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ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ (АНГЛІЙСЬКА)

English for Students of Hotel
and Restaurant Management



ЧЕРНІВЕЦЬКИЙ ТОРГОВЕЛЬНО-ЕКОНОМІЧНИЙ ІНСТИТУТ
ДЕРЖАВНОГО ТОРГОВЕЛЬНО-ЕКОНОМІЧНОГО УНІВЕРСИТЕТУ

Максим'юк Н. В.

**ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ
СПРЯМУВАННЯМ (АНГЛІЙСЬКА)**

English for Students of Hotel and Restaurant Management

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Посібник містить 22 уроки, об'єднаних за тематикою у 8 модулів, 8 лексико-граматичних тестів та довідник з граматики. Тексти уроків адаптовані з сучасних англомовних навчальних джерел і охоплюють широке коло тем фахового спілкування в галузі менеджменту.

Мета посібника ознайомити студентів з основними поняттями та термінами сфери менеджменту, сприяти активному засвоєнню професійної лексики, розвивати навички усного мовлення в фаховій галузі та роботи з фаховою літературою.

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Передмова

Метою посібника є забезпечення цілісного послідовного засвоєння фахової лексики, граматики, розвиток навичок усного мовлення та набуття вмінь роботи з фаховою літературою. Навчальний матеріал розташований за принципом від простого до складного в послідовності, що забезпечує активне засвоєння лексики та формування тематичного фахового словника.

Структура уроків посібника уніфікована. Кожний урок містить текст з супроводжуючим тематичним словником та післятекстові завдання як лексичного, так і комунікативного характеру. Граматичний матеріал охоплює всі розділи граматики англійської мови та викладений у вигляді таблиць, вміщених у додатку, стислих поурочних коментарів щодо практичного вживання відповідних граматичних структур і низки граматичних вправ, які базуються на лексиці уроку. Завершується урок практичним завданням, максимально наближеним до реальної комунікативної ситуації, пов'язаної з темою, що вивчається.

Після завершення опрацювання кожного модуля рекомендується виконати лексико-граматичний тест, метою якого є визначення ступеню опанування навчальним матеріалом.

Навчальний посібник «Іноземна мова за професійним спрямуванням (англійська)» призначений для студентів, які вивчають готельний і ресторанний менеджмент, а також для тих, хто за фахом потребує глибокої обізнаності з діловою англійською мовою, що застосовується в сучасній практиці ведення готельно-ресторанного бізнесу.

Module 1.

What is Management?

Unit 1.

Text: My Future Profession

Grammar: Expressing the Present Action

Assignment 1. *Read and learn the following words and phrases.*

to manage – 1) керувати, управляти; 2) справлятися, впоратись;

manager – керівник, менеджер;

management – 1) керівництво, управління; 2) дирекція, адміністрація;
3) менеджмент;

to major (in) – спеціалізуватись;

opportunity – можливість;

set of activities – комплекс видів діяльності;

efficient – дієвий, раціональний;

effective – ефективний, доцільний;

to constitute – складати, утворювати;

core – 1) суть; 2) серцевина, стрижень;

job – робота, вид діяльності;

responsible – відповідальний;

decision making – прийняття рішення;

profound economic education – ґрунтовна економічна освіта;

personal human traits – особисті риси характеру;

current – поточний, сучасний;

trend – напрямок, тенденція;

goal – мета; **to set a goal** – визначати мету; **to meet/to attain a goal** –

досягати мети;

attainable – досяжний;

to predict – передбачати;

to interpret – пояснювати, тлумачити;

well-founded – добре обґрунтований;

moreover – більш того;

to communicate – повідомляти, сповіщати, переказувати;

to work for, with and through people – працювати для людей, з людьми та за допомогою/через людей;

challenging – вимогливий; такий, що кидає виклик;

to face the problem – стикатися з проблемою;

occupation – професія, заняття;

prudent – розважливий, обачний;

persuasive - переконливий

Assignment 2. *Read and translate the following text.*

My Future Profession

Chernivtsi Institute of Trade and Economics provides a wide range of courses in many subjects such as accounting and auditing, finance and credit, **management**, marketing, commerce, international trade, etc. Students have chosen managerial profession because it offers many **opportunities** in a professional career.

Management can be defined as a **set of activities** directed at the **efficient** and **effective** use of resources in **attaining the goals** of the organization. Management is complex because of the large number of different activities that managers perform and because managers must change activities very often.

Managers are in great demand in all spheres of modern life. One cannot imagine a medical, educational, commercial, industrial, or any other organization, the activities of which are not managed in a certain way. The meaning of the verb **'to manage'** is 'to control', 'to succeed'. Thus managers are professionals who both control and lead their organizations to success. They **constitute the core** of every organization at any level. Managers plan, organize, direct and control the activities of the organization they work for. This **job** is very **responsible** because the success of an enterprise, be it a little firm or a big industrial complex, depends completely on the management's effective **decision making**.

The job of a manager demands a **profound economic education** as well as certain **personal human traits**. Managers must understand the **current** situation in the market they deal with and current **trends** in their business sphere, be able **to set attainable goals** for their enterprise and **predict** its further development. With this aim managers collect, analyze and **interpret** all sorts of business information to make **well-founded** decisions. **Moreover**, they must be able **to communicate** these decisions to the people with whom they work. It is a true saying that managers **work for, with and through people**.

The profession of a manager is very **challenging** because the world around us is very dynamic and every day managers **face the problems** that need to be solved. Management is an **occupation** for people who are thoughtful and decisive, **prudent** and risky, strict and friendly, energetic and **persuasive** and always open to changes.

Assignment 3. *Answer the following questions.*

1. What courses are provided at Chernivtsi Institute of Trade and Economics?
2. Why students they chosen this managerial profession?
3. How can management be defined?
4. Why is management complex?
5. What functions do managers perform in the organization?
6. Why is the job of a manager a very responsible one?
7. How do managers apply their economic knowledge in their work?
8. Why are personal traits as important as professional qualities?
9. What personal traits must a person possess to become a successful manager?

Assignment 4. *Read the following words aloud. Pronounce correctly the letters in bold type.*

[i]- effective, **efficient**, **executive**, **example**, **exhibit**, **except**;

[əu] –goal, **loan**, **coal**, **coat**, **know**, **slow**, **grow**;

[au] – ground, **found**, **mouse**, **how**, **town**, **crowd**;

[f] – **sphere**, **philosophy**, **physics**, **photograph**, **telephone**.

Assignment 5. *Translate into English.*

Спеціалізуватись з менеджменту організацій; в подальшій професійній кар'єрі; певним чином; тобто/таким чином; вести до успіху; утворювати стрижень організації; планувати, організувати, спрямовувати та контролювати; бути спроможним визначити досяжну мету; всі види ділової інформації; вірно кажуть, що; вдумливий та рішучий; вимогливий та приязний.

Assignment 6. *Translate into Ukrainian.*

To offer a lot of opportunities; efficient and effective use of resources; to be in great demand; both...and; at any level of an organization; the management's effective decision making; to deal with the market; further development; prudent and risky.

Assignment 7. *Learn the meaning of the words and translate them into Ukrainian.*

Work – activity which uses effort, especially for a specific purpose, not for amusement; the nature or place of job or business.

Job – a regular paid employment; a piece of work. What you do to earn a living is your **job** or (more formal) your **occupation**.

Post/Position – words for a particular job, more formal and official.

Trade – a skilled job in which you use your hands.

Profession – a job for which you need special training and a high level of education (such as being a manager or doctor).

Vocation – some professions, such as teaching or nursing, which suggest that people choose them in order to help others.

Career – a job or profession that you follow your whole life.

Hobby – an activity which one enjoys doing in one's free time; a form of recreation.

Assignment 8. *Insert the proper word from Assignment 7.*

1. Her... demands a lot of traveling. 2. Operating a PC is necessary for this ...
3. He took a vocational course as he wanted to become the best in his ... 4. She is always late for... because of the heavy traffic in the morning. 5. Management of organizations is my future ... 6. She started her... at the age of 22. 7. His ... is drawing; he devotes all his free time to it. 8. Helping people was Mother Theresa's ...

Assignment 9. Match the prefixes to give the words the opposite meaning and translate the pairs. Consult your dictionary if necessary.

ir- (1), in-(2), un-(5)

responsible, usual, attainable, complete, human, friendly, able, effective.

Assignment 10. Translate the words in brackets to complete the following sentences.

1. You cannot depend on him. He is very (безвідповідальний). You must find a more (відповідальний) person for this work. 2. These data are (неповні). Continue your research to (завершити) it. 3. This solution seems a bit (неефективне). Ask Mike to help you – he always proposes (дієві) decisions. 4. Always set up an (досяжна) goal. If your goal is (недосяжна), you lose your interest very soon. 5. She is (нездатна) to solve this problem by herself. Better find somebody else who is (здатний) to manage it. 6. This person looks (недружній). Let's ask somebody who is more (привітний).

Assignment 11. Insert the proper preposition:

in (2), on (1), of (1), with (1), for (1)

1. They often deal ... foreign customers. 2. She is responsible ...the sales department. 3. We offer high-quality goods that are always ... great demand. 4. I'm majoring ... management ... organizations. 5. Our success depends ... the management's effective decision making.

Assignment 12. Insert the proper word from the list below.

challenging problem, opportunity, to make...decision, majoring, interpret, skills, managers, profession

1. In what subject are you ... in? 2. Students are given every... to specialize in the chosen ... 3. ...constitute the core of every organization. 4. In order... a well-founded ... you must analyze and ... all available information. 5. The head of our department admits that we have contributed our best ... to the solution of this very...

Grammar: Expressing the Present Action (see p.)

***Time Expressions**

Assignment 13. Define the form of predicates and state the kind of action in each of the following sentences.

1. He works as a sales manager in the department store. 2. They are planning the reorganization project. 3. She has never worked for such a well-known company before and is aware of the responsibility she now has. 4. Recently we have been given a very important assignment and are now working hard to accomplish it. 5. This production line works automatically; all operations are controlled by the computer. 6. My cousin has been working for this firm for 10 years already. 7. They are very reliable partners – they are always paying on time for the goods they have bought from us. 8. She is looking for her keys. Do you know where she has put

them? 9. Their new office is being built next to ours. 10. This project is very risky. It completely depends on factors that we do not control.

Assignment 14. *Make the following sentences passive.*

1. Our management always sets attainable goals. 2. She is collecting some information for her project. 3. We have just started a new production line. 4. Managers plan, organize, direct and control the activities of the organization. 5. They are discussing the development plan at the moment. 6. I have not solved this very challenging problem yet. 7. He often makes his well-founded decisions after a profound analysis of the situation. 8. They are constantly paying attention to the current trends in information technologies. 9. This institute offers a variety of courses in economic subjects. 10. They have already signed the agreement on cooperation in education sphere.

Assignment 15. *Write questions for the following sentences beginning with the words in brackets.*

1. Managers are in great demand in all spheres of the economy (Where?). 2. Our company is managed very successfully (How?). 3. He has just explained our new responsibilities (What?). 4. She tries to create a friendly atmosphere in the work place (Who?). 5. We are given two weeks to install this equipment (How many?), (What for?). 6. They meet twice a month to discuss our current problems (How often?). 7. The director is holding a meeting at the moment (When?). 8. He always makes a very colourful display of our products (What kind of?). 9. The report of the commission has already been published in the newspapers (Where?). 10. The results of the experiment are being analyzed very accurately (How?).

Assignment 16. *Complete the sentences using the verb in brackets either in the present simple or present continuous form.*

1. He (major) in human resources management. 2. If they (work) on weekends, they (be paid) compensation. 3. You (hear) that noise? They still (work). 4. She always (make) well-founded decisions. 5. We (make) a new model right now. 6. When we (deal) with this customer we always (take) a big risk: he never (pay) on time. 7. Nowadays this trend (increase). 8. Where (be) Ann? – She (hold) a meeting with shareholders in the conference hall. 9. The students' union (hold) meetings once a month. 10. These days more and more young people (choose) management as their future occupation.

Assignment 17. *Some of the following sentences are right and some are wrong. Mark the right sentences (R). Correct the wrong ones.*

1. What profession are you going to choose? 2. What profession are you preferring? 3. Are you agreeing with their proposition? 4. Much of our success is depending on a correct decision. 5. Management belongs to economic sciences. 6. I am not understanding his idea. 7. There exist many opportunities to develop this industry. 8. This product is not satisfying our needs. 9. Our department is consisting of 3 groups that study the characteristics of different markets.

Assignment 18. *Put the verb in brackets in either the present simple or present perfect.*

1. We (operate) all over Central Ukraine. We (recently set up) several new branches in Poltava and Vinnitsya. 2. I (just meet) Mike from the sales department. ...you (know) him? 3. ... you (hear) the latest news? Our management (plan) to launch a new production line. 4. (Not, enter) the room. The meeting (just begin). 5. They (already create) a new team for this project. They (demand) the best workers to staff it. 6. We (prefer) to go on holidays in summer. This year we (decide) to take our holidays in August. 7. He (learn) three foreign languages already and he (take) every opportunity to practice them. 8. The company (want) to expand its activities in this region. They (just start) their advertising campaign.

Assignment 19. *Put the verbs in brackets in either the present perfect or present perfect continuous.*

1. How long you (study) English? – For about 6 years already. I (take) an advanced course at the institute recently. 2. We already (finished) collecting this information. We (do) this for the last two weeks. 3. The consumer prices (fall) by 2% this quarter. The government (predict) this trend since the beginning of the year. 4. They (discuss) the sales contract in detail for the whole week and eventually (agree) to sign it. 5. You look so happy! What's the matter? - The management (approve) the project which our team (work at) for the last two months. 6. He (not decide) yet which profession to choose: marketing or management. He (talk) about this since autumn. 7. ...Lora (come) back? – No, she (consult) with our lawyers for 2 hours already but they (not reach) any decision yet. 8. Everybody is pleased with his report. He (conduct) his research for three months and (communicate) his results at the conference this week. 9. They (establish) their sales network for years and (gain) leadership in this region – now they sell the best products and provide the best services. 10. The writer just (finish) the second part of the book for which his readers (wait) so long.

Assignment 20. *Translate into English.*

1. Ми обговорюємо цю проблему уже дві години і все ще не дійшли згоди. 2. Він постійно контролює діяльність цього підрозділу. 3. Як ви розцінюєте (тлумачите) цю інформацію? 4. Цей проект здається дуже ризикованим. Ти впевнений, що ми поставили досяжну мету? 5. Вона завжди правильно передбачає ситуацію на ринку – вона дуже розважлива. 6. Я уявляю його успішним керівником прибуткової компанії. 7. Наші товари користуються великим попитом. Ось чому наша фірма останнім часом збільшує випуск продукції. 8. Йому завжди вдається створити привітну атмосферу на співбесіді.

***Time expressions.**

In, on, at, no preposition

***in ...the morning/June/ the summer/ the third quarter/1998/the sixties/
the twentieth century***

on...Friday/Friday morning/ the 2nd of April/ the second/Christmas day

at...*three fifteen/the weekend/the end of the week, month, etc/night/
Easter, Christmas, etc./ breakfast, lunch, dinner*

no preposition...*this morning/yesterday afternoon/ last night/the day before
yesterday/ a few days ago/last week/tomorrow morning/ the day after
tomorrow/next week*

in is also used to talk about 'time from now' – *через*: in two weeks

Assignment 21. *Put in, on or at.*

- | | |
|--|--------------------------|
| 1... + parts of day (the evening) | 9... + years (2004) |
| 2... + longer religious holidays (Easter) | 10... + days (Friday) |
| 3... + meal times (dinner) | 11... + dates (5 May) |
| 4... + special days (my birthday) | 12... + months (July) |
| 5... + long periods (the 19 th century) | 13... ..the weekend |
| 6... + clock times (four thirty) | 14.....the moment |
| 7... + day + part of day (Monday morning) | 15..... ..that day |
| 8... + season (the winter) | 16...the end of the year |

Assignment 22. *Translate into English.*

*Побачимось вранці / за сніданком / на заняттях / о третій / 8 Березня / в
середу / восени / на конференції в 2008 році / у квітні / на уікенд / на Різдво /
через місяць.*

Problem solving.

Assignment 23. *Here are some personal traits that are mentioned in the text:
thoughtful, decisive, energetic, friendly, persuasive, prudent, risky, strict. Read
the sentences below and decide which of them are necessary in which situation.
Explain your decision.*

1. One of your subordinates is very often late for work. You decide to have a disciplinary interview with him.
2. At the meeting of the staff you propose an unusual solution to the problem your organization is facing.
3. One of your subordinates has come up with a unique idea which may be very effective if implemented.
4. Your department needs some reorganization. You are given the task of planning it.
5. You are given two alternative plans for the reorganization of your department. You have to decide which one to choose.

Discussion of the text.

1. Speak about the importance of management for business activity.
2. Speak about the reasons that have influenced your decision to major in management.

Unit 2.

Text: From the History of Management Ideas

Grammar: Expressing the Past Action

Assignment 1. *Read and learn the following words.*

actual – 1) справжній, дійсний, фактичний; 2) сучасний, актуальний;

ancient – стародавній;

temple – храм, церква;

elaborate – детально розроблений, ретельно продуманий;

to rule – керувати, правити;

sophisticated – складний, вишуканий;

significant – значний, важливий;

significance – значення, важливість;

to accomplish – здійснювати, завершувати, доводити до кінця;

approach – підхід;

to lay the foundation – закласти основу;

pre-classical – докласичний;

the principal pre-classical contributors – ведучі вчені докласичного періоду;

to pioneer – ініціювати, робити щось вперше/першим;

to recognize – визнавати;

to outline – накреслити в загальних рисах;

to call for – закликати (до чогось);

principle – принцип, основа, закон;

to focus (on) – зосереджуватись (на чомусь);

technique – метод, методика, спосіб, вміння;

behaviour (A.E. **behavior**) – поведінка;

behavioural (A.E. **behavioral**) – біхейвіористський; той, що стосується поведінки;

quantitative – кількісний;

viewpoint – точка зору;

branch – галузь, розгалуження;

efficiency – продуктивність, раціональність;

leadership – керівництво, управління, лідерство;

motivation – мотивація;

subordinate – підлеглий;

opposite – протилежний;

industrious – працьовитий, старанний;

to attempt – робити спробу, намагатися;

to handle – 1) поводитись (з чимось); 2) управляти, регулювати;

contemporary – сучасний.

Assignment 2. *Read and translate the following text.*

From the History of Management Ideas

The **actual** practice of management goes back several thousand years. **Ancient** history contains many examples of management in practice. Ancient Mesopotamia was run with the help of **temple** corporations. The Egyptians built an **elaborate** irrigation system and the famous pyramids. The Romans **ruled** their vast empire

through a **sophisticated** legal system. Although these management achievements were so **significant** that they are remembered today, they provided very limited information about actual management methods with which they had been **accomplished**.

A scientific **approach** to management grew out of the industrial revolution in the early 1800s. The need to run factories more **effectively laid the foundation** for the **pre-classical** period in management studies. Among **the principal pre-classical contributors** we must mention are Robert Owen, Charles Babbage, and Henry Towne. According to Robert Owen (1771-1858) improving working and living conditions of workers would lead to a 50 to 100 per cent increase in productivity. Charles Babbage (1792-1871) **pioneered** the idea of work specialization and **recognized** that not only physical work but also mental work could be divided into more specialized jobs. Henry Towne (1844-1924) **outlined** the importance of management as a science and **called for** the development of management principles. Pre-classical contributors to management **focused on** particular **techniques** to solve specific problems. The ideas put forward in the pre-classical period were further developed into broader principles and theories that made up the major schools of management: classical, **behavioural** and **quantitative**.

The earliest of these was the classical **viewpoint** that had two major **branches**: scientific management and classical organization theory. Scientific management focused on improving **efficiency** and work methods for individual workers, while classical organization theory was concerned with how organizations should be structured and arranged for efficient operations and offered some basic administrative principles.

The behavioural management school concentrated on the importance of individual and group **behaviour** in organizations. It **drew attention to** organizational members as human resources and pointed to the **significance** of such factors as communication, **motivation** and **leadership**. Abraham Maslow, Douglas MacGregor raised the problems of motivation and personality in an industrialized society. The result of their studies was the formulation of two **opposite** approaches of managers towards their **subordinates**: Theory X and Theory Y. Theory X is a pessimistic view of managers that recognizes that workers dislike work and responsibility, thus managers do not trust their subordinates and have to direct everything. Theory Y, on the contrary, is an optimistic approach according to which managers believe that workers enjoy work and are naturally **industrious**. Thus, managers trust their subordinates and are team-oriented.

The quantitative management school and its two components, management science and operations management, **attempted** to apply mathematical models to decision making and problem solving. Quantitative techniques offered considerable help in making decisions, producing goods and services and **handling** information systems for management.

Classical, behavioural and quantitative approaches formed the basis of **contemporary** management theory.

Assignment 3. *Answer the following questions.*

1. What are the examples of significant management achievements in ancient history?
2. Did ancient management practices provide sufficient information about methods of management?
3. What historic event gave rise to a scientific approach to management?
4. Whom do we consider the principal pre-classical contributors to management?
5. What were the contributions of the scientists in the pre-classical period?
6. In what way were the ideas of the pre-classical contributors further developed?
7. What major schools of management do you know?
8. What problems were studied by the classical school of management?
9. What was the focus of the behavioural studies?
10. How do Theory X and Theory Y differ?
11. In what way did the quantitative approach apply mathematical models in management?

Assignment 4. *Pronounce correctly the letters in bold type:*

[ei] – ancient, patient, **eight**, **great**, **play**, **mail**;

[kw] – **quality**, **quantity**, **quarter**, **quick**;

[k] – **technique**, **cheque**, **unique**.

Assignment 5. *Translate into English.*

Фактичне використання управління; управлінські досягнення; надавати дуже обмежену інформацію; методи управління; потреба у більш ефективному керуванні фабриками; розподіл праці; спеціалізована робота; висувати ідею; класичний підхід; класична теорія організації; як побудувати і впорядкувати організацію; біхейвористська школа менеджменту; протилежні підходи менеджерів до своїх підлеглих; кількісні методи; управляти інформаційною системою.

Assignment 6. *Translate into Ukrainian.*

Scientific approach to management; a 50 to 100 per cent increase in productivity; to focus on the particular techniques; physical/mental work; scientific management; individual and group behaviour; the problem of motivation and personality; to attempt to apply mathematical models; to offer considerable help; to form the basis of something.

Assignment 7. *Match and learn the synonyms.*

A: to propose, to achieve, to lay the foundation, to focus, to point, particular, actual, elaborate, considerable, technique, viewpoint,

B: to show, to concentrate, to offer, to accomplish, to form the basis, approach, real, detailed, specific, method, significant.

- 3) growth in productivity –
- 4) general laws and rules of management –
- 5) thinking about and coming to a decision –
- 6) special ways of doing something that are applied in management –
- 7) finding the answer to a problem –
- 8) manners, ways of behaving typical for a group of people –

Assignment 13. *Insert the proper prepositions:*

on (2), to (2), of (3), into (1), for (1), out (1)

1. Contemporary management theory grew the practical and theoretical achievements ... the past. 2. Why did you decide to concentrate... this problem? 3. The industrial revolution drew particular attention ... large-scale production. 4. According ... Charles Babbage mental work could be divided ... more specialized jobs. 5. He focused our attention ... the working conditions and productivity increase. 6. Scientists ... the 19th century called ... developing particular management techniques.

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Assignment 14. *Choose the correct form of the verb, paying attention to time expressions.*

1. I *saw/have seen* him a few days ago – he *looked/has looked* so happy! 2. Mary *worked/has worked* here since last autumn. 3. Before yesterday's meeting Peter *looked/has looked* for his papers everywhere but couldn't find them. *Has* anybody *seen/did* anybody *see* them? 4. When we *spoke/have spoken* to her last time she *proposed/has proposed* a very unusual solution to our problem. *Have* you *examined/ did* you *examine* it yet? 5. Today *was/has been* a really busy day – and it's only lunchtime! 6. When *did* they *disclose/have they disclosed* this information? It *was/ has been* a top secret for years! 7. I *called/have called* on you last Friday but you *weren't/ haven't been* at home. Where *did* you *go/ have you gone*? 8. In his previous report our sales manager *drew/has drawn* our attention to our competitors' strange behaviour. Now the things *cleared/have cleared up* – they *decided/have decided* to leave this market. 9. She *sent/has sent* them our offer two weeks ago and *didn't get/ hasn't got* any reply yet. 10. We're enjoying our stay here. So far we *made/have made* a lot of useful contacts.

Assignment 15. *Use the words in brackets in either the past simple or past continuous.*

1. Jack (explain) a new technique when Peter (interrupt) him. 2. To reach the result quicker we (decide) to divide our task: I (collect) information while Gill (analyze) it. 3. Everybody (wait) in the lecture room when the professor (enter) and (apologize) for being late. 4. While she (introduce) a new employee she (draw) our attention to his excellent qualification. 5. We (discuss) the structure of the company when he (offer) a radical reorganization. 6. While he (look for) a new job he (apply) to several job agencies. 7. She (arrange) the seats for the meeting of the shareholders while her colleague (check) the list of the participants. 8. When the

ancient Romans (rule) their vast empire they (develop) a sophisticated legal system which (lay) the basis for contemporary legislation.

Assignment 16. Complete the dialogue with either the past simple or past perfect form of the verb in brackets.

Jane: Hi, Ann. I (hear) that you (attend) a course in management in the summer school of economics. (Be) it useful?

Ann: I (not regret) a minute I (spend) there. The course (be focused) on behavioural management and (concentrate) on conflict situations in groups. They (invite) a famous professor from the London School of Economics as a guest lecturer. His assistants (conduct) practical lessons after we (hear) the lecture course. English (be) the working language. I (have) a good chance to practice it.

Jane: What you (do) during the practical lessons?

Ann: We (be given) the opportunity to solve some real life problems that we (learn)

about in the lecture course. After we (study) the essence of each conflict, we (discuss) different ways out. Each student (propose) his or her idea and (defend) it. Our task (be) to criticize the weak points if any. After we (examine) thoroughly all proposals, the best one (be selected). It (be) a really valuable experience for me.

Jane: Lucky you!

***Time expressions.**

For and **since** are used to talk about something continuing up to a particular moment of time. We use **for** to talk about the period of time and **since** to say when it started.

e.g. I had been working in personnel department **for** 3 years **since** January 1998 and then moved to sales department.

Ago means 'before present' and is used with past simple.

Before (that) / previously refers to a time before another time.

e.g. I started my career 5 years **ago**. **Before that/ Previously** I studied management at the University.

After is usually followed by an object.

e.g. He asked me to stay **after** the meeting to exchange our opinions.

During is a preposition and is used before a noun phrase.

While is a linking word and is used before a clause.

e.g. I got interested in this problem **during** *my stay at the University*.

I got interested in this problem **while** *I was staying at the University*.

By means 'on or before' a certain period of time and accompanies Perfect tenses.

Until means 'up to' a certain period of time and is usually used with Simple or Continuous tenses.

e.g. I had finished my report **by** ten yesterday.

I was writing my report **until** ten yesterday.

Assignment 17. Put the verbs in brackets in the proper past tense and complete the sentences with one of these time expressions: **for, since, while, ago, during, after, before.**

I (graduate) from the University in Odessa three years I (be) at the University ... about 5 years. ... graduation I (work) ... some time as an accountant in a trade firm. I (look for) a job ... I (be) in my last year at the University but it (be) not easy to find any in my field. Well, ... a five-month search I (agree) to take a position as an accountant though at the university I (major) in international management. ... I (work) as an accountant I (keep) sending my CV to different job agencies. ... my 'accountant' period I (gain) work experience, (learn) a lot of techniques for financial analysis and (acquire) important skills. Nevertheless my goal (remain) the same – a job with an international company, the dream I (dream) ... I (leave) school. I (go) to a lot of job interviews ... eventually I (find) the job I (like). ... that time I (get) enough experience in the financial sphere and (be offered) a position in the credit department of a big international bank.

Assignment 18. Make the following sentences passive, leaving out the doer of the action where possible.

1. Charles Babbage pioneered the idea of mental work specialization. 2. Classical organization theory offered some basic administrative principles. 3. At that time Robert Owen was studying working conditions in the textile industry. 4. In the late 1960s they were developing the basic approach to the problem of conflicts within an organization. 5. The behavioural viewpoint emphasized the importance of organizational members as human resources. 6. By that time Fayol had already outlined the major managerial activities. 7. They had proposed this pioneer idea by the early 1970s. 8. Henry Towne realized the importance of good business skills in running a company. 9. Charles Babbage had built the first practical mechanical calculator long before the invention of the modern computer. 10. They had improved work methods and then gained the efficiency increase.

Assignment 19. Rewrite each sentence in Reported Speech.

1. Steve said, "Be more attentive. You are always making the same mistake". 2. Kate asked me, "How long have you been working for this company?" 3. He reminded me, "Don't forget to do it!" 4. The lecturer said, "The ancient Egyptians built an elaborate irrigation system". 5. They asked me at the interview, "Do you speak English fluently?" 6. She proposed, "Let's meet again in a month". 7. He said, "They have never been to the London Stock Exchange before". 8. She said, "I was studying management science at the University". 9. The head of the department told us, "This conference is the proper occasion to make some useful business contacts". 10. Chris said, "I haven't seen my boss yet. I was told that he was inspecting our foreign subsidiaries".

Assignment 20. Translate into English.

1. Я знав, що він розробляє математичну модель цієї ситуації. 2. Впродовж декількох років вони привертали увагу суспільства до цієї

проблеми. 3. Реструктуризація підприємства призвела до росту продуктивності праці. 4. Р.Оуен, Ч. Бебідж, Г. Таун заклали основи класичної школи менеджменту. 5. Президент накреслив в загальних рисах основні напрямки розвитку нашої компанії. 6. Ми дізнались, що ваша група працювала над покращанням методів керівництва і досягла в цьому значних успіхів. 7. Вони запропонували зосередитись на розробці ефективної інформаційної системи управління. 8. Ми не змогли допомогти їм в прийнятті правильного рішення, оскільки вони надали дуже обмежену інформацію про реальне становище на підприємстві.

Assignment 21. Retell the jokes in Reported Speech.

1. Pam: Hasn't Harvey ever married?

Beryl: No, and I don't think he intends to, because he's studying for a bachelor's degree.

2. – Our economics professor talks to himself. Does yours?

– Yes, but he doesn't realize it – he thinks we're listening.

Problem solving.

Assignment 21. 1. Using the table characterize major contributions to the evolution of management thought.

2. What names should we mention under the heading “many” concerning the 19th century?

3. Complete the table with some information concerning the first half of the 20th century.

Approximate dates	Source	Major contribution
5000 B.C.	Sumerians	Used written records to assist operation of governments and commerce
4000-2000 B.C.	Egyptians	Organized efforts of 100,000 people for constructing pyramids
2000-1700 B.C.	Babylonians	Code of Hammurabi set standards for wages, obligations of parties, and penalties
300B.C.-300A.D.	Romans	Ran empire using effective communication and centralized control
1300	Venetians	Established legal framework for commerce
1500	Machiavelli	Developed guidelines for use of personal power
1776	Adam Smith	Used division of labour as a key to private enterprise
19 th century	Many	Employed various management techniques in the formation of productive large-scale enterprises
20 th century, I st half	?	?

Discussion of the text.

1. Speak about the ancient management practices.
2. Describe the pre-classical contributions to management.
3. Characterize the three major management schools of the first half of the 20th century and their branches.

Unit 3. Text: Contemporary Management Theory

Grammar: Expressing the Future Action.

Assignment 1. *Read and learn the following words and word combinations.*

prescription – припис, рекомендація;

to apply (to) – стосуватись; застосовувати(сь);

current – сучасний;

according to – у відповідності до; **accordingly** – відповідно;

contingency – випадковість; випадок; непередбачена обставина;

environment – оточуюче середовище;

feedback – зворотній зв'язок;

to provide (with) – забезпечувати;

interaction – взаємодія;

critical – важливий; значущий; вкрай необхідний; критичний;

to monitor – контролювати, перевіряти; відслідковувати;

to maintain – зберігати; підтримувати;

to improve – покращувати, вдосконалювати;

to confront (with) – стикатися, зустрічатися; протистояти;

to respond (to) – відповідати, відгукуватись, реагувати;

response – відповідь, реакція, відгук;

to vary – змінювати(сь); відрізняти(сь); варіювати;

to advise – радити;

unique – унікальний, особливий;

circumstance – обставина, умова;

practice – практика, застосування; встановлений порядок, діяльність;

to practice – застосовувати, практикувати;

to suggest – пропонувати, радити;

to gain – отримувати, досягати, здобувати;

perspective – перспектива, погляд (на майбутнє).

Assignment 2. *Read and translate the following text.*

Contemporary Management Theory

Modern approaches to management recognize that **prescriptions** of the classical, behavioural, and quantitative schools do not **apply** universally to every situation. Instead, **current** approaches recognize a need for managers to know what will work best in any given situation. The major components of contemporary management theory include systems theory, **contingency** theory, and Theory Z.

Systems theory is an approach to understanding how organizations function and operate. **According to** systems theory any organization is an open system that receives from the **environment** the four kinds of inputs, or resources: human resources, physical resources, financial resources, and informational resources. These various resources are transformed into product or service outputs, which are returned to the environment for consumption. Finally, **feedback** from the environment **provides** the organization with information about how well its products or services are being received. Thus, the **interaction** with the environment is a **critical** element for the manager. It is the manager's job to **monitor** the feedback from the environment and help the organization to **maintain** or **improve** its productivity.

Contingency theory suggests that there is no "one best way" to manage. When a manager is **confronted** with a problem or situation, he or she must examine several potential solutions or actions, or contingencies, not just "one best way" to **respond** to the situation. As environmental demands, technological factors, and work-group characteristics **vary**, managers' actions will vary **accordingly**, from one situation to the next. What is a good managerial solution for one situation may be a poor one for another. The contingency theory **advises** managers to carefully analyze the **unique** characteristics of situation and choose **responses** that best work in each **circumstance**.

In the early 1980s a great deal of attention was given to the success of Japanese organizations and the difference between American and Japanese management **practices**. It was suggested that companies which would apply the strengths of both the American and Japanese models in their business practices would **gain** success in competition. This approach is known as Theory Z.

New **perspectives** on management are successfully being developed now and provide useful methods and approaches that managers should understand.

Assignment 3. *Answer the following questions.*

1. Do prescriptions of the classical, behavioural or quantitative schools apply to every situation in contemporary management practice?
2. What are the main components of contemporary management theory?
3. How is any organization viewed according to systems theory?
4. What is the essence of the interaction between the organization and its environment?
5. What information do managers gain from feedback?
6. What responsibilities do managers have according to systems theory?
7. How does contingency theory treat any situation?
8. What responsibilities do managers have according to contingency theory?
9. Do American and Japanese management practices differ?
10. What responsibilities do managers have according to Theory Z?

Assignment 4. *Practice the stress in the following words.*

- 1) *crítical, mónitor, cúrrent, féedback, váry, círcumstance;*
- 2) *províde, confrónt, suggést, respónd, maintáin, succéss.*

Assignment 5. *Translate into English.*

Сучасні підходи до управління; в будь-якій даній ситуації; теорія систем; теорія непередбачених обставин; продукція у вигляді товару або послуги; в решті решт; особливі характеристики ситуації; досягти успіху у конкуренції; нові погляди на менеджмент; єдиний найкращий спосіб.

Assignment 6. *Translate into Ukrainian.*

Universally; to work best; an open system; feedback from the environment; critical element; to maintain and improve productivity; several potential solutions; work-group characteristics; manager's actions vary accordingly; the strengths of both models; useful methods and approaches.

Assignment 7. *Match and learn the synonyms.*

A: apply, current, critical, response, input, confront, vary, analyze, monitor;

B: resource, answer, examine, check, differ, use, modern, face, important.

Assignment 8. *Paraphrase the following using the synonyms from Assignment 7.*

1. Do you *use* any *modern* management theory in your everyday work? 2. If you *face* the problem, *examine* the situation and choose the best *answer*. 3. Economics deals with the rational use of *resources* in the production of output. 4. His decision is *important* for the solution of this problem. 5. Systems theory suggests that managers *check* the feedback from the environment. 6. Managers' decisions *differ* according to the situation.

Assignment 9. *Match and learn the opposites.*

A: useful, gain, careful, universal, understand, good, input, open;

B: unique, poor, closed, useless, output, lose, careless, misunderstand.

Assignment 10. *Correct the following sentences so that they make sense.*

1. At practical lessons students lose a lot of useless work experience. 2. He was careful at his calculations and got poor results. 3. We were very attentive while the teacher was explaining the problem and misunderstood the assignment well. 4. Systems theory treats every organization as a closed system that interacts with the environment. 5. Resources that go into the production of goods and services are often called outputs. 6. Every person has universal characteristics that make him or her different from others.

Assignment 11. *Insert the proper prepositions.*

1. If you're confronted ... the problem, always think ... several possible solutions ... it. 2. Resources that we receive ... the environment are transformed ... products or services which are returned ... the environment ... consumption. 3. Is there any difference ... American and Japanese management practices? 4. According ... systems theory the interaction ... the environment is a critical element

... a manager. 5. This management consulting firm focuses ... applying modern approaches ... business practices.

Assignment 12. Match the word with its explanation and examples. Translate the examples. Learn this set of related words.

Compete (v)	person, firm, product etc. that competes; e.g. aggressive - , domestic - , foreign - ;
competing (pr.p.)	contest, meeting at which skill, knowledge, quality, special features etc. are tested; e.g. price - , market - ;
competition (n)	to take part in a race, contest, examination etc; e.g. - with other countries in trade, - for a share in the market;
competitor (n)	such that has real or specific benefits in relation to others of the same type; - price, - product, - quality;
competitive (adj)	such that is taking part in a competition; e.g. -brand, -firm, -product.

Assignment 13. Complete the following sentences with a proper word from Assignment 12.

1. These two firms ... for leadership in the domestic market. 2. The main ... in a particular industry are called key players. 3. ... in this very profitable market is very intense. 4. It is very difficult to choose among a variety of ... products with similar features. 5. We offer our product at a ... price. 6. We hope that our product will win in this tough

Assignment 14. Cross out one word in each group that does not make a compound noun with the first word in bold type. Translate the compound nouns. Explain their meaning as shown in the model:

Model **product** manager – a manager responsible for making products

Market allocation/ leader/ war/ share

Management science/ methods/ theory/ demand

Product manager/ shop/ range/ features

Price supply/ list/ rise/ competition

Work group/ place/ approach/ force

Assignment 15. Translate into English.

1. Застосування сучасної теорії менеджменту допомагає організаціям досягти успіху у конкурентній боротьбі. 2. Яке рішення спрацює якнайкраще за даних умов? 3. Будь-яка організація розглядається як „відкрита система”, що бере ресурси з оточуючого середовища і повертає свою продукцію в оточуюче середовище. 4. Існує відмінність між американською та японською моделями управління. 5. Завданням менеджера є відслідковувати реакцію

оточуючого середовища на отриману продукцію. 6. Дії менеджера змінюються в залежності від унікальних характеристик ситуації. 7. Сучасна теорія менеджменту успішно розвиває нові методи і підходи до управління організаціями. 8. Взаємодія з оточуючим середовищем є однією з найбільш важливих складових роботи менеджера.

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Assignment 16. Match sentences 1-10 with their uses a)- f).

- a) a future fact;
- b) an opinion about the future;
- c) an instant decision;
- d) a prediction about the future with evidence in the present situation;
- e) a future plan or action;
- f) a future arrangement or appointment.

1. They are going to present a new marketing strategy at the meeting on Monday. 2. I hope that he will choose the best solution for this very delicate problem. 3. If we apply this technology our products will become more competitive. 4. Have you read the latest report? Our company is going to expand. 5. Our work-group is starting a new project next month. 6. In the future more people will work from their home. 7. Don't worry about your camera. I will repair it the first thing tomorrow. 8. After lunch we are meeting in the conference hall to discuss this situation. 9. Thank you for this information. I will examine it right now. 10. Look at these prices! The market is going to collapse.

Assignment 17. Complete the dialogue by referring the verbs in brackets to the future (active or passive). Choose either **will**, **going to** or the **present continuous**.

A.: Please, Natalie, come in. I'd like to listen to your proposals concerning your new assignment.

N.: Well, as far as I know, our work-group (monitor) the customers' responses to our new product. As a group manager, I (organize) the study of the feedback from the public on our advertising campaign. I think our team (include) the representatives of various departments: marketing, sales, advertising and production. This (help) us to receive the most reliable and complete information on the subject.

A.: Good. How you (organize) the work of your team?

N.: I think we (visit) all major locations in the city where our product is being sold. Each member of the group (give) an individual task. I have already formulated our main goals and I (present) them at the group meeting on Wednesday. We (meet) at 10 am at my office. I hope we (discuss) the tasks and, if necessary, they (improve). Only then I (be ready) to talk to you on the schedule of our work.

A.: OK. But don't make it long. I (look forward) to our next meeting.

Assignment 18. Complete the sentences matching 1-7 with an ending a)-g).

1. I'll ask the deputy director to examine these documents before	a) they open a new branch.
2. They won't order our products unless	b) her staff provide her with more information.
3. He'll continue to work on this project provided	c) the meeting of the Board starts.
4. The director will see Mr. Brown before	d) you analyze all contingencies.
5. She won't complete her report until	e) we offer a competitive price.
6. The company will hire more personnel as soon as	f) he is given complete authority.
7. You won't find the best solution unless	g) he leaves on business to Glasgow.

Assignment 19. Use the verb in brackets in the proper tense to refer the action to the future.

1. At our next meeting we (discuss) your proposals. 2. This time tomorrow I (present) my project to the customer. 3. By the time he (come) they (finish) all calculations. 4. We hope that our next year (be) more profitable. 5. They are very busy with this new project. They (work) on it for a month next Monday. 6. The head manager (see) you in an hour. 7. All next month he (study) the management approaches practiced at this company. 8. This new method (allow) us to increase productivity. 9. We (gain) some reliable results by the time the experiment (finish). 10. If the price (fall) the company (confront) with a very difficult situation.

Assignment 20. Make the following sentences passive leaving out the doer of the action.

1. We shall apply a new strategy in our business practice. 2. They will have received this information by next Tuesday. 3. With such equipment they will transform resources into product without wastes. 4. In her report she will examine several potential solutions to the problem. 5. We shall give a great deal of attention to monitoring the feedback from the consumers. 6. They will use all possible information resources to advertise their new product. 7. He will organize a work-group to analyze the situation in the market. 8. By this time next month she will have suggested a detailed plan for the restructuring of our organization.

Assignment 21. Rewrite the following sentences in Reported Speech.

1. He said, "Next month they will install computers in all departments". 2. She proposed, "Our work-group will study the characteristics of this model". 3. They declared, "These innovative ideas will help us to gain success in competition". 4. He insisted, "Our builders will have finished the construction by this date". 5. She warned us, "You will lose the customers unless you improve the quality of your services". 6. He asked, "Will this strategy work best?" 7. She asked them, "Who

will be responsible for this project?" 8. He said to them, "If you don't deliver these goods in time we won't place our next order with your firm".

Reading for Class Discussion.

Assignment 22. *Read the text below. 1. Get ready to speak about the programme of management and business education in the USA and in Europe. 2. Find information on how to enroll in an MBA programme in Ukraine.*

Business Schools in Europe.

Management and business education are not new. However, educational programmes in management and business outside the United States are relatively new. Managers from all over the world are now able to receive business education in a variety of locations, including the former Soviet Union republics, and the European institutions that have emerged have become highly regarded. In response, business education in the United States has also become more global in nature.

The oldest programme in Europe is IMI, the International Management Institute, in Geneva, Switzerland, which was founded in 1946. In 1957, Nestle founded the International Management Development Institute, IMEDE, in Lausanne, Switzerland. Then came IESE, the Instituto de Estudios Superiores de la Empresa, in Barcelona, Spain, and INSEAD, the Institut Europeen d'Administration des Affaires, in Fontainebleau, France. The newest is probably the London Business School, which was begun in 1965.

INSEAD is arguably the most prestigious of these institutions, and its graduates work in countries throughout the world. Graduates of most of the other programmes tend to work in their native countries.

These programmes are all designed for those who have already completed a baccalaureate education, and many of them are clearly patterned after the M.B.A. (Master of Business Administration) degree that is dominant in the United States. The typical programme takes anywhere from nine months to two years to complete.

American business schools are also providing a more global perspective for their graduates. New courses in international fields are being offered, and nearly all basic courses now have a section on international, multinational, and/or global business activity. Innovative approaches to develop a better understanding of various cultures require that graduates speak a foreign language.

Discussion of the text.

1. Characterize the major components of contemporary management theory.
2. Within what school of management were theories X, Y, and Z developed? What view on management do they express?

Module 2.

Kinds of Managers

Unit 4.

Text: Levels of Management

Grammar: Modal Verbs: General Characteristics

Assignment 1. *Read and learn the following words and phrases.*

division of labour – розподіл праці;

common purpose – спільна мета; **it is common** – загальноприйнято;

component – складова частина, компонент;

hierarchy – ієрархія, підпорядкування;

authority – влада, повноваження;

formal authority – офіційне/формальне повноваження;

to authorize – надавати повноваження, дозволяти;

to assign – давати, доручати (завдання, роботу);

to fit (together) – пристосовувати, припасовувати (одне до одного);

coordination – узгодження, координація;

to coordinate – узгоджувати, координувати;

command – наказ; влада; **to command** – віддавати накази;

chain of command – субординація, підпорядкування;

span of control – обсяг повноважень;

to arrange – розташовувати (в певній послідовності);

top manager – керівник найвищої ланки; **syn. senior manager;**

middle manager – керівник середньої ланки;

first-line manager – керівник нижчої ланки; **syn. junior manager;**

job title – назва професії;

officer – службовець, посадова особа; **syn. official;**

chief executive officer (CEO) – головний виконавчий директор;

chief operating officer (COO) – головний операційний директор;

policy – курс, політика, лінія поведінки; **operating** ~ поточний курс;

external – зовнішній;

labour leader – керівник професійної спілки;

executive – керівник, адміністратор;

plant manager – керівник підприємства;

division manager – керівник відділу/підпорядкованого підприємства;

operating manager – директор-розпорядник;

to implement – втілювати (політику), здійснювати, виконувати;

to report (to) – звітувати (перед);

to supervise – контролювати, наглядати, керувати;

supervisor – інспектор, контролер;

operating employee – працівник, робітник;

unit head – керівник підрозділу;

foreman – майстер, бригадир, прораб;

direction – розпорядження, директива;

on a day-to-day basis – на повсякденній основі, щоденно

Assignment 2. *Read and translate the following text.*

Levels of management

Managers work in organizations. But what is an organization? Formally defined, an organization is a collection of people working together with a **division of labour** to **achieve** a **common purpose**. Organizations involve three **components**: a common purpose, a division of labour, and a **hierarchy of authority**.

The purpose of an organization is to produce a good or service. Any organization is an open system: it transforms resource inputs taken from its environment into product or service outputs that are returned to the environment for consumption. The final good or service produced through the resource-transformation process represents the organization's purpose. The organization's purpose is achieved by breaking the resource-transformation process, or work, into smaller components and **assigning** them as individual or group tasks designed **to fit together**. This is called the division of labour. The division of labour must be **coordinated** if organizations are to achieve success. Managers are responsible for coordinating the division of labour through **formal authority**, that is the right to 'command' other persons.

When many managerial positions exist in one organization, they also require **coordination**. This is accomplished by giving some managers formal authority over other managers. The result is a hierarchy of authority in which work positions are arranged in order of increasing formal authority.

It is common to classify managers according to level in an organization's hierarchy of authority into **top managers**, **middle managers**, and **first-line managers**.

Top managers are those at the upper level of the organization. **Job titles** common to the highest level of management include **chief executive officer** (CEO), **chief operating officer** (COO), president, and vice-president. Top managers set the organizational goals and determine strategy and **operating policies**. They also represent the organization to the **external** environment, working with the government **officials**, **labour leaders**, and **executives** in other organizations.

Middle managers make up the second level in the organization's hierarchy of authority. They include such titles and positions as **plant manager**, **division manager**, and **operating manager**. These people **implement** the strategies and policies set by top management, **report to** the managers at the top level, and coordinate the work of first-line managers.

First-line managers are those who **supervise operating employees**. They are called **supervisors**, department managers, **unit heads**, team leaders, and **foremen**. These are the people to whom operating employees report. First-line managers implement the plans and **directions** of middle and top management **on a day-to-day basis**. Most people enter management at the supervisory level and, if successful, move to higher levels in the hierarchy.

Assignment 3. *Answer the following questions.*

1. What is a formal definition of an organization?

2. What ingredients do organizations involve?
3. What is an organization's purpose and how is it represented?
4. In what way is an organization's purpose achieved?
5. Why must managers coordinate the division of labour?
6. In what way do managers coordinate the division of labour?
7. Can you explain a hierarchy of authority?
8. What are the three levels of management in an organization's hierarchy of authority?
9. What job titles are common among top managers/ middle managers/ first-line managers?
10. What are the duties and responsibilities of top managers/ middle managers/first-line managers?

Assignment 4. *Read aloud and group these words according to their stress pattern: ●○ (first syllable stressed), ○● (second syllable stressed).*

Supervisor, executive, environment, purpose, official, labour, authority, officer, assign, hierarchy.

Assignment 5. *Translate into Ukrainian.*

Formally defined; a collection of people working together; by breaking the process into smaller components; managerial positions; work positions are arranged in order; level in a hierarchy of authority; to determine strategy and operating policies; to enter management at the supervisory level; it is common (to do something).

Assignment 6. *Translate into English.*

Досягти спільної мети; кінцевий товар або послуга; процес перетворення ресурсів; спланований таким чином, щоб точно припасовуватись один до одного; завдання для однієї особи або групи; зростаючі офіційні повноваження; визначати мету організації; представляти організацію перед урядовими службовцями; звітувати перед вищим керівництвом.

Assignment 7. *Match and learn the synonyms.*

A: authority, purpose, executive, to achieve, to implement, to determine, to fit together, to supervise;

B: senior officer, goal, to fulfill, to define, to control, to match, responsibility, to accomplish.

Assignment 8. *Match and learn the opposites.*

A: to report, to enter, to increase, to break, external, senior, success;

B: failure, junior, to make up, to decrease, to leave, to command, internal.

Assignment 9. *Complete the sentences with the words from the text. The first letter is given.*

1. He e___ management at the age of 23 and was given complete a___ from the very start. 2. Middle managers r___ to top managers and c___ first-line managers. 3. What f___ authority goes with this job t___? 4. Top management determine s___ and operating p___, while lower l___ of management i___ them on the day-to-day b___. 5. In a h___ of authority the span of c___ increases from the bottom to the top of the o___.

Assignment 10. Complete the table with the forms of the related words.

noun	verb	noun	verb
authority		implementation	
	assign		divide
coordination		transformation	
	execute		collect
arrangement		classification	

Assignment 11. The diagram shows who controls a public limited company. Use the terms below to complete it. Write 3 sentences to explain the diagram.

board of directors managers shareholders

A _____ (owners of the company)

B _____ ↓ _____ (responsible to the shareholders)

C _____ ↓ _____ (appointed by the board to run the company)

Assignment 12. Match each of the job titles to the correct definition.

director; executive director; non-executive director; board of directors

a) a company director with a seat on the board who is also a salaried employee of the company, and actively involved in the running of the company.

b) a director with a seat on the board who is not a working employee of the company, sometimes brought onto the board for his or her specialist knowledge. He or she takes no part in the running of the company.

c) the management committee of a limited company, the members of which are appointed by the shareholders whose interests they represent. They meet under the direction of the company chairman to decide on major policy matters and appoint key managers.

d) a person who is appointed an elected officer of the company at the annual general meeting (AGM) and manages the company on behalf of the shareholders. He or she acts by resolutions made at meetings of the board.

Assignment 13. Which of the following people are likely to be on the board of directors of a company?

a) company secretary

c) CEO

e) executive directors

b) non-executive directors

d) managers

f) members of staff

Assignment 14. Follow the model to paraphrase the word combinations given below into word partnerships (compound nouns).

Model **title concerning a job – job title**

- 1) manager of a plant/division/department –
- 2) leader of the labour (union) –
- 3) official working for the government –
- 4) output in the form of service/product –
- 5) process of transformation of resources –
- 6) assigning the tasks for the group –
- 7) hierarchy of the positions at work –
- 8) coordination of the division of labour –
- 9) process of making decisions –
- 10) costs of the production of goods –

Assignment 15. *On the basis of the text write definitions for the following terms.*

Organization, common purpose of an organization, division of labour, hierarchy of authority

Assignment 16. *Translate into English.*

1. Мета будь-якої організації – виробляти товари чи послуги. 2. Рада директорів компанії призначила нового виконавчого директора. 3. Головний виконавчий директор керує компанією від імені акціонерів. 4. Вище керівництво визначає мету, стратегію та поточну політику організації. 5. Менеджери середньої ланки втілюють рішення вищого керівництва та координують діяльність менеджерів нижчої ланки. 6. На щорічних загальних зборах рада директорів звітує перед акціонерами. 7. Майстер щоденно наглядає за роботою працівників. 8. Офіційні повноваження – це право віддавати накази іншим особам.

Grammar: Modal Verbs: General Characteristics (p.)

Assignment 17. *Underline the correct variant.*

1. I *can come/can to come* to the meeting of the board of directors next week. 2. She *could to speak/could speak* English quite well when she was at school. 3. He *must to help/must help* me with this work. 4. You *should attend/should to attend* the seminar on Tuesday. 5. We *ought to explain/ought explain* our decision to the shareholders. 6. Now the secretary *may copy/may to copy* the resolution of the meeting and *send/to send* it to all departments.

Assignment 18. *Write questions for the following sentences beginning with the word in brackets.*

1. She can help you to draw the organigram (Whom?) 2. They should study all the documents before coming to any conclusion (What?) 3. I must speak to Mr. Black as soon as possible (When?) 4. She could deal with most challenging problems (What?) 5. You may take your guests to the laboratory room (Where?) 6. He ought to speak to the managing director (Who?)

Assignment 19. Use shortened negative form (where possible) of the modal verb in brackets.

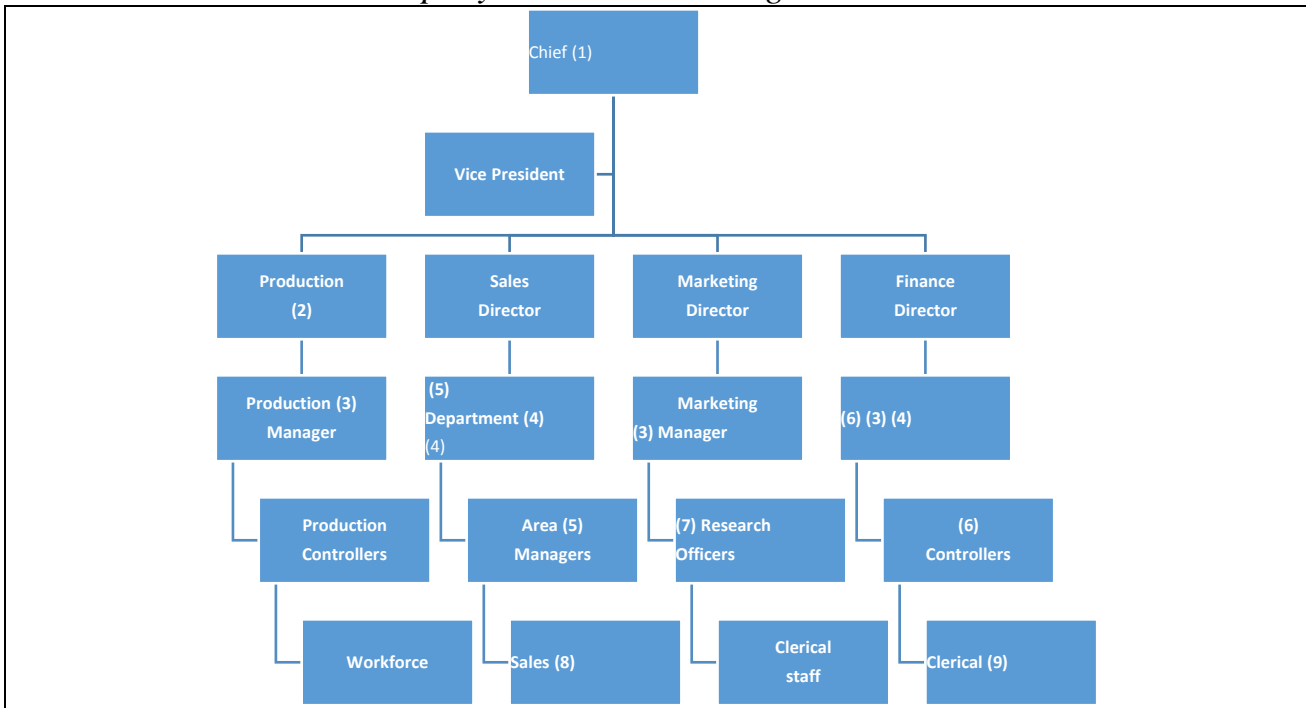
1. I – (could) come to the meeting yesterday. 2. You – (may) take these documents without permission. 3. They – (should) make decisions in his absence. 4. He – (must) reveal this strategy to our competitors. 5. We ought to raise this problem at the meeting, - (ought) we? 6. I – (will) consult this person anymore. 7. He – (can) understand what they are talking about. 8. She – (would) blame us for this mistake. 9. You – (need) work this Saturday.

Assignment 20. Make the following sentences passive. The first is done for you.

1. I can write this report in two days. - This report can be written in two days. 2. She must complete the task immediately. 3. You may leave this problem to me. 4. He ought to ask for the instructions. 5. They can reach the agreement with the labour union. 6. He could explain our operating policy more clearly. 7. In such situations you should consult our production manager. 8. We ought to elect a new CEO at our annual general meeting. 9. You needn't fill in this form.

Problem Solving

Assignment 21. Here is an organigram (a model of organization structure) of one division within a company. Fill in the missing words.



Financial Manager	Department Marketing	Sales teams	Director staff	Executive Officer
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Assignment 22. Ask your partner questions about the company like:
What positions belong to senior management / middle management / junior management?

Who is in charge of...? What does ... do? Who reports to...?

How wide is ...'s span of command?

Assignment 23. *Read the following information about job titles. American job titles differ from British ones. These are rough equivalents:*

USA	UK
President	Chairman
Chief Executive Officer*	Managing Director
Vice President	Director
Financial Controller*	Accountant
Director*	Manager
(e.g. Personnel Director*)	(e.g. Personnel Manager)

* also accepted in British companies

Discussion of the text

1. Define an organization, its components and their essence.
2. Describe managerial authority at each level of an organization's hierarchy.

Unit 5. Text: Areas of Management

Grammar: Modal Verbs: Expressing Ability

Assignment 1. *Read and learn the following words and phrases.*

area – область, сфера застосування;

convenient – зручний;

line manager – менеджер основного персоналу;

staff manager – менеджер допоміжного персоналу;

general manager – директор –розпорядник;

functional manager – функціональний керівник;

distinction – відмінність;

effort – зусилля;

to influence – впливати;

technical knowledge – спеціальні знання;

to support – підтримувати, допомагати;

multiple – багаточисельний;

to oversee – контролювати, наглядати;

purchasing – (за)купівля;

warehousing –складування;

to conduct (research) – проводити (дослідження);

advertising campaign – рекламна кампанія;

distribution network – дистриб'юторська мережа;

concern – відношення, причетність;

cash management – контроль та регулювання грошових операцій;

relevant – доречний; той, що стосується справи, відповідний;

inventory – товарно-матеріальні запаси, інвентар;

plant layout – планування заводу; розміщення обладнання;

to hire – наймати; syn. to recruit;

to discharge – звільняти;

recruitment – прийом на роботу, працевлаштування;
benefit – пільга, вигода;
low-performing – низько-ефективний;
public relations (PR) – зв'язки з громадськістю;
(mass) media – засоби масової інформації;
research and development (R&D) – дослідження та розвиток;
tremendously – значно, дуже

Assignment 2. Read and translate the text.

Areas of Management

It is **convenient** to classify the kinds of managers into three categories: 1) administrators and managers; 2) **line managers** and **staff managers**; 3) **general managers** and **functional managers**.

Administrators and managers. In fact, these terms are basically equivalent. The main **distinction** is that administrators are managers who work in public or nonprofit organizations, like hospital administrators, while managers are engaged in business areas.

Line managers and staff managers. Line managers have responsibility for work activities that are directly connected with the production of the organization's final product or service. Their **efforts influence** the process of transforming resource inputs into product or service outputs. The president, production manager, and production supervisor all have line responsibilities. Staff managers, by contrast, use their special **technical knowledge** to **support** the work of line personnel.

General managers and functional managers. General managers are responsible for complex organizational subunits that include **multiple** functional areas of activity, whereas functional managers have responsibility for a single area of activity such as finance, marketing, production, personnel, accounting or sales. Compare the general manager of a department store who **oversees purchasing, warehousing, sales, personnel and accounting**, and the sales manager, who is directly responsible for sales only.

Functional managers have various areas of specialization. The most common areas of management are marketing, operations, finance, and human resources.

Marketing managers are those whose primary duties are related to the marketing function – getting whatever the organization produces (automobiles, magazines, dairy products) into the hands of consumers. They **conduct market research**, plan **advertising campaigns**, set prices and oversee **distribution networks**.

Finance managers deal with the organization's financial resources. Their areas of **concern** include accounting, **cash management** and investments. They are responsible for maintaining and providing **relevant** information to the CEO about the organization's financial health.

Operations managers are primarily concerned with creating the organization's goods and services. Their typical responsibilities include production control, inventory control, quality control, and **plant layout**.

Human resource managers, or HRM, are responsible for **hiring**, maintaining and **discharging** employees. They are typically involved in human resource planning, employee **recruitment** and selection, training, designing compensation and **benefit** systems, and discharging **low-performing** and problem employees.

Many organizations have specialized management positions besides those already described. **Public relations (PR)** managers, for example, deal with the public and **media** for firms to protect and promote the image of the organization. **Research and development (R&D)** managers coordinate the activities of scientists and engineers who work on scientific projects in organizations. Many areas in international management are coordinated by international managers. The number, nature and importance of these specialized managers vary **tremendously** from one organization to another.

Assignment 3. *Answer the following questions.*

1. How is it convenient to classify the kinds of managers?
2. What is the main distinction between administrators and managers?
3. What responsibilities do line managers have?
4. In what way do staff managers support line managers?
5. What is the distinction between general and functional managers?
6. How are functional managers specialized?
7. What are the main areas of concern for marketing managers?/ finance managers?/ operations managers?/ human resource managers?/ PR managers?/ R&D managers?

Assignment 4. *Practice the pronunciation of the following words. Read the sentence aloud.*

[ɛə] area, vary, various, warehouse, whereas

Managers' responsibilities vary according to various areas of specialization.

Assignment 5. *Translate into English.*

Фактично, громадські та неприбуткові організації, складний організаційний підрозділ, різноманітні сфери спеціалізації, молочні продукти, встановлювати ціни, працевлаштування та відбір працівників, спеціалізовані управлінські посади.

Assignment 6. *Translate into Ukrainian.*

The main distinction, work activities, by contrast, single area of activity, primary duties, market research, organization's financial health, compensation and benefit systems, to discharge low-performing and problem employees.

Assignment 7. Match and learn the synonyms. Use any 3 words in the sentences of your own.

A: hire, purchase, oversee, conduct, discharge;
B: carry out, fire, recruit, buy, control.

Assignment 8. Match and learn the opposites. Use any 3 words in the sentences of your own.

A: profit, purchasing, hire, multiple, low-performing, recruit;
B: discharge, single, high-performing, non-profit, fire, sales.

Assignment 9. Write the following abbreviations in full.
CEO, HRM, PR, R&D.

Assignment 10. Correct the following statements. If you find the sentence only *partially wrong*, begin with: **You are not quite right; True, but...; It is true in a way, but...** If you find the sentence *completely wrong*, begin with: **I'm afraid, that's wrong; I think you are mistaken; On the contrary; That's not quite so.**

1. Staff managers are responsible for the production of the organization's product or service. 2. As the terms "administrator" and "manager" are basically equivalent, there is no distinction between them. 3. Functional managers oversee multiple areas of an organization's activity. 4. It is the marketing function that operations managers are responsible for. 5. R&D managers coordinate the work on scientific projects to promote and protect the image of the company in the eyes of the public. 6. Finance managers design compensation and benefit systems for the company's employees.

Assignment 11. Give the sentences in which the following are used in the text.

Business area; multiple functional areas of activity; single area of activity; common areas of management; area of concern; area of specialization; areas in international management.

Assignment 12. Match each term with the correct definition.

a) human resources; b) human resource planning; c) human resource management

1. Deciding how to use company's human resources most effectively.
2. The people employed in an organization, also known as personnel.
3. Deciding how many and what type of workers are needed in the organization, and at what salary.

Assignment 13. Which of the following does the HR department deal with?

1 career development 2 wage negotiating 3 discipline
4 recruitment 5 payments to suppliers 6 quality control
7 plant layout 8 organization's image promotion 9 training

Assignment 14. Learn the following words concerning losing your job.

If you do something wrong, you are: dismissed, fired, sacked, terminated.

If you have done nothing wrong, you are: laid off, made redundant, offered early retirement.

Now match the verbs (actions) in the box with one of the **Employment Roads** (1-6). Write a sentence with the words you have chosen.

Road 1 – Finding new employees: take on staff, ...

Road 2 – Moving to different job.

Road 3 – Leaving at the age of 60.

Road 4 – Having no job. Getting money from the state.

Road 5 – Recession.

Road 6 – Bad conduct. Low performance.

retire	dismiss staff	hand in your notice
resign	be unemployed	offer early retirement
sack staff	fire staff	lay off staff
receive a pension	recruit staff	terminate staff
take on staff	make staff redundant	

Assignment 15. Translate into English.

Міс Форд уже 15 років працює у відділі кадрів великої комерційної фірми. У неї широке коло обов'язків. Міс Форд відповідає за працевлаштування та звільнення з роботи працівників. В період економічного спаду декілька років тому, коли кількість замовлень різко знизилась, багатьох робітників було звільнено або було запропоновано раніше вийти на пенсію. Тепер справи ідуть краще і організація почала набирати більше персоналу. У міс Форд побільшало роботи, але вона справляється з нею успішно. Директор з кадрових питань планує призначити міс Форд керівником підрозділу, адже вона – високоефективний спеціаліст у своїй сфері.

Grammar point. Modal verbs: expressing ability (p.)

Для того, щоб висловити **вміння, здатність, спроможність (ability)** виконати дію використовуються модальні дієслова **can, could** та еквівалентні за змістом дієслова **be able to, manage to**.

Загальна здатність (**general ability**), тобто вміння виконати дію будь-коли, передається дієсловами **can/could** – **можу, вмію**, особливо з дієсловами фізичного та розумового сприйняття : see, hear, feel, understand, тощо, (в цих випадках модальні дієслова зазвичай не перекладаються).

Напр., People with such qualification and work experience **can work** as department heads.

Здатність/спроможність/вміння виконати окрему дію (**particular ability**) за певних умов передається дієсловами **be able to, manage to** – **могти, спромогтися, удаватися** у відповідному часі.

Напр., As we have enlarged our store, we **are able to serve** more customers now. He **managed to perform** this task himself.

Для опису здатності/вміння в **минулому** використовуються форми **could, was/were able to, managed to**. Для опису здатності/вміння в **майбутньому** використовуються форми **shall/will be able to, shall/will manage to**.

Напр., He **was able / managed to control** the situation.

With proper authority he **will be able to /will manage to control** the situation.

Заперечні форми **cannot (can't), couldn't**, та заперечні форми еквівалентних дієслів передають, відповідно, **неспроможність, нездатність** або **невміння** виконати дію.

Напр. He **couldn't control / wasn't able to control / didn't manage to control** this difficult situation.

Assignment 16. *Comment on the meaning of the modal verb **can/cannot** in the following proverbs and sayings. Give their Ukrainian equivalents. Give situations that explain their idea.*

1. No man can serve two masters. 2. Man cannot live by bread only. 3. Never put off till tomorrow what you can do today. 4. Money cannot buy everything. 5. A beggar can never go bankrupt. 6. He that cannot obey cannot command.

Assignment 17. *Memorize the following idiomatic phrases with the modal verb **can/cannot**. Give their Ukrainian equivalents. Make up your own situations or sentences with them.*

1. Bite off more than one can chew. 2. Can count on the fingers of one hand. 3. Cannot see beyond (further than) the end of one's nose. 4. Cannot believe one's eyes/ears. 5. Can take a joke.

Assignment 18. *Change the following sentences a) into the past, b) into the future, using the given time expressions.*

e.g. John **can drive** a car. a) when he was eighteen.

b) after a few more lessons.

a) John **could drive** a car when he was eighteen. b) John **will be able to drive** a car after a few more lessons.

1. We can offer this product. a) as we had widened our assortment.

b) as soon as we launch a new production line.

2. They cannot understand it.

a) because he spoke very quickly.

b) until you explain it properly.

3. You can meet her at the office.

a) when you visited our firm last year.

b) next Monday.

4. I cannot find these documents.

a) when I looked for them yesterday.

b) unless you file them correctly.

5. He can make everybody listen.

a) as he always produced new ideas.

b) if his idea is interesting.

Assignment 19. *Choose the correct variant.*

1. I managed to/could visit a trade exhibition when I was on business in Kyiv last week. 2. Are you able to/can you hear that noise outside? 3. He wasn't able to/couldn't understand the company's new policy. 4. They managed to/could organize this meeting in a week. 5. She was able to/could attend the training course

on team management. 6. I'm afraid, I am not able to/can't help you – I'm very busy at the moment. 7. Sorry, I am not able to/can't see you today, but I can/will be able to make it next week. 8. He managed to/could attract the director's attention to his idea of the company's reorganization.

* We add suffix **–able** to verbs to form adjectives with the meaning **can be (done)**. With prefix **un-** these adjectives express the meaning **cannot be (done)**. E.g. to manage + able → manageable (one that can be managed); un + manageable → unmanageable (one that cannot be managed).

Assignment 20. *Paraphrase the following sentences as in the model and translate your sentences (there may be variants).*

Model: This problem can (cannot) be managed. – This problem is manageable/unmanageable.

- З цією проблемою можна/ не можна впоратись.

1. One can understand such situations. – Such situations are ...
2. People can (cannot) drink this water. – This water is ...
3. This idea can (cannot) be realized. – This idea is ...
4. These parts can (cannot) be separated. – These parts are ...
5. You can (cannot) count these objects. – These objects are ...
6. We can (cannot) advise such a decision. – Such a decision is ...
7. You can (cannot) solve this problem. – This problem is ...

Assignment 21. *Practice the use of can/can't, could/couldn't/, be able to/manage to with your partner.*

1. Think of something you can/can't do well.
2. Think of something you could/couldn't do in your childhood.
3. Think of something that you managed to do/were able to do.
4. Think of something that you will be able to do in the future. Provide your reasons.

Now, exchange your experiences with your partner.

Assignment 22. *Translate into English.*

1. Після тривалих переговорів ми змогли дійти згоди. 2. Компанія шукає агента по збуту, який має машину і може багато подорожувати. 3. Він вміє вирішувати складні проблеми. 4. Їй вдалось організувати роботу нової філії. 4. Чи вмієш ти користуватись новим програмним забезпеченням? 5. Він зможе дати вам пораду після детального вивчення ситуації. 6. Нажаль, у нас ще мало висококласних спеціалістів. Їх можна перерахувати по пальцям. 7. Коли ми побачили нове устаткування, ми не повірили своїм очам. 8. Він не вміє ладнати з людьми. 9. Хіба вона не знає, що не все можна купити за гроші? 10. Він спромігся відповісти на всі питання.

Discussion of the text.

1. Speak about the classification of managers according to their areas of specialization.
2. Speak about the classification of managers according to their span of control.
3. Speak about the classification of managers in relation to the organization's final product.
4. What area of specialization would you like to choose and why?

Unit 6

Text: Functions of Management

Grammar: Modal Verbs: Expressing Obligation and Recommendation

Assignment 1. *Read and learn the following words and phrases.*

set – сукупність, численність, ряд;

inherent – властивий, притаманний;

organizing – упорядкування, улаштування; організація (процес);

leading – керівництво, управління;

to involve – включати (в собі), передбачати;

to determine – визначати;

goal – мета;

to allocate – розміщувати;

appropriate – відповідний, доречний;

combination – сполучення, комбінація;

to turn something into something – перетворювати щось на щось;

to define – визначати;

associated with – тісно пов'язаний з; такий, що асоціюється з;

to guide – керувати, спрямовувати;

attainment – досягнення, здобуття;

key – ключовий, важливий;

to motivate – мотивувати, спонукати;

performance – виконання; ~ **feedback** – зворотна інформація про ~;

to interpret – тлумачити, роз'яснювати;

corrective – корективний/ виправний;

constructive – творчий, конструктивний;

to keep something in mind – пам'ятати щось;

series – ряд, послідовність;

to rest something with somebody – покласти щось на когось;

to tend to – бути схильним до; мати тенденцію;

relatively – відносно.

Assignment 2. *Read and translate the text.*

Functions of Management

Management functions are the **sets** of activities **inherent** in most managerial jobs. These activities can be grouped into four general functions: planning and decision making, **organizing**, **leading** and controlling.

Planning and decision making **involve determining** the organization's **goals** and deciding how best to achieve them. The purpose of planning is to provide managers with a programme of what they should be doing in the future.

The second basic managerial function is organizing. Organizing is a process of **allocating** human and material resources in **appropriate combinations** to implement plans. Organizing **turns** plans **into** action by **defining** tasks, assigning personnel, and supporting them with resources.

The third basic function inherent in manager's job is leading – the set of processes **associated** with **guiding** and directing employees toward goal **attainment**. **Key** parts of leading are **motivating** employees, managing group processes, and dealing with conflict and change.

The final basic managerial function is controlling. Controlling is the process of monitoring **performance**, comparing results with goals, and taking **corrective** action. Controlling involves gathering and **interpreting performance feedback** as a basis for **constructive** action and change.

Another way **to keep** the four functions **in mind** is to think of them as of a **series** of task-related decisions made by managers. These decisions are:

- Planning – Deciding what must be done.
- Organizing – Deciding how it must be done and who has to do it.
- Leading – Deciding how to make sure it gets done.
- Controlling – Deciding if it is or it is not getting done, and what to do if it isn't.

Responsibility for the four management functions **rests with** all managers working in all types of organizations. Research shows, however, that time spent on planning and organizing **tends** to increase at higher management levels; time spent on controlling is proportionally greater at lower management levels; time spent on leading is **relatively** similar at each management level.

Assignment 3. *Answer the following questions.*

1. What general functions do managers perform?
2. What activities do planning and decision making involve?
3. What is the purpose of planning and decision making?
4. How is organizing achieved?
5. What is the function of leading associated with?
6. What actions are included in controlling?
7. How are the four functions interpreted in the sense of task-related decisions?
8. How much time is spent on performing each function at each level of management?

Assignment 4. Put these words into two groups according to the pronunciation of the letters in bold type: [ɔ:] or [u]. Read the sentence aloud.

Resource, could, **four**, group, **bought**, should, **would**, thought.

He thought that he should have bought four books for each group.

Assignment 5. Translate into English.

Сукупність видів діяльності; що їм слід робити в майбутньому; втілювати плани; давати завдання персоналу; застосування виправного заходу; тлумачити зворотну інформацію про виконання; послідовність рішень, пов'язаних з завданнями; відповідальність покладається на менеджерів.

Assignment 6. Translate into Ukrainian.

Determining the organization's goals; to provide managers with the programme; in appropriate combination; toward; to deal with conflict; to monitor performance; as a basis for; to make sure; time spent on something; relatively similar.

Assignment 7. Match and learn the synonyms. Use any 5 words in sentences of your own.

A: to guide, attainment, set, general, to interpret, process, goal, to implement;

B: purpose, action, to explain, achievement, to turn into action, basic, series, to direct.

Assignment 8. Match and learn the opposites. Choose the correct word to complete the sentences below.

A: to increase, to keep in mind, final, constructive;

B: destructive, to forget, initial, to decrease.

1. Planning is a/an (initial/final) stage of any activity. 2. His speech was rather (constructive/destructive). It caused a conflict among the staff. 3. They should (decrease/ increase) the number of orders. We cannot produce that much with such low-performing equipment. 4. Don't (forget/ keep in mind) to discuss this problem at the group meeting or it will turn into a conflict. 5. He proposed some (constructive/destructive) ideas how to manage the situation. 6. (Initial/final) documents will be signed only after we settle all our disagreements. 7. Don't (forget/keep in mind) his last words – he didn't mean to hurt you. 8. Our profits will (increase/decrease) if you improve the performance of your department.

Assignment 9. Insert the proper prepositions.

1. You should always compare results ... goals. 2. He must do his best to turn his dream ... reality. 3. Strategic plans are developed ... top management. 4. Controlling takes more time ... lower management levels. 5. What activities are associated ... leading? 6. Employees ought to be motivated ... higher salaries. 7. The final decision rests ... you. 8. Have you studied the feedback ... the performance of our new branch?

Assignment 10. *Restore the word order. Decide what terms are defined and learn the definitions.*

- toward, attainment, goal, employees, guiding and directing.
- the organization's goals, them, how best, determining, and, to achieve.
- attainment, goal, activities, monitoring and adjusting, toward, organization's.
- to facilitate, activities and resources, so as, grouping, attainment, goal.

Assignment 11. 1. *Complete the table with the forms of the related words.*

2. *Use the proper form of the word to complete the sentences below. The first letter is given for you.*

noun	verb	noun	verb
performance		tendency	
	interpret		combine
motivation		attainment	
guidance		definition	

1. This last information needs i____. 2. You should d___ your goals correctly before taking any action. 3. There is a t___ to organize training courses for new employees. 4. Our market research was conducted under his g____. 5. It is important to a___ this goal in the shortest time possible. 6. Have you already chosen the employee to p___ this very important task? 7. If you rest the responsibility for this assignment with Peter, it will increase his m____. 8. How will you c___ our human and material resources to improve the performance of the organization?

Assignment 12. *Transform the following phrases into word partnerships. What management functions do they refer to?*

- attainment of the goal –
- monitoring of the feedback on performance –
- allocation of the material resources –
- management of the processes in groups –
- decisions related to tasks –
- programme of the reorganization of the company –
- settlement of the conflict in a group –
- evaluation of the results of the performance -

Assignment 13. *Agree or disagree with the following statements. If you agree, begin with: **You are quite right; I quite agree with you; Exactly; Quite so.** If you partially disagree, begin with: **You are not quite right; True, but...; It is true in a way, but...** If you find the sentence completely wrong, begin with: **I'm afraid, that's wrong; I think you are mistaken; On the contrary; That's not quite so.***

1. When responsibility is shared, work becomes more interesting.
2. Employees always want managers to organize and control everything.
3. In traditional hierarchical companies employees help managers in decision making.
4. A person can have power over you only if he or she controls something you desire.

5. Salary is the most important factor of employee motivation.
6. Reality around us is continuously changing. Managers must learn how to deal with changes.
7. At lower levels of management much time is spent on planning.
8. To accomplish the task in the shortest time possible the staff should work long hours.
9. According to Sir Ronald Smith “Management should be based on innovation, marketing and risk”.
10. If something goes wrong you’d better report it to your supervisor. It is his responsibility to take corrective action.

Assignment 14. *The table shows the four main functions of management. Below the table is a list of activities associated with these functions. Write each activity under the correct heading. Add activities mentioned in the text.*

Planning: 1) <i>taking on new staff</i>	Organizing
Leading	Controlling

Activities:

Communicating with staff, comparing results with goals, deciding strategy, encouraging staff to make decisions, identifying change, identifying needs, managing resources, monitoring quality standards, motivating, setting objectives, putting systems in place, team-building supervision, time management, ~~taking on new staff~~

Grammar: Expressing Obligation and Recommendation (p.)

*Для того, щоб висловити **наказ (order)**, **необхідність (obligation)** або **обов’язок (duty)** виконати дію, вживаються модальні дієслова **must, need, have to** - **повинен, мушу, зобов’язаний**.

Напр., All staff **must/need/have to** arrive for work by 9 a.m.

Оскільки модальні дієслова **must** та **need** не мають форм минулого та майбутнього, **необхідність дії** в минулому передається дієсловом **had to – довелось, мусив**, а в майбутньому **will have to – доведеться**. Напр., He **had to /will have to** define this task himself.

Для того, щоб висловити **заборону (prohibition)** виконувати дію вживаються заперечні форми **must not, may not, cannot** – **не можна, заборонено**.

Напр., You **must not/ may not/ cannot** break the company rules.

Для висловлення заборони в минулому вживаються **could not** або **was/were not allowed to** – **не дозволялося**.

Напр., In my last job I **couldn’t/wasn’t allowed to** discuss management decisions.

Assignment 15. *Give all possible variants of expressing a) strong obligation, b) prohibition to do the following as in the model:*

Model: give instructions.

Obligation: You must give instructions. You need give instructions. You have to give instructions.

Prohibition: You must not give instructions. You may not give instructions. You cannot give instructions.

Leave now; write this information down; use the dictionary at the exam; settle the conflict; support them with financial resources.

Assignment 16. Refer the following sentences a) to the past, b) to the future.

1. She must spend more time on controlling her subordinates. 2. They must review this plan. 3. He must assign this task to the HR department. 4. I must take some corrective action. 5. They must not work with this equipment. 6. We may not change the programme. 7. They must provide the staff with clearly defined assignments. 8. The staff cannot use phones to make personal calls.

*При відсутності потреби чи необхідності виконувати дію (**absence of obligation**) вживаються заперечні форми **needn't** або **do not/does not have to, didn't have to, won't have to** – не потрібно, немає необхідності, **необов'язково**. Напр.,

She **needn't/doesn't have to** write this report today – she can do this on Monday. He **didn't have to** meet me at the station – I knew my way. She **won't have to** write to them, I'll do this myself.

Assignment 17. Express a) absence of obligation, b) prohibition. Translate your sentences.

Check documents; cancel the meeting; work overtime; give them instructions; change the procedure; discuss this problem with your subordinates.

Assignment 18. Translate into English.

1. Ви повинні виконувати розпорядження керівництва. 2. Вам не потрібно писати цей лист – я вже подзвонила їм. 3. Їм не дозволяли користуватись цією програмою. 4. Йому доведеться їхати у відрядження (go on business) наступного тижня. 5. Немає потреби виконувати це сьогодні, вона може зробити це завтра. 6. Керівники всіх відділів повинні написати звіти до понеділка. 7. Працівникам не дозволяється запізнюватись на роботу. 8. Мені довелося переробити план. 9. Я мушу зробити це зараз? – 1) Так, звіт повинен бути готовий до 4 години. 2) Ні, немає потреби. Ви можете зробити це пізніше.

* Для того, щоб висловити **пораду (advice), рекомендацію (recommendation)** чи **інструкцію (instruction)** вживаються модальні дієслова **should** або **ought to** – слід, краще, варто. Напр., You **should/ ought to** know this.

Докір (reproach) щодо невиконаної дії передається **перфектною формою інфінітива (have +III форма дієслова)**. Порівняйте:

You **should do** it. – Вам слід це зробити.

You **should have done** it. – Вам слід було це зробити (але ви не зробили).

Докір щодо дії **виконаної, але небажаної** (такої, яку не слід було робити) передається заперечною формою модального дієслова **should not** або **ought not to** + перфектна форма інфінітива.

You **should not have done** it. – Вам не слід було це робити (але ви зробили).

Assignment 19. Match each sentence 1-12 with the idea it expresses a-l.

1. I can do it.	a) It's necessary.
2. I mustn't do it.	b) It's not necessary.
3. I don't have to do it.	c) It's allowed.
4. I have to do it.	d) It's not allowed.
5. I couldn't do it.	e) It was necessary.
6. I didn't have to do it.	f) It wasn't necessary.
7. I had to do it.	g) It was allowed.
8. I could do it.	h) It wasn't allowed.
9. I should have done it.	i) Doing it is a good idea.
10. I shouldn't have done it.	j) Doing it is a bad idea.
11. I shouldn't do it.	k) Doing it was a bad idea.
12. I should do it.	l) Not doing it was a bad idea.

Assignment 20. Read the situation and use the words in brackets to write your advice, recommendation, instruction or reproach with **should/shouldn't** + **proper form of infinitive**.

1. It's time for the meeting to start, but the conference hall is still empty. The staff didn't know about it. – They/ announce/about the meeting in advance.

2. Our product is selling badly. – We/ take/some corrective action to improve the situation.

3. Mike is busy defining the tasks for personnel. – Mike/ assign/ appropriate task for every person.

4. Your friend looks very tired because he stays late hours at his work. – You make a reproach to him: You/ organize/ your time properly. You/ stay/ late at work.

5. The results are worse than they were expected to be. – The management / support/ the organization with proper financial resources.

6. The economic situation is worsening. - The government/ do/ something about the economy.

7. Your friend is looking for a job. There is a job advertisement in the local paper. – She/ apply/ for this job – it seems interesting.

8. A famous professor is giving a lecture on Total Quality Management on Wednesday. – You tell your subordinates: All staff/ attend/ the lecture on Wednesday.

Case study.

Assignment 21. *Read what a consultant says about **Total Quality Management (TQM)**. Do you agree with these principles? In what way should the basic managerial functions be changed according to the principles of TQM? Discuss your ideas with your group mates.*

The key to quality is very simple. You should do a job right the first time. Most organizations do jobs without consistent quality. They make mistakes that they have to fix later so they incur higher costs. In a TQM organization they know it's cheaper to do the job right in the first place.

So what does "doing it right" involve? It means you mustn't waste resources; no wasted materials, no wasted time and no wasted space. And it means you have to discard outdated processes. It's a constant and never-ending process and it has to involve everyone in the organization.

You have to push responsibility close to the point where employees and customers meet. It's your operating employees that have to make the important decisions because they are closest to the customers. And that means you have to stand the traditional management hierarchy on its head.

You must give employees more decision-making powers; instead of giving them orders from above, your administration should support them and try to make their lives easier. You can't do that in an atmosphere of conflict. You can only do it through creative teamwork.

Discussion of the text.

1. Speak about the basic functions of management.
2. Speak about the modification of the basic functions in TQM organizations.

Module 3. Successful Management

Unit 7 Text: Management roles

Grammar: Modal verbs: expressing degrees of certainty

Assignment 1. *Read and learn the following words and phrases.*

to accompany – супроводжувати;

status – статус, положення, стан;

to play a role – грати роль; **syn. to perform a~, to take a ~;**

interpersonal role – роль, пов'язана з між особистими зв'язками;

informational role – роль, пов'язана з інформацією;

decisional role – роль, пов'язана з прийняттям рішень;

figurehead – номінальний /символічний голова (представник);

liaison – зв'язок;

monitor – спостерігач, відслідковувач;

periodical – періодичне видання;

commercial – реклама;

to watch television commercials for competitors – дивитись телерекламу з метою відслідковувати конкурентів;

disseminator – розповсюджувач;

to transmit – передавати;
to forward – відсилати, відправляти;
memo = memorandum – записка;
outsider – стороння особа;
on behalf (of) – від імені;
spokesperson – представник, виразник (думки), оратор (від групи осіб);
to make a statement – робити заяву;
entrepreneur – підприємець;
to initiate – починати, ініціювати;
crisis (pl. crises) – криза;
disturbance handler – врегулювальник/залагоджувач конфліктів;
to resolve a conflict – владнати конфлікт;
allocator – розподілювач;
negotiator – учасник переговорів;
to work out smth. – розробляти щось;
agreement – угода;
labour contract – трудовий контракт;
purchasing contract – контракт купівлі;
sales contract – контракт на продаж; комерційний контракт;
to execute – виконувати, здійснювати

Assignment 2. Read and translate the text.

Management Roles

Formal authority given to a manager by the organization is **accompanied** by a certain **status**. According to his or her status a manager must be prepared **to play** certain **roles** within the organization. These roles fall into three general categories: **interpersonal roles, informational roles, and decisional roles.**

Interpersonal roles. There are three interpersonal roles in the manager's job. When the manager serves as a company representative greeting visitors or signing legal documents he or she performs the role of **figurehead**. In most activities involving subordinates inside the organization, like staffing, training, and motivating, the manager acts as a leader. When dealing with people outside the organization on a regular basis, for example, working with a particular bank, or maintaining good contacts with particular customers, the manager performs the role of **liaison**.

Informational roles. There are also three basic informational roles in the manager's job. The first is the role of **monitor**, in which the manager actively looks for and receives information that might be relevant to the organization. As the monitor the manager reads **periodicals** and reports, maintains personal contacts, **watches television commercials for competitors**, etc. The opposite of the monitor role is that of **disseminator**. As the disseminator the manager **transmits** information that he has collected through monitoring to the appropriate people in the organization, for example, at meetings, or making telephone calls, or **forwarding** reports and **memos**. When the manager presents information to

outsiders by holding meetings with shareholders and press conferences for the mass media where he acts **on** the organization's **behalf**, he performs the role of **spokesperson**. The spokesperson role is similar to the figurehead role, but the manager in the figurehead role serves as a symbolic representative of the organization, while being a spokesperson involves **making statements** and answering questions concerning the organization.

Decisional roles. The final category of managerial roles is decisional in nature, that is, these are roles that managers take when they make decisions about different matters. First, there is the role of **entrepreneur**, in which the manager **initiates** organizational improvement projects, develops strategies, offers new product ideas, etc. When the organization faces unexpected **crises**, for example, subordinate conflicts, or conflicts with important customers or a labour union, the manager acts in the role of **disturbance handler** responsible for **resolving conflicts** of any kind. The **resource allocator** role focuses on determining how human and other resources should be distributed best within the organization. Finally, there is the role of **negotiator**. In this role the manager represents the organization in negotiations and **works out agreements** and contracts that operate in the best interests of the organization. Such agreements might be **labour contracts, purchasing contracts, or sales contracts**.

Each managerial role is important and must be properly **executed**.

Assignment 3. *Answer the following questions.*

1. What accompanies formal authority given to a manager?
2. What three general categories do management roles fall into?
3. What are the three interpersonal roles that managers perform?
4. How does a manager act being a symbolic representative of the organization?/ dealing with subordinates inside the organization?/ dealing with people outside the organization?
5. What are the three informational roles that managers perform?
6. What activities are involved in the role of monitor?
7. How does a manager act as a disseminator of information?
8. What role does a manager perform when he or she speaks on behalf of the organization?
9. In what way does the role of spokesperson differ from the role of figurehead?
10. What managerial roles fall into the category of decisional roles?
11. How does a manager act being an entrepreneur? / a disturbance handler? / a negotiator?
12. Which of the management roles are of major importance?

Assignment 4. *Translate into English.*

Вітати відвідувачів; підписувати юридичні документи; на регулярній основі; відсилати звіти та записки; проводити зустрічі; прес конференція для засобів масової інформації; схожий; символічний представник; стикатися з неочікуваною кризою; профспілка.

Assignment 5. *Translate into Ukrainian.*

A certain status; to maintain personal contacts; to transmit information; to act on the organization's behalf; questions concerning the organization; it is decisional in nature; to initiate organizational improvement projects; must be properly executed.

Assignment 6. *Match and learn the synonyms. Use any 5 words in sentences of your own.*

A: to play, to initiate, liaison, negotiations, commercial;

B: link, talks, to perform, advertisement, to start.

Assignment 7. *Match and learn the opposites.*

A: similar, insider, expected, conflict, purchasing;

B: agreement, sales, opposite, unexpected, outsider.

Assignment 8. *Choose the proper word to complete the sentences.*

1. The roles of figurehead and spokesperson are (similar/opposite), while the roles of monitor and disseminator are (similar/opposite). 2. People working within the organization are referred to as (insiders/outside). 3. Everyone was shocked by his decision – it was quite (expected/unexpected). 4. Negotiations are aimed at resolving (conflicts/agreements) and reaching (conflicts/agreements). 5. This information is strictly confidential; it is not meant for (insiders/outside). 6. When we are going to buy something for our organization, we sign a (purchasing/sales) contract; when we intend to sell our product we conclude a (purchasing/sales) contract.

Assignment 9. *Use the verbs given below to form nouns denoting people engaged in the corresponding kind of activity, e.g. to manage – manager.*

To allocate, to control, to disseminate, to handle, to initiate, to lead, to monitor, to negotiate, to operate, to organize.

Assignment 10. *Find the corresponding explanation for each word below.*

Figurehead	Person employed to collect information and report on it.
Entrepreneur	Person who takes part in negotiations.
Spokesperson	Person who leads.
Allocator	Person who acts as a symbolic representative.
Handler	Person spreading widely ideas, information, etc.
Monitor	Person who organizes and manages a commercial undertaking.
Negotiator	Person distributing something for a certain purpose.
Leader	Person speaking as a representative of a group.
Disseminator	Person controlling something like behaviour, etc.

Assignment 11. *Insert the proper prepositions.*

1. Monitor is a person responsible ... collecting information which is relevant ... the organization he works 2. Negotiators work ... contracts ... best interest ... their organizations. 3. Who will speak ... behalf ... our company ... the next press conference? 4. If you come ... some useful information in the newspaper, clip it and transmit ... the person it concerns. 5. The manager told his subordinates to focus ... designing a more efficient information system within our organization. 6. You can collect a lot ... information ... your competitors ... monitoring the local press.

Assignment 12. *Reconstruct the word order.*

1. certain roles, a manager, within, organization, his or her, to play, must be prepared. 2. the manager, information, to the appropriate people, as the disseminator, transmits, in the organization. 3. new product ideas, develops, as the entrepreneur, offers, strategies, the manager, and. 4. in negotiations, the organization, represents, as the negotiator, the manager. 5. makes, answers, the manager, at the meetings and press conferences, concerning the organization, being a spokesperson, statements, and, questions. 6. disturbance handler, of any kind, the manager, conflicts, in the role of, resolves.

Assignment 13. *Write down the category into which the following roles fall.*

-the roles that a manager performs when serving as figurehead, leader, or liaison;

-the roles that a manager plays when acting as monitor, disseminator of information, or spokesperson;

-the roles that a manager takes when making decisions while acting as entrepreneur, disturbance handler, resource allocator, or negotiator.

Assignment 14. *Make up questions for the words underlined.*

1. The manager monitors the environment for the information concerning his organization. 2. She deals with these customers on regular basis. 3. Last month we held the meeting with our shareholders to inform them of our plans. 4. He ought to forward this information to the R&D department. 5. They must resolve this conflict immediately. 6. Being a negotiator you should operate in the best interests of your organization.

Assignment 15. *Choose the proper words to complete the sentences.*

labour contract, disturbance handler, formal authority, conflicts, on behalf of, relevant, to monitor, representative, liaison

1. Managers are given some ... by their organization. 2. Your task is ... the environment for information ... to our firm. 3. At the conference he spoke ... our company and produced a very favourable impression on the public. 4. We can use her as ... with our local partners, she has a well-established reputation in the local business circles. 5. Due to his good nature and work experience he often serves as

... in resolving ... with customers. 6. She was elected to be a ... of the staff in negotiations concerning our

Assignment 16. *Translate the parts of the sentences in brackets.*

1. (Управлінські ролі відносяться до трьох основних категорій): interpersonal roles, informational roles, decisional roles. 2. In most activities (що стосуються підлеглих), like (підбір персоналу, підготовка, тощо) the manager acts as a leader. 3. When dealing with people outside the organization (на регулярній основі) the manager (виконує роль зв'язку). 4. (Менеджер відслідковує інформацію) that might be relevant to the organization. 5. (Менеджер відсилає звіти та записки) to the appropriate people in the organization. 6. As a resource allocator the manager determines (як слід найкраще розподілити людські та матеріальні ресурси) within the organization.

Grammar point: Expressing Degrees of Certainty (p.)

*Модальні дієслова **must, may, might, cannot (can't)** передають різні ступені впевненості (degrees of certainty) щодо дії, позначеної інфінітивом. Дієслово **must** передає абсолютну впевненість в дії (positive certainty) – **напевно**, тоді як дієслово **cannot (can't)** передає абсолютну впевненість в неможливості дії (negative certainty) – **не може бути**. Дієслово **may** передає припущення (possibility) – **можливо**, а дієслово **might** передає припущення, що межує з сумнівом (weak possibility) – **можливо, хоча сумнівно; навряд чи**. Можна схематично представити ступені впевненості як:

Must (positive certainty) ~ 100% - **напевно**;
May (possibility) > 50% - **можливо**;
Might (weak possibility) < 50% - **навряд чи**;
Can't (negative certainty) ~ 0% - **не може бути**.

Assignment 17. *Use the table to make up all possible sentences; translate them.*

He	must	speak on behalf of the company.
	may	make this statement at the press conference.
	might	return from his business trip on Friday.
	can't	be tired from watching TV commercials.

Assignment 18. *Translate into English.*

1. Вони, напевно, працюють в цій фірмі. 2. Вони, можливо, працюють в цій фірмі. 3. Вони, можливо, і працюють в цій фірмі, хоча навряд чи. 4. Не може бути, що вони працюють в цій фірмі.

*Для висловлення різних ступенів впевненості в дії, що відбудеться в теперішньому чи майбутньому, після модальних дієслів вживається простий інфінітив (Indefinite Infinitive - do); для висловлення різних ступенів впевненості в тривалій дії, що відбувається саме в момент мовлення, вживається тривалий інфінітив (Continuous Infinitive – be doing); для

висловлення різних ступенів впевненості в дії, яка вже відбулась, вживається перфектний інфінітив (Perfect Infinitive – have done). Порівняйте:

The plane **must arrive** at 10. – Літак, **напевно, прибуде** о 10.

The plane **must be arriving** just now. – Літак, **напевно, прибуває** саме зараз.

The plane **must have arrived** already. – Літак, **напевно, вже прибув**.

Assignment 19. Use the table to make up all possible sentences; translate them.

They	must	come in time for the meeting.
	may	be our competitors.
	might	be busy with the project.
	can't	agree to our proposal.

They	must	be holding a meeting with shareholders.
	may	be working on this project.
	might	be negotiating the terms of the sales contract.
	can't	be taking part in the opening ceremony.

They	must	have seen the competitor's commercial.
	may	have forwarded this information to the proper people.
	might	have signed all necessary documents.
	can't	have made this statement at the press conference.

Assignment 20. Match the sentence 1-4 with its meaning a)-d).

1. He must have arrived by now. a) 40% possibility of his arrival.
2. He may have arrived by now. b) 0% possibility of his arrival.
3. He might have arrived by now. c) 100% possibility of his arrival.
4. He can't have arrived by now. d) 80% possibility of his arrival.

Assignment 21. Translate into English.

A.1. Вони, напевно, працюють над цим проектом саме зараз. 2. Вони, можливо, працюють над цим проектом саме зараз. 3. Навряд чи вони працюють над цим проектом саме зараз. 4. Не може бути, що вони працюють над цим проектом саме зараз.

B. 1. Напевно, він вже підписав контракт. 2. Можливо, він вже підписав контракт. 3. Сумнівно, що він вже підписав контракт. 4. Не може бути, що він вже підписав контракт.

Assignment 22. Paraphrase the following sentences using one of the modal verbs **must, may, might** or **can't** + proper form of infinitive.

1. I am sure he is a successful manager. 2. Perhaps they are at the meeting now, but I doubt it. 3. He is probably reading your report. 4. It is likely that they have examined your project. 5. I am certain that he has resolved this conflict. 6. Probably she will initiate a new plan. 7. I refuse to believe that he wrote the report

in time. 8. Maybe we shall take part in the negotiations. 9. I am sure he forgot about the meeting. 10. Perhaps she went home already. 11. I doubt that he is still working. 12. It is impossible that they reached an agreement.

Assignment 23. *Translate into English.*

1. Де мій звіт? – Не знаю. Можливо, секретар вже відправила його. 2. Не може бути, що він ще працює. Вже дуже пізно. 3. В офісі нікого немає. Вона, напевно, вже пішла додому. 4. Цей товар продається дуже добре. Ми, можливо, замовимо більше. 5. Нікуди не йди ввечері. Вона, можливо, подзвонить, хоча навряд чи. 6. Умови контракту дуже хороші. Ми, напевно, підпишемо його. 7. Не може бути, що він вже відіслав цю інформацію. Вона не перевірена. 8. Можливо, він і забув про зустріч, хоча навряд чи.

Problem study.

Assignment 24. *Study the following situations and give your answer. Provide your own examples to illustrate the roles which are not mentioned.*

1. A new supermarket is being opened in your city. As a representative of the company that supplies some products to this supermarket you are invited to attend a ribbon-cutting ceremony. What is your role?

2. You notice that a particular waste by-product can easily be transformed into a new, potentially marketable product. You submit a proposal offering to take charge of the initiative. What role do you take?

3. You have established a good working relationship with a particular banker. Your company needs a loan. You are able to get this loan for your company on short notice without having to go through all formal channels. What role do you perform?

4. As a manager you have 250000 UAH to divide among three departments, each of which has requested 100000 UAH. You will have to decide how to distribute the funds. What role do you play in this case?

5. Your company is going to expand and is planning to build a new plant. The public is worried about the consequence of this construction. You have to explain the possibilities this new plant opens for the city and decide to organize a conference to answer the questions from the public and mass media. What is your role in this situation?

Discussion of the text.

1. Speak about interpersonal management roles. Provide your examples.
2. Speak about informational management roles. Provide your examples.
3. Speak about decisional management roles. Provide your examples.

Unit 8

Text: Management Skills

**Grammar: Modal Verbs: Expressing Requests, Offers and Invitations;
Asking for Permission**

Assignment 1. *Read and learn the following words and word combinations:*

skill – навичка, вміння;
skilled – 1. 1)досвідчений, вмілий, вправний; 2) кваліфікований;
2. такий, що вимагає знань, досвіду, кваліфікації;
verbal and written communication – усне та письмове спілкування;
conceptual vision – концептуальне бачення;
interpersonal skills – вміння ладнати з людьми;
style of leadership – стиль керівництва;
autocratic – диктаторський, автократичний;
laissez faire – такий, що не втручається, дає повну свободу дій;
sensitive – чуйний, уважний;
decisive – рішучий;
to conduct (a meeting) – проводити (збори); syn. **to hold a meeting**;
patrons – клієнтура;
verbal skills – навички усного спілкування;
to express one's thoughts – викладати чийсь думки;
internal – внутрішній; opp. **external** – зовнішній;
memo (memorandum) – записка, повідомлення;
confident – впевнений;
writing skills – навички письмового спілкування;
brief – лаконічний, небагатослівний;
clear – зрозумілий, чіткий;
records – документація, звітні матеріали, дані;
computer skills – навички/ вміння/ користування комп'ютером;
inseparable – невід'ємний;
qualified expert – кваліфікований спеціаліст;
technical skills – спеціальні знання;
expertise – спеціальні знання, досвід;
to acquire – набувати (знання, досвід);
formal education – офіційна освіта;
college degree – диплом про закінчення вищого навчального закладу;
Master of Business Administration (MBA) – магістр з управління бізнесом;
the last but not the least – останній, але не менш вагомий;
conceptual skills – вміння осягнути ідею/концепцію;
to fit into the wider context – пристосовувати до більш широкого середовища, ситуації;
experience – досвід;
efficiency – ефективність, корисність, раціональність;
efficient – корисний, кваліфікований;
effectiveness – ефективність;
effective – ефективний, дієвий;
hallmark – ознака, критерій

Assignment 2. *Read and translate the text.*

Management Skills

Nowadays managers are faced with a variety of challenging and demanding situations. To be able to respond adequately to the situation a manager must possess certain **skills** in such areas as human relations, **verbal and written communication**, modern computer technologies, a specialized functional sphere and general **conceptual vision**.

Human relations or **interpersonal skills** form the basis of a creative atmosphere within the organization and in relations with the customers. Skills that you need to work with other people are nowadays commonly defined as **soft skills**. A manager should be able to work with others both as a member of a group and as a leader. Different **styles of leadership** can be used effectively in different managerial situations. A manager may be **autocratic** but friendly with a new employee, democratic with an experienced employee and **laissez faire** with a trusted, long-term employee who probably knows more about operations than the manager does. A truly successful manager has to be **sensitive** to the needs of the employees and **decisive** when the situation demands it.

Managers **conduct** meetings, make presentations and communicate ideas to others. They must be able to perform this competently with all employees and **patrons** both face to face and on the phone. Thus developing **verbal skills**, i.e. the ability **to express one's thoughts** in front of the others, is a necessity for a successful manager.

Much of what managers want others to do is communicated in the form of letters, telexes, **internal memos**, faxes and electronic mail. A truly **efficient** manager should be **confident** in using all these forms, that is, he or she should develop **writing skills**. In order for a reader to make sense of what has been written it is recommended to follow the 'Golden Rules' that are as easy as ABC: be **accurate**, be **brief**, be **clear**.

Nowadays much business communication involves the use of a computer. Managers often have computer terminals at their desks so they can get internal records and external data of all kinds. Thus developing **computer skills** is an **inseparable** part of a manager's job.

Managers have to be qualified **experts** in their functional spheres, that is, possess the required **technical skills** or **hard skills** as they are often called. A technical skill is the ability to use the special knowledge or **expertise** relating to a method, process or procedure. Technical skills are **acquired** through formal education, appropriate training and job experience. Technical skills are very important for first-line managers. Because they spend much of their time working with operating employees, they must have a good understanding of the work those employees are doing. Most top and middle-level managers have a **college** or **graduate degree**, usually a **Master of Business Administration**, or MBA. The most common areas of technical expertise among top and middle-level managers are marketing, finance, production, law and engineering.

The last but not the least are **conceptual skills** which are based on one's analytical and diagnostic abilities to identify problems and opportunities, gather and

interpret relevant information and make good problem-solving decisions. Conceptual skills enable managers to see the organization as a whole and realize how it **fits into the wider context** of the industry, the community and the world.

A combination of education and **experience** gives a person the technical, interpersonal, and conceptual skills necessary to contribute to the organization's **efficiency** and **effectiveness**. Efficiency means operating in such a way that resources are not wasted. Effectiveness means doing the right things in the right way at the right times. Effectiveness combined with efficiency is the **hallmark** of successful management.

Assignment 3. *Answer the following questions:*

1. What do modern managers need to respond adequately to challenging and demanding situations?
2. What skills form the basis of a creative atmosphere within the organization?
3. How should managers apply different leadership styles?
4. Why does a manager need to be both sensitive and decisive?
5. In what way do managers use verbal skills?
6. What is the ABC of business writing?
8. What forms of written communication are used by managers?
9. How do managers rely on their computer skills in everyday work?
10. In what way do managers acquire technical skills?
11. What are the common areas of technical expertise among top and middle-level managers?
12. What degree do top and middle-level managers usually have?
13. What is the difference between 'effectiveness' and 'efficiency'?
14. How do you understand the terms 'hard' and 'soft' skills?
15. For what do managers need conceptual skills?

Assignment 4. *Translate into Ukrainian.*

A variety of ...; verbal and written communication; functional sphere; to form the basis of ...; a trusted, long-term employee; to communicate ideas; as easy as ABC; internal records; external data of all kinds; qualified expert; the last but not the least; effectiveness combined with efficiency.

Assignment 5. *Translate into English.*

Ситуація, що вимагає уваги та вирішення; адекватно реагувати /відгукнутись; сучасні комп'ютерні технології; творча атмосфера; досвідчений працівник; по-справжньому успішний менеджер; особисто; по телефону; зрозуміти; дотримуватись „золотих правил”; правильний, лаконічний та зрозумілий; невід'ємна частина; усвідомлювати; сфера діяльності; критерій успішного менеджменту.

Assignment 6. *Match the synonyms:*

A: to understand, to possess, to fit into, customer, competent, clear, brief, expertise;

B: to adapt to, patron, understandable, to have, to make sense of something, short, competence, skilled.

Assignment 7. *Paraphrase the following using synonymous words.*

1. Are you *skilled* enough to write telexes? 2. He *has* a talent to deal with the most demanding *customers*. 3. I *rely* on your *competence*. 4. Let's try *to adapt* this idea *to* the general policy of our company. 5. Financial management is the main area of his *expertise*. 6. I cannot *understand* what he tried to express. 7. He gave us a *short* account of his last business trip. 8. She made her idea *clear* to everybody.

Assignment 8. *Match the pairs of opposites:*

A: within, internal, in front of, inseparable, soft, wide, accurate, efficient;

B: behind, hard, inefficient, narrow, outside, inaccurate, external, separable.

Assignment 9. *Choose the proper word (see Assignment 8) to fit into the context:*

1. She always tries to cheer up her employees – she is the most ...person I've ever met. 2. Memos are commonly used as a means of ...communication...the firm. 3. Hang the billboard ...the building so that everybody can see it. 4. The sales have dropped. I consider the work of the sales department to be the most... 5. The development of new technologies is an ... part of our activity. 6. Internet is a source of ...information of all kinds. 7. Our department head is such an ... person; he never responds to our complaints. 8. You cannot fit a computer into this space, it is very ... 9. Her handwriting is so ...that I cannot understand what she has written.

*A **skill** is the ability to do something well, especially because you have learned how to do it and practiced it. Jobs, and the people who do them, can be described as:

highly skilled	skilled	semi-skilled	unskilled
(car designer)	(car production manager)	(taxi driver)	(car cleaner)

Assignment 10. *Are these jobs generally considered to be highly skilled, skilled, semi-skilled or unskilled (each expression is used twice)? Substantiate your point.*

1) teacher	4) office cleaner	7) financial manager
2) brain surgeon	5) airline pilot	8) janitor
3) electrician	6) office clerk	

* You can say that someone can:

be skilled at/in | + **noun** e.g. ~ management, finance, etc.

| + **-ing** e.g. ~ using PCs, communicating with people, etc.

be good at/with + **noun**; e.g. ~ numbers, people, computers;

train as + **noun** (specialized job, profession); e.g.~ an accountant, a banker

train for + **noun** (specialized area of activity); e.g. ~ finance, logistics

Assignment 11. Complete the sentences with the proper word (see above).

1. He is ... with both the employees and the customers. 2. Her friends advised her to ... for business administration if she wants to make a career in business. 3. Pete is going to ... as an accountant as he was always ... with numbers. 4. Margaret is ... at accounting, she prepares all financial statements in the firm.

Assignment 12. Insert the proper preposition (some can be used more than once).

with from in as for at

‘My name is Jean Wilson and I have just started working ... a bank. I graduated ... Edinburgh University last year with a degree ... Business and Management. Now I am going to train ... an accountant. I think I will do well because I am good ... figures and I am skilled ... using computers. I think that training ... a specific job will be more interesting than the general education I got at university.’

Assignment 13. Fill in the gaps with the proper words from the list below:

Graduate degree, to conduct, conceptual, human relations skills, communicating, business letters

1. Top managers spend a lot of time ... with people. 2. ... should be accurate, brief and clear. 3. First-line managers rely on ...when dealing with the staff. 4. He has a ... of a Master of Business Administration. 5.... skills are necessary to understand how to develop your business in the most efficient way. 6. Managers need to have good verbal skills ... staff meetings.

Assignment 14. Match the term with its definition.

Interpersonal skills	The skills a manager needs for defining and understanding situations; includes defining a problem, determining the cause, and identifying ways to reduce it.
Technical skills	The skills a manager needs for thinking in the abstract, such as seeing relationships between forces, understanding how a variety of factors are interrelated, and taking a global perspective of the organization and its environment.
Diagnostic skills	The skills a manager needs to work well with other people, including the ability to understand someone else’s position, to present one’s own position, to compromise, and to deal effectively with conflict.
Conceptual skills	The skills a manager needs to perform specialized tasks within a particular type of organization, such as medical, financial, and engineering.

Assignment 15. Insert the prepositions.

by within at with in of through among on
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1. Technical skills are acquired ... formal education, appropriate training, and job experience. 2. He managed to establish a creative atmosphere both ... the firm and ... relations ... our patrons. 3. Always express your idea clearly so that everyone can make sense ... it. 4. It is sometimes difficult to explain your idea ... the phone. 5. The most common graduate degree ... top and middle-level managers is the MBA degree. 6. This plan was proposed ... the right people ... the right time.

Assignment 16. *Agree to, correct or contradict the following statements.*

1. Conceptual skills are equally important for managers at all levels.
2. The best manager is the one that applies a laissez faire style in his relations with the subordinates.
3. Top managers must have appropriate technical training to understand what operating employees are doing.
4. Writing skills are rarely used by first-line managers.
5. Good relations among the employees depend on the effective use of different styles of leadership.

Grammar point: expressing requests, offers and invitations; asking for permission

* Для висловлення **прохання (to express a request)** використовуються модальні дієслова **can, could, will, would** та фрази **would you mind, would you be so kind as (to)**. Найбільш вживаним є дієслово **could**. Прохання передається у формі загального запитання, тобто прохання починається з модального дієслова. Слід пам'ятати, що ввічливість (**politeness**), з якою ми звертаємося до особи, яку просимо виконати щось, залежить від вибору модального дієслова. Модальні дієслова відрізняються за ступенем ввічливості (**degree of politeness**) наступним чином:

менш ввічлива форма 1. Can you post this letter?

- | | |
|--|---------------------------------------|
| | 2. Will you wait for me for a minute? |
| | 3. Would you check these numbers? |
| | 4. Would you mind repeating that? |
| | 5. Could you answer this letter? |

більш ввічлива форма 6. Would you be so kind as to speak louder?

У відповідь на прохання ви можете :

а) погодитись (**agree to request**), вживаючи фрази **Sure, no problem / Yes, certainly/ Yes, of course** і повторюючи модальне дієслово у відповіді, напр., **Will you wait for me? - Yes, certainly I will.**

б) відмовити (**refuse a request**), вживаючи фрази **I'm sorry but that's not possible/ Actually, it's a bit inconvenient right now**, щоб пом'якшити відмову, напр., **Could you help me with these reports? – Actually, it's a bit inconvenient right now. I'm very busy checking some urgent information.**

Фраза **would you mind + -ing** форма основного дієслова означає 'is it a problem for you?' Тому, якщо ви а) погоджуєтесь виконати прохання, відповідь буде **No, of course not**, а якщо б) відмовляєтесь, вживаєте фрази **Well/ Actually/ To be honest** і вказуєте на причину відмови, напр., **Would you**

mind asking him to come on Tuesday? – a) No, of course not. I'll be very glad to see him. b) To be honest, I'll be very busy that day. Let's make it Wednesday.

Assignment 17. Rank the following requests from less polite to more polite. Agree to and refuse each request, providing your reasons.

1. Would you examine this document? 2. Could you explain to me how to do this? 3. Would you be so kind as to show me the way to the head office? 4. Will you send this memo to the financial department? 5. Would you mind looking through this information? 6. Can you conduct tomorrow's meeting for me?

Assignment 18. Transform the following orders into polite requests.

1. Show me the letter addressed to our customers in Lviv. 2. Tell everybody to come tomorrow at 8.45. 3. Write down this information – it's very important. 4. Call the head of the operating department, it's urgent. 5. Ask the staff to submit their proposals concerning the training courses. 6. Let me know when the director arrives. 7. Find out who is responsible for this mistake. 8. Show me the latest information on sales.

*Для того, щоб запропонувати допомогу (**offering help**) вживаються модальні дієслова **Can I...? Shall I...?** та фраза **Would you like me +to (infinitive)...?**

Напр., **Can I/ Shall I/ Would you like me to** make a copy for you?

Якщо ми пропонуємо щось (**offering things**), вживаємо фразу **Would you like + noun**, напр., **Would you like** some mineral water? **Would you like** tea or coffee?

Запрошення щось зробити разом (**inviting people to do something with you**) висловлюється фразою **Would you like + to (infinitive)...?** Напр., **Would you like to see** our new laboratory? **Would you like to come and stay** with us in London?

Погоджуючись на пропозицію чи запрошення, говоримо **Yes, please. Thank you very much/ That would be great, thank you/ That's very kind of you.**

Відхиляючи пропозицію, вживаємо фрази **No, it's all right, thanks/ That's very kind of you, but I can manage.** Відхиляючи запрошення, говоримо **I'd love to, but.../I'm sorry, but...** та пояснюємо причину відмови.

Assignment 19. Match the forms 1-3 with the uses a)-c).

- | | |
|------------------------------|--------------------------------------|
| 1. Would you like a/some...? | a) offering help |
| 2. Would you like to...? | b) offering things |
| 3. Would you like me to ...? | c) inviting somebody to do something |

Assignment 20. Translate into English.

1. Ще кави? – Дякую, з задоволенням. 2. Чи не бажаєте подивитись наш новий каталог? – Дякую, але я його вже бачив. 3. Показати вам наш новий офіс? – Так, це було б чудово. 4. Підемо в кіно завтра? – Залюбки. 5. Принести

вам копію контракту? - Це було б дуже люб'язно з вашого боку. 6. Чи не хотіли б ви відвідати торгівельну виставку? – Дякую, це було б чудово.

* Для висловлення **прохання дозволити** щось зробити (**asking for permission**) використовуються модальні дієслова **can, could, may**, напр., **Can/Could/May I leave now?** Відповідь, що надає **дозвіл (giving permission)**, містить фразу, що виражає згоду та відповідне модальне дієслово (у відповіді на прохання з **could** вживається **can**). Заперечні форми **cannot, may not** передають **відмову** надати дозвіл (**refusing permission**); фрази **I'm afraid/ To my regret/ Unfortunately** вживаються для пом'якшення відмови, напр.,
Can/Could I speak to you on this problem? – Yes, certainly you **can**.
May I use your phone? – I'm afraid, you **may not**. I'm expecting a call.

Assignment 21. *Translate into English using can, could, may.*

1. Можна взяти цю книгу? – Звичайно. Я її вже переглянув. 2. Можна відкрити вікно? – Боюсь, що ні. Назовні дуже шумно і ми не зможемо почути лекцію. 3. Можна поговорити з менеджером? – Так, він чекає на вас. 4. Можна скористатись вашим комп'ютером? – Нажаль, ні. Саме зараз я надсилаю важливе повідомлення у всі відділи. 5. Можна побачити ваш диплом? – Будь ласка. Я маю ступінь магістра з адміністрування бізнесу.

Assignment 22. *Match the situations 1-5 with the questions a)-e).*

- | | |
|---------------------------|--|
| 1. Making a request. | a) Would you like me to fax this document? |
| 2. Asking for permission. | b) Would you like to see this document? |
| 3. Offering help. | c) Could you fax this document tonight? |
| 4. Offering something. | d) Could I fax this document tonight? |
| 5. Inviting somebody. | e) Would you like some more tea? |

Assignment 23. *Match the situations 1-6 with replies a) – f).*

- | | |
|--------------------------------|---|
| 1. Agreeing to request. | a) No, it's all right, I can manage. |
| 2. Refusing a request. | b) No, I'm afraid, you may not. |
| 3. Giving permission. | c) That's very kind of you, thank you. |
| 4. Refusing permission. | d) Yes, certainly you can. |
| 5. Accepting an offer of help. | e) Actually, I'm very busy at the moment. |
| 6. Refusing an offer of help. | f) Sure, no problem. |

Case study.

Assignment 24. *Read the following conversation. What would you say about the problem discussed? Do you feel that graduates have some problems with employment caused by the lack of experience? When is it the right time to start developing skills necessary to become a good manager?*

Margaret: The trouble with graduates, people who've just left university, is that their paper qualifications are good, but they have no work experience. They just don't know how business works.

Nil: I disagree. Education should teach people how to think, not prepare them for a particular job. One of last year's recruits had graduated from Oxford in philosophy and she's doing very well!

Margaret: Philosophy is an interesting subject, but for our company training for a specific job is more useful.

Nil: Yes, but we don't just need good specialists. We also need good managers, whom we can develop through in-house training courses within the company. You know we have put a lot of money into management development and management training because they are very important. You need to have some management experience for that. It's not the sort of thing you can learn when you are 20!

Discussion of the text

1. Speak about the soft skills that every efficient manager must develop.
2. Speak about the hard skills every efficient manager must be good at.
3. Speak about the importance of education and work experience in becoming an effective manager.
4. Speak about the application of particular management skills at each level of management.

Unit 9

Text: Managerial Ethics

Grammar: Modal Verbs + Perfect Infinitive;

Modal Verbs in Reported Speech

Assignment 1. *Read and learn the following words*

ethics (sing.) – етика, вчення про мораль, теорія моральності;

ethic (pl. ethics) – прийнята норма поведінки, правило порядності;

code – кодекс, збір законів;

morals – правила/ норми моральної поведінки;

ethical – етичний, моральний;

standard – стандарт, норма, принцип;

managerial ethics – правила/норми поведінки менеджерів;

context – контекст; ситуація, середовище, оточення;

issue – спірне питання; предмет суперечності/розбіжності;

dilemma – дилема, необхідність вибору;

to treat – ставитись (до), поводитись (з);

critical point – визначальна суть, основне;

vis-à-vis – віч-на-віч;

secrecy – секретність, вміння зберігати таємницю;

espionage – шпіонаж;

conduct – поведінка; opp. **misconduct** – 1) погана поведінка; 2) посадовий злочин;

social responsibility – суспільна відповідальність;

corporate – корпоративний; такий, що притаманний корпорації; від

corporation – товариство, спілка, група людей, об'єднаних спільними професійними інтересами;

beneficial – вигідний, корисний;
to enhance – посилювати, підносити (напр., якість);
consumerism – захист прав споживача;
community – громада, спільнота;
minority – меншість; меншина (національна);
disadvantaged people – люди з вадами, інваліди;
accountability – підзвітність, відповідальність;
transparency – прозорість;
to hide (hid, hidden) – ховати(ся).

Assignment 2. *Read and translate the text.*

Managerial ethics

By definition **ethics** is the system or **code** of **morals** of a particular person, religion, group, profession, etc. In other words ethics sets **standards** for a person or group as to what is good or bad or right or wrong in one's behaviour.

Ethics are one of the most important factors of a manager's behaviour. **Managerial ethics** are standards and principles that guide the actions and decisions of managers and determine if the actions and decisions are "good or bad" or "right or wrong" in a moral sense.

Management activities occur within an **ethical context**. Every time a manager is faced with two or more conflicting ethical **issues** he faces what is called an ethical **dilemma** that requires an ethical decision. The most common ethical contexts are: 1) relationship of the firm to the employee; 2) relationship of the employee to the firm; 3) relationship of the firm to the environment.

The relationship of the firm to the employee involves the ways in which the organization chooses **to treat** its employees in different situations (organizational ethical context). In such areas as hiring and firing, wages and working conditions, and private lives of employees, managers must take careful ethical decisions.

In the relationship of the employee to the firm the **critical point** is how the individual behaves **vis-à-vis** the organization (personal ethics). Examples of ethical dilemmas include conflicts of interests, **secrecy** and **espionage**, stealing or any other form of **misconduct**.

Ethical dilemmas often arise in the relationship of the firm to the environment (environmental context). Ethical issues are involved in relations of the organization with customers, competitors, stockholders, suppliers, labour unions, the **community** and surrounding environment.

Ethical managerial behaviour is the standard for behavior at the individual level in a company. When we consider the organizational level, we speak of **social responsibility**. Companies want to be seen as good **corporate** citizens, with activities that are **beneficial** for the community and society as a whole. Social responsibility refers to the obligations of the organization to protect and/or **enhance** the society in which it functions. Areas of social responsibility include ecology and environmental quality, **consumerism**, community needs, government relations,

minorities and **disadvantaged people**, labour relations, stockholder relations, and economic activities.

Ethical corporate behaviour includes **accountability** – the idea that organizations are completely responsible for what they do and that people should be able to expect them to explain their actions. **Transparency** is explaining this behaviour in a way that can be understood by outsiders, and not trying to **hide** anything.

Companies have long had codes of ethics and codes of **conduct** saying how their managers and employees should behave. Now many organizations are employing executives to oversee the whole area of corporate social responsibility.

Assignment 3. *Translate the following questions.*

1. What is 'ethics' by definition?
2. What standards does ethics set for a person or group?
3. Why are ethics one of the most important factors of a manager's behaviour?
4. What are the three most common ethical contexts in which management activities occur?
5. How do managerial ethics differ from social responsibility?
6. What are the areas of corporate social responsibility?
7. What are the critical elements of ethical corporate behaviour?
8. Why do organizations establish codes of ethics?
9. What facts prove that organizations have started to pay more attention to social responsibility?

Assignment 4. *Group the words according to the stress pattern:*

●- stressed syllable, ○- unstressed syllable.

Phenomenon, managerial, espionage, disadvantage, transparency, enhance, misconduct, beneficial.

●○●:

○●:

Assignment 5. *Translate into English. Give the sentences in which they are used in the text.*

Закони моралі; керувати діями та рішеннями; будь-який прояв поганої поведінки; оточуюче середовище; явище, що стосується рівня окремої особи; діяльність, корисна для громади та суспільства в цілому.

Assignment 6. *Translate into Ukrainian. Give the sentences in which they are used in the text.*

To set standards; in a moral sense; to occur within an ethical context; conflicting ethical issues; conflict of interests; environmental context; good corporate citizens; code of conduct; to enhance the society.

Assignment 7. *Match the synonyms. Use any 5 words in sentences of your own.*

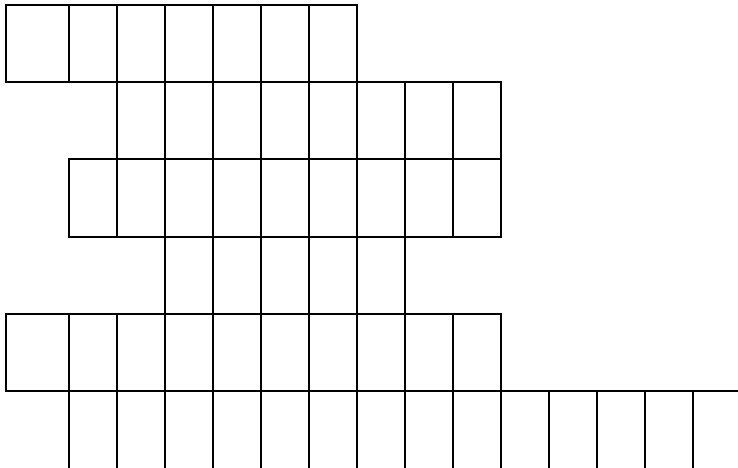
A: beneficial, conduct, conflict, critical, ethics, issue, treat, vis-à-vis;

B: deal with, morals, face-to-face, useful, decisive, dispute, disagreement, behaviour.

Assignment 8. Find the opposites in the text.

Conduct, unethical, immoral, majority, corporate, secrecy, social, agreement, insiders.

Assignment 9. Complete the puzzle using the information below.



1. Situation in which one has to choose between two things, two courses of action, etc.
2. Something used as a test or measure for weights, lengths, qualities or for the required degree of excellence.
3. Manners (good or bad), treatment shown towards others.
4. Question that arises for discussion.
5. Improper behaviour.
6. Duty, obligation, accountability.
7. Science of morals (vertical column).

Assignment 10. Restore the word order.

1. ethical, occur, management, within, context, activities. 2. managerial, at, level, individual, the, behaviour, ethical, occurs. 3. applies, the, organizational, social, level, responsibility, to. 4. for, group, ethics, a person, or, moral, sets, standards.

Assignment 11. Insert the proper prepositions.

1. Organizations are completely responsible ... what they do. 2. Management activities occur ... an ethical context. 3. A company's activities should be beneficial ... the community ... which it functions. 4. When we speak ... social responsibility we consider the level ... the organization. 5. Ethical issues are involved ... relations ... the organization ... its customers.

Assignment 12. Match the ethical issue (1-10) with an example (a-j).

1. Workers' rights.	a) Agreeing to set high prices with a competitor.
2. Animal rights.	b) Not giving a job to someone because they are of different ethnic origin.
3. Corruption.	c) Marketing a dangerous product.
4. Computer data protection.	d) Secretly giving money to a business partner to get a favour from him/her.
5. Codes of conduct.	e) Putting dangerous chemicals into the river.
6. Company 'perks'.	f) Testing products on rabbits.
7. Consumer safety.	g) Making staff work very long hours.
8. Discrimination.	h) Stealing secrets from a computer network.
9. Environmental protection.	i) Giving <i>some</i> employees special benefits.
10. Operating a cartel.	j) Getting drunk at lunchtime.

Assignment 13. *Read the extract from a company handbook. Answer the questions written below.*

It is Shell's corporate policy to promote a management style of direct involvement of employees in decisions affecting their jobs. Staff are encouraged to discuss the objectives of the unit in which they work before these are finally established. Through the staff reporting system, staff are also encouraged to take part in setting their work targets for the coming year, to identify their own training needs and to develop their own ambitions so that these may be taken into account in career planning. This approach is the core of the Shell' corporate employee relations philosophy.

1. What managerial style characterizes the relations of the company to the staff?
2. What system is this style based on? How does it work?
3. How do companies find out which employees may be promoted or could benefit from further training?

Assignment 14. *Translate the words in brackets to complete the sentences.*

1. (Люди керуються етичними нормами поведінки) both in their everyday lives and at their workplace. 2. Equal opportunities policy (означає, що працівників наймають на роботу) regardless of their gender or race. 3. (Підзвітність та прозорість – важливі компоненти) of companies' social responsibility. 4. (Організації несуть суспільну відповідальність перед громадами) in which they work. 5. Many companies (розробляють власні кодекси етичної поведінки). 6. (Управлінська етика визначає поведінку менеджерів у стосунках з) the firm, the staff and the environment.

Grammar: Modal Verbs + Perfect Infinitive. Modal Verbs in Reported Speech.

* Вживання перфектного інфінітива **have + past participle** після модальних дієслів **could, might, should, would, ought to, needn't** характеризує дію як таку, що не відбулась.

Could + have + past participle та **might + have + past participle** описують **нереалізовану можливість у минулому (unrealized ability in the past)** – коли хтось міг щось зробити, але не зробив, або коли щось було можливим, але не відбулось. Напр., **We could have sent** them the order, but we decided not to hurry. The company **might have informed** the public about the accident at the press conference, but they didn't use this opportunity.

Should /would /ought to + have + past participle описують **події, що очікувались, але не відбулись (situations that were possible, but did not happen)**. Напр., **I should/would/ought to have phoned** our customers this morning, but I forgot.

Ці ж граматичні структури вживаються для висловлення **докору або критики (reproach or criticism)** за те, що щось не було зроблено див. також Unit 6)

Напр., **You could/might/should/ought to have warned** us that you were going to leave the company.

Needn't + have + past participle вживається для опису **дій, які відбулись, але були непотрібні (situations that happened but were not necessary)**. Напр., **I needn't have come** – the conflict was settled without me.

Assignment 15. Rewrite each sentence using the words in brackets and the correct form of the infinitive. State which of them express 1) unrealized ability, 2) possible situations that didn't happen, 3) reproach.

E.g. To my regret I missed the discussion of the new project. - /I /ought to/ be present/ at the discussion of the new project. - I ought to have been present at the discussion of the new project.

1. You made a lot of mistakes in your calculations. - /You/ should/ be/ more attentive in your calculations. 2. They did not explain why this information was erased. - /They/ could/ explain/ why this information was erased. 3. We did not receive their letter in due time. - /They/ might/ send/ us this letter in due time. 4. The company did not assume responsibility for water pollution. - /The company/ ought to /assume/ responsibility for water pollution. 5. The union representative did not discuss the labour contract in detail. - /The union representative/ could/ discuss/ the labour contract in detail. 6. The management did not involve the staff in the discussion of the plans for the coming year. - /The management/ should/ involve/ the staff in the discussion of the plans for the coming years. 7. The community did not know about the reconstruction of this site. - /They /ought to/ tell/ the community/ about the reconstruction of this site. 8. Why didn't Tom apply for this job? - /Tom/ could/ get/ this job/ but he didn't even apply for it. 9. He decided not to raise this problem at the staff meeting. – He /might/ raise/ this problem at the staff meeting but he decided not to. 10. She did not behave in that situation according to the company's code of conduct. - /She/ should/ behave/ in that situation according to the company's code of conduct.

Assignment 16. *Read each sentence. Express the idea of 'unnecessary action' in a sentence with needn't + perfect infinitive.*

E.g. They cancelled the meeting but everybody came. - They needn't have cancelled the meeting.

1. She copied these documents but this was not necessary. 2. He sent them this information but they already had it. 3. Jim argued with the boss, but he did not know that the conflict had already been settled. 4. They accused him of misconduct, but he was not the one who had done this. 5. He translated the contract into Ukrainian, but he did not know that we had already received it both in English and Ukrainian. 6. The PR department organized the press conference, but everything had already been published in the local newspapers.

Assignment 17. *Translate into English.*

1. Не варто було нам спішити – збори відмінили. 2. Ти міг би сказати про це ще вранці. 3. Ми могли допомогти йому, але вирішили, що він мусить зробити це сам. 4. Я міг доповісти про цей конфлікт, але передумав. 5. Не слід було сперечатись, це лише ускладнило ситуацію. 6. Я не можу зрозуміти її поведінку. Вона могла скористатись моментом і попросити підвищення. 7. Їй не потрібно було збирати цю інформацію.

* Модальні дієслова **must, could, would, should, might, ought to, needn't** не змінюються у непрямій мові після дієслів у минулому часі. Напр., The manager said, "It would be nice if we **could see** you again". – The manager said that it would be nice if they **could see** us again.

У непрямій мові після дієслів у минулому часі модальне дієслово **can** замінюється на **could**, а модальне дієслово **may** на **might**. Напр.,

Can you help me? – What did you say? – I asked if you **could** help me.

You **may** have a look at these documents. – He said that we **might** have a look at those documents.

Assignment 18. *Rewrite this dialogue in Reported Speech.*

Tony: Hello, Steve. Would you sit down? Could I have your views on the idea of a code of conduct for our company?

Steve: Sure, no problem. In my opinion we must formulate our credo very clearly. The staff and the public should get the message that all our activities are transparent and beneficial for the community.

Tony: I cannot but agree with you. Well, what would you propose?

Steve: I think, we must focus on several areas of responsibility, say, our responsibility to our employees, to our customers, suppliers and distributors, and to the community.

Tony: Let me see if we haven't missed anything. Oh, yes, the stockholders. We must state our obligations to the stockholders. They need know that we are completely accountable to them for all our actions. By the way, Steve, would you like to head the project?

Steve: Well, it sounds rather interesting. It might be a useful experience. But I'll need somebody to consult with.

Tony: That shouldn't be a problem. When do you think you'll be able to show me the draft?

Steve: In about a week, maybe.

Tony: Right, that's settled. See you next Wednesday, then.

Problem study.

Assignment 19. *Make a list of five ways in which you feel it is ethical for students to behave. Then list five that you feel are unethical. What are the strongest influences on your feelings about what is ethical and unethical student behaviour?*

Assignment 20. *Select one area of social responsibility and try to obtain from published sources examples of companies that are exemplars in that area. Get ready to speak about them.*

Discussion of the text.

1. Speak about managerial ethics at the individual level.
2. Speak about business social responsibility and its areas.

Module 4.

Planning

Unit 10.

Text: Planning in Organizations

Grammar: Forms of Infinitive

Assignment 1. *Read and learn the following words.*

to stem – бути результатом;

to be concerned with – бути пов'язаним;

exposition – виклад;

to intend – мати намір;

to attain – досягати;

to put to use – втілювати в життя; **syn.: to implement;**

to draw up – складати;

accessible – доступний;

reliable – надійний;

collaboration – співпраця;

execution – виконання;

sequence – ряд, послідовність;

vis-à-vis – порівняно з;

scenario – план дій;

to bridge the gap – долати відстань/нівелювати різницю;

to generate – розробляти;

time horizon – часовий період;

short-range – короткостроковий;

long-range – довгостроковий;

medium-range – середньостроковий;

frequency – частота;

to commit resources – розподіляти ресурси;

schedule – графік, план (роботи);

time frame – часові рамки;
standing-use plan – план багаторазового використання;
policy – стратегія, курс;
guideline – вказівка;
means-end capacity – можливість передбачати результат дій;
day-to-day – щоденний.

Assignment 2. *Read and translate the following text.*

Planning in Organizations

Planning is the fundamental function of management from which the other three functions of organizing, leading and controlling **stem**. It is **concerned with** the future impact of today's decisions.

A plan is an **exposition** of the **intended** means to accomplish a desired objective. It is common for less formal plans to be created as abstract ideas, and remain in that form as they are maintained and resources are **put to use**. More formal plans used for business purposes are likely to be written and stored in a form that is **accessible** to many people at various times and locations. This allows for more **reliable collaboration** in the **execution** of the plan.

Planning is a management function concerned with selecting goals for future organizational performance and deciding on the tasks and resources to be used in order to **attain** those goals. Planning can be thought of as a **sequence** of steps. The first step is to define the objectives; the second one is to evaluate current status **vis-à-vis** the desired future state and the mission. **To generate** future **scenarios** to **bridge that gap** is the third step. Then, as the next step, a manager should identify and choose among alternative courses of action. During the final step a manager implements the plan. True implementation also includes evaluation of results to ensure accomplishment of objectives.

Managers are involved with plans that vary in terms of **time horizon**: **short-range** plans (cover one year or less), intermediate or **medium-range** plans (cover one to five years), and **long-range** plans (cover five years or more).

Plans also differ according to **frequency** of use. A single-use plan is designed to be used only once to meet the needs of a unique situation. Examples of this type are budgets that **commit resources** to projects and **schedules** that tie activities to specific **time frames** or targets. A **standing-use plan**, on the other hand, is created to be used more than once. This type is represented by **policies**, which present broad **guidelines** in order to make decisions and take actions; and by rules that precisely describe what actions are to be taken in specific situations.

Planning is undertaken by managers at all levels in the organizational hierarchy. Top level managers engage chiefly in long-range planning, while short-range planning is based on the combined efforts of middle and supervisory management. The potential benefits of planning are numerous: opportunities for greater **means-end capacity**, improved performance, and a foundation for stability in **day-to-day** operations.

Assignment 3. Answer the following questions.

1. What is a plan?
2. How can planning be defined?
3. How many steps are there in the process of planning?
4. What does each step include?
5. What are the types of plans according to time horizon?
6. What kind of plan is a budget?
7. Is a schedule a single-use plan?
8. What is the difference between single-use and standing-use plans?
9. Can you give examples of standing-use plans?
10. What level of management is responsible for planning?
11. Do you know the benefits of planning?

Assignment 4. Give Ukrainian equivalents of the following words and word combinations:

to stem, impact, multiple, intended, to accomplish, abstract idea, to maintain, collaboration, to select objectives, to attain, current status, to generate, to identify, in terms of, unique situation, to commit, time frame, on the other hand, organizational hierarchy, improved performance, day-to-day operations

Assignment 5. Give English equivalents of the following words and word combinations:

мета, зберігати, послідовність кроків, оцінити поточний стан, поточна спроможність, долати різницю, майбутній план дій, обирати з/серед, втілювати, забезпечувати, часовий період, частота використання, задовольняти потреби, бюджет, план/графік, політика, перевага, вказівка, можливість передбачити результат, стабільність

Assignment 6. Match the synonyms.

select, policy, objective, agenda, to execute, status
state, target, to put to use, guideline, scenario, choose

Assignment 7. Find antonyms to these words in the text and make up sentences with each pair.

fortuitous ordinary to keep literal\exact
roughly\approximately

Assignment 8. Combine verbs with proper nouns and make up sentences with phrases.

to set	(an) objective
to attain	
to make	(a) plan
to commit	
to implement	resources
to utilize	

Assignment 9. *Fill in missing word combinations:*

- | | | |
|----|------------|-------------|
| 1. | continuous | improvement |
| 2. | means-end | capacity |
| 3. | day-to-day | operations |
| 4. | time | frames |
| 5. | long-range | plans |
| 6. | future | scenarios |

1. We regularly upgrade our products because we believe in 2. Our ... include becoming a multinational corporation with branches in all European countries. 3. ... for this project are rather strict, that is why we must work according to schedule. 4. Due to careful planning and checking our team is characterized by great 5. All managers gathered together to elaborate ... for getting the firm out of the crisis. 6. For high performance employees need stability in their

Assignment 10. *Fill in the crossword and study definitions:*

1. A systematic plan for the expenditure of a usually fixed resource, such as money, during a given period.
2. A set of established forms or methods for conducting the affairs of an organized body such as a business, club, or government for a long time/in general
3. A list of a project's elements with intended start and finish dates
4. A plan or course of action, as of a government, political party, or business, intended to influence and determine decisions, actions, and other matters
5. An outline or model of an expected or supposed sequence of events

1							
2							
3							
4							
5							

Assignment 11. *Choose correct word to complete the sentences:*

1. intend intention intended
2. implement implementation implemented
3. evaluate evaluation evaluated
4. perform performanceperformed
5. commitcommitmentcommitted

1. The Government ... (5) billions of pounds for ... (2) of a retraining programme. 2. To introduce a new product was not our ... (1) target. 3. ... (4) of our employees is rather high, it can be ... (3) through quality and quantity of goods. 4. He ... (1) to present a budget for the next year at the end of the month. 5. ... (5) of resources is ... (4) by a CEO. 6. ... (2) of our plan will bring us to the ... (3) of our former agenda.

Assignment 12. Translate into English:

1. Однією з функцій менеджменту є планування, яке включає послідовність п'яти кроків. 2. Планування – це встановлення цілей для подальшої діяльності організації та вирішення того, як розподілити ресурси. 3. Різниця між поточним та бажаним в майбутньому станом справ оцінюється на другому етапі. 4. Для того, щоб план був доступним тільки працівникам підприємства, потрібно записати і зберегти інформацію надійним шляхом. 5. План багаторазового використання представляє чіткі вказівки щодо дій в кризових ситуаціях. 6. Можливість передбачити результат ваших дій дасть вам змогу вірно розподілити час, людські та виробничі ресурси. 7. Потенційні переваги короткострокових планів – це можливість постійно контролювати результати і приймати нові рішення в разі потреби. 8. Стратегія нашого підприємства описана у деталях. 9. Інколи втілити план в життя важче ніж розробити його. 10. Менеджери всіх рівнів залучені до процесу планування.

Grammar: Infinitive (p.)

***Інфінітив (Infinitive)** – це частина мови, яка лише називає дію, не вказуючи на особу, яка виконує цю дію; ось чому інфінітив відносять до **безособових форм дієслова**. Порівняйте:

He **plans** a reorganization of the company (**plans** – 3-я особа однини, Present Indefinite, active voice).

To plan is an important management function (**to plan** – Indefinite Infinitive, active voice)

Ознакою інфінітива є частка **to: to plan, to organize**, хоча в деяких випадках, як от після модальних дієслів, інфінітив вживається без частки **to: must plan, could organize**.

Інфінітив має властивості як дієслова, так і іменника. Як дієслівна форма інфінітив може бути простим (Indefinite), тривалим (Continuous), перфектним (Perfect) та перфектно-тривалим (Perfect Continuous), а також мати форму активного чи пасивного стану (Active or Passive).

e.g. To write (Indefinite Active) – **to be writing** (Continuous Active)

to write (Indefinite Active) – **to be written** (Indefinite Passive)

Подібно до дієслова інфінітив перехідних дієслів може мати *прямий додаток* і вживатись з *прислівником*:

e.g. It is important to check (what?) *the results* (how often?) *regularly*.

В реченні інфінітив **виконує всі функції**, що властиві **іменнику**.

Assignment 13. *Supply all other forms of the given infinitives. Translate the phrases below.*

To make, to plan, to improve, to implement, to evaluate, to study.

Швидко прийняти рішення, правильно планувати діяльність, постійно вдосконалювати методи, регулярно вивчати графік роботи, повільно втілювати плани, чітко оцінювати ситуацію.

Assignment 14. *Transform the predicates in the following sentences into corresponding infinitive forms; define them.*

e.g. He **has been looking through** the papers. – **to have been looking through** (perfect continuous, active)

1. The desired objective is accomplished. 2. Managers plan, organize, lead and control. 3. James had finished his essay only by 11 p.m. 4. The date of the conference was fixed previously. 5. They have been informed about the plans of top management. 6. She will be writing a report all day tomorrow. 7. The budget is prepared by our financial managers. 8. She has been typing a document for the last fifteen minutes.

* В реченні форми інфінітива вказують не на час виконання дії, позначеної інфінітивом, а на її часове співвідношення з присудком: одночасні ці дії чи одна передуює іншій(далі по тексті).

The Indefinite Infinitive (неозначений інфінітив) означає дію, яка є одночасною або майбутньою по відношенню до присудка:

I am/was/shall be glad to meet you.

I hope/hoped to see you at our conference next year.

The Continuous Infinitive (тривалий інфінітив) означає дію, що триває одночасно з дією позначеною присудком:

He must be discussing the question at the moment.

The Perfect Infinitive (перфектний інфінітив) означає дію, яка є минулою по відношенню до присудка:

I am/was glad to have met you.

The Perfect Continuous Infinitive (перфектно-тривалий інфінітив) означає дію, яка тривала певний час перед дією позначеною присудком:

He looks tired. He seems to have been preparing his speech all night.

The Active Infinitive (активний) позначає дію, яку виконував чи виконує об'єкт, до якого відноситься цей інфінітив; **the Passive Infinitive** (пасивний) позначає дію, що виконувалась чи виконується над об'єктом, до якого відноситься інфінітив.

Assignment 15. *Fill in the correct form of the infinitives and translate into Ukrainian (pay attention to the usage of particle “to”):*

The Indefinite Infinitive – The Continuous Infinitive

1. I decided ... law. I am glad ... law this term. (to study, to be studying) 2. Its nice ... here with you with a cup of coffee. I hope ... near you at our conference next year. (to sit, to be sitting) 3. I'd really like ... in a nice cool pool right now.

Would you like ... in the river this evening? (to swim, to be swimming) 4. The manager must ... the report to get ready for the conference. Actually he must still ... it. (to read, be reading) 5. When my colleague came in I pretended He agreed ... all our suggestions. (to read, to be reading)

The Indefinite Infinitive – The Perfect Infinitive

1. I am really glad ... with you. I am really glad ... with you when I was in a tight corner. (to work, to have worked) 2. You ought ... accomplishment of objectives as it is presupposed by your responsibilities. You ought ... accomplishment of objectives when the manager required that. (to ensure, to have ensured) 3. Mr. Brobery was pleased to your advise because it helped him a lot. Mr. Brobery was pleased to your advise because he hoped it would help him. (to take, to have taken) 4. He is well known ... a budget quicker than any one else. He is known to ... a budget before any one else did. (to draw up, to have drawn up) 5. Why did he arrive so early today? – He might not ... his presentation last night. He might ... it right now. He might ... it today. (to finish, to be finishing, to have finished)

The Perfect Infinitive – The Perfect Continuous Infinitive

1. He looks tired. He seems ... his speech all night. He is quite calm, he seems ... his speech after all. (to have prepared, to have been preparing) 2. We seemed ... measures to avert the disastrous bankruptcy for two months already. We seemed ... enough measures to avert the disastrous bankruptcy. (to have taken, to have been taking)

The Active Infinitive – The Passive Infinitive

1. I expect ... the current status of our business. I want ... by my bosses based on my performance alone. (to evaluate, to be evaluated) 2. I want ... into this project elaboration badly. I wonder who ... in drawing up the budget. (to involve, to be involved) 3. He seems ... the whole city. Everyone here seemed (to have invited, to have been invited) 4. I am glad ... you. I am glad ... by you. (to have helped, to have been helped) 5. Can I ... with the plan implementation? Can I ... you ... with the plan implementation? (to give a hand, to be given a hand)

Assignment 16. Fill the correct form of the infinitives:

1. My manager expects me ... (work) overtime. 2. He claimed ... (prepare) the schedule for our department a week ago. 3. Shall we help Jim? He seems ... (have) difficulty writing down CEO's orders. 4. Fortunately, this problem happened ... (study) by professionals and was solved quickly. 5. Marisa seems ... (enjoy) her new position. 6. I am so glad ... (understand) by such an outstanding person. 7. The goals of our project seem ... (renew) several months ago. 8. This plan must ... (implement) immediately to save the situation. 9. Don't pretend ... (work) on this project for the whole day. You haven't written a single statement. 10. I'd better ... (study) daily operations of your production.

*** Інфінітив вживається без частки 'to' після:**

- 1) більшості модальних дієслів: We must see our goals clearly.
- 2) виразів 'would rather', 'had better': I would rather read this essay.

3) конструкцій ‘feel/see/hear/make/let + object’: He makes his employees work hard.

4) дієслів ‘know’ і ‘help’ активний інфінітив вживається і з часткою ‘to’ і без неї: Can you help me (to) draw up a budget?

Assignment 17. Use the correct form of the infinitives with or without ‘to’:

1. He can ... (perform) this task without any obstacles. 2. This task has ... (perform) by any of your employees urgently. 3. My chief allows me ... (change) time frames to increase quality of output. 4. Top managers of this company make all workers ... (follow) their guidelines without any exception. 5. I would like ... (try) to make a single-use plan for getting out of this crisis. 6. You’d better ... (store) information in a form that is accessible to people only in our company. 7. Mr. Jackson wants you ... (help) Henry ... (evaluate) the results of our work.

Assignment 18. Find all infinitives in the text ‘Planning in Organizations’ and state their forms.

Assignment 19. Translate into English using the infinitives:

1. Тобі слід звернути увагу на розклад, щоб не запізнитись із завершенням проекту. 2. Керівництво очікує, що цей документ буде складений вашою командою. 3. Я б краще не був долучений до розробки довгострокових планів. 4. Я хочу бачити вашого начальника. 5. Вона була рада спілкуватись з новими цікавими партнерами. 6. Вашим завданням було оцінити поточний стан компанії. 7. Вони зуміли встановити стабільність щоденних операцій. 8. Я сподіваюсь, що завтра буду мати більше вільного часу. 9. Він дозволив нам бути присутніми на засіданні ради. 10. Ця ідея виявилась справжньою знахідкою для нашого виробництва.

Assignment 20. Make up a speech for a manager using as many infinitives as possible. Your aim is to set the goals and to elaborate a long-term plan to attain these goals for an aerospace enterprise.

Use the following words and constructions to practice the infinitives:

to be glad to ..., to hope, would rather ..., had better ..., to claim, to seem, to happen, to be willing to, must, ought to/should, too + adjective ..., to be + the first/second/last ...

Problem study

Assignment 21. Get ready to speak on the following situation.

You are the CEO of a small company producing bathroom equipment. Due to a controversial decision taken last year you have business financial problems. Currently you have a debt (\$100,000), but a new promising project will be implemented into action in only six months time. You are going to make a report to the Board: present all plans (long-range, middle and short-range) to prove that you can save your company.

Point out which actions belong to single-use plans and which belong to standing –use plans of your company.

Use ideas: to get a loan, to sell the company, to make discounts to increase sales, to buy cheaper resources, to give bribes, to cut/raise salary, to raise price, to find another market, to employ more marketing specialists, to fire personnel, to lay off.

Assignment 22. Develop your planning skills.

You and your partner are starting a new business –PC Help. Your new company will guarantee to send a computer expert to solve your customers' PC problems within two hours. Make up a plan to decide on one solution only for each item on the agenda below.

PC Help Agenda for Partners Meeting

1. Capital

- a bank loan of \$20,000 at 15% interest
- an overdraft facility for \$30,000 at 23%
- venture capital of \$50,000 in return for 49% of the company

2. Positioning

- quality and fast service at high prices
- low prices but slow service
- reasonably fast service at medium prices

3. Staff

- students/ no payment for 3 months
- a relative – will do 5 hours/week for free
- an unemployed friend – 8 hours/day for food and lodging

4. Premises

- a tiny office in a new building in the city centre - \$750/month
- two rooms near the bus station – \$400/month
- a relatives garage in the suburbs – free, no heating

5. Transport

- a 15-year-old scooter
- a new mountain bike
- a one-year old bus

6. Consultant

- a friend who is a lawyer
- a friend who is an accountant
- a friend who was a president of Commerce Chamber 20 years ago

7. Sales Literature

- a website
- 500 brochures
- 10,000 fliers

8. Advertising

- a full-page advertisement in the local football club magazine
- five 15-second spots per day for 1 week on radio
- a 5 cm advertisement on page 27 of a monthly computer magazine for 6 months

Discussion of the text.

1. Speak about plans, their characteristic features and types.
2. Speak about the process of planning in organizations.

Unit 11

Text: Strategy and Strategic Planning Grammar: Functions of Infinitive

Assignment 1. *Read and learn the following words and phrases.*

to be preoccupied with – бути заклопотаним, бути зайнятим;

immediate – безпосередній, прямий;

to lose sight of – не помічати, пропускати, недогледіти;

virtual necessity – дійсна необхідність;

critical directions – критичні вказівки;

perspective – перспектива;

functional area – функціональна галузь;

stability – стабільність;

growth – ріст, розвиток;

retrenchment – скорочування (видатків тощо); економія;

to pursue – ставити (за мету); переслідувати;

survival – виживання;

to augment – збільшувати, додавати;

workloads – робоче навантаження, об'єм роботи;

to reduce – скорочувати;

to streamline – раціоналізувати;

simultaneous – одночасний, спільний;

adaptation model – адаптаційна модель

business opportunities – можливості бізнес-діяльності

to exploit – експлуатувати, використовувати

deliberate – довільний

pace – темп

to articulate – чітко висловлювати

mission – місія

vision – бачення

disciplined – дисциплінований

smoothly – рівно, плавно, урівноважено

insight – розуміння

to alter – переробляти, вносити зміни

inevitably – неминуче, невідворотне

set of decisions – набір рішень

outlined – окреслений

Assignment 2. *Read and translate the following text.*

Strategy and Strategic Planning

Entrepreneurs and business managers **are** often so **preoccupied with immediate** issues that they **lose sight of** their ultimate objectives. That is why a

business review or preparation of a strategic plan is a **virtual necessity**. Strategy is a comprehensive plan that sets **critical direction** and guides the allocation of resources for an organization. The process through which strategies are formulated, implemented, and evaluated is strategic planning.

An important **perspective** for understanding the nature of strategic planning is an understanding of the three levels of strategy. Corporate strategy sets directions and serves as a resource allocation guide for the total enterprise. Business strategy is developed for a single business by managers; and the lowest level of strategy is a functional one that guides activities within a **functional area** of the organization.

Four major types of strategies available to managers at the corporate level are **stability, growth, retrenchment**, and combination. A stability strategy is used in order to maintain the present course of action when an organization is performing well. A growth strategy is more risky **to pursue** but necessary for long-term **survival** in fast developing industries. A retrenchment strategy implies a decision to slow down and seek performance improvement through greater operating efficiency. **To augment** staff **workloads**, increase use of part-time or volunteer staff, eliminate services or programmes, **reduce** non-fixed expenses such as training or supplies, **or streamline** resource allocation are all examples of retrenchment. The most complex and most frequently used strategy is a combination – the **simultaneous** use of more than one strategy.

A popular approach to business strategy is the **adaptation model**. It suggests that managers should focus on three basic managerial problems: **business opportunities**, production and distribution of goods and services, and organization structure. To address these issues they can use three basic strategies:

- Defending is the most conservative strategy that aims to find a niche in the market and protect it from competitors.
- Searching for alternative means to discover and **exploit** new market opportunities.
- Analyzing means to move into new market areas but at a deliberate and carefully planned **pace**.

The six areas of functional strategies are marketing, financial, production, research and development, human resource, and organization design. They constitute the lowest level of strategy in an organization.

The basic steps in a strategic planning process are as follows:

Step one – getting ready;

Step two – **articulating mission and vision**;

Step three – assessing the situation;

Step four – developing strategies, goals, and objectives;

Step five – completing the written plan.

Strategic planning, though described as **disciplined** and uninterrupted, does not typically flow **smoothly** from one step to the next. It is a creative process, and the fresh **insight** arrived at today might very well **alter** the decision made yesterday. **Inevitably** the process moves forward and back several times before arriving at the final **set of decisions**.

Strategic planning can be complex and challenging, but it is always defined by the basic ideas **outlined** above that help to get insight into the strategic planning process.

Assignment 3. *Answer the following questions:*

1. Why is a business review or preparation of a strategic plan a virtual necessity?
2. What is strategy?
3. What is the process through which strategies are formulated, implemented, and evaluated?
4. What is an important perspective for understanding the nature of strategic planning?
5. How many and what are the major types of strategies available to managers at the corporate level?
6. Why is a combination the most complex and most frequently used strategy?
7. Is the adaptation model a popular approach to business strategy?
8. How many types of functional strategies do you know?
9. What are the basic steps in a strategic planning process?
10. Is the process of strategic planning disciplined or free and creative?

Assignment 4. *Give Ukrainian equivalents of the following words:*

immediate issue, ultimate objective, comprehensive plan, allocation of resources, to formulate, to evaluate, functional area of organization, corporate level, growth, combination, in order to, risky, fast developing industry, non-fixed expenses, simultaneous, conservative strategy, to exploit new market opportunities, fresh insight arrived at, to move forward and back

Assignment 5. *Give English equivalents of the following words:*

бути заклопотаним, безпосередній, не помічати, критичні вказівки, впроваджувати, стабільність, скорочування (видатків тощо)/економія, виживання, покращення продуктивності, робоче навантаження, добровольчий, можливості бізнес-діяльності, знаходити місце на ринку, дослідження/розвідка, довільний, чітко висловлювати, рівно, неминуче, окреслений, зрозуміти

Assignment 6. *Find the word that does not belong to each line and explain why:*

- | | | | |
|----------------|--------------|---------------|----------------|
| 1. to evaluate | to assess | to estimate | to pursue |
| 2. directions | guides | decisions | instructions |
| 3. to increase | to eliminate | to expand | to augment |
| 4. to prospect | to explore | to exploit | to investigate |
| 5. strategy | insight | understanding | comprehension |
| 6. to address | to alter | to adapt | to change |
| 7. inevitably | unavoidably | inescapably | uninterrupted |

Assignment 7. *Match and learn the opposites:*

A: virtual, growth, retrenchment, ultimate, to augment, to eliminate

B: initial, to reduce, to set, dissipation, slowdown, anticipated

Assignment 8. *Complete the sentences using the words from Assignment 7:*

1. It is completely impossible to achieve ... goals without reaching first ... ones. 2. Sales showed 0.3 per cent ... in the first quarter that unfortunately was followed by a considerable ... 3. Sometimes it is better to ... the amount of products in order to ... the demand for them. 4. The ... interest rates do not correspond to the ... ones that we tried to foresee at the beginning of the year. 5. Before you ... the existing principles you should ... new guides and check whether they are valid for the situation. 6. ... is a very clever strategy for seeking performance improvement within available resources. The board of directors disapproved the ... of the company assets by top-management.

Assignment 9. *Choose correct word to fill in the gaps in sentences:*

to streamline, to reduce, to lose sight of, stability, to pursue, to exploit, to articulate, survival, to be preoccupied, insight

1. We ... the number of workers with the introduction of more modern technology. 2. We ... the procedure to cut the time it takes to deliver to the customer. 3. ... strategies are designed to help the company get through the economic slowdown. 4. Our ultimate goal is to find ways to fully ... the potential of the resources for the organization. 5. A manager can ... the final goals if he concentrates on everyday activities. 6. He is leaving the company to ... other interests in different spheres. 7. Before writing down a plan you should ... all missions and visions of it. 8. He's got a clear ... of how our business is functioning in the current period. 9. All management levels must ... with tasks set by new functional strategy.

Assignment 10. *Find words from the text to match these definitions and learn them:*

1. _____ - is a comprehensive plan that sets critical direction and guides the allocation of resources for an organization.

2. _____ - is a process through which strategies are formulated, implemented, and evaluated.

3. _____ - is the quality or state of being steady and not changing in any way.

4. _____ - is the process of cutting down expenses.

5. _____ - is an increase in economic activity.

Assignment 11. *Give English equivalents of the following Ukrainian word combinations. Use the given word:*

strategic – strategy

стратегічне планування, стратегічний менеджмент, стратегія розвитку, стратегія економії, стратегія стабільності, стратегічний план, бізнес стратегія, корпоративна стратегія

functional
функціональна галузь, функціональна стратегія, функціональна структура, функціональне керівництво, функціональна модель

opportunity
скористатись нагодою, можливості бізнес-діяльності, ринкові можливості, втратити нагоду, мати нагоду

insight
розуміти, глибоке усвідомлення, чітке усвідомлення, проникнення в суть чогось

Assignment 12. Translate into English:

1. Стратегічне планування – це функція вищого керівництва, що полягає в створенні загальних вказівок для подальшого розвитку організації. 2. Існують три рівні стратегічного планування: корпоративне, бізнес та функціональне планування. 3. Стратегія розвитку використовується в тих галузях промисловості, які швидко зростають. 4. Стратегія економії не така ризикована як стратегія розвитку і передбачає раціоналізацію ресурсів, збільшення обсягу роботи та зменшення витрат. 5. Функціональні стратегії представляють найнижчий рівень стратегічного планування в організації. 6. Бізнес стратегія створюється для одного підприємства в середині організації. 7. Існують п'ять кроків стратегічного планування, які плавно перетікають один в інший, хоча інколи декілька кроків можуть розглядатись одночасно. 8. Ми повинні ліквідувати ці види товарів і уповільнити розвиток нової продукції. 9. Процес стратегічного планування не тільки творчий, але й безперервний. 10. Менеджери були так заклопотані щоденними завданнями, що зовсім упустили з виду кінцеві цілі програми.

Grammar: Functions of Infinitive.

* Інфінітив може функціонувати в речення як:

1. підмет:

To work here means to overcome difficulties everyday.

2. предикатив:

The point is *to achieve* the objective.

3. частина дієслівного складеного присудка:

You must *study* English.

I want *to become* a manager.

He begins *to work* for this company.

4. додаток:

He asked me *to stay*.

I am glad *to welcome* you.

5. означення:

We enlisted the measures *to be taken* in emergency.

6. обставина мети чи наслідку:

I work with him *to get* experience.

He was clever enough *to step* away.

Assignment 13. Find the infinitives in the sentences and state their function:

1. To learn English is necessary for an advantage in career opportunities. 2. They were happy to see us again. 3. The main thing was to articulate a mission statement and vision for our plan. 4. He came to ask for help. 5. Have you anything to sell? 6. She promised to reduce extra expenses. 7. It is necessary to find a niche in the market. 8. We were to prepare a business plan by the 1st of December. 9. It was completely inevitable to eliminate this service. 10. The ultimate goal is too important to lose sight of it.

Assignment 14. Make up sentences to use the infinitives as

a) a subject

1. necessary/to choose appropriate strategy/is/at this point of time
2. French/difficult/is/to learn
3. is/her/to go/explain/to/everything/important/and
4. to adapt/is/the success/to the situation/half of
5. possible/to augment/workloads/is

b) a predicative

1. to allocate/was/job/resources/your
2. to formulate/implement/and evaluate/strategy/our/is/task
3. to know/to respect/you/you /is
4. decision/was/to let/my/go/him

c) a part of a compound predicate

1. must/opportunity/we/this/use/immediately
2. volunteer staff/to increase/we/use of/ have
3. meeting/to start/ in 5 minutes/is/the
4. we/to elaborate/for our business/started/a new strategy

d) an object

1. to give/Ann's/refuses/her/boss/ a pay rise
2. a meeting/he/arranged/on Tuesday/to hold
3. knew/to be/was pretending/her boss/that/she/ill
4. he/the report/went home/before /managed/he/to finish
5. to help/we/him/agreed

e) an attribute

1. what/is/the last/plan/to implement
2. with us/anything/have/to share/you?
3. a strategy/not/is/to be used/it/in this situation
4. I/ no /to change / have /wish

f) an adverbial modifier

1. sometimes/need/in order /we/slow down/to survive
2. our/we/to help/workloads/reduce/people
3. the manager/of our strategy/to articulate/us/missions and visions/new/together/gathered
4. to address/strategies/these issues/different/they/use

Assignment 15. Find all infinitives in the text “Strategy and Strategic Planning” and define their functions.

Assignment 16. Translate into English using infinitives.

1. Він був настільки дисциплінованим, що не міг зменшити обсяг роботи.
2. У нас немає часу обговорювати зараз зміни в управлінні.
3. Ми зменшили обсяги виробництва, щоб не втратити багато грошей.
4. Для того щоб знайти нове місце на світовому ринку, ми розглянули нову бізнес стратегію.
4. Використання нових ринків означає збільшення продаж та прибутків.
5. Моя мета – раціоналізація використання наявних людських та виробничих ресурсів.
6. Марно обговорювати з ним це питання.
7. Це вони повинні вирішувати, що саме зроблено в цій галуззі.
8. Рада директорів почала обговорювати можливість використання стратегії економії для того, щоб покращити становище корпорації.
9. Він попросив мене висловити свою думку щодо можливостей бізнес-діяльності цієї фірми.
10. Він вдавав, що досягнув цілі, поставлені перед ним.

Assignment 17. Express each question and answer as one sentence, using to + infinitive or in order to + infinitive:

Model: Q: Why are you leaving home?

A: I'm going to university in Birmingham.

She is leaving home to study at the university in Birmingham.

1. Q: Why have you chosen retrenchment strategy?

A: Because we want to avoid risk.

2. Q: Why do you apply analyzing, prospecting and defending strategies?

A: Because we set critical direction for a single business.

3. Q: Why did you invite Mr. Snowery to the business lunch?

A: Because I want to sign a contract with him.

4. Q: Why do you read so many books?

A: Because I would like to have a deep insight into Economics.

5. Q: Do you want to visit this lecture?

A: Yes, because I want to find out everything about Functional management.

6. Q: Do you work in this company?

A: Yes, I need some experience.

7. Q: Why have you chosen this plan?

A: I think our goal is to increase productivity.

8. Q: How can we improve performance?

A: We need to set new directions for allocation of resources.

9. Q: Why have you eliminated these goods?

A: Because we want to introduce new ones.

10. Q: Why have you chosen this Institute?

A: Because I want to get deep knowledge and good skills.

Assignment 18. *Read the beginning of a dialogue, and then finish it using sentences with the Infinitive when possible.*

Teacher: Good morning, Megan. It was really pleasant to read your report. I must say that there is not a single issue to correct.

Megan: Thank you, though to write it was a real challenge.

Teacher: Now, your challenge is to explain all types of strategies and their advantages to get the highest mark.

Megan: I'll do my best to cope with this. Inevitably I must start with ...

Case study

Assignment 19. *Read the letter you have got by e-mail this morning:*

I am very concerned about quality levels in our plant over the last quarter. We are falling a long way behind our competitors in terms of quality. I've just been given the figures – defects are up 8% compared to the same period last year.

As a result we now have a slowdown in sales. Our competitors have an excellent opportunity to start promoting their products based on our defects.

The situation cannot continue and I want to know your opinions about what can be done. Please give this matter your urgent attention, and reply by no later than the end of next week. When I have your initial thoughts by e-mail, I'll write a short report and call a meeting to discuss it in more detail.

*Mr. Brown,
CEO*

Now write down your answer providing a strategy that you suggest to apply, exact actions that correspond to it, and your explanations as to why you think it is the best way out.

You should give your opinion as if you were

- a) financial manager*
- b) marketing manager*
- c) executive manager*
- d) personnel manager*
- e) member of Board of Directors*

Discussion of the text:

1. Speak about corporate strategy.
2. Speak about business strategy.
3. Speak about functional strategy.

Unit 12

Text : Decision Making

Grammar: Infinitive Complexes

Assignment 1. *Read and learn the following words and word combinations.*

essential – головний, невід'ємний

well-considered – обміркований

timely – своєчасний, вчасний

spectacular – захоплюючий

deserved – заслужений

alternative – альтернатива

to follow – слідувати

gap – різниця

routine – рутинний

due consideration – належна увага

to evolve – створювати

innovation – інновація

identification – розпізнавання, пізнавання

suitability – відповідність

feasibility – застосовність; придатність

to aid – допомагати

PMI (Plus/Minus/Interest) – метод переваг і недоліків

decision tree – дерево рішень

to weigh – зважувати

pros and cons – переваги та недоліки

expected value – очікуване значення

to lay out – виставляти, викладати

option – варіант, альтернатива, вибір

individual method - індивідуальний метод прийняття рішень

consultative method – консультативний метод прийняття рішень

group method – груповий метод прийняття рішень

final say – останнє слово

to have an open mind – ставитись об'єктивно

for the benefit of (somebody, something)– на користь (когось, чогось)

Assignment 2. *Read and translate the following text.*

Decision Making

Decision making is most closely linked with the managerial function of planning. Good decision making is an **essential** skill for career success generally, and effective leadership particularly. If you can learn to make **timely** and **well-considered** decisions, then you can often lead your team to **spectacular** and **deserved** success. However, if you make poor decisions, your team risks failure and your time as a leader will, most likely, be short.

Decision making is the process of choosing one **alternative** from among a set of alternatives. This process involves six steps which can be changed according to the situation, but if managers **follow** these stages they are more likely to make the best decision.

The first step for the manager is to recognize the need for a decision and to define it. To find a problem means to identify **gaps** between actual and desired states and to determine their causes. Managers are expected to face many problems in their work; most can be classified as **routine** or non-routine, and as expected or unexpected.

The second step of this process is to **evolve** alternative potential solutions. It requires due consideration and looking at the problem in different ways and finding a perspective that you haven't thought of before. One key element of this process is **innovation**, the **identification** of new, unusual, and creative alternatives to problems. Solutions must respond to such main criteria: as **suitability**, **feasibility**, and flexibility. An alternative potential solution may solve the problem, but may not work if resources aren't available, if people won't accept it, or if it causes new problems.

Next the manager must evaluate or judge them. Numerous techniques turn out **to aid** managers in this activity. Two general techniques are the **PMI** and **decision tree**. PMI stands for 'Plus/Minus/Interest'. It is a valuable improvement to the '**weighing pros and cons**' technique used for centuries (supplement 12.1).

Decision trees are graphical illustrations of alternatives available to a manager who attempts to solve a problem. They provide a highly effective structure within which you can **lay out options** and investigate the possible outcomes of choosing those options. They also help you to form a balanced picture of the risks and rewards associated with each possible course of action (supplement 12.2).

To select the best alternative from those available is the fourth step. The actual choice of a particular problem solution can be arrived at through **individual**, **consultative**, or **group methods**. Any team member can express his opinion though usually it is a manager who has the **final say**.

The final steps are to implement the selected solution and to evaluate the results of the decision and of the decision-making process.

True managerial success in making decisions will depend on the manager's ability to identify performance gaps, **have an open mind**, and find opportunities in sufficient time to resolve problems **for the benefit of** the organization.

Supplement 12.1

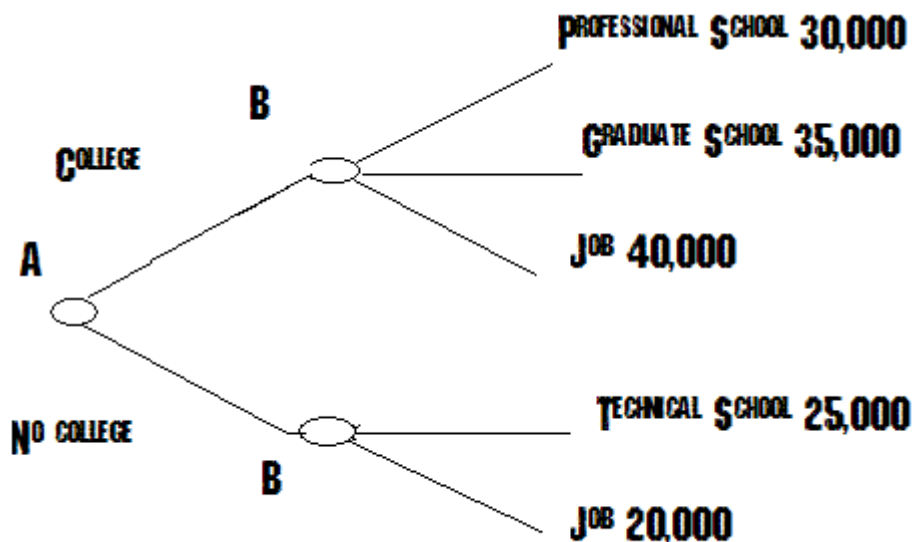
A young professional is deciding where to live. Her question is 'Should she move to the big city?' She draws up the PMI table below:

Plus	Minus	Interesting
More going on (+5)	Have to sell house (-6)	Easier to find new job? (+1)
Easier to see friends (+5)	More pollution (-3)	Meet more people? (+2)
Easier to get places (+3)	Less space (-3)	More difficult to get own work done? (-4)
	No countryside (-2)	
	More difficult to get to work? (-4)	
+13	-18	-1

She scores the table as 13 (Plus) - 18 (Minus) - 1 (Interesting) = - 6 For her, the comforts of a settled rural existence outweigh the call of the 'bright lights' – it would be much better for her to live outside the city, but close enough to travel in if necessary.

Supplement 12.2

A high school graduate has to choose his career. He has several options to consider and the most important is to get or not to get a higher education. He decides to use decision tree analysis to select the appropriate solution:



Assignment 3. Answer the following questions.

1. What is decision making?
2. How many steps does the process of decision making involve?
3. What is the first step in decision making?
4. Which problems do managers face?
5. How can managers evaluate alternative solutions?
6. What is the PMI?
7. What is a decision tree?
8. Who can choose the best variant of solution?
9. What is the last step of decision making?
10. What will the managerial success depend on?

Assignment 4. Give Ukrainian equivalents of the following words:

decision making, effective leadership, particularly, to lead your team to, poor decision, set of alternatives, to define, actual state, desired state, cause, non-routine, perspective, suitability, feasibility, numerous, valuable improvement, outcome, consultative method, sufficient time, to identify performance gap, to the benefit of

Assignment 5. Give English equivalents of the following words:

головний/невід'ємний, обміркований, вчасний, заслужений успіх, слідувати, рутинний, розпізнавання/пізнавання, придатність, зважувати, очікуване значення, вибір, індивідуальний метод прийняття рішень, груповий

метод прийняття рішень, останнє слово, визначати різницю, незвичайна альтернатива, означати, винагорода, ризикувати, ризик

Assignment 6. Match the synonyms:

A: to consider, valuable, suitability, to aid, pros and cons, sufficient,

B: enough, fitness, to assist, advantages and disadvantages, to weigh, precious

Assignment 7. Substitute italicized words with their antonyms from the text to make them true, translate sentences into Ukrainian:

1. Good decisions can lead your team to complete failure. 2. When you arrive at a solution through the *individual method* the responsibility for it is shared by all team members and each one makes a contribution to the solution. 3. The *causes* of your decision can be either spectacular and well-deserved success or team failure. 4. In case your performance is successful you deserve real *punishment*. 5. The *desired* state of our firm after two months doesn't correspond to what we were expecting. 6. We have chosen this producer because he offers *limited* items of foodstuffs.

Assignment 8. Find pairs of synonyms in the text to match the following definitions:

1. s... - r... - means to find the solution to a problem or question;
2. b... - i... - is a reason for wanting something done; something that aids or promotes well-being;
3. o... - a... - is one of a number of things from which only one can be chosen;
4. m... - o... - is a personal belief or judgment that is not founded on proof or certainty.

Assignment 9. 1. Choose nouns that can be used with the following verbs and make up sentences with phrases:

mind

opinion

decision

consideration

to express

to have/to hold

to form

to make

to arrive at

to render

to give

to have an open

to be of the same

to take into

to give some ... to

to be under

2. Use the following words to complete each expression. Translate the expressions into Ukrainian.

mind	say	decision	thought	consideration
------	-----	----------	---------	---------------

- a. At first, he agreed to work with us, but now he has **changed his**
- b. She said she would come, but now she's **having second** ...s.
- c. The boss always **has the final** ... in purchases over \$500.

- d. I've **given** the matter **a lot of**
- e. Everyone in the department **backed the** ... to abandon the project.
- f. There are several factors to **take into**
- g. There are several things that we should **bear in**
- h. I'm **in two** ...s about whether to accept their proposal or not.
- i. Time was short. We had to **make a snap**

Assignment 10. *Use expressions from assignment 9 to describe a situation in which you ...*

- were in two minds about accepting an offer;
- changed your mind about something you had previously agreed to;
- felt unable to back your boss's decision;
- dodged an issue;
- had to make a snap decision;
- gave something a lot of thought before making a decision;
- had second thoughts about something which seemed at first to be a good idea;
- had a lot of different people's interests to bear in mind;
- had the final say in an important decision;
- had to take many factors into consideration.

Assignment 11. *Fill in the gaps with words from the text.*

to evaluate, weigh, PMI, suitability, gaps, benefit, actual, cons, desired, decision tree, outcomes, option, flexibility, decision making

1. The process of ... consists of six steps. 2. Before implementing the solution you should ... all pros and 3. Solutions must respond to such main criteria as: ..., feasibility, and 4. To find a problem means to identify ... between ... and ... states. 5. Two general techniques that aid managers are the ... and 6. We must thoroughly investigate the possible ... of choosing this 7. The final step is ... the results of the decision-making process. 8. We must act only for the ... of the organization.

Assignment 12. *Translate into English:*

1. Прийняття рішення вимагає належної уваги від усіх членів команди, проте остаточне рішення залежить від менеджера. 2. Своєчасні етапи прийняття рішення можуть привести вашу організацію до захоплюючого успіху. 3. Дерево рішень пропонує зручну структуру, в середині якої ви викладаєте варіанти та можливі результати вибраних альтернатив. 4. Ключовим елементом прийняття рішення є інновація – запропонування незвичайної, творчої альтернативи до виходу із ситуації. 5. Прийняте рішення повинно відповідати таким параметрам як відповідність, придатність та гнучкість. 6. Визначення проблеми полягає у визначенні різниці між бажаним та реальним станом підприємства. 7. Успішне прийняття рішення залежить від вмінь менеджера знаходити можливості вирішити проблему в потрібний час

на користь компанії. 8. Багато рішень можуть не прийматись оточуючими, не мати наявних ресурсів для вирішення чи створювати нові проблеми.

Assignment 13. *Which of the following principles do you follow when taking an important decision? Suggest any other good principles which people could follow.*

- Consider the best way to transmit your decision, e.g. channel of communication.
- Consider who will be affected by the decision and what the likely effect will be on them.
- Anticipate obstacles and objections.
- Think of all the possible outcomes in the longer term.
- Formulate a Plan B.
- If in doubt, postpone making a decision.

Assignment 14. *Express your opinion on the following statements:*

Nothing is more difficult, and therefore more precious, than to be able to decide.

Napoleon Bonaparte

In a moment of decision, the best thing you can do is the right thing to do. The worst thing you can do is nothing.

Theodore Roosevelt

By three methods we may learn wisdom: First, by reflection, which is noblest; Second, imitation, which is easiest; and third by experience, which is the bitterest.

Confucius

Grammar: Infinitive Complexes (p.).

*** Objective Infinitive Complex – Об’єктний інфінітивний зворот (Складний додаток)**

Об’єктний інфінітивний зворот виконує в реченні роль **складного додатка (Complex Object)**. Цей синтаксичний комплекс складається з двох частин: перша – іменник у загальному відмінку або особовий займенник в об’єктному відмінку; друга – інфінітив, що виражає дію, яку виконує особа або предмет, позначений іменником або займенником в першій частині. Українською мовою об’єктний інфінітивний зворот перекладається підрядним додатковим реченням, в якому іменник/займенник виступає підметом, а інфінітив – присудком.

e.g. The director ordered **him to sign** the letter.- Директор наказав, щоб він підписав листа.

Замість інфінітива в складному додатку може вживатись Present Participle (Objective Participle Complex). Зворот з інфінітивом виражає, в більшості випадків, закінчену дію, тоді як зворот з дієприкметником виражає дію, що триває.

e.g. I saw **her enter** the room.-Я бачив, як вона увійшла до кімнати.

I saw **her entering** the room. –Я бачив, як вона входила до кімнати.

Комплекс вживається після дієслів, що виражають:

1. сприймання за допомогою органів чуття: **to see, to hear, to watch, to notice;**

Після дієслів цієї групи, а також дієслів **to make, to let** інфінітив вживється без астки *to*.

e.g. We heard them win the competition. She let us come in. They made him recalculate the expenses.

2. бажання і намір: **to wish, to want, to need;**

3. припущення і сподівання: **to mean, to consider, to expect;**

4. прохання, наказ і пораду: **to order, to advise, to recommend.**

Assignment 15. Transform the following complex sentences into simple ones using the Objective Infinitive Complex:

1. He didn't want to follow us, but we made him. 2. The director watched as employees were discussing a problem. 3. Nobody noticed her as she left the conference-hall. 4. My father's wish is that I become a successful entrepreneur. 5. My colleagues heard us as we were talking about new equipment. 6. Mr. Blaberry didn't want to buy this house but the real estate agent forced him. 7. I desire that they sign a document tomorrow. 8. I think that this decision is rather good. 9. We expect that he will be our next department head. 10. Managers believe that this is the only solution to the issue. 11. They knew that he was a conscientious man. 12. My wish is that he should define the problem. 13. I consider that this firm is profitable. 14. I heard the manager as he expressed his opinion. 15. We expected that our partners would face many problems.

*** Subjective Infinitive Complex –Суб'єктний інфінітивний зворот(Складний підмет)**

Суб'єктний інфінітивний зворот виконує в реченні роль **складного підмета(Complex Subject)**. Зворот складається з двох частин: перша - іменник у загальному відмінку або особовий займенник у називному відмінку; друга – інфінітив, що виражає дію, яку виконує особа або предмет, позначений іменником або займенником у першій частині. Перша і друга частини відокремлюються одна від одної присудком речення, в більшості випадків вираженим дієсловом у пасивному стані.

e.g. **He is said to be** the author of this theory.- Кажуть, що він є автором цієї теорії.

Переклад на українську мову починається з дієслова-присудка, яке перекладається дієсловом у неозначено-особовій формі (кажуть, повідомляли, припускали), а потім йде підрядне речення, в якому перша частина звороту є підметом, а друга частина (інфінітив) – присудком.

Assignment 16. Transform the following complex sentences into simple ones using the Subjective Infinitive Complex:

1. It is said that the problem has been solved. 2. It was expected that I would implement our plan. 3. It seems that he knew the outcome long ago. 4. We watched as they were drawing the PMI table. 5. We heard them as they were discussing pros and cons of decision tree analysis. 6. It proved that you knew this matter perfectly. 7. It is probable that they will make decision tomorrow. 8. It is reported that this company survived the crisis. 9. She will certainly help us. 10. It is assumed that any manager knows such techniques as the PMI and decision tree. 11. It was considered that she taught Economics that year. 12. It appeared that he had recognized me. 13. He will certainly do his task. 14. It seems that this street was rebuilt. 15. It is probable that the result will be successful.

Assignment 17. Transform the following complex sentences into simple ones using 1) the Objective Infinitive Complex and 2) the Subjective Infinitive Complex:

Model: He was reading a report. I saw him. He had completed his report. I knew that.

1) I saw him reading a report.

1) I knew him to have completed his report.

2) He was seen to be reading a report.

2) He was known to have completed his report.

1. Mrs. Brown followed all steps of the process as I expected her to do. 2. He will include all details to the plan. We expect it. 3. She omitted failures in her report because the manager ordered it. 4. All people think that the next conference will be held in Paris. 5. We believe that he will return in ten days. 6. All staff members knew that she was very disciplined. 7. Though he didn't want to take a sick-leave, his colleagues made him. 8. We heard that they discussed a new job. 9. It was assumed that I would answer all questions at the press-conference. 10. The manager allowed that his employees would express their opinions.

***The Prepositional Infinitive Complex** (прийменниковий інфінітивний комплекс) вводиться прийменником *for*. Цей комплекс складається із іменника в загальному відмінку чи займеннику в об'єктному відмінку та інфінітива. Певні труднощі виникають при перекладі інфінітивного комплексу, що вводиться прийменником *for*. При його перекладі необхідно враховувати, що цим комплексом робиться вказівка на те, що дія, виражена інфінітивом, виконується не підметом, а іншим суб'єктом. При передачі цієї конструкції в перекладі часто доводиться вдаватися до перебудови структури речення.

Інфінітивний комплекс передано підрядним реченням:

I have closed the window for you not to catch cold.

Я закрив вікно, щоб ви не застудилися.

Інфінітивний зворот передано дієсловом в особовій формі:

It was unusual for him to go out in the afternoon.

Він звичайно не виходив на вулицю після обіду.

В реченні прийменниковий інфінітивний комплекс виступає:

a) підметом: **For us to make a decision** is a great challenge. – Прийняти рішення для нас значний виклик. It is necessary **for us to accept** their offer. – Нам необхідно прийняти їх пропозицію.

b) предикативом: That is **for you to decide**. – Вам потрібно це вирішити.

c) додатком: We all waited **for the manager to find out** about the results. – Ми всі чекали, щоб менеджер дізнався про результати.

d) означенням: He offered no way out **for her to agree**. – Він не запропонував жодного виходу, на який би вона погодилась.

e) обставиною мети або наслідку: The office was too big **for her to maintain** order. – Офіс був занадто великим, щоб вона могла підтримувати в ньому порядок.

Assignment 18. Transform the following complex sentences into simple ones using the Prepositional Infinitive Complex:

1. It is necessary that we follow your instructions. 2. It is dangerous that the workers exploit new equipment without training. 3. It is important that managers know all decision-making techniques. 4. It is better that you come here. 5. This task is for you. You have to think it over. 6. The best thing you can do is to suggest another solution. 7. The best thing you could do was to set new instructions for us. 8. The best thing you will be able to do is to ask for help. 9. The task was too difficult; we couldn't find a way out. 10. The technique was easy enough. I could apply it.

Assignment 19. Translate into English using the Infinitive Complexes:

1. Ваш керівник очікує, що ви запропонуєте незвичайні, творчі рішення. 2. Вона знає, як примусити людей робити те, що потрібно. 3. Ми помітили, що він ввійшов в кімнату. 4. Ми чули, що директор обіцяв впровадження нових технологій. 5. Я спостерігав, як працівники створювали дерево рішень для наради. 6. Виявилось, що він вже склав бюджет на наступний місяць. 7. Він точно зважить всі переваги та недоліки перед тим, як прийняти вірне рішення. 8. Першочергове завдання для мене – оцінити результати нашої роботи. 9. Він чекав, поки вона висловить свою думку. 10. Здається, його запросили на зустріч. 11. Кажуть, що фірма буде створена в Києві. 12. Я хочу, щоб ви склали план сьогодні. 13. Рішення було занадто болісне, щоб працівники прийняли його. 14. Мені не подобається, що всі працюють так повільно.

Module 5.
Unit 13.

Organizing
Text: Nature of Organizing
Grammar: Participle

Assignment 1. Read and learn the following words and phrases:

appropriate – відповідний, доречний; **in an appropriate fashion** – відповідним чином;

to deploy – використовувати; **to deploy resources** – використовувати ресурси;

critical – вирішальний;

day-after-day – безперервно;

designing – проектування;

grouping – групування, віднесення до певної групи;

authority – повноваження (на щось – for); сфера компетенції, коло обов'язків;

logical sets – логічні групи;

specialization – спеціалізація;

to set apart – відокремлювати;

rotation – періодичне повторення, чергування; **to rotate** – чергуватись;

enlargement – розширення, збільшення;

to assign – доручати, передавати;

to get the utmost out of something – отримати все можливе;

isolated – ізольований, відокремлений;

tiny – мініатюрний;

departmentalization – розподіл на відділи;

geographical location – географічне розміщення;

network – мережа;

properly – належним чином, як слід, правильно;

centralization – централізація;

decentralization – децентралізація;

dispersed – розосереджений;

delegation – передача повноважень;

essentially – по суті;

to grant the authority – уповноважувати;

prism – призма;

market conditions – ринкові умови.

Assignment 2. *Read and translate the following text:*

Nature of Organizing

Organizing, being the second basic managerial function, is a process of grouping activities and resources in a logical and **appropriate fashion**. It can be defined as the act of **deploying** the resources, including human resources, needed to achieve an identified goal or attain a desired result. Organizing is **critical** to success for any enterprise. Yet many managers go through work **day-after-day** without ever considering whether the resources at their disposal are effectively deployed.

The basic concepts and components in organizing are **designing** jobs, **grouping** jobs and dealing with **authority** and responsibility.

In performing the organizing function, a manager starts with designing and grouping jobs, that is with the process of determining what procedures and operations are to be performed by the employee in each position and further

grouping of these positions **into logical sets**. Job designing includes job **specialization** (defining the tasks that **set** one job **apart** from others), job **rotation** (systematically moving employees from one job to another), and job **enlargement** (adding more activities to the job). Specialization has its advantages as well as disadvantages. Being **assigned** some specific routine duty, a worker can **get the utmost out of** his/her job in terms of productivity, but at the same time with too much specialization, employees are **isolated** and do only a single, **tiny**, boring job. Many organizations enlarge jobs or rotate tasks to provide greater challenges.

The process of grouping jobs is called **departmentalization**.

Approach options for departmentalization include:

1. Functional – by common skills and work tasks;
2. Divisional – common product, programme or **geographical location**;
3. Matrix – combination of Functional and Divisional;
4. Team – to accomplish specific tasks;
5. **Network** – departments are independent providing functions for a central management.

These steps are important because **properly** designed and grouped jobs make it easier to coordinate and monitor activities and in this way achieve the goals of the organization.

Another part of organizing is dealing with authority and responsibility. Authority is the power to get things done; responsibility refers to who is supposed to get them done. There are two approaches to presenting power and control in any organization: **centralization** and **decentralization**. Centralized organizations keep authority and control at the top level, with all decisions being made by top managers. In decentralized organizations authority is **dispersed** throughout all levels of management. A manager assigns a portion of his tasks to subordinates through the process known as **delegation**. Delegation **essentially** involves three steps: first, a manager assigns responsibility to perform a task; second, he also **grants the authority**, or power; and, finally, a manager creates accountability.

Both approaches have **pros and cons** but it is a matter for the efficient manager to decide when each is the most appropriate to maintain the desired coordination, and then to be able to implement it.

The importance of organising can be examined through the **prism** of new strategy development, when a company needs to change for **market conditions** or new technology requires change, or when organisations seek efficiencies through improvements in organising.

Assignment 3. *Answer the following questions:*

1. What is organizing?
2. What are the basic concepts and components in organizing?
3. How should a manager start performing the organizing function?
4. What is job designing?
5. How many approach options to the process of grouping jobs do you know?
6. Do properly designed and grouped jobs make it easier to coordinate and monitor activities and in this way achieve the goals of the organization?

7. What is the difference between responsibility and authority?
8. What are two approaches to presenting power and control in any organization?
9. Who is responsible for the process of delegation?
10. When can organising get the utmost importance?

Assignment 4. *Some long words in English have two stresses primary and secondary. Transcribe the following words as in example and learn them.*

e.g. delegation [ˌdeɪlɪˈɡeɪʃn]

accountability, decentralization, centralization, responsibility, organization, departmentalization, specialization

Assignment 5. *Give Ukrainian equivalents of the following words and word combinations:*

in a logical and appropriate fashion, identified, human resources, day-after-day, designing jobs, systematically, logical set, job enlargement, routine duty, tiny, boring, by common skills, divisional, to accomplish a task, authority, centralization and decentralization, to implement, to seek efficiency

Assignment 6. *Give Ukrainian equivalents of the following words and word combinations:*

доречний, використовувати ресурси, бути в чиемусь розпорядженні, віднесення до певної групи, контролювати діяльність, відокремлювати, отримати все можливе, розподіл на відділи, розширення, ізольований, чергуватись, передача повноважень, по суті, звітність, погодження, переваги та недоліки, вивчати крізь призму

Assignment 7. *Match words with definitions and use correct words in sentences:*

specialization	is separation and distribution of authority and resources to lower levels of an organization.
centralization	is arranging work activities and resources in such a way as to achieve the objectives established by planning.
decentralization	is the power or right to give orders or make decisions.
delegation	means to be involved in one particular area of business or production
organizing	is the power to make decisions about how an organization, an area, a country, etc. is run.
authority	is the duty of being in charge of a particular activity, area, department, etc.
responsibility	is an organizational structure in which decision making is concentrated at the top.
control	occurs when one person gives another the authority to undertake specific activities or decisions.

1. Workers were given more ... over the company's management. 2. Each worker takes ... for their own part of the process. 3. The profession of manager has developed into numerous ... : PR manager, production manager, sales manager and others. 4. I fear the company has lost ... of its future. 5. He is responsible for the main functions of management: planning, ..., leading and controlling. 6. Only the manager has the ... to sign cheques. 7. His boss insists on ... of authority to the subordinates. 8. The new sales manager will have ... for the European market. 9. Our recruitment process underwent the process of ..., with each manager doing their own hiring. 10. ... is the process by which the activities of an organization become concentrated within a particular location or group.

Assignment 8. Match words with their synonyms; find an antonym in each line.

1. appropriate	a) to separate, to isolate, to include, to keep apart
2. day-after-day	b) agreement, dissonance, coordination, compatibility
3. to set apart	c) daily, unexpectedly, day-to-day, quotidian
4. routine	d) to assign, to entrust, to allocate, to retain
5. to allot	e) apt, proper, fit, improper, correct
6. to disperse	f) ordinary, uncommon, usual, unremarkable
7. reconciliation	g) to concentrate, to distribute, to spread, to extend

Assignment 9. Fill in the sentences with the words from Assignment 8. Each sentence must include a pair of antonyms.

1. He performed his duties d... till the moment when u... he got his promotion. 2. His position was s... ... from others in the company though some of his responsibilities i... those of his subordinates. 3. It depends on the manager alone whether he prefers to d... decision-making power through the staff or c... it at the top level. 4. He a... the resources between departments and r... only reserve supplies for any emergency. 5. It is up to him now to select the most a... way of problem solving among other i... solutions. 6. The u... event broke up the r... procedure of factory life. 7. No matter how hard he might try to reach r... in employees' relations, everything was destroyed by d... of personalities.

Assignment 10. Translate into English parts of sentences in brackets.

1. Organizing is a process (групування різних видів діяльності та ресурсів логічним та відповідним чином). 2. (Проте багато керівників виконують свою роботу щодня) without ever considering whether the resources at their disposal are effectively deployed. 3. Being assigned some specific routine duty, (працівник може зробити все можливе), but at the same time with too much specialization, (працівники дуже ізольовані і виконують нудну та незначну роботу). 4. (Розподіл на відділи згідно з філіями залежить від) common product, programme or geographical location. 5. Authority is the power to get things done; (відповідальність відноситься до тих, хто повинен зробити ці речі). 6. In

decentralized organizations (влада поширена на усі рівні менеджменту). 7. Both approaches have pros and cons but it is a matter for the efficient manager (вирішити коли кожен підходить найбільше, щоб досягти бажаної єдності). 8. (Значення організації може бути розглянуто крізь призму розвитку нової стратегії), when a company need change market conditions or new technology requires change.

Assignment 11. Read the advertisement on the Internet.



Dundrum Shopping Centre, Dundrum, Co. Dublin, Ireland is offering the following positions:

- **Store Manager**
- **Deputy Manager**
- **Visual Merchandiser**
- **Stockroom Assistant**
- **Sales Consultant**

These are the responsibilities of the advertised positions that employees must perform. Divide responsibilities to set one job apart from the other for **specialization**, then try to exchange some duties to get **job rotation** and finally add some more responsibilities to each position (**job enlargement**).

- To deliver the targets of the business in terms of sales, profit, merchandise and people;
- To provide information on products;
- To be responsible for cash drawer and daily deposit of customer payments;
- To design the inner settings;
- To follow the correct procedures for checking in stock, ensuring quantities and prices are accurate;
- To devise strategies for the growth of sales in the store;
- To display the goods and products;
- To assist the Store Manager in meeting targets set for the business in terms of sales, profit, merchandise and people;

- To follow the correct procedures for documentation of all types of sales, store paperwork, special orders, and dispatch and customer correspondence;
- To devise strategies for the growth of sales in the store;
- To maintain the stockroom in an orderly, disciplined and commercial fashion and to keep it neat and tidy at all times;
- To manage the day-to-day activities of the store;
- To handle incoming telephone calls;
- To provide packaging and labeling;
- To ensure the staff offer the highest level of customer service;
- To design price-labels;
- To assist in the preparation and arrangement of stock for stocktaking purposes;
- To ensure compliance with all company policies and procedures.

Assignment 12. *Read and decide which case represents A. Job Specialization, B. Job Rotation, C. Job Enlargement*

An administrative employee might spend part of the week looking after the reception area of a business, dealing with customers and enquiries. Some time might then be spent manning the company telephone switchboard and then inputting data into a database.	
Within one company foundry workers are responsible for pouring molten metal; a milling-machine operator's duty is to make a detail of that metal and a fitter is in charge of installing the detail.	
Early IBM introduced changes to machine operators' jobs to include machine setting and inspection. In addition they introduced other wide-ranging changes in both the production system and the role of foremen and supervisors.	
Some design engineers of TOPSoft were trained to go on field installation trips and get first hand knowledge of how their designs worked, or didn't work, in the field.	
The experience of Bond Street Personnel is as follows: 'Cashiers can be trained to stock shelves and stockers trained to cashier. This allows you to quickly open additional registers if the customer queue gets too long.'	

Grammar: Participle: Forms and Functions (p.)

***Дієприкметник (Participle)** – це безособова форма дієслова, що поєднує властивості дієслова та прикметника. Як дієслівна форма дієприкметник має форми активного та пасивного стану (Active or Passive):

e.g. writing (Present Participle Active) – **being written** (Present Participle Passive)

та вказує в реченні на часове відношення до дії, позначеної присудком: одночасні ці дії чи одна передує іншій:

e.g. While **writing** the report, she **used** the latest data (Present Participle – одночасність дій)

Having written the report, she **sent** it to the Board of Directors (Perfect Participle – передування дії).

В реченні дієприкметник виконує функції, що властиві прикметнику (означення, обставина), а також функції, що властиві дієслову (предикатив).

Assignment 13. Make up five sentences from each table, state in what form and function the Participle is used.

The man	given to the employees	will enter into force next month.	
The boss	sitting next to you	performs the function of organizing.	
The manager	signed at the conference	will be executed immediately.	
The document	working at this company	will help us with strategy development.	
The order	allotting the resources	is a perfect example of a skilled manager.	
I	called	the manager	discussing the issue of resource allocation.
You	found	the book	reading a daily report.
He	saw	the worker	repairing the equipment.
We	bought	the newspaper	printed by their publishing-house.
They	read	the team	received yesterday.
(While)	Feeling tired	I	paid attention to common skills and tasks.
	Preparing the report	you	began to get ready for the conference.
	Grouping jobs	he	decided to take a day off.
(When)	Representing power	we	had a lot of rights and duties.
	Coming home	they	read loads of books on the topic.
Having read the report	I	had a well-deserved rest.	
Having done the task	you	hoped to attain the goals.	
Having executed orders	he	was eager to start a new project.	
Having written the plan	we	was about to answer the questions.	
Having done it	they	tried to show it to the CEO.	
I	suggested a new strategy to the CEO	examining each way out.	
you	were solving the issue	thinking over the author's ideas.	
he	made a report	feeling a bit nervous.	
we	read an article	playing tennis after classes.	
they	hurt my arm	using different visual aids.	

Assignment 14. Read the sentences; find Participles, state their forms and functions.

Most employees working at our company receive financial and non-financial incentives. Being asked about the working environment, they answered that the working conditions are rather good and they can take part in all decisions made about their work. They expressed their opinions discussing different subjects

starting with salary. Having worked more than 5 years, they get an opportunity to use such privileges as credits, free vacations, etc. Having been accepted by any bank, a credit is supposed to be repaid by the company, and free vacations spent in any part of the country can be shared by all family members. Such an amazing policy of loyalty encouragement proved to be successful, having helped the company survive hard times.

*** Функції дієприкметника в реченні:**

1. означення (Present Participle Active, Present Participle Passive, Past Participle):

Managers *belonging* to 30 multinational organizations took part in the meeting in Prague.

The issues *discussed* at the meeting were of significance for the future of management.

The agreement *being concluded* is not to be changed.

2. обставина (усі дієприкметники):

Knowing English well he was able to conduct negotiations with partners from New Zealand.

Having done the question-and-answer exercises, the students began to write a composition.

When *treated* unfairly, he could not work at all. (в цій функції Past Participle вживається із сполучниками when, if, as if, though)

3. предикатив:

У поєднанні з допоміжним дієсловом **to be Present Participle Active, Present Participle Passive** утворюють всі часові форми групи **Continuous tenses** та **Perfect Continuous tenses**. У поєднанні з допоміжним дієсловом **to be Past Participle** утворює всі форми **Passive Voice**. У поєднанні з допоміжним дієсловом **to have Past Participle** утворює всі часові форми групи **Perfect**.

e.g. They **are discussing** our proposal at the moment (Present Continuous Active).

The agreement **was being discussed** for 3 hours (Past Continuous Passive).

We **have not signed** the agreement yet (Present Perfect Active).

Assignment 15. Transform the following sentences using

a) The Present Participle Active instead of underlined words as an attribute or an adverbial modifier:

1. The woman who is standing near the projector is our new assistant. 2. There was a lot of work which was waiting for us. 3. We can not grant a credit to the company which is going bankrupt. 4. The manager looked at the employees who were waiting for his decision. 5. Since I needed ideas for the new strategy, I ordered the manager to establish a team for collaborating on the promotion campaign. 6. When she saw him, she smiled pleasantly. 7. As we had plenty of time, we decided to visit all sights of the city.

b) The Present Participle Passive instead of underlined words as an attribute or an adverbial modifier:

1. The question that is being discussed is critical to success for any enterprise. 2. Authority and control that are kept at the top level allow managers to supervise each step of the production process. 3. That building that is being built next to our office is a new supermarket. 4. As the decision was made by all members of the staff, it represented the overall opinion. 5. As it was made in different colours, the graph was easy to understand.

c) The Perfect Participle Active/Passive instead of underlined words as an adverbial modifier:

1. After they were delegated some power, the workers started to take an active part in the life of their company. 2. As I had lost the address of the company website, I could not visit it. 3. After he traveled two years about Asia, he returned home and started a restaurant specializing in Asian cuisines. 4. As the hotel was built 20 years ago, it no longer meets the requirements of safety and hygiene. 5. As they had drunk their coffee, they started to discuss the terms of the deal.

* **The Present Participle** (дієприкметник теперішнього часу) означає дію, яка є одночасною або майбутньою по відношенню до присудка:

I saw him writing a letter.

He was pondering over the future awaiting for him at his new workplace.

The Perfect Participle (перфектний дієприкметник) означає дію, яка є минулою по відношенню до присудка:

Having written a report, he went to his supervisor to discuss it.

The Past Participle (дієприкметник минулого часу) означає дію, яка виконувалась/виконується над іменником або займенником, до якого цей дієприкметник відноситься:

We threw away the written letter.

Assignment 16. Choose correct form of the Participle (Present Participle – Past Participle).

1. A worker ... a specific routine duty is isolated from others. A specific routine duty ... by an employee day-after-day can be done perfectly. (to do) 2. The article ... by him is critical for modern management. The man ... a letter over there is my colleague. (to write) 3. We are interested in the scheme ... by our partners. I don't think that a person ... such things deserves trust. (to suggest) 4. ... the tasks between employees, he always bears in mind their likings. ... duties must be carried out on the spot. (to allocate) 5. The ... funds were returned by police. ... money, he feels guilty. (to steal)

Assignment 17. Choose correct form of the Participle (Present Participle – Perfect Participle).

1. ... for 20 years for their firm, he suddenly decided to quit. ... at the bank, he was responsible for granting credits to individuals. (to work) 2. ... natural resources of the land, he was very careful to avoid wasting them. ... all gold resources of his

mine, he sold it to his opponent. (to deploy) 3. ... market conditions, he decided which production line to launch. ... market conditions, he also pays attention to his competitors' advantages. (to examine) 4. ... hands with them, we continued our discussion. ... hands with our partners, we were congratulating each other on the successful deal. (to shake)

Assignment 18. Choose correct form of the Participle (Present/Perfect Participle Active – Present/Perfect Participle Passive – Past Participle).

1. The building ... in our district will be perfect for offices. The team ... our new office is highly professional. (to build) 2. ... the organizing function, a manager starts with designing and grouping jobs. The organizing function ... properly enables an enterprise to get the utmost out of its resources. (to perform) 3. ... long ago, the capital was big enough for the great-grand children to live on. ... a lot of money, he retired and lived quietly and peacefully. (to earn) 4. Do you like the project ... ? Do you know the men ... the project? (to discuss)

Assignment 19. Translate into English.

1. Пропрацювавши багато років на посаді менеджера, він позитивно ставився до передачі повноважень підлеглим. 2. Отримавши цю посаду, він належним чином виконував свої обов'язки. 3. Вчора я був на презентації, організованій моїми колегами. 4. Читаючи його звіт про проектування посад, я робив нотатки щодо своїх пропозицій. 5. Знаючи декілька іноземних мов, ви можете подорожувати по всьому світу без перешкод. 6. Розподіл на відділи, який зараз обговорюється, є вирішальним для успіху усієї компанії. 7. Тобі подобається географічне положення майбутньої філії, яке запропонував Джон? 8. Уповноваживши мене вести справи, мій шеф поїхав у відрядження. 9. Працюючи щоденно, він намагався отримати все можливе від своєї роботи. 10. Розроблена за усіма правилами, промова була дуже успішна. 11. Мені не подобається книга куплена вчора. 12. Виконуючи секретні завдання, він був ізольованим від решти персоналу. 13. Побудована належним чином багато років тому, мережа працювала бездоганно. 14. Я підійшов до людей, які обговорювали переваги та недоліки централізації та децентралізації.

Assignment 20. Problem Solving

Read two stories and decide which owner-manager is going to run a successful company. Explain your choice.

1. Tom Brassier's pride in being the top man made it hard for him to share authority. He tried, but he found to his dismay that his delegating was not as good as he thought. The day he returned from his first short business trip, Mr. Brassier stormed out of his office. He waved a sheaf of payroll sheets and shouted 'Who approved all this overtime while I was away?' – 'I did', the production chief answered. Realizing that all heads were turned to see what the shouting was about, Mr. Brassier lowered his voice. Taking the production manager with him, he stepped into his office.

The production man replied. 'You told me I was in full charge of production. You said I should keep pushing so I wouldn't fall behind on deliveries.'

'That's right,' Mr. Brassler said. 'In fact, I recall writing you about a couple of orders just before I went out of town.' – 'And one of them – the big order – was getting behind so I approved overtime.'

'I would have done the same thing if I had been here,' Mr. Brassler said. 'But let's get things straight for the future. From now on, overtime needs my okay.'

Mr. Brassler then followed up with his other department heads, including his office manager and purchasing agent. He called them in, told them what had happened, and made it clear that their authority did not include making decisions that would increase the company's operating costs. Such decisions had to have his approval, he pointed out, because it was his company.

2. The experience of Charles P. Wiley illustrates another case of delegation. He started by setting up an organization. He broke his small company into three departments: a production department, a sales department, and an administrative department.

The manager handling production was responsible for advertising, customer solicitations, and customer service. Mr. Wiley regarded the administrative department as the headquarters and service unit for the other two. Its manager was responsible for personnel, purchasing, and accounting.

Mr. Wiley also worked out with his assistants the practices and procedures necessary to get the jobs done. His assistants were especially helpful in pointing out any overlaps or gaps in assigned responsibilities. He then put the procedures into writing. Thus each supervisor had a detailed statement of the function of each department and the extent of each authority.

This statement included a list of specific actions which they could take on their own initiative and a list of actions which required approval from the front office – Mr. Wiley, or in his absence, the assistant general manager.

In thinking about absences, Mr. Wiley went one step further. He instructed each department head to designate and train an assistant who could run the department if, and when, the need arose.

Discussion of the text.

1. Speak about basic concepts and components in organizing.
2. Speak about authority and responsibility in any organization.

Unit 14

Text: Organization Design Grammar: Participle Complexes

Assignment 1. *Read and learn the following words and phrases:*

ultimate – останній, кінцевий;

formal – формальний, офіційний;

reporting – звітність, підзвітність; syn. *accountability*;

phase – фаза, період, стадія;
strategic grouping – стратегічний розподіл на групи;
overall – загальний;
sub-unit – частина, підрозділ;
practice-driven – такий, що керується/визначається практичним застосуванням;
span of management – сфера контролю, об'єм керівництва; syn. *span of control*;
line – лінійний, той, що відноситься до лінійного підрозділу організації;
line position – лінійна посада; **line authority** – лінійні повноваження;
staff – допоміжний, штабний; **staff position** – штабна посада; **staff authority** – штабні повноваження;
dimension – вимір;
variety – різноманіття;
communication flow – потік вказівок від керівника до підлеглих;
administrative overhead – управлінські, адміністративно-господарські витрати; syn. *administrative cost*;
"tall" organization structure – багаторівнева організаційна структура;
"flat" organization design – пласка/спрощена організаційна структура;
to assume – приймати (брати) на себе; **to assume duties** – брати на себе обов'язки;
to share – ділитися, розподіляти;
morale – моральний стан, бойовий дух;
to downsize – скорочувати штат;
preference – перевага, віддання переваги;
to favour – підтримувати, сприяти;
direct chain of command – прямий порядок підпорядкування в організації;
supportive – підтримуючий, допоміжний;
in nature – від природи, по характеру;
correlation – співвідношення, взаємозв'язок;
to counsel – радити, рекомендувати.

Assignment 2. *Read and translate the following text:*

Organization Design

The **ultimate** design of an organization should help the organization to achieve its goals. Organization design involves the creation of roles, processes, and **formal reporting** relationships in an organization. One can distinguish between two **phases** in an organization design process: **strategic grouping**, which establishes the **overall** structure of the organization (its main **sub-units** and their relationships), and operational design, which defines the more detailed roles and processes. The field is mainly practice-driven and many consulting firms offer organization design assistance to managers. The following are key concepts in the design of an organization: **span of management** and **line and staff positions**.

Span of control or span of management is a **dimension** of organizational design measured by the number of subordinates reporting directly to a given manager. This concept affects organization design in a **variety** of ways, including speed of **communication flow**, employee motivation, reporting relationships, and **administrative overhead**.

A narrow span of control results in each manager supervising a small number of employees; while a wide span of management occurs when more subordinates report directly to a given manager. Researchers generally agree that a narrow span of management presenting a "**tall**" **organization structure** will be more expensive to operate because of the large number of managers and it may have communication problems resulting from the multiple levels of management. A "**flat**" **organization design** resulting from a wider span of management would require managers to **assume** more administrative duties since those activities would be **shared** by fewer employees. However, some researchers also suggest the wider span of management may cause employees to feel greater ownership of their work and increase their motivation, **morale**, and productivity. It can be successful when a manager clearly states and explains his intention to employees. That is why many organizations are now deciding to move to a wide span of management, **downsizing** organizations and eliminating unnecessary positions.

Factors influencing a larger span of management are:

1. Work performed by subordinates is stable and routine;
2. Subordinates perform similar work tasks;
3. Subordinates are concentrated in a single location;
4. Subordinates are highly trained and need little direction in performing tasks;
5. Rules and procedures defining task activities are available;
6. Support systems and personnel are available for the managers;
7. Little time is required in non-supervisory activities such as coordination with other departments or planning;
8. Managers' personal **preferences** and styles **favour** a large span.

Another concept of the organizing process is the idea of line and staff positions. Line positions are traditionally defined as those in the **direct chain of command** with specific responsibility for organization objectives. Staff positions are positions outside the direct chain of command that are advisory or **supportive in nature**. Effective managers choose any **correlation** of both positions to promote cooperation among all members of the organization and ensure that every person within the company is on the same team.

* Line authority – in which individuals in management positions have the formal power to direct and control immediate subordinates.

* Staff authority – granted to staff specialists in their areas of expertise. It is narrower than line authority and includes the right to advise, recommend, and **counsel** in the staff specialist's area of expertise. It is a communication relationship with management.

Assignment 3. *Answer the following questions:*

1. What does organization design involve?

2. How many phases are there in an organization design process?
3. What is span of control or span of management?
4. What is the difference between a narrow and wide span of control?
5. What does a "flat" organization design resulting from?
6. What may the wider span of management cause employees?
7. Can you give some factors influencing a larger span of management?
8. What positions are advisory or supportive in nature?
9. How are line positions defined?
10. What is the difference between line and staff authority?

Assignment 4. *Give Ukrainian equivalents of the following words and word combinations.*

ultimate design, formal reporting, practice-driven, overall structure, detailed, consulting firm, speed of communication flow, to occur, to operate, to assume more administrative duties, to cause employees to feel greater ownership, to move to, unnecessary position, stable, support system, personal preferences, outside, to be on the same team, formal power, area of expertise

Assignment 5. *Give English equivalents of the following words and word combinations.*

стратегічний розподіл на групи, фаза, підрозділ, вимірювати, ключове поняття, сфера контролю, лінійна посада, штабні повноваження, різноманіття, адміністративно-господарські витрати, моральний стан, усувати, скорочувати штат, прямиий порядок підпорядкування в організації, радити, рекомендувати

Assignment 6. *Match the synonyms.*

A: sub-unit, overall, phase, to distinguish, ultimate, to recommend, preference, to concentrate

B: to focus, immediate, to differentiate, to counsel, stage, subdivision, general, inclination

Assignment 7. *Fill in the gaps with words from the Assignment 6.*

1. Investors are showing a strong ... for bonds rather than shares. 2. The ... consumer pays considerably more than the manufacturing price. 3. We ... ourselves from our rivals by offering a higher standard of customer service. 4. He is the person with ... responsibility for the project. 5. Our company has three main ... – purchasing, producing and distributing. 6. The advertising campaign will enter its second ... in July. 7. We ... our shareholders to accept their offer. 8. I can't ... on my work with all that noise going on.

Assignment 8. *Substitute some words in the sentences with their antonyms from the text to make the sentences true, translate the sentences into Ukrainian:*

1. A manager must get the utmost to raise the depression of his employees.
2. Staff positions are positions inside the direct chain of command.

3. A wide span of management presenting a "tall" organization structure will be less expensive to operate.

4. Many organizations decide to move to wide span of management, expanding organizations and adding unnecessary positions.

5. A "tall" organization design resulting from a wider span of management would require managers to reject many administrative duties.

Assignment 9. Study the following groups of synonyms and choose the correct one to fill the sentence.

1. *advice* is an opinion or a suggestion about what somebody should do in a particular situation;

recommendation is a suggestion about the best thing to do, especially by somebody with expert knowledge;

counsel is usually a legal advice to an organization.

1. I am sure that he would accept my attorney's 2. To improve one's qualification is a sound ... for the unemployed. 3. To achieve success in this business you'd better follow my

2. *help* is the act of making someone do something easier;

assistance usually implies making a secondary contribution or acting as a subordinate.

1. I'll offer you my ... to move the table. 2. Secretaries provide ... to the manager in preparing the report. 3. The chairman of the committee accepts ... from a technical director. 4. New people were a great ... to us in reaching the progress of the company.

3. These nouns refer to what one plans to do or achieve.

intention simply signifies a course of action that one proposes to follow;

goal suggests an idealistic or long-term purpose;

objective often implies that the end or goal can be reached.

1. A ... should be thought of as an agreement between a manager and an employee. 2. It is my ... to take a vacation next month. 3. Team members are committed to achieving common 4. The company has achieved its key ... for the year. 5. You must set realistic ... for yourself.

Assignment 10. Complete the sentences using words and word-combinations from the text.

tall organization structure, administrative overhead, line, staff, span of control, downsized, flat organization design

1. A corporation ... its personnel in response to a poor economy. 2. There are now fewer layers of management and an increased 3. Structures of ... within the company are to be changed, it takes too much time to give and receive orders. 4. With ... authority, a company is usually organised into functional departments, each headed by a senior manager, below whom there is a chain of command. 5. Restructuring the company they could achieve annual ... savings of \$45 million. 6. She has a position in the firm's ... authority. 7. Researchers generally agree that a ... is more expensive than

Assignment 11. *Translate into English.*

1. Повноваження штабних спеціалістів стосуються порад та рекомендацій лінійному персоналу або видачі вказівок працівникам за дорученням лінійного керівника. 2. Поняття “сфера контролю” впливає на потік вказівок від керівника до підлеглих, мотивацію працівників та адміністративно-господарські витрати. 3. Багаторівнева організаційна структура створюється вузькою сферою контролю в організації, в той час як спрощена структура є результатом широкої сфери контролю. 4. Правильне співвідношення лінійної та допоміжної структур забезпечує взаємодію між усіма членами персоналу компанії. 5. Повноваження штабних менеджерів вужчі за владу лінійних керівників і включають надання порад та рекомендацій в сфері їх компетенції.

Assignment 12. *Read the following information and find the changes in figures 1 and 2.*

A Job for Now

Modco has downsized and delayed. The number of management levels in the company has been reduced from 5 to 3, and many managers have lost their jobs. Modco has reorganized and restructured in order to make its structure flatter (with fewer layers of management) and leaner (with fewer, more productive employees). They did this to reduce administrative overhead and overall costs. Employees said that they used word ‘reconstruction’ to make the situation sound positive.

Figure 1.

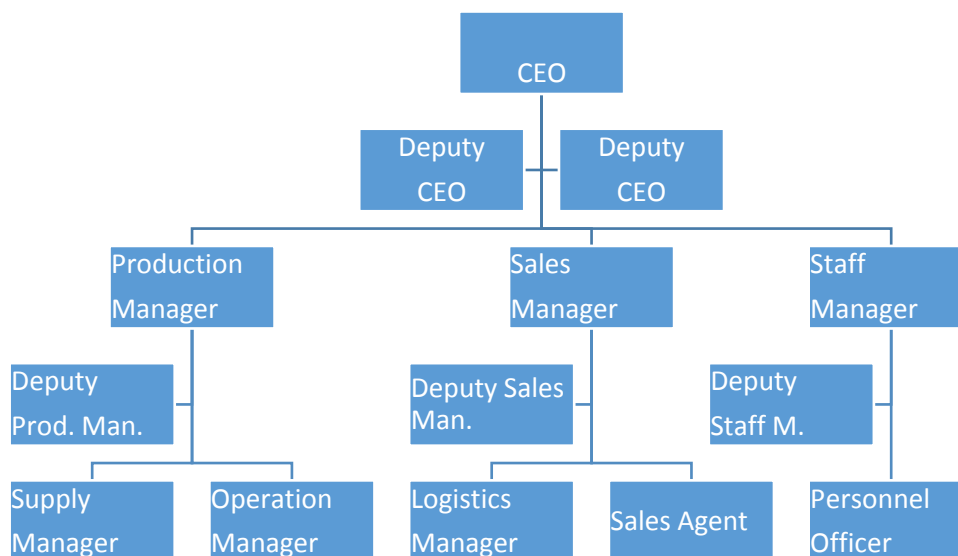
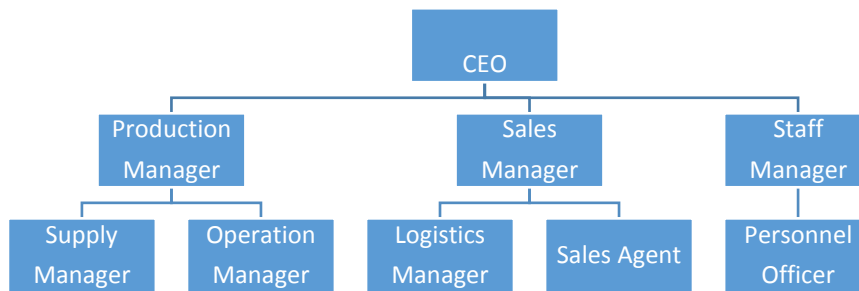


Figure 2.



Assignment 13. *Read the following passages and draw figures to illustrate them.*

a) Apple Computer's reputation as a good employer declined after several layoffs in the 1990s. Apple was laying off up to 7% of its employees at the facility. It was reported that the plant had employed some 1,800 people, meaning that up to 126 people were laid off. Levels of management in the company have been reduced from 4 to 3. The President of the company now gives orders directly to the Commercial Manager and Executive Vice-President. The positions of Production Manager, Marketing Manager and Human Relation Manager were eliminated. They used to supervise the Head of the Research Department, the Head of the Public Relations Department, the Head of the IT Department, the Head of the Finance Department and the Head of the Personnel Department. Now all these managers are under control of the second level of managers.

b) Due to the increase of production and working staff, the President of Forgers had to add some more managerial positions making the structure taller. He introduced two deputy positions for each of his two vice-presidents for coping with production, distribution, sales and human resources. The deputies coordinate the activities of the managers of these 4 departments. The President of Forgers also suggested appointing a Manager of Research and Innovation and a Shop Superintendent in the Production Department. He also initiated two staff positions: Legal Advisor and Financial Advisor. They report directly to the President and provide counsel for all levels of the company.

Assignment 14. *Study the two figures and describe changes that took place in the organization design of the company.*

Figure 1.

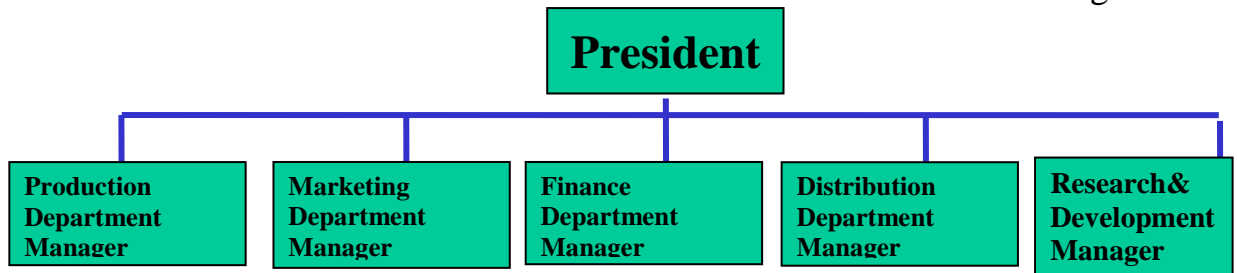
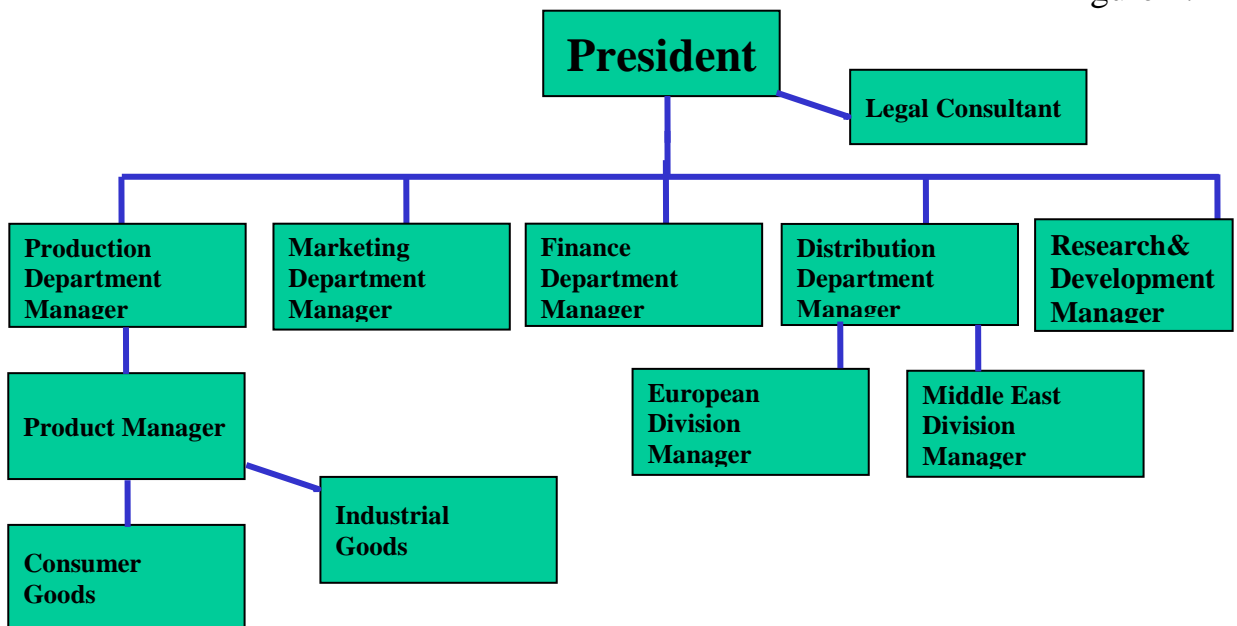


Figure 2.



Assignment 15. You are given a list of advantages of each organization design. Decide which structure (tall or flat) is more efficient and then make a speech to support one of the structures using advantages given and suggest some disadvantages of the other structure.

Advantages of flat structure:

1. Each employee gets less work and tasks are similar;
2. You have task certainty;
3. High frequency of interaction develops interpersonal relations;
4. In this case physical dispersion of employees is allowed and people don't work in over-crowded premises;
5. Managers are not over-worked;
6. Job tends to be more efficient.

Advantages of tall structure:

1. Employees must be well-trained and professional;
2. You can integrate one new task into a set of your previous ones, enlarge your knowledge;
3. As the employees perform very different tasks, the supervisor must give each subordinate more individual attention;
4. Communication and reaction to changes and emergencies are quicker;

5. Administrative costs are decreased;
6. Managers and employees are more responsible and feel more engaged and required.

Grammar

Participle: Subjective Participle Complex, Objective Participle Complex (p.)

***Об’єктний дієприкметниковий зворот (the Objective Participle Complex)** складається з іменника у загальному відмінку або займенника в об’єктному відмінку та дієприкметника. В реченні зворот виконує роль **складного додатка (Complex Object)**. Зворот вживається:

1) після дієслів що виражають сприймання за допомогою органів чуття (вживаються Present Participle або Past Participle):

e.g. She *heard them discussing* the outcome of downsizing

На відміну від об’єктного інфінітивного звороту, що лише констатує факт, об’єктний дієприкметниковий зворот підкреслює процес, тривалість дії.

2) після дієслів, що виражають бажання та процеси мислення (вживається Past Participle):

e.g. He wants **the goal attained**.

3) після дієслів **to have, to get**. В таких реченнях дієприкметник виражає дію, яка виконувалась не підметом, а для підмета або над ним (вживається Past Participle):

e.g. They got **their span of control widened**.

На українську мову об’єктний дієприкметниковий зворот перекладається підрядним реченням.

e.g. I saw **you talking** to your colleague. – Я бачив, як ти розмовляв з колегою.

Assignment 16. Make up 5 sentences from each table.

I You He We They	saw noticed found watched felt	the manager my colleagues their partners them him	planning the budget. telling the right things. explaining the reorganization. agreeing on the design. favouring the proposal.
I He She We They	want considers believe wants wish	the company his son the employees terms of trade the contract	signed by the end of February. accepted more responsibilities. changed. helped him. downsized.
I He She We They	have has had get got		his hair cut. the luggage unpacked. the suit sewed. the documents signed. our ideas implemented.

Assignment 17. *Transform the following sentences using the Objective Participle Complex.*

e.g. The applicant was answering the questions. We heard it. – We heard the applicant answering the questions.

1. I saw him as he was walking along the street. 2. The old man was telling his story. I heard it. 3. Mary saw as the man was stealing money from the safe. 4. Jane was talking to the manager. Bill noticed that. 5. We watched him as he was making a presentation of a new reorganization programme. 6. He was giving commands to his subordinates. I heard it. 7. He was lying. I felt that. 8. When he returned to his work, he found that his colleagues were having a party.

Assignment 18. *Transform the following sentences using the Objective Participle Complex.*

e.g. Somebody will pick up the goods for me tomorrow in the afternoon. – I shall have the goods picked up tomorrow in the afternoon.

1. The employee prepared a report for him. 2. A marketer designed a label for the president. 3. The consulting firm made an organization design for us. 4. The manager shared responsibilities for them. 5. He eliminated all unnecessary positions in our company. 6. The chef cooked lunch for us. 7. A boy delivered pizza to our home yesterday. 8. As Bob had a broken arm, his secretary typed his text for him. 9. Whenever Clara is staying at this hotel, the porter carries her bags into her room. 10. Professionals organized our last party for us.

***Суб'єктний дієприкметниковий зворот (the Subjective Participle Complex)** складається з іменника у загальному відмінку або займенника у називному відмінку та дієприкметника. В реченні даний зворот виконує функцію **складного підмета (Complex Subject)**. Між іменником/займенником та дієприкметником стоїть присудок, який формально узгоджується з підметом (іменник/займенник) в особі і числі, а по суті є окремою частиною речення, що відображається в перекладі на рідну мову дієсловом у третій особі множини відповідного часу. Сміслові відношення між іменником/займенником та дієприкметником подібне до відношення між підметом та присудком, тому зворот перекладається на українську мову підрядним реченням.

e.g. **He was heard moving** to another town. – Чули, що він переїхав до іншого міста.

Зворот вживається з **присудком в пасивному стані**, який містить

1) дієслова, що виражають сприймання за допомогою органів чуття (вживається Present Participle):

e.g. **They were watched performing** a very difficult task. – Спостерігали, як вони виконували дуже важливе завдання.

2) дієслова **to consider, to believe, to find** в значенні „вважати” (вживається Past Participle):

e.g. **She is considered employed** for the position of operational manager. – Вважають, що вона прийнята на посаду менеджера з питань виробництва.

Assignment 19. *Make up 5 sentences from each table.*

The partners We Line personnel Managers Specialists	were	seen heard watched noticed observed	entering the conference hall. advising on marketing matters. designing a new brand image. discussing the company downsizing. holding secret negotiations.
The goal Projects The design Our conditions The work	was were	considered believed found	finished. elaborated. accepted. achieved. postponed.

Assignment 20. *Transform the following sentences using the Subjective Participle Complex.*

e.g. They heard as he was supporting a conservative point of view on federal social programmes. – He was heard supporting a conservative point of view on federal social programmes.

1. Somebody overheard us as we were sharing information. 2. The manager observed as the office was working. 3. They watched as the jet was taking off. 4. We were grouping our troops. They noticed it. 5. They heard as we were reporting about administrative costs. 6. They saw as the partner was checking the contract. 7. They observed as employees were assisting the manager.

Assignment 21. *Match questions with possible answers and give full answers using Participle Complexes.*

e.g. *How did it happen that you had a car crash?* – *Penelopa Cruise was walking down the street.* – *I crashed into the directing-post as I saw Penelopa Cruise walking down the street.*

How did it happen that you had a car crash?	The state officials were interchanging top-secret information. He heard them.
Why are you wearing a wig?	Some people called and told me they saw it as it was running near the caves.
Why is he hiding?	I didn't tell her about my trip. She considers I deceived her.
Do you know where your dog is?	Penelopa Cruise was walking down the street.
Why is Ann angry with you?	I have a twin. He passed all exams for me.
You got all excellent marks this term. How did you do this?	My hairdresser dyed my hair green instead of blond.

Assignment 22. Answer the following questions using *Participle Complexes*.

1. What did you see on your way to the Institute? 2. What did you notice when you were sitting at the café? 3. Can you prove that you were studying at the library yesterday? 4. Can you prove that you told her about your report? 5. Do you cut your hair? 6. Do you usually sew your clothes? 7. Is your task finished? 8. What did you hear when you came to the park? 9. Did you repair your computer? 10. Did you see your school-mate yesterday? What was he doing?

Assignment 23. Read the police report and rewrite sentences using the *Objective Participle Complex* or/and the *Subjective Participle Complex* where it is possible.

e.g. The men of stocky build were seen by the witness as they were approaching the house. – Mrs Woodhall saw three men approaching the house at 3 a.m. *and/or* Three men were seen approaching the house at 3 a.m.

Case Number: **VT 05/04/04/3462**

Incident: **House-breaking**

Reporting Officer: **Constable Ranjit Singh** Date of Report: **05 April 2004**

Written according to the witness statement of **Mrs Woodhall**.

On Monday April 5th, three men were involved in a house breaking of 23 Lee High Street. The men of stocky build were seen by the witness as they were approaching the house at 3 a.m. The witness claimed that she woke up because she felt that something strange was happening in the street. The car was driving along the street and she heard it. It was very unusual for their neighbours, so Mrs. Woodhall looked out of the window. She noticed two men who were wearing dark clothes and jeans as they were standing near the front door of 23 Lee High Street. Somebody opened the door for them. That was really strange because Mr. and Mrs Barclay, 23 Lee High Street, were away till April 21st. Mrs. Woodhall saw as three figures were moving inside the house in the dim light of pocket flashes. She wanted her husband to call the police. She felt that her heart was beating so hard that she could not speak. Then she noticed that her medicine was standing on the table near the phone. Her doctor prescribed it for her in case she would be too nervous. She took pills and called the police. Then she watched as the policemen were coming into the house, arresting the robbers and taking them to the police station. She believed that all three men were arrested. But suddenly she heard something. It was a man who was moving away from the house. Mrs. Woodhall considered that she was let down by the policemen. Till morning the witness was sitting near the window and observing the street, nothing suspicious was noticed.

Assignment 24. *Translate into English.*

1. Дизайн вважали розробленим. 2. Було чути, як вони обговорювали нові штабні посади. 3. Керівник відділу продажів вважав, що його підтримують. 4. Вважається, що скорочення персоналу закінчилось. 5. Я бачив, як він розмовляв із начальником підрозділу. 6. Секретарка надрукувала йому статтю про новітні тенденції в організаційних структурах. 7. Консалтингова фірма розробила для нас прийнятну структуру всіх частин організації. 8. Я спостерігав, як він намагався розподілити обов'язки між усіма працівниками. 9. Я чув, як він скаржився на новий порядок підпорядкування на фірмі. 10. Я спостерігав, як виробництво переходило на іншу стадію розвитку.

Discussion of the text.

1. Speak about two phases in the process of organization design.
2. What types of span of control do you know?
3. Speak about the role of line and staff positions in organization design.

Unit 15

Text: Organization Structure

Grammar: Participle Complexes: The Absolute Participle Complex

Assignment 1. *Read and learn the following words and phrases:*

in a deliberate manner – продумано, навмисно, обмірковано;

along traditional lines – за традиційним принципом;

dependent – залежний (від – on, upon);

to encourage – заохочувати;

to foster – стимулювати, пробуджувати;

cost-effectiveness – витрато-ефективність;

commitment – відданість;

structural variation – структурні відхилення, структурні коливання;

common pattern – загальна модель;

pyramid – піраміда;

cross-functional team – група спеціалістів різного профілю (напр., для підготовки виробництва);

federation – федерація, об'єднання;

standardization – стандартизація;

line-and-staff organization – лінійно-штабна організація;

staff department – штабовий відділ;

to be incorporated into – бути приєднаним, включеним до чогось;

layer – рівень, шар;

matrix organization – матрична організація;

dual – двоїстий, подвійний;

allegiance – вірність, відданість; підпорядкування;

power struggle – боротьба за владу;

excessive costs – надмірні витрати;

alliance – союз, альянс;

to migrate – мігрувати;
to encompass – охоплювати;
virtual organization – віртуальна організація, така, що існує тільки в
всесвітній мережі;
medium – середній;
tightly – тісно, міцно;
via – через;
automotive industry – автомобільна промисловість;
consensus – згода, домовленість.

Assignment 2. *Read and translate the following text:*

Organization Structure

Organization structure refers to the way that an organization arranges people and jobs so that its work can be performed and its goals can be met. Organizational structures are rarely designed **in a deliberate manner**. Small structures grow into larger ones and individual units become the focus of managerial power. Organizations can be regarded as people management systems. They range from simple hierarchies built **along traditional lines** to complex networks **dependent** on computer systems and telecommunications. Human resource managers can **encourage** organizations to adopt strategies (for their structures) which **foster** both **cost-effectiveness** and employees' **commitment**. With multiple **structural variations** existing, there are a few basic principles that can be applied and a small number of **common patterns**. Organizational structures can be classified into a number of types, including **pyramids**, **cross-functional teams**, matrix, **federations** and networks.

Pyramids or hierarchies are represented by line positions and a certain degree of **standardization**. These forms were known even by ancient Egyptians and Romans. Top management has complete control, and the chain of command is clear and simple. Examples of these organizations are small businesses in which the top manager, often the **owner**, is positioned at the top of the organizational structure and has responsibilities clearly distinct from his subordinates.

The line-and-staff organization or cross-functional team combines line personnel with **staff departments** that support and advise line departments. An advantage of a line-and-staff organization is the availability of technical specialists, as staff experts in specific areas **are incorporated into** the formal chain of command. Disadvantages of a line-and-staff organization are conflicts between line and staff personnel and multiple **layers** of management within an organization.

The third form is known as the **matrix organization**. Being employed in a standard organization hierarchy, personnel are assigned to cross-functional teams focusing on specific projects or programmes. Thus, they have a **dual allegiance** to authority: to their direct managers and to project managers. Advantages of this structure are flexibility, ease of changing or growing in new product or service directions, and greater coordination of different projects. Some possible disadvantages of the matrix structure include the **power struggle** between

managers, **excessive costs**, and too much focus on teams instead of on organization objectives.

The concept of network appeared in the 1970's in the form of strategic **alliances** between separate companies. It began in Japan with product design houses like Sony and **migrated** to the West. **Virtual organizations** are the latest form of network. They exist on the Web usually **encompassing** many small organizations, individual consultants, and the occasional **medium** to large company. Virtual organizations may be physically global, but they are **tightly** connected **via** electronic networks. The largest networks today are probably in the **automotive industry** where each manufacturer maintains a large strategic network of suppliers and distributors. Many companies even have alliances with their competitors.

There are also some newly defined organization structures combining features of pyramids, cross-functional teams and matrix organizations with democracy, competition and **consensus** decision making.

Assignment 3. *Answer the following questions.*

1. What is an organization structure?
2. Why can human resource managers encourage organizations to adopt different strategies for their structures?
3. What are the main types of organization structure?
4. What are the main principles of pyramids or hierarchies?
5. What are the advantages and disadvantages of the line and staff organization structure?
6. What is a matrix organization?
7. When did the concept of network appear?
8. What is the latest form of networks?
9. How do virtual organizations exist?
10. What other forms of organization structure do you know?

Assignment 4. *Give Ukrainian equivalents of the following words and word combinations:*

to refer to, in a deliberate manner, managerial power, dependent on something, to adopt a strategy, employee commitment, pyramid, federation, line position, ancient, owner, distinction, multiple layer, flexibility, separate, product design house, medium to large company, automotive industry, competition

Assignment 5. *Give English equivalents of the following words and word combinations:*

рідко, центр уваги, за традиційним принципом, заохочувати, стимулювати, витрато-ефективність, загальна модель, стандартизація, розташовувати, лінійно-штабна організація, подвійне, підпорядкування, боротьба за владу, надмірні витрати, мігрувати, охоплювати, випадковий, союз, через електронні мережі, тісно зв'язані, домовленість

Assignment 6. Match words with their synonyms; find an antonym in each line.

expert	to stay, to move, to travel, to expand
to encourage	double, twofold, binary, single, duplex
commitment	holder, leaser, master, possessor, proprietor
owner	to combine, to embody, to integrate, to separate
consensus	loyalty, devotion, dedication, allegiance, betrayal
dual	to foster, to promote, to deter, to lead, to inspire
to incorporate	disagreement, consent, unanimity, unison, unity
to migrate	master, specialist, amateur, professional, ace

Assignment 7. a) Fill in the gaps with one of the synonyms from the Assignment 6.

1. I really admired the ... of the staff in the face of the company's problems. 2. All the board's decisions in our company are made by 3. Industry ... predict that oil prices could rise even higher. 4. Since new developments are the products of a creative mind, we must therefore ... creativity. 5. Many small newspapers are ... to the Internet. 6. Many of your suggestions have been ... into the plan. 7. She has taken on the ... role of chairman and chief executive. 8. The current ... of the hotel have spent \$100 000 on its modernizing.

b) Fill in the gaps with the antonyms from the Assignment 6.

1. He was due to move to the European branch but was persuaded to ... for another year. 2. In modern trends of expanding production, several functional teams were ... into different departments. 3. All these jobs can be done by one ... person. 4. The manager was stunned by his employees' 5. The stock market slump has ... bosses from buying new equipment. 6. The desire to adopt a new strategy for our company generated 7. Our new employee is a complete ... in questions of organizing. 8. We almost lost our money when we tried to pay a ... instead of the owner.

Assignment 8. Match words from left and right columns to make phrases and then use them to complete sentences.

power	organization
matrix	manager
structural	commitment
staff	specialists
managerial	struggle
employees'	network
organizational	power
technical	variation
project	structure
electronic	department

1. Nowadays many goods are traded among dealers who are connected only via 2. Andrew had to leave the project because he had a conflict with a 3. There is currently a over who will head up the company after the merger. 4. To diversify the work of people and enrich their experience management of the firm suggested allowing 5. We need some to eliminate difficulties with our email distribution list. 6. The boss assigned some more people to to provide advice and help. 7. The firm uses a structure for each project. 8. Developing a new product requires a major of time and effort. 9. He has lost most of his after transferring to a staff department. 10. The management plan to create a more flexible introducing cross-functional teams and matrix groups.

Assignment 9. Find words from the text to match these definitions and learn them.

1. c...- f... – a team that involves people, departments, etc. with different jobs or skills working together;

2. v... o... – a group of companies, employees, suppliers, customers, etc. that work together using computer equipment, telephones and other technology in order to provide a service or a product;

3. m... o... – a way of organizing a company or a project in which people from different departments work together and so each employee has two or more managers in different departments;

4. h... – the different levels at which people or things are organized, depending on how much authority, responsibility or importance they have;

5. p... – an organization or a system in which there are fewer people at each level as you get near the top;

6. s... – the way in which the parts of something are connected together, arranged or organized; a particular arrangement of parts.

Assignment 10. Choose the best word or phrase to fill each gap from the alternatives given below.

1. Organizational structures are usually designed in a ... manner. 2. Pyramids or hierarchies are represented by ... positions. 3. A line-and-staff organization combines line personnel with staff departments that ... line departments. 4. Members of matrix organizations have a ... allegiance to authority 5. Some possible disadvantages of matrix structure include power struggle and 6. Virtual organizations are the latest form of 7. Virtual organizations are tightly connected via 8. Many companies even have alliances with their 9. Advantages of a ... structure are flexibility, ease of changing or growing in new product or service directions. 10. An advantage of a ... organization is the availability of technical specialists and staff experts in specific areas.

1. deliberate

unsystematic

systematic

2. line

staff

matrix

3. supervise

control

support

4. multiple	dual	single
5. excessive costs	cost-effectiveness	consensus decisions
6. matrix	networks	pyramids
7. telecommunications	telephone lines	electronic networks
8. suppliers	distributors	competitors
9. matrix	line and staff	hierarchy
10. hierarchy	line and staff	matrix

Assignment 11. Match each headline with a statement below. Choose one and write 7-10 sentences to finish the article.

July 3, 2007

Divide and rule, a sound motto. Unite and lead, a better one.

May 4, 2007

Mystery worth Egyptian Pyramids

February 12, 2007

Lost in Web

1. Words of Johann Wolfgang von Goethe are a vivid epigraph for modern organizing trends.
2. Unable to connect with the strategic network partner *Tangelo* searches for truth in the court.
3. Modern surveys are devoted to the phenomenon of the popularity of the most long-lived and common form of organization structure.

Assignment 12. Translate into English.

1. Теорія і практика менеджменту пропонують багато різних принципів структур управління, які можна звести до наступних основних типів: лінійна організаційна структура, лінійно-штабна організаційна структура, матрична організаційна структура та інші. 2. В ієрархічній структурі існує чіткий розподіл влади, прав та відповідальності між керівником та підлеглими. 3. Лінійно-штабна структура поєднує лінійний персонал із допоміжним, до складу якого включають фахівців з різних видів діяльності. 4. Для членів матричної організації існує подвійна підлеглисть: своєму безпосередньому лінійному керівнику та менеджеру проекту. 5. Віртуальні організації зазвичай охоплюють багато малих підприємств, інколи навіть організації середнього та великого бізнесу.

Assignment 13. Read the following statements and say whether you:

- a) would be willing to do it.
- b) wouldn't mind doing it.
- c) would be reluctant to do it.
- d) would never agree to do it.

- ✓ accepting more responsibility in your work;
- ✓ dealing with customers' complaints;
- ✓ having an English speaking boss;
- ✓ having to deal with a lot of paperwork;
- ✓ having to travel a lot;
- ✓ lying to customers;
- ✓ making a lot of presentations;
- ✓ making coffee for your supervisor every morning;
- ✓ sharing an office room with your boss/subordinates;
- ✓ speaking English all the time in the office;
- ✓ taking a year off without being paid;
- ✓ working at weekends;
- ✓ working flextime;
- ✓ working for a year abroad;
- ✓ working for a multinational company;
- ✓ working for a small company;
- ✓ working on the Internet;
- ✓ having a lot of bosses;
- ✓ having only one supervisor;
- ✓ working in an open-plan office;
- ✓ working with your spouse in the same company;
- ✓ working overtime three days a week;
- ✓ working under stress.

Decide which questions will help you to choose the best organization structure for you and which are additional. Interview your partner and tell him/her which organization structure will suit him the best. What careers can you recommend him/her?

Grammar

Participle Complexes: The Absolute Participle Complex (p.)

* Незалежний дієприкметниковий зворот (**The Absolute Participle Complex**) це комплекс, що складається з іменника або особового займенника у називному відмінку та дієприкметника. У цьому комплексі іменник або займенник виконує роль підмета по відношенню до дієприкметника і не є підметом всього речення. Зворот завжди відокремлюється комою. В українській мові відповідних зворотів немає.

Якщо зворот стоїть на початку речення, він виконує функцію обставини (часу, причини, способу дії, умови) і перекладається відповідним підрядним реченням.

e.g. *On-line communication being very important, we installed computers in every department.*

Оскільки зв'язок в реальному часі дуже важливий, ми встановили комп'ютери в кожному відділі.

Якщо незалежний дієприкметниковий зворот стоїть в кінці речення, він перекладається простим реченням, що входить до складу складносурядного, і переклад його починається із сполучників *a, i, але, причому*.

e.g. The information supplied must meet particular requirements, *accuracy being one of them*.

Надана інформація повинна відповідати певним вимогам, і точність – одна з них.

Assignment 14. *Make up 10 sentences from each table and translate them into Ukrainian.*

1. With their heads bent over the documents,	a. we bought shares of this plant.
2. All duties being assigned,	b. he can't help reading it.
3. The web-connection having been disrupted,	c. she inspected the main office.
4. The article being very interesting,	d. managers were discussing the way out.
5. The Chairman and CEO being away,	e. they have to look for a new partner.
6. With her deputy walking nearby,	f. we started working in a team.
7. The prospects being very fine,	g. Ann has to supervise all departments.
8. The design house having migrated to the West,	h. we failed to send an e-mail.

Assignment 15. *Translate the sentences into Ukrainian paying attention to the Absolute Participle Complex.*

1. The dinner having been prepared, I took a nap before my guests arrived. 2. The manager having lost the key, we couldn't get into the office. 3. The employees encouraged, we hope to increase efficiency. 4. Mr. Brown being appointed a manager, the structure of the organization will be changed completely. 5. He started his speech with his heart throbbing fast. 6. The money being hidden in the cellar, nobody could find it for many years. 7. The dangerous material having been destroyed, he can sleep soundly. 8. It being the first day of his new job, Bill got up early. 9. There being much time left, the young woman went shopping. 10. The circumstances permitting, we shall expand our business west. 11. No other business arising, the meeting was adjourned. 12. The truck finally loaded, they said goodbye to their neighbours and drove off. 13. The picnic is scheduled for Saturday, weather permitting. 14. All things considered, it's not a bad idea.

Assignment 16. *Finish the sentences and follow them by situations, using the following clauses as Absolute Participle Complexes.*

1. The weather being unusually cold, ...
2. The situation being urgent, ...
3. Our efforts proving fruitless, ...
4. There being no one to ask, ...
5. The inspection revealing new problems, ...
6. The agreement terms being favourable, ...
7. There being no way out, ...
8. The inspection being over, ...
9. Her mind turning again to business, ...

10. No one being there to support us, ...

Assignment 17. *Change the sentences according to the model.*

Model: The demand for cars has fallen because petrol has gone up in price. —
Petrol having gone up in price, the demand for cars has fallen.

1. After the project had been finished, they returned to their departments. 2. There was no coffee left so they had tea instead. 3. After the Chairman had resigned, he applied for that position. 4. As the work was finished they went home. 5. It was the height of the season so all the hotels were full. 6. A lot of companies have alliances with their competitors because prices have increased. 7. After he started his speech, everyone stopped talking. 8. Everyone had to go back to work because the holidays were over. 9. As soon as the seat-belts were fastened, they were ready to take off. 10. The door was closed and we couldn't enter the room.

Assignment 18. *Translate into English.*

1. Оскільки часу залишилось мало, ми повинні були вирішити конфлікт між лінійним та допоміжним персоналом. 2. Коли конференція закінчилась, він підійшов до мене і подякував за підтримку. 3. Фізично наша компанія знаходиться в Україні, а всі операції проводяться у всесвітній мережі. 4. Оскільки наші партнери порушили домовленість, ми шукаємо нові шляхи для досягнення наших цілей. 5. Коли лінійний керівник наказав, він приєднався до нової команди для вирішення питання, пов'язаного із випуском нового продукту. 6. Коли контракт було підписано, вони вирішили відсвяткувати подію. 7. Майк підійшов до столу, всі його думки були про новий союз із конкурентами. 8. Оскільки заголовки газет повідомляли про боротьбу за владу, він із зацікавленням купив декілька штук. 9. До закінчення зустрічі залишалась година, а ми ніяк не могли прийняти рішення. 10. Було дуже жарко, ми відчинили вікно.

Discussion of the text.

1. Speak about the notion of organization structure.
2. What are the main types of organization structure?

Module 6.
Unit 16

Leading
Text: Leadership Styles
Grammar: Gerund
Forms of Gerund

Assignment 1. *Read and learn the following words and phrases:*

work settings – робоче середовище;

conscious – свідомий, **subconscious** – підсвідомий;

foundation – основа;

legitimate power – законна, традиційна влада;

reward power – влада заохочення, влада, що основана на винагородах;

coercive power – влада примусу, влада, що базується на покаранні;
personal attribute – особистісна риса;
expert power – експертний вплив;
reference power – влада еталону (основана на особистих якостях);
to convey – передавати, виражати;
to grant – надавати;
to withhold – утримувати, відмовляти;
compliance – слухняність, покірність;
threat – погроза, загроза;
leadership trait – риса характеру лідера;
self-confidence – самовпевненість;
charisma – харизма, шарм;
to take advantage of smth. — скористатися з чогось;
to exert influence over somebody – впливати на когось;
recurring pattern – повторювальна модель;
to exhibit – проявляти, показувати;
to issue orders – видавати накази;
directive or autocratic leader – автократичний/авторитарний керівник;
supportive or human relations leadership – стиль керівництва, що оснований на людських відносинах;
participative or democratic leader – демократичний керівник;
abdicate or laissez-faire leadership – ліберальний стиль керівництва;
capability – спроможність;
to enthuse – заохотити.

Assignment 2. *Read and translate the following text.*

Leadership Styles

Leadership can be defined as the manager's conscious or subconscious use of power to influence the behaviour of other persons in **work settings**. Leadership and management are in some ways similar but in more ways different: being a manager means acting efficiently in the area of planning, organizing, leading and controlling; thus, the **notion** of a manager is broader than that of a leader in terms of organization functions.

The **foundation** of leadership is power. Leaders can exert five basic types of power over their employees: three types relate to a manager's position in a hierarchy of authority – **legitimate**, **reward**, and **coercive power**; and two are based on the **personal unique attributes** – **expert** and **reference power**. Legitimate power is created and **conveyed** by the organization and is the same as authority. The second type – reward power – is the power of **granting** and **withholding** various kinds of rewards, quite the contrary coercive type is the power of forcing **compliance** through psychological or emotional **threat**. Expert power is based on knowledge and expertise. The fifth type – reference power – is built upon the so-

called **leadership traits**, i.e. such traits of character that set leaders apart from their subordinates (e.g. intelligence, **self-confidence**, and **charisma**). To maximize power in any leadership situation, a manager should **take full advantage of** the five types of power available.

Although all leadership involves the use of power **to exert influence** over others, leaders vary in the style they use to accomplish this result. Leadership style is a term used to describe a **recurring pattern** of behaviour **exhibited** by a leader. Underlying most leader-behaviour research is a focus on the degree to which a leader is concerned with a) the task to be accomplished and b) the people doing the work. Thus, we distinguish among four basic leadership styles:

1) **Directive or autocratic leaders** showing a high concern for the task and low concern for people would make most decisions for the work unit, **issue orders**, and expect them to be carried out.

2) **Supportive or human relations leadership** involves managers showing a low concern for the task and high concern for people, focusing on warm, interpersonal relationships, avoiding conflicts, and seeking harmony in decision making.

3) **Participative or democratic leaders** presenting a high concern for both people and task would share decisions with the group, encourage participation, and support the task efforts of others.

4) **Abdicative or laissez-faire leadership** involves managers with a low concern for both people and task who would turn most decisions over to the group and show little interest in the work process or its results.

Being a successful leader requires **capabilities** to show support, provide direction, allow participation, and **enthuse** employees to pursue extraordinary efforts. This demands that the leader succeed in using various styles of leadership applying available power depending on the situation, task and subordinates' characteristics.

Assignment 3. *Answer the following questions.*

1. What is leadership?
2. How does leadership differ from management?
3. What are the five basic types of power available to managers?
4. Can you give an example of each power?
5. What is the difference between the two groups of power types?
6. How can a leadership style be defined?
7. How many basic types of leadership are there?
8. Which factors are taken into account when differentiating between styles of leadership?
9. What are the characteristics of autocratic leadership?
10. How do human relations oriented leaders treat people and the task?
11. What is the difference between democratic and laissez-faire leadership?
12. What does a choice of leadership style depend on?

Assignment 4. *Transcribe the following words, divide them in groups according to the pronunciation of 'x' and read:*

e.g. x = [ks] extent [iks'tent]

x = [gz] exact [ig'zækt]

exert, expertise, expert, to exhibit, to maximize, example, to expect, to exalt, extraordinary

Assignment 5. *Give Ukrainian equivalents of the following words and word combinations:*

to be defined, work settings, efficiently, power, to relate to, reward, personal unique attribute, to convey, authority, to withhold various kinds of rewards, emotional threat, leadership traits, to set apart from, self-confidence, to exert influence over, to vary, to be carried out, to focus on, to seek harmony, to allow participation, to pursue extraordinary efforts

Assignment 6. *Give English equivalents of the following words and word combinations:*

керівництво, основа, законна/традиційна влада, влада примусу, експертний вплив, влада еталону, покiрнiсть, модель, квалiфiкацiя/компетентнiсть, видавати накази, авторитарний керiвник, стиль керiвництва, що оснований на людських вiдносинах, демократичний керiвник, лiберальний керiвник, спроможнiсть

Assignment 7. *Match and learn the synonyms:*

A: settings, foundation, trait, threat, recurring, compliance, to share, concern, to grant

B: to provide, characteristic, interest, obedience, to partake, periodic, basis, danger, environment

Assignment 8. *Fill in the gaps with words from Assignment 7.*

1. They have created an ... in which productivity should flourish. 2. We must ... responsibility for the mistake. 3. These shares were ... to the employees as bonuses. 4. Efficiency was the only ... that he sought in his employees. 5. They set up a ... to exert influence over all their branches. 6. Prepare a schedule for such ... expenses as payroll, rent and utilities that we have to pay each month. 7. They showed ... for our incorporation as a limited liability company. 8. He constituted a real ... to the leadership of the company due to his disobedient character.

Assignment 9. *a) Match the antonyms and find them in the text:*

a) to grant, to avoid, recurring, harmony, to enthuse, leader

b) conflict, to withhold, to discourage, subordinate, unique, to seek

b) Fill in each sentence with a pair of antonyms:

1. The team ... has called a meeting for all his ... for 3 p.m. 2. To succeed in team work a leader must ... separation and ... unity. 3. A ... between two members of the team resulted in the loss of the overall 4. The ... pattern of decision-

making was occasionally interrupted by a ... decision that utterly changed the situation. 5. Though all managers ... employees to carry out the new plan, he considers it dangerous and ... his team from sharing this work. 6. The company's directors were accused of ... information from the public and ... it only to shareholders.

Assignment 10. *Sub-* is a prefix, from Latin, meaning "under" (its common opposite is *super-*). Now it means "more or less," "below something", or "below certain level". Read and translate the words with this prefix and fill the gaps in sentences:

subordinate, subunit, subconscious(ly), subdivision, submarine

Its variant forms are: sub + c = suc- succession;

sub + g = sug- suggestion;

sub + p = sup- support.

1. Supply chain management has four main ... – logistics, purchasing, manufacturing and distribution. 2. We lost four key members of staff in quick 3. Leadership determines the relationship between ... and superiors. 4. Thank you for ... us in our efforts to improve our distribution system. 5. You could earn yourself some money by putting forward your 6. The demand for ... is characteristic only for those countries which border on seas or oceans. 7. Your team is only a ... of our unit in the organization. 8. He exerted his influence on his colleagues

Assignment 11. Match the definitions with words:

legitimate power	is the ability to obtain compliance through fear of punishment.
reward power	is a kind of leadership based on establishing positive relations in groups and companies, in order to achieve goals.
coercive power	is a leader who leaves his or her colleagues to get on with their work.
expert power	is a leader has absolute power over his or her employees or team.
referent power	is a leader who makes the final decision, but invites other members of the team to contribute to the decision-making process.
directive or autocratic leader	is a kind of power that is allowed and acceptable according to the law.
supportive or human relations leadership	is power derived through advanced knowledge or experience in a particular subject.
participative or democratic leader	is the ability of someone to reward another through possessing resources the other values.
abdicative or laissez-faire leader	(or charismatic power) arises when subordinates want to identify with the leader, on account of some personal characteristics of the leader.

Assignment 12. *Fill in gaps with words from the table above:*

Whether you are managing a team at work or leading a major corporation, your leadership style is crucial to your success no matter whether you exert to l..., r..., e... or other type of power. Employees and team members have little opportunity for making suggestions when their leader is a...; he also uses such type of power as c... to make employees compliant. A completely different atmosphere is characteristic of organizations with h... ... where leaders are totally focused on supporting and developing people. Employees and team members feel in control of their own destiny when they have a d... ... who often resorts to r The l... leadership meaning "leave it be" leaves employees to get on with their work.

Assignment 13. *All types of leadership can be successfully applied to people with particular traits. From the given list of traits choose those which will suit the employees of each type of leader. Explain your choice.*

e.g. Directive/autocratic leader – employees are **unskilled**

Traits: **unskilled**, energetic, enthusiastic, risky, charismatic, diffident, confident, diligent, responsible, communicative, competitive, people-oriented, task-oriented, creative, participative, skilled, experienced, indolent

Assignment 14. Group Reading

Read passages about four different companies and decide what leadership styles are applied in each case.

1. One example of a successful leader is Alan Sugar, whose company Amstrad is particularly prominent in the personal computer and satellite dish fields. In this company there is a power culture dominated by one individual. Here, the company structure can be seen as a web, with all the key decisions coming out from the centre. The clear advantage to Amstrad in being run this way is that Sugar's speed and clarity of action enables the firm to tie up deals rapidly in an ever changing and expanding market. Few decisions are taken collectively or by committee, and the whole organisation works without many of the bureaucratic, hierarchical middle management layers of its rivals. There is instead a dynamic central force exercising a wide span of control. During the 1980's his star soared because he had caught the personal computer market at exactly the right time. At the start of the 1990's recession Amstrad's share price plunged, but Sugar bounced back successfully in 1997.

2. Levi Strauss & Co., the maker of blue jeans and other fashion apparel, provides an example of how emphasis on people can induce efficiency and adaptation. The company sought to maintain worker loyalty and trust long before it became fashionable. Robert Haas, the CEO, articulated the company's view on the importance of managing human relations: "I believe that if you create an environment that your people identify with, that is responsive to their sense of values, justice, fairness, ethics, compassion, and appreciation, they will help you be successful." Levi's employees could expect generous profit-sharing initiatives, lavish quality of work life programmes, a culture of compassion and inclusion, and high job security (for many years Levi resisted closing U.S. plants and moving

production offshore). This philosophy served the company well for decades and contributed to its excellent financial performance during that time.

3. When Carlos Ghosn was appointed CEO of Nissan in 1999, the company was in a state of serious decline and had lost money in all but one of the previous eight years. Ghosn immediately launched a sweeping set of changes. He created nine cross-functional teams with members from different levels of management to analyze the manufacturing, purchasing, and engineering functions and help him decide what needed to be done to revive the company, including extensive cost-cutting efforts. Such teams had never been deployed at Nissan before, and it was unheard of to include lower-level managers in deciding major changes. For the first time in over a decade, Nissan began coming up with cars that excited customers both in Japan and abroad. Just two years later, in 2001, Nissan earnings were at a record high for the company: \$3.8 billion on sales of \$47.7 billion.¹⁵

4. Darklum is a British company where there is a modern trend towards worker-participation in company decision making. When Darklum initiated worker-participation, a period of confusion in the command chain did not ensue and there was no potentially damaging power struggle. In the 1990's the company overcame hard times without one single member having left it. Creativity, friendliness and reliability are encouraged. All members of the company are very experienced and skilled self-starters.

Grammar: Gerund

Forms of Gerund

* **Герундій (Gerund)** – це віддієслівна неособова форма, що поєднує властивості **іменника** та **дієслова**. Аналогом герундія в українській мові може слугувати **віддієслівний іменник** (продаж, читання, розповсюдження, тощо), тому герундій може перекладатись як іменником, так і дієсловом (часто інфінітивом).

Як віддієслівна форма, герундій має форми **активного та пасивного стану (Active Gerund vs. Passive Gerund)**, а також вказує на часове відношення до дії присудка: одночасні ці дії чи одна передуює іншій (**Indefinite Gerund vs. Perfect Gerund**). Герундій перехідних дієслів може мати *прямий додаток*; герундій може вживатись з *прислівниками*.

e.g. My task is **examining** (what?) *this contract* (how?) *carefully*. – Моє завдання - *уважно вивчити цей контракт*.

Assignment 15. Make up 7 sentences from each table.

I	looked forward to	his coming back in time.
You	agreed to	taking advantage of the situation.
He	insisted on	showing a low concern for the task.
She	thanked for	avoiding conflicts in work settings.
It	thought of	using various styles of leadership.
We	objected to	granting various kinds of rewards.
They	dreamt of	joining your company next month.

I	can't make him work		completing the project.
You	will get a reward	by	showing a positive example.
He	will increase	without	encouraging his employees.
She	productivity	t	graduating the institute.
It	can earn money	after	elaborating a good plan.
We	can't succeed in a	before	achieving the company's
The	project	on	goals.
y	rewarded workers		meeting the partners.
	will help us		

Assignment 16. a) Give all forms of Gerund as in example:

	Active	Passive
Indefinite	writing	being written
Perfect	having written	having been written

to define, to use, to act, to exert, to create, to describe, to expect, to encourage

b) Make up 8 sentences with different forms.

Assignment 17. Write the Indefinite Active form of Gerund of the following verbs and fill the blanks with appropriate words.

1. spend, 2. enthuse, 3. issue, 4. withhold, 5. grant, 6. travel, 7. succeed, 8. reward

1. ... money on travelling is useful for health as well as for mind. 2. ... broadens your horizons. 3. ... orders to employees is not always a very easy task. 4. ... salaries can reduce the willingness of employees to work. 5. ... in business requires a lot of work and effort. 6. ... industrious and creative people encourages them to pursue duties harder. 7. ... bonuses is the strategy of our company. 8. ... requires capabilities to understand other people.

Форми герундія – Forms of Gerund

* **The Indefinite Gerund (Active, Passive)** вживається для вираження дії, яка відбувається 1)одночасно з дією присудка:

e.g. Ann enjoys working for their company. – Анні подобається працювати в їх компанії.

2) безвідносно до якогось певного часу (тобто будь-коли):

e.g. Seeing is believing. – Побачити означає повірити (Вірити власним очам).

The Perfect Gerund (Active, Passive) вживається для вираження дії, яка передувала дії присудка:

e.g. John denied having made this mistake. – Джон заперечував, що він припустився цієї помилки.

!!Проте, the Indefinite Gerund також може позначати дію, що передувала дії присудка, зокрема з після дієслів to thank (for), to forget (about), to remember, to excuse (for), to apologize (for), а також після прийменників on, after:

e.g. *Thank you for helping* me. – Дякую за те, що ви мені **допомогли** (за вашу допомогу).

On coming home we *started* planning our holidays. - **Прийшовши** додому, ми *почали* планувати відпустку.

Assignment 18. *Fill in the correct form of the Gerunds and translate into Ukrainian.*

Indefinite Active – Perfect Active

1. Excuse me for ... you, but I must go. Excuse me for ... you yesterday without a single word. (to leave) 2. I am proud of ... for your company. I am proud of ... for your company for so many years before I resigned in 1999. (to work) 3. He was completely surprised at their ... the question so loudly and emotionally. He was completely surprised at their ... the problem without his help. (to solve) 4. The manager is sure of your ... a new project right now. The manager is sure of you ... that successful project. (to create)

Indefinite Active – Indefinite Passive

1. Do you mind my ... the plan? Do you mind the plan ... ? (to prepare) 2. He has no power without ... to this position. He can't make his subordinate fulfill all duties without ... him a deputy of CEO. (to appoint) 3. He likes ... people around many different things. He likes ... by his friends about his success. (to ask) 4. We never thought of ... that man to our company. We never thought of ... to their party, because we knew they didn't like us. (to invite)

Assignment 19. *Use the right form of the Gerund of the verbs in brackets.*

1. We insist on (do) the work right now. The customers insist on the work (do) at once. We are pleased with their (do) the task before being asked. 2. I enjoy (go) to her parties. But I dislike (take) there by my colleagues. 3. Stop (talk) about it. The incident isn't worth (mention). Excuse me for (make) so much trouble previously. 4. Have you finished (correct) the composition? — No, it still needs (brush up). 5. Sue admitted (tell) a lie. And she didn't mind (reprimand) for it. 6. He is very secretive. He avoids (ask) any personal questions or (ask) any even by his closest friends. 7. They suspected the inspector of (get) some more evidence and were afraid of (call) to the police station. 8. She cannot forgive him (betray) their corporation.

Assignment 20. *Translate into English using Gerund.*

1. Керування компанією означає використання одного з п'яти типів влади: традиційної влади, влади заохочення, влади примусу, експертного впливу чи влади еталону. 2. Він займається плануванням в галузі новітніх технологій. 3. Вони впевнені, що ми виконаємо погрози. 4. Він наполягав на тому, що новітні технології впливу на поведінку були продемонстровані. 5. Ви повинні добре обміркувати перед тим, як застосовувати владу примусу. 6. Нашому керівнику подобається розподіляти відповідальність за прийняття рішень між працівниками. 7. Цю інформацію варто згадати, не зазначаючи її джерела. 8. Це залежить від того, чи він продемонструє інтерес до справи і

результатів. 9. Не можна досягти гармонії без вирішення конфліктів у колективі. 10. Пробачте, що я утримав інформацію і вчасно не повідомив вас. 11. Він отримав значний досвід виконуючи вказівки свого колеги. 12. Вибачте, що я віддав накази, не дочекавшись вашого приїзду. 13. Замість того, щоб прийняти рішення самостійно, демократичний лідер консультується з підлеглими. 14. Авторитарний керівник наполягає на тому, щоб всі проблеми вирішував він сам. 15. Знайшовши виконавців, ліберальний керівник передає всі справи підлеглим.

Assignment 21. Make up a dialogue between

a) a CEO who is a laissez-faire leader but represents legitimate power in a company;

b) a Human Resource Manager who is an autocratic leader and has access to reward and coercive power;

and c) a Production Manager who is a democratic leader and embodies expert and reference power.

Discuss the possibility of maximizing productivity and each one suggests his/her solutions according to their type of leadership and power. Try to find one solution that would satisfy everyone.

Discussion of the text.

1. Speak about authority and power in any organization.

2. Speak about the main styles of leadership, their advantages and disadvantages.

Unit 17

Text: Employee Motivation

Grammar: Gerund

Functions of Gerund

Assignment 1. Read and learn the following words and phrases:

to reinforce – збільшувати, підсилювати;

willingness – готовність;

to exert efforts – докладати зусиль;

concept – поняття;

drive – стимул, імпульс;

to initiate – починати, покласти початок;

to allocate rewards – призначати нагороди;

impact – вплив;

to have access to – мати доступ до;

content theories – змістовні теорії мотивації;

belongingness needs – потреби у соціальних стосунках;

peer – рівний, колега;

esteem needs – потреби у визнанні;

self-actualization needs – потреби у самореалізації;

to expand – збільшувати;

framework – рамки, система;

to be in on – бути втаємниченим;
sympathetic – співчутливий;
process theories – процесуальні (ситуаційні) теорії мотивації;
reinforcement theories – підкріплюючі теорії мотивації;
patterns of behaviour – модель поведінки;
positive reinforcement – позитивне підкріплення;
avoidance – уникнення;
extinction – припинення;
punishment – покарання;
to elude – уникати;
reward – винагорода;
base pay – основна заробітна плата;
benefits – користь, вигода;
incentives – стимули;
reprimands – догана;
fine – штраф;
frame of reference – компетенція, сфера діяльності;
exertion – зусилля.

Assignment 2. *Read and translate the following text:*

Employee Motivation

A major part of any manager's role is to **reinforce** the **willingness** of people to **exert work efforts** to help accomplish organizational objectives. It can be done through the **concept** of motivation, a term defined as the set of processes determining the choices employees make about their behaviour. Motivated employees are needed in the rapidly changing workplaces because they are more productive and help organizations survive.

To understand motivation one must understand human nature itself. The process of motivation begins with needs – **drives** or forces that **initiate** behaviour. **Allocating** rewards successfully and achieving maximum motivation **impact** demand understanding of employees' needs and knowledge of how to distribute rewards to satisfy them. To become proficient in this managers **have access to** a number of theories offering insights into these objectives: content, process, and reinforcement theories.

Content theories of motivation use individual needs to explain the behaviour and attitudes of people at work. According to Maslow's hierarchy of needs there are five basic groups of needs: physiological needs (food, clothes, home), security needs (safe physical and emotional environment), **belongingness needs** (desire for love and acceptance by **peers**), **esteem needs** (needs for recognition and respect), and **self-actualization needs** (desire to develop and **expand** one's capabilities). Satisfaction of each group leads to desire to satisfy the next one and it presents a convenient **framework** for the motivation process.

The ranked order of motivating factors recognized by the majority of scientists is: (a) interesting work, (b) good wages or salaries, (c) full appreciation of work

done, (d) job security, (e) good working conditions, (f) promotions and growth in the organization, (g) feeling of **being in on** things, (h) personal loyalty to employees, (i) tactful discipline, and (j) **sympathetic** help with personal problems.

Although an understanding of basic human needs is necessary for strengthening motivation, managers should also apply **process theories** which help to explain why different people have different needs and why individual's needs change.

And finally, **reinforcement theories** examine how employees learn **patterns of behaviour** based on reinforcement. There are four basic kinds of reinforcement: **positive reinforcement**, **avoidance**, **extinction**, and **punishment**. The first two kinds aim at repeating the desirable behaviour of an employee, but avoidance allows for **eluding** an unpleasant situation as a result of good performance, while positive reinforcement presupposes a **reward** or a desirable outcome. A reward is anything the organization provides in exchange for services: **base pay**, **benefits**, holidays, promotions, **incentives** and others. Employees can have access to such benefits as training, profit sharing, health insurance, **bonus**, gym membership, etc. Extinction is used to weaken behaviour and punishment is used to change behaviour by means of **reprimands**, discipline, and **fin**es.

Within this **frame of reference** a manager can choose any approach to motivation in order to provide a work environment within which individual needs become satisfied through **exertions of effort** that also serve organizational objectives.

Assignment 3. *Answer the following questions.*

1. What is motivation?
2. What is the starting point of motivation?
3. Can a manager achieve maximum motivation impact without knowledge of employees' basic needs?
4. Are esteem needs or self-actualization needs more important?
5. What are the basic theories of motivation?
6. Who suggested a hierarchy of needs?
7. How many types of human needs do you know?
8. How do you understand the meaning of "hierarchy of needs"?
9. What is the difference between avoidance and positive reinforcement?
10. What is a reward?
11. In what case should punishment be applied?
12. What is the main function of a manager's motivation activity?

Assignment 4. *Give Ukrainian equivalents of the following words and word combinations:*

motivation, to exert work efforts, needs, drives, forces, set of processes, content theories, process theories, reinforcement theories, Maslow's hierarchy of needs, physiological needs, security needs, belongingness needs, esteem needs, self-actualization needs, convenient, positive reinforcement, avoidance, to elude, to weaken behaviour, extinction, punishment, reward, within this frame of reference

Assignment 5. Give English equivalents of the following words and word combinations:

збільшувати, готовність, той, що швидко змінюється, поняття, імпульс, продуктивний, природа людини, призначати нагороди, розуміння, висока оцінка, забезпеченість роботою, бути втаємниченим, ієрархія, рівний, рамки, визнаний, більшість, модель поведінки, уникнення, припинення, основна заробітна плата, стимул, штраф, сфера діяльності

Assignment 6. Substitute synonyms from the text for italicized words:

1. People usually work to earn the *appreciation* of their *equals*. 2. He wanted to *avoid a disagreeable* situation. 3. A major part of any manager's role is to *reinforce* the *efforts* of his employees. 4. To become *skilful* in this managers have access to a number of theories offering an *understanding* of these objectives: content, process, and reinforcement theories. 5. The *devotion* of employees to their company is always *rewarded*.

Assignment 7. Match the antonyms:

1. sympathetic, reward, to expand, peer, willingness, safe, to strengthen
2. to weaken, superior, reluctance, risky, punishment, selfish, to decrease

Assignment 8. Find words from the text to match these definitions:

1. _____ – is the set of processes determining the choices employees make about their behaviour.
2. _____ – is a strong organized effort to accomplish a purpose.
3. _____ – is that which belongs to society; that which pertains to people.
4. _____ – is the process of developing or achieving one's full potential.
5. _____ – is a stimulus that weakens the behavior that produced it.
6. _____ – is the process of changing behaviour by means of reprimands, discipline, and fines.

Assignment 9. Fill in the gaps with words from the text:

1. My sister works at a bank and her ... is approximately \$3,000 per month. 2. In this job, the ... are \$ 24 per hour. 3. Food, clothes, and home belong to ... needs, ... needs are a safe physical and emotional environment, ... needs include the desire for love and acceptance by ... , ... needs are needs for ... and respect, and ... needs mean desire to develop and expand one's capabilities. 4. You need to ... the first level of needs to get the desire to ... the next level. 5. A ... includes base pay, benefits, holidays, promotions, incentives and others. 6. ... is used to weaken behaviour and ... is used to change behaviour by means of r...s, discipline, and f...s. 7. Within the ... of ... a manager can apply different ... to motivate his employees.

Assignment 10. This is a list of some motivating factors. Decide to which level of Maslow's Hierarchy of Needs each factor belongs and add at least two more factors for each level:

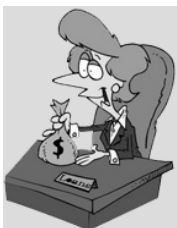
- reasonable working conditions
- wages
- job security
- insurance
- making friends
- being a part of a working team
- spacious office
- job titles
- learning new skills
- taking on increasingly important tasks



Assignment 11. *Translate into English:*

1. Успішний розподіл винагород та досягнення максимальної мотивації вимагає розуміння потреб працівників. 2. Згідно із пірамідою Маслоу є п'ять рівнів потреб: фізіологічні (потреби у житлі, їжі), потреби у безпеці (безпечне оточення), потреби у соціальних стосунках, потреби у визнанні і потреби у самореалізації. 3. Впорядкований порядок мотивуючих факторів наступний: цікава робота, гарна заробітна плата, висока оцінка виконаної роботи, забезпеченість роботою, кар'єрне зростання в організації та інші. 4. Підкріплюючі теорії мотивації вивчають як працівники засвоюють моделі поведінки, що ґрунтуються на підкріпленні. 5. Видами позитивного підкріплення є винагорода та уникнення, а негативними – покарання і припинення. 6. Винагорода – це будь-що, що організація надає в обмін на послуги: страхування, додаткові виплати, пенсії, службові авто, тощо. 7. Покарання включають додаткову роботу, штрафи та догани. 8. Для того, щоб зрозуміти процес мотивації, потрібно зрозуміти природу людини. 9. В межах своєї компетенції менеджер може обрати різні методи для того, щоб вмотивувати працівників до збільшення зусиль в досягненні цілей організації.

Assignment 12. *Read the quotes from two people talking about their jobs.*



Marie, accountant

I work in the finance department of a large company. There are a lot of benefits. For example, if the company makes a profit, all the employees get a bonus. There's also profit sharing, but that's only for

managers. I have a company car and I can travel abroad quite a lot. We also get a pension and private health insurance. The company pays its staff to go to training courses. And we also get free membership in the local gym. As punishment the company usually uses fines and extra duties, but I don't want to discuss this.

In general I must say that it's hard work but I get a lot of satisfaction from it.



Tom, physiotherapist

I work for the health service. There are a lot of rewards: the main one is the job satisfaction. I get a real sense of achievement when someone says 'Thank you'. You know you are doing a worthwhile job.

If you work hard, there are opportunities for promotion. There are some benefits. We don't get bonuses or anything like that, but there's a very good pension. The health service pays for us to go to training courses, and people with children get help paying for childcare. If I visit patients at home, I get a travel allowance, but it's not very much.

Look at the list of things that motivate people and decide which of them were mentioned. Choose 5 things that are of importance to you, explain your choice.

- pension
- training
- profit share
- expenses
- company car
- health insurance
- bonus
- travel allowance
- child care
- job satisfaction
- promotion
- responsibility
- gym membership
- doing something worthwhile

Which benefits are used in our country? Which benefits would you like to give to your employees?

Grammar: Functions of Gerund

* Подібно до іменника, герундій може вживатись в реченні в наступних функціях:

1. підмет:

e.g. Signing the contract is very important. – **Підписання** контракту дуже важливе. /

Підписати контракт дуже важливо.

2. предикатив:

e.g. Our task is **signing** the contract. – Наше завдання – **підписати** контракт.

3. **додаток (прямий або прийменниковий):**

e.g. He enjoys **signing** contracts – this means that his business is expanding. – Йому подобається **підписувати** контракти – це означає, що його бізнес розширюється.

He insisted **on signing** this contract. – Він наполягав на **підписанні** цього контракту.

4. **означення (до або після означуваного слова):**

e.g. The *ceremony of signing* the contract took little time. The **signing ceremony** took little time. – Церемонія **підписання** контракту зайняла мало часу.

5. **обставина (з прийменником):**

e.g. **On signing** the contract the parties left the office. – **Підписавши** контракт, сторони покинули офіс.

Assignment 13. *State the Gerunds and their functions in the sentences:*

1. Giving rewards is one of the most pleasant things we do. 2. Answering the seemingly simple question is very difficult. 3. You had better not rely on her. There's no predicting her mood. 4. Driving a car and talking on the car phone at the same time demand care. 5. Having coffee together has become a daily ritual with all our employees. 6. Motivation is determining the choices employees make about their behaviour. 7. We intend on giving all workers bonuses and allowing an additional day-off. 8. John could not help admiring her capabilities. 9. She simply enjoyed performing her duties. 10. The time is good for exerting work efforts. 11. Unfortunately we didn't succeed in punishing him. 12. Do you mind my helping with the problem? 13. He strengthened his efforts for improving the situation. 14. He has a gift of choosing correct decisions. 15. After discussing the new plan, they went on making comments for the next meeting. 16. Upon completing the list of candidates, she called the manager.

* У функції **обставини герундій** завжди вживається з прийменником: як **обставина часу** – з прийменниками **after, before, on**; як **обставина способу дії** – з прийменниками **by, without, instead of, besides**.

Assignment 14. *Translate the following sentences.*

1. *On seeing* the results of the marketing research, they decided to launch this product immediately. 2. *After meeting* with the partners, we discussed our marketing strategy in this region. 3. *Before setting up* a joint venture, they studied all the necessary financial documents. 4. We learned a lot about our competitors *by studying* the results of their activities, published in the press release. 5. You can't enter a foreign market *without having* a thoroughly-developed strategy. 6. They focused their attention on the head office *instead of controlling* the activities of their affiliates. 7. *Besides learning* international management, he takes courses in business English and public relations.

Assignment 15. 1. Consult your dictionary to check whether you know the prepositions that go with the verbs in italics. 2. Complete the sentences. Add the necessary preposition.

1. My friend *is good* ... (to analyze) data.
2. She *complains* ... (to punish) wrongly.
3. They *are afraid* ... (to lose) money.
4. She *doesn't feel* ... (to work) on the computer.
5. We *are looking* ... (to go out) at the weekend.
6. Laura *dreams* ... (to get) a company car.
7. Andrew *apologized* ... (to be) late.
8. Do you *agree* ... (to apply) this punishment?
9. The managers *insisted* ... (to give) him extra-duties.
10. Edward *thinks* ... (to develop) his skills.
11. They *were accused* ... (to cause) delay at their working place.
12. The worker *is blamed* ... (to break) the machine.
13. He is not sure how to *cope* ... (to choose) an approach to motivation.
14. How can I *prevent* her ... working in this shop?
15. The firm *specialized* ... (to manufacture) sport equipment.

Assignment 16. Translate into English:

1. Він застосовував процесуальні теорії мотивації, не усвідомлюючи цього. 2. Вирішення проблем з мотивацією працівників – найскладніша частина обов'язків менеджера будь-якого рівня. 3. Цей автомобіль буде використано для винагороди. 4. Вона почала складати перелік працівників для директора. 5. Мені просто подобається тут працювати. 6. Поступивши в інститут, він одразу ж почав відвідувати лекції з психології. 7. Розподілення нагород допоможе досягти високого рівня мотивації. 8. Єдине, що нам потрібно для покращення продуктивності – підвищення мотивації. 9. Він був звинувачений у порушенні умов праці. 10. Він звикнув працювати в важких умовах. 11. Ми думали про досягнення цілей організації. 12. Ми наполягали на отриманні страховки. 13. У цієї компанії не має жодного шансу на те, щоб досягти успіху. 14. Коли я повернувся з відпустки, я почував себе значно краще.

* Complexes with Gerund.

З герундієм може вживатись іменник (у називному або присвійному відмінку) або присвійний займенник. Такі словосполучення називаються зворотами з герундієм (**complexes with gerund**). Смісловий зв'язок між іменником/займенником та герундієм подібний до зв'язку між підметом та присудком, тому такі звороти перекладаються підрядним реченням, в якому іменник/займенник є підметом, а герундій – присудком.

Зворот з герундієм може виступати в реченні як:

1. підмет:

e.g. Her avoiding conflicts is appreciated by everybody. – Всі цінують те, що вона уникає конфліктів.

2. додаток:

e.g. He appreciated **her avoiding** conflicts. – Він цінував, що **вона уникає** конфліктів.

3. означення:

e.g. They didn't know *the reason for* **her missing** the conference. – Вони не знали *причини, чому* **вона пропустила** конференцію.

4. обставина:

e.g. They were joking *without* **her even noticing** it.- Вони шуткували так, що **вона** навіть не помічала цього.

Assignment 17. *Read and translate the sentences. Find complexes with the Gerund and define their functions*

1. I wouldn't mind his talking all the time with other employees, if he were doing well. 2. And what about our changing roles for once? Would you mind performing my duties? 3. I insist on your showing me your work today, otherwise you will be punished. 4. My having failed made me try again. 6. Your advertising your company was rather successful, I must say. 7. There is no doubt of his having mastered English thoroughly. 8. His colleagues' disrespecting him filled him with pain. 9. The fear of their taking advantage of him never crossed his mind. 10. After his breaking our engagement, I have nothing to do with him. 11. I don't want to run the risk of my firm being robbed.

Assignment 18. *Use a Gerund instead of the subordinate clause and state the function of the Gerund:*

1. He wrote that he would come back at the end of the war. 2. I remember that I met her at the conference. 3. I am sorry that I kept you waiting. 4. They have given up all hope that they will ever get promotions. 5. He remembered that he had seen the girl several times at the entrance exams. 6. She didn't feel as if she would ever forgive him. 7. You will get nothing from him if you reproach him all the time. 8. Brian kept silent for fear that he might be misunderstood. 9. It was good luck that I was there and then. 10. He came into the room very angry and didn't even greet us. 11. Barbara felt much better after she had given him a piece of her mind. 12. She escaped danger as she listened to her intuition.

Discussion of the text.

1. Speak about the process of motivation.
2. What is the hierarchy of needs?
3. What are basic kinds of reinforcement?

Unit 18

Text: Group Management

Grammar: Gerund versus Infinitive; Gerund versus Participle

Assignment 1. *Read and learn the following words and phrases:*

formal group – формальна/офіційна група;

permanent – постійний, довгочасний;
task force – група спеціалістів по вирішенню певної задачі;
regardless – не беручи до уваги; незважаючи на; попри;
forming – стадія створення;
to get acquainted – знайомитись;
acceptable – прийнятний;
storming – стадія збурення, стадія шторму;
to pull apart – розривати;
norming – стадія врегулювання;
resolution of conflict – рішення/розв'язання проблеми;
undertaking – справа;
specification – специфікація; деталізація;
to merge – зливатися;
shaper – укладач;
impetus – рушійна сила;
plant – генератор ідей;
devil's advocate – критик, полеміст;
to perceive – розуміти, усвідомлювати;
insensitive – нечутливий, позбавлений чутливості;
rigorous – ретельний, скрупульозний;
assumption – припущення;
completer – завершувач;
punctilious – педантичний;
implementer – організатор роботи;
resource investigator – дослідник ресурсів;
connecting-link – сполучна ланка;
team worker – організатор групи;
chairman – голова;
command – наказ.

Assignment 2. Read and translate the following text:

Group Management

To manage any business activity successfully means not only ability to work and lead an individual but also to control the work of a group. A group is two or more people who interact regularly to accomplish a common goal. In organizations groups can be **formal** (**permanent** like departments, divisions; temporary, such as committees and **task forces**) and informal (created by its members for a purpose that may or may not be related to the organization).

Regardless of the reason that people join groups, the groups themselves typically go through a period of evolution. The four stages of development are: **forming** (members **get acquainted** and choose an **acceptable behaviour pattern**), **storming** (members begin to **pull apart** as they have different views on what should be done), **norming** (characterized by the **resolution of conflict** and the development of roles), and finally, performing (moving toward accomplishing its

goals). Each stage must be closely scrutinized and controlled by a manager, so that he can provide clear directions to each member of the team either directly or indirectly, maintain efficient communication within the group, and evaluate everyone's performance. He must also have access to incentives and punishment measures.

Large, complex **undertakings**, which require the participation of many people throughout the development process, demand both high-level and detailed guidelines to assist in channeling individual results into an integrated final product. As each person focuses on his or her part of the system, a clearly defined set of standards and **specifications** must exist to insure that the final result will **merge** with the results being produced by others. In order for a group to function effectively eight roles should be filled within it.

- **Shaper** – The shaper provides vision and **impetus** to the team.

- **Plant** – The plant is a creative source of ideas.

- **Evaluator** – The evaluator is the **devil's advocate** of the group. Skeptically questioning everything, evaluators may be **perceived** as **insensitive** but without their **rigorous** testing of **assumptions** the group may be taking decisions and actions based on false assumptions.

- **Completer** – The completer is the **punctilious** person within the group who makes others finish everything on time.

- **Company Worker/Implementer** – The implementer is the practical thinker who can create systems and processes that will produce what the team wants.

- **Resource Investigator** – The resource investigator is the **connecting-link** for the group with the outer world.

- **Team Worker** – The team worker is concerned to ensure that interpersonal relationships within the group are maintained.

- **Chairman** – The chairman ensures that all members of the team are able to contribute to discussions and decisions of the team.

Working in a group creates a sense of collective responsibility, everyone works together, learns from mistakes, and gets more job satisfaction. But to get this successful result a manager must take into consideration setting of goals, role allocation, harmonizing personality types, and training in how to work together. The skills essential to the modern manager thus include the ability to work with other functional talents in teams – and to lead, not by **command**, but by expertise.

Assignment 3. *Answer the following questions.*

1. What is a group?
2. What types of groups do you know?
3. How many stages of development are there in the process of group evolution? What are they?
4. Who must be capable of providing clear directions to each member of the team and of estimating everyone's performance?
5. How many roles are there to be filled in a group?

6. Why does an evaluator play an important role in a group?
7. What is the duty of a resource investigator?
8. What is the difference between shaper and chairman?
9. What should a manager take into consideration to get a successful result?
10. What demands should a modern manager meet?

Assignment 4. Give Ukrainian equivalents of the following words and word combinations:

formal group, task force, to interact, temporary, purpose, typically, to have different views on, performing, to scrutinize, incentive, high-level, integrated, vision, impetus, source of ideas, assumption, punctilious, to ensure, role allocation, to harmonize, command, rigorous, period of evolution, completer, company worker/implementer, resource investigator, team worker

Assignment 5. Give English equivalents of the following words and word combinations:

неформальна/неофіційна група, постійний, незважаючи на, стадія створення, стадія врегулювання, вирішення конфлікту, створення ролей, скептично, зливатися, рушійна сила, міжособистісні стосунки, генератор ідей, усвідомлювати, сполучна ланка, організатор роботи, розподіл ролей, задоволення, компетентність

Assignment 6. Substitute underlined words with synonyms from the text:

1. A disagreement between two members of the team can break up the whole group. 2. The boss is very strict about arriving on time. 3. Some examples of demeanour patterns are initiative, flexibility and commitment to continuous learning. 4. A manager must take into account role distribution and leading by the competence.

Assignment 7. Fill in the missing words:

resolution, impetus, authority, estimate, roles, performance, channelled, access, order

1. Most of our income is ... into research and development. 2. Top management tried to find the necessary ... to retain team workers. 3. Someone gained unauthorized ... to the personnel files. 4. The new management techniques aim to improve the ... of each member of the group and ... it correctly. 5. When such problems appear it might be difficult to reach a ... that is acceptable to everyone. 6. Only the manager has the ... to allocate ... and responsibilities. 7. The ... required them to finish everything in time.

Assignment 8. Give the definitions of the following words:

1. group; 2. forming stage; 3. norming stage; 4. storming stage; 5. performing stage

Assignment 9. Translate into English:

1. Успішний менеджмент вимагає керівництво групою для досягнення спільної мети. 2. Процес становлення групи відбувається в 4 етапи: стадія створення, стадія шторму, стадія врегулювання та функціонування. 3. Менеджер ретельно перевіряє роботу групи, надає безпосередні або опосередковані вказівки кожному працівнику та має доступ до заохочень та покарань. 4. Укладач та генератор ідеї забезпечують ідеї та є рушійною силою групи. 5. Менеджер є сполучною ланкою між керівництвом та членами офіційної групи. 6. Без оцінювача ідей група може прийняти рішення і почати діяти ґрунруючись на неправильному припущенні. 7. Для успішного існування групи потрібно, щоб члени отримували задоволення від спільної праці. 8. Менеджер керує різними талановитими особистостями, саме тому всі усвідомлюють важливість високої кваліфікації самого менеджера. 9. Маючи різні погляди на те, які цілі стоять перед групою, всі працівники не могли обрати вірну модель поведінки. 10. Керівництвом фірми була створена група спеціалістів для вирішення задачі покращення результативності праці.

Assignment 10. Choose qualities that each team member must possess:

Shaper	Plant	Evaluator	Completer	Company Worker	Resource Investigator	Team Worker	Chairman

diligent, energetic, demanding, creative, punctilious, amiable, talented, persistent, hard-working, candid, adventurous, practical, bossy, self-assured, competitive, dedicated, dominant, critical, meticulous, patient

1. Which of the following qualities do you possess?
2. Which role can you perform better?
3. Assess your friend's traits. What role can he or she play in a group?

Assignment 11. What is your working style?

Have you ever thought about your working style? Are you a team worker, a finisher, a supporter or a leader? This questionnaire will help you to find out.

Read the 30 statements and tick (✓) the ones you agree with.

1. I usually meet up with my colleagues socially.
2. I often find it difficult to advise people on what to do about their problems.
3. Bonuses at work are a good idea.
4. I can never remember staff birthdays.
5. I am an extrovert most of the time.
6. My boss is hardly ever interested in my opinion.
7. I do my work only to get results.
8. I often feel that people do their jobs better than me.
9. I wish I was somebody else from time to time.
10. I would only work for an employer who treated men and women equally.
11. I have always recognized my strengths.

12. I frequently work overtime and I don't mind doing this.
13. I can usually help people with their personal problems.
14. I usually know all the office gossip.
15. I don't find jokes about minority groups funny.
16. I think that problems at home can sometimes become problems at work.
17. I recognize my faults.
18. I hardly ever take part in gossiping during work hours.
19. I don't often enjoy doing nothing.
20. When people criticize me, I sometimes get depressed.
21. I usually get on well with my colleagues.
22. I always enjoy meeting new people.
23. I often take work home with me.
24. I daydream a lot.
25. I like working with computers.
26. I always enjoy job interviews.
27. My colleagues usually enjoy my company.
28. Promotion should always be based on length of service in a company.
29. Taking important decisions hardly ever worries me.
30. The job will still be there tomorrow.

Work out your score. Circle the answers you ticked, and then add up how many As, Bs, Cs and Ds you have. Now read the analysis below.

1 A 2 A 3 A 4 B 5 D 6 C 7 B 8 C 9 C 10 A 11 D 12 B 13 B
 14 A 15 A 16 A 17 C 18 B 19 B 20 C 21 D 22 D 23 B 24 C 25 B 26 D
 27 D 28 C 29 D 30 A

Mostly A's: You are a Team Worker. Your relationship with your colleagues is important to you and many may also be friends. You are good at working with others to solve problems. You are a good listener. You understand others' points of view and have a lot of respect for people. You are usually a popular member of the team.

Mostly B's: You are a Finisher. You are always very task-centered and committed to getting the job done. You identify strongly with your organization and often hide your true feelings. Sometimes your colleagues find you a little difficult to get to know.

Mostly C's: You are a Supporter. You usually think of others in a more positive light than yourself. You occasionally lack confidence and depend too much on other people. However, as you put others' needs before your own, you are often highly valued in an organization.

Mostly D's: You are a Leader. You are usually confident and clear about what you want and how to get it. You show a lot of respect for others. Good listening skills come naturally to you as you frequently like to understand others' opinions before making a decision.

Assignment 12. Speak on the following quotations:

1. "Talent wins games, but teamwork and intelligence wins championships." -- Michael Jordan

2. "Individual commitment to a group effort - that is what makes a team work, a company work, a society work, a civilization work." --Vince Lombardi

3. "Teamwork is the ability to work together toward a common vision. The ability to direct individual accomplishments toward organizational objectives. It is the fuel that allows common people to attain uncommon results." --Andrew Carnegie

Grammar: Gerund versus Infinitive; Gerund versus Participle Співставлення герундія з іншими неособовими формами дієслова.

* Герундій або інфінітив? (Gerund vs. Infinitive)

Складність англійської мови полягає в тому, що після дієслова може вживатись інша дієслівна форма, тобто після **присудка** вживається **додаток** виражений **герундієм** або **інфінітивом**. Після деяких дієслів вживається лише герундій, після певних дієслів – лише інфінітив, а в деяких випадках можуть вживатись як інфінітив, так і герундій, причому зміст речення може бути різний в залежності від вжитої форми. Порівняйте:

Stop **talking!** – Перестаньте розмовляти.(**talking** – gerund)

We stopped **to talk** about our impressions of the exhibition. – Ми зупинились, щоб поговорити про наші враження від виставки. (**to talk** – infinitive)

Прямий додаток.

1. Лише герундій вживається після дієслів: *to avoid* – уникати; *to dislike* – не любити; *to delay* – відкладати; *to deny* –заперечувати; *to enjoy* – захоплюватись; *to excuse* – вибачати; *to need* – мати потребу; *to mind* – бути проти, суперечити; *to finish* – закінчувати; *to forgive* – вибачати; *to practice* – практикувати; *to prefer* - надавати перевагу; *to risk* – ризикувати; *to postpone* - відкладати; *to suggest* – пропонувати; *to understand* – розуміти, та деяких інших.

e.g. *Excuse my interrupting* you. – Вибачте, що я вас перебиваю.

His plan *needs considering*. – Його план потребує обговорення.

2. Випадки вживання як герундія, та і інфінітива (різні значення речень).

1) Після дієслів *advise*-радити, *allow/permit* -дозволяти, *forbid*-забороняти, *recommend*-рекомендувати використовується **інфінітив**, якщо **вказаний адресат** – той, кому щось заборонено чи дозволено; той, хто отримує пораду/рекомендацію. Якщо **адресат не вказується** – використовується **герундій**. Порівняйте:

e.g. We don't *permit* people **to smoke** here.(people – адресат дії, отже вживаємо інфінітив **to smoke**)

We don't *permit smoking here* (адресат дії не вказаний, отже вживаємо герундій **smoking**)

2) Після дієслів *to remember* – пам'ятати, згадувати; *to forget* – забувати + **інфінітив** речення набуває змісту „пам'ятати/не забути виконати заплановану дію”:

e.g. Don't *forget to lock* the door. – *Не забудь зачинити* двері.

To remember/to forget+ **герундій** означає „пам'ятати/не забути дію, яка була зроблена в минулому”:

e.g. I will always *remember working* with you. – Я завжди *пам'ятатиму*, що я **працював** з вами.

3) Дієслово *to regret*+ **інфінітив** використовується, коли повідомляють погані новини:

e.g. I *regret to say* that the company sustained losses. – *На жаль*, я **повинен сказати**, що компанія понесла збитки.

To regret + герундій передає зміст „жалкувати, що якась дія була зроблена в минулому”:

e.g. I *regret saying* this to you. – Мені *жаль*, що я **сказав** вам це.

4) Дієслово *to stop*+ **інфінітив** означає „зупинитись, щоб виконати дію”:

e.g. He *stopped to read* the advertisement. – Він зупинився, щоб прочитати рекламу.

To stop + герундій означає „припинити якусь дію”:

e.g. He *stopped reading* advertisements. – Він *перестав читати* реклами.

5) Після дієслів *to deserve* – заслуговувати, *to require* – вимагати, *to want/to need* - потребувати вживаються як інфінітив, так і герундій. Проте, герундій вживається в активному стані з пасивним значенням. На українську мову перекладається як „потрібно+ інфінітив /іменник”:

e.g. This procedure *needs improving*. – Цю процедуру *потрібно вдосконалити*./ ця процедура *вимагає вдосконалення*.

3. В багатьох випадках вживання як інфінітива, так і герундія не змінює зміст речення:

e.g. We continue **to work/working** at this project. – Ми продовжуємо **працювати** над цим проектом.

Assignment 13. *Fill in the correct form of the verb in brackets (Gerund or Infinitive), explain your choice:*

1. I require you ... the meeting. (to attend) The problem requires ... without any delay. (to solve)

2. She deserved ... the position of a manager in our company. (to hold) The team deserves ... for perfect performance. (to praise)

3. I want ... a way out of the situation. (to find) The company wants (to renew)

4. My colleague needs ... English. (to learn) The interpersonal relationships need (to improve)

5. I will never forget ... London. (to visit) I forgot ... everything in time. (to finish)
6. She suggested me ... the role of Plant. (to fulfil) She suggested ... their offer. (to accept)
7. They don't allow us ... here. (to park) They don't allow ... here. (to park)
8. I am sorry ... you. (to disturb) I am sorry for ... you. (to disturb)

Assignment 14. *Explain the difference between pairs of sentences:*

1. I regret to say that you are fired. – I regret saying that you are fired.
2. The manager forgot to inform the staff when the next meeting would be. – The manager forgot informing the staff when the next meeting would be.
3. The evaluator remembers to express his opinion on that issue. – The evaluator remembers expressing his opinion on that issue.
4. Mary stopped to pay for her coffee at the counter. – Mary stopped paying her rent several months ago.

***Прийменниковий додаток. Герундій** – це єдина віддієслівна форма, що може вживатися з прийменником. Тому герундій у функції **прийменникового додатку** вживається:

1. Після дієслів, що вимагають прийменник: *to accuse of* – звинувачувати у чомусь; *to agree with* – погоджуватись з; *to believe in* – вірити у; *to blame for* – звинувачувати у чомусь; *to complain about* – скаржитись на; *to depend on* – залежати від чогось; *to look forward to* – з нетерпінням чекати чогось; *to rely on* – покладатися на щось/когось; *to thank for* – дякувати за щось; *to object to* – заперечувати проти чогось та деяких інших:

e.g. They *apologized for being* late. – Вони вибачились за запізнення.

2. Після наступних фраз: *to be afraid of*; *to be engaged in*; *to be interested in*; *to be famous for*; *to be fond of*; *to be responsible for*; *to be tired of*; *to be proud of*; *to be worth* та деяких інших.

e.g. This book *is worth reading*. – Цю книгу *варто прочитати*.

3. Після складних прийменників: *because of*, *on account of*, *thanks to*, *due to*, *owing to*, *instead of*, *in spite of*, *for the purpose of*, *with a view of*, *of (no) use*:

e.g. The team works efficiently *due to the manager's providing* clear directions. – Команда працює ефективно *завдяки тому, що менеджер надає* чіткі вказівки.

Assignment 15. *Fill in the correct form of the verb in brackets (Gerund or Infinitive), explain your choice:*

1. You still have a lot (learn) in English.
2. You don't need (ask) him every time you want to contribute to discussions and decisions of the team.
3. Would you like (come) with me to the restaurant?
4. Why do you keep (look) at me?
5. We got tired of (wait) for rewards.
6. The police accused him of (steal) the money from the firm.
7. Most people prefer (spend) their money to saving it.
8. I'm very sorry for (be) late.
9. I didn't feel like (work) so I phoned my boss.
10. He expects you (go) with him.
11. Do you remember (post) the letter? Are you sure you've posted it?
- 12.

She apologized for (be) late. 13. I wish (be) a manager. 14. I suggest (leave) him here. 15. I don't like (get) bills. 16. He offered (lend) me money. 17. He made me (do) the same things. 18. He hates (be) kept waiting.

Assignment 16. Complete this letter by putting the verbs in brackets into the correct form, -ing or to+ infinitive.

Dear Audio World

I am writing to complain about the poor service that I received when I was in your store last week. Recently you decided (1)(remove) listening facilities in your stores, and your sales staff encouraged customers (2)... (take) home their choice of CDs without (3) ... (hear) them first. You invited us (4)... (return) any CDs that we did not like, as long as we kept the receipt as proof of purchase. In my opinion this was an excellent policy as it allowed customers (5)... (risk) (6)... (buy) things that were a little different.

A consequence of your policy is that customers will buy more CDs, and this means (7)...(return) more that they don't like. In fact last week I brought back eight CDs, from fourteen I had bought on the previous visit. Your salesman refused (8)...(accept) such a large number, and accused me of (9)... (take) the CDs home just (10)... (copy) them. I strongly objected to (11)...(be) treated like this as I had remembered (12)... (bring) the receipts with me and my actions were within the terms of your guarantee.

I can't help (13)...(think) that you will lose a lot of business if your staff go on (14)...(behave) in this way, and I advise you (15)...(train) your staff (16)...(deal) with customers in a more polite manner.

Yours sincerely

Ian Carr

Assignment 17. Make sentences from the given words using either Infinitive or Gerund.

Model: like, visit — I like to visit my friends.

enjoy, speak on the phone — She enjoys speaking on the phone.

1. plan, go 2. consider, study 3. enjoy, look 4. intend, get up 5. seem, be 6. put off, pay 7. forget, call 8. can't afford, lose 9. try, learn 10. need, think 11. would love, meet 12. finish, learn 13. would mind, support 14. hope, go 15. think about, go 16. quit, drink 17. stop, eat 18. postpone, go 19. continue, think 20. keep, try, improve.

***Герундій або дієприкметник? (Gerund versus Participle)**

Герундій у формі **Indefinite Active** співпадає з **Present Participle Active** не тільки ззовні, але й за функцією – вони обидва можуть бути означеннями до іменників, причому обидва можуть стояти **перед іменником** (зліва). Дуже важливо відрізнити герундій від дієприкметника, оскільки від цього залежить правильне розуміння змісту. **Present Participle** виражає дію, яку виконує особа або предмет, позначений іменником, і відповідає на питання **what is the**

object doing? тоді як **Gerund** виражає призначення предмета, позначеного іменником, і відповідає на питання **what is the object used for?** Порівняйте:

a **writing man** – a *man who is writing* – чоловік, що пише (**writing** – **Present Participle**);

a **writing table** – a *table for writing* – стіл для письма, письмовий стіл (**writing** – **Indefinite Gerund**).

Assignment 18. *Analyze the following word combinations and explain what part of speech the –ing forms are - Present Participle or Gerund. Use 5 of them in sentences of your own.*

A forming stage, a connecting link, a planning process, a conflicting issue, punishing measures, a relating activity, a demanding situation, a practicing doctor, a leading function, a leading team worker, an existing dilemma, a training programme.

Assignment 19. *Translate into English:*

1. Ви не могли б припинити говорити на хвилину, я не можу зосередитись. 2. Ти можеш спробувати вирішити конфлікт, поки я намагаюсь допомогти менеджеру. 3. Менеджер забороняє врегульовувати міжособистісні відносини в робочий час. 4. Кращий спосіб заохотити працівників – підвищити їм платню. 5. Я хочу контролювати роботу групи. Група потрібно контролювати. 6. Не забувайте вчитись з своїх помилок. Я ніколи не забуду, як карав його. 7. Перепини докоряти мені, адже ми зупинились, щоб поговорити. 8. Я думав про те, щоб попросити його підняти мені зарплату. 9. Раніше я багато друкував на українській мові, і тепер мені потрібен час, щоб звикнути друкувати англійською мовою.

Discussion of the text.

1. What is a group?
2. Speak about the four stages of group development.
3. What roles should be filled within a group for it to function effectively?

Module 7

Controlling

Unit 19

Text: Controlling

Grammar: Conditional Sentences

Conditionals Zero and First

Assignment 1. *Read and learn the following words and phrases:*

monitoring – моніторинг, нагляд (спостереження, стеження) за виробничою і фінансовою діяльністю підприємства;

adjusting – регулювання, коригування, поправка;

attainment – досягнення, набуття;

planning-control link – ланка, що пов'язує планування із контролем;

to ensure – забезпечувати, страхувати, гарантувати;

performance conforms to plans – виконання відповідає планам;

steering control – настановчий (спрямовуючий контроль) контроль за якістю та кількістю різних ресурсів до використання у системі;

concurrent control – інтерактивний контроль, що здійснюється під час трансформації витрат у випуск продукції;

postaction control – остаточний/завершальний контроль за якістю та кількістю випуску продукції;

inputs – витрати;

outputs – продуктивність, випуск продукції, виробництво;

to assess – оцінювати;

pertinent – той, що має відношення (до справи);

available – придатний, доступний; той, що є в розпорядженні;

rigidly – жорстко, не гнучко;

encourage – заохочувати;

acceptance – прийняття, визнання, акцентування;

to establish collaborative goals — встановлювати мету по співробітництву;

to enhance – збільшувати, посилювати;

a built-in provision – попередньо передбачені положення/умови;

discrepancy – протиріччя, розходження;

to occur – траплятись, відбуватись;

ultimate responsibility – повна відповідальність;

to share – поділяти, брати участь;

a line manager – лінійний менеджер, менеджер всіх ланок керівництва;

to assist – допомагати.

Assignment 2. *Read and translate the following text using vocabulary given above.*

Controlling

Controlling is the process of **monitoring** and **adjusting** organizational activities toward goal **attainment**. Most organizations have controls to deal with four areas: financial resources, physical resources, human resources, and information resources.

The **planning-control link** means that control is the other side of the planning coin; it helps management to **ensure** that **performance conforms to plans**.

There are three basic approaches to control: **steering control**, **concurrent control**, and **postaction control**. Steering control monitors the quality and/or quantity of various types of resources before they enter the system. Concurrent control focuses on activities that occur as **inputs** are being transformed into **outputs**. These approaches to control are usually used together as multiple controls.

There are four basic steps to establishing a control system: setting standards, **assessing** performance, comparing performance with standards, and evaluating and adjusting.

Effective control has five attributes: it is integrated, objective, accurate, timely, and flexible. Integration means that the control system must fit into the overall

organizational system. Objectivity means that everyone who is affected by the control system must be able to understand it. Accuracy means that the control system must be reporting correct information that is **pertinent** to the company's goals. Timeliness means that the information provided by the control system must be **available** when it can be used. Information that arrives too late is of no value. Finally, flexibility means that the control system must be able to accommodate adjustments and change and should not be applied too **rigidly**.

Managing control also involves dealing with resistance to control. There are four basic things a manager can do to overcome such resistance. First, he should make sure that the control system is properly designed and has the characteristics of effective control. Second, he should **encourage** participation, which tends to increase **acceptance**. Third, he can use management by objectives to **establish collaborative goals** and to **enhance** acceptance of controls. Finally, he should ensure that the control system has a **built-in provision** for checks and balances, so that **discrepancies** do not **occur** but are corrected if they do.

The **ultimate responsibility** for control must be **shared** by everyone in the organization. In more practical terms, the responsibility is shared by **line managers** and specialized managers called controllers. All managers contribute to the planning process and so also share the responsibility for control. However, control is the specific responsibility of one or more managers who have the title of controller. The controller's job is to **assist** line managers with their control activities, coordinate the overall control system, and gather relevant information and report it to all managers.

Assignment 3. *Answer the following questions.*

1. What is controlling?
2. To deal with what four areas do most organizations have controls?
3. How does the planning-control link help management?
4. What are the three basic approaches to control?
5. What is steering control?
6. What is concurrent control?
7. What is postaction control?
8. What are four basic steps to establishing a control system?
9. The five attributes of effective control are integration, objectivity, accuracy, timeliness, and flexibility, aren't they? Speak about each.
10. Does managing control involve dealing with resistance to control or to manage?

Assignment 4. *Give English equivalents of the following words and word combinations:*

процес моніторингу, фінансові ресурси, виконання відповідає плану, основний підхід, контроль з боку керівництва, настановчий/спрямовуючий контроль; інтерактивний контроль, що здійснюється під час трансформації витрат у випуск продукції; остаточний/завершальний контроль за якістю та кількістю випуску продукції; оцінювати виконання, точність, гнучкість,

узгоджувати, заохочувати участь, протиріччя, виправляти, повна/безпосередня відповідальність, робити внесок, відповідна інформація

Assignment 5. Give Ukrainian equivalents of the following words and word combinations:

adjusting, planning-control link, to ensure, a built-in provision, discrepancy, pertinent, integration, input, collaborative goals, responsibility, concurrent, evaluate, rigidly, output, flexible, acceptance, encourage, properly designed, to make sure

Assignment 6. Find corresponding words for the following definitions using the text:

1) ... monitors the quality and/or quantity of various kinds of resources before they enter the system;

2) ... focuses on activities that occur as inputs are being transformed into outputs;

3) ... deals with the quality and/or quantity of an organization's outputs;

4) ... means that the control system must fit into the overall organization system;

5) ... means that everyone who is affected by the control system must be able to understand it;

6) ... means that the control system must be reporting correct information that is pertinent to the company's goals.

Assignment 7. Match appropriate explanation in the right column with the word, connected with control, in the left one.

1.	Control	A process that helps an organization to determine whether or not its objectives are being achieved.
2.	Control accounts	In the USA, the chief accounting executive of an organization.
3.	Control chart	A graphical representation of the statistically derived performance limits (normally ± 2 standard deviations), which is used in statistical process control.
4.	Controller	Accounts in which the balances are designed to equal the aggregate of the balances on a substantial number of subsidiary accounts.
5.	Controlling interest	The ability to direct the financial and operating policies of another undertaking with a view of gaining economic benefits from its activities.
6.	Controlling process	An interest in a company that gives a person control of it.

Assignment 8. Translate the words in brackets to complete the following sentences:

1. (Контролювання – це процес) of monitoring and adjusting organizational activities toward goal attainment. 2. Most organizations have controls to deal with four areas: (фінансові ресурси, фізичні ресурси, кадрові ресурси, інформаційні ресурси). 3. (Існує три основні види контролю :) steering control, concurrent control, and postaction control. 4. There are four basic steps to establishing a control system: (встановлення стандартів, оцінювання виконання, порівняння виконання із стандартами, оцінювання і коригування). 5. (Ефективний контроль повинен бути) integrated, objective, accurate, timely, and flexible. 6. There are four basic things (які повинен зробити менеджер, щоб подолати такий опір). 7. (Повна відповідальність за контроль) must be shared by everyone in the organization.

Assignment 9. Read the text and translate it into Ukrainian. Compose 10 written questions on it and ask your group-mates to explain the controller's responsibilities.

The Controller

In most organizations, control is also the specific responsibility of one or more managers who have the title of controller. A large organization may have a corporate controller as well as other controllers in each division. The controller's job is to help line managers with their control activities, to coordinate the overall control system within the organization, and to gather relevant information and report it to all managers.

Controllers are particularly involved in the control of financial resources. This is consistent with the pervasiveness of financial concerns in control. Because of the increased importance of the control function in recent years, the position of controller has taken on added stature in many organizations.

Assignment 10. Complete the dialogue below with suitable words from the box. Practice it with your group-mates.

The Control Process

action	alterations	communication	constant	feedback	flowchart
goals	goal-setting	measure	monitoring	objectives	outcomes
performance	process	setting			

Student: So, we've looked at different areas of management control. How actually does a manager carry out the control function in his or her job?

Trainer: Good question! Well, control is a (1) _____.

Student: Of course.

Trainer: Management is dynamic, change is a constant. So control is also a (2) _____. Management control is a process of (3) _____ and (4) _____ organizational activities to meet organizational (5) _____. This process involves constant (6) _____ at all levels, so (7) _____ is very important.

Student: Is it possible to construct a (8) _____ to illustrate the process?

Trainer: Yes, I think we can. First we have the desired (9) _____. These are part of agreed (10) _____. The manager then establishes (11) _____ plans, and ways to monitor (12) _____.

Student: And so we (13) _____ performance.

Trainer: Correct. And the next step?

Student: We compare performance with targets and make any necessary (14) _____. We may also change aspects of the work.

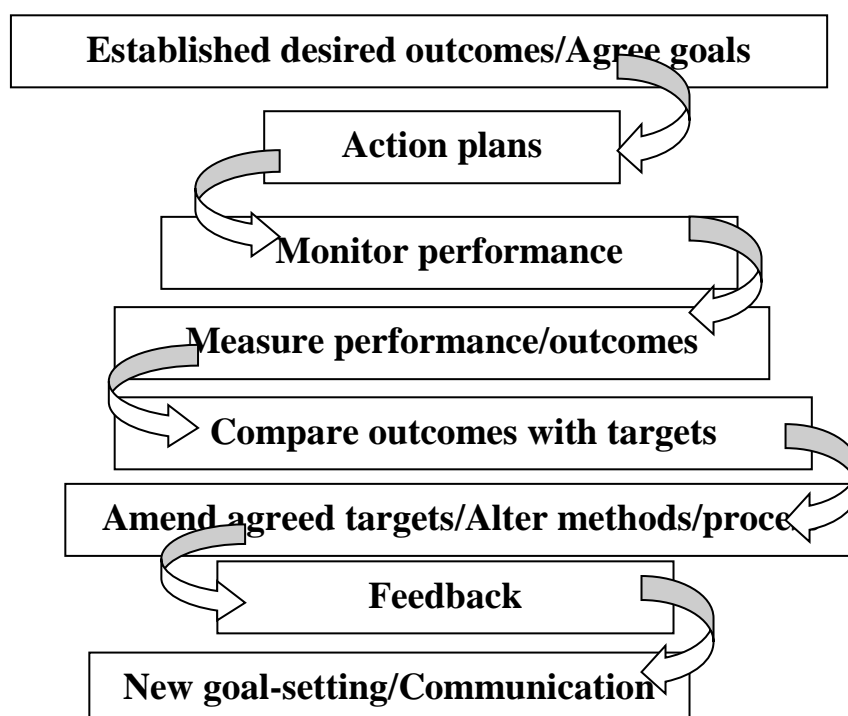
Trainer: Yes. We can complete a loop here, through feedback. This forms the basis for future action and (15) _____.

Assignment 11. Choose a situation to speak on:

a) Interview several local managers to determine which approach to control they seem to use most – steering, concurrent, postaction, or multiple. Share your results with class.

b) Imagine yourself to be a top-manager of a firm. You are to present the control process of your organization to the administrative staff. Use the scheme.

The Control Process



Grammar

Grammar: Conditional Sentences (p.)

*Складнопірядне речення умови (Conditional sentence) складається з двох частин: пірядне речення (subordinate clause) виражає умову (condition), головне речення (principle clause) виражає результат (result). Іноді пірядні речення умови називають **if-clauses** через те, що вони починаються зі сполучника **If** – якщо. Коли пірядне речення стоїть перед головним, воно відокремлюється комою. Коли першим іде головне речення, кома не вживається. Складнопірядні речення умови в залежності від відношення умови до реальності поділяються на наступні типи: речення „реальної” умови (Zero Conditional), речення „ймовірної” умови (First Conditional), речення „малоймовірної” умови (Second Conditional), речення „нереальної” умови (Third Conditional).

***Речення „реальної” умови - Zero Conditional (p.)**

Коли ми говоримо про загальновідомі факти або реальні умови (true facts), в обох частинах речення вживаються теперішні часи – Present tenses.

If-clause (condition) If/when + present tenses	Principal clause (result) Present Simple
If sales increase (present simple), Якщо продаж зростає	we make more profit. ми отримуємо більше прибутку.
If interest rates are rising (present continuous), Якщо відсоткова ставка зростає,	bank loans become more expensive. банківські позики стають дорожчими.
When you have finished the programme (present perfect), Коли ви завершуєте програму,	you get a certificate. ви отримуєте посвідчення.

Ми можемо вживати сполучники або **if**, або **when**, якщо вони передають значення «щоразу, коли» - **every time**:

e.g. If/when/every time the price of a product falls, demand for it usually rises. – Щоразу, коли ціна на товар падає, попит на нього зазвичай зростає.

Assignment 14. Complete the first part of the sentence in column A with the right endings in column B.

A

1. Governments expect something in return
2. Every time Peter chairs a meeting
3. People are usually more productive
4. If you send someone an email,
5. If inflation rises,
6. When you have a high staff turnover,
7. If employees from our Hamburg office visit,
8. We spend a great deal on promotion
9. I always fly Club Class

B

- a. when I go on a long haul flight.
- b. it normally arrives in seconds.
- c. I usually look after them.
- d. if they give aid.
- e. whenever we launch a new model.
- f. it always goes on for a long time.
- g. if they work in pleasant surroundings.
- h. the value of people's savings decreases.
- i. something is wrong with the management.

***Речення „ймовірної” умови – First Conditional (p.)**

Коли ми говоримо про ймовірний результат в майбутньому (likely future), в обох частинах речення застосовуються наступні часи:

If-clause (condition) If + present tenses	Principal clause (result) Future Simple
If you give me an extra holiday, Якщо ви дасте мені додаткову відпустку,	I shall work this weekend. я працюватиму в ці вихідні.
If you are meeting them at three, Якщо ви зустрінатиметесь з ними о третій,	he will join you later at four. він приєднається до вас пізніше о четвертій.
If you have placed the order, Якщо ви розмістите замовлення,	the goods will arrive in ten days. товари прибудуть за 10 днів.

Варіації.

Замість **Future Simple** ми можемо вживати в головному реченні наказовий спосіб (**Imperative Mood**) чи модальні дієслова **can, may**:

e.g. If you **hear** from Susan today, **tell** her to ring me. (**tell – imperative mood**)

If we **sign** the contract today, we **can start** production at the end of the next month.

(**can - modal verb**)

Assignment 15. Fill in the blanks with *if* or *when*.

1. I don't think you'll have any problems, but call me ... you do.
2. Mrs Barton is coming this afternoon. Could you send her up ... she arrives?
3. We won't be able to compete ... we don't adopt a better Internet strategy.
4. Put that on my bill please, and I'll pay ... I check out.
5. I'll be disappointed ... I'm not promoted this year.
6. Sales are low this spring, but they will improve ... summer starts.

Assignment 16. Look at the notes about each situation. Then write **'first' conditionals** as in the example.



1. a) motorway may be very busy - we/miss the flight
If the motorway is very busy, we'll miss the flight.
b) traffic may be OK - we/get to the airport on time
.....
2. a) weather may be good - they/have the party in the garden
.....
b) it may rain - they/hold the reception in the marquee
.....
3. a) the play may do well - it/open on Broadway
.....
b) the play may do badly - it/close after a week
.....

Assignment 17. Complete the sentences.

1. If I have time this week,
2. If I go on holiday this year,
3. If I can afford it,
4. If I carry on learning English,
5. If I stay in my present job,
6. If I feel tired this evening,
7. If I finish work early,
8. If I move to another house at some stage in future,

*** If ...not vs. unless/except if**

Unless/except if означають **if ...not** – якщо...не. Памятайте, що речення з **unless/except if** містять присудок в стверджувальній формі, хоча мають заперечне значення. Порівняйте:

If he does not arrive soon, he will miss the presentation.

Unless he arrives soon, he will miss the presentation.

Except if he arrives soon, he will miss the presentation.

Assignment 18. Rewrite the following sentences using *unless/except if* instead of *if...not*.

1. This information will be of no value if it does not arrive in due time. 2. The control system will be inefficient if it does not fit into the overall organizational system. 3. The head manager will deal with resistance to control if he does not encourage participation. 4. We shall suffer considerable losses if we do not start controlling our financial resources. 5. The controller's job will be ineffective if he does not help line managers with their control activity.

*** Provided that, as long as, etc.**

Ми використовуємо словосполучення *provided that/providing, as long as* та *so long as*, які мають значення «якщо і тільки за умови якщо», коли необхідно підкреслити умову.

I will sign this contract **provided that** you guarantee me a commission rate of 15%. (I will not sign it if you do not give me this guarantee).

The strike will be successful **as long as** we all stay together. (It will only succeed if we all stay together.)

Providing та *so long as* означають те саме, що й *provided that* та *as long as*, але вони не такі формальні.

Assignment 19. Study the difference between *provided that*, *as long as*. Underline the best option from the words in italics, explain your choice.

1. We'll sign the contract today *provided that/unless* there aren't any last minute problems.
2. The banks will support us *unless/as long as* the company is profitable.
3. I won't call you *unless/providing* I have a problem I can't deal with.
4. *So long as/unless* we continue to order in bulk, they will go on giving us free delivery.
5. *Unless/Provided that* we solve the problem now, the situation is going to get worse.
6. We will be able to start this project in two months *as long as/unless* the board think it is a good idea.

Assignment 20. Match the first part of each sentence with the right endings in column B.

A

1. There's going to be a train strike tomorrow
2. The union won't go on strike
3. She will accept the job
4. She won't accept the job
5. Unless sales improve dramatically
6. If sales improve dramatically
7. Unless we pay them immediately
8. If we pay them immediately

B

- a. unless we give her the salary she wants.
- b. we will not have a loss this year.
- c. we will have a loss this year.
- d. they will not take legal action.
- e. unless we agree to their demands.
- f. if we agree to their demands.
- g. they will take legal action.
- h. if we give her the salary she wants.

* Після слів **if, in case, so that** вживаються теперішні часи.

If – „якщо” вводить речення умови.

In case – „на той випадок, якщо” (щось може трапитись у майбутньому).

So that – „для того, щоб” (про мету дії).

Assignment 21. *Finish each sentence in three ways, using **if**, **in case**, and **so that**.*

1. I am going to leave early ...
 - a ... if my boss lets me.
 - b ... in case the traffic is bad.
 - c ... so that I get to the airport on time.
2. I'll take some local currency with me ...
 - a ... if
 - b ... in case
 - c ... so that
3. I'll take my address book with me ...
 - a ... if
 - b ... in case
 - c ... so that
4. They haven't paid the invoice yet. I'll send them a reminder ...
 - a ... if
 - b ... in case
 - c ... so that
5. You'd better take your driving licence with you ...
 - a ... if
 - b ... in case
 - c ... so that

Discussion of the text.

1. Speak about the notion of control.
2. What are three basic approaches to control?
3. What are four basic steps to establishing a control system?
4. What does effective control include?

Unit 20.

Text: Control Techniques and Methods
Grammar: Conditional Sentences
Conditionals Second and Third

Assignment 1. *Read and learn the following words and phrases:*

to enhance organizational effectiveness – підвищувати ефективність організації;

to provide objective indicators – давати об'єктивні ознаки;

to road maps for action – планувати (майбутні) дії, роботу;

rigid – жорсткий, негнучкий;

subject to misuse – об'єкт зловживання;

to transmit – передавати, посилати;

budget requests – бюджетні вимоги;

financial budget – фінансовий бюджет;

cash flow budget – готівковий бюджет;

capital expenditure budget – бюджет капіталовкладень;
balance sheet budget – балансовий бюджет;
operations budget – торговий бюджет;
revenue budget – прибутковий бюджет;
expense budget – бюджет витрат;
profit budget – бюджет перспективних прибутків;
nonmonetary budget – негрошовий (безвалютний) бюджет;
output budget – бюджет обсягу виробництва, випуску продукції;
labor budget – бюджет трудових витрат;
space budget – бюджет простору;
fixed costs – фіксовані витрати; постійна ціна, вартість, видатки;
variable costs – змінні видатки, витрати;
ratio analysis – аналіз коефіцієнтів;
balance sheet – балансовий звіт;
assets – активи (балансу); капітал, фонди, майно, власність;
income statement – звіт про прибутки;
to incur – зазнавати, підпадати;
regardless – не дивлячись на;
to reward inefficiency – відшкодувати неефективність;
controversy – суперечка, дискусія;
reference – посилання, передача на розгляд у іншу інстанцію;
audit – перевірка, ревізія;
external audit – зовнішня ревізія;
internal audit – внутрішня ревізія.

Assignment 2. Read and translate the following text:

Control Techniques and Methods

Control techniques are the tools that managers use **to enhance organizational effectiveness** in general, and organizational control in particular. The major strengths of control techniques are that they **provide objective indicators** of how the organization is doing and **road maps for actions**. The weaknesses are that they can be **rigid** and uncompromising and also **subject to misuse**.

Although the particulars of the budget process are unique for every organization, the process usually starts at the top of the organization with a call for budgets, which is then **transmitted** downward throughout the whole organization. Working from the lowest levels upward, **budget requests** are then developed and moved up through the organization. After one or more attempts, the final budgets are sent back down.

There are three basic types of budgets: **financial, operations, and non-monetary**. Financial budgets include **cash flow budgets, capital expenditure budgets, and balance sheet budgets**. Operations budgets include **revenue budgets, expense budgets, and profit budgets**. Nonmonetary budgets include **output budgets, labor budgets, and space budgets**.

Budgeting involves **fixed, variable**, and semivariable **costs**. Fixed costs are those **incurred regardless** of the level of operations. Variable costs are those that vary relatively directly with the level of operations. Semivariable costs also vary with the level of operations, but not in a direct fashion. The weaknesses of budgeting are that it can be used too rigidly, can be very time consuming, can limit innovation, and can be used **to reward inefficiency**. Its strengths are that it makes planning, coordination, and control easier and also provides documentation in case of **controversy** and for future **reference**.

Financial analysis refers to techniques and methods used to understand and control the monetary aspects of an organization. The most important types are **ratio analysis** and **audits**. Ratio analysis involves calculating and evaluating any number of ratios of figures obtained from an organization's **balance sheet** and income statement. Audits are independent appraisals of the company's accounting, financial, and operational systems. **External audits** are performed by experts who do not work directly for the organization. **Internal audits** are conducted by those who do.

Control techniques have been developed for every area of organizational performance, not just financial and operational performance. Two of the more important areas are human resource control and marketing control. Human resource control focuses on the members of the organization. Marketing refers to those activities that get consumers to want the goods and services of the company.

Computers are used in control because of their ability to handle enormous amounts of information in fractions of a second. Because they are fast and accurate, and have large storage capacities, they are invaluable control aids. However, they can be expensive and difficult to use, and some managers overrely on computer data.

Assignment 3. *Answer the following questions.*

1. For what do managers use control techniques?
2. What are the major strengths of control techniques?
3. What does the budget process usually start with?
4. How many basic types of budgets do you know?
5. What do operations budgets and nonmonetary budgets include?
6. What do financial budgets include?
7. Budgeting involves fixed, variable, and semivariable costs, doesn't it?
8. What are advantages and disadvantages of budgeting?
9. How are monetary aspects of an organization controlled?
10. What are the most important types of financial analysis?
11. How can you explain ratio analysis?
12. What do you know about audits?
13. What does human resource control focus on?
14. What does marketing refer to?
15. Why are computers used in control?

Assignment 4. Give Ukrainian equivalents of the following words and word combinations:

financial budget, balance sheet budget, revenue budget, output budget, fixed costs, variable costs, semivariable costs, ratio analysis, assets, liabilities, owners' equity, liquidity ratio, current ratio, debt ratio, to reward inefficiency, audit, external audit, internal audit, turnover, share-market, market share, profit margin

Assignment 5. Give English equivalents of the following words and word combinations:

підвищити ефективність організації, планувати майбутні дії, бюджет капіталовкладень, торговий бюджет, прибутковий бюджет, безвалютний бюджет, балансовий звіт, звіт про прибутки та витрати, зовнішня ревізія, внутрішня ревізія, суперечка, активи, пасив балансу, акціонерний капітал, готівковий бюджет, бюджет перспективних прибутків, ринок акцій

Assignment 6. Match appropriate explanation in the right column with the concept in the left column.

1. Control techniques	refers to techniques and methods used to understand and control the monetary aspects of an organization.
2. Variable costs	are independent appraisals of the company's accounting, financial and operational systems.
3. Financial analysis	include revenue budgets, expense budgets, and profit budgets.
4. Audits	are those costs that vary relatively directly with the level of operations.
5. Operations budgets	involves calculating and evaluating any number of ratios of figures obtained from an organization's balance sheet and income statement.
6. Budgeting	involves fixed, variable, and semivariable costs.
7. Ratio analysis	the tools that managers use to enhance organizational effectiveness in general, and organizational control in particular.

Assignment 7. Translate the words in brackets to complete the following sentences.

1. Control techniques are the tools (які використовують менеджери для підвищення ефективності організації).

2. (Основні переваги методів контролю в тому, що вони) provide objective indicators of how the organization is doing and road maps for actions.

3. The weakness are that they can be (негнучкими та безкомпромісними, а, також, об'єктом зловживань).

4. There are three basic types of budgets: (фінансовий, готівковий та безвалютний).

5. (Фінансові бюджети включають) cash flow budget, capital expenditure budget, and balance sheet budget.

6. Operations budgets include: (прибутковий бюджет, бюджет витрат, бюджет перспективних прибутків).

7. The strengths of budgeting are that it makes planning, coordination and control easier (а також надає документацію у разі виникнення суперечок та для передачі на розгляд в іншу інстанцію).

Assignment 8. Read the paragraph and put the terms in the box into the correct place.

income statement	auditors	balance sheet	liabilities	accounting
standards	results	assets	control	

Public Limited Companies (PLCs) are required by law to publish end-of-year financial statements. This report on the financial performance, or ... of the company must include at least an ... and a ..., so that shareholders can assess the performance of the company. ... check the accuracy of the accounts and often apply national or internationally recognized The balance sheet shows the firm's ... and ... , while the income statement tells shareholders what kind of return to expect on their investment. Companies often publish half-year or interim results as a tool and method of

Assignment 9. Read the following information and answer the questions.

current assets

fixed assets

intangible assets

- money in the bank, investments that can be easily turned into money, money that customers owe, stocks of goods that are going to be sold;

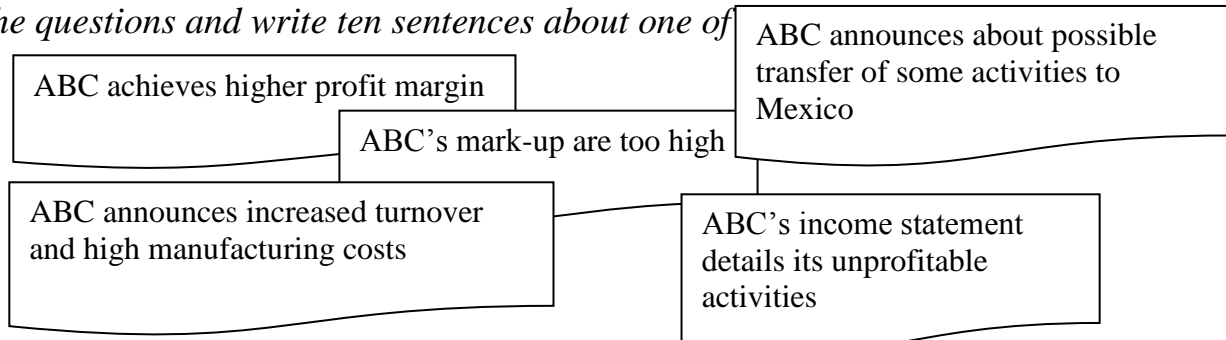
- equipment, machinery, buildings, and land;

- things which you cannot see. For example, goodwill (company's good reputation with customers) and brands (brands that have power to earn money.)

1. What kind of assets is each of the following?
2. Which three are not assets?
 - a) Vans which a delivery company owns and uses to deliver goods.
 - b) Vans for sale in a showroom.
 - c) A showroom owned by a company that sells vans.
 - d) A showroom rented by a company that sells cars.
 - e) Money which customers owe, that will definitely be paid in the next 60 days.

- f) Money which a bankrupt customer owes, that will certainly never be paid.
 g) The client list of a successful training company, with names of clients, all of whom are successful businessmen.
 h) The client list of a training company, with names of clients, that have all gone bankrupt.

Assignment 10. Read the following headlines that can be published, answer the questions and write ten sentences about one of



1. Which story is likely to tell you that the company has increased its revenue this year?
2. Which story is likely to tell you that gross profit has fallen?
3. Which story is likely to tell you that the company is going to have a branch in another country?
4. Which story is likely to tell you that consumers are unhappy with ABC's prices?
5. Which story is likely to tell you that profits can be expected soon?

Grammar: Conditional Sentences (p.)

*Для позначення малоймовірних ситуацій в теперішньому або майбутньому часі (imaginary future) використовуються речення „малоймовірної” умови – **Second Conditional**. Сполучник **if** перекладається сполучником „якби”. В головному реченні присудок перекладається умовним способом (частка **б/би**).

If-clause (condition)	Principal clause (result)
If + Past Simple/Past Continuous	Would + Indefinite infinitive
If I lost my job tomorrow, Якби я втратив роботу завтра,	I would move to London to find another one. Я переїхав би до Лондона, щоб знайти іншу.

В реченнях з **Second Conditional** дієслово **be** вживається лише у формі **were**:

e.g. If Anna **were** here, she would help us.

Варіації

Можливе використання модальних дієслів **might** або **could** замість **would**:

e.g. **If we had** the financing, we **could expand** much more rapidly.

If the terms of the contract were different, we **might accept** it.

Assignment 11. Complete the sentences with the correct form of verbs in the box.

change	be	think	get	speak	apply
be	earn	be	get	produce	

1. I think I might ... that job in Paris if I ... for it, but I'm not interested in it.
2. If I ... you, I'd ... very carefully before investing.
3. It's a pity you've refused to talk to him. He might ... his mind if you ... to him personally.
4. It's a pity the circulation of our magazine is so low. If it ... higher, we could ... a lot more from advertising.
5. If our labour costs ... lower, we could ... cheaper goods.

Assignment 12. Read through the following sentences. Decide whether the events are likely or imaginary, and put the verbs in brackets into the right tense.

1. If everyone ... (contribute) 20% of their salaries to charity, there would ... (be) no poverty.
2. I am confident that we ... (meet) our targets if we ... (maintain) our current level of sales.
3. If I ... (be) in your position, I ... (insist) on having more staff in the department.
4. Please have a seat. If you ... (wait) a couple of minutes, I ... (give) you a lift.
5. I'm expecting a call from Grayson's. If they ... (ring) today, please ... (let) me know at once.
6. I ... (apply) for the job if I ... (have) an MBA, but unfortunately I haven't.
7. I ... (be) back at 8.30 if the traffic ... (not/be) too bad.
8. What laws ... (you/change) if you ... (be) the Prime Minister?

Assignment 13. Questionnaire

Read the questionnaire and for each question write a number from 1-5 to show how often you would act in this way. (1=never, 2=rarely, 3=sometimes, 4=often, 5=always). Then turn the page to work out what your score means.

What is your management style?

1. If my team had to make a decision, I would encourage everyone to participate and I would try to implement their ideas and suggestions.
2. If I had to teach people new tasks and procedures, I would enjoy it.
3. If I were in charge of an important project, I would closely monitor the schedule to make sure it was completed in time,
4. I were faced with a very challenging task, I would really enjoy it.
5. If I found a good idea in a book on training, leadership, and psychology, I would try to put it into action.
6. If I had to correct an employee's mistake, I wouldn't mind upsetting him or her.

7. If I had to manage a complex task through to completion, I would supervise every detail.

8. If I were in charge of a complex task or project, I would enjoy explaining the details to my employees.

9. If I had to complete a complex project, I would naturally break it up into small manageable tasks.

10. I would achieve my goals, even if it meant upsetting some people.

11. If I were in charge of a project, I would concentrate on building a great team.

12. I would enjoy analyzing problems, if I was put in charge of a very complex project.

13. It would be easy for me to give employees advice on how to improve their performance or behaviour.

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

Questionnaire result

Task questions: 3

4

7

9

10

12

14

Total:

People questions: 1

2

5

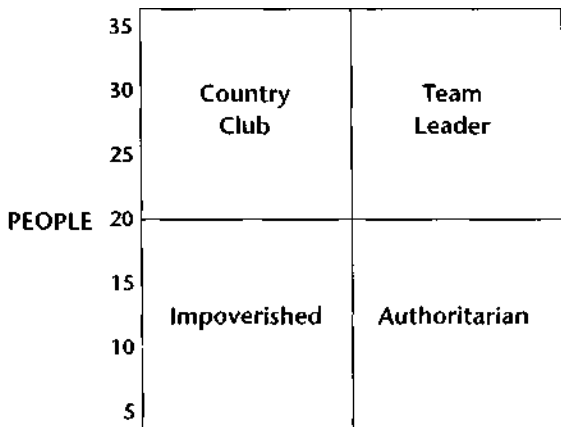
6

8

11

13

Total:



Add up your scores and put them on the diagram. Draw a vertical line on the task axis and a horizontal line on the people axis. The point where the lines cross shows your leadership style.

What the four styles mean:

5 10 15 20 25 30 35

Country Club leaders want everyone to like them, and are keen not to upset people. If you are a 'Country Club' leader you need to be more forceful with your employees.

Impoverished leaders are afraid of upsetting others and are not very capable of getting things done. If you are one of these, you need to re-evaluate your management style because at the moment you are not pleasing anyone or getting results.

Authoritarian leaders care very little about what people think of them. If you are one of these, you get results, but you should realize that they would be even better if you learned to deal with people more effectively.

Team leaders are the best type of leaders. If you are a team leader, you are good at managing people and at achieving results.

Assignment 14. Write down the advice you would give in the following situations. Begin each answer with *If I were you ...*

What would you say to ...

1. ... an 18 year old who wanted to join your company instead of taking up a place at a well-known university?
2. ... a colleague who had not heard about the result of an interview?
3. ... a friend who asked you what kind of car he should buy?
4. ... someone who was looking for a job with your company?
5. ... a visitor to your town who asked which restaurants were good?

*Для позначення **нереальної дії в минулому** (щось бажане не сталося або навпаки, сталося щось небажане) (**imaginary past**) використовуються речення „нереальної” умови – **Third Conditionals**. Сполучник **if** перекладається сполучником „якби”. Присудок головного речення перекладається умовним способом (частка **б/би**).

If-clause (condition)	Principal clause (result)
If + Past Perfect	Would + Perfect Infinitive
If we had offered a lower price, Якби ми запропонували нижчу ціну,	We would have got the contract. ми отримали б контракт (але цього не сталося).
If we hadn't offered a lower price, Якби ми не запропонували нижчу ціну,	We would have lost the contract. ми втратили б контракт (але цього не сталося).

Варіації

Замість **would** можуть вживатись модальні дієслова **could** або **might**:

e.g. If he had coped with the task, he **might have been** promoted.- Якби він справився з завданням, його, **можливо, підвищили б.**(Цього не сталося).

If she had come earlier, she **could have met** our new partner. – Якби вона прийшла раніше, вона **могла б зустріти** нашого нового партнера. (Цього не сталося).

Assignment 15. *Put the verbs in brackets into the correct form: past perfect or would + perfect infinitive.*

1. If we ... (know) that the company had such huge debts, we wouldn't have invested in it.
2. We would have won that contract if we ... (make) a better offer.
3. They ... (go) out of business years ago if they hadn't invested in new technology.
4. Would sales have been higher if the price ... (be) lower?
5. If we ... (wait) a few more months, we'd have saved a great deal of money on the IT system.
6. The company ... (move) earlier if it had found suitable premises.
7. ... you ... (accept) the new job if they'd offered it to you?
8. If the flight had been delayed, I ... (stay) at the airport hotel.

Assignment 16. *Transform the following First Conditionals into 1) Second Conditionals, 2) Third Conditionals as in the model. Translate the sentences.*

Model: If I meet him, I shall tell him the news. (First Conditional)

If I met him, I would tell him the news. (Second Conditional)

If I had met him, I would have told him the news. (Third Conditional)

1. If he misses the train, he will be late for his interview. 2. If all departments send us their budgets, we shall distribute our finances properly. 3. If we hire experienced accountants, they will perform an internal audit. 4. If she prepares the balance sheet, we shall send it to the CEO. 5. If we do not install this computer programme, our control system will be unreliable.

Assignment 17. *Rewrite the sentences using mixed conditionals.*

1. We didn't order the parts at the end of June. They aren't here now.
2. We felt we could trust each other. Now we are partners.
3. He lost his driving license. Now he has to take taxis everywhere.
4. You didn't go on the course. You don't know how to operate the new equipment.
5. I went to school in France. Now I am bilingual.

Assignment 18. *Case Study*

Small manufacturers in the USA are learning about quality control from the Japanese. Consider the case of Metalloy, a metal-casting company. In the late 1980s, Metalloy signed a contract to make engine-seal castings for NOK, a leading Japanese manufacturer of automotive parts. NOK sent rubber rings to Metalloy to be inserted into round metal parts, which Metalloy then shipped to Japan.

In the first shipment of 5,000 parts, NOK reported finding 15 defective ones. NOK requested a meeting with Metalloy and expressed dissatisfaction with number of defective parts. The president of Metalloy, David Berlin, countered by having his staff inspect the thousands of rubber rings that NOK had supplied them to calculate the percentage that were defective. When his staff reported to him that there were

no defective rings in the thousands, he began to understand what quality really means.

Metalloy asked NOK officials to help it learn how to improve quality control. Now carefully developed instructions about quality are posted at each work station, and each operator inspects his or her own work as it is finished. The result is that Metalloy's defect rate is fifteen times better. The challenge is for companies like Metalloy to be able to reduce costs by increasing quality.

1. What was the problem with Metalloy quality?
2. How did they learn how to improve the quality of production?
3. Do you agree with the solution provided by Japanese officials?
4. What else can be done to improve quality control?

Discussion of the text:

1. What are the control techniques?
2. What types of budgets do you know?
3. Where are control techniques used?

Module 8 International Management
Unit 21 Text: Planning for International Business
Grammar: Types of Clauses

Assignment 1. *Read and learn the following words and word combinations.*

world-wide economy – світова економіка;
to engage (in) – займатись, залучатись (до);
to acquire – набувати, отримувати;
revenue – надходження, прибуток;
to expand – розширяться, збільшуватись;
entry method – метод входження;
overseas – закордон;
licensing – ліцензування;
joint venture – спільне підприємство;
direct investment – пряма інвестиція;
whatever – який би не;
to conduct – проводити, вести (справи, тощо);
transnational corporation (TNC) – транснаціональна корпорація (ТНК);
affiliate – філія, дочірнє підприємство;
division design – модель підрозділу;
matrix design – модель матриці;
pool – спільний фонд, об'єднані резерви /кадри);
global strategy – глобальна стратегія;
standardized – стандартизований, уніфікований;
product and marketing strategy – стратегія виробництва та маркетингу;
multinational strategy – багатонаціональна стратегія;
buying habit – купівельна звичка;

thus – ТАКИМ ЧИНОМ, ОТЖЕ;

to secure – ГАРАНТУВАТИ, ЗАБЕЗПЕЧУВАТИ

Assignment 2. *Read and translate the following text.*

Planning for International Business

International business is business activity that takes place across national boundaries. International business is one of the most important features of the modern **world-wide economy**. A company that **engages in** international business is usually based in a single country but **acquires** some part of its resources or **revenues** from other countries.

Companies may decide **to expand** internationally for a number of reasons which may include a) receiving orders from foreign customers, b) the decision to open new markets, c) the decision to stop foreign companies from entering specific foreign markets and eventually becoming competitors, and d) offering a unique product and value. Companies planning to become international must consider four factors: market factors, production factors, competition, and government.

Once the decision to go international has been made, several **entry methods** are available: exporting (selling **overseas**), importing (buying from overseas), **licensing**, establishing **joint ventures**, and **direct investment** in foreign operations. **Whatever** the reason and method that the company has chosen to become international it must learn how **to conduct** business abroad and operate in a global economy.

International management is the process of planning, organizing, leading and controlling in organizations engaged in international business. Such organizations vary in size from small to midsize to multinational businesses. A considerable amount of international business is conducted by **transnational corporations**. A transnational corporation (TNC) is typically an organization that engages in production or service activities through its **affiliates** in several countries, controls the policies of those affiliates and runs its global operations with a coordinated strategy.

As TNCs are generally rather large their organization structure might be arranged according to the international **division design** or the international **matrix design**. TNCs have a large **pool** of managerial personnel who choose either a global or multinational strategy in conducting their operations.

A global strategy uses **a standardized product and marketing strategy** world-wide, that is, the same product is sold in essentially the same manner throughout the world. The example of a corporation that applies a global strategy is MacDonald's, which operates a world-wide network of restaurants, selling the same products and offering the same services.

If a company chooses a **multinational strategy**, then product and marketing strategies differ according to the customs, tastes and **buying habits** of a particular national market. Consider the Ford Corporation, one of the biggest producers of cars. Ford cars are designed, produced and sold for individual markets. **Thus** cars made for European customers are never seen in the United States.

Whatever the strategy, the principal goal of international management is to expand and **secure** the company's position in the global market.

Assignment 3. *Answer the following questions.*

1. What is a characteristic feature of a company engaged in international business?
2. What reasons make companies expand internationally?
3. What factors must companies planning to become international consider?
4. Through what methods can a company enter foreign markets?
5. What is called 'international management'?
6. How is a transnational corporation defined?
7. What letters stand for a 'transnational corporation'?
8. What divisions are included in the organization structure of a transnational corporation?
9. What are the two strategies for running an international business?
10. What is the essence of a global strategy? Provide an example.
11. What is the essence of a multinational strategy? Provide an example.
12. How can you define the principal goal of international management?

Assignment 4. *Translate into English.*

Важлива риса; окрема країна; перешкоджати комусь вступити на ринок; пропонувати унікальний продукт; дочірня компанія, що знаходиться у повній власності; компанія середнього розміру; світова мережа ресторанів; відрізнятись в залежності від (чогось).

Assignment 5. *Translate into Ukrainian.*

World-wide economy; to acquire resources or revenues; to expand internationally; to establish a joint venture; whatever the reason and method; typically; to control the policy of an affiliate; a standardized strategy; in essentially the same manner; a particular national market.

Assignment 6. *Match and learn the synonyms.*

A: conduct, to vary, revenue, to acquire, subsidiary, division, to expand, to offer, eventually, to operate, habit;

B: affiliate, finally, custom, income, to run, to get, to differ, to propose, control, group, to grow.

Assignment 7. *Substitute the words in italics with their synonyms.*

1. The company *operates* two *subsidiaries* in Eastern Europe.
2. Where do you *get* your *income* from?
3. He *controls* the work of the product *group* in our *affiliate*.
4. Before making a decision to *expand* he studied the buying *customs* in this particular country.
5. *Eventually* she *proposed* to establish a joint venture with the local producer.

6. The company *has grown* in recent years and *finally* has become a leader in the market of household goods.

Assignment 8. *Match and learn the opposites.*

A: revenue, receive, enter, wholly, different, expand;

B: leave, partially, expenses, contract, the same, send.

Assignment 9. *Complete the sentences with the words from Assignment 8 in proper form (the first letter is given).*

1. As we have 30% of the shares we control this business only p... .
2. R... is money that comes from the sale of products or services.
3. A company that wants to e... internationally can choose one of the four main methods to e... the foreign markets.
4. You have to control your e..., otherwise you'll go bankrupt.
5. Under the global strategy customers throughout the world r... the s... products and services.

Assignment 10. *Insert the proper preposition from the list below.*

in (3) for (1) from (4) of (1) through (1) to (2) with (1)

1. This company is engaged ... international business ... its affiliates ... Eastern Europe. 2. Where shall we acquire financial resources ...? 3. ...a number of reasons they decided to buy raw materials ... the local extracting company. 4. This firm runs the global operations ... its subdivisions ... a coordinated strategy. 5. How can you stop your competitor ... entering this particular market? 6. International companies vary ... size ... small ... midsize ... big.

Assignment 11. *Recognize 7 familiar words, match them with their explanation, and use them to translate the phrases below.*

Venture revenue expand divisional licensing global

- 1) income-
- 2) of a particular nation –
- 3) world-wide –
- 4) make or become larger –
- 5) undertaking in which there is risk –
- 6) one of the parts into which something is divided –
- 7) giving a license –

a) заснувати спільне підприємство; b) отримувати прибутки; c) розширювати міжнародну діяльність; d) виробничий підрозділ; e) певний національний ринок; f) метод ліцензування; g) глобальна стратегія.

Assignment 12. *Use the phrases translated in the previous assignment to complete the sentences.*

1. Our company is planning ... with the local producer. 2. Many TNCs apply ... by offering a standardized product and marketing strategy world-wide. 3.

International companies ... from their affiliates abroad. 4. ... is often used by companies that have decided to go international. 5. They are competing with their rivals to enter this... 6. Due to tough competition within the country they chose ... 7. ... of the company are scattered across the globe.

Assignment 13. *Make up questions to the words in bold type.*

1. Organizations have several basic options **to expand internationally**. 2. A TNC operates **through its affiliates in several countries**. 3. **A standardized marketing strategy** means that the product is sold in essentially the same manner throughout the world. 4. The principal goal **of the international management** is to expand and secure the company's position in the global market. 5. Organizations **engaged in international business** vary in size.

Assignment 14. *Translate into English.*

1. Останнім часом ми отримуємо багато замовлень з закордону. 2. Можливо, вони відкриють декілька філій у південному регіоні. 3. Міжнародний менеджмент – важлива складова/частина міжнародного бізнесу. 4. Транснаціональні корпорації розміщують свої виробничі підрозділи по всьому світу. 5. Управлінський персонал міжнародних компаній діє згідно з глобальною або багатонаціональною стратегіями. 6. Купівельні звички клієнтів відрізняються у різних країнах. 7. Ми продаємо уніфіковану продукцію через мережу наших магазинів. 8. Основна мета менеджменту – зберегти позицію нашої компанії на світовому ринку.

Grammar: Types of Clauses.

I. Subject clauses are introduced by **that, whether, if, who, what, which (whoever, whatever, whichever), where, when, why, how**, which are translated as:

that – те, що	where – те, де; питання в тому, де
what – те, що	when – те, коли; питання в тому, коли
if, whether – чи	why – те, чому; питання в тому, чому
who – той, хто; хто	how – те, як; питання в тому, як
which – хто з, котрий з;	how + adjective – наскільки + прикметник; те, як + прикметник
whatever – все, що; що б не	

Assignment 15. *Read and analyze the following sentences, translate them.*

1. Whatever he started was a success. 2. That international business is one of the important features of the modern global economy seems obvious. 3. What is typical of transnational corporations is their global operations. 4. How difficult it was to reach the agreement is seen from the protocol of the talks. 5. Whatever method they choose, the company must expand its international activities. 6. Whether our decision is timely will be seen in the near future. 7. Why they have changed their marketing strategy is difficult to say. 8. When both companies will

establish a joint venture remains unclear. 9. Which of the international subdivisions is more profitable can be seen from the annual financial report. 10. How well the company's products are received by the public the sales figures will show.

II. Object clauses are introduced by the same words as the subject clauses.

Assignment 16. *Read and analyze the following sentences, translate them.*

1. He confirmed what we already knew about the transfer of the operations to the eastern region. 2. It is not clear whether we should enter this particular market. 3. These latest data give us a better understanding of how our new affiliate in this country is operating. 4. What is still not certain is whether the method we have chosen is correct. 5. The question now is from where to acquire raw materials. 6. These figures explain why our subsidiary is less efficient than we expected. 7. The problem now is whether the top management is able to start an expansion project for the company. 8. He wanted to know when the standardized product will be launched. 9. They could not agree on how long the restructuring of the company should last.

III. Predicative clauses are introduced by the same words as subject and object clauses. The verb **to be** which is used before the clause is often translated as *полягає в тому, що; являє собою те, що; це те, що...*

Assignment 17. *Read and analyze the following sentences, translate them.*

1. An important characteristic of a TNC is that it operates through its affiliates in several countries. 2. The problem is whether we should apply a global strategy or a multinational strategy in our overseas operations. 3. This book is what is often referred to as a classical textbook on management. 4. What they aimed at was how to change the marketing strategy according to the buying habits of that particular national market. 5. Most important is how they have achieved such fantastic results in their first year of operating abroad. 6. What I mean is that companies of any size may be engaged in international business. 7. The question is how well the policies of our affiliates are controlled. 8. The problem is how to secure our leading position in the global market. 9. What seems most urgent is where to open our new subsidiary. 10. What proved most successful was that the company managed to attract this very talented person to work on our new project.

IV. Among adverbial clauses we distinguish those of manner (how[?]), time (when[?]), place (where[?]), reason (why[?]), purpose (with what purpose[?]), condition (on what condition[?]).

Assignment 18. *Study the following sentences, define the kind of adverbial clauses and translate the sentences.*

1. The company achieved the leading position in this market sooner than we had expected. 2. We shall face a huge problem concerning the distribution of our products unless we receive orders from our foreign customers. 3. This company will eventually become our competitor unless we stop it from entering the local market.

4. He is working hard so that revenues will increase. 5. The company stopped exporting its product to this country because they decided to establish a joint venture with a local enterprise. 6. We shall open a wholly owned subsidiary in this region on condition the tax regulations become more favourable. 7. They will give us the license provided we meet their standards. 8. The local authorities allowed us to build a new plant in the district where we previously had planned the construction. 9. What are they going to produce after they install this equipment? 10. Our company is a monopolist in the market as it offers a unique product.

Assignment 19. *Translate into English.*

1. Те, що ми плануємо, буде досягнуто через три роки. 2. Котрий з методів входження обрати, залежить від керівництва компанії. 3. Він пояснив, чому ця стратегія не є ефективною за даних обставин. 4. Компанія мусить знати, як вести бізнес закордоном. 5. Організаційна структура компанії являє собою те, що називають міжнародною матричною моделлю. 6. Компанії утворюють спільне підприємство, якщо вони домовляться порівну поділити ризики.

Case study.

Assignment 20. *Read and translate the following article.*

Nestlé Conquers the World

Two American brothers, Charles and George Page, started the Anglo-Swiss Condensed Milk Company in Cham, Switzerland, in 1866. The very next year, Henri Nestlé, a German chemist, started a business to make artificial milk for babies in Vevey, Switzerland. The two firms were bitter rivals for years but eventually merged in 1905 to form the Nestlé Corporation.

In many ways, Nestlé was one of the world's first companies to use an international strategy. Managers saw very quickly that, given the relatively small population in Switzerland, they had to pursue larger markets if they wanted to grow.

Rather than expand their domestic business into foreign markets, however, Nestlé executives have usually chosen to buy foreign firms and then have modified them to fit the Nestlé way of doing business. A recent acquisition, for example, was the Carnation milk company in the United States.

Today, Nestlé has around two hundred separate operating units scattered around the globe. Each unit operates with a relatively high level of autonomy, and each contributes significantly to Nestlé's bottom line. For example, Nestlé gets around 43 percent of its revenues in Europe, 29 percent in North America, 13 percent in Asia, 10 percent in Latin America, 3 percent in Africa, and the rest in Oceania.

Nestlé does have a few international brands. Most notable from this list are Nescafé instant coffee and Nestlé candies. More common, however, are brands that are specific to local markets. For example, Nestlé sells Stouffer's frozen foods only in the United States, Maggi chili powder only in Asia, Chambourcy yogurt only in Europe, and Milo malt-flavoured beverages only in Africa.

Nestlé follows a few simple principles in its strategy. First of all, managers stress the long term. Quarterly profits are scanned, but little emphasis is placed on short-term results. Indeed, managers are given an unusually long time period in which to demonstrate results.

Another facet of Nestlé's strategy is to adapt food products to meet local cultural norms. For example, even though Nescafé coffee is sold world-wide, its formula varies to meet local tastes. Thus, the coffee is dark and rich in Latin America, lighter in the United States, and stronger in Europe.

The final prong of Nestlé's strategy is to build market share. Thus, the firm is willing to sustain losses for a long time while it is enhancing market share. Its reasoning is that once it dominates a market, profits can be increased over the long term.

Nestlé uses a decentralized organization design to manage its operations. Even though the firm has over 160,000 employees worldwide, only about 7,000 of them are based in Switzerland. Each operating unit is managed like an independent small company. Managers submit one-page progress reports each quarter and provide more detailed financial data only on an annual basis.

The company uses a fairly complex financial structure for its operations. It tries to finance acquisitions from local investors, but it maintains all liquid assets back in Switzerland. Nestlé also tries to use local managers whenever possible.

Because of its rich international heritage, Nestlé prides itself on how it develops new managers for international assignments. Candidates for these positions are selected on the basis of their interest, leadership skills, language fluency, and interpersonal mannerisms. They subsequently go through an intense training regimen designed to allow them to function in almost any situation anywhere in the world.

Nestlé today is the largest food company in the world. However, managers are not resting on their laurels. Indeed, they are in the midst of a new and very aggressive growth programme aimed at acquiring new firms around the globe. Thus, there is no end in sight for the little milk company from Switzerland.

Assignment 21. *Get ready to speak about 1) the history of Nestlé; 2) Nestlé's principles in strategy; 3) Nestlé's organization design; 4) Nestlé's ways of preparing managers for international assignments; 5) Nestlé's activities in Ukraine.*

Discussion of the text.

1. Speak about the reasons and methods for entering international markets.
2. Give your definition of 'international business' and characterize the companies engaged in international economic activity.
3. Speak about two strategies applied in international business activity.

Unit 22. Text: Management in the Future

Grammar: Complex Sentence. Attributive Clauses

Assignment 1. *Read and learn the following words and phrases.*

downsizing – скорочення штату компанії за рахунок вилучення окремих рівнів управління;

advance – прогрес, успіх; покращення, вдосконалення;

effect – результат, наслідок;

to show up – проявлятися, виявлятися, яскраво визначатись;

to affect – впливати;

uncertainty – невизначеність, мінливість;

organizational governance – управління організацією;

global interdependence – світова взаємозалежність;

boundary – межа, кордон;

blurred – нечіткий, розпливчатий;

distinction – відмінність, різниця;

mail – поштове відправлення;

dynamics – динаміка; рушійні сили;

to become aware of (something) – усвідомлювати, знати (щось);

to bring about – викликати, бути причиною;

inevitable – неминучий;

flexible – гнучкий;

tolerant – толерантний, терпимий;

to join – вступати, ставати членом (організації, партії, тощо);

to participate – брати участь;

to keep up to date – бути в курсі (справ, подій, тощо)

Assignment 2. *Read and translate the text.*

Management in the Future

The role of management is changing for many reasons. Among the more important are **downsizing**, **advances** in computers and related technology, the rapid growth and the changing composition of the service sector, and the increased importance of small businesses and entrepreneurship. The **effects** of these changes **show up** in two general ways: through an increasing rate of change in organizations and their environments, and through an increase in the complexity of managers' roles. These two in turn increase the **uncertainty** associated with the management of organizations so that management in the future will be more challenging than it has been in the past.

Four general issues **affect** organizations today. **Organizational governance** refers to the rights and privileges of organizations and the individuals within those organizations. **Global interdependence** means that the **boundaries** between domestic and international companies are becoming increasingly **blurred**, so that the **distinction** between domestic and foreign trade is less clear than it used to be. Information technology is developing at an increasing rate; some employees can

work at home with computers, and communication, including **mail**, can be handled electronically. Finally, the rapid rate of change in organizational **dynamics** suggests that simple rules, procedures, and processes will be replaced with complex ones.

To be prepared for the future, managers must **become aware of** the forces and issues that are **bringing about** change. They must realize that change is **inevitable** and perhaps even necessary if companies are to compete effectively. They should also recognize that their training and education do not stop with formal graduation from school. What this means is that managers must learn to adapt; they must learn to be **flexible** and **tolerant**. Managers must also take a professional view of their work. They might **join** and **participate** in professional associations which help managers **to keep up to date** through publications and programmes.

Assignment 3. *Answer the following questions.*

1. What are the reasons for changes in the role of management?
2. How do the effects of these changes show up?
3. Why will management in the future be more challenging than it has been in the past?
4. What four general issues affect organizations today?
5. What does organizational governance refer to?
6. What does global interdependence mean?
7. How does information technology affect the work of employees?
8. What does the rapid rate of change in organizational dynamics suggest?
9. In what ways must managers be prepared for the future?
10. How do professional associations help managers in their work?

Assignment 4. *Translate into English.*

Вдосконалення комп'ютерів та пов'язаної (з ними) технології; малий бізнес та підприємництво; організації та їх оточення; в свою чергу; стрімко зростати; невизначеність, пов'язана з управлінням організаціями; чотири основних проблеми; межа між національними та міжнародними компаніями; дивитись на роботу з професійної точки зору; змінювання є неминучим і навіть необхідним; стати членом професійної асоціації.

Assignment 5. *Translate into Ukrainian.*

The changing composition of the service sector; the complexity of managers' roles; management will be more challenging; domestic companies; distinction between domestic and foreign trade; communication can be handled electronically; the rapid rate of change; formal graduation from school; to compete effectively.

Assignment 6. *Match and learn the synonyms. Use any 5 words in sentences of your own.*

A: advance, to affect, to bring about; effect; rapid; rate; to be aware of; environment; to help;

B: quick; surroundings; to assist; result; to cause; speed; to influence; to realize; progress.

Assignment 7. *Paraphrase the following sentences substituting the italicized words with their synonyms.*

1. *Rapid progress* in information technologies *influences* the organization's *environment*. 2. The *result* of these changes shows up in different ways. 3. Managers must *realize* issues that *cause* the increasing complexity of managerial roles. 4. What *advance* have you made in your professional career? 5. Professional associations *assist* managers in their post-graduate education.

Assignment 8. *Find in the text the opposites to the following words.*

Clear, certainty, simple, foreign, inflexible, unnecessary, slow, intolerant, outside.

Assignment 9. *Choose the best word from those given in brackets to complete the sentences.*

1. This (simple, complex) procedure should be replaced with a more (simple, complex) one if you want to achieve a better result. 2. (Domestic, Foreign) companies are those that operate within national borders. 3. Changes in organizations and their environments as well as the increasing complexity of managers' roles lead to (certainty, uncertainty) associated with the management of organizations. 4. Managers must learn to be (flexible, inflexible) if they want to find the best solution to the problems they face. 5. It is (necessary, unnecessary) that you join the association of managers if you need to be aware of the current trends in modern management. 6. Changes occur at such a (rapid, slow) rate that the profession of a manager becomes increasingly complex.

Assignment 10. *Translate the words in brackets to complete the sentences below.*

1. Our company is planning to (розширяти міжнародну діяльність). 2. Aimed at entering this particular (національний ринок) they (заснували спільне підприємство). 3. (Метод ліцензування) is often used by companies that have decided to go international. 4. Many TNCs apply (глобальну стратегію) by offering a standardized product and marketing strategy world-wide. 5. International companies (отримують прибутки) from their affiliates abroad. 6. (Виробничі підрозділи) of this company are scattered around the globe.

Assignment 11. *Use the text to explain the meaning of the following terms.*

Organizational governance, global interdependence, information technology, organizational dynamics.

Grammar: Complex sentence. Attributive clauses.

*Attributive clauses (also called relative clauses) describe people or things and begin with relative pronouns **who**, **whom** (for *people* instead of he/she/they), **that** (for *people and things* instead of he/she/it/they), **which** (for *things* instead of it/they), and **whose** (instead of his/her/its/theirs).

e.g. *The person **who/that** proposed this plan is the head of our French affiliate.*

The instruments **that/which** I ordered last week have arrived.

Assignment 12. Join the following sentences into a complex one using the proper relative pronoun. Remember that the attributive clause goes immediately after the word it modifies.

1. A) We must be aware of the changes. B) They make management of organizations more challenging.

2. A) He works for ALFA. B) ALFA is our main competitor in this particular market.

3. A) They represent the company. B) Its activities are mainly concerned with domestic trade.

4. A) She is speaking to the manager. B) He is responsible for selecting employees for this training programme.

5. A) We work in the field of computer technology. B) This field is developing very rapidly.

6. A) He is a sales manager. B) His team received the highest revenues last month.

7. A) We have to replace this procedure with a more complex one. B) This procedure is rather ineffective.

8. A) At the conference I met a colleague and we had a thorough discussion. B) She is interested in the same problem.

Assignment 13. Choose the proper ending, make it into an attributive clause using relative pronouns who, that or which to complete the sentences.

He works in the field of technology	He pioneered the idea of work specialization
Managers join professional associations	She is the best in this field
They promoted the sales manager	They will define the rights and privileges of the personnel
We invited the expert	It is related to computers
Charles Babbage was the man	They deal with the financial resources of the company
The top management plans to introduce new rules	They are bringing about the change
Financial managers are people	He achieved the best results in the sales campaign
Managers must be aware of the forces	They help them to keep up to date through publications and programmes

*There are two types of attributive clauses: defining clauses and non-defining clauses. Defining clauses identify exactly which person or thing we mean.

e.g. *The company **which is our main competitor** is Victory.*

Non-defining clauses give additional information about a person or thing and are separated by commas. In non-defining clauses we never use the relative pronoun **that**.

e.g. *The manager, who looked very friendly*, explained the procedure in detail.

Assignment 14. *Decide whether the words in italics are defining or non-defining clauses. Put commas to separate a non-defining clause.*

1. Companies *which adopted a global strategy in their foreign operations* sell their standardized products throughout the world. 2. A company *whose managers speak local languages* employs local staff for its affiliates. 3. This procedure *which seems very simple* when applied gave fantastic results. 4. Downsizing *which is the process of flattening the managerial hierarchy* results in changing the managers' roles. 5. Changes *which are inevitable and perhaps even necessary* are brought about by the forces and issues *that the managers must be aware of*. 6. Uncertainty *which is associated with the management of organizations* will make the job of a manager more challenging. 7. The general director *who returned from his business trip only yesterday* spoke at the press conference on a new training programme for the personnel. 8. Information technology *that is increasingly developing* allows employees to work at home with computers and send their results by e-mail.

* In a defining clause we can leave out the relative pronoun if it is followed immediately by a noun or a pronoun.

e.g. The person (**who**) *I* consulted with is my supervisor.

The idea (**that**) *they* proposed seems very interesting.

We must keep the relative pronoun if it is followed by a verb.

e.g. The person **who** *consulted* me is my supervisor.

They proposed the idea **that** *seems* very interesting.

In a non-defining clause we always keep the relative pronoun.

Assignment 15. *Put the relative pronoun in brackets if it can be left out.*

1. Global interdependence that makes the distinction between domestic and foreign trade less clear is developing at an increasing rate. 2. Global interdependence that the book is focused on is developing at an increasing rate. 3. Managers whom the local distributors are working with are aware of the buying habits of the local population. 4. Managers who work with the local distributors are aware of the buying habits of the local population. 5. The company introduced the training programme which was recommended by the professional association for implementation. 6. The company introduced the training programme which the professional association recommended for implementation. 7. The environment that they work in is very uncertain. 8. The position of manager that he is training for will be more challenging in the future. 9. Entrepreneurs who were gathered in the conference hall work in different areas of the service sector. 10. Managers whom they are attracting for this very important project take a professional view of their work.

* Relative pronouns “**what**” and “**that**”.

The relative pronoun **what** means “the things that”; it introduces **object** clauses. The relative pronoun **that** is used to introduce **attributive** clauses.

e.g. Have you heard **what he said?**(object clause)

Have you heard the words **that he said?** (attributive clause)

Assignment 16. *Identify the type of clause in the following sentences. Write O for object clause and A for attributive clause. Leave out the relative pronoun in the attributive clause if possible.*

1. Explain the strategy that you have developed. 2. We don't agree with what you want to change in this plan. 3. They cannot accept the plan that you are suggesting. 4. Downsizing will show what the company can achieve with less managerial staff. 5. Organizational dynamics that is changing at a rapid rate affects organizations today. 6. Reorganization that the company is undergoing at the moment will show up in the operation of its subdivisions.

* Sometimes clauses (other than attributive) are introduced by **that** which in this case is just a conjunction (сполучник) with no real meaning.

e.g. Managers must realize **that the change is inevitable** (object clause).

What this means is **that managers must learn to adapt** (predicative clause).

Assignment 17. *Look through the text and pick out complex sentences where that is used 1) as a conjunction(C); 2) as a relative pronoun (RP).*

*Some conjunctions are made up of two or more words including **that: so that, provided that, providing that, in order that, now that, given that.**

Assignment 18. *In the following sentences define whether that is a relative pronoun (RP) or a conjunction (C).*

1. The problem that the head manager has raised in his report deserves serious attention. 2. He joined the professional association so that he could participate in this post-graduate educational programme. 3. At the meeting they analyzed the main issues that affected the activities of their organization in the past. 4. Given that downsizing is a must they started the reorganization of the company. 5. Global interdependence that blurs the distinctions between domestic and international companies determines the pattern of international trade. 6. We shall accept your report provided that you recheck all the data. 7. Managers should recognize that their job will become more complex in the near future. 8. Now that communication can be handled electronically many employees can work at home.

Assignment 19. *Translate into English.*

1. Він визнав, що важливість малого бізнесу та підприємництва стрімко зростає. 2. Організаційне управління, яке стосується прав та привілеїв організацій, впливає на організації та їх оточення. 3. Прогрес інформаційних

технологій проявляється в тому, що працівники можуть працювати з комп'ютерами вдома. 4. Менеджери повинні усвідомлювати, що їх освіта не завершується з належним (формальним) закінченням вищого навчального закладу. 5. Компанії, які хочуть ефективно конкурувати на ринку, повинні навчитись адаптуватись і бути гнучкими.

Case study.

Assignment 20. *Read the following article and answer after-text questions.*

Cypress: A Model Company For The Future

Cypress Semiconductor Corporation was founded in 1983 by Thurman John Rodgers when he was thirty-five years old. Since 1984, Cypress has been consistently profitable, even in the industry that has been characterized by extreme fluctuations in sales and profits during the same period of time. One reason for Cypress's success has been the technology it has developed to produce its products – chips, central processing units (CPUs), and other forms of processors. These products are of very high quality and among the fastest in the industry, operating at speeds of up to 33 MHz (megahertz) as of 1989. But technological innovation isn't everything. The other major reason for Cypress's success is the quality of its management.

Rodgers believes strongly that, as an organization grows, the control mechanisms that must be put into place inevitably bring about a bureaucratic inertia that stifles creativity and innovation. To avoid this situation, Rodgers uses a flattened, highly decentralized form of organization. Therefore, whenever new products are developed at Cypress, he creates a new, separate start-up company under the Cypress "umbrella". His approach ensures that the new company will be small, non-bureaucratic, and, hopefully, aggressively innovative. Four such units currently exist. Three of them have developed new semiconductors, and another one is a chip company that acts as a supplier to both units of Cypress as well as to outsiders; this organizational scheme keeps it competitive with outside suppliers.

Each of these start-up companies is headed by a president who has more authority than the typical division manager. Each president can change product design, issue stock, make major investment decisions such as whether to build a factory, raise money, change wages, and make personnel decisions such as hiring and firing. All the presidents meet with Rodgers once a week to see if Rodgers and the Cypress organization can do anything to help them reach their objectives. Although the presidents have enormous power, at least 81 percent of the stock is owned by Cypress, so Rodgers can replace a president if that person does not seem able to do the job, and he has occasionally done so.

In addition to this unique organization structure, Cypress has a detailed goal-setting and planning system known as a "Turbo MBO". The Turbo MBO is a computerized management-by-objectives (MBO) system that was developed by Rodgers. Thousands of goals for several hundred employees are set each week and then monitored to ensure their successful and timely completion. Although it in no way prevents mistakes from occurring, the system can quickly identify mistakes early so that their impact can be greatly lessened.

The first thing each Monday morning, project groups meet and plan everything that has to be completed during that week. They then enter that information into the computer system and begin their work. On Tuesdays, managers (the next-higher level in the organization) use their computers to review the goals of their subordinates and adjust them to ensure equity in workloads. On Wednesdays, the presidents and vice-presidents review the status of all goals within their units. If a manager is behind in several of them, a vice-president will work with him or her to bring the performance up to standard; if the vice-president is unable to do so, the president investigates the problem to seek a more permanent solution, which might involve the allocation of more resources (such as personnel or equipment).

This process occurs every week, and, although it involves an enormous number of goals (over 3,500 in 1987, for instance), it takes only about six hours of any given manager's or vice-president's time. Using this system has cut in half the time it used to take for Cypress to develop and deliver a new product. Cypress, then, can start earning money more quickly and can use that advantage to continually keep ahead of competitors. Moreover, the system does not require highly complex hardware or software.

1. In what way does Rodgers fight bureaucratic inertia typical for big organizations?

2. What unique organization structure is applied at new start-up companies?

3. How does the Turbo MBO system, developed by Rodgers, work?

Assignment 22. *Summarize the article to say what enables Cypress to keep ahead of the competitors.*

Discussion of the text.

1. Speak about the reasons and issues that will bring about change in the role of management in the future.

Граматичний довідник

Опис теперішньої дії – Present Action

I. Теперішній простий/неозначений час **-the Present Simple/Indefinite tense** використовується для позначення:

1) повторюваної, звичної, постійної дії:

e.g. Managers **plan, direct, organize and control** business activities.

2) дії або стану, які відбуваються завжди – констатація факту

e.g. Computers **perform** calculations instantly.

Теперішній час -----**x***----->

x* - постійна або одноразова дія, факт

II. Теперішній тривалий час - **the Present Continuous tense** використовується для позначення:

1) процесу, який відбувається в момент мовлення:

e.g. Don't bother him; he **is talking** to our partners at the moment.

2) процесу, який відбувається в певний період теперішнього часу і не пов'язаний з моментом мовлення:

e.g. Nowadays we **are expanding** our sales department.

3) повторюваного процесу для підкреслення його тривалості:

e.g. Oil prices **are constantly increasing**.

певний період часу

Теперішній час -----<xxxxxxxxx ↓ xxxxxxxxxxxx* >----->

МОМЕНТ МОВЛЕННЯ

xxx* - тривала дія, процес

!! Деякі дієслова описують не дію(діяльність), а стан, і тому не вживаються у тривалому часі. Дієслова описують наступні стани:

фізичне відчуття: *appear, hear, look like, see, seem, smell, sound, taste;*

почуття: *dislike, fear, hate, like, love, prefer, want, wish;*

мислення: *agree, believe, doubt, forget, imagine, know, realize, recognize, suppose, suspect, think(=believe), understand;*

володіння: *belong to, contain, have(=possess), include, own, possess;*

існування: *be, consist of, exist;*

інші дієслова: *cost, depend on, fit, involve, matter, mean, need, satisfy, surprise, weigh*

III. Теперішній перфектний/завершений час – **the Present Perfect tense** використовується для позначення:

1) теперішньої ситуації, що почалась у минулому:

e.g. **I have worked** for this company for about 5 years now.

2) наявного, теперішнього **результату** завершеної минулої дії:

e.g. He **has just finished** his report – here it is.

IV. Теперішній перфектно-тривалий час- **the Present Perfect Continuous tense** використовується для позначення:

1) **процесу**, який розпочався в минулому і триває дотепер:
e.g. Trade between these two countries **has been increasing** since 1970s.

2) підкреслення тривалості завершеного результативного процесу:
e.g. He **has been writing** this report all morning. Now you can read it.

!! Обидві перфектні форми пов'язують минуле з теперішнім.

I have worked (have been working)

Минулий час-----<xxxxxxxxxxxxx | xxxxxx >-----→Теперішній час
←for about 5 years now→

Опис минулої дії – Past Action

I. Минулий простий час – **the Past Simple/Indefinite tense** використовується для позначення окремої дії (або стану), що відбулась в певний зазначений момент у минулому:

e.g. Scientific approach to management **grew out** of the industrial revolution in the early 1800s.

Scientific approach to management **grew out**

минулий час←-----x-----> | --теперішній час
in the early 1800s

II. Минулий тривалий час - **the Past Continuous tense** використовується для позначення:

1) процесу, який відбувався у певний проміжок часу в минулому:

e.g. I **was developing** this project for more than three months.

2) фонового тривалого процесу, на тлі якого відбувалась інша мінута дія (тривала або одномоментна):

e.g. While he **was studying** the structure of this company he **proposed** some important improvements.

he **proposed**(X₂) some important improvements

минулий час← -<-----x₁x₁-x₁---X₂---x₁-x₁-x₁-----> | -теперішній час
←While he **was studying**(x₁) the structure of this company→

III. Минулий перфектний час - **the Past Perfect tense** використовується для того, щоб чітко відокремити одну минулу дію від іншої минулої дії, підкреслити передування однієї дії іншій. Для позначення дії, що відбулась раніше, використовується **Past Perfect**.

e.g. They set up a new division just six months after they **had started** their business.

they **had started**(x₁) their business they **set up**(x₂) a new division

минулий час←-----x₁-----x₂-----> | -теперішній час
← six months →

IV. Минулий перфектно-тривалий час - **the Past Perfect Continuous tense** використовується для опису процесу, що відбувався до певного зазначеного моменту в минулому. Ця часова форма вживається для підкреслення тривалості процесу.

e.g. Before he left this company he **had been working** on this project for six years.

he **had been working**(x₁) he **left**(x₂) this company
 минулий час ←-----<-x₁x₁x₁x₁x₁x₁x₁x₁x₁>-----x₂----- | -теперішній час
 ←for six years→

V. Used to/would + infinitive

Вираз **used to+ infinitive** описує звичну, повторювану дію або стан, що були характерні лише у минулому і більше не існують:

e.g. He **used to work** in management (= but now he works in another area). – Раніше він працював у сфері менеджменту (а тепер – ні).

Our company **used to be** really successful (=but now it is not). – Раніше наша компанія була успішною (а тепер – ні).

Вираз **would+ infinitive** використовується в цьому ж значенні лише для опису дій (а не стану).

e.g. In the old days he **would consult** his partners on all problems (=but he doesn't consult them now).

VI. Was/were going to+ infinitive

Вираз **was/were going to** використовується для опису дії, що була запланована у минулому, але не відбулась:

e.g. He **was going to visit** you one of these days but he was unexpectedly sent on business to Poltava.- Він збирався відвідати вас на днях, але його несподівано відіслали по справах до Полтави.

Опис майбутньої дії. – Future Action

Для опису дії в майбутньому використовуються часові форми як майбутнього, так і теперішнього часу.

I. Майбутній простий час - the Future Simple tense описує

1) факт, що стосується майбутнього:

e.g. In June we'll **launch** two new models.

2) думку або рішення, прийняті в момент мовлення:

e.g. I see you are busy – I'll **call** you tomorrow.

II. Майбутній тривалий час - the Future Continuous tense описує тривалу дію або процес, що відбуватиметься у майбутньому:

e.g. He'll **be writing** this report for a few days.

III. Майбутній перфектний час та майбутній перфектно-тривалий час - the Future Perfect and the Future Perfect Continuous tense описують одномоментну або тривалу дію, яка закінчиться до певного моменту в майбутньому:

e.g. He'll **have finished** his report by next Friday and then we'll discuss it.

I'll **have been working** in financial management for 10 years this spring.

Present – Future Зв'язок між теперішнім та майбутнім

IV. Вираз am/is/are + going to + infinitive описує

1) рішення на майбутнє, прийняті до моменту мовлення:

e.g. We're **going to open** a new subsidiary in this region.

2) передбачення, що базуються на наявних фактах:

e.g. Look at these figures. We're **going to have** a loss.

V.Теперішній тривалий час - **the Present Continuous tense** описує плани та домовленості, якщо вказаний час або місце майбутньої дії.

e.g. **I'm leaving** on Friday morning. He's **meeting** them at ten in his office.

VI. Теперішній простий час - **the Present Simple tense** використовується

1) у розкладах (занять, транспорту, порядку денному, тощо):

e.g. The meeting **starts** at 11 tomorrow. The coach **leaves** at 10 AM next Friday.

2) у підрядних реченнях стосовно майбутнього після сполучників часу та причини (**when, as soon as, if, provided, unless, etc.**):

e.g. They'll explain everything at the meeting unless it **is held** on Monday: they'll be very busy on that day.

Past – Future Зв'язок між минулим та майбутнім

Іноді, говорячи про минуле, ми згадуємо подію, яка в той час відносилась до майбутнього (відносно майбутнє - **Future-in-the-Past**). Для опису такої дії ми використовуємо згадувані вище граматичні структури (див.**I-VI**), проте змінюємо форму дієслова наступним чином:

shall → **should**; **will** → **would** (of the respective tense-form);

am/is/are going to → **was/were going to**;

Present Continuous → **Past Continuous**;

Present Simple → **Past Simple**.

e.g. Last time I saw him he **was going to start** a new job.

They said that they **would explain** everything at the meeting unless it **was held** on Monday: they **would be** very busy on Monday.

Відмінювання дієслова **to show** у всіх часових формах активного стану

Active voice

Tense / Form	Indefinite/Simple (факт, повторювана дія)	Continuous (дія, що відбувається в певний момент)	Perfect (передування певному моменту, завершеність дії)	Perfect Continuous (дія, що почалась у певний момент і триває до іншого певного моменту, часто включаючи його)
Present	I show He shows We show	I am He is } showing We are	I have He has } shown We have	I have been He has been } showing We have been
Typical time expressions	always, often, usually, rarely, from time to time	now/right now, at the moment, nowadays	ever, never, already, just, recently, so far	all day, for months/ages lately, since, for
Past	I He } showed We	I } was He } showing We were	I He } had shown We	I He } had been showing We
Time expressions	last week, yesterday, ago	when while, as	after, once, already, by	meanwhile, never
Future	I shall/will** He will } show We shall/will**	I shall/will He will } be showing We shall/will	I shall/will He will } have shown We shall/will	I shall/will He will } have been showing* We shall/will
Time expressions	tomorrow, next Friday...	all next week (month)...	by (definite time)	by (definite time)
Future in the Past	I should/would He would } show We should/would	I should/would He would } be showing We should/would	I should/would He would } have shown We should/would	I should/would He would } have been showing* We should

P.S. *Форми **Future Perfect Continuous** та **Future in the Past Perfect Continuous** використовуються дуже рідко.

** З першою особою однини та множини в сучасній розмовній мові переважно вживаються **will/would**.

Відмінювання дієслова **to show** у всіх часових формах пасивного стану
Passive voice

Tense / Form	Indefinite/Simple	Continuous	Perfect
Present	I am He is } shown We are	I am He is } being shown We are	I have He has } been shown We have
Past	I He } was } shown We were	I He } was } being shown We were	I He } had been shown We
Future	I shall/will He will } be shown We shall/will	* -----	I shall/will He will } have been shown We shall/will
Future in the Past	I should/would He would } be shown We should/would	* -----	I should/would He would } have been shown We should/would

P.S. * Форми **Future Continuous** та **Future in the Past Continuous** не використовуються в пасивному стані. Форми **Perfect Continuous Passive** в пасивному стані відсутні.

!! Форми пасивного стану використовуються переважно для опису систем, процесів та процедур, при якому підкреслюється дія, що відбувається, або предмет, на який ця дія спрямована. Виконавець дії часто не вказується, оскільки він є 1) несуттєвим, 2) невідомим, або 3) очевидним з контексту ситуації. При вказівці на виконавця вживається прийменник **by**, при вказівці на знаряддя дії – прийменник **with**.

THE SEQUENCE OF TENSES. REPORTED SPEECH.

УЗГОДЖЕННЯ ЧАСІВ. НЕПРЯМА МОВА.

Час головного речення	Час підрядного речення	Приклад
Any form of Present or Future	The predicate is used in any tense-form according to the type of action	I believe that <i>he'll come</i> soon. We admit that we <i>have made</i> a mistake. He says that he <i>saw</i> Mary yesterday. He knows that this <i>had been accomplished</i> long before they <i>arrived</i> .
Past Simple / Indefinite or Past Continuous	The predicate changes into respective past tense Present Indefinite → Past Indefinite Present Continuous → Past Continuous Present Perfect → Past Perfect Present Perfect Continuous → Past Perfect Continuous	He said, "I <i>know</i> it" → He said that he <i>knew</i> it. "What <i>are you doing</i> ?" - mother asked me. → Mother asked me what I <i>was doing</i> . He said, "We <i>have completed</i> the task". → He said that they <i>had completed</i> the task.
	The predicate takes one step into the past Past Indefinite → Past Perfect Past Continuous → Past Perfect Continuous Past Perfect → Past Perfect Past Perfect Continuous → Past Perfect Continuous	He said, "I <i>knew</i> it". → He said that he <i>had known</i> it. He said, "They <i>were developing</i> the project for three years". → He said that they <i>had been developing</i> the project for three years.
	Future Indefinite → Future Indefinite-in-the-Past Future Continuous → Future Continuous-in-the-Past Future Perfect → Future Perfect-in-the-Past Future Perfect Continuous → Future Perfect Continuous-in-the-Past	will → would ('ll → 'd) I said, "He <i>'ll come</i> ". → I said that he <i>'d come</i> . He asked Mary, "Will you <i>be</i> there?" → He asked Mary if she <i>would be</i> there.

Перетворення різних типів речень у непрямій мові

Type of sentence in Direct Speech	Example of Direct Speech	Reported Speech
Declarative sentence- розповідне речення reporting verbs: say, tell, admit, mention, advise, refuse, report, inform, remind, reply, explain	He says, "I major in management". She said, "We were checking the documents all the morning". Tom said, "I'll be waiting for you outside".	He says that he majors in management. She said that they had been checking the documents all the morning. Tom said that he would be waiting for me outside.
Interrogative sentence – питальне речення reporting verbs: ask, inquire, wonder, want to know	General question I asked him, "Do you major in management?" Special question He asked me, "What have you seen?" He said, "Where are you going?"	I asked him if/whether he majored in management. He asked me what I had seen. He wanted to know where I was going.
Imperative sentence – наказове речення reporting verbs: tell, suggest, order, ask, request, propose, warn	She said, "Bring me the papers, please". He said, "Let's have a party". She warned, "Don't do it again".	She asked me to bring the papers. He proposed to have a party. She warned us not to do it again.
Lexical changes	This these here now today yesterday tomorrow the day after tomorrow last week (month, year...) next week (month, year)	that those there then, at that time that day the day before, the previous day the next day, the following day two days later the week (month, year) before the week (month, year) after

Правило узгодження часів не застосовується, якщо ми передаємо загальновідомі факти та вічні істини.

MODAL VERBS

МОДАЛЬНІ ДІЄСЛОВА

Дієслово	Вживання	Переклад	Приклад
<p>Can</p> <p>Еквіваленти: be able (to) manage (to)</p>	<p>1. Фізична чи розумова здатність / нездатність, вміння / невміння</p> <p>2. Дозвіл</p> <p>3. Прохання дозволу</p> <p>4. Подив, недовіра (питальна форма)</p> <p>5. Неможливість, неймовірність (заперечна форма)</p> <p>6. Заборона (заперечна форма)</p>	<p>Можу</p> <p>вмію</p> <p>можна</p> <p>можна?</p> <p>не може бути, що;</p> <p>не може бути, що;</p> <p>навряд чи</p> <p>не можна</p>	<p>1. I can /cannot answer this question.</p> <p>2. You can go there if you want.</p> <p>3. Can I borrow your book?</p> <p>4. Can it be Pete who said it?</p> <p>5. He cannot be working yet.</p> <p>6. You cannot stay here alone.</p>
<p>Could</p>	<p>1. Фізична або розумова здатність/нездатність, вміння/невміння у минулому</p> <p>2. Ввічливе прохання (питальна форма)</p> <p>3. Ймовірність, можливість (менше 50%)</p>	<p>міг, вмів</p> <p>можна?</p> <p>Чи не...?</p> <p>можливо</p>	<p>1. When I was younger, I could /couldn't do it myself.</p> <p>2. Could you lend me your pen?</p> <p>3. This information could be reliable.</p>
<p>May</p> <p>Еквіваленти: be allowed (to) be permitted (to)</p>	<p>1. Дозвіл</p> <p>2. Прохання дозволу</p> <p>3. Ймовірність, можливість (більше 50%)</p>	<p>Можна</p> <p>Можна?</p> <p>можливо</p>	<p>1. You may take your place.</p> <p>2. May I call him tomorrow? I may see Mr. Parker tonight.</p>
<p>Might</p>	<p>1. Дозвіл в минулому</p> <p>2. Можливість, ймовірність (менш ніж 50%)</p>	<p>Міг</p> <p>можливо</p>	<p>1. He said I might borrow his notebook.</p> <p>2. She might get lost if she doesn't know the address.</p>
<p>Must</p>	<p>1. Необхідність, обов'язок</p>	<p>Повинен</p> <p>мушу</p>	<p>1. We must answer this letter immediately.</p>

еквіваленти have (to) be (to)	2. Впевненість(~100%) 3. Наказ 4. Заборона (заперечна форма)	напевно повинен не можна	2. She is absent. She must be away on business. 3. You must leave at once. 4. You mustn't argue with your boss.
Will	1. Намір 2. Прохання , пропозиція (питальна форма)	обов'язково чи не...?	1. I will meet you at the office. 2. Will you please sign the papers?
Would	1. Прохання дозволу 2. Надання переваги 3. Прохання	Ви не проти, якщо...? скоріше	1. Would you mind if I invite the manager? 2. I would rather discuss the terms of the contract. 3. Would you look for these files, please?
Shall	1. Наказ (особливо в офіційних документах) 2. Пропонування, намір	Повинен чи не...?	1. All company workers shall be present at the party. 2. Shall I start analyzing the data?
Should	1. Порада, інструкція рекомендація 2. Докір, дорікання	краще, слід варто	1. You should check everything yourself. 2. You should not rely on him.
Ought to	Порада, рекомендація	краще, слід	
Need	1. Потреба в чомусь, необхідність 2. Відсутність потреби чи необхідності	повинен, потрібно не варто, не потрібно	1. We need consult the lawyer. 2. We needn't worry – everything will be O.K.

Інфінітив – Infinitive

Форми інфінітива:

		Active	Passive
1	Indefinite	to write	to be written
2	Continuous	to be writing	-
3	Perfect	to have written	to have been written
4	Perfect Continuous	to have been writing	-

Стверджувальна форма	Заперечна форма
to be	Not to be
to be read	Not to be read
to have built	Not to have built

Infinitive Complexes – Інфінітивні звороти

The Objective Infinitive Complex – Складний додаток

Зворот вживається після дієслів, що виражають:

1. сприймання за допомогою органів чуття. Після цих дієслів інфінітив вживається без частки *to*.

підмет	присудок	додаток
I	see notice watch observe	him enter the room. the employees work.
	hear	her cry.
	feel	my heart beat.

2. що виражають бажання і намір:

підмет	присудок	додаток
I	wish/desire like hate intend	him to visit us. the employees to work.

3. що виражають припущення і сподівання:

підмет	присудок	Додаток
I	consider believe think find	him to be the best manager. the partner to be willing to sign a contract.

4. що виражають прохання, наказ і пораду:

підмет	присудок	Додаток

I	order ask request allow permit force	him to join us. my friend to apply for that job.
	make let	him do it.

Після дієслів *to make* (примушувати), *to let* (дозволяти) інфінітив вживається без частки *to*.

The Subjective Infinitive Complex – Складний підмет

Комплекс вживається після дієслів, що стоять у пасивному стані і виражають:

1. сприймання за допомогою органів чуття:

складний підмет іменник/займенник	присудок	складний підмет інфінітив
I	was seen was noticed was watched was observed	to be writing a letter. to enter the room.
	was hear	to call him.

2. що виражають припущення і сподівання:

складний підмет іменник/займенник	присудок	складний підмет інфінітив
I	am considered was believed was thought	to have gone . to meet him at the airport.

3. що виражають прохання, наказ і пораду:

складний підмет іменник/займенник	присудок	складний підмет інфінітив
I	was ordered am asked was requested am allowed was made shall be forced	to join them. to leave the meeting.

4. із словами **to say, to report:**

складний підмет іменник/займенник	присудок	складний підмет інфінітив
I	was said am reported	to have left the country. to be hired by them.

Дієприкметник - Participle

Форми дієприкметника:

		Active	Passive
1	Present	Writing	being written
2	Past	-	written
3	Perfect	having written	having been written

Participle Complexes – Дієприкметникові звороти

The Objective Participle Complex – Складний додаток

Комплекс вживається після дієслів, що виражають:

1. сприймання за допомогою органів чуття (з інфінітивом цей комплекс лише констатує факт, а із дієприкметником підкреслює процес). Вживаються або Present Participle, або Past Participle.

підмет	присудок	додаток
I	see notice watch observe	him entering the room. the employees working.
	hear	the window broken.
	feel	my heart beating.

2. що виражають бажання і процеси мислення/ Вживається Past Participle.

підмет	присудок	додаток
I	wish/desire consider	him changed his mind. the employees motivated.

3. після слів to have, to get дієприкметник виражає дію, що виконувалась не підметом, а для підмета або над ним / Вживається Past Participle.

підмет	присудок	Додаток
I	had got	my picture taken. my hair cut.

The Subjective Participle Complex – Складний підмет

Зворот вживається після дієслів, що стоять у пасивному стані і виражають:

1. сприймання за допомогою органів чуття/ Вживається здебільшого Present Participle

складний підмет іменник/займенник	Присудок	складний підмет інфінітив
I	was seen was noticed was watched was observed	writing a letter. entering the room.
	was hear	calling him.

2. з дієсловами **to consider, to believe, to find** (вважати, визнавати).
Вживається Past Participle.

складний підмет іменник/займенник	присудок	складний підмет інфінітив
I The plan	am considered was believed was found	changed. improved.

The Absolute Participle Complex – Незалежний дієприкметниковий зворот

Дієприкметниковий зворот	
All the money having been spent,	we started looking for work.
With smoke pouring out of the back	a car drove past.
With all the family travelling in America,	The house seems very empty.

Gerund – Герундій

Форми герундія:

		Active	Passive
1	Indefinite	Writing	being written
2	Perfect	having written	having been written

Conditional Sentences (Умовні речення)

Нульовий тип умовних речень - Zero Conditional

Subordinate Clause	Principle Clause
Present Tense	Present Tense
If the price of a product falls ,	Demand for it usually rises .

Перший тип умовних речень - First Conditional

Subordinate Clause	Principle Clause
Present Tense	Future Tense, Modal Verb, Imperative

If you give me an extra holiday, If Mr Duval comes in, If the traffic is bad,	I'll work this weekend. get him to sign that contract. I may get home late.
--	--

Другий тип умовних речень - Second Conditional

Subordinate Clause	Principle Clause
Past Indefinite Tense	would + Infinitive, Modal Verb
If trains were more reliable, If we had the finance,	more people would use them. we could expand much more rapidly.

Третій тип умовних речень - Third Conditional

Subordinate Clause	Principle Clause
Past Perfect Tense	would + Perfect Infinitive
If he had not gone to the casino,	he would not have lost all his money.

Тести
Test 1

To be performed after studying units 1, 2, 3

I. Review questions.

1. What is management?
2. Why do managers constitute the core of every organization?
3. What professional and personal qualities must a manager possess?
4. What were the major contributions to the evolution of management thought in ancient times?
5. What main management ideas were developed in the pre-classical period?
6. What major schools of management do you know?
7. What are the major components of contemporary management theory?
8. How does systems theory treat organizations?
9. How does contingency theory treat every situation?
10. What do theory X, theory Y, and theory Z focus on?

II. Match the term with its definition.

Management	A job for which you need special training and a high level of education (such as being a manager or a doctor)
Profession	A management approach that recognizes that workers enjoy work and are naturally industrious
Behavioural management school	A management theory that advises managers to carefully analyze the unique characteristics of situation and choose responses that best work in each circumstance
Theory Y	A set of activities directed at the efficient and effective use of resources in attaining the goal of the organization.
Contingency theory	Management school that concentrates on the importance of individual and group behaviour in organizations.

III. Choose the correct grammar form.

1. Generally managers ... a large number of different activities.
a) perform b) are performing c) are performed d) will perform
2. They ... their plan yet.
a) did not improve b) do not improve c) have not improved d) are not improving
3. We shall send them this information as soon as we ... their new address.
a) shall receive b) receive c) are receiving d) would receive
4. Venetians ... legal framework for commerce as early as the 14th century.
a) were establishing b) have established c) established d) had established
5. We learned that Tom ... already... that very challenging problem.
a) had solved b) had been solving c) was solved d) was solving
6. He thought that they... quantitative techniques in making that decision.
a) apply b) are applying c) would apply d) have been applying
7. They focused their attention on how the company ... such a success in the previous year.

- a) achieved b) was achieving c) had achieved d) would achieve
 8. This time next month the plant ... into operation.
 a) is put b) was put c) will be put d) will be putted
 9. He ... them whether they had placed his order in time.
 a) ask b) asked c) asks d) was asking
 10. The head manager will see you after the meeting ...
 a) will be finished b) is finished c) finishes d) is finishing

Test 2

To be performed after studying units 4, 5, 6

I. Review questions.

1. What is an organization?
2. What are the three ingredients of an organization? Define them.
3. What are the three levels of management in an organization?
4. What job titles are common for each level of management?
5. What three general categories are managers usually classified into?
6. What is the principal difference between administrators and managers?
7. What is the distinction between line managers and staff managers?
8. What is the difference between general managers and functional managers?

Give your example.

9. What four basic functions do managers perform? Define them.
10. Which of the functions do managers at each level focus on more?

II. Match the term with its definition.

Organization	Arranging work positions in order of increasing formal authority.
Chain of command	Determining the organization's goals and deciding how best to achieve them.
Hierarchy of authority	The unbroken line of authority that links each individual with the top organizational position through a managerial position at each successive layer in between.
Planning and decision making	The process of monitoring performance, comparing results with goals, and taking corrective action.
Controlling	A collection of people working together in a division of labour to achieve a common goal.

III. Choose the correct grammar form.

1. He ...to settle this conflict provided we help him.
 a) was able b) could c) will be able d) can
2. Now I ... understand the nature of the conflict better.
 a) am able b) was able c) manage d) can
3. She ... to allocate financial resources efficiently.
 a) could b) can c) managed d) manage
4. Attention! All employees ... be present at the staff meeting on Friday.
 a) can b) may c) must d) are allowed

5. They ... to change anything in the plan.
a) could not b) must not c) may not d) were not allowed
6. You ... help him – he understands the problem well.
a) cannot b) must not c) needn't d) don't have
7. Their mistake is your fault. You ... everything in detail.
a) must explain b) should explain c) should have explained d) need explain
8. She ... to go on business tomorrow.
a) must b) need c) can d) will have
9. They ... concentrate on their work otherwise they will get poor results.
a) ought b) should c) can d) have
10. The result of their work is very inefficient. You ... them this important assignment.
a) should give b) should not give c) should have given d) should not have given

Test 3

To be performed after studying units 7, 8, 9

I. Review questions.

1. What three general categories do management roles fall into?
2. What interpersonal roles do managers perform? Explain their essence.
3. What informational roles do managers perform? Explain their essence.
4. What decisional roles do managers perform? Explain their essence.
5. How do managers apply interpersonal skills in different situations?
6. Why are verbal skills a necessity for a successful manager?
7. In what way do managers acquire technical skills?
8. What do conceptual skills enable managers to do?
9. What do we define as 'managerial ethics'?
10. What are the three most common ethical contexts in which management activities occur?
11. What are the critical elements of ethical corporate behaviour?

II. Match the term with its definition.

Human skills	Key management skills that reflect both an understanding of and a proficiency in a specialized field
Technical skills	Standards of conduct and moral judgment used by managers of organizations in carrying out their business
Organizational culture	A person who organizes, manages, and assumes the risks of a firm, taking a new idea or a new product and turning it into a successful business.
Managerial ethics	A system of shared values, assumptions, beliefs, and norms that unite the members of an organization
Entrepreneur	Key management skills associated with a manager's ability to work well with others both as a member of a group and as a leader who gets things done through others.

III. Choose the correct translation.

1. Напевно, він розв'язав цей конфлікт.
a) He might have resolved this conflict. b) He must have resolved this conflict.
c) He may have resolved this conflict. d) He must resolve this conflict.
2. Навряд чи вони започаткують новий проект.
a) They must initiate a new project. b) They may initiate a new project.
c) They might initiate a new project. d) They might have initiated a new project.
3. Будь ласка, підпишіть це розпорядження.
a) Sign this instruction. b) You can sign this instruction.
c) Could you sign this instruction? d) You must sign this instruction, please.
4. Якщо можна, відішліть цю інформацію у всі відділи.
a) You must send this information to all departments.
b) Send this information to all departments.
c) Would you mind sending this information to all departments?
d) If you can, send this information to all departments.
5. Не може бути, що вони зробили заяву для преси.
a) They cannot make the statement for the press.
b) They couldn't make the statement to the press.
c) They can't have made the statement to the press.
d) They might have made the statement to the press.
6. Shall I explain the new procedure to you?
a) Чи поясню я вам цю процедуру?
b) Я повинен пояснити вам нову процедуру, чи не так?
c) Я мушу пояснити вам нову процедуру.
d) Вам пояснити нову процедуру?
7. Would you like to see our new office?
a) Чи вам подобається дивитись на наш новий офіс?
b) Чи не бажаєте оглянути наш новий офіс?
c) Давайте дивитись на наш новий офіс.
d) Вам показати наш новий офіс?
8. They should have sent us these documents in due time.
a) Вони могли надіслати нам ці документи вчасно.
b) Їм слід було надіслати ці документи вчасно.
c) Вони можуть надіслати ці документи вчасно.
d) Вони надсилають нам ці документи вчасно.
9. He needn't have cancelled the meeting.
a) Йому не слід було скасовувати зустріч.
b) Йому не потрібно було скасовувати зустріч.
c) Він не скасував зустріч.
d) Він не міг скасувати зустріч.
10. Would you mind explaining this idea? – Так, охоче.
a) Yes, I would. b) Yes, of course. c) No, I wouldn't. d) No, of course not.

Test 4

To be performed after studying units 10, 11, 12

I. Revision questions.

1. What is planning?
2. What types of plans can be applied by management?
3. How many steps are there in the planning process?
4. Can you describe what types of plans each level of management is responsible for?
5. What are the levels of strategic planning?
6. What are the basic steps in a strategic planning process?
7. How many types of functional strategies do you know?
8. What steps does the process of decision making involve?
9. What is the PMI?
10. What is a decision tree?

II. Match the term with its definition.

planning	a systematic plan for the expenditure of a usually fixed resource, such as money, during a given period.
a decision tree	is the fundamental function of management concerned with the future impact of today's decisions.
budget	something that somebody chooses or makes up his or her mind about, after considering it and other alternatives.
strategic planning	a diagram set out like the branches of a tree that shows the consequences of a decision, each decision entailing a course of action that requires various other decisions.
decision	is a process through which strategies are formulated, implemented, and evaluated.

III. Choose the correct variant.

1. Mr. Jackson is pleased to your scenario because it helped the firm to survive.

- a) to accept b) to be accepted c) to have accepted d) to have been accepted

2. This task has ... by all our employees urgently and efficiently.

a) to be performed b) to have been performed c) be performed d) have been performed

3. He looks tired. He seems ... over the way out of the tight corner for several days.

a) to have thought b) have thought c) to have been thinking d) have been thinking

4. I consider their firm ... profitable.

- a) be b) to be c) was d) will be

5. The company is likely ..., now they are more efficient.

a) to restructure b) to be restructured c) to have restructured d) to have been restructured

6. The decision is too hard for the managers ... it spontaneously.
 a) to be made b) be made c) to make d) make
7. She is considered ... Economics that year.
 a) to teach b) teach c) to have taught d) have taught
8. When my friend came into the room, I pretended ... the documents.
 a) to read b) read c) to be reading d) be reading
9. Can I ... a hand with the plan implementation? I am afraid I would not manage to fulfill it myself.
 a) give b) be given c) have given d) have been given
10. We believe our partners ... many problems with new production lines recently.
 a) to have b) have c) have had d) to have had

Test 5

To be performed after studying units 13, 14, 15

I. Revision questions.

1. What are the basic concepts and components in organizing?
2. What types of span of control do you know?
3. What is the difference between authority and responsibility in an organization?
4. Can you enumerate the main forms of organization design?
5. What are the types of positions in an organization?
6. What does job designing mean?
7. What is the difference between centralization and decentralization?
8. What are the main types of departmentalization?
9. What are the factors influencing larger span of management?
10. Why can human resource managers encourage organizations to adopt different strategies for their structures?

II. Match the term with its definition.

span of control	a way of organizing a company or a project in which people from different departments work together and so each employee has two or more managers in different departments.
authority	is separation and distribution of authority and resources to lower levels of organization.
responsibility	is the power to make decisions about how an organization, an area, a country, etc. is run.
decentralization	is the duty of being in charge of a particular activity, area, department, etc.
matrix	the ratio expressing the number of workers that one manager is considered to be able to supervise effectively

III. Choose the correct variant.

1. The question ... at the previous meeting is critical to success for any enterprise.

- a) being discussed b) having discussed c) having been discussed
d) discussing

2. Organizing function ... properly enabled the enterprise to get the utmost.

- a) performing b) being performed c) having performed
d) having been performed

3. They are said ... a new budget.

- a) planning b) having planned c) plan d) to plan

4. With their minds ... on the documents, managers were discussing the way out.

- a) concentrate b) concentrated c) having concentrated d) have concentrated

5. ... some specific routine duty, a worker can get the utmost out of it.

- a) Assigning b) Being assigned c) Depriving d) Being deprived

6. The strategy was considered

- a) achieved b) achieving c) being achieved d) having been achieved

7. We heard the manager ... the questions of the Board.

- a) to answer b) answering c) having answered d) to have answered

8. I want the company ... this year.

- a) downsizing b) having downsized c) being downsized
d) downsized

9. ... twenty years ago the hotel no longer corresponds to the requirements of safety and hygiene.

- a) Building b) Being built c) Having built d) Having been built

10. We have the plan of reconstruction ... by their firm.

- a) composing b) composed c) being composed d) having been composed

Test 6

To be performed after studying units 16, 17, 18

I. Revision questions.

1. What is leadership?
2. How many stages are there in group development? What are they?
3. What roles should be filled within a group for it to function effectively?
4. What is the difference between basic leadership styles?
5. What are the main approaches to employees' motivation?
6. How does leadership differ from management?
7. What is motivation?
8. How many types of human needs do you know?

9. What is the difference between two groups of power types?
10. What types of groups do you know?
11. What is the main function of a manager's motivation activity?

II. Match the term with its definition.

Democratic leader	is two or more people who interact regularly to accomplish a common goal.
Extinction	is the ability to obtain compliance through fear of punishment.
Group	is the set of processes determining the choices employees make about their behaviour.
Motivation	is a stimulus that weakens the behavior that produced it.
Coercive power	is a leader who makes the final decision, but invites other members of the team to contribute to the decision-making process.

III. Choose the correct variant.

1. He can't make his subordinate fulfill all duties without ... him a deputy of CEO.

- a) appointing b) being appointed c) having appointed
d) having been appointed

2. He was completely surprised ... their working for his competitors.

- a) with b) by c) – d) at

3. The problem requires ... without any delay.

- a) solving b) solve c) be solved d) being solved

4. He never thought of ... for a job in his condition.

- a) apply b) applying c) applied d) having applied

5. Jane stopped ... her duties several months ago.

- a) to perform b) perform c) performing d) having performed

6. Democratic leaders allow ... decisions and accept other ideas.

- a) making b) make c) to make d) being made

7. She recommends her colleagues ... in all stages of production.

- a) participating b) participate c) to participate d) having participate

8. Ann specializes ... making the longest and most boring reports for shareholders' meetings.

- a) on b) in c) with d) for

9. On ... back from lunch, we found new tasks to be completed at the spot.

- a) having come b) coming c) come d) came

10. The manager is sure of a new project ... by now.

- a) solving b) being solved c) having solved d) having been solved

Test 7

To be performed after studying units 19, 20

I. Revision questions.

1. What are three basic approaches to control?
2. What are four basic steps to establishing a control system?
3. What are the control techniques?
4. Where are control techniques used?
5. What does effective control include?
6. What four areas do most organizations have controls to deal with?
7. How many basic types of budgets do you know?
8. What are the most important types of financial analysis?

II. Match the term with its definition.

audits	is a process that helps an organization to determine whether or not its objectives are being achieved.
control accounts	are independent appraisals of the company's accounting, financial and operational systems.
controlling process	is calculating and evaluating any number of ratios of figures obtained from an organization's balance sheet and income statement.
ratio analysis	are the tools that managers use to enhance organizational effectiveness in general, and organizational control in particular.
control techniques	are accounts in which the balances are designed to equal the aggregate of the balances on a substantial number of subsidiary accounts.

III. Choose the correct variant.

1. If you ... the position of CEO you must bear all responsibility for success of failure of your company.
a) held b) hold c) will hold d) would hold
2. If the business ... properly, we would have earned a fortune.
a) sold b) was sold c) were sold d) had been sold
3. If he ... to our offer, tomorrow we shall sign an agreement between our firms.
a) agree b) agreed c) will agree d) agrees
4. If I stay in my present job, I ... the quality of my work.
a) improve b) improved c) shall improve d) should improve
5. If we had known that this company had gone bankrupt, we ... it.
a) shall not buy b) hadn't bought c) would not buy d) wouldn't have bought
6. When you ... your work, we can make plans for the next week.

- a) finish b) would finish c) would have finished d) finished
7. If I ... you I would send him an invitation.
- a) am b) was c) were d) had been
8. We would have concluded that agreement if you ... not so uncertain all the time.
- a) are b) were c) was d) had been
9. If you ... that plan, you might earn a lot of money.
- a) buy b) bought c) had bought d) have bought
10. The strike will be successful ... we all stay together.
- a) when b) unless c) as long as d) so long as

Test 8

To be performed after studying units 21,22

I. Revision questions.

1. What business activity is considered to be international?
2. Why do companies decide to expand internationally?
3. What are the basic factors that must be considered in making the decision to go international?
4. What entry methods are available for companies that have chosen to become international?
5. What kind of a company is a transnational corporation?
6. How is a global strategy applied?
7. How is a multinational strategy applied?
8. What are the major forces bringing about change in management and organizations?
9. What are the four general issues surrounding the future of management?
10. How should managers prepare themselves and their organizations for the future?

II. Match the term with its definition.

International business	A strategy aimed at developing relatively standardized products with global appeal, as well as at rationalizing operations throughout the world.
Transnational corporation	The process of organizing, leading, and controlling in organizations engaged in international business.
Globalization	Rights and privileges of organizations and the individuals within those organizations.
International management	An organization that engages in production or service activities through its affiliates in several countries, controls the policies of those affiliates and runs its global operations with a coordinated strategy.

Organizational governance	Profit-related activities conducted across national boundaries.
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III. Choose the correct variant.

1. They examined the structure of the companies ... are engaged in international business.

a) who b) which c) what d) when

2. The nearest future will show ... our goal is attainable.

a) which b) what c) whatever d) whether

3. We all know ... this company is our main competitor.

a) what b) if c) how d) that

4. The graph shows ... profits have recently increased.

a) what b) how c) how much d) which

5. That is ... all the staff praise him.

a) when b) why c) as d) what

6. We asked him ... he was leaving on business trip.

a) that b) how well c) when d) as soon as

7. The next question is ... to solve this problem.

a) where b) whenever c) how d) what

8. They have achieved everything ... they aimed at.

a) what b) - c) because d) where

9. You will not understand it ... you read more about it.

a) what b) unless c) in order to d) that

10. The strategy ... we use today guarantees our future success.

a) what b) - c) whose d) whom

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НОТАТКИ
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