deadline. Confirm flights for Astrid Winter. South American sales trip.

Wednesday

Deadline for job ad. Check details with Mr. Lemonnier?

Thursday

Presentation in conference room

Friday

Mrs. Bevow's leaving party.

Ask for brochures for new office photocopies.

MEMO

Jude:

There have been quite a few thefts recently by outsiders coming into the building. Please write a letter to all staff warning them about valuables: bags, coats, etc.

Thanks. TJ

Hi Jude,

How are my flights coming along? I can finally confirm my sales trip to Brazil and Argentina next month. Can you confirm flight details ASAP with Argos travel? Flights and hotels get very booked up.

Thanks, Astrid.

Decide which three items on your list have to be dealt with immediately and which are less important.

Key vocabulary

delegate, deal with, fall behind schedule, gain a couple of hours, healer, make an appointment, prioritize, rob, run out of time, routine tasks, ruthlessly, set a deadline, waste time, work overtime/ shifts

Unit 13 Conflict Management

Lead-in

1. Look at the picture of a person at work. Discuss the questions below with your partner.



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What kind of work do you think this man does?

What is his job title?

Who is he speaking to on the phone?

What has happened?

What kind of emotion is he expressing?

Think over all possible reasons of conflict at work (between employees and managers).

Offer some ways to overcome it.

Reading

2. Read the text and in fill the gaps in each paragraph with the name of the style it describes. Underline the key words to help you. Choose the styles from the box.

collaborating, forcing, accommodating, compromising, avoiding

Conflict Management Styles

Choosing a conflict management style is important in many areas of life, especially in business and the workplace. If you are a manager or owner of a company, you will need to choose a conflict management style to handle problems between employees, as well as between an employee and yourself.

The first conflict management style is Using this method, one would use their position as the manager or owner to make a decision regarding the conflict no matter how the employee(s) feels about the situation. Without hearing everyone's side or taking anyone's feelings into account, the manager whose conflict management style is will make his own decision in what would be best and that decision would not be up for discussion. This style would not be best for those who are trying to work with their employees so as to be a leader who influences them and is looked up to by them because will tend to alienate those who are affected by the decision and make them feel as if their thoughts and feelings are unimportant.

The second conflict management style is Using this method, one would allow the employee to make the

decision that would make the employee feel the best without regard to how it makes the manager feel or if it is really the best decision for the company. This style would not be best for a manager or owner who wants to continue to have a smooth running business because with this style it is easy for authority figures to be taken advantage of and walked all over by lower-level employees. This is because they are seen as a people pleaser rather than someone who will crack down. When this happens it can turn into work being habitually late or being done sloppily and not up to the level that is expected.

The third conflict management style is Using this method, one would completely ignore the conflict or issue at hand. Furthermore, the manager or owner would not take any steps to eliminate the conflict. Like the accommodating conflict management style, can be very harmful to a business and set it on a downward slope. This is because the employees will see this person of authority as someone who either does not care or someone who won't take action against them when they do something that is not good for the company, such as become habitually late with assignments or become sloppy and produce substandard work.

The fourth conflict management style is..... Using this method, one would come up with a solution to the problem or issue at hand that would make both parties happy without completely giving in to one side or the other. This could possibly be a good strategy for an issue between two employees; however, if it is between the manager or owner and an employee, then it might not be the safest strategy since you do not want your employees to think that you are "giving in" to meet them half way.

The fifth conflict management style is..... Using this method, one would sit down with the individuals involved in the issue and hear their concerns, as well as voice their own. Once each party has had a chance to have their say, the manager or owner would then try to find a solution that would

make both parties happy if possible. If not, they would choose the solution that is best for the company.

Choosing one of the last two conflict management styles would benefit most managers in most situations; however, there is always room for change. If a certain method does not seem right for a particular problem, then you may need to change your approach for that specific predicament. Knowing what method to use for a situation is important to fixing the issue without losing the respect of your employees.

Vocabulary

1. Find the verbs from the text for the definitions 1-5.

1) to make someone dislike you or not want to help or support you.

2) to start dealing with someone or something much more strictly

3) to get rid of something that is not wanted or needed

4) to agree to do something that someone wants if they do something that you want

5) to take action to deal with a difficult situation

2. Derivatives. Use the word given at the end of each sentence to form a word that fits in each space.

a) His first ----- as a reporter was to cover the local election. (assign)

b) Their ----- worked a ten-hour day. (employ)

c) If a person is not motivated he performs his work -----
----- . (sloppy)

d) I found the staff ----- and knowledgeable. (accommodate)

e) ----- work is not as good as you would normally expect, or not good enough to be accepted. (standard)

Grammar revision

1. Look at the sentence from the text.

If you are a manager or owner of a company, you will need to choose a conflict management style to handle problems between employees.

- What kind of sentence is it?
- Do we use Conditional I to
 - a) express imaginary situation which is unlikely to happen in the present or future;
 - b) express real or very probable situation in the present or future;
 - c) express imaginary situation which is contrary to facts in the past.

What Tense is used in if clause and in the main clause?

Open the brackets in these sentences:

- 1) If he (not pay) the fine, he (go) to prison.
- 2) I (phone) her when I (get) home.
- 3) If Judy (not study) hard, she (not pass) her exams.
- 4) If we (break) into the Indian market, our turnover (increase) substantially.

Note: For more information on Conditionals see Grammar Reference

2. Particles in phrasal verbs connected with conflict and violence

Some of the phrasal verbs have the particle up (**smash up, flare up**) where up suggests extreme or complete action. Off suggests remove in **bump off** [(informal), kill] and **fight off**, and out suggests completely in **wipe out** [completely destroy]. Thinking about the meaning the particle adds will help you learn the verbs in groups and remember them better.

Talking about conflict and violence

Read the dialogues paying attention to the meaning of the phrasal verbs.

a) Nancy: Why couldn't you phone for help?

Kate: Vandals had **smashed up** the phone box and pulled the wires out.

b) Ann: What happened to you? Are you hurt?

Alex: A man pushed me and tried to steal my bag. He came at me from behind.

Ann: Oh, that's dreadful! Did he take your bag?

Alex: No, I managed to **fight** him **off**, then some people came and he ran off.

c) Dad: What did the boss say when you all complained?

Jane: Well, he just 1) **flew at** me and said I was irresponsible, then he

2) **rounded on** the others and ordered them to get back to work.

I've never seen him 3) **flare up** like that before, you know, he just 4) **flew into** a rage as soon as I opened my mouth.

Dad: So relations are not good now?

Jane: No. It's the biggest 5) **bust-up** we've ever had with him. But we're not going to let him 6) **push us around**.

d) Alice: Your neighbours have been fighting one another!

Ben: Yes, Joss said Arthur had stolen some plants from his garden, so he 7) **set** his dog **on** him. Arthur kicked the dog, then punched Joss and almost **knocked** him **out**. The police had to come and **break it up!**

e) Ian: What happened at the end of the film?

Katya: Well, they caught the man who'd been **bumping** everyone **off**, of course.

¹ *suddenly spoke to me very angrily*

² *suddenly turned and attacked them or shouted at them angrily*

³ *suddenly become very angry*

⁴ *if someone flies into a particular state (e. g. rage, panic), they are suddenly in that state*

⁵ *(informal) an angry argument*

⁶ *tell someone what to do in a rude or threatening way*

⁷ *attack someone, or make a person or animal attack someone*

Speaking

You have had a conflict at work with your boss / colleague. Make up a conversation. Use at least four phrasal verbs from the dialogues above.

Note: For more information and practice on phrasal verbs, see Grammar Reference.

Unit 14 Stress Management

Lead-in

1. Look at the picture. Answer the questions.

What is the man doing?

What has happened?

How does he feel?



Reading

2. Are your problems getting on top of you? Are you feeling depressed and under stress? Read these suggestions. Which ideas

are relevant to you? Underline

the ones that could help you to cope with stress.

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Forty Ways to Cope With Stress

Prepare for the morning the night before. Get enough sleep. Get up 15 minutes earlier. Exercise every day. Get to work early. Don't rely on your memory ... write things down. Repair things that don't work properly. Make duplicate keys. Always make copies of important papers. Learn to say "No". Set priorities in your life. Avoid negative people. Ask for help with jobs you dislike. Look at problems as challenges. Smile more. Take a bubble bath. Visualize yourself winning. Develop a sense of humour. Stop thinking tomorrow will be better. Have goals for yourself. Look up at the stars. Practise breathing slowly. Give up a bad habit. Remember about your achievements. Do it today. Strive for excellence, not perfection. Look at a work of art. Maintain your weight. Plant a tree. Stand up and stretch. Always have a plan B. Learn to meet your own needs. Become a better listener. Praise other people. Clean your room. Take a different route to work. Leave work early. Quit trying to change other people. Relax; take each day at a time. Believe in yourself!

Speaking

3. Work in small groups. Share with the partners your own secrets how to cope with stressful situations.

4. Role play**Student A**

You have a lot of work to do and you are incapable to meet deadline, though you get up at 6.00 in the morning and sleep 4-5 hours. You feel tired and depressed. Yesterday you had an argument with your colleague, which upset you. Your company is planning reduction of the staff. You're afraid of being fired. Consult with the psychologist.

Student B

You are a very experienced psychologist. A young man/woman comes for your help. Listen to his/her problems and work out the best solution.

Use the following structures to give advice:

I think you should/shouldn't...

You'd better....

If I were you, I'd...



Key vocabulary

authority, accommodating, alienate, assignments, avoid, benefit, crack down, collaborating, eliminate the conflict, forcing, handle problems, incapable, meet half way, predicament, psychologist, reduction, sloppy, solution, substandard work

TEST III

1. There is one wrong word in each line. Find and correct it.

- a) At the end of the year, everything was on scheduling.
- b) I don't like working over stress.
- c) He had a nervy breakdown last year, but he's much better now.
- d) I'm so overemployed that I find difficult to fall asleep.
- e) Lots of people in London are thinking about backshifting.
- f) I shake hands with people, but I don't really like physical contract.
- g) It may be rude to interrupt people when they are talking.

2. Choose the best word from the alternatives given below to fill each gap.

My name is Mark Belino. I'm a software developer. In our department we dress 1)..... . We can't wear shorts and T-shirts so I suppose it's "2)..... casual". People in Sales have to dress 3).... . The men wear dark business 4)..... and so do the women. They all look the same. It's like a 5)..... really. At the end of each month we have a 6) ... Friday. It's strange to see the CEO without a tie on.

- | | | |
|-----------------|--------------|------------|
| 1) A casualty | B casually | C casually |
| 2) A smart | B straight | C special |
| 3) A obligatory | B remotely | C formally |
| 4) A shirts | B suits | C suites |
| 5) A uniform | B portfolio | C logo |
| 6) A dress-up | B dress-down | C dress-in |

3. Choose the best word from the box to fill each gap.

punctuality, humour, gestures, business, entertainment

- a) Our overseas clients expect when they visit so I take them out every evening.
- b) He is very keen on, so get there early.
- c) I don't like lunches because they go on for too long.
- d) You can learn a lot from watching the that people make when they are talking.
- e) An important business meeting is not the place for It can go horribly wrong.

4. Fill in the gaps with the given collocations in the correct form.

Make mistakes, do a favour, make an effort, do good, make progress, make a decision

- a) Michael, can you me a? I need to borrow a car.
- b) He said I wasn't working hard enough and I really had to an
- c) I can't tell you now, but we expect to a decision early next week.
- d) We're much than last year; we're definitely
- e) I checked the figures yesterday and found that I'd a lot of

Grammar Reference

The Active Voice

The verb to deliver in all Tense-forms

Tense	Simple	Continuous	Perfect	Perfect Continuous
Present	I (don't) deliver } He delivers } She doesn't } deliver } Does he } deliver? }	I am(not) } He is(not) } They are(not) } delivering } Is she } delivering? }	I have(not) } She has(not) } We have(not) } delivered } Have you } delivered? }	I have(not) been } He has(not) been } They have(not)been } delivering } Have you been } delivering? }
Past	I, he, they } delivered } She, we didn't } deliver } Did you } deliver? } Did she } deliver? }	I was(not) } He was(not) } They were(not) } delivering } Was she } delivering? }	I had(not) } She had(not) } We had(not) } delivered } Had you } delivered? }	I had(not) been } He had(not) been } They had(not)been } delivering } Had you been } delivering? }
Future	I, he, we } will(not) } deliver } Will they, she } deliver? }	I, he, we } will(not) be } delivering } Will they, she } be delivering? }	I, he, we } will(not) have } delivered } Will they, } she have } delivered? }	*I will(not) have } been } He will(not) have } been } They will(not) have } been } delivering } Will you have been } delivering? }

* Note: this form is rarely used

Past tenses

1. Read the following passage and choose where to insert these sentences.

a) Magazines such as *Fortune* and *Business Week* were all mocking him.

b) But it is true that Jobs was still losing money. In the early 1990s he was going bankrupt at an alarming rate.

c) Pixar Animation Inc. was also bleeding cash fast.

d) His two businesses, Next (a computer firm) and Pixar (a computer animation company), were rapidly going bankrupt.

Entrepreneurs can go through long periods of bad luck and fall on hard times. Steve Jobs, the founder of Apple, is one of these people. Since enjoying tremendous success in the 1980s he spent 11 years of humiliating failure. After he was sacked by Apple, he lost millions of dollars by selling his shares at the wrong time 1..... Next had spent \$180 million of its shareholders' money and had nothing to show for it 2.....

For five years, the criticism from the business press was universal and deafening

3.. . Then a writer called Randall Stross published a book called *Steve Jobs and the Next Big Thing* which accused him, among other things, of fostering false optimism on successes that didn't exist and having no financial know-how. It was a humiliating attack 4..... .By 1995 he had lost \$200m out of a fortune of \$300m.

Now all that is behind him. Pixar now makes animated movies in partnership with Disney. *Toy Story* was the third-highest earning animation of all time and the launch of the iMac was a huge success. We haven't heard the last of Mr. Jobs.

Talking about events that happened before other events

a) Like the Past Perfect Simple, **the Past Perfect Progressive** looks back to an event that took place before another past event.

The main difference is that the progressive form emphasizes the duration of the first event.

Therefore, we normally use the progressive form with an expression indicating how long: *for over an hour, for a long time, since 1999*, etc.

For example:

I'd been trying to get through *for over an hour* before someone answered the phone.

He'd been thinking of going abroad *for a long time* and then he got a post in Singapore.

Before they closed down the subsidiary, it **had been losing money** *for years*.

b) Finished and unfinished activities. Compare:

a) When I last saw her she'd **been planning** a new sales strategy.

b) When I last saw her she'd **planned** a new sales strategy.

In sentence (a) the planning may or may not have been completed; we don't know whether the new sales strategy was abandoned or not

In sentence (b) it is clear that the planning had reached an end-point.

Note that we do not use the progressive form with verbs describing:

mental states: believe, doubt, forget, imagine, know, realise, recognise, regret,

remember, suppose, think, understand

likes and dislikes: admire, dislike, hate, like, love, want, wish

possession: belong to, contain, have, include, own, possess

appearance: appear, look like, resemble, seem

perception: hear, see, smell, taste

In such cases we use the past perfect simple.

The man who said there was no future in computers **hadn't understood** their significance.

(NOT *The man who said there was no future in computers hadn't been understanding their significance.)

2. Read the extract about Marcel Bich's early career and complete the sentences below. Use either the past perfect progressive or the simple form.

Marcel Bich set up the business in 1949 and created France's most successful company. It became the third best-known brand after Dior and Chanel.

He was educated in Italy as a child, followed by two years at the Lycee Francais in Madrid. He completed his secondary education in Bordeaux where he received the nickname 'Baron' - a title that he carried for the rest of his life. At 18 he began selling torches door-to-door and later said that this experience was critical to his entrepreneurial success. At university he studied mathematics and philosophy and after graduation began to work as a production manager for an office machine company. He then joined Stephens, a large French pen manufacturer as a production executive, but the Second World War interrupted his career and when it was over he decided he wanted to set up on his own.

1) Before he died in 1994 he.... (create) France's most successful company.

2) Before going to Bordeaux he..... (study) in Italy and Spain.

3) Before he went to university, he..... (sell) torches door-to-door.

4) Prior to becoming a production manager he..... (study) maths and philosophy.

5) Before the Second World War broke out he..... (work) for Stephens as a production executive.

The Passive Voice

The verb to deliver in all Tense-forms

Tense	Simple	Continuous	Perfect	Perfect Continuous
Present	I am(not) He is(not) They are(not) delivered Is she delivered? delivered?	I am(not) He is(not) They are(not) being delivered Is she being delivered? delivered?	I have(not) She has(not) We have(not)been delivered Have you been delivered? delivered?	_____
Past	I was(not) He was(not) They were(not) delivered Was she delivered? delivered?	I was(not) He was(not) They were(not) being delivered Was it being delivered? delivered?	I had(not) She had(not) We had(not) been delivered Had you been delivered? delivered?	_____
Future	I, he, we will(won't) be delivered Will it be delivered? delivered?	_____	I, he, we will(not) have been delivered delivered Will they, she have been delivered? delivered?	_____

Form We form the Passive by using the appropriate tense of *to be* + past participle:

For example:

The company **was set up** in 1997.

A new extension **is being built**.

The company **has been taken** over.

It is also possible to use the passive with a modal verb:

The shipment **may be delayed**.

The levels of management can be classified in three broad categories.

When writing in a formal style (e.g. reports, minutes of meetings) we often choose an impersonal style by using the passive and beginning sentences with *it*.

It was agreed to increase the share capital.

It has now been decided to postpone the proposed construction.

The verbs think, believe, say, report, know, expect, consider, understand, etc. are used in the following passive patterns in personal and impersonal constructions.

Active: People know that she works hard.

Passive: It is known (that) she works hard. (impersonal)

She is known to work hard. (personal)

Another common way of reporting what is said or thought is to use *it* + passive + that-clause

It was agreed that the share capital should be increased.

1) Match the sentence halves appropriately.

1 Your enquiry	a) has been confirmed.
2 Make sure that your mobile phone	b) has been credited to your account.
3 All supporting documents	c) has not yet been printed.
4 Your hotel booking	d) is switched off during important meetings.
5 As requested, the sum of \$75,000	e) must be returned by 31 March.
6 The full conference programme	f) is being dealt with.

2) Rewrite the sentences beginning as shown above without changing in meaning.

It is believed that the missing jewellery has been found.

The missing jewellery.....

It is expected that the American team will break the world record.

The American team

It is said that they will give her a pay rise.

She

Conditionals

If introduces a condition - something may or may not happen depending on the circumstances. Conditional sentences have a number of uses.

1. Stating a general rule

0 (Zero) Conditional can be used to say what generally happens when something else happens. Both verbs in this type of sentence are in the present simple tense:

If you **order** in bulk you usually **get** a discount.

2. Speculating about the future

I Conditional is used to speculate about the future consequences of a specific event.

If I do an MBA I'll **improve** my job prospects.

If we **break into** the Indian market, our turnover **will increase** substantially.

The use of the Present tense in the first part of the sentence indicates that the situation is possible, for example: doing an MBA is feasible; breaking into the Indian market is seen as quite likely.

Note: WILL is not normally used in if/when clause

NOT If I will do an MBA...

3. Imagining

II Conditional

If + Past Simple is used to refer to less probable situations.

Would / should / could / might precede the verb in the subordinate clause.

For example:

Imagine what **would** happen if all the world's stock exchanges **crashed**.

It is possible to use *if I were* or *if I was* in both formal and informal styles: If I **was** rich I **would buy** a Ferrari.

4. Speculating about the past

III Conditional

When talking about things which did not happen in the past (and the consequences if they had happened) we use

if + past perfect together with *would / could I might* + *have* past participle:

If we **had anticipated** the crash, we **wouldn't have lost** so much money.

The merger **could have succeeded** if the management styles **hadn't been** so different.

The presentation **might** have been better if she **had felt** more confident.

5. Mixed Conditionals

The sequence of tenses depends on the meaning that has to be conveyed.

If Robert **wasn't** so lazy he **could have been promoted**, (he is permanently lazy which explains why he failed to get promotion)

If you **had set off** earlier you **would be** there by now (this is true at the moment of speaking; the second part of the sentence does not refer to the past so *would have been* is incorrect).

Look at the following pairs of sentences and answer the questions about each one.

1)

If he hadn't bought a second home in the country, he wouldn't be so short of money now.

If he had bought a second home in the country, he would be short of money now.

a) Did he buy a second home?

b) Is he short of money?

2)

If she weren't so busy, she would have given you a hand.

If she had been busy, she wouldn't have given you a hand.

c) Is she busy?

d) Did she help?

Modals

Use: Modal verbs are auxiliary verbs that express the speaker's judgement about the likelihood or desirability of a situation. All modals can be used to talk about probability or possibility; modals can also be used to express interpersonal meanings such as obligation or willingness.

1. Saying that someone knows how to do something

We use *can* to say that someone is able / not able to do something:

Our new divisional manager **can** speak four languages fluently. He **can't** drive, he's never learnt how to.

We also use *can* to say that machines are able to perform certain tasks: The new photocopier **can** print out a whole book in less than five minutes.

2. Talking of a past ability

He **could** play the piano when he was five years old.

This sentence refers to an ability that was not limited to just one occasion. If we want to speak of one event we use *managed to* or *was able to*:

After six hours of negotiation, we finally **managed to** make some progress. (NOT *we could)

3. Talking about past opportunities

A past opportunity that was not fulfilled is expressed using *could have* and a past participle:

She **could have gone** to Harvard but she went to Yale instead.

He could have been a Member of Parliament but he preferred to stay out of politics.

4. A number of modal verbs are used to express degrees of certainty, according to the speaker's perception of the situation.

1) 100% certain

The 21st century **will** be very different from the preceding 1,000 years, (an obvious prediction) Economics **will** never be a precise science, (a general truth)

2) Very certain (based on deduction)

You **must** be very tired after such a long flight.

That **can't** be Rowena's car – she's driving to London today.

3) Probably

You **may well** have a point there.

Interest rates **could well** go up by a whole percentage point.

We **should** arrive before lunch if there's not too much traffic.

4) Likely (based on speculation)

The firm **may** be forced to make a number of employees redundant in the coming months but the situation **may** improve in the longer term.

might suggests less certainty:

The president **might** survive the scandal but his chances look pretty slim.

5. Asking for and giving permission

May and *could* are also used to ask for permission, but not to refuse permission. They are more formal than *can*:

'**May** I use your password?' 'No, I'm afraid you can't.'

6. Offering

Would you like me to give you a hand?

Shall I give you a hand? (Note that this is an offer in the present, not for the future.)

If you want to make an offer in a persuasive way you can use **must**. (Note that there is no obligation here!)

You **must** come and visit me sometime.

Gerund and Infinitive

Verbs + <i>-ing</i>	
like	
love	
adore	
enjoy	doing
prefer	cooking
hate	sightseeing
can't stand	
don't mind	
finish	
look forward to	

Note

Like, love, adore, prefer, hate are sometimes used with *to* but *-ing* is more usual and more general in meaning.

I like cooking.

Verbs + <i>to</i> + infinitive	
agree	
choose	
dare	
decide	
expect	
forget	
help	
hope	to do
learn	
manage	to come
need	
offer	to cook
promise	
refuse	
seem	
want	
would like	
would love	
would prefer	
would hate	

Notes

1) Help and dare can be used without *to*.

We helped tidy the kitchen.

They didn't dare disagree with him.

2) Have to for obligation

I have to wear a uniform.

3) Used to for past habits

Verbs + somebody + <i>to</i> + infinitive		
advise	someone me him	to do to go
allow		
ask		
beg		
encourage		
expect		
help		
need		
invite		
order		
want		
warn		
would like		
would love		
would hate		

Verbs + somebody + infinitive (no to)

let	me	do
make		
help		

Notes

1) *To* is used with make in the passive. *We were made to work hard.*

2) Let cannot be used in the passive. Allowed to is used instead.

She was allowed to leave.

Verbs + *-ing* or *to* +infinitive (with no change in meaning)

begin start continue	raining to rain
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Notes

1) I remember posting the letter.

– I have a memory now of a past action: *posting the letter*.

I remembered to post the letter.

– I reminded myself to post the letter.

2) I stopped smoking.

– I gave up the habit.

I stopped to smoke.

– I stopped doing something else in order to have a cigarette.

3) I tried to sleep.

– I wanted to sleep but it was difficult.

I tried counting sheep and taking sleeping pills.

– these were possible ways of getting to sleep.

Some common verbs that are followed by *-ing* forms:

admit	appreciate	contemplate	give up	involve
deny	enjoy	consider	carry on	mean
look forward to	mind	justify	can't stand	remember
anticipate	resent	warrant	detest	recollect
risk	recommend	delay	miss	tolerate
jeopardise	suggest	put off	avoid	prevent

Using the word in brackets, complete the second sentence so that it has a similar meaning to the first.

a) Travelling doesn't bother me as long as there are no delays (mind)

I don't ...

b) In my job I have to meet a lot of people (involve)

My job...

c) I certainly did not pass on any trade secrets (deny)
I firmly ...

d) There's a danger we will lose business to our competitors
(risk)

We ...

e) I think it would be a good idea to get in touch with the
commercial attaché (suggest) She ...

f) We fully expect to double our turnover in the next two
years (anticipate)

We ...

g) He was late so I didn't see him (miss)

He was late so ...

h) Why on earth did you spend so much on entertainment?
(justify)

How can you ..?

Complex Object

We use the bare infinitive (infinitive without to) in the
structure verb+object+infinitive after the verbs let, make.

They made him pay for the damage.

Help is followed by either the to-infinitive or the bare
infinitive.

He helped me (to) fix the tap.

Want, advise, allow, permit, recommend, encourage take
the to-infinitive when they are followed by an object.

They don't allow us to park there.

See, hear, feel, watch, listen, notice + bare infinitive de-
scribe a complete action from beginning to end.

I saw the man pick up your wallet and put it in his po-
cket.

Make/Do

Do	Make
business	an offer
a job	money
an exercise	a complaint
the accounts	a decision
an experiment	a forecast
damage	progress
harm	a profit/loss
homework	a mistake
research	a phone call
someone a favour	an attempt
your duty	an improvement
something for a living	a business trip

Present and past participles

Many present and past participles can be used as adjectives (**-ed/ -ing** adjectives).

Choose the correct variant.

Are you young, enthusiastic and 1) motivating / motivated to succeed? Are you 2) interesting / interested in making a career for yourself with a 3) respecting / respected computer software producer? Are you looking for 4) challenging / challenged work with a rapidly 5) expanding / expanded company? If your answer is “Yes” and you have a degree in information technology or a 6) relating / related field, then we could have an 7) exciting / excited proposition for you. Send us your CV and a 8) completing / completed application form now.

Idioms

Idioms are expressions which have a meaning that is not obvious from the individual words.

The best way to understand an idiom is to see it in context. If someone says: This tin opener's driving me round the bend! I think I'll throw it away and get a new one next time I'm in town.

The context tells us the tin opener is not working properly and that it's having an effect on the person using it.

Idioms of time

These idioms refer to how often (or how rarely) something happens.

<i>idiom</i>	<i>meaning</i>
once in a lifetime	never likely to happen again
once in a blue moon	very rarely
once and for all	finally and definitely
off and on / on and off	sometimes, but not regularly or continuously
from time to time	sometimes, but not regularly
nine times out of ten	almost always

Rewrite the underlined part of each dialogue with an idiom.

1. A: Do you go and see your mother and father very often?

B: Well, occasionally, but not on a regular basis.

2. A: Should we wait and do it when we need to?

B: No, I think we should do it now, so that we never need to do it again.

3. A: Shall we try and speak to Mr Sanders about it?

B: Well, we can try, but on almost every occasion he's too busy to meet anyone.

Phrasal verbs

Phrasal verbs are verbs that consist of a verb and a particle (a preposition or adverb) or a verb and two particles (an adverb *and* a preposition, as in **get on with** or **look forward to**). They are identified by their grammar, but it is best to think of them as individual vocabulary items, to be learnt in phrases or chunks. They often – but not always – have a one-word equivalent. For example, you can **come across** a new phrasal verb or you can **encounter** it. You can **pick up** a language or you can **acquire** it. **Come across** and **pick up** sound less literary or formal than **encounter** or **acquire**.

Correct the six mistakes with phrasal verbs

There was a terrible bust-off at work today. The departmental manager came into the office in a terrible temper. He flew on his PA and when people tried to calm him out, he rounded at them. I don't know what had got into him. He pushes everyone over a lot but he's not normally quite so aggressive. I tried not to get dragged into it, but when it seemed as if he might actually hit someone, then I felt it was time to do what I could to break things out.

Irregular Verbs

Form	Simple Past Tense	Past Participle
awake	awoke	awoken
be	was, were	been
bear	bore	born
beat	beat	beat
become	became	become
begin	began	begun
bend	bent	bent
beset	beset	beset
bet	bet	bet
bid	bid/bade	bid/bidden
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burned/burnt	burned/burnt
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
dive	dived/dove	dived

do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drive	drove	driven
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit	fit
flee	fled	fled
fling	flung	flung
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forego (forgo)	forewent	foregone
forgive	forgave	forgiven
forsake	forsook	forsaken
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung	hung
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt

IRREGULAR VERBS

knit	knit	knit
know	knew	know
lay	laid	laid
lead	led	led
leap	leaped/leapt	leaped/leapt
learn	learned/learnt	learned/learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lighted/lit	lighted
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
misspell	misspelled/misspelt	misspelled/misspelt
mistake	mistook	mistaken
mow	mowed	mowed/mown
overcome	overcame	overcome
overdo	overdid	overdone
overtake	overtook	overtaken
overthrow	overthrew	overthrown
pay	paid	paid
plead	pled	pled
prove	proved	proved/proven
put	put	put
quit	quit	quit
read	read	read
rid	rid	rid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
saw	sawed	sawed/sawn

say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewed/sewn
shake	shook	shaken
shave	shaved	shaved/shaven
shear	shore	shorn
shed	shed	shed
shine	shone	shone
shoe	shoed	shoed/shod
shoot	shot	shot
show	showed	showed/shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slay	slew	slain
slide	slid	slid
sling	slung	slung
slit	slit	slit
smite	smote	smitten
sow	sowed	sowed/sown
speak	spoke	spoken
speed	sped	sped
spend	spent	spent
spill	spilled/spilt	spilled/spilt
spin	spun	spun
spit	spit/spat	spit
split	split	split

IRREGULAR VERBS

spread	spread	spread
spring	sprang/sprung	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
stride	strode	stridden
strike	struck	struck
string	strung	strung
swear	swore	sworn
sweep	swept	swept
swell	swelled	swelled/swollen
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
thrive	thrived/throve	thrived
throw	threw	thrown
thrust	thrust	thrust
understand	understood	understood
uphold	upheld	upheld
upset	upset	upset
wake	woke	woken
wear	wore	worn
weep	wept	wept
wind	wound	wound
win	won	won
withhold	withheld	withheld
wring	wrung	wrung
write	wrote	written

Additional material

1. Read the text and fill in the gaps with the names of management styles 1-4.

1 Autocratic 2 Paternalistic 3 Democratic 4 Laissez-faire

Management styles

Various management styles can be employed dependent on the culture of the business, the nature of the task, the nature of the workforce and the personality and skills of the leaders. This idea was further developed by Robert Tannenbaum and Warren H. Schmidt (1973) who argued that the style of leadership is dependent upon the prevailing circumstance; therefore leaders should exercise a range of leadership styles and should deploy them as appropriate.

a) A more _____ form is also essentially dictatorial; however the decisions tend to be in the best interests of the employees rather than the business. A good example of this would be David Brent running the business in the fictional television show *The Office*. The leader explains most decisions to the employees and ensures that their social and leisure needs are always met. This can help balance out the lack of worker motivation caused by an autocratic management style. Feedback is again generally downward, however feedback to the management will occur in order for the employees to be kept happy. This style can be highly advantageous, and can engender loyalty from the employees, leading to a lower labour turnover, thanks to the emphasis on social needs. It shares similar disadvantages to an authoritarian style; employees becoming highly dependent on the leader, and if the wrong decisions are made, then all employees may become dissatisfied with the leader.

b) Chris Fest is the founder of this unique management style. In a _____ leadership style, the leader's role

is peripheral and staff manage their own areas of the business; the leader therefore evades the duties of management and uncoordinated delegation occurs. The communication in this style is horizontal, meaning that it is equal in both directions, however very little communication occurs in comparison with other styles. The style brings out the best in highly professional and creative groups of employees, however in many cases it is not deliberate and is simply a result of poor management. This leads to a lack of staff focus and sense of direction, which in turn leads to much dissatisfaction, and a poor company image.

c) An _____ manager makes all the decisions, keeping the information and decision making among the senior management. Objectives and tasks are set and the workforce is expected to do exactly as required. The communication involved with this method is mainly downward, from the leader to the subordinate, critics such as Elton Mayo have argued that this method can lead to a decrease in motivation from the employee's point of view. The main advantage of this style is that the direction of the business will remain constant, and the decisions will all be similar, this in turn can project an image of a confident, well managed business. On the other hand, subordinates may become highly dependent upon the leaders and supervision may be needed. Amanda Glass is the founder of this unique management style.

d) In a _____ style, the manager allows the employees to take part in decision-making: therefore everything is agreed by the majority. The communication is extensive in both directions (from subordinates to leaders and vice-versa). This style can be particularly useful when complex decisions need to be made that require a range of specialist skills: for example, when a new ICT system needs to be put in place, and the upper management of the business is computer-illiterate. From the overall business's point of view, job satisfaction and quality of work will improve. However,

the decision-making process is severely slowed down, and the need of a consensus may avoid taking the ‘best’ decision for the business.

Managers and Leaders

Entrepreneurship and social responsibility

Werner von Siemens had highly progressive ideas about the role of his employees, recognizing that success is impossible without a motivated workforce.

In terms of his social initiatives, Werner von Siemens was well ahead of his time. From the early days of the company he offered assistance to employees who had fallen on hard times through no fault of their own, providing a measure of support appropriate to each individual case. In 1849 he helped to found a sickness and life-insurance fund for engineering workers.

A strong sense of moral obligation towards his workforce prompted Werner von Siemens to provide his workers with a profit-sharing bonus in addition to their regular wages. Convinced that a company with satisfied and motivated workers was bound to be more productive, he launched a scheme in 1858 that distributed part of the company profits to salaried employees and gave wage employees a so-called “stocktaking bonus”. From 1866 onwards a fixed portion of the net profit was earmarked for this purpose. Senior employees – known then as “private officials” – were paid a profit-related bonus.

In 1872, on the occasion of its 25th anniversary and more than a decade prior to the introduction of statutory requirements governing provisions for pensions and surviving dependents, Siemens introduced a pension fund that included benefits for widows and orphans – an extraordinary step for that time.

Many years elapsed before the scheme was supplemented by acts passed in 1889 and 1911 that introduced legislation

governing old-age pensions and social security.

Siemens & Halske introduced a nine-hour working day in 1873, a unique and exceptional move in Germany at that time. The working day was reduced by another half-hour in 1891, and while most other companies' regulations stipulated a ten-hour day, Siemens worked just eight-and-a-half hours. At the same time the company strove to improve the qualification of its workers, providing basic training to apprentices and offering onward training to its workers to ready them for the introduction of complex and more demanding future technologies.

(From 150 years of Siemens).

Management Case in the News

Tomorrow's CEOs: Gregory Brenneman
Justin Martin, Fortune magazine

A recent memo from Greg Brenneman to a fellow executive is typical of the genre—clipped, dry, technical. But it ends on a high note: “Yesterday was a good day! Our stock closed at \$603/s and I picked up my ‘64 ‘Vette.”

Oh, to be young and involved in the turnaround of a major airline. Brenneman is that rarest of combos, an analytical whiz who's also a people person. It was those skills he applied to Continental, a bloated and demoralized airline, when he came on board as COO in 1994. Fiscal 1995 saw Continental turn its only profit in 15 years, save for a bit of black ink in 1986 due to the quirks of bankruptcy law. And over the past 18 months the company's stock has risen nearly ninefold. Brenne-man's job, though, has only begun. He now needs to prepare his company for the highly cyclical nature of the airline business, where any major turbulence—a recession or a spike in fuel prices, say—could etherize profits.

Reviving a longtime sky lemon like Continental takes incredible energy, something Brenneman has in abundance. He sleeps an average of four hours a night; his workday typically

starts at 5 a.m. Brenneman spends 75% of his time traveling, much of it abroad.

The ability to maintain this pace stems in large part from Brenneman's upbringing. He was raised a Men-nonite in the tiny Kansas community of Hesston (pop. 3,000). His family subscribed to the church's more progressive views, in contrast to the Holdemans, conservative Mennonites who eschew various aspects of modern life, such as owning a radio. Still, extraordinary emphasis was placed on the value of hard work. Summers during high school, Brenneman worked three jobs a day, among them bucking bales on his grandparents' farm. Says Brenneman: "That's motivation enough to go to college."

Brenneman attended Washburn University in Topeka and became one of the few graduates in the college's history to make the leap to Harvard business school. From there he went to Bain & Co., where he developed a reputation as a turnaround expert for clients such as Continental. As a consultant, he helped the airline lower its maintenance costs, among the highest in the industry at the time, from \$777 million to around \$500 million. Simply moving a maintenance operation out of high-priced Los Angeles saved \$65 million a year.

So impressed was Gordon Bethune, newly minted as Continental's CEO in 1994, that he offered Brenneman the chance to join the company as his lieutenant. Brenneman jumped at the opportunity to move into management. "Being a consultant is like flying first class," he says. "The food is terrific, the drinks are cold. But all you can do is walk up to the pilot and say, 'Bank Left.' If you're in management, you have the controls."

When Brenneman seized the controls, however, he was shocked by the degree of rancor that existed between labor and management, the legacy of former CEO and hatchet man Frank Lorenzo. The executive suites were kept locked. Brenneman's secretary had a secret button under her desk

that could be bumped with her knee to call the police. She did it by accident one time.

Brenneman and Bethune, himself a pilot, went about dismantling the destructive culture. They set up an 800 number for employee complaints, instituted a profit-sharing plan, and started paying bonuses based on the airline's on-time record. The two then visited 15 cities, preaching to employees a message of price and accountability.

But it wasn't prairie populism alone that made one so young so successful. Brenneman balances his people skills with the punch of rigorous analysis. A favorite saying: What gets measured gets managed. He likes to arm himself with all the relevant data, such as the fact that trained airline reservations attendants generate \$22 per sales call, vs. \$14 for untrained attendants. "Training takes only five hours," he says. "Yet somebody at Continental, in a rash of cost cutting, took out the training." Brenneman reinstated it. "I love making a difference," he adds, "and doing it quickly."

So what's next for a 34-year-old, vintage-'Vette-driving, Mennonite-bred airline executive in a hurry? Brenneman says that on occasion he actually toys with the idea of enrolling in a seminary. "My wife says I'd be miserable," he adds. "It's such a different pace." Mostly, though, the youthful Brenneman has an awfully long time to ponder something he terms the "what-will-I-be-when-I-grow-up question."

SOURCE: Justin Martin, "Tomorrow's CEOs," *Fortune*, June 24, 1996, 76-78.

Questions

1. What particular qualities does Brenneman have that make him a good manager?
2. What does the article tell you about Brenneman's approach to planning, organizing, leading, and controlling employees?

“A Leader?”

I went on a search to become a leader.

I searched high and low. I spoke with authority, people listened but alas, there was one who was wiser than I and they followed him.

I sought to inspire confidence, but the crowd responded, “Why should we trust you?” I postured and I assumed the look of leadership with a contenance that glowed with confidence and pride. But many passed me by and never noticed my air of elegance.

I ran ahead of others, pointing the way to new heights. I demonstrated that I knew the route to greatness. And then I looked and I was alone.

What shall I do, I queried? I’ve tried hard and used all that I know.

And I sat down and I pondered long.

And then I listened to the voices around me. And I heard what the group was trying to accomplish.

I rolled up my sleeves and joined in the work.

As we worked I asked, “Are we all together in what we want to do and how to get the job done?”

And we thought together, and we fought together, and we struggled, towards our goal.

I found myself encouraging the fainthearted. I sought to praise the ideas of those too shy to speak out.

I taught those who had little skill. I praised those who worked hard.

When our task was complete, one of the group turned to me and said, “This would not have been done but for your leadership.”

At first I said, “I didn’t lead, I just walked with the rest.”

And then I understood that leadership is not a goal. It’s a way of reaching a goal.

I lead best when I help others to go where we’ve decided to go.

I lead best when I help others to use themselves creatively.

I lead best when I help others to use their leader and focus on my group, their needs and their goals.

TO LEAD IS TO SERVE, TO GIVE, TO ACHIEVE TOGETHER.

(Kathryn E. Nelson)

Culture

The social-cultural game

Pick up the cards from the pile in turns. Imagine yourself in the situation and tell the partners in pairs (groups) what you say.

At a conference you see someone you think you've met before	You are late for a meeting	You have just spilled red wine on a client's dress
An important client invites you to the theatre. You cannot attend because you have already accepted another invitation	You are having dinner with a foreign colleague in their country. The food is unfamiliar to you and you do not know what to choose	You have been invited to your colleague's house for dinner. He/She telephones you to ask if there is anything you don't eat.
A visitor wants to buy some local souvenirs.	You see an attractive person at an international conference. Start a conversation.	A visitor wants advice on how to spend an evening in your town.

Paul Smith on business communication

“Handshaking has been around for thousands of years”

After a year of living in Germany, I returned to London to visit my parents. When I saw my father, I did something I had never done before in my whole life — I shook his hand. In just 12 months, I had picked up the German habit of shaking hands with strangers, colleagues, friends — and family. In a small way, I had become German, and my father laughed.

It’s not that we don’t shake hands in Britain and the US. We do, generally, when we meet someone for the first time. But we don’t shake hands again at the end of the day, or at dinner time, or early the next morning, or at the next meeting — nor do we shake hands with our parents, even if we haven’t seen them for a while. Handshaking is a universal greeting that’s been around for thousands of years. Originally, people shook hands to show that they were unarmed and didn’t want to hurt anyone. Although we now shake hands simply because it’s a custom, the way we grip can still tell a lot about our character or attitude. The first moments of meeting somebody create a basis for the relationship that follows. A “limp fish” handshake and a “knuckle-crusher” can make equally negative impressions on a business partner or even on a future spouse.

What do we really want to communicate in the first moments of meeting someone? Strength? Self-confidence? Control? Friendliness? Probably a little of all these things — and our handshake can support this. When greeting Britons and Americans, make your handshake firm but not aggressive — three or four seconds is enough; shorter is too timid, and longer too intrusive. While shaking, make eye contact, smile, say your name and (in business) your position. It’s OK to say, “Hi, I’m Bob from accounts”, but don’t expect to impress anyone. “Hello, I’m Robert MacAnderson, director of finance” is more forceful; it conveys the complete identity and the official position beyond any doubt.

Avoid old-fashioned introductory phrases such as “Delighted to make your acquaintance”, which sound as if they are from a textbook. On the other hand, there are still people who use the expression “How do you do?” Just remember that the answer is also “How do you do?”

What about gender differences? It used to be the rule that women remained seated, and men waited for the lady to offer her hand. Now that women have equal rights, why should they shake hands any differently? Advice for women in such situations is given in *Do's and Taboos Around the World for Women in Business* by Roger Axtell.

The real fun starts in multicultural situations. It may be more appropriate to hug in Paris or to bow in Tokyo, and some women in Vienna may still appreciate having their hand kissed. In a foreign country, we need to know about local customs and how to use them. I recommend *Kiss, Bow, or Shake Hands: How to Do Business in Sixty Countries* by Terri Morrison. To the younger generation, high fives and gangsta greetings may seem cool, but in business circles, the traditional handshake will be the greeting of choice for quite a while to come. I'd shake on that.

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(From Spotlight 10/04)

International Business Styles

Many managers agree that understanding of cultural differences is essential when doing business abroad. The following case studies illustrate what can happen if business people do not take into account the culture of the countries they are dealing with. In groups, read the following descriptions of the problems managers had when doing business abroad. Choose one and discuss what you think caused the misunderstanding.

Present your interpretation of the problem to see if the rest of the class agrees with it. Could these situations cause conflict or misunderstandings in your country?

1. Mr Byrd was an ex-State Department employee hired by a well-known multinational corporation to be its 'man in Riyadh', Saudi Arabia. This retired American diplomat went to the home of a Saudi, Mr Fouad, to try to interest him in participating in a local joint venture with his company. A middle man who knew them both had introduced them. As this was a first meeting, the men's conversation began with small talk that made Mr Byrd a little impatient. Questions such as: 'how are you doing?' 'how was your flight?' 'how is your family?' and 'how is your father?' were common. Mr Byrd, familiar with all these obligatory formalities of greeting, answered fine'. 'Oh, my father, yes, well, he is fine, but he is getting a little deaf. I saw him a few months ago during Christmas when we took him out of the nursing home for a few days.' From that point everything froze up. Mr Byrd's mission was completely derailed. Mr Fouad remained gracious enough but obviously was uninterested in doing any business with Mr Byrd.

2. This incident was reported by a British management consultant based in Paris:

'I had taken the American CEO of a New York based consulting company to a French consulting firm in Paris. The negotiations did not go well. He hadn't been in the boardroom for more than 15 minutes before he asked them what their company's annual earnings were. Without waiting for an answer to that question, he suggested they give him an estimate of their firm's market value, as he was interested in making them an offer.

3. Jim Turner was attending a conference in Lyons. This was not his first trip to France and he was pleased the French colleagues he'd met previously remembered him. One evening they invited him along for dinner and began joking about the quality of the food. That surprised him. He thought the food

was really rather good and said so, expecting the discussion to continue. But to his great discomfort, they then make some joke about ‘Americans and food’ and changed the subject. He felt somewhat excluded and didn’t know what he’d done wrong

4. A businesswoman recently asked why a high-level delegation of visiting Japanese clients had not approached the breakfast buffet table she had taken such great pains to prepare. ‘I’d gotten out the good china and silverware and even brought in Japanese green tea for them, but no one touched a thing!’

Time management

In First Things First, Stephen Covey tells a great story:

One day an expert in time management was speaking to a group of business students. As he stood in front of the group of high-powered overachievers he said, “Okay, time for a quiz.” He then pulled out a one-gallon, wide-mouthed Mason jar and set it on the table. He produced about a dozen fist-sized rocks and carefully placed them one at a time into the jar. When the jar was filled to the top and no more rocks would fit inside, he asked, “Is this jar full?” Everyone in the class said, “Yes.” Then he said, «Really?»

He reached under the table and pulled out a bucket of gravel. Then he dumped some gravel in and shook the jar causing it to work down into the space between the big rocks. Then he asked the group once more, “Is the jar full?” “Probably not,” one of them answered. “Good!” he replied.

He reached under the table and brought out a bucket of sand and started dumping the sand in the jar until it filled the spaces left between the rocks and the gravel. Once more he asked the question, “Is this jar full?” “No!” the class shouted. Once again he said, “Good.”

Then he grabbed a pitcher of water and began to pour it

in until the jar was filled to the brim. Then he looked at the class and asked, "What is the point of this illustration?"

One eager beaver raised his hand and said, "The point is, no matter how full your schedule is if you try really hard you can always fit some more things in it!" "No," the speaker replied, "that's not the point."

"The truth this illustration teaches us is that if you don't put the big rocks in first, you'll never get them in at all. What are the 'big rocks' in your life? Your children, your loved ones, your education, your dreams, a worthy cause, teaching others, doing things that you love, your health; your mate. Remember to put these **BIG ROCKS** in first or you'll never get them in at all. If you sweat about the little stuff then you'll fill your life with little things and you'll never have the real quality time you need to spend on the big, important stuff.

So, tonight, or in the morning, when you are reflecting on this short story, ask yourself this question: What are the 'big rocks' in my life? Then, put those in your jar first.

Modern Leaders

Petro Oleksiyovych Poroshenko (born September 26, 1965) is a Ukrainian businessman and politician frequently cited as one of the most influential people in the Ukrainian politics.

Petro Poroshenko was born in the city of Bolhrad, Odeska Oblast, in Ukraine. In 1989, he graduated with a degree in economics from the faculty of international relations and international law (subsequently Institute of International Relations) of the Kyiv State University.

After graduation, Poroshenko started his own business selling cacao beans. In 1990s, he acquired control over several confectionery enterprises. Subsequently, he united his holdings in that industry into Roshen group, the largest confectionery manufacturer in Ukraine. The fortunes he made in the chocolate industry earned him a nickname a *Chocolate King*.

Now Poroshenko's business empire also includes several car and bus plants, Leninska Kuznya shipyard, a 5 canal television channel as well as other businesses.

After Viktor Yushchenko won the presidential elections in 2004, Poroshenko was appointed Secretary of the National Security and Defense Council.

Since February 2007 Poroshenko headed the Council of Ukraine's National Bank.

On October 7, 2009 Ukrainian President Yushchenko nominated Poroshenko for foreign minister. He was appointed by the Verkhovna Rada (Ukraine's parliament) on October 9, 2009.

Barack Hussein Obama II (born August 4, 1961) is the 44th and current President of the United States. He is the first African American to hold the office, as well as the first president born in Hawaii. Obama previously served as the junior United States Senator from Illinois from January 2005 until he resigned after his election to the presidency in November 2008.

Obama is a graduate of Columbia University and Harvard Law School, where he was the president of the *Harvard Law Review*. He was a community organizer in Chicago before earning his law degree. He worked as a civil rights attorney in Chicago and taught constitutional law at the University of Chicago Law School from 1992 to 2004.

On June 4, 2009, Obama delivered a speech at Cairo University in Egypt calling for "a new beginning" in relations between the Islamic world and the United States and promoting Middle East peace. On October 9, 2009, Obama was awarded the 2009 Nobel Peace Prize.

Angela Merkel (born 17 July 1954 in Hamburg) is the current and the first female Chancellor of Germany.

Merkel was educated in Templin and at the University of Leipzig, where she studied physics from 1973 to 1978. She learned to speak Russian fluently, and earned a statewide prize for her proficiency. After being awarded a doctorate

for her thesis on quantum chemistry she worked as a researcher.

In 2007 she became the second woman to chair the G8, after Margaret Thatcher.

Chancellor Merkel is a member of the Council of Women World Leaders, an International network of current and former women presidents and prime ministers whose mission is to mobilize the highest-level women leaders globally for collective action on issues of critical importance to women and equitable development.

In 2008 Merkel received the Charlemagne Prize “for her work to reform the European Union”.

Merkel topped Forbes magazine’s list of “The World’s 100 Most Powerful Women” in 2006, 2007, 2008, and 2009.

William Henry “Bill” Gates III (born October 28, 1955 in Seattle, Washington) is an American business magnate, philanthropist, and chairman of Microsoft, the software company he founded with Paul Allen. During his career at Microsoft, Gates held the positions of CEO and chief software architect, and remains the largest individual shareholder with more than 8 percent of the common stock. He has also authored or co-authored several books.

Gates graduated from Lakeside School in 1973 and enrolled at Harvard College in the fall of 1973.

Gates took a leave of absence from Harvard to work with Allen at MITS in Albuquerque in November 1975 but never returned to Harvard to complete his studies. Gates’s role at Microsoft for most of its history was primarily a management and executive role. However, he was an active software developer in the early years, particularly on the company’s programming language products. Gates was number one on the “Forbes 400” list from 1993 through to 2007 and number one on *Forbes* list of “The World’s Richest People” from 1995 to 2007 and 2009. In 1999, Gates’s wealth briefly surpassed \$101 billion, causing the media to call him a “centibillionaire”. Gates was listed in the *Sunday Times* power list in 1999,

named CEO of the year by *Chief Executive Officers magazine* in 1994, ranked number one in the “Top 50 Cyber Elite” by *Time* in 1998.

As of 2007, Bill and Melinda Gates were the second most generous philanthropists in America, having given over \$28 billion to charity.

Hillary Clinton (born October 26, 1947) is the 67th United States Secretary of State, serving within the administration of President Barack Obama. She was a United States Senator for New York from 2001 to 2009. As the wife of the 42nd President of the United States, Bill Clinton, she served as First Lady of the United States from 1993 to 2001. In the 2008 election Clinton was a leading candidate for the Democratic presidential nomination.

She embarked on a career in law after graduating from Yale Law School in 1973. Following a stint as a Congressional legal counsel, she moved to Arkansas in 1974 and married Bill Clinton in 1975. First Lady of Arkansas from 1979 to 1981 and 1983 to 1992 with husband Bill as Governor, she successfully led a task force to reform Arkansas’s education system. She sat on the board of directors of Wal-Mart and several other corporations.

After moving to the state of New York, Clinton was elected as a U.S. Senator. That election marked the first time an American First Lady had run for public office; Clinton was also the first female senator to represent the state.

Clinton has received over a dozen awards and honors during her career, from both American and international organizations, for her activities concerning health, women, and children.

Top Ten Leadership Gurus

by Nimia Acebes on November 23, 2009

Many of us want to be good leaders. To be one, we seek guidance from leadership coaches and experts. We read books

written by leadership gurus and professionals and even if we haven't met them face to face, learning from their writings and books makes us feel being coached by them.

1. John Maxwell

John C. Maxwell is an internationally recognized leadership expert, speaker, and author who has sold over 13 million books. His organizations have trained more than 2 million leaders worldwide. Dr. Maxwell is the founder of INJOY®, Maximum Impact, ISS and EQUIP. Every year he speaks to Fortune 500 companies, international government leaders, and organizations as diverse as the United States Military Academy at West Point and the National Football League. A New York Times, Wall Street Journal, and Business Week best-selling author, Maxwell was one of 25 authors and artists named to Amazon.com's 10th Anniversary Hall of Fame. Three of his books, *The 21 Irrefutable Laws of Leadership*, *Developing the Leader Within You*, and *The 21 Indispensable Qualities of a Leader* have each sold over a million copies.



2. Robin Sharma

Robin Sharma is an internationally respected leadership expert and author who has worked with executives globally for over 10 years with exceptional results. Robin's books on personal and professional mastery have sold millions of copies.



3. Tom Peters

Fortune called Tom Peters the “Ur-guru” of management. The Economist tagged him the Uber-guru; and BusinessWeek's take on his “unconventional views” led them to label Peters “business's best friend and worst nightmare.”



4. Stephen Covey

Dr. Covey dedicates his life to teaching principle-centered living and leadership to individuals, families, and organizations. Holder of an MBA from Harvard and a doctorate degree from Brigham Young University, Dr. Covey is author of the international bestseller, *The 7 Habits of Highly Effective People*, named the #1 Most Influential Business Book of the Twentieth Century, and other best sellers that include *First Things First*, *Principle-Centered Leadership*, and *The 7 Habits of Highly Effective Families*.



5. Marcus Buckingham

Marcus Buckingham is Internationally renowned and celebrated, He is the go-to consultant in his field, a sought-after speaker, and a New York Times bestselling author. Challenging accepted and entrenched social theory, Buckingham pioneered a revolutionary concept: that people will be dramatically more effective, successful, and fulfilled when they play to their strongest skills rather than attempting to improve their weaknesses.



Marcus Buckingham has dedicated his career to helping individuals discover and capitalize on their personal strengths. Hailed as a visionary by corporations such as Toyota, Coca-Cola, Master Foods, Wells Fargo, Microsoft, and Disney, he has helped to usher in the “strengths revolution,” persuasively arguing that people are dramatically more effective, fulfilled and successful when they are able to focus on the best of themselves.

6. Ken Blanchard

Chief Spiritual Officer of The Ken Blanchard Companies®, an international management training and consulting firm that he and his wife, Dr. Marjorie Blanchard, founded in 1979 in San Diego, California. Ken is the Author of the Best Selling One Minute



Manager Series that has sold Millions of copies around the world.

7. Warren Bennis

Dr. Warren Bennis (Antioch College, Class of 1951) is one of the nation's foremost authorities on organizational development, leadership and change. Since 1979, Dr. Bennis has served as University Professor and Distinguished Professor of the Marshall School of Business at the University of Southern California. He considers that he has entered a truly generative stage in his life, one in which he pursues his greatest joy, writing, while also mentoring and taking pleasure in "people growing."



8. Brian Tracy

Brian Tracy is a recognized expert on business and leadership. He has studied, researched, written and spoken for 30 years in the fields of economics, history, business, philosophy and psychology. He has consulted for more than 1,000 companies and addressed more than 4,000,000 people in 4,000 talks and seminars throughout the US, Canada and 40 other countries worldwide.



9. Marshall Goldsmith

Marshall Goldsmith Partners LLC is a leadership development firm that delivers consistently superior executive coaching as well as other leadership development services to clients globally. We bring together the behavioral coaching expertise of Marshall Goldsmith, renowned executive coach, and the power of Katzenbach Partners LLC (KPL), a leading organizational performance consulting firm.



10. Anthony Robbins

Born February 29, 1960, is an American self-help writer and professional speaker. He became well known through the use of firewalking in his seminars. He initially studied Neuro-Linguistic Programming but went on to develop his own methods. He is now considered as the Leader of Leaders and the world's best success coach.



Presentation

Introduction

Good morning ladies and gentlemen. My name's Carol Mandell.

Today I'm going to tell you about/ present my company, WBL Enterprises.

Did you know that we have been supporting the health service for 27 years?

Firstly I'd like to talk about the growth of WBL over these 27 years.

Then I'll move on to outline the areas we feel we can help you.

Finally I want to outline the benefits of ...

To conclude I'll outline the costs and suggest the next steps towards a partnership.

Main body

So, first of all, some background about WBL. As I said in my introduction, the company was founded 27 years ago by ...

Let me say a few words about the background on this.

Moving on to my next point let's look at the areas where we could provide ... **Now if you look at** this diagram here you can see how we have been working closely with health services in several countries ...

I'd just like to draw your attention to these statistics ...

The key thing to note here is that ... So what can we learn from this? As you can see, WBL Enterprises is ...

As I mentioned a few minutes ago, we are able to help you by ... **For instance**, we could provide ... **Finally let's turn to** the important question of ...

Summary

So, to summarise the main points again briefly, WBL Enterprises could support you by ... **To sum up ... So, I think** there are three main areas we need to ...

Conclusion

In conclusion, we believe that your investment in our expertise will help to make sure that this project is completed on time and, most importantly, within budget ...

The point is that ...

What needs to happen now is ...

The next step is ...

Thank you for your attention and if you have any questions please feel free to ask.

Answering questions

That's a good point. I think that ...

Well, as I mentioned earlier, ...

I'm afraid I don't have the information with me but if you could give me your email address I'll look into that and get back to you. Can I get back to you on that? That's an interesting point. Do you have a view on that?

I see, so what you are asking is ... OK, if there are no more questions, perhaps we could wrap it up. Thank you very much.

How to Communicate

Expressing Agreement and Disagreement

Complete Agreement:

You're absolutely right, completely agree with you on that point. Precisely. /Exactly.

So do I (agreement with a positive statement). *Nor do I* (agreement with a negative statement). *That's what I think, too.*

Partial Agreement:

You're right up to a point. That might be the case.

You could be right. You've got a point. Maybe that is true.

That's true enough.

Partial Disagreement:

Do you really think so?

Are you sure?

That's an exaggeration.

That's not necessarily the case.

It's not as simple as that.

I wouldn't quite say that.

I can't imagine that.

Complete Disagreement (careful with this one! You don't want to make enemies, do you?):

It certainly isn't.

It certainly is (disagreement with a negative statement).

That's not true at all.

You're quite wrong there.

Note that when we disagree with someone, we often begin with a partial agreement: for example, "You could be right, but..."

Giving an Opinion

In my opinion.../ As I see it.../ If you ask me...

Making Suggestions/Recommendations

If I were you, I would...

The best thing would be to

You'd better...

Why don't you...?

How about... ?

Have you tried... (+ gerund)?

You should.

Beginning a Discussion

It is not a very good idea to start a discussion without any kind of introduction. Here are a few suggestions for getting started:

I saw an interesting programme on TV last night. /I read a

fascinating article in the newspaper yesterday about... What do you think about that?

Have you ever thought about .../what it would be like if... ?

I was really surprised to find out that...

Did you know that... ?

Bringing in your Partner

Sometimes in a discussion you find that you are monopolising the conversation, and you would like to know what your partner thinks. Here are some expressions for doing this:

So what do you think, (+ name)?

How do you feel about that?

What is your view on this (matter)?

Interrupting your Partner

Sometimes it's the other way round. Your partner is monopolising the discussion and you want to have your say:

Can I come in there?

Can I just make a point?

Perhaps I can interrupt you there.

Do you mind if I say something on that point

Holding the Floor

Sometimes you notice that someone is trying to interrupt you but you haven't finished what you want to say, so you try to carry on (we call this "holding the floor"):

If I might just say this.

Do you mind if I just finish this?

I'd just like to finish making this point and you.

Let me just say this.

This is my final point.

Defending Yourself

If someone attacks you in a discussion or debate, you need some phrases to defend yourself:

That's not what I said/meant at all.

You've got that wrong. What I said was ...

You are distorting what I actually said.

Ending a Discussion

When you feel that you've effectively finished your dis-

cussion, or that the conversation is not getting anywhere or that you have exhausted the topic, you have to finish off:

We'll just have to agree/ to disagree on that.

Further discussion is pointless, so let's end there.

We've heard some interesting points/some new ideas, so let's stop there and think about them.

I can understand you better now, even though I don't completely agree with you.

Linking Words

For Essays, Reports, Papers, etc.

Listing: *first, second, third...; firstly, secondly, thirdly...; one, two, three* (esp. in academic and technical use *a, b, c*, (esp. in academic and technical use); *for one thing ... (and) for another (thing); to begin with; to start with; in the first place, in the second place; next; then; finally; last(ly); to conclude; last but not least*

Adding/Reinforcing: *also; too; furthermore; moreover; then; in addition; above all; what is more*

Comparison/Similarity: *equally; likewise; similarly; in the same way*

Summary/Conclusion: *then; all in all; in conclusion; to sum up*

Exemplification: *namely; for example (e.g.); for instance; that is (i.e.); that is to say*

Result: *consequently; hence; so; therefore; thus; as a result*

Reformulation: *or rather; to put it another way; in other words*

Alternative: *alternatively; on the other hand*

Contrast: *on the contrary; in contrast; by contrast; on the one hand..., on the other (hand)*

Concession: *besides; however; nevertheless; still; though; in spite of that; on the other hand*

Report

You are probably familiar with a **report** writing technique, but here are a few points for you to bear in mind:

1) A report is supposed to present important information in a direct way. The information should be relatively easy for the reader to understand.

2) A report often answers the reader's questions about: when, where, why and how something happened and who did what to whom.

3) A report is objective both in style and in content. This means that the writer should use language that is not too colloquial and familiar. At the same time, you should avoid expressing your own feelings and thoughts, because you should be concentrating on the facts. You might, however, give your own thoughts or views at the end.

4) Sometimes it is a good idea to illustrate your report with diagrams or pictures, if they make it easier for the reader to understand the information.

Essay

An **essay** is a formal written discussion of a topic.

Introduction

Start your essay with an introduction. Here you can tell the reader what you are going to discuss. An alternative is to give an illustration of what you want to discuss, perhaps in the form of a story or anecdote or an experience that you have had.

Main Part

Here you discuss/deal with the topic you mentioned in your introduction. It is very important that your main part should have a suitable form to it, in other words that it does not consist of just a collection of any ideas that occurred to you. The structure of your main part depends very much on the type of essay that you are writing. Is it **argumentative** (discussing the pros and cons of a certain idea, suggestion, etc.) or **illustrative** (giving information on a particular subject)?

Here are some suggestions for structuring your main part: **Argumentative:** If you want to argue for and against a particular idea (for example, “Is it a good idea to keep: pets?”), one way you can do this is to present the arguments *in favour* in the first part and the arguments *against* in the second.

Alternatively, you can discuss the pros and cons of each point at a time - first discussing whether keeping a pet teaches a person responsibility or not; next, to what extent pets provide company or not; then, whether pets are a health hazard or not, and so on. **Illustrative:** If you want to give information about a particular subject, make sure you do not end up with a kind of shopping list. Arrange your facts into sections. For example, if you are asked to characterise a person in a story, first of all present all the information you have about his/her appearance; next, about his/her behaviour; then about his/her feelings/attitudes, and so on. It is a good idea in such illustrative essays to show your reader how the information is connected; for example, you might have arranged your facts in order of importance - if so, you could indicate this by introducing them together with expressions like: *first of all; next; then; finally*, etc. If you are giving examples, use phrases like: *for example; for instance*. If you are pointing out similarities, show this with expressions like: *similarly; likewise*. If your facts refer to contrasts, use phrases like: *on the one hand ... , on the other hand ...*

Conclusion

When you have finished discussing your theme or illustrating your topic, end your essay with a conclusion. Here you can sum up your main points again; give your own opinion (particularly important in an argumentative essay); refer back to your introduction; mention aspects of the subject you did not discuss in detail. It is also a good idea to show your reader that he/she has reached the conclusion by using certain concluding phrases like: *to sum up; all in all; in conclusion; to conclude*, and so on.

Now some general Dos and Don'ts:

1) Always collect your facts before you start writing. Do this in note form.

2) Always write down an essay plan, so that you know what you are going to write before you start.

3) Always read through your essay carefully afterwards to check for mistakes.

4) Never write your essay in your native language first and then translate it into English. You will only make lots of mistakes in expression and grammar.

5) Always use a learner's dictionary to see how words and phrases are properly used.

6) Try to use words and phrases that you have actually seen or used before.

Keys to exercises

Unit 1 What is Management?

2.

- a) False
- b) True
- c) True
- d) False
- e) False
- f) True
- g) False

4.

VERB	NOUN	ADJECTIVE	JAdverb
derive	strengths	prevalent	simultaneously
measure	weaknesses	initial	increasingly
adjust	entrepreneurship	intended	functionally
assist	leadership	shifting	rapidly
analyze	assurance	efficient	
enable	administration	contemporary	
spawn		profitable	

5.

- a) spawned,
- b) productivity,
- c) efficiently,
- d) efficiency,
- e) measurable,
- f) adjust

1. Modern management theory

- 1) Just-in-Time

- 2) Corporate downsizing
- 3) Empowerment
- 4) Team working
- 5) Re-engineering
- 6) Total Quality Management
- 7) Outsourcing
- 8) Learning organizations

What is management?

3. 1d, 2b, 3a, 4c

2. Increasing efficiency

- 1) unnecessary paperwork
- 2) separate folders
- 3) members of staff
- 4) set priorities
- 5) put off unpleasant tasks
- 6) lose concentration
- 7) delegate routine tasks
- 8) time-consuming way
- 9) have a meeting
- 10) set a time limit
- 11) skip over
- 12) pick out

Unit 2 Management functions

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

Vocabulary

1. 1 - resources, 2 – manageable, 3 setting, communicate, 4 - supervise, performance, 5 - achieved, 6 - board of directors, 7 - innovations

The Lesson of the Red Horse

- 1) - c) Interest and Motivation
- 2) - a) Be Careful What You Ask For
- 3) - f) What Not to Do
- 4) - b) Motivation and Enjoyment
- 5) - e) What I Did Right
- 6) - d) Try This Yourself

4. Active, desirable, careful, critical, efficient, wonderful, strategic;

Manager, management, enjoyment, motivation, motivator, intelligence, partnership, employment, employer, variety

5.

Noun	Verb	Adjective
evaluation	evaluate	evaluative
enjoyment	enjoy	enjoyable
impression	impress	impressed
establishment	establish	established
assortment	assort	assorted
appreciation	appreciate	appreciated/appreciative
desire	desire	desirable
monitoring	monitor	monitorial
motivation	motivate	motivated /motivating

Grammar

2. 1) – a; 2) – a; 3) – c; 4) – b; 5) – a

Unit 3 Levels of management

Vocabulary

1.

a) (executive) – a senior manager in a business or other organization;

b) (shareholder) – someone who owns shares in a company;

c) (policy) – a set of plans or actions agreed on by a government, political party or business;

d) (quantity) – the amount of something;

e) (grievance) – a complaint about being treated in an unfair way;

f) (performance) – the process of doing a job or action.

2.

Periodical-repeating, high-grade -qualitative, essential-necessary, various -diverse, broad- wide. Senior is odd one out.

Grammar

2.

a) My flat is looked after by my brother when I'm away.

b) They service my car twice a year.

c) Computers are used by a lot of children nowadays.

d) People/They speak over forty languages in Kenya.

e) Plastic is used in manufacturing of so many things these days.

Unit 4 Management styles

Three Effective Management Styles

1. 1) True

2) False

3) True

2.

complete	the task
encourage	to take ownership of their piece of the project
reinforce	an employee's understanding of the work
contribute	to complete the task
assign	the roles
provide	helpful tips
exceed	your expectations
tackle	problems
accomplish	on your own
replicate	in other projects

3. Management Styles

		<i>need of support</i>	
		<i>high</i>	<i>low</i>
<i>need of guidance</i>	<i>high</i>	a	d
	<i>low</i>	c	b

Unit 5 Managers

3. Opposites

- a) - d)
- b) - f)
- c) - j)
- e) - g)
- h) - i)

The secret of a good manager

1. 1) brand management
- 2) having the right people
- 3) building relationships
- 4) knowledge management

2.

- 1) making mistakes

Everybody makes mistakes; it's important to learn from them

- 2) employees and taking risks

People should be encourage to try out ideas, take risks, be independent.

- 3) building relationships

A good manager should talk to and look after all the people they work with (employees, suppliers)

- 4) books and experience

Books can teach you a lot, but you can not learn experience from books; managers should manage by experience (management by walking around)

3.

- 1) earn
- 2) accept
- 3) accountable
- 4) provide
- 5) Encourage
- 6) take risks
- 7) try out
- 8) Treat
- 9) involved
- 10) focus on
- 11) build

4.

1) experiment	i) with new ideas
2) adapt	e) to changed circumstances
3) concentrate	a) on customer needs
4) cut	b) down on unnecessary costs
5) take advantage	f) of opportunities
6) lead	c) by example
7) be accountable	h) for mistakes
8) set	g) up good communication systems
9) sort	d) out problems

5.

- 1) experiment with
- 2) set up
- 3) adapt
- 4) cut down on
- 5) sort out
- 6) concentrate on
- 7) take advantage of
- 8) lead by
- 9) be accountable for

Unit 6 How to Be an Effective Plant Manager**Grammar**

2.

1 – e, 2 – a, 3 – d, 4 – c, 5 – b

Unit 7 How not to manage the company

2. Possible answers:

1. How did they get their first capital?

2. How did they invest their money?
3. Why did Jobs lose control of Apple?
4. What major problems were caused by Jobs's management style?
5. What was the demand of Apple's board of directors?
6. Has he changed his management style?

Unit 8 Leadership

Vocabulary

1.

Un-	In-	Im-	Ir-	Dis-
Reliable	Flexible	Practical	Responsible	Organized
Creative	Consistent	Patient	Rational	Honest
Inspiring	Articulate			
Committed	Decisive			
Assertive	Competent			
Sociable	Considerate			
Competitive				
Supportive				

2.

1. assertive, confident, self-assured,
2. supportive, considerate, encouraging
3. domineering, bossy, aggressive,
4. reserved, shy, timid.

Unit 9 Changing Styles for the New Millennium

Moving from Management toward Leadership

Moving from Management	toward Leadership
Punishment	Reward
Demands “respect”	Invites speaking out
Drill sergeant	Motivator
Limits and defines	Empowers
Imposes discipline	Values creativity
“Here’s what we’re going to do!”	“How can I serve you?”
Bottom line	Vision
Order-giving	Facilitating
Military archetype	Teaching archetype
Demands unquestioning obedience	Coaches and mentors others
Keeping people on their toes	Nourishing environment for growth
Reach up/down	Reach out
Information control	Information availability
Knows all the answers	Asks the right questions
Not interested in new answers	Seeks to learn and draw out new ideas

(Source: Adapted from Megatrends for Women. Patricia Aburdene & John Naisbitt. Villard Books. New York. 1992).

Two Opposing Theories

- 1-True, 2-False, 3-False, 4-True, 5-False, 6-False, 7-True.
- 2.

Theory X	Theory Y
work is a necessity	communication
direction	participation
traditional	co-operation
orders	creativity
control	modern
security	work is natural

Grammar

1. 1) to smoke, 2) to speak, 3) get, 4) stay, do, 5) (to) repair, 6) to be late, 7) make, 8) announce

Unit 10 Dealing with Crisis

Vocabulary

1. a) core b) break-even point c) obstacle d) assets e) research and development

2. a) *wrenching* uncertainty

- sad, dreary

b) *compelling* argument

- irresistible

c) *incremental* changes

- increasing gradually

d) *hands-on* executive

- practical

e) *invaluable* assets

- priceless

Unit 11 Business across Cultures

Vocabulary

1. 1) rationality

2) intuition

3) status

4) seniority

5) (to be) offended

6) rewards

7) bonus

8) humiliation

9) to resign

10) ethically

Unit 12 Time management

Time is grain for peasants. Time is wealth for workers. Time is life for doctors. Time is victory for strategists. Time is knowledge for educationists. Time is speed for scientists. Time is money for enterprisers. Time is everything for all of us.

3. Tomorrows – c, Disorganized types – a, Poor delegators – b

6. Tomorrows- c,d; Disorganized types- b,e; Poor delegators-a,f

Vocabulary

1. waste time, work shifts, gain a couple of hours, set realistic deadlines, get into the habit, fall behind schedule, run out of time, make an appointment

2. 1) stop wasting, 2) make an appointment, 3) ran out of time, 4) worked shifts, 5) realistic deadlines, 6) fallen behind schedule, 8) gained a couple of hours

3. Idioms

- 1) It's only a matter of time
- 2) I'm making up for lost time
- 3) It is out of date
- 4) In the long run

Unit 13 Conflict management styles

Reading

2.1 Forcing, 2 accommodating, 3 avoiding, 4 compromising, 5 collaborating

Vocabulary

1. 1) alienate 2) crack down 3) eliminate 4) meet half way
5) handle

2. a) assignment,
b) employees
c) sloppily

- d) accommodating
- e) substandard

Grammar

1.

- 5) If he does not pay the fine, he'll go to prison.
- 6) I'll phone her when I get home.
- 7) If Judy does not study hard, she will not pass her exams.
- 8) If we break into the Indian market, our turnover will increase substantially.

Tests

Test I

Ex.1. 1) delegation, 2) report, 3) middle, 4) boardroom, 5) Managing Director

Ex.2. 1) founded, 2) start-ups, 3) magnate, 4) setting up, 5) employ

Ex.3. 1) junior managers, 2) learn about management structures, 3) how to take decisions, 4) results, 5) manage, 6) new technology, 7) departments, 8) MBA

Ex.4 1) are being employed, 2) did you see; was wearing, 3) was invented, 4) are spoken, 5) was studying, found, 6) have to be written 7) are reported

Test II

Ex. 1. 1-f, 2-g, 3-d, 4-c, 5-j, 6-a, 7-e, 8-h, 9-i, 10-b

Ex. 2. 1-i, 2-k, 3-n, 4-f, 5-o, 6-a, 7-j, 8-c, 9-e, 10-m, 11-l, 12-d, 13-p, 14-b, 15-g, 16-h.

Ex. 3 arrogant-modest, hard-working-lazy, individualistic – public-spirited, progressive-conservative, well-organized-chaotic

Ex.4 a) couldn't, b) must, c) can, d) should, e) mustn't, f) could, g) have to

Test III

Ex. 1 a) schedule, b) under stress, c) nervous, d) over-worked, e) downshifting, f) contact, g) interrupt

Ex. 2. 1 B - casually, 2 A - smart, 3 C - formally, 4 B-suits, 5A - uniform, 6 B - dress-down

Ex. 3 a) entertainment, b) punctuality, c) business, d) gestures, e) humour

Ex. 4 a) do a favour, b) to make an effort, c) to make a decision, d) doing better/making progress, e) made mistakes

Glossary

adj = adjective

adv = adverb

pl = plural

prep = preposition

pron = pronoun

n = noun

v = verb

A

achieve *v* to succeed in doing or having what you planned or intended, usually after a lot of effort

accountable *adj* (be) in a position where people have the right to criticize you or ask why something happened

accountant *n* a professionally trained and qualified person who is responsible for keeping financial records for an organization

affiliate *n* an organization which is all or partly owned by a larger organization

align *v* to organize activities or systems so that they match or fit well together

allocate *v* to give something to someone, or decide that something can be used for a specific purpose

alter *v* to make something or someone different

annual bonus *n* an extra payment received by workers once a year which is often connected

to company or individual performance

appeal *v* to attract, interest; a legal term meaning to make a claim against a decision or judgement; *appealing adj* attractive or interesting

aptitude *n* natural ability for learning something or acquiring a skill

assemble *v* to construct something from individual parts; *assembly line n* area of a factory where parts of a product are assembled

assertive *adj* able to express opinions and beliefs strongly and with self-confidence

assets *n* the items belonging to a company which form part of its wealth

assign *v* to give someone a job to do

attain *v* to succeed in achieving something

attempt *n* an effort to do something

attitude *n* the way someone thinks or feels and how this affects their behaviour

authoritarian *adj* describes a person who expects their laws and decisions to be obeyed without question or discussion

award *v* to make an official decision to give someone an amount of money

B

backing *n* support, especially financial, necessary to perform a project

bankrupt *adj* unable to pay off debts; *bankruptcy* *n* the state of being bankrupt

basic salary regular payment for a job, not including extra payments such as overtime or bonuses

blue-collar worker a worker who does manual work, usually in a factory, which requires physical effort; see **white-collar worker**

board of directors the group of directors responsible for supervising and running a company

board meeting meeting of directors at which decisions about a company are made

brain drain *n* the movement of well-trained or educated people from their home country, to countries where they can earn more or enjoy a better standard of living and better opportunities

brainstorm *v* to work together as a group, suggesting ideas and solutions to solve a particular problem

brand *n* a product or service which is easily recognized by its name, design and packaging

break even *v* to be at the point where income from sales equals costs

brochure *n* text and pictures

budget *n* a plan of money available over a given period

C

campaign *n* a programme of planned activities to achieve a commercial objective

career structure *n* a career path for employees within an organization offering opportunities for promotion within a clear time-scale

carry on *v* to continue

carry out *v* to perform a task or duty

challenging *adj* difficult to deal with or achieve, but interesting and enjoyable

conciliation *n* a process that is intended to end an argument between two groups of people

consequence *n* a result or effect of something

contemporary *adj* modern or relating to the present time

currency *n* the official money of a country or area; the US dollar, euro, and yen are all currencies

D

deal with *v* to handle or take charge of a task or problem

debt /det/ *n* money which is owed to a person or organization

debtor *n* someone who owes money

delegate *v* to give someone a

- task or responsibility which you would otherwise have to do; *delegator* *n* a person who delegates
- deliberately** *adv* with a definite intention, not by chance
- demanding** *adj* something that requires a lot of time, energy and effort
- deploy** *v formal* to use something, **deployment** *n*
- derive** *v* to have something as an origin
- devalue** *v* to decrease in value, e.g. if a currency *devalues* it reduces its buying power on the international market
- diplomatic** *adj* able to handle delicate or difficult situations tactfully and without offending people
- diversify** *v* to move into selling a wider range of goods and services
- drawback** *n* a disadvantage
- dress code** *n* the way that employees are expected to dress, either officially or by custom
- dynamic** *adj* forceful, energetic and very active
- E**
- economist** *n* an expert on economics
- efficient** *adj* works well, achieving aims with little waste of time or effort
- eliminate** *v* to get rid of something that is not wanted or needed
- e-mail** *n* a message sent electronically via computers
- empower** *v formal* to give a person or organization the legal authority to do something
- encompass** *v* to include or surround an area completely
- ensure** *v* to make sure that something happens or is done
- enthusiasm** *n* keen interest
- entrepreneur** *n* an adventurous businessperson willing to take risks and supply the capital needed for a new business
- ethical** *adj* morally right or correct
- evaluate** *v* to think carefully about something before making a judgment about its value, importance, or quality
- evoke** *v formal* to bring a particular emotion, idea, or memory into your mind
- evolve** *v* to develop something gradually
- F**
- fees** *n* the money paid to someone, e.g. a lawyer, for a professional service
- fluctuate** *v* to rise and fall quickly or change suddenly
- follow up** *v* to take further action on something
- G**
- get into** *v* to become involved in; to enter; to develop the habit

get on with *v* to have a good or satisfactory relationship with someone

get out of *v* to avoid or escape from a duty, e.g. *get out of* a contract

goal *n* something that you hope to achieve

goods *n* objects for sale

goodwill *n* positive and co-operative feelings

graduate *v* to earn a qualification by completing a course of study at a higher education institution; *graduate* *n* a person who has graduated

grievance *n* a situation that is seen as unfair and the source of disagreement

guidelines *n* a set of rules which outline what an organization or business can or should not do

H

hazard *n* something that is dangerous or could cause damage

headhunt *v* to actively search in other companies for a well-qualified person for a job in your company

headquarters *n* the offices from which an organization is controlled; *abbr HQ*

hierarchy *n* a system with clearly defined grades of status and authority from the highest to the lowest; **hierarchical** *adj*

human resources *n pl* the depart-

ment in an organization which handles its workforce's needs, such as recruitment and training

I

income *n* money received as payment for work, or as a return on investment

incompetence *n* the inability to perform a job or task

inflation *n* the general rise in costs and prices

influence *v* to affect someone or have the power to make them change their mind

infrastructure *n* the essential systems and services which countries, cities or organizations need to function effectively

inherit *v* to have a belief, tradition, or way of life that you received from people who lived before you

initial *adj* happening at the beginning of a process

initiative *n* personal quality of accepting responsibility and taking decisions without help or approval; *take the initiative* use your initiative

innovation *n* the transformation of inventions into commercially viable new products and services

insight *n* a deep understanding of what someone or something is really like

insolvent *adj* (formal) not having

the money to pay one's debts
inspire *v* to give someone the enthusiasm to do or create something

insurance *n* a form of risk management based on a contract which guarantees compensation in the event of loss, damage or injury

intellectual property *n* the legal concept that an idea, piece of software or writing is owned by a person or company and cannot be sold or copied without their permission

interest rate *n* the percentage amount a bank or lender charges borrowers

inwardly *adv* in a secret or hidden way that is not obvious to other people

J

joint venture *n* a business enterprise in which two or more people or organizations work together

judge *v* to form an opinion about something after considering all the details or facts

judgement (or judgment) *n*

junior *n* someone who has less responsibility or experience in their work than another person

just *adj* morally right or supported by a good reason

justify *v* to show that there is a good reason for something

K

know-how *n* knowledge needed to do something, usually something practical

knowledgeable *adj* knowing a lot about many different subjects or about one particular subject

knowledge management *n* a policy within an organization of keeping information about everyone's knowledge and training

L

launch *n* the introduction of a new product or service into the market using advertising and other promotion

liable *adj* financially or legally responsible liability *n*

liaise *v* to work closely and cooperate with someone by sharing information and by keeping each other up-to-date

line manager *n* the person directly in charge of another employee or responsible for a particular process

liquidate *v* to sell a company's assets for cash in order to pay its creditors

Ltd *abbr* limited company, a company whose members are only liable for debts up to a determined amount

M

margin *n* the difference between the cost price and the selling price of goods or a service

market leader *n* the company that sells the most of a particular product in a market

market share *n* the amount of the overall market taken by a product or company

MD *abbr* Managing Director

measure *v* to find the exact size, amount, speed etc of something using a special tool or equipment

merge *v* (of companies) to join together in order to reduce and share costs and to become more efficient or competitive; *merger n*

methodical *adj* describes a person who completes a task in an orderly and thorough fashion

modify *v* to change something slightly, especially in order to improve it

monitor *n* a means of observing and recording something; *monitor v* to control and check that a task is being performed correctly

mortgage *n* a loan from a bank or building society specifically designed to allow someone to buy a flat or a house

motivate *v* to make someone feel determined to do something or enthusiastic about doing it

multinational corporation *n* a large business or organization with companies and production facilities in many different countries

N

negligence *n* not taking the expected or sufficient amount of care or attention

negotiate *v* to attempt to arrive at an agreement through discussion and compromise; *negotiation n* the process of negotiating; *negotiator n* the person involved in negotiation; *negotiable adj*

networking *n* the process of making business contacts with people who may be influential or prove useful

niche market *n* a business opportunity provided by a narrow and specific part of a market

O

obedience *n* the practice of doing what someone tells you to do, or of obeying a law or rule

on-line *adj* connected to the Internet

optional *adj* not compulsory; as you wish; *option n* a choice

organizational chart *n* a diagram which presents the different activities, hierarchy and chain of responsibility within an organization

outcome *n* the end result of something

outline *v* to give the general picture of a situation without going into detail

outperform *v* to perform significantly better than a rival

output *n* the production, or rate of production

outwardly *adv* in appearance or the way something seems but not always the way it really is

overcome *v* to succeed in finding a solution to a problem or difficulty

overtime *n* extra hours worked in addition to normal working hours

P

partnership *n* the association of two or more people who join together to run a business

patent *n* an official document which gives the holder exclusive rights over an invention and prevents others from copying it

paternalistic *adj* describes a system in which an employer acts like a father figure

persuasive *adj* has the ability to make people do or believe something

philanthropic *adj* helping the poor or weak through the gift of money, aid or medicine from a feeling of kindness and concern

pioneer *v* to develop a new way of doing something

plant *n* a factory or production facility

policy *n* a plan of action or statement of ideals

portfolio *n* a collection of docu-

ments showing examples of the range of what a company has to offer, e.g. a product *portfolio*; a range of shares held by an investor or investment company

postpone *v* to delay something until a later time or date

predicament *n* a difficult or unpleasant situation that is not easy to get out of

premises *n* the buildings used by a business for its activities

prevalent *adj* very common in a particular place or among a particular group

price list *n* a list of goods for sale and their prices

prioritize *v* to place tasks or problems in their order of importance so you can decide which to deal with first; *priority* *n* considered the most important thing in a given situation

profitable *adj* giving you a benefit or advantage

promotion *n* method used to make people aware of a product or service and make them want to buy it; *n* being raised to a higher position in a company

prototype *n* an earlier version of an invention in the course of its evolution to a final product

psychometric test *n* a test devised and carried out by psychologists or recruitment profession-

als to reveal the intelligence, motivation and character of the people who take it

public relations *n* the management of information so that a person's or organization's image is seen favourably by the public and media; abbr PR

publicity *n* attention from the media

purchase *n* something bought; *v* to buy; *purchaser* *n* person who purchases

pursue *v* to try to reach a solution or decision

put off *v* to delay until a later time

Q

qualified *adj* thoroughly trained for a particular job

quality *n* the quality of something is how good or bad it is

quantity *n* the amount of something

questionnaire *n* a written list of questions meant to be answered by a number of people as part of a survey

quit *v* to stop doing something

quote *v* to give the price a company or person will charge to do a particular job or task

R

rally *v* to become stronger after a period of difficulty or weakness

range *n* a variety of things of a

similar type

rapprochement *n* a close relationship; *build a rapprochement* develop a close relationship

recession *n* a period when there is a slowing down in business activity and the economy

reduce *v* to make something smaller or less in size, amount, importance etc.

redundant *adj* not in employment; *to be made redundant* to lose one's job because there isn't enough work or because the job has disappeared

reference *n* a statement of a job candidate's character and ability to do a particular job, written by somebody who knows the candidate well

reference number *n* the numbers and letters used to refer to a particular document so that it can be found again easily

refund *n* money which is returned to a customer because a product or service was faulty or unsatisfactory

reinforce *v* to make an idea, belief, or feeling stronger, **reinforcement** *n*

relationship *n* the way in which two or more people or groups behave towards and are involved with each other

relevant *adj* obviously connected or related to something

relocate *v* to move a business to another place

reputable *adj* respected, having a good reputation

resign *v* to give up one's job or position in order to take up a new position, or sometimes as the result of a conflict or scandal

retail *n* the business of selling small quantities of goods to the general public; *retailer* *n* a shopkeeper

retail outlet *n* a shop that stocks and sells a manufacturer's products

revenue *n* the money which is received from the sale of services or goods

rewarding *adj* giving personal satisfaction, particularly when you think an activity is useful

rival brand *n* a brand which is in competition with another

rung on the ladder *n* a level in an organization or career structure

ruthless *adj* hard and pitiless towards other people in achieving your aims

S

sacked *adj* dismissed from one's job often because of poor performance or conduct

salary *n* a regular payment for work or services, usually paid monthly into a bank account

schedule *n* a plan of events

segment *n* a part of an overall market where consumers have

shared characteristics

self-esteem *n* the feeling that you are as important as other people and that you deserve to be treated well

set up *v* to organize something; to start a new business; to become established, e.g. foreign businesses *set up* in the new economic development zone

shareholder *n* the person or institution which holds shares in a company

shift *n* the period of time that one group of employees works before being replaced by another group

shipment *n* a consignment of goods sent by sea

skilled *adj* having a talent or ability

slogan *n* a memorable phrase or sentence associated with a product or company

sloppy *adj* 1 done in a very careless way, 2 sloppy clothes are loose and informal

slump *n* a general drop in the level of business or business confidence

soar *v* to rise up steeply and suddenly

software *n* the programmes used by a computer

sole trader *n* a businessperson who works on his own account

sort out *v* to organize or establish order; to find a solution to a problem

spawn *v* to create something, to give birth

split the difference */,split ds* 'difrsns/ (74) to compromise and meet somebody halfway in a negotiation

sponsorship *n* the payment of sporting or arts events by an organization as a way of advertising its products or services

staffing *n* the decisions and activities connected with providing staff for an organization

start up *ph v* to begin a new business; *start-up n* a new business starting from nothing

stereotype *n* a fixed idea that people may have of something, e.g. of a particular person, profession or nationality, and which may not be true in reality

stockbroker *n* someone who buys and sells on the stock exchange on behalf of other people

strategy *n* a long-term objective with a plan of action to achieve it

strike *n* action when people refuse to go to work because they want more money or better working conditions

subordinate *n* someone under the authority or orders of someone else

subsidy *n* money paid by the government or an organization to help a business keep its prices low; *subsidize v*

survey *n* a way of finding out the general public's opinions on a topic by asking them carefully chosen questions

sustain *v* to support or prove an idea, statement, theory etc

synergy *n* the working together of two or more activities to produce a combined effect greater than if they acted separately

T

takeover *n* gaining control of a company by buying it or controlling enough of its shares;

take over v to take on the responsibility that somebody else used to have for something

target *n* a particular market or segment of the population at which you are aiming your product

task *n* a piece of work which needs to be done

timetable *n* a list which shows the times at which things should happen

tolerate *v* to accept something unpleasant without becoming impatient or angry

tough *adj* strong and not easily damaged; mentally strong enough to make hard decisions or handle difficult situations

transaction *n* a piece of business

trend *n* the general movement or development in a particular direction

trial period *n* an agreed period of time that a new employee has to complete satisfactorily before being confirmed in his position

turnover *n* the amount of money in a given period, coming into a business from its sales

tycoon *n* a successful and rich businessperson

U

understaffed *adj* not having enough staff

for an organization to function well

undertake *v* to agree to be responsible for a job or project and do it

unemployed *adj* without a job

update *v* to make something more modern

uphold *v* to support an earlier decision or judgement

urge *v* to encourage strongly

V

value *n* what something is worth; value *for money*, worth the money something costs

venture capital *n* the money required to support a business enterprise which has an element of risk

visionary *adj* with clear ideas or hopes of how something should be done or how things will be in the future

vital *adj* very important or essential

W

warehouse *n* a large building where materials or finished goods are stored before being distributed or exported

website *n* an Internet location which carries the electronically-stored web pages for a person or organization

white-collar worker *n* someone who works in an office or professional environment; see **blue-collar worker**

wholesaler *n* the business which buys large quantities of goods from a manufacturer to sell on to a retailer

withdraw *v* to take something away; to no longer take part in something; to take out money from a bank account

Y

yield *n* an amount of something that is produced

Z

zeal *n* great energy, effort, and enthusiasm

zealous *adj* full of energy, effort, enthusiasm

zone *n* an area with a particular feature or use; *economic development zone* *n* a region with incentives such as tax advantages to encourage businesses to locate there

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