Н. Ю. Мамонтова

ENGLISH FOR MODERN SPECIALISTS: INTERPERSONAL AND MANAGEMENT COMMUNICATION

АНГЛИЙСКИЙ ЯЗЫК ДЛЯ СОВРЕМЕННЫХ СПЕЦИАЛИСТОВ: МЕЖЛИЧНОСТНАЯ И УПРАВЛЕНЧЕСКАЯ КОММУНИКАЦИЯ

Учебное пособие

Кемерово 2016

Министерство образования и науки Российской Федерации
Федеральное государственное бюджетное образовательное
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«Кузбасский государственный технический университет
имени Т. Ф. Горбачева»

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Рецензенты:

Актуализируются умения иноязычного межличностного общения и иноязычной коммуникативной компетенции в сфере общепрофессиональной деятельности при формировании управленческой коммуникативной компетенции специалиста. Содержит актуальные тематические разделы, комплекс заданий включает аутентичные материалы и авторские разработки в традиционных и интерактивных формах обучения.

Разработано по дисциплине «Иностранный язык», предназначено для студентов специальности 38.05.01 «Экономическая безопасность», может использоваться для обучения студентов всех направлений подготовки по дисциплинам «Иностранный язык», «Деловой иностранный язык». Рекомендовано в качестве методического обеспечения для дополнительных программ языкового обучения.

Печатается по решению редакционно-издательского совета КузГТУ.

Contents

Предисловие

Учебное пособие «**English for modern specialists: Interpersonal and Management communication (Английский язык для современных специалистов: межличностная и управленческая коммуникация)**» разработано по дисциплине «Иностранный язык» и предназначено для студентов специальности 38.05.01 «Экономическая безопасность».

Учебное пособие также может использоваться для обучения студентов всех направлений подготовки по дисциплинам «Иностранный язык», «Деловой иностранный язык». Кроме того, данное учебное пособие рекомендовано в качестве методического обеспечения для лингвистических программ обучения научно-педагогических работников и сотрудников вузов, а также в качестве дополнительного учебного материала для слушателей Президентской программы подготовки управленческих кадров.

Целью пособия является обучение практическому использованию иностранного языка для межличностного общения и формирование иноязычной коммуникативной компетенции в сфере общепрофессиональной деятельности, в частности в контексте актуализации управленческой коммуникативной компетенции будущего выпускника и работающего специалиста.

Иноязычная коммуникативная компетенция реализуется во всех видах речевой деятельности: говорение (монологическая, диалогическая, полилогическая речь), коммуникативное и информативное (профессионально-ориентированное) чтение, письменная коммуникация и развитие аудиальных умений.

Тематика учебного пособия представлена актуальными тематическими разделами, методическая организация которых позволяет преподавателям и обучающимся эффективно моделировать последовательность работы на занятиях и планировать самостоятельную и домашнюю работу.

Комплекс упражнений включает аутентичные материалы и авторские разработки, которые интегрируют традиционные и интерактивные формы обучения. Последовательность и логика заданий соответствуют требованиям дифференцированного подхода к обучению, учебный материал распределяется по принципу повышения сложности, но при этом каждый раздел является содержательно и методически автономным.

Introduction

Task 1. Read the inroduction. Use a good dictionary to help you with the translation.

The importance of interpersonal and management skills

Have you ever thought why a particular person is more successful than others? And why the others fail to achieve their goals in spite of being in supportive and favorable conditions?

The answer lies somewhere in management skills. These skills help deliver a better performance and achieve goals in the stipulated time period, making one successful. You may be a businessman, artist, student, employee, or a trainee! It is very important to possess these skills, as today people are not judged only by their academic achievements, intelligence, and expertise, but also by how they handle and manage themselves and those around them.

Communication Skills tops the list of management skills, be it personal or professional. It is essential for you to develop good communication skills that can help you convey a message and also help motivate, encourage, and inspire others and yourself.

To succeed in management you need good interpersonal skills, you need to understand how to deal with other people. This course will help you gain an awareness of your own skills and understand that an awareness of the interpersonal skills of others can help us enormously in dealing with the work tasks we are responsible for.

After studying this course, you should be able to:
- recognise the importance of interpersonal skills;
- describe how good communication with others can influence our working relationships;
- outline the roles we play in our work groups and teams;
- develop your management competencies.

(from www.open.edu/openlearnthe-importance-interpersonal-skills)

Task 2. Make a list of your reasons to learn English. What are your expectations from the course? Prioritize your objectives.

_____
_____
_____
_____
_____

Part I. INTERPERSONAL SKILLS

UNIT 1. Let's Get Acquainted

Task 1. The 'Snow-ball game': choose one adjective from the list below to describe your personality which starts with the letter of your name. If necessary ask your teacher for help. You may also use the word which is not in the box but you know that it describes your character.

A – ambitious, active, adaptable,
B – balanced, beautiful, brainy
C – cautious, capricious, careful
D – democratic, dynamic, decisive
E – emotional, eloquent
F – fair, fashionable, friendly
G – gorgeous, generous
H – humorous, hospitable
I – ideal, ironic, intelligent
J – jealous, jolly
K – clever, calm, kind, cautious

L – lazy, legendary, likable
M – modest, moody, musical
N – nice, naughty, naive, neat
O – optimistic, odd, obstinate
P – polite, patient, punctual
R – responsible, romantic
S – sincere, spontaneous, sweet
T – tactful, tolerant, tidy, talented
U; Y – unique, useful, useless
V – very…, volatile, vulnerable
Z – zealous, zany
W – well-organized, well-balanced

Model:
Student 1. Let me introduce myself. I'm **N**atasha. I am *nice*. I'm *Nice Natasha*.
Student 2. Glad to meet you Natasha, I am **T**anya and I'm *tolerant*. You are *nice* and I am *tolerant*. I'm *Tolerant Tanya*.
Note: all the students need to introduce themselves one by one. The last student in the queue will repeat all the names with the descriptions.
Do you remember your group mates? Practice with the class.

Task 2. Complete the questionnaire below then compare your answers with a partner. You may tick more than one box.
1. When do acquaintances shake hands in your country?
- they don't shake hands at all
- when they say goodbye

- every time they meet during a day
- when they meet for the first time during a day

2. When do people bow in your country?

- they don't bow
- they bow to customers
- young members of a family bow to elder ones
- acquaintances bow when they meet
- they bow to superiors
- they bow only to Heads of State

3. Which of these groups hug?

- no one hugs
- men hug men
- women hug women
- adults hug children
- men hug women
- women hug men

4. Which people kiss each other when they meet in your country?

- no one kisses in public
- colleagues
- close relatives
- strangers
- people in love
- good friends
- family members
- acquaintances

5. A man meets a woman business friend. What happens?

- they kiss twice (once on each cheek)
- they kiss three times on the cheeks
- they kiss once (on one cheek)
- they kiss on the lips
- they don't kiss
- he kisses her hand

Task 3. Read this extract from a magazine article.
Introductions
- Shake hands firmly, and look the other person straight in the eye. Smile!
- Men shake hands with men. Women choose whether to shake hands with men or not. A woman offers her hand first.
- Nowadays women often shake hands with women (but not always).
- Say 'How do you do?' In the USA the response is 'Pleased to meet you', or 'Fine, thanks'. In Britain business environment, the response is usually 'How do you do'.
- Give information about yourself.
- State your name, spell it if necessary.
- Add extra information (job, company name, where you live).
- Exchange business cards (remember that business cards have the rulebooks of their own, which vary from country to country).

Task 4. Close the page, make a list of rules that you can remember. Make a similar list for communication in your country.

UNIT 2. Small Talk Strategies

Task 1. Discuss these questions.
1. What is **small talk**?
2. What are your five favourite **topics** for small talk?
3. What topics are definitely **not suitable**?

Task 2. Introducing yourself. Make your name memorable. Create a pleasant association with your name. Remember about the context: formal, semi-formal, informal. Practise the dialogue.

James: Hi, I´m James, James Kelly.
You: Pleased to meet you, James. My name is Fred, Fred Allen.
James: Glad to meet you too.

Useful language

Let me introduce myself. My name is …
By the way, I know my name is a bit complicated for English people to pronounce. Please call me …
By the way, my name's Smith.
Perhaps I should introduce myself. Tom Dobson's the name.
I'm from Boston. Where do you come from?
I'm here on a holiday / business trip.
I think we've met before.
Do you remember me? We met at Tom Green's party last week.
Pleased to meet you.
Happy to make your acquaintance.
The pleasure is all mine.

Task 3. Introducing peers. It doesn't matter who's introduced first. Try to repeat the name and add some additional information that both people are interested in. This could serve as a bridge to enjoyable small talk. Practise the dialogue.

You: Mike, I´d like you to meet John Smith. He is my business partner. John, this is Mike Douglas. We did big business together some years ago.
John: Pleased to meet you Mike. You must tell me more about that time.

I'd like you to meet Peter. Peter, this is Paul.
Tom, I'm not sure if you have met Paul.
Paul, this is Tom.

Task 4. Creating a friendly atmosphere. Make a conversation with you partner. Enjoy the conversation and let your partners enjoy it, too. Use indirect compliments (praise your partner's country, secretary or car), ice-breakers and feel-at-home phrases and so-called polite noises to show interest.

Useful language

Feel at home. / Make yourself comfortable. /
It's good to see you here again.
Do you want to take off your coat? / May I take your coat?
Do sit down. / Have a seat.
Can I offer you a drink? / Would you like an aperitif?
Help yourself to some more.

Indirect compliments

I have heard a lot about your stamp collection.
I quite fancy your collection of wines.
You've got a cosy flat.
I'd like to live in the country, too.
My husband has told me a lot about you.
I must say you certainly know what is what.

Ice-breakers

We haven't seen each other for ages.
How are your wife and children?
I hope you had a good journey.
How was the transfer to the hotel?
Did you find our company straight away?
By the way, many thanks for your Christmas greetings.
I appreciate that you are sacrifying your valuable time.
Let's forget the formalities.

Showing interest

Hmm, I see. /Tell me more.
Would you believe it! / Do you really mean that?
You don't say! / That's most interesting.
I'd never have believed it.

Task 5. Building a bridge & finding a common ground. After having been introduced, the next step is to find something to small-talk about. You'll always have something in common with others: the weather, the restaurant, a hobby, the same car, etc. These are bridges between you and the strangers.

Useful language

Nasty weather, isn't it?

Has it been raining like this for long?

Excuse me, is this seat taken?

It´s rather cold / hot / crowded in here, don't you think?

I beg your pardon. Was that your glass / chair?

May I invite you for a drink?

Talking about holidays, what are your plans for this year?

Speaking of novels, what was the title of one you recommended me?

We seem to have a hobby in common.

We seem to be in the same business.

You seem to be an expert on …

I´ve heard you are good at chess. What about us having a game?

I had a similar experience a couple of years ago. It was in…

What a coincidence! My family is from Russia too.

I drive a Rover. I saw you arrive in the same car. Are you happy with it?

Task 6. Small talk with people you know.

Questions	*Answers*
How are you (these days)?	I'm fine, thank you.
How are you getting on?	I´m getting on nicely.
How are you doing?	I can't complain.
How are you keeping?	I couldn't feel better.
How are the things with you?	It could be worse.
How are you feeling?	I'm well.
How's life?	Life goes its usual way.
How's life been treating you?	Fine, as usual.

Task 7. Take a stand / disagree. Do not talk only about the topic, but also about your relationship to that topic. Take a stand, show your opinion. Your opinions are part of your personality. Use opening phrases to make your statement sound more personal. Do not generalize.

Giving opinion

If you ask me…
I´d say that…
I feel that…/ I think that…
Well, of course I'm not an expert,
But I thought…
I´m not sure, but I for my part
Would say that…
As far as I am able to judge…
I tend to think that…
It seems to me that…
If you want to know my opinion…
In my opinion…
I´m quite sure that…

Disagreeing

I'm afraid…
Are you sure?
I'm not so sure.
I don't quite agree with you.
I'm afraid I can't agree with you.
With respect, I see it a little differently.
To be honest, I can't share your opinion.
I've got some reservations.
To a certain extent I agree with you, but I'm not totally convinced.

Task 8. Shine but do not boast. To describe your achievements use words like a bit of / a little / some / quite / rather / slight / would / might to soften your statements. Use positive adjectives instead of negative ones, or vice versa: *not bad at all* instead of *very good*. Use antonyms: *not an amateur* instead of a professional.

Do`s	Don'ts
I know some English.	I can speak English.
I think our cars are not bad at all.	Our cars are first rate.
I might be able to solve the problem.	I can solve the problem.
Wouldn´t it be a good idea to…?	I have a brilliant idea!

Task 9. Make compliments. Try to make indirect compliments. Personal compliments are often understood as flattery, except maybe some compliments related to appearance, but you should always be very careful using them and judge a person's reaction to them. Indirect compliments help create a friendly atmosphere, especially if you want to praise a person.

Personal compliments

- You look (really / very) nice / splendid / wonderful / gorgeous.
- Thanks / Thank you, so do you / you too.
- What (a) nice … (colour / ring / glasses). It's / They're really becoming you.
- Thanks, I like it / them too.
- What a beautiful bag. Is it new? / Where did you get it?

Indirect compliments

That was really excellent.
Your suggestion is brilliant.
That's second to none!
It is out of this world!
I'd like to begin by congratulating … on his / her performance.
Well done!
Full marks!
Not bad at all!
Good for you!
That's a touch of perfection.

Task 10. Show sympathy. Being sympathetic is not a piece of cake. People can easily understand when your words sound insincere. Only genuine sympathy is valued! Also, it's a question of polite manners. If appropriate encourage and support a person.

Useful language

Oh, bad luck.
Well, better luck next time.
I'm sorry to hear that.
I know what it's like.
I can imagine how you must feel.
I don't know what to say.
Please accept my sympathy.
It's a great loss to us all.

Don't worry! It doesn't matter!
Try not to worry about it.
You must be really worried!
Never mind!
Calm down!
Just ignore it!
There's no point in getting upset about it.
Come on! Pull yourself together!
Don't pay any notice of it!

Task 11. Interrupting. Sometimes you have to interfere into other people's talk. It's not a problem if you do it appropriately.

Useful language

Sorry to break in, but...
Excuse me, can I have a word with you?
Excuse me, can I have a word with you?
Have you got a moment? I´d like to ask you a question.
I'd like to have a word with you, if you've got the time.
I'd really appreciate a moment of your time.
I won't keep you very long if you are in a hurry.
I've something important to discuss with you.
May I have just a couple of words with you?

Task 12. Congratulations. There are occasions when you have to congratulate a person on some important event. Choose the suitable way to show your sincere emotions!

Useful language

Happy birthday!
Happy many returns of this day!!!
Congratulations on the birth of your baby!
A warm wish for you dear ones on this special occasion of … !
I would like to wish you a very happy (birthday)!
Many congratulations on… from….
Best wishes fo (X-mas) …
I congratulate you on your promotion and wish you every success in your new position in the future.
Happy anniversary!

UNIT 3. Personality Vocabulary

Task 1. There is a great variety of different adjectives in English which people use to describe one's personality. Many positive words describing character have clear opposites with a negative meaning. Mind the negative prefixes.

Opposites

warm	cold
friendly	**un**friendly
kind	**un**kind
nice, pleasant	horrible, unpleasant
generous (happy to give/ share)	mean (= never gives to others)
optimistic (thinks positively)	pessimistic (= thinks negatively)
cheerful (happy and smiling)	miserable (always seems unhappy)
relaxed and easy-going	tense (nervous; worries a lot)
sensitive (thinks of others' feelings)	**in**sensitive
strong	weak
honest (always tells the truth)	**dis**honest

Task 2. Complete the sentenses with the words from the Task 1.
1. Jane is very _ _ _ _ _ at the moment because of her exams, but she's usually quite _ _ _ _ _ _ _ and _ _ _ _ -_ _ _ _ about most things.
2. I think the weather influences me a lot: when it's sunny I feel more _ _ _ _ _ _ _ _ and _ _ _ _ _ _ _ _ _ _ _ ; but when it's cold and raining I get very _ _ _ _ _ _ _ _ _ _ .
3. He seemed a bit _ _ _ _ _ _ _ _ _ _ at first, but now I've got to know him and I realize he's very _ _ _ _ and _ _ _ _ .
4. The shop assistant told me that the dress I tried on looked better on people younger than me. I thought that was very _ _ _ _ _ _ _ _ _ _ _ on her, but at least she was _ _ _ _ _ _ , I suppose.
5. Usually he's very _ _ _ _ . I wonder why he is being so _ _ _ _ _ _ _ _ today: he's giving presents to everyone he meets.

Task 3. People often talk about qualities of character that you may need in a work situation. Again, some of these words come in pairs of opposites: one positive and one negative. Mind the negative prefixes.

Character in action

hard-working	lazy (never does any work)
punctual (always in time)	**un**punctual; always late
reliable	**un**reliable (you can't trust / depend on him)
clever, bright (informal)	stupid, thick (informal)
flexible (able to change)	**in**flexible (a very fixed way of thinking)
ambitious	**un**ambitious (no desire to be successful)

Task 4. Complete the sentenses with the words from the Task 3.

1. He's very _ _ _ _-_ _ _ _ _ _ and he reallyworks with a lot of effort.
2. Tim was a _ _ _ _ _ _ _ _ man: he did the right things at the right time.
3. Companies don't want to have _ _ _ _ _ _ _ _ _ _ employees who are not able to adapt to the circumstances.
4. Alfred was intensely _ _ _ _ _ _ _ _ _ , obsessed with the idea of becoming rich.
5. She's always very _ _ _ _ _ _ _ _ for appointments.

Task 5. Some pairs of opposites do not have a particularly positive or negative meaning. Complete the sentenses with the words from the box.

> *emotional   self-confident   shy   reserved*

1. He is very _____ when you first meet him because he finds it difficult to talk to people and make conversation; but when he knows people quite well he's much more _____ .
2. People often say the British are very _____ (do not show their feelings), but when you get to know them they can be very _____ like anyone else.

Task 6. Some important qualities are expressed through nouns. Sudy the examples 1-2 below. Then complete the sentenses 3-5 with the suitable word(s).

1. One of her great qualities is that she uses her *initiative* (she can think for herself and take the necessary action; she doesn't need to wait for orders all the time).
2. That boy has got no *common sense* (he does stupid things and doesn't think what he is doing). His sister, on the other hand, is very sensible (has lots of common sense).
3. Don't keep asking me for advice. Use your _____ .

4. Some people are brilliant thinkers, but they have no _____ .

5. If something goes wrong, just use your _____ .

Task 7. Study the adjectives and put them into the right category.

Intellectual ability	Attitudes towards life	Attitudes towards other people

1. Intelligent, bright, clever, smart, shrewd, able, gifted, talented, brainy (colloquial): good at understanding ideas and thinking clearly

2. Optimistic – pessimistic: looking on either the bright or the black side of things

3. Extroverted –introverted: outward-looking or inward-looking (i.e. to the word around one or to one's own inner world)

4. Stupid, foolish, half-witted, simple, silly, brainless: showing a lack of good sense or good judgment.

5. Impolite – rude – ill-mannered – discourteous: not polite to others

6. Sensible – down-to-earth: practical, not dreamy in approach to life.

7. Sensitive: feeling things very intensely.

8. Sociable – gregarious: enjoying others' company.

9. Easy-going – even-tempered: relaxed in attitude to self and others.

10. Honest – trustworthy – reliable – sincere: telling the truth to others.

11. Cruel – sadistic: taking pleasure in others' pain.

12. Relaxed – tense: calm or not calm with regard to attitude to life.

13. Quarrelsome – argumentative: disagreeing with others.

14. Jealous – envious: unhappy if others have what one doesn't have oneself.

Task 8. Some characteristics can be either positive or negative. It depends on your point of view. The words in the right-hand column mean the same as the words in the left-hand column but they have rather negative meaning. Read some examples. Make two more.

determined   obstinate, stubborn

thrifty / economical   miserly, mean, greedy, tight-fisted

self-confident   self-important, self-assured, arrogant

assertive   aggressive, bossy
original   peculiar, weird, eccentric, odd
broad-minded   unprincipled, permissive
inquiring   inquisitive
generous   extravagant

1. My slogan is: be *assertive* and *determined* but not *aggressive* and *stubborn*.

2. It's good to be *economical* and save money but don't become *obsessed* with it – others would consider you to be *greedy*.

3. *Original* behaviour is associated with standing out of the crowd. Don't step out too far – people will treat you as *weird*.

4. _____

5. _____

Task 9. Do you think the speaker likes or dislikes the people he is talking about? Reword the sentences to give the opposite expression.

1. Di's very thrifty.   _____

2. Molly's usually frank.   _____

3. Liz's quite broad-minded. _____

4. Sam can be aggressive.   _____

5. Dick's quite bossy.   _____

6. I find Dave self-important. _____

7. Don't you think Jim's naive? _____

8. Jill is very original.   _____

9. I like inquiring people.   _____

10. He's too self-assured.   _____

Task 10. Organize these words into pairs of opposites.

mean	shy	nice	lazy	relaxed	hard-working
tense	cheerful	rude	unpleasant	stupid	miserable
clever	sociable	generous	pessimistic	polite	optimistic

Task 11. What prefix forms the opposites of each of these words? You need three different prefixes: un-, in-, dis-, im-, il-.

_____kind	_____flexible	_____friendly	_____honest
_____reliable	_____sensitive	_____ambitious	_____pleasant
_____polite	_____ambitious	_____popular	_____moral
_____sincere	_____punctual	_____successful	_____legal

UNIT 4. Personal Characteristics

Task 1. How would you describe the person in these descriptions?

1. He never bought me a drink all the time we were together.
2. I have to tell her what to do every minute of the working day.
3. She wouldn't even open a window without someone's permission.
4. He often promises to do things but half the time he forgets.
5. She's always here on time.
6. I don't think he's done any work since he's been here.
7. She finds it difficult to meet people and talk to strangers.
8. He could work in any of the departments, and it doesn't matter to him if he's on his own or part of a team.
9. One of the great things about her is that she is so aware of what other people think or feel.
10. Bob, on the other hand, is the complete opposite. He is always making people angry or upset because he doesn't consider their feelings.
11. He's a difficult boss: once he made up his mind, he won't change it.

Task 2. What nouns can be formed from these adjectives? Consult the dictionary if necessary. Use the words in the models below.

adjectives	nouns	adjectives	nouns
punctual	_____	reliable	_____
confident	_____	ambitious	_____
sensitive	_____	flexible	_____
optimistic	_____	lazy	_____
generous	_____	stupid	_____
strong	_____	shy	_____

Model 1. I'm *punctual*.
Model 2. By best quality is *punctuality*.
Model 3. The key trait of my character is *punctuality*.
Model 4. Punctual people are not late-comers.

Task 3. Fill the gaps with a word below. Only use each word once.

selfish	crafty	sensible	bad-tempered
tough	clumsy	strict	trustworthy
dull	gentle	sensitive	sympathetic
mean	nice	silly	stubborn
shy	reliable	cheerful	loyal

1 Janet is incredibly _____ . She always arrives on time and does her job well.

2 It's impossible to say anything to his grandmother. One word and she starts crying. She's so _____ .

3 I wonder why he is so _____ . He has got lots of money but he hates spending it.

4 When she was a child, her parents were incredibly _____ . Whenever she did the smallest thing wrong, they would send her to bed.

5 Ann is such a _____ girl. She is always laughing and smiling.

6 Come on, Maria! You can't go on a country walk wearing high heels. Do be _____ for once.

7 I'll give you a lift home if you're _____ to me.

8 She was so _____ and understanding. When I told her my problems, I immediately felt better afterwards.

9 In westerns, the hero is always _____ . He always beats his enemies and can put up with any hardship.

10 That's the second plate you've broken this week. Why do you have to be so _____ ?

11 I think he is an extremely _____ boy. He laughs at stupid things and never concentrates in class.

12 Children are often really _____ . They hide behind their mothers when guests come.

13 Don't be _____ , Cathy. You've got to learn to share things with other children.

14 She is 100% _____ . I'd leave my money, car, anything for her to look after.

15 When I broke my leg, the nurse was so _____ that she hardly hurt me at all.

16 Why do you get angry all the time? You are so _____ .

17 Bob is my best friend. He remained _____ through all my problems.

18 He is such a _____ person with his boring little job and his boring little wife.

19 He is terribly _____ . Once he has made up his mind, it is impossible to get him to change it even if it is obvious that he is wrong.

20 The general was really _____ . Just when the enemy thought it had won the battle, he played his best card.

Task 4. Fill in the vowels using definitions. Learn these definitions by heart and then use them in the sentences of your own. Choose five adjectives, which characterise you best of all. Follow the models.

1. _ ggr _ ss _ v _	Someone who likes to fight.
2. c _ _ t _ _ _ s	Someone who doesn't take risks.
3. c _ ns_ rv _ t _ v _	Someone who doesn't like change.
4. cr _ _ t _ v _	Someone who has new ideas.
5. c _ r _ _ _ s	Someone who wants to know about everything.
6. d _ t _ rm _ n _ d	Someone who won't be stopped.
7. dyn _ m _ c	Someone with a lot of energy.
8. _ _ s_ - _ g _ ng	Someone who is relaxed and tolerant.
9. _nd _ v _ d _ _ l _ st _ c	Someone who likes to do things his/her own way.
10. _ pt _ m _ st _ c	Someone who thinks everything will be O'K.
11. p _ t _ _ nt	Someone who doesn't get angry when they have to wait.
12. r _ l _ _ bl _	Someone who does what he/she says he/she will do.
13. s _ lf - c _ nf _ d _ nt	Someone who believes in him or herself.
14. s _ ns _ t _ v _	Someone who is aware of other people's feelings.
15. s _ nc _ r _	Someone who means what he/she says.
16. s _ c _ _ bl _	Someone who likes talking and meeting people.
17. t _ ctf _ l	Someone who finds effective ways of communicating bad news.
18. _n _ m _ t _ _ n _ l	Someone with no feelings.

Model 1. I can describe myself as *a curious person* because *I want to know about everything*.
Model 2. I am *not conservative* at all because *I like change*.

1. _____
2. _____
3. _____
4. _____
5. _____

20

Task 5. Assess your character: What sort of person are you? Complete the questionnaire to find out your personality features.

Put *Y* for '*Yes'*, *N* for '*No'*, and *S* for '*Sometimes'*.

1. ___ Are you generally aware of other people's feelings?
2. ___ Do you find it difficult to meet new people?
3. ___ Do you frequently make people laugh?
4. ___ Does your mood change often and suddenly?
5. ___ When decisions have to be made, do you think first of yourself?
6. ___ Can your friends trust you and depend on you?
7. ___ Do you generally like other people's company?
8. ___ Are there lots of things you want to do in your professional life?
9. ___ Can you usually understand other people and their point of view?
10. ___ Are you usually an energetic, active person?
11. ___ Are you usually full of new ideas, able to use imagination to make things?
12. ___ Are you interested in other people and their business?
13. ___ Do you sometimes not tell the truth because you don't want to hurt someone's feelings?
14. ___ Are you often late?
15. ___ Are you comfortable with change?
16. ___ Do you like to study a lot and generally enjoy it?
17. ___ Do you believe in yourself?
18. ___ Do you like when everything is perfect?
19. ___ Are you usually able to work well, without wasting time and resources?
20 ___ Are you reasonable, able to make sound judgments?

Task 6. Match these adjectives with the questions above and translate them.

___	shy	___	selfish
___	tolerant	___	ambitious
___	sensitive	___	inquisitive
___	tactful	___	creative
___	dynamic	___	witty
___	sociable	___	moody

___	self-confident	___	flexible
___	inquiring	___	punctual
___	reliable	—	critical
___	efficient	—	sensible

Task 7. Which of these do you think are positive, and which negative qualities? Which of them can be both? Which of these do you think are your "personal' and "professional" qualities?

Positive (+)	*Both* (+ / -)	*Negative* (-)

Task 8. Describe your personality using as many adverbs of degree as possible: quite (for positive adjectives), rather (for negative adjectives), a bit, fairly, really very, terribly, incredibly, absolutely, so, not at all. How will your qualities influence your future business activity? Share your opinions with partners. Follow the models.

Model 1. I'm **reliable** and people will **trust me**.

Model 2. I don't want to be **moody** and **change my opinion often and suddenly** because my colleagues will think that I'm unstable.

Task 9. You have one minute to refresh the vocabulary of the previous units. Now it's time to remember as many words as you can. The winner is the one who has written more words than others.

1. _____   2. _____   3. _____

4. _____   5. _____   6. _____

7. _____   8. _____   9. _____

10. _____   11. _____   12. _____

13. _____   14. _____   15. _____

16. _____   17. _____   18. _____

19. _____   20. _____   21. _____

22. _____   23. _____   24. _____

25. _____   26. _____   27. _____

28. _____   29. _____   30. _____

    Score: all: _____/correctly written: _____-

Task 10. Now speak about yourself using the models with the adverbs of intensity. Draft the outline or your brief self-presentation.

Aspect	Vocabulary	Tips / comments
1. Strengthening your positive features	Usually I'm … / I'm always … I always try to be …/ I'm very … I'm absolutely …/ I'm extremely …/ I'm incredibly … I'm not … at all. I'm … indeed.	*Be positive! Show your best! But don't lie or exaggerate! The truth is near here … People may think you boast!!!* *First impression is very important!* *Try to be sincere!*
2. Golden middle? …	Sometimes I'm … From time to time I can be … I'm quite / rather / fairly … On the one hand I'm … . On the other hand I can be… . It depends. (on the situation / the way people treat me / talk to me…)	*It's nice that you are realistic about yourself! Nobody's perfect … (…only practice makes perfect…)* *But … are you sincere … ?*
3. … nobody's perfect … Speaking about your negative qualities (weaknesses)	Unfortunately I'm … Probably it's not a bad quality, but I'm … (and see boxes 2, 3 …)	*And come on!!! You can't be that bad … no one is. Are you a perfectionist?* *Although being self-critical is appreciated… You'll improve, won't you?*

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

UNIT 5. Qualities of Mind

Task 1. Refresh the adjectives used to describe personality and write their traslation. Fill in gaps with the suitable one.

enthusiastic	_____	confident	_____
efficient	_____	punctual	_____
reliable	_____	courteous	_____
flexible	_____	practical	_____
sincere	_____	ambitious	_____

1. Mr. Norman has a reputation for being very _____ . However, people don't always appreciate hearing the truth.

2. If you could be a little more _____ in the future, our meeting could start on time for a change.

c) She's extremely _____ . I wouldn't hesitate to give her more responsibility.

d) A good host should always be _____ and serve his guests first.

e) I'm not terribly _____ I'm afraid. I can't even fix a plug when it goes wrong.

f) You have to be _____ in this job because half of this year we work shifts.

g) I'm really _____ about my new job. There are great opportunities for me.

h) People who are _____ will get promotion more easily.

i) To get the work done in time you'll need to be very _____ .

j) She is very _____ that she'll be able to get the work done in time without any problems.

Task 2. Match the adjectives to their definitions. Complete the sentences with the correct one.

aggressive	emotional
co-operative	self-confident
practical	bossy
sympathetic	intuitive
articulate	stubborn

1. A(n) _____ person is always telling others what to do.

2. A(n) _____ person is quick to show their feelings, by laughing or by crying.

3. A(n) _____ person can express him/herself very accurately with words.

4. A(n) _____ person tries to understand other people's problems.

5. A(n) _____ person refuses to change his/her mind.

6. A(n) _____ person is very good at repairing or making things.

7. A(n) _____ person is happy to work with or help other people.

8. A(n) _____ person is not shy or nervous in social situation.

9. A(n) _____ person relies on their feelings rather than facts when deciding things.

10. A(n) _____ person behaves in an angry or threatening way.

Task 3. Forming nouns and adjectives. Write the adjective of the word in *italics*.

Personal qualities	*Adjectives*
a) being able to accept *criticism*	
b) *creativity*	
c) *determination*	
d) *enthusiasm*	
e) physical *fitness*	
f) *good looks*	
g) *honesty*	
h) *optimism*	
i) *persistence*	
j) *self-confidence*	
k) natural *talent*	
l) personal *wealth*	

Task 4. Choose the four most important qualities to be a successful. Compare your opinions in groups. Add any other words or phrases you think are needed.

Businessman:

_____

Politician:

_____

Pop star:

_____

Manager:

_____

(from New Cutting Edge Upper Intermediate Student's Book, p. 45-46)

Task 5. Complete the grid with adjectives to describe the people speaking in the clues below. All the words can be found in the box Task 3.

a) 'I always cry during movies, even if they're happy ones!'

b) 'I was so sorry to hear about your exam results. I'm sure you'll do better next time.'

c) 'No, I refuse to apologise. I don't care what any of you think!'

d) 'I've done all the plumbing and electrical work on the house myself.'

e) 'I had a very bad feeling about Susan when I first met her, so I wasn't at all surprised to find out she'd been in trouble with the police.'

f) 'Jo, you be the daddy. I'll be the mummy. And Tim, you have to sit here.'

g) 'I'm looking forward to my exams. I think I'm going to do really well.'

h) 'Yes, of course, officer. I'll do whatever you want me to do.'

(from New Cutting Edge Upper Intermediate Work Book, p. 28

Task 6. Read the Brain Facts File below. Is there anything you find surprising?

Brain Facts

Did you know … ?
- Our brain consists of two halves, known as the left and right hemisphere.
- The two halves of the brain are not exactly the same^ the left side of the brain is normally larger.
- The two halves of the brain process information in different ways. -
- Although one side (usually the left) is dominant in most people, nobody is totally right- or left-brained - just as no one is totally right- or left-handed.

Task 7. You are going to answer a quiz to find out if you are mostly right-or left-brained. Read through the quiz, checking any unknown words.

Quiz: Are you right- or left-brained?

1. Are you often late for class or other appointments?

a) no   *b)yes*

2. When you phone a friend to tell them something, do you get to the main point as quickly as possible or give lots of other details first?

a) give lots of other details first   *b)get to the main point as quickly as possible*

3. Do you find it easier to remember people's names, or people's faces?

a) names   *b) faces*

4. Do you think best sitting at your desk, or walking around?

a) sitting   *b) walking around*

5. Are you good at judging time even if you don't have a watch?

a) yes   *b) no*

6. If you have a lot of things to do, do you try to complete one task at a time, or do several things at once?

a) one task at a time   *b) several things at once*

7. Do you prefer reading:

a) non-fiction?   *b) fantasy or science fiction?*

8. When you are studying, which of these is the most important to you?

a) bright light   *b) background music*

9. Someone complains to you about something. What do you respond to first?

a) the points they are making   b) the tone of voice they use

10. When asked for your opinion, do you:

a) think carefully before you speak?   b) say what you think immediately?

Number of 'a' answers _____
Number of 'b' answers _____

Task 8. Answer the following questions.

1. What is a typical score?
2. Is there any difference between men and women in this respect?
3. Can you do anything to change the kind of brain you have?

Task 9. Read / Listen to an analysis of the results. Mark the characteristics in the box 'L' if they are typical of left-brained people and 'R' if they are typical of right-brained people.

linear-thinking	intuition	the ability to visualise
logical thinking	interest in the 'big picture'	learning by explanation
verbal skills	artistic creativity	learning by doing

If you had mainly (a) answers, you are mainly left-brained. This means that you tend to think in a linear way, using information in a step by step way in order to arrive at the answer. You tend to try and work things out logically rather than rely on your intuition and feelings. You are very interested in details. Verbal communication is very important to you, and you respond to explanations and logical arguments.

If you had mainly (b) answers, you are mainly right-brained. This means that you tend to start with the bigger picture and think about the details later. You also rely more on emotion and feeling to arrive at the answer: the right-hand side of the brain is often connected with artistic creativity. You like to be able to visualise things. Explanations are less important to you and when you are learning something new, you like to try it out for yourself.

Most people have a balance of (a) answers and (b) answers. Men tend to get a higher proportion of (a) answers than (b) answers.

Ideally, we should make use of both sides of our brain in order to learn most effectively. If you pay attention to your less dominant side, you can learn how to improve it.

(from New Cutting Edge Upper Intermediate Student's Book, p. 42-43)

Task 10. Discuss the following questions in small groups. Use the language below to discuss the results.

One thing that surprised me was ... / I (don't) think this kind of test is very useful because ... / I found the question about ... very interesting. / At school, we were expected to ... / I was always encouraged to ... / I would like to be more ...

1. Were you surprised by your results or not?
2. What were the main differences between you and your partner?
3. Is this kind of test useful?
4. Which questions did you find most revealing?
5. Did your education / upbringing encourage one side more than the other?
6. Would you like to develop either area more?

Task 11. Follow-up. Sing this song. Enjoy yourself.

Responsibility Song

I am responsible, I am reliable
I always follow through, with what I say I'm gonna do
I am dependable, I hold myself accountable
I take responsibility, and do what needs to be done
I show self-control, use good judgment
I think about the consequences of my actions
Responsibility, it is my duty
Fulfilling all of my moral obligations
If mess up I will always fess up
I will keep my head up, I'm never gonna give up
It is my duty and responsibility to follow through
You can count on me to do what I say that I'm gonna do
I never make excuses, when everything goes wrong
I take responsibility and don't blame anyone
I put the blame on me, stand up and take the lead
Come now and follow me, let's make this a priority
I show self-control, use good judgment
I think about the consequences of my actions
Responsibility, it is my duty
Fulfilling all of my moral obligations

(from https://www.youtube.com/watch?v=aMP_J-jkmr8)

UNIT 6. EQ – Emotional Intelligence

Task 1. Read the article to understand what EQ – Emotional Intelligence is.

The Brief Insights to Emotional Intelligence

Dear friends, we are so happy to welcome you and help you get acquainted with the main characteristics of the issue under consideration.

Quite simply, emotional intelligence is the intelligent use of emotions: You intentionally make your emotions work for you by using them to help guide your behavior and thinking in ways that enhance your results.

'Emotional Intelligence is a way of recognizing, understanding, and choosing how we think, feel, and act. It shapes our interactions with others and our understanding of ourselves. It defines how and what we learn; it allows us to set priorities; it determines the majority of our daily actions. Research suggests it is responsible for as much as 80% of the "success" in our lives'. (Freedman)

'Emotional intelligence is the ability to sense, understand, and effectively apply the power and acumen of emotions as a source of human energy, information, connection, and influence'. (Dr. Robert K. Cooper)

Task 2. Read the article and choose the most suitable heading from the list below for each numbered part of the article. *The first part has been done for you.*

A) A horrifying history.	
B) Bloodthirsty.	
C) Is bigger better?	
D) Make your brain work.	
E) How much do we know?	*0*
F) The battle of the sexes.	
G) The super computer.	

The Mind Machine?

(0)   E_____

Although intelligence has been studied, and the brain has been studied, there is little understanding of how the brain works to produce intelligence. This has something to do with the fact that the brain

contains around 100 billion cells (about the number of stars in the Milky Way).

(1)_____

One of the continuing myths about the relationship between intelligence and the brain is that the brains of very clever people are somehow physically different from those of ordinary people. At the beginning of the century an American scientist called E.A. Spitzka produced a list of the weights of the brains of important, well-known men. The heaviest brain on the list was that of Turgenev, the Russian novelist, at 2000g. However, the brain of another great genius, Wall Whitman, weighed only 128g.

(2)_____

There are no significant differences between the intelligence levels of males and females. However, the girls under seven score a little higher than boys in IQ tests and the highest IQ recorded is that of Marylin vos Savant at 230. However, men and women do differ in the way they think. Generally, women are more skilled verbally and men do better on visual-spatial tasks.

Interestingly, the fibres which join the two halves of the brain have been found to be larger in women than in men. This supports the theory that women can change from 'practical' to 'emotional' thinking more quickly than men.

(3)_____

People with mental problems have often been treated extremely badly. Two hundred years ago the mentally ill were swung around in revolving chairs, or holes were drilled in their skulls to release evil spirits. From the 1930s, the mentally ill were subjected to electric shock therapy and lobotomy – the removal of part of their brain. In the 1960s and 70s, thousands of people were given drugs to cope with anxiety and then addicted to them.

(4)_____

The brain needs ten times as much blood as other organs of the body, as it can't store glucose for later use. This is different to muscles and other organs and although the adult brain makes up only two per cent of the body weight, its oxygen consumption is twenty per cent of the body's total.

(5)_____

There are similarities between brains and computers. Computers can do complicated calculations at incredible speeds. But they work in a fixed way because they can't make memory associations. If we need a screw-driver and there isn't one, we will think laterally and use a knife or coin instead. Computers can't do this. In fact, it is claimed that when it comes to seeing, moving and reacting to stimuli, no computer can compete with even the brain power of a fly.

(6)_____

Most of our mental processes are deeply formed habits. Challenging your brain to do things differently helps it develop. Try changing routines as often as you can: take a bus instead of going by car, sit in a different chair. An extreme but useful exercise is to read something upside down – you actually feel your brain at work.

Exercise more. Good health and fitness levels give you overall improved energy which leads to better concentration.

Cooking is a good all-round mental exercise. It needs mathematical, organisational and scientific skills as well as challenging memory and creative ability. Use recipes at first and then learn to guess amounts, combinations, reactions of ingredients and timing.

Do puzzles and play games. Teach yourself to work out codes and expand your vocabulary at the same time.

(from First Certificate Gold.
By Richard Acklam and Sally Burgess)

Task 3. Read the text. and choose the best summary of each paragraph.

Emotional Intelligence

1. It turns out that a scientist can see the future by watching four-year-olds with a sweet. The researcher invites the children into a plain room. You can have this sweet right now, he says. But if you wait while I go out for a few minutes, you can have two sweets when I get back. Then he leaves.

2. Some children grab the treat the moment he's out the door. Some last a few minutes before they give in. but others are determined to wait. They cover their eyes, they put their heads down, they sing to themselves, they try to play games or even fall asleep. When the

researcher returns, he gives these children their sweets. And then, science waits for them to grow up.

3. By the time the children reach high school, something remarkable has happened. A survey of the children's parents and teachers found that those who as four-year-olds were strong-minded enough to hold out for the second sweet generally grew up to be better adjusted, more popular, adventurous, confident and dependable teenagers. The children who gave in to temptation early on were more likely to be lonely, easily frustrated and stubborn.

4. When we think of brilliance, we see Einstein – deep-eyed, wooly-haired, a thinking machine. High-achievers, we imagine, were born for greatness. But then you have to wonder why, over time, natural talent seems to flower in some, yet despair in others. This is where the sweets come in. The ability to defer gratification is a master skill, a triumph of the reasoning brain over the impulsive one. It is a sign, in short, of emotional intelligence. And it doesn't show up on an IQ test.

5. In his book EMOTIONAL INTELLIGENCE, Daniel Goleman argues that brain power as measured by IQ actually matters less than qualities of mind like understanding one's own feelings, empathy – being sensitive to other people's feelings – and the ability to manage your own emotions. EQ is not the opposite of IQ. What researchers are trying to understand is how they complement each other. Among the ingredients for success, researchers now generally agree that IQ counts for about twenty per cent: the rest depends on everything from luck to social class … and emotional intelligence. In the business world, according to personnel executives, IQ gets a job, but EQ gets you promotion.

Task 4. Choose the best summary of each paragraph of the text in the Task.

Paragraph 1. _____
a) The experiment started with each child eating a sweet.
b) In the experiment, the children were not allowed to eat their sweete straightaway.
c) In the experiment, the children were promised an extra sweet if they were patient.

Paragraph 2. _____
a) Most of the children decided to eat heir sweet straightaway.

b) The researchers were most interested in the children who found ways of passing the time in order to get extra sweet.

c) Once the researchers had left, many of the children forgot about the sweets.

Paragraph 3. _____

a) Success in IQ tests usually means that people are successful in life.

b) You have to be as brilliant as Einstein to be a success in life.

c) The scientists found that the children who were more patient were happier as teenagers.

Paragraphs 4/5. _____

a) IQ is still considered the most important factor for success at work.

b) According to Daniel Goleman, emotional intelligence is more important than IQ for success in the long-term.

c) People with a high IQ tend not to be very emotionally intelligent.

Task 5. Render this article into English.

Зачем развивать эмоциональный интеллект?

Наверняка вы не раз слышали о том, как легко кому-то продвигаться по карьерной лестнице. Или как хорошо кому-то удается общаться с собственными детьми. У героев этих ситуаций почти наверняка высоко развит эмоциональный интеллект, который позволяет им не только яснее осознавать свои цели (а значит, быстрее достигать их), но и успешно выстраивать коммуникацию с людьми на разных уровнях − в какой-то момент развития это становится необходимой ступенью в любой области.

Если продуктивность не кажется вам такой уж привлекательной, подумайте о том спокойствии, с каким можно воспринимать не самые похвальные свои и чужие поступки и эмоции − развитый эмоциональный интеллект это позволяет. Стать бесчувственным человеком никому не грозит − наоборот, без ненужных рефлексий освобождается время на то, чтобы наслаждаться приятными проявлениями жизни и свести к минимуму неприятные (и сделать из них все необходимые выводы).

Как это сделать? Любопытствующим можно сперва пройти тест на определение эмоционального интеллекта. В конце этого опросника, например, дадут весьма мягкую оценку вашего эмоционального состояния, которую можно взять за отправную точку. Кроме того, тесты подобного рода помогают узнать себя в

предлагаемых ситуациях («находясь в группе друзей, всегда ли вы можете понять, что чувствует каждый из них?») и самостоятельно проанализировать свои способности. А вообще, систем оценки много (SASQ, MSCEIT, ECI, например), но для того, чтобы в них вникнуть, требуется либо действительно много свободного времени, либо помощь специалиста.

В любом случае небесполезно будет почитать статьи Майера с Саловеем и работы Гоулмана. Первые два дадут академический взгляд, полезный для общего развития, а к книгам Гоулмана можно обращаться за более насущной информацией. Он дает ее достаточно, чтобы познакомиться с темой, и заставляет читателя выполнять несложные, но показательные упражнения вроде ведения дневника эмоций. Если времени на статьи и книги нет, можно воспользоваться проверенными методиками для саморазвития.

Важно помнить, что развитие эмоционального интеллекта, как и любая другая образовательная деятельность, требует времени и отдачи, так что не стоит переживать, если в течение месяца у вас не наладится личная жизнь или вы не взлетите по карьерной лестнице (но наверняка даже за этот короткий срок будут заметны маленькие изменения в отношениях с людьми и собой).

Task 6. Just for fun. IQ puzzles.

1. Four girls, Helen, Sharon, Clair and Donna, have an average age of twenty. Sharon is eight years older than Helen and fifteen years older than Clair, the sum total of Helen's and Sharon's ages is forty-six, whilst the sun total of Sharon's and Claire's ages is thirty six. How old is Donna?

2. If you were given a 7-litre container and an 11-litre container and were asked to measure out exactly 8 litres of water using just these two containers, how would you do it?

3. Joe, Ben and Tony have to be at work at nine o'clock. Ben is never late. On Monday, Tony was late. Only one of the statements below must be true. Which one?

a. Joe is sometimes late.

b. Tony sometimes arrives after Ben.

c. Joe sometimes arrives after Ben.
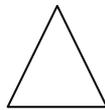
d. Tony always arrives after Ben.

UNIT 7. The Right Person

Task 1. Choose the shape you like the best and read the description. How accurately does the description reflect your personality? Use the Models to describe your type.
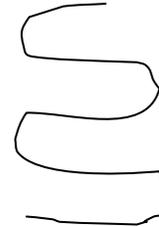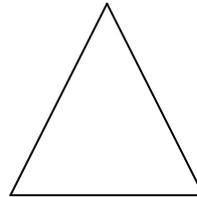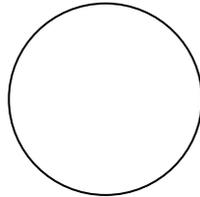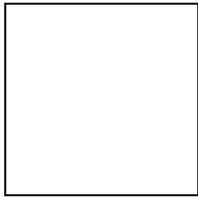
To aspire

The Aspirer This is the only symbol with a clear sense of direction and if is the first choice of high achievers. You set yourself clear goals in life and work single-mindedly towards them.

To admire

The Admirer The circle's perfect harmony attracts those with a warm personality whose skill lies in dealing with people. An intuitive understanding of others makes you a skilled negotiator. You are a good listener.

To inspire

The Inspirer This eccentric symbol is favoured by those who thrive on variety and like being involved in great many activities at the same time. You are enthusiastic and bursting with energy and are attracted by new tasks and unfamiliar challenges.

To enquire

The Enquirer The logic of this symbol appeals to objective thinkers who analyze problems carefully and methodically before reaching any conclusions. You base your decisions on fact and figures.

Model 1. I think that I'm ***the Aspirer***, because the shape of a triangle really attracts me. It has ***a clear sense of direction*** which definitely characterises **high achivers** …

Model 2. I can also desribe myself as ***the Enquirer*** because they are ***objective thinkers*** and I strive to be objective and have a very **careful** attitude to ***analyzing problems*** …

Task 2. Are certain types of people attracted to certain jobs? Read the description of personality types below and match these jobs with one or more of the personality types. Give reasons for your choices.

a counselor	a gambler	a racing car driver
a dancer	a civil servant	a mathematician
an accountant	a librarian	an author
a scientist	an inventor	a social worker

1. Troubleshooters. They must be free. They cannot be confined for too long. They do what they want and when they want. In fact, they are compulsive "doers". A Troubleshooter is only defeated temporarily. They have high tolerances for discomfort, fatigue and pain. And they are courageous. They need jobs that involve action. Troubleshooters see the world as it is. They don't rely on other people's policies and guidelines to solve problems. Instead, they make up their own.

2. Stabilizers. They give a good day's work for a good day's pay. They can be counted on to do the right thing at the right time. They want to be useful to society. Stabilizers are not dependent on others. They are givers not receivers. They accept responsibility easily and will finish a job even if they are over-loaded with work. Stabilizers look on change with caution and suspicion and believe it is better when change happens slowly rather than suddenly.

3. Analysts. They strive to do things well and are the most self-analytical of all the personalities. They are always trying to improve, monitoring their progress and checking their skills. They are perfectionists who become tense when they are under too much stress. Analysts listen closely to new ideas and can change easily as long as it makes sense. The Analyst is never willing to repeat an error, and once they master a skill, they move on to something else.

4. Seekers. They hunger to have an identity that is uniquely their own. They want to make a difference, and their contributions must be recognized and appreciated. They are attracted to work where they can help others. They are also drawn to anything that involves verbal or written communication. Although they like to finish what they have started, they also tend to move from idea to idea. Seekers are more interested in people than in things. They seek relationships because they must interact.

Model 1. I *set myself clear goals* and I'm always trying *to improve, monitoring my progress and checking my skills*.

Model 2. I'm good at *dealing with people* and I'm attracted to work where *I can help others*.

1. _____
2. _____
3. _____
4. _____
5. _____

Task 3. Would you like to do any of these jobs? Why? What characteristics do people need to perform well?

Carpenter _____   Teacher _____

Doctor _____   Football coach _____

Writer _____   Olympic athlete _____

Task 4. Read the texts below. Which of the jobs above are the people talking about?

    1. _____

People come to you with all kinds of problems – not just medical ones – so of course you have to be **sympathetic** and a **good listener**. And of course, you need to keep up with all the latest treatments.

    2. _____

It's not enough to be **naturally talented**. You need to be **totally committed** to being the best: nothing else will do. If you are **lazy**, then you'll never reach the top.

    3. _____

You need to be **experienced** in the game: it's your job to make sure that players are **motivated** and to be **honest** with them.

    4. _____

Obviously, you need to be **imaginative**, but it's not just that. You need to be very **well-organised** with your time, and have a lot of **self-discipline**. Sometimes it's hard to think of ideas … but you have to keep thinking until something comes to you!

Task 5. Match the meanings of the words and phrases in bold in the vocabulary list below.

1. sympathetic _____ a) having a natural ability to do something well

2. good listener _____ b) not liking work and physical activity, or not making any effort to do anything

3. naturally talented _____ c) very keen to do something or achieve something, especially because you find it interesting or exciting

4. totally committed _____ d) good at thinking of new and interesting ideas

5. lazy _____ e) caring and feeling sorry about someone's problems

6. experienced _____ f) arranged or ordered well, badly, carefully

7. motivated _____ g) the ability to make yourself do the things you know you ought to do, without someone making you do them

8. honest _____ h) someone who listens carefully and sympathetically to other people

9. imaginative _____ i) someone who always tells the truth and does not cheat or steal

10. well-organised _____ j) possessing skills or knowledge because you have done something often or for a long time

11. self-discipline _____ k) willing to work very hard at something

Task 6. Complete the sentences with the words from the Task 5.

1. I'm _____ to parents who are worried about what their children see on television.
2. She's an exceptionally _____ student.
3. We are all passionately _____to our work in Africa.
4. He felt too _____ to get out of bed.
5. She is an _____ public speaker
6. The key to a successful modern economy is a well-educated and _____ workforce.
7. He was a hard-working _____ man.

8. What an _____ child – always full of new ideas!

9. I want to work with a _____ team.

10. A lot of the students seemed to lack _____.

Task 7. Use a good dictionary to complete the table below.

Verb	Noun	Adjective
imagine		imaginative
organise		organised
----------	discipline	
----------		talented
----------		committed
----------		lazy
	experience	
----------		honest
		motivated
		sympathetic

Task 8. Which three of the qualities above are most important for a good:

- parent?
- restaurant manager?
- teacher?
- musician?
- lawyer?
- doctor?
- friend?
- language learner?

Make sentences like this:

A good parent has to be a good listener because ...

A good teacher has to be imaginative and sympathetic because ...

(from Cutting Edge Pre-intermediate Students' Book, p. 115)

Task 9. Megan is Personnel Officer in a busy hospital. She has just interviewed five people for the position of Senior Nurse. Read her notes and write two adjectives next to each candidate.

bright	*indecisive*
critical	*defensive*
cheerful	*sensible*
conceited	*sincere*
controlling	*vain*

Sarah: ___*cheerful*___ & _____

I liked her because she seemed very friendly and positive; she smiled a lot during the interview. The only problem was that she found it difficult to make up her mind when I asked her about different situations she could face.

Juan: _____ & _____

At first I thought what a nice man – seemed very intelligent but when I asked him why he'd left his last job and if he had had any problems he got quite angry. We can't have someone who can't take criticism.

Maria: _____ & _____

Very practical and down-to-earth and no silly answer to my questions. Very honest in her answers and genuinely seems to like her work.

*Laura:*_____ & _____

She seemed to think we should be begging her to join us … a big ego! I didn't like the way she kept looking at herself in the mirror, either!

*Jim:*_____ & _____

I think he'd be a problem because he wants to be in charge all the time – do everything his way. And he admitted that he thinks it's a good idea to tell colleagues their bad points so they can 'learn!'

(from New Cutting Edge Upper Intermediate Work Book, p. 30)

Task 10. Will your future job be the right job for you? Find out by doing this quiz. Work in pairs. Tick the statements your partner agrees with.

JOBS QUIZ

1. I'd love to do a parachute jump.
2. I don't like telling other people what to do.
3. I prefer spending time on my own rather than in a crowd.
4. I find it easy to set myself objectives.
5. I have difficulty making decisions.
6. I find it difficult meeting new people.
7. I'd love to travel abroad.
8. Friends sometimes complain that I order them around.
9. I like to have the advice and support of people more experienced than myself.
10. I don't like volunteering opinions in case they are unpopular.

11. I like to try to find new solutions to old problems.
12. I would prefer to be team captain than team member.
13. I get embarrassed easily.
14. I don't mind where I go with my friends as long as they are happy.
15. I like the latest fashions.
16. I like to be fully responsible for anything that I do.

Task 11. Now add up your ticks and check your scores. Three or four ticks in any category indicate personality characteristics you should take into account of when choosing a job. Agree or disagree with the results of the test. Use the Model.

Scoring

A	1	7	11	15	C	3	6	10	13
B	2	5	9	14	D	4	8	12	16

Personality types

A. Characteristics: *The entrepreneur*

You are the adventurous type. You enjoy new challenges and taking risks. You could find success in stock market dealing rooms or anywhere you can put your flashes of genius to good use.

B. Characteristics: *The team worker*

You work well with others but dislike having responsibility for other people, preferring to implement other people's plans rather than your own. You would probably do well in the armed forces or the Civil Service.

C. Characteristics: *The backroom worker*

You are a little shy, and find it difficult to mix with new people. You would do well in any behind-the-scenes job where you don't have to come face-to-face with strangers every day, such as a researcher or a librarian.

D. Characteristics: *The leader*

You are confident in your abilities and you prefer to be in charge rather than to take orders. You enjoy having lots of people around you and would do well in a managerial post or any job, which involves selling.

Model. I agree with the results because I really belong to *the team worker catagory* and *I work well with others* … what I don't agree with is the fact that …

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UNIT 8. Self-starters

Task 1. Read this job advert.

SALES EXECUTIVE wanted for busy city centre office. Good general education and interpersonal skills are essential and some previous experience is desirable. The successful applicant will be a self-starter with the ability to develop the client base for a new range of online services. *Send your CV to:*	Language comments 1. ad(s), advert, advertisement, n [C] 2. advertising, n [UC] 3. advertise, v 4. CV = Curriculum Vitae (BrE), resume (AmE) 5. cover (covering) letter 5. to apply for a job 6. to employ-employer-employee-employment 7. to hire / to recruit

Task 2. Which of these words and phrases do you think describe the sort of person the company is looking for?

sociable	imaginative	trustworthy
pushy	courteous	willing to follow set procedures
reliable	aggressive	has common sense
cautious	obedient	has good judgement
assertive	conformist	able to work independently

Task 3. What do you think is implied by the term 'self-starter' in the ad? Make notes.

_____

_____

Task 4. Read the transcript / Listen to someone talking about self-starters and make notes on what they say about the qualities of such people. Then compare their ideas with your own. Were they the same?

You often see the term 'self-starter' in job adverts – but what do companies mean when they put this? Are they looking for someone who will come in and aggressively reorganize the office, upsetting everyone

and interfering in things they don't really understand? No, of course they aren't.

What companies are looking for is someone who's able to work without constant supervision; someone who'll quickly understand what the job demands and quietly get on with it, without someone else needing to check everything they do. That means, of course, someone who can work independently; someone who doesn't need to keep asking questions, but also someone with the common sense and good judgement to ask for advice and help when it's really necessary.

Also, the term 'self-starter' implies someone who's not just going to do the job, but someone who's also going to develop it in some way: for example, find more customers, or find ways of doing things more effectively or efficiently.

Task 5. Do you think you could be a self-starter? Complete the questionnaire, then add up your total score.

Are you a self-starter?

1. I like to have control over what I do and when I do it. ____
2. I want to complete tasks in the way I think works best. ____
3. I hate being supervised. ____
4. I like to set my own goals and deadlines. ____
5. I motivate myself to achieve results. ____

3=always; 2=often; 1=seldom or never

Task 6. Now read the transcript / listen to someone talking about the questionnaire. What are the characteristics of people who score:

1. twelve or above?	
2. six to eleven?	
3. five or below?	

Well this questionnaire tells you how independent you are, or might be, in a work situation. Basically, people scoring 12 or more are self-starters. They like to be in control of what they're doing – they look for advice rather than supervision. They're people who don't always follow the rules, which can be a bit of a drawback for companies, but they're also the people who find new ways of doing things. Most companies are

happy to employ a few people like this – not too many, or the result could be chaos!

People scoring between six and 11 are moderately independent. They like to manage their own time and work with minimal supervision, but they're more likely to fit in with accepted methods and procedures. Companies like to employ lots of people like this; they're relatively conformist, but tend to be open to new ideas too.

People scoring five or below are generally happy to accept supervision and like to work within clear rules and guidelines. They don't question the way things are done, but just get on with what they have to do. All companies need some people like this – they keep things running smoothly and are usually very reliable. The problem comes when too many people in an office are of this type – because things never change.

Task 7. Discuss your score with a partner.
1. Which type of person do you think would be easiest to work with?
2. Which type of person do you think most companies prefer to employ? Why?

(from Nick Kenny, Jacky Newbrook, Richard Acklam.
CAE Gold Plus Coursebook, Unit 8)

Task 8. The right person. These words are often used in job advertisements. Companies look for people who are:
- *self-starters, proactive, self-motivated, or self-driven*: good at working on their own;
- *methodical, systematic and organized*: can work in a planned, orderly way;
- *computer-literate*: good with computers;
- *numerate*: good with numbers;
- *motivated*: very keen to do well in their job;
- *talented*: naturally very good at what they do;
- *team-players*: people who work well with other people.

Task 9. Complete these extracts from job advertisements using words from the task above.
1. You'll need to be _ _ _ _ _ _ _ _ as you'll be working on financial budgets.
2. As part of our sales team, you'll be working independently, so you have to be self-_ _ _ _ _ _ _ _ _ and self-_ _ _ _ _ _

3. We're looking for someone who can work on ten projects at once. You must be _ _ _ _ _ _ _ _ _ , _ _ _ _ _ _ _ _ _ _ and _ _ _ _ _ _ _ _ _ .

4. We need _ _ _ _ _ _ _ _ journalists who are very good at their job and extremely _ _ _ _ _ _ _ _ _ to find out as much as they can.

5. You'll be researching developments on the Internet, so you have to be _ _ _ _ _ _ _ _-_ _ _ _ _ _ _ _ . You must be able to work on your own initiative, and a _ _ _ _-_ _ _ _ _ _ _ . But as part of a team of researchers, you need to be a good _ _ _ _-_ _ _ _ _ _ too.

Task 10. Learn about some more personality types. Some of them are used in a negative way.

high flyer	a person who is ambitious and very successful in their work or studies
tough cookie	a person who is clever but does not have much sympathy with other people's problems
busybody	a person who tries to interfere in what other people are doing
wannabe	a person who wants to be famous for no good reason, or copies the behaviour of someone famous
cold fish	a person who seems unfriendly and without any strong feelings
dark horse	a secretive person who does not tell other people much about their life
killjoy	a person who complains about other epople enjoying themselves or tries to spoil it for them

Task 11. Write the similar self-description.

I can describe myself as a self-starter: I can work independently and use my own initiative when making decisions.

I'm also a self-motivated person who sets clear goals in life and works single-mindedly towards them.

My colleagues say that I'm a high-achiever and a high-flyer. I want to get ahead and I do my best to get what I want, to improve performance and to get good results.

I monitor my progress and if necessary master new skills needed for my job. I'm a fast-learner. I'm able to cope with difficulties and I enjoy dealing with new challenges.

UNIT 9. Career Development

Task 1. Discuss these questions.
1. How ambitious are you?
2. Do you have a career plan?
3. Which of the following do you prefer to do?
a) Work for one company during your career.
b) Work for several different companies.
c) Work for yourself.

Task 2. What should you do to get ahead in your career? Choose the four most important tips from the list below. Compare your ideas in a group and try to agree on a final choice.
1. Change companies often.
2. Use charm and sex appeal with superiors.
3. Attend all meetings.
4. Go to your company's social functions.
5. Be energetic and enthusiastic all the times.
6. Be the last to leave work every day.
7. Find an experienced person to give you help and advice.
8. Study for extra qualifications in your free time.

Task 3. Discuss these questions in pairs.
1. What helps when trying to move ahead in your career? Think about personal factors (e.g. ambition, motivation, etc.) and workplace factors (e.g. promotion opportunities, etc.).
2. What practical advice could you give to someone who wants to get ahead in their career? Make a list of three to five points.

Task 4. Scan the article quickly to find out if any of the points you have listed in exercise above are mentioned.
Ten ways to improve your career
Ajilon Finance, a leading staffing and recruiting services firm, offers the following tips for getting ahead in your career.

1. Make a list of your priorities and outline your tasks for the day. Write down your short- and long-term goals, evaluate your progress frequently and stay focused.

2. Are you really present? You may physically be at work, but are you there mentally?

3. Learn how to work through others. Delegating tasks is an important skill to master at any level.

4. Always look for opportunities to broaden your skills. For example, you can attend professional development seminars.

5. Socialise with colleagues. This will help you learn about what's happening in other departments.

6. Create your own goals. Determine where you want to be professionally and what skills you need to reach that goal.

7. Be comfortable with being uncomfortable. Accept challenges that force you to try something new.

8. Be clear about what you want. If you believe you deserve a promotion, ask for one.

9. Take time off and relax. Attending to your personal life and doing things that make you happy will help your performance at work.

10. Seek satisfaction. If you're disappointed by your current career, look for ways to transform your job into more of what you want. If this does not solve the problem, maybe it's time to look for a new position.

If you follow this advice, you will significantly increase your opportunities to earn more money, get promoted sooner and move ahead faster.

(from Market Leader Pre-Intermediate Business English Course Book New Edition. David Cotton, David Falvey, Simon Kent, John Rogers. pp. 6-9)

Task 5. Decide which tip each of the following sentences could be added to.

a) These are also a great way to network with influential people. (2, 3, 4)

b) Each day, take a small step that brings you closer to the target. (5, 6, 7)

c) If your boss refuses, ask him or her what you need to achieve in order to qualify for one. (6, 7, 8)

d) It will also establish you as a team player within the company. (5, 9, 10)

e) Pay attention to every single task that you do. (1, 2, 3)

f) You may discover a secret talent or a hidden passion. (2, 7, 8)

Task 6. In pairs, discuss which three of the ten tips in the article are the most important. Use the ideas below to prove your point.

Careers: some helpful advice and useful tips

1. It's important to:
   - create your own goals, because if you don't know where you want to go, you'll never get anywhere;
   - establish your own goals;
   - set your objectives and prioritise them;
   - make a list of your priorities;
   - outline your tasks for the day;
   - be 100% focused on whatever task you're engaged in.
2. You need to:
   - evaluate your progress regularly.
   - look for opportunities to broaden your skills.
3. If you evaluate your progress,
   - you get a better idea of what you're good at, and also of the areas that you need to work on.
   - you get feedback about your skills.
4. If you always do what you've always done, you'll only get what you've already got.
5. If we don't try anything new, we'll never grow professionally or even personally.

Task 7. Match the verbs with the noun phrases.

to reach	a promotion
to get ahead	a skill
to evaluate	a goal
to deserve	in one's career
to master	one's progress

Task 8. Career advice for junior managers. Complete the text with the best words.

Junior managers who _____ a promotion often face many problems when they have more authority and responsibility.

This is partly because everyone expects them to perform to extremely high _____ . In addition, many of their _____ and colleagues are always ready to criticize any serious mistake they may _____ .

What advice can we give to young managers, then? First of all, they should have _____ in their own skills and abilities. If they are not sure that they can succeed, they are less likely to perform competently. They should also _____ their progress regularly.

Secondly, they should _____ themselves ambitious goals so that through hard work and commitment to the company they can in fact _____ them sooner than is expected of them.

That is how they can _____ both personal and professional success.

1	a) take	b) get	c) earn
2	a) level	b) standards	c) quality
3	a) superiors	b) secretaries	c) chefs
4	a) do	b) make	c) show
5	a) confidence	b) belief	c) strength
6	a) test	b) improve	c) evaluate
7	a) find	b) make	c) set
8	a) reach	b) move	c) work
9	a) achieve	b) grow	c) demand

Task 9. Complete the text with the appropriate form of a verb.

involve	*be in charge*
deal	*be responsible*
look	*make sure*

1. He works for R&D. His job _____ developing new products and new ideas.
2. She is the receptionist. She _____ after visitors and takes messages.
3. He works for Administration and Personnel. He _____ with staff problems, as well as with recruitment and training.
4. she is our Quality Control Inspector. She _____ for monitoring our products and trying to improve their quality.
5. He is our new maintenance engineer. He checks all our equipment regularly and _____ of all repairs.
6. He is our Security Officer. He _____ that our staff and premises are protected against crime.

(from Market Leader Pre-Intermediate Business English Practice File New Edition. John Rogers. p. 4)

UNIT 10. Competences for Job Success

Task 1. Read the article and answer the question 'What is a competence?'

First it is important to understand what a competence is. You will find many different definitions of this concept. Generally a competence is described as the knowledge, skills and behavioral attributes necessary for acceptable job performance. Knowledge refers to previous education and experience, skills refer to the technical or practical skills required to perform the job and behavioral attributes refer to personality characteristics that are key to successful job performance.

The Longman Dictionary of Contemporary English gives the following definitions to **competence** (also **competency** / *opp. incompetence*): 1. the ability to do something well; 2. a skill needed to do a particular job.

Task 2. Study the following examples.

1. Students will *gain competence* in a wide range of skills.
2. Lecturers have to constantly update their knowledge in order to *maintain their professional competence*.
3. Typing is considered by most employers to be *a basic competence*.
4. Students have to *demonstrate competence* in maths and science.
5. First you have to *acquire competence* in methods of research.
6. Some staff members *lacked the competence* to deal with technical problems.
7. The courses will improve the skills and *professional competence* of the staff.
8. There are many careers that require a high degree of *linguistic competence*.
9. The first years of life are very important in a child's growth toward *social competence*.
10. The trainees are expected to acquire a basic *level of competence*.

Task 3. Make-up sentences of your own using the collocations with the verbs.

have competence _____

demonstrate/show _____

competence _____

acquire/achieve/gain/deve lop competence	_____
	_____
be within the competence of something	_____
	_____

Task 4. There are the 12 core competencies that have been identified as critical for successful job performance. Different jobs demand different competencies, however these twelve competencies are the most commonly recognized behaviors required for success in nearly all career fields. First scan through them and then prioritize them.

Competency	Key Actions
Decision Making	• Uses sound judgment to make good decisions based on information gathered and analyzed. • Considers all pertinent facts and alternatives before deciding on the most appropriate action. • Commits to decision.
Teamwork	• Interacts with people effectively. Able and willing to share and receive information. • Co-operates within the group and across groups. • Supports group decisions and puts group goals ahead of own goals
Work Standards	• Sets and maintains high performance standards. • Pays close attention to detail, accuracy and completeness. • Shows concern for all aspects of the job and follows up on work outputs.
Motivation	• Displays energy and enthusiasm in approaching the job. • Commits to putting in additional effort. • Maintains high level of productivity and self-direction.
Reliability	• Takes personal responsibility for job performance. • Completes work in a timely and consistent manner. • Sticks to commitments.

Problem Solving	• Analyzes problem by gathering and organizing all relevant information. • Identifies cause and effect relationships. • Comes up with appropriate solutions.	
Adaptability	• Adapts to changing work environments, work priorities and organizational needs. • Able to effectively deal with change and diverse people.	
Planning and Organizing	• Plans and organizes tasks and work responsibilities to achieve objectives. • Sets priorities. Schedules activities. • Allocates and uses resources properly.	
Communication	• Expresses ideas effectively. • Organizes and delivers information appropriately. • Listens actively.	
Integrity	• Shares complete and accurate information. • Maintains confidentiality and meets own commitments. • Adheres to organizational policies and procedures.	
Initiative	• Takes action to influence events. • Generates ideas for improvement, takes advantage of opportunities, suggests innovations. • Does more than required.	
Stress Tolerance	• Displays emotional resilience and the ability to withstand pressure on an on-going basis. • Deals with difficult situations while maintaining performance. • Seeks support from others when necessary and uses appropriate coping techniques.	

The Competences Priority List

Task 5. The job success depends on your ability to demonstrate your strenths. Here are some aspects (with detailed explanation) that you may put forward as being your strengths.

List of Strengths

Learning agility and effective personal communication skills. Most researches show that the single best predictor for who will perform well and succeed in a job is the one who possesses learning agility (a quick learner) and the one who can adjust himself / herself to changes and new situations, such as a new workplace. Also, effective interpersonal communication skill is one of the best personal traits. Past performance or even experience, skills and intelligence are not as important as learning agility and communications skills.

Self Motivated and Determined. To achieve success, one needs to be self motivated and determined to succeed. Without self motivation, it is quite possible that even the best of employees will languish *(if someone languishes somewhere, they are forced to remain in a place where they are unhappy)* in the company without achieving any success.

Success Oriented and Natural Leader. All companies search for an individual who has the drive within himself or herself. Frankly, the company would not have time to actually sit back and look out which of their employees has that next big idea, or which of the employees is not working according to their talents and resources. Therefore, it is best that a company have a self-appointed mentor who keeps these things in mind and speaks about them at the appropriate time. This characteristic is necessary for team leaders, supervisors, executive managers and project managers.

Team Player. No man is an island. And in today's world, like never before, a person requires a group of people with whom to succeed. Therefore, being a team player in today's world is almost as important as any academic degree.

Hardworking. This is one of the most common traits found in a successful boss as well as a successful employee. It is said that success is ninety percent hard work and ten percent thinking / brain activity. Any company would like to have a hard-working employee. Therefore, you can speak about hard-work, dedication and commitment as your strengths.

Intelligence and Self Confidence. Being intelligent does not mean being the only person in the room who can drive a plane, but a person

who has the simple logic and practical knowledge that goes with running a proper team.

Task 6. Now get to know how to describe your strengths relating to the job. Choose the examples that can be useful to you. Speak to the class demonstrating your strenghts.

Common strength	How it presents at work
Communication	Written communication skill evident in reports, correspondence. Verbal communication skills evident in presentations, managing conflict, selling, dealing with customers, active listening, meeting participation and negotiation.
Strong work ethic/diligent	Hard working, works extra hours, completes projects before time, takes on more than others, does more than required, maintains a high quality of work, imposes own standards of excellence, works without supervision, follows up on own.
Organizational and planning skills	Evident in time management, prioritizing, using resources effectively, meeting deadlines, multi-tasking, dealing with competing demands, achieving objectives and goals, setting targets, maintaining schedules and calendars, optimal use of available resources, coordination of resources to complete projects.
Flexible and adaptable	Able to change activities and priorities to meet new demands, willing to learn new skills and knowledge, make a positive effort to accept changes, able to work and communicate effectively with diverse people, willing to work in different environments, willing to attempt new tasks.
Decision-making/judgment	Gather the necessary information to make a sound decision, come up with viable alternatives, consider pros and cons for each, fully commit to the best action, follow through on decision.
Problem solving	Able to identify and define problems, analyze

	problems to find causes, find possible solutions, consider the possible outcomes of each solution, decide on the best solution and implement it.
Gathering, analyzing and managing information	Collect required information efficiently from different sources, integrate information and put it together in a logical format, process information, identify trends and patterns, distribute and communicate information correctly, store and maintain information efficiently.
Coaching/mentoring	Willing and able to coach others, enable and facilitate learning, impart knowledge, help people to identify and achieve what they are capable of, assess training and learning needs, develop appropriate learning interventions, adapt teaching/coaching style to meet employee's needs.
Team work	Work effectively in a team, contribute to team objectives, communicate effectively with team members, respect, listen to and encourage team members, pitch in, put success of team ahead of individual success.
Reliable/dependable	Consistent work performance, complete projects accurately and within deadlines, arriving on time, fulfilling obligations, following through on commitments, checks own work, corrects own work, complies with workplace policies and procedures, takes responsibility for own actions.

Task 7. To make the picture clear you will be asked whether you have any weaknesses. When it comes to weaknesses, make sure that you describe the weaknesses that are ambiguous enough to be converted into strengths. Here are some of the weaknesses that are generally discussed.

List of Weaknesses

Getting Nervous around people. Today, with the advent of the new work culture where a person seldom meets another and where the only time people speak to each other is during coffee breaks, there are some

people who have become introverts. This causes some people to become nervous about giving presentations and speeches.

Being a Debater. Some individuals are too passionate about work and require a reason for any change that is introduced in the company. Though this is good for the project and the product, it might rub some people the wrong way.

Going out of one's Way. There are several people in organizations all over the world who take all kinds of work from their colleagues, whether it is their work or not. While these people are an asset to the company, they may create antagonism.

Lack of some skills. No person has all the requisite skills for the job profile. This is one of the greatest disadvantages that one has, because once a person starts earning, they find it difficult to go back to their learning ways.

Remember that these are just concepts and you should back up each of these strengths and weaknesses with an example.

Task 8. Practise rendering articles.

Половина жителей Кузбасса не получают удовольствие от работы

Служба исследований HeadHunter провела опрос среди 977 жителей Кемеровской области и выяснила, что большинство из них не чувствуют себя «на своем месте».

Так, треть респондентов указали, что текущая работа – это не совсем то, что им нужно, а четверть уверены, что ошиблись с выбором места работы.

Почти половина участников опроса (49 %) заявляют, что то, чем они занимаются сейчас, их не захватывает, не доставляет удовольствия и просто не интересно. Примерно треть из них связывают свою неудовлетворенность с неправильным выбором компании (33 %) и неправильным выбором профессиональной сферы (27 %). Каждый четвертый испытывает постоянный дискомфорт на работе, еще столько же уверены, что они определенно созданы для чего-то большего.

Несмотря на все это, работники не торопятся менять свое место работы, в первую очередь потому, что боятся променять «шило на мыло» или потерять в деньгах. Кроме этого, многие соискатели отмечают, что работу стало искать гораздо сложнее, чем год назад. При этом каждый второй среди тех, кто указал, что доволен своей работой, готов отказаться от своего места в пользу более денежной работы.

(from Lenta.ru, 19.04.2016)

Task 9. Self-analysis. Job satisfaction depends not only on the job conditions and payment schemes but also on the relations you have with the staff and your motivation. Consider the following questions and analyze the sample answers. Prepare your own answer to the questions.

1. How would your co-workers describe you?

You need to find out if you have a good understanding of how you are perceived and how your behavior impacts others. Your self-insight and your relationship with your co-workers are both being evaluated with this question.

Your answer should demonstrate an objective view of your strengths and areas for improvement in terms of teamwork, communication and your interpersonal skills; describe the good points and perceptions but also discuss one or two areas that you are aware need attention. Emphasize what you have done to improve on these areas. This makes your answer both real and insightful.

When you refer to the positive characteristics, support your answer with a quote or paraphrase from one or two of your colleagues.

For example:

'I know they consider me to be hard working. In fact, the other team members often thanked me for the extra hours I put in.'

Then move on to the areas for improvement.

'I know that I was initially considered intolerant if I felt they were not putting in the same amount of effort as I was. I realized it was better to encourage them to meet our deadlines by offering help where needed. This has worked much better for all of us.'

Use work-relevant competencies like good communicator, reliable, decisive, resilient, energetic, team member when answering questions like this.

2. What motivates you in your job?

There is no right or wrong answer. However, you need to prepare for this question and note down some specific examples. It is often difficult to verbalize your motivation properly without preparation.

What does motivate you will depend on your background and work experiences, but try to make your motivation relevant to what this job can provide. For example if the job is a fairly isolated one do not give '*working with other people'* as a motivation.

You can actually use this preparation as an opportunity to think about whether this position is really suitable for you in terms of motivational fit.

Here are some sample answers to questions about your motivation. Use them as a guide to help you prepare your own answers:

'I am motivated by the challenge of difficult tasks and projects. My previous manager gave me more and more responsibility as I proved myself, I found this very motivating.'

'It is important for me to meet the customers' needs. I give them the best service and when I exceed their expectations or get positive feedback it motivates me.'

'I like to know that I am growing as an employee. Learning and using new skills is a big motivator for me.'

Task 10. Answer some common questions.

What's your personality?
_____
What are your strengths and weaknesses?
_____
What are the key skills for your / this job?
_____
Will you want to do this job?
_____
Can you do the job?
_____
What has been your greatest achievement?
_____
What was your greatest failure?
_____

Task 11. Work with the partner and make face-to-face conversations.

Situation 1.

You attend a job interview. Your partner is the owner of the company. He / she has to ask you about your studies, your experience, your skills for the job. You ask him/her about the salary, working hours, holidays, possibilities of promotion.

Situation 2.

You work in an office. One day the director (your partner) calls you to let you know that they want to promote you. This means you would have to work in another town, far from your family, friends and your girlfriend / boyfriend. He / she tells you about the advantages. You tell him / her about the difficulties you will have to take a decision.

Situation 3.

You work in a factory. One day your union representative (your partner) calls you to inform you that he / she wants to organise a strike: the management attempts to dismiss some workers for disciplinary reasons – they were caught stealing something. He / she insists on going on strike in order to save your workmates. You refuse, since you need the salary and you do not want to put your own post in jeopardy.

Situation 4.

You work in a clothes-shop. One day the owner (your partner) offers a promotion to a boy (if you are a girl) / a girl (if you are a boy). You know that he / she has much less experience than you, that he / she does not work properly when the owners are not looking, and that he / she does not get on well with the customers. You protest about it and tell the owners that you should be promoted instead, that it is a question of prejudices / sexual discrimination.

Situation 5.

You are at a garage to collect your car. The car was not working properly, the most serious problem was the brakes. You asked for them to be repaired and the mechanic said it would cost about ₤ 40. You have got some money problems at the moment. The mechanic tells you that he managed to repair the car, but there were a lot of other repairs, because the car was in very bad condition. The extra repairs cost ₤200, the repairs to the brakes cost ₤ 32. The total repair bill is ₤ 232. Deal with the problem.

Situation 6.

You work in a garage. A customer has arrived to collect his/her convertible, the car broke down yesterday. It took you five hours to take the engine apart. You finally discovered that there was no petrol. At £ 30 an hour for labour the bill comes to £ 150. Deal with the problem.

Situation 7.

You are an employer. By law your employees can only work 35 hours a week, but you still have to pay them for 40 hours, which you would like to change. Try to convince your partner that you are right.

Situation 8.

You and your partner have opposite opinions. You think pubs are a very bad influence on society. Your partner thinks pubs have a positive influence. Try to convince your partner.

Situation 9.

You work in dry cleaners. A customer comes in to collect his/her pure Icelandic wool sweater. He / she left it with you last week. You have a small problem – the sweater has shrunk to half its original size but it is clean and otherwise unharmed. It can be used as a children´s sweater now. It turns out to be a very big problem since it is actually the customer best friend´s sweater. He / she borrowed it and is having it cleaned because he/she accidentally spilled some red wine on it.

Situation 10.

You are a student living in a single-sex hostel in England which has a rule that members of the opposite sex are not allowed to stay in the hostel – you think that this is ridiculous. Next weekend a cousin of yours from America, who you have not seen for eight years, is coming to visit you. You have decided to go to the supervisor (your partner) of the hostel to ask for special permission for your cousin to stay for the weekend. You have been told that the supervisor is a very understanding person. Your cousin is the opposite sex to you.

Task 12. The follow-up. Conclude the unit considering the question. What important trends have you picked up recently in your industry?

Be prepared with two or three trends that demonstrate your knowledge of the industry. Consider technological challenges and opportunities, current economic conditions and demands and growing competitiveness.

Part II. MANAGEMENT COMPETENCE

UNIT 1. The Concept of Management

Task 1. Study the key vocabulary. Verbs and verb collocations.

1. manage / run a business	руководить, управлять делом,
2. employ / hire / recruit	нанимать на работу
3. fire / discharge / sack	увольнять
4. make smbd redundant / cut	сокращать
5. be in charge of	выполнять обязанности,
be responsible for	руководить
6. perform	выполнять, осуществлять
7. involve	включать, предполагать
8. meet / gain	достигать, соответствовать
9. contribute	содействовать, вкладывать
10. delegate / empower	наделять полномочиями

Task 2. Study the key vocabulary. Nouns and noun collocations

1. management	управление, руководство,
2. entrepreneur	бизнесмен, предприниматель,
3. manager / leader	руководитель, лидер
4. firm, company	фирма, компания
5. employee / employer	служащий, работник
6. team	команда, группа
7. goal / aim / target / purpose	цель
8. objective	задача
9. staff / personnel	штат, персонал, сотрудники
10. department	отдел, подразделение

Task 3. Match the words with the definitions.

planning	being or providing the workers for an organization
organizing	making someone or something do what you want
staffing	the process of thinking about and deciding on a strategy for achieving or making something
leading	making the necessary arrangements so that an activity can happen effectively
controlling	making the necessary arrangements so that an activity can happen effectively

Task 4. Read the article and answer the questions below.

1. What's a management career?
_____
_____

2. What is management?
_____
_____

3. What's the mission of a manager?
_____
_____

The Concept of Management and the Mission of a Manager

Management is a very exciting and rewarding career. A career in management offers status, interesting work, and the satisfaction of working closely with other people.

Management includes the processes or functions of planning, organizing, leading, and controlling. Management helps businesses focus on setting and meeting goals efficiently and effectively so that a profit can be made.

The word management also refers to the people who are in charge of running a business. Managers need a thorough understanding of business operations, which involve all the activities of a company. They develop the objectives for a firm or a department and then figure out how to meet those objectives through people, work processes, and equipment.

Today people are considered the most important resource in companies. If they perform effectively, companies will succeed. When companies are successful, there is better utilization of resources, less stress among employees, less chaos in society, and a better quality of life for all. So, management can be defined as working with and through other people to accomplish the objectives of both the organization and its members.

As we can see, the definition of management places greater emphasis on the human being in the company rather than the company itself; focuses attention on the objectives and results of the activities, rather than just the activities; points out that the accomplishment of the members' personal objectives should be integrated with the accomplishment of the organizational objectives.

We can make a conclusion that management is both a science and an art, and a good manager is not just a technician, following a vocational field, but a person who is able (no matter at what level in a company) to plan, organize, staff, coordinate, motivate, lead, and control.

Task 5. Complete the gaps with the words below. Then you will learn the text by heart.

managers train profitability efficiency coordinate hire resources

_____ decide what will be done, who will do it, when it will be done, and what _____ will be used. They _____ and _____ new employees, and they _____ their de partments' activities with other departments. Managers are the heart of a company, the force that unites everything in the organization to ensure optimum _____ and _____ .

Task 6. Now look at the management file below. Answer the questions.
1. What are the definitions of the word management?
2. What are the Russian for 'efficient' and 'effective'?
3. Do you agree with the idea of 'successful management'?
4. Have you ever heard of the 'Golden rule of management'?

    Management is the art or practice of managing a business, money, products, and all the people employed by a company. In other words, management is a set of activities directed at an organization's human, financial, physical, and information resources, with the aim of achieving organizational goals in an *efficient* and *effective manner.* In this case, *'efficient'* means 'using resources wisely and without unnecessary waste while *'effective* means 'doing the right things'.

    The golden rule of successful management can be summed up in the following words: 'The system works well as long as we don't have any exceptions.' *Successful management is getting things done through 'others'*, that is through the manager's immediate subordinates.

    The word *'management'* is also used to denote the people who are in charge of a company or an organization. Although large organizations typically have a number of levels of management, the most common view considers three basic levels*: top, middle and first line* managers.

Task 7. There are the four major functions of management. Let's learn how to describe them.
The Four Functions of Management
    Most managers carry out four **different** functions of management: planning, organizing and staffing, leading, and controlling. Some

managers may primarily focus on one or two of them. These functions are indicated in the order in which they occur.

1. Planning and decision making. Determining the organization's goals and deciding how best to achieve them, delegating responsibilities to subordinates. Planning must be completed first. Planning is the act or process of creating goals and objectives as well as the strategies to meet them. Planning also involves figuring out the resources that are needed and the standards that must be met.

Key vocabulary: to make decisions, to determine, to decide, to achieve, to delegate; to figure out, goals, objectives, subordinates

2. Organizing and Staffing. Determining how best to group activities and resources. Getting all emplyees to work together. Then organization can take place. Organization allows managers to lead and control employees and activities to get work done. Organizing is getting the resources arranged in an **orderly** and functional way to accomplish goals and objectives. A manager must organize people, work processes, and equipment so that the work is well coordinated.
Managers also hire and **train** employees – and fire them when necessary. They are responsible for making sure employees have all the tools they need to do their jobs well.

Key vocabulary: to determine, to group, to arrange, to accomplish, resources, employees, equipment, tools

3. Leading. Motivating the members of the organisation to work in the best interest of the organisation. Leading involves providing **guidance** to employees so they can **fulfill** their responsibilities effectively. There is more to leading than just giving orders. Leading means providing direction and vision. You have to create a vision of the company to **inspire** your employees. You need to set standards, so that your workers know their goals. Leaders also have to delegate work, enforce policies, oversee time management, and provide feedback on employees' work.

Resolving conflicts between workers is also a leadership task. Good managers lead by example. This is especially important when leading a team. Showing **respect** to others, honesty, loyalty, courtesy, and a strong work ethic can have a positive effect on employees. Managers who show motivation, initiative, cooperation, and punctuality demonstrate to employees the importance of each person's contribution.

Key vocabulary: to motivate, to provide, to fulfill, to create, to delegate, to inspire, to resolve, feedback, vision, initiative, contribution

4. Controlling. Monitoring and correcting ongoing activity receiving reports from subordinates and helping subordinates **handle** exceptions. Controlling involves measuring how the business performs to ensure that financial and operational goals are met. Controlling the operation means keeping the company on track and making sure goals are met. Managers keep track of the budget, the schedule, and the quality of the products or services they provide.

They also monitor their employees and review their performance according to standards. Taking corrective action when goals are not met is another management task. Controlling also **involves** monitoring customer satisfaction.

A challenge for many managers, especially in small businesses, is dealing with multiple objectives, each at a different functional level.

Key vocabulary: to monitor, to correct, to handle exceptions, to measure, to deal with, to keep track of, schedule, performance

Task 8. Follow-up. It's an unwritten rule but some management gurus say that there is the fifth management function. Write two or three sentences to describe this function.
Self-development and staff-promotion. A good manager is focused on improving their management skills and encourages his staff to grow up.
_____
_____

Task 9. Word-building. Follow the example to make new words.
different *(различный, разный, другой, иной)* – ***difference*** *(разница, несходство, отличие, различие))* – ***to differ*** *(отличаться от кого-л.,чего-л.; различаться чем-л)* – ***differently*** *(по-другому, по-разному)*
1. orderly   _____
2. train   _____
3. guidance   _____
4. fulfill   _____
5. inspire   _____
6. respect   _____
7. involve   _____
8. handle   _____

Task 10. Complete the table with appropriate forms.

Verb	Noun	Adjective
to resolve		
	creature	
	initiative	
	inspiration	
to monitor		
to accomplish		
	coordination	
	honesty	
	courtesy	
	loyalty	
	punctuality	
	contribution	
	satisfaction	

Task 11. Fill in the prepositions where necessary and translate into Russian.

1. Most managers carry _____ four different functions _____ management: planning, organizing and staffing, leading, and controlling.
2. Some managers may primarily focus _____ one or two _____ them.
3. Planning involves figuring _____ the resources.
4. Managers are responsible _____ making sure employees have all the tools they need _____ do their jobs well.
5. Managers also have _____ delegate _____ work.
6. A challenge _____ many managers, especially _____ small businesses, is dealing _____ multiple objectives, each _____ a different functional level.

Task 12. Fill in the chart with the definitions of the management functions below.

1. to influence employees	*6. to solve problems*	*9. to make long-term plans*	*14. carrot and stick motivation*
2. to evaluate performance	*7. to set standards for work*	*10. to monitor customer satisfaction*	*15. to review performance*
3. to motivate	*6. to obtain resources*	*11. to cut the staffing*	*16. to delegate work*

4. to take corrective action	*7. to guide people*	*12. to show respect to others*	*17. to inspire employees*
5. to set objectives	*8. to resolve conflicts*	*13. accurate planning*	*18. to coordinate resources*

Planning	Organizing and staffing	Leading	Controlling
_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____

(from Н. В. Алонцева, Ю. А. Ермошин. Английский для направления "Менеджмент", М : Академия, 2013)

Task 13. Self-check. Translate the article without a dictionary.
Management and its functions

Management plays a vital role in any business. Most managers perform the following ***management functions: planning, organizing (and staffing), directing (leading), and controlling.***

Planning involves determining overall company objectives and deciding how these goals can best be achieved.

Organizing involves allocating resources, especially human resources, so that the overall objectives can be attained.

Effective leading by managers requires ongoing communication with employees. Managers guide, teach, and motivate staff so that they reach their potential abilities and at the same time achieve the company goals that were established in the planning process.

Controlling is evaluating how well company objectives are being met. If major problems exist and goals are not being achieved, then changes need to be made in the company's organizational or managerial structure.

In order to perform efficiently these management functions, managers need interpersonal, organizational, and technical skills. Effective managers meet the objectives of the company through a successful combination of planning, organizing, motivating, and controlling.

UNIT 2. Careers in Management

Task 1. Study the definitions and collocations with the word 'career'.
1. *A job or profession that you have been trained for, and which you do for a long period of your life.*
2. *The period of time in your life that you spend doing a particular activity.*
3. *Career prospects* within the company are excellent.
4. She had not had a very *impressive management career* up till then.
5. David had had a *successful career* in management.
6. She retired last year after a *distinguished career* as a manager.
7. She gave up a *promising career* in management in order to look after her children.
8. You have to be outstanding to have a *professional career* in management.
9. His parents *encouraged* him *in* his chosen *career* as a manager.
10. It isn't easy to *make a career* in management.
11. She left teaching to *pursue a career* as a manager.
12. People may *change careers* as many as seven times in their lives.
13. His *career took off* and he started making a lot of money.
14. A good job offers a programme of training and *career development*.
15. Good computer skills will improve your *career prospects*.
16. There's no fixed *career path* for becoming a manager.
17. Management offers a clear *career structure*.
19. 18. Having children can disturb your progress up the *career ladder*.
20. *Career women* tend to marry later.
(from Longman Dictionary of Contemporary English)

Task 2. Complete the sentences with the words below. Match the words with the definitions.

business	*to plan*	*to control*
company	*to lead*	*entrepreneur*
manager	*organize*	*career*
management	*status*	*management*

1. _____ the technique, practice, or science of managing, controlling or dealing with somebody, something;
2. _____ the members of the executive or administration of an organization or business;

3. _____ a social or professional position, condition, or standing to which varying degrees of responsibility, privilege, and esteem are attached;

4. _____ a profession or occupation chosen as one's life's work;

5. _____ the owner or manager of a business enterprise who, by risk and initiative, attempts to make profits;

6. _____ an affair, matter; serious work or activity; a trade or profession; an industrial, commercial, or professional operation; purchase and sale of goods and services;

7 _____.a person who directs or manages an organization, industry, shop, etc

8. _____ a person who controls the business affairs of sb; a person who has a talent for managing efficiently;

9. _____ to think carefully about something you want to do in the future and decide exactly how you will do it;

10. _____ to form (parts or elements of sth) into a structured whole; coordinating; arranging methodically or in order;

11. _____ to show the way to (an individual or a group) by going with or ahead; to guide by holding, pulling, etc.;

12. _____ to command, direct, rule, regulate;

13. _____ a business enterprise.

Task 3. The text below gives a brief introduction to basic management levels. What are they and what are their key characteristics and responsibilities?

Levels of management

Managers can be differentiated according to their level in the organization. Although large organizations typically have a number of levels of management, the most common view considers three basic levels: **top, middle, and first-line managers**.

Top managers make up the relatively small group of executives who control the organization. They establish the organization's goals, overall strategy, and operating policies. They also officially represent the organization by meeting with government officials, executives of other organizations, and so forth.

The job of a top manager is likely to be complex and varied. Top managers make decisions about such activities as acquiring other

companies, investing in research and development, and building new plants and office facilities. They often work long hours and spend much of their time in meetings and on the telephone.

Middle management is probably the largest group of managers in most organizations. They are primarily responsible for implementing the policies and plans developed by top management and for supervising and coordinating the activities of lower-level managers. In recent years, many companies have thinned the ranks of middle managers in order to lower costs and rid themselves of excess bureaucracy.

Still, middle managers are necessary to bridge the upper and lower levels of the organization and to implement the strategies developed at the top. They can also be a significant source of innovation and productivity when given the autonomy to make decisions affecting their operating staff and units.

First-line managers supervise and coordinate the activities of operating employees. Common titles for first-line managers are foreman, supervisor, and office manager. These are often the first positions held by employees who enter management from the ranks of operating personnel.

Task 4. The management structure of a typical company is shown in the following organization chart.

BOARD OF DIRECTORS (Headed by the Chairperson)	At the top of the company hierarchy is the Board of Directors, headed by the Chairperson (or President). The Board is responsible for making policy decisions and for determining the company's strategy. It will usually appoint a Managing Director (or Chief Executive Officer) who has overall responsibility for the running of the business. Senior managers head the various departments or functions within a company, which may include the following:
MANAGING DIRECTOR	
Senior (Top) Management (Departments)	
Middle Management	
First-Line Management	

Task 5. Match the following managerial titles with appropriate duties and functions. Which level can each position be related to?

1. Chief Executive Officer	____	a) Is concerned with accounting, cash management, and investments; deals primarily with an organization's financial resources.
2. General manager	____	b) Coordinates the activities of operating employees, spends a large proportion of his time supervising the work of subordinates.
3. Financial manager	____	c) Coordinates the activities of lower-level managers, coordinates the work of supervisors within the plant, implements the strategies developed at the top.
4. Personnel Manager	____	d) Is concerned with hiring and discharging employees; is involved in employee recruitment and selection, training and development.
5. Foreman	____	e) Establishes the organization's goals and overall strategy; officially represents the organization; makes decisions about such activities as acquiring other companies, investing in research and development.

Task 6. Read the text and answer the questions.
1. What is an operations manager responsible for?
2. Why is the role of human resources managers so important?
3. What do financial managers do?
4. What are the marketing managers in charge of?

Types of Management Careers

All organizations need good managers to guide their operations to achieve the best possible results. Regardless of the type of organization, managers are obviously one of its most important resources. In large organizations, managers work in a variety of areas. The major ones are: **operations, human resources, finance and marketing**.

Operations managers see that the company's products and/or services meet quality standards and satisfy the needs of customers and clients. They plan production schedules to ensure the most efficient use of plant, manpower, and materials. The operations manager is

responsible for production control, inventory control, quality control, plant layout, and site selection. New graduates will start as management trainees. After successfully completing the program they will be promoted to production supervisor, then to plant manager. The top management position is vice president for operations.

Human resources managers provide the organization with competent and productive employees. The duties of the human resources manager include human resource planning, recruiting and selecting employees, training and development, designing compensation and benefits systems, and formulating performance appraisal systems. In small firms one person may be responsible for all the human resource activities, while in large firms separate departments deal with each function.

Financial managers deal with the financial resources of the organizations. They are responsible for such activities as accounting, cash management, and investments. They also keep up-to-date records for the use of funds, prepare financial reports, and gather information to assess the financial status of the organization.

Marketing managers are responsible for getting customers and clients to buy the organization's products or services. They develop the business marketing strategy, set prices, and work closely with advertising and publicity personnel to see that products are promoted adequately.

Task 7. Fill in the chart with the definitions of the basic management activities below.

1. to set prices	*6. to plant layout*	*11. to gather information*	*16. quality control*
2. to get customers and clients to buy	*7. inventory control*	*12. accounting, investments*	*17. to ensure the use of materials*
3. to ensure the use of manpower	*8. to develop the business marketing strategy*	*13. to formulate performance appraisal systems*	*18. to assess the financial status of the organization*
4. to design benefits systems	*9. to plan production schedules*	*14. human resource activities*	*19. production control*

5. site selection	*10. to recruit and select employees*	*15. to prepare financial reports*	*20. to ensure the use of plant*
Production	**Personnel**	**Finance**	**Marketing**
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Task 8. You also need to learn about Educational Requirements for Managers.

Educational requirements for a career in management vary. However, most employers require a college degree in either the liberal arts, social sciences, or business administration. For students interested in getting into management trainee programs in major corporations a Master's degree in Business Administration (MBA) is a common requirement. An MBA gives the best opportunity for these top programs.

Apart from major corporations (or majors), many other organizations have management trainee programs that college graduates can enter. Such programs are advertised at college fairs or through college job placement services. These programs include classroom instruction and might last one week or as long as one year. Training for a department store manager, for example, might include working as a salesperson in several departments, in order to learn about the store's business, before being promoted to assistant manager.

In small organizations, depending on the type of industry, experience may be the only requirement needed to obtain a position as manager. When an opening in management occurs, the assistant manager is often promoted to the position, based on past performance. In large organizations, a more formal process exists. The management position is advertised with very specific requirements concerning education and experience.

(from Н. В. Алонцева, Ю. А. Ермошин. Английский для направления "Менеджмент", М : Академия, 2013)

Task 9. Translate the job titles.

retail managers	sales managers	fitness center managers
building managers	city managers	labour relations managers
management trainees	administrative services managers	hotel and motel managers
food service managers	health services managers	procurement managers

Career Opportunities in Management

Management careers are available not only in business organizations but also in government agencies, hospitals, not-for-profit agencies, museums, educational institutions, and even political organizations. There are many specific management positions, including the following:

_____ work under the supervision of an experienced manager while learning. They receive formal training in a variety of management areas. Their duties include providing customer service, preparing work schedules, and assisting.

_____ are good communicators. They negotiate collective bargaining agreements. When problems arise between management and labour, they interpret and administer the labor contract and resolve the disputes according to the terms of the contract. They also work closely with the human resources director on issues such as wages, benefits, pensions, and work practices.

_____ coordinate and direct supportive services of larger businesses and government agencies. They are responsible for services, such as clerical support, records management, payroll, conference planning, information processing, and materials distribution and scheduling.

_____ coordinate all aspects of the food and beverage activities for the organization. They set the standard for quality food service, hire and assign employees, and plan menus. They also perform some clerical duties, such as payroll and inventory.

_____ also called real estate managers, administer office buildings for the owners. They

market vacant space, negotiate leases, set and collect rents, and arrange for security and maintenance of the properties.

_____ supervise employees and deal with customer complaints. In addition, they are responsible for managing the store inventory. They keep up-to-date records of merchandise, make pricing decisions, and decide on advertising and promotions. They work long hours and may be employed in a wide variety of stores, including department stores, discount stores, or specialty stores.

_____ exist in almost every firm and perform one of the most important functions in the organization. They find customers for the company's products and/or services. They also recruit, hire, train, and supervise the company's sales force.

_____ sometimes called purchasing agents or industrial buyers, buy the supplies and materials needed by a company. They must be knowledgeable about the various vendors and their offerings.

_____ also called town managers, are responsible for the day-to-day operations of various departments of city government. A main responsibility of city managers is to prepare budgets for the city council's approval.

Companies, government agencies, and cruise ships with fitness facilities are looking for _____ who can develop programs that satisfy customers' health and fitness needs.

_____ work in clinics, hospitals, and health maintenance organizations (HMOs). They make most of the business or operational decisions in the health care facility, establish billing procedures, handle budgets, supervise staff, and interact with the public. An MBA or the master's degree in health services administration is generally required for a career in this area of managerial work.

_____ are responsible for the full range of activities in a lodging establishment. These include guest registration and checkout, housekeeping, accounting, maintenance and security, and food service.

UNIT 3. Managing People

Task 1. Study the list of words from the article in Task 2.

enlightened view, (зд.)	просвещенный взгляд
subordinate, n	подчиненный
supervision, n	контроль, наблюдение
consultative nature, (зд.)	консультативный характер, вовлечение подчиненных в принятие решений
consensus, n	согласие, единодушие
management by consensus, (зд.)	управление на основе консенсуса
empowerment, n	расширение прав и возможностей сотрудников, подчиненных
delegation, n	делегирование полномочий подчиненным
profitable, adj	прибыльный
off-site (зд.)	вне офиса (рабочего помещения)
virtual management (зд.)	управление через системы связи, виртуальный менеджмент
performance, n (зд.)	производительность, продуктивность

Task 2. Read the business brief below and give definitions to the existing theories of people management.

Management theories and trends

In the 1960s, Douglas McGregor, one of the key thinkers in this area, formulated the now-famous Theory X and Theory Y. Theory X is the idea that people instinctively dislike work and will do anything to avoid it. Theory Y is the more enlightened view that everybody has the potential to find satisfaction in work. (Others have suggested Theory W (for 'whiplash'), the idea that most work since the beginning of human society has been done under conditions of total coercion, i.e. slavery).

In any case, despite so much evidence to the contrary, many managers still subscribe to Theory X, believing, for example, that their subordinates need constant supervision if they are to work effectively, or that decisions must be imposed from above without consultation. This, of course, makes for authoritarian managers.

Different cultures have different ways of managing people. Some cultures are well known for the consultative nature of decision-making-

all members of the department or workgroup are asked to contribute to this process. This is management by consensus. Many western companies have tried to imitate what they see as more consensual Asian ways of doing things. Some commentators say that women will become more effective managers than men because they have the power to build consensus and common goals in a way that traditional male managers cannot.

A recent trend has been to encourage employees to use their own initiative, to make decisions on their own without asking managers first. This empowerment has been part of the trend towards downsizing: reducing the number of management layers in companies. After delayering in this way, a company may be left with just a top level of senior managers and front-line managers and employees with direct contact with the public. Empowerment takes the idea of delegation much further than has traditionally been the case. Empowerment and delegation mean new forms of management control to ensure that the overall business plan is being followed and to ensure that operations become more profitable under the new organization, rather than less.

Another trend is off-site or virtual management, where teams of people linked by e-mail and the Internet work on projects from their own premises. Project managers judge the performance of the team members in terms of what they produce and contribute to projects rather than the amount of time they spend on them.

Task 3. Explain the terms from the article above using a good monolinqual dictionary if necessary.

1. authoritarian managers _____
_____
2. management by consensus _____
_____
3. empowerment and delegation _____
_____
4. gender changes _____
_____

5. downsizing and delayering _____
_____
6. off-site or virtual management _____
_____

Task 4. Match the words with the definitions.

1. intelligent		a. a state of being unreasonably anxious or afraid:
2. bright		b. tends to change their behaviour or ideas suddenly, so that you never know what they are going to do or think
3. intolerant		c. a situation that makes it difficult for someone to do what they want
4. dim		d. having a confident character and enjoying the company of other people
5. neuroticism		e. not at all enjoyable or pleasant
6. unpredictable		f. not intelligent
7. extroversion		g. the quality of being careful to do everything that it is your job or duty to do:
8. conscientiousness		h. the quality of being pleasant
9. agreeableness		i. good at thinking of new and interesting ideas
10. appreciative		j. with a high level of mental ability and is good at understanding ideas and thinking clearly:
11. disagreeable		k. intelligent and able to learn things quickly
12. imaginative		l. always following the behaviour and attitudes that most people in a society consider to be normal, right, and socially acceptable, so that you seem slightly boring:
13. conventional		m. the quality of being willing to accept new ideas or people
14. openness		n. feeling or showing that you enjoy something or are pleased about it
15. handicap		o. not willing to accept ways of thinking and behaving that are different from your own
16. upward(s)		p. increasing to a higher level

Task 5. Read the article. Do you think it is serious or humorous? Do you agree with the author's descriptions?

Find out the best way to manage your boss

Most managers concentrate on managing the people below them. However, really **intelligent** managers find it just as important to 'manage upwards'. Success in managing your own boss depends on understanding the individual: abilities and personality.

First, think about how **bright** your boss is. Forget about qualifications and reputation. The real test is 'fluid intelligence': how quick a person is when faced with unfamiliar situations. Bright bosses, who tend to be flexible, accept change relatively easily and are often intolerant of those who are less quick. Reminding them of this can be done in a flattering way and may help everybody.

Less intelligent bosses need more careful handling. They resist new ideas and are frightened of bright young employees. Really **dim** bosses don't even know that they are dim. They need a lot of support: give them suggestions and show them how to do things. But don't make them rely on you too much, or they may block your progress.

As for personality, there are five traits to consider. The first is the most difficult: **neuroticism**. Stable bosses deal well with stress; neurotics are often **unpredictable** and need constant help and reassurance. They have self-defeating characteristics that can defeat *you* if you are not careful. To manage them well, you may have to leave them alone.

The second characteristic is **extroversion**. Extroverts are active and sociable. They like to take risks and are liable to make mistakes. They need watching and require lots of stimulation. Introverts, on the other hand, are not shy; they just lack the need for excitement. They think first and speak later, and may seem slow and distant. They prefer listening to talking, and e-mails to brain-storming. Understand their likes and dislikes, and you yourself will become more trusted and liked.

The third personality dimension is **conscientiousness**. We all like our managers to be efficient, organized, reliable and responsible. However, conscientious managers can be intolerant and don't like taking risks. On the other hand, managers who are not conscientious are careless with time, money and their responsibilities to others. They need lots of support, but in the removed for the good of the company.

The fourth trait is **agreeableness**. Highly agreeable managers – those who are trusting, kind and **appreciative** – are well-liked and have a reputation for being good bosses. **Disagreeable** managers may be forgiven if they have great abilities. But if you have such a boss, the best strategy is to leave – or stay out of his or her way.

The fifth characteristic is **openness** to experience. Open managers tend to be **imaginative**, original and creative. They welcome change and are open to ideas of others. In jobs that need little imagination, this can be a **handicap**. But the really difficult managers are those who are not open. They have **conventional** ways of thinking and behaving. To help them, provide them with suggestions and new ideas.

If you have a bright, stable, agreeable, conscientious and open boss, celebrate your luck. If not, practise upward management skills.

Task 6. Make a list of recommendations on a particular type of a boss. Use the article and your own experience. Do you have any secrets to manage your boss? If you have any subordinates, do you feel that they want to 'manage' you?

Personality type	Management tips
Bright Boss	_____
Stable Boss	_____
Agreeable Boss	_____
Conscientious Boss	_____
Open Boss	_____

Task 7. Complete the first gap with a verb from Box A and the second gap with a preposition from Box B.
Six tips for managing people more successfully

Box A: listen, communicate, deal, delegate, invest, respond	Box B: to, to, to, with, with, in

1. Your staff will often have good ideas, so _____ _____ what they have to say.
2. Do not do everything yourself. _____ tasks _____ other people.
3. Problems may be more difficult to solve if you wait too long, so _____ _____ them as soon as you can.
4. Good employees want to develop professionally, so _____ _____ courses and seminars for them.

5. Clear information is very important. _____ _____ your employees clearly, so that they know exactly what you expect.

6. When your employees are satisfied, they work more effectively, so _____ _____ their needs without delay.

Task 8. Follow-up. Complete the texts with the words from the box.

People

salary	*satisfaction*	*achievement*
interaction	*motivation*	*productivity*
value	*professional*	*styles*

Most people work because they need to earn a _____ , but money is not the only _____ or reason why people work. People get job _____ from different factors, such as social _____ with colleagues. Status, that is your _____ position, and _____ , doing something well, can be important. Some companies really _____ their employees and see them as the company's main asset. Managing people well can lead to better results and higher _____ for the company, but this can be difficult to do. People respond differently to different _____ of management. Some organizations give their workers freedom to develop their roles and others don't.

Troubleshooting

management	*goals*	*face*
solving	*performance*	*realize*
efficient	*strategy*	*running*

Sometimes companies _____ that they are not achieving their _____ or objectives effectively, that is, they are not getting the results they need. In this case they have to re-plan their _____. It can be useful to get an outsider, e. g. a _____ consultant, to analyze the company's _____ and recommend changes to make it more _____. A SWOT analysis can be useful, that is, an analysis of the company's strengths (S) and weaknesses (W) and also of the opportunities (O) and threats (T) that _____ the company. Troubleshooting, or _____ problems, is a necessary part of _____ a company.

UNIT 4. An Ideal Manager

Task 1. Discuss the following question.
What qualities do you think a person needs in order to be a successful manager?

Task 2. Which of these statements do you agree with? Explain your reasons.
A manager should:
1. know when your birthday is.
2. know where you are and what you're doing at all times during working hours.
3. not criticise or praise.
4. not interfere in disagreements between members of staff.
5. not ask people to do things they're not prepared to do themselves.
6. be available at all times to give staff advice and support.
7. keep their distance from staff and not get involved in socialising outside work.
8. use polite language at all times.
9. work longer hours than their staff.
10. comment on the personal appearance of their staff.

Task 3. What is the role of a manager? Choose your top three roles from the following:
- coach / motivator
- mediator
- problem-solver
- instigator
- dictator
- organiser
- facilitator
- leader
- mentor
- decision-maker

Task 4. Read an interview with Stuart Crainer, who has written many books on business and management. What four qualities for an ideal manager does he talk about? What additional quality does he mention? Do you agree with Stuart?

Interviewer: Is there such a person as an ideal manager, and if so what essential qualities should they have?

Stuart Crainer: I don't think there's such a thing as an ideal manager in the same way as there's no such thing as an ideal chair or an

ideal piece of furniture. It's an impossible aim. The qualities managers need are increasingly complex and many in number.

First of all they've got to be able to manage their time successfully, because they're inevitably juggling lots of activities and projects.

Secondly, they need to be able to deal with complexity. Increasingly the management task is not about simple budgeting but is about far more complex issues.

Thirdly, they have to be able to deal with uncertainty. In the past, management was about creating certainty. Now managers have to live with uncertainty, the uncertainty of not knowing what will happen in the future, how secure their jobs will be, what their organization will look like in the future, what their organization will do in the future.

The fourth aspect of management is being able to deal with people. Managers, for all the training they've received, are notoriously poor at managing people and relating to people.

Added to that are other ingredients such as flexibility. Managers have to be able to change their styles to fit the circumstances and they have to be sensitive to these circumstances. They have to recognize when things are different and they have to behave in different ways. They have to change their styles to fit the moment.

So, if you put all these skills and competences together then you would have an ideal manager. But in the real world, there aren't any ideal managers out there.

Task 5. There are four main aspects about managerial work. Match each aspect with the appropriate section.
Communication qualities   *Personal characteristics*
Business characteristics   *Relationship qualities*
         What makes a good manager?

1. _____
- Self-Motivation: An effective manager can't motivate others if he or she can't self-motivate.
- Integrity: People trust a good manager because they know he or she has personal integrity. Workers need to know that the manager will fight for them, do what he says, and follow the rules.
- Dependability/Reliability: As a person, the manager should be dependable and reliable. His superiors, as well as his subordinates, need to know that he can be counted on.

- Optimism: An optimistic attitude can help build morale in employees. Positive attitude can inspire others, and help them feel good about getting things done.
- Confidence: The manager needs to be able to make decisions in confidence, and show others that he is capable of making good decisions.
- Calmness: The ability to remain calm and do what needs to be done is essential in a good manager.
- Flexibility: Flexibility is needed by a manager, since he or she may need to adapt to changing situations.

2. _____

- Industry Knowledge: Workers may not need industry knowledge, but a manager should have some.
- Organization: The manager needs to be organized in order to be a good manager. Keep track of projects, employees and assignments so that he is on top of what needs to happen in the business.
- Basic Money Management: Understand basic financial concepts for managing money as part of a project he has been given.
- Legal Implications: The manager should have a grasp of the legal implications about hiring and firing practices, confidentiality and more.

3. _____

- A good manager needs to be able to communicate effectively.
- Public Speaking: A good manager should know how to speak publicly.
- Active Listening: One of the most important communication skills is listening.
- Specific: When giving instructions, the manager should be specific in what he wants, and in expected outcomes.

4. _____

- The manager should also know how to develop relationships with his superiors, and coordinate relationships between those above him and below him in the hierarchy.
- Customer Service: The customer service is a relationship quality. The manager needs to be able to build good relationships with customers if he wants to be a good manager.
- Mediator: Often, a good manager needs to be able to act as a mediator between workers, between a worker and a client, or between a superior and a worker.

- Team Player: The manager needs to be able to function as part of a team if he wants to succeed as an effective manager.
- Respect: The manager needs to be respectful of his workers if he is to have respect as a manager in return.
- Value Others: A good manager helps employees feel valued. The manager needs to make sure to recognize contributions from his workers.

Task 6. Make a profile of a manager (leader) you consider to be perfect / you would like to implement in your future professional life. Use the ideas below as prompts for your speech.

What Makes a Good Manager?

Knowing what makes a good manager allows for the effective selection of a strong management team. There are certain skills and competencies that a successful manager displays regardless of industry, organization, age or gender. These are the key competencies a manager uses to achieve a productive and efficient workforce that accomplishes the right results.

A good manager provides clear direction:
- defines specific objectives and outcomes;
- communicates these clearly to staff;
- delegates responsibility and defines roles explicitly;
- establishes and communicates checks and controls;
- follows up to ensure staff are on track to achieve outcomes.

A good manager engages in clear communication:
- expresses ideas effectively;
- allows for frequent and open two-way communication;
- summarizes information to clarify understanding;
- listens to and acts on staff suggestions;
- provides constructive feedback to staff.

A good manager effectively develops staff:
- utilizes staff members' skills and potential through effective delegation;
- develops staff through appropriate learning activities;
- empowers staff by sharing control of resources and responsibilities;
- manages staff performance continuously;
- provides support and help to maximize performance;
- recognizes staff for their efforts.

A good manager exercises good judgment:
- defines and clarifies the issue;
- gathers relevant facts;
- commits to the course of action;
- communicates and explains decision to staff;
- follows up on implementation.

A good manager plans and organizes to get results:
- defines objectives;
- develops set of actions to meet objectives;
- determines, obtains and assigns resources;
- directs and motivates staff to achieve outcomes;
- evaluates and reviews progress.

A good manager solves problems effectively:
- defines the problem;
- gathers and analyzes relevant information;
- identifies cause and effect relationships;
- generates possible solutions;
- plans, communicates and executes the best solution.

Identifying a good manager does not have to be complicated. Focus on the basic skills that matter. As a manager use your insight to evaluate your own skills. A clear understanding of what makes a good manager will enable you to answer manager interview questions properly and professionally.

Task 7. Read the article on the characteristics of successful business people. Consider the statements and mark them C (correct), I (incorrect) or DS (if the article doesn't say).

You've got the knowledge, good qualifications and work experience – this should guarantee success at your interview for a management position, surely? Perhaps, but your character and personality come into the picture, too. A number of particular personal characteristics are found in successful managers in all fields and these aspects of their character are closely linked with their success in the workplace. These characteristics are so important that in the long term they can even be more beneficial than considerations such as good contacts and financial backing.

Ambition is high on the list of essential characteristics, with successful people being driven by a very strong desire to achieve.

Successful people are also organized, hard-working and have a positive attitude. Honesty is another important characteristic, this means openness and integrity towards those you deal with as well as the ability to recognize your own strengths and weaknesses. Self-confidence and being flexible are also helpful personality traits, both in terms of the image you project to others and your ability to succeed when you encounter problems.

Although you may believe you were born with a particular personality that is fixed, it is possible to make changes to some of your personal characteristics by changing your habits and behaviour. Setting targets and regularly measuring your own performance, for example, is a practical step associated with being ambitious. Putting your goals on paper can lead to a more dedicated approach to your business. Writing down two positive achievements or experiences at the end of each working day can help build self-confidence and a positive attitude, it's therefore worth periodically taking a close look at your own business habits and behaviour to see what changes you can make to bring your personal characteristics closer to those commonly found in successful business managers.

1. Skills, a positive attitude and knowing your career path are all you need to achieve business success.   _____

2. Most people who are successful in management have similar characteristics.   _____

3. Most successful business people are optimistic and honest as well as ambitious.   _____

4. Many business leaders who are successful today started out working very hard for little money.   _____

5. It's important to be honest with yourself as well as with the people around you.   _____

6. People who are flexible and self-confident find it difficult when they meet problems.   _____

7. Unfortunately, it is impossible to change your behaviour or your character.   _____

8. It's a good idea to write down your future plans.   _____

9. Reflecting on your past achievements can make you feel more optimistic.   _____

10. You should examine your own business habits and behaviour every six months.   _____

Task 8. Prioritize the following cards and explain your reasons.

A good manager is able to listen effectively.	**A good manager is able to keep calm under pressure.**
A good manager is able to motivate employees.	**A good manager is able to see the whole picture, not just the detail.**
A good manager has good ideas and vision for the company.	**A good manager a good manager prioritizes equality and transparency between staff.**
A good manager has good sense of humour.	**A good manager has a wealth of experience and expertise.**
A good manager has good qualifications.	**A good manager commands respect.**
A good manager is relatively young.	**A good manager is able to prioritize and focus effectively.**
A good manager is able to identify talents in each of his / her employees, and exploit them appropriate.	**A good manager delegates effectively.**
A good manager _____ _____ _____	**A good manager _____ _____ _____**

Task 9. Discuss the following question.

What personal and professional skills do you need for a successful business career in your country, e. g. specialist training, knowledge of foreign languages, outgoing personality?

Task 10. Follow-up. Tough Management Questions include those that investigate your understanding and knowledge of what management means in the context of today's changing business environment. Expect questions like these. Propose your own answer.

1. What do you consider to be the most challenging aspect about being a manager in business today?

There are a number of complex challenges that managers now face including having access to fewer resources, managing more specialized and more diverse teams and having to operate within a constantly changing and highly competitive environment. Relate your answer to the knowledge you have of the job, the company and the industry.

_____
_____
_____

2. What are the most critical skills a manager needs to succeed in today's business climate?

Refer back to the key behavioral competencies for a management position. Relate them to management tasks that are impacted on by current economic conditions, such as planning and executing, cost-control, developing and motivating employees and communicating and managing change.

_____
_____
_____

Be prepared to show how you have actively sought out new knowledge to enhance your management ability. Demonstrate a proactive approach to self development.

What is your favorite management book?

_____
_____
_____

What management courses have you attended recently?

_____
_____
_____

UNIT 5. Management and Leadership

Task 1. Is there any difference between the words 'manager' and 'leader'? Are leadership skills inborn or acquired? What makes a great leader? Write down a list of characteristics and compare your list with other students'. Then read the text below and check your answers.

Ken Manners is an expert on leadership and management styles. He says that the greatest leaders have **charisma**, an attractive quality that makes other people admire them and want to follow them. A leader may be described as a **visionary**, someone with the power to see clearly how things are going to be in the future. People often say leaders have **drive,** the desire and determination to get things done or to achieve something, **dynamism** and **energy**. Managers very often may be sent on **leadership courses** to develop their **leadership skills**, their ability to lead. But they still need a basic **flair**, a natural ability to do something well, or **talent** for leadership.

Task 2. Complete the sentences with the words from Task 1.

flair	*visionary*	*leadership*
charisma	*drive*	*dynamism*

1. She has great faith in her own _____ qualities.
2. He lacks _____ – people don't even like him speaking nothing of admiring him.
3. He can be described as a _____ with clear ideas and strong feelings about the way the company should be in the future.
4. I believe in my students – they have a _____ for languages.
5. We all have got tremendous _____ , determination and energy to succed.
6. She was bursting with energy and full of new ideas – her entrepreneurial _____ contributed to success.

Task 3. Read what Jack Welch, Chief Executive Officer, thinks about leadership. Do you agree with him?

I simply dislike the traits that have come to be associated with 'managing' – controlling, **stifling people**, **keeping them in the dark**, wasting their time on trivia and reports. **Breathing down their necks**.

You can't manage self-confidence into people. You have to get out of their way and let it grow in them by allowing them to win, and then rewarding them when they do.

Above all else good leaders are open. They go up, down, and around their organisations to reach people. They don't **stick to established channels**. They're informal. They're **straight with people**. They **make a religion out of** being accessible.

One of the things about leadership is that you cannot be a moderate, balanced, thoughtful, careful **articulator of policy**. You've got to be on the **lunatic fringe**.

The future will not belong to managers or those who can **make the numbers dance**. The word will belong to passionate, **driven leaders** – people who not only have enormous amounts of energy but who can energize those whom they lead.

(from David Cotton, David Falvey, Simon Kent. Market Leader Intermediate Course Book. Longman, 2001)

Task 4. Work with some words, idioms and collocations from the article. Study their definitions then use them in the sample sentences or make up your own examples.

1. stifle	- if you are stifled by something, it stops you breathing comfortably
2. keep in the dark	- knowing nothing about something important, because you have not been told about it
3. breath down smbd's neck	- to pay very close attention to what someone is doing, in a way that makes them feel nervous or annoyed
4. stick to established channels	- follow the existing practices
5. straight with people	- honest and truthful
6. make a religion out of something	- used when saying that something is very important to someone and they are extremely interested in it and spend a lot of time doing it, watching it etc
7. articulator of policy	- a person expressing his ideas and feelings concerning a way of doing something

8. lunatic fringe	- people in a political group or organization who have the most extreme opinions or ideas
9. make the numbers dance	- to be good with numbers
10 driven leaders	- trying extremely hard to achieve what they want

1. College officials **were kept in the dark** about the investigation.
2. How can I concentrate with you **breathing down my neck** all the time?
3. I wish you'd just **be straight with** me.
4. _____
5. _____

Task 5. Complete the article with the words and answer the question. What's the difference between leadership and management?

Leadership vs Management

Leadership and management are not two mutually exclusive terms and have many similarities. However, they 1_____ in a number of respects though they are desirable qualities that go hand in hand. Managers are often mistakenly talked about as leaders whereas in reality there is a great difference between leadership and management which will be discussed in this article.

The biggest difference between leadership and management 2_____from the way they motivate people who work around them as this sets the tone for all other aspects of an organization. By definition, management has an aura or authority vested in it by the company. Subordinates work under it, and largely do as they are told. This is transactional style in that managers tell workers what to do and workers do because they are promised a reward (salary or bonus). Management is normally paid to get things done within the constraints of time and money. Management tends to come from stable backgrounds and lead relatively comfortable lives. This makes them averse to taking risks and they seek to 3_____conflict as far as possible. In terms of people, they like to run a happy ship.

Leaders on the other hand do not have 4_____. They tend to have followers, and following is more of a voluntary activity than a forced one as in the case of subordinates. Leadership is a

charismatic, transformational style. Leaders do not tell people what to do as this does not inspire them. Leadership appeals to workers and they desire to follow leaders. Leadership can make workers walk into dangers and situations that they normally would not consider risking. Leadership requires giving credit to people and 5_____them by praising for good work. Leadership requires taking all the blame and shielding the followers in sharp contrast to management which is always happy to pass the buck on to the subordinates and is first to take credit for good performance.

Though both leadership and management are work focused and strive for better 6_____, leadership motivates and encourages workers whereas management treats them as mere 7_____. While management is averse to risk, leadership is risk seeking. Leadership happily breaks rules to get things done whereas management sticks to rules and follows rules and regulations.

1.	a similar	b differ	c equal	d diverse
2.	a gets out	b increases	c arises	d has
3.	a avoid	b discuss	c compromise	d consensus
4.	a management	b responsibilities	c authority	d subordinates
5.	a punishing	b motivating	c upgrading	d decreasing
6.	a targets	b progress	c development	d results
7.	a resources	b capital	c sources	d monitors

Task 6. Follow-up. Read one more article about the difference and summarize the main ideas using the words in bold.
Leadership and Management
What is leadership, and what is **the difference** between leadership and management? In a nutshell, the difference is the following. **Leadership** is setting a new direction or vision for a group that they follow, ie: a leader is the spearhead for that new direction. **Management** controls or directs people/resources in a group according to principles or values that have already been established.

There is a lot of **overlap** between leadership and management. Often the two are part of the same role, because many leadership or management roles involve **a combination of both** – i.e. there is a continual **adjustment** of the direction (leadership) and controlling resources to pursue that direction (management). **Personality style** is

important part of both. You may have a particular leadership style that you tend to use. There are also different personality types in the group that you manage.

Differentiating leadership and management. If the difference between leadership and management is not clear, we can illustrate it by considering what happens when you have one without the other.

Leadership without management sets a direction or vision that others follow, without considering too much how the new direction is going to be achieved. Other people then have to work hard in the trail that is left behind, picking up the pieces and making it work.

Management without leadership controls resources to maintain the status quo or ensure things happen according to already-established plans.

Some potential confusions. The absence of leadership should not be confused with the type of leadership that calls for 'no action' to be taken. For example, when Gandhi went on hunger strike and called for protests to stop, during the negotiations for India's independence, he demonstrated great leadership - because taking no action was a new direction for the Indian people at that time.

Also, what is often referred to as **'participative management'** can be a very effective form of leadership. In this approach, a new direction may seem to emerge from the group rather than the leader. However, the leader has facilitated that new direction whilst also engendering ownership within the group – i.e., it is an advanced form of leadership.

Leadership and Management Summary. Leadership is about setting a new direction for a group; management is about directing and controlling according to established principles. However, someone can be a symbolic leader if they emerge as the spearhead of a direction the group sets for itself.

Task 7. Wondering what your style of leadership is? Then you must take the following leadership styles quiz that would provide you with insights on your leadership.

Leadership Styles Quiz

1. Do you always have the final say in decisions made within the group?
a) Yes, after all I am the leader.
b) Sometimes
c) Never.

2. Do you always consider the suggestions of other group members?

a) Never. I don't waste time on such things.

b) Yes, sometimes their suggestions could be resourceful.

c) I always work according to the suggestions provided by the group members.

3. The final decision is always taken by you?

a) Absolutely.

b) Sometimes, though I do consider other view points.

c) Never, I let my group members take the final decision.

4. Do you punish the team members for their mistakes?

a) Yes, otherwise how they will improve?

b) At times, to see the improvement in them. And I also have a reward system for them.

c) Never, even if they repeat the same mistake several times.

5. Do you always keep a watch to see what the team members are doing?

a) Yes, I always tell them what to do, when to do, how to do, and within how much time.

b) Not really. I observe their working style and provide them with guidance whenever needed.

c) Never, because I think they know their job better than me, so I don't interfere.

6. Do you accept inputs from group members?

a) I have better things to do.

b) Many times, especially in times of crisis.

c) Always, in fact, every action I take is guided by their inputs.

7. Do you seek advice from your group members?

a) Why should I?

b) Sometimes, after all I am not the master of all trades.

c) Always. I never take any decision without their advice.

8. Do you involve group members in the decision making process?

a) Never, because it is impossible for several people to come to a consensus.

b) Always, though I may not let them overpower or influence my decisions.

c) Always, in fact, I let group members take the final decision.

Interpretation

Mostly a: If your answer to most of the above questions was 'a', then you are an autocratic leader. It means that your style of leadership is

authoritarian. You always maintain a division between yourself as a leader and other members as followers. You tend to take decisions independently without considering the point of view of other people. This kind of leadership style is suitable for a person who is simply the best at what he or she does. For example, if a manager is more experienced and knowledgeable, and has faith in his abilities and skills, then he can use autocratic leadership styles in management of a particular business process.

Mostly b: If your answer to most of the questions was 'b', then your style of leadership is democratic aka participative. It is considered as one of the most effective leadership styles in ideal situations. As the name suggests, democratic leaders consider the suggestions and opinions of group members and involve group members in the process of decision making. But they make sure that the final decision is taken by them while being in sync with the majority. This kind of leadership motivates the followers and encourages the group members to participate in the process. It ultimately improves the creativity and productivity of the members. It is one of the ideal types of leadership styles in education system.

Mostly c: If your answer to most of the questions was 'c', then you are a delegative leader, where your leadership style is known as *Laissez Faire*. A delegative leader is one of the least productive leaders or in other words he is hardly a leader. Such leaders do not take any decisions independently and so cannot even guide their group members or subordinates to take the right decision. They often trust their subordinates blindly and let them handle every situation on their own. This kind of leadership works well only in situations where one has a highly qualified and highly committed workforce. For example, Laissez Faire could be an effective leadership style in nursing or medicine, where a doctor can allow a professional nurse to take of a patient using her own set of skills and knowledge. I hope the above leadership styles quiz helped you know your leadership type. A wise and successful leader is the one who uses the right leadership style in a given situation. His credibility, effectiveness, and charisma depends on how aptly he chooses a leadership style and how he executes it. Ask you friends to take up this leadership styles quiz on Buzzle, and let them find out their style of leadership too.

UNIT 6. Management Styles

Task 1. Give your definition of a 'management style'. Talk about management styles of your parents.

Task 2. Match these pairs of contrasting management styles.

autocratic   *collaborative*
centralizing   *controlling*
directive   *delegating*
empowering   *democratic*
hands-on   *people-orientated*
task-orientated   *laissez-fair*

Task 3. Which management styles have you experienced? Which do you prefer? If you were a manager, what sort of style do you think you would have?

Task 3. Match the words with the definitions. Use a good monolingual dictionary like Longman Dictionary of Contemporary English to help you.

1. leadership		a. an ability to do something well, especially because you have learned and practised it
2. subordinate		b. a discussion in which people who are affected by or involved in something can give their opinions
3. skill		c. determination and energy to succeed
4. charisma		d. forcing someone to have the same ideas, beliefs etc as you
5. visionary		e. way of organizing a business in which the most important people make decisions and tell the people below them what they should do
6. drive		f. a process in which you teach a person or team the skills they need
7. consensus		g. involving a lot of complicated official rules and processes
8. imposed		h. willing to work very hard at something

9. top-down		i. the ability to make decisions and take action without waiting for someone to tell you what to do
10. consultation		j. a natural ability to attract and interest other people and make them admire you
11. authoritarian		k. an opinion that everyone in a group agrees with or accepts
12. coaching		l. having clear ideas of what the world should be like in the future
13. mentoring		m. to move parts of a government, organization etc from a central place to several different smaller ones
14. initiative		n. to give part of your power or work to someone in a lower position than you
15. empowerment		o. to have something which belongs to you, especially because you have bought it, been given it etc and it is legally yours
16. decentralised		p. someone who has a lower position and less authority than someone else in an organization
17. bureaucratic		q. the position of being the leader of a group, organization, country etc
18. delegate		r. sharing your experience, knowledge etc, advising and helping other people at work or young people preparing for work
19. ownership		s. giving someone more control over their own life or situation:
20. committed		t. strictly forcing people to obey a set of rules or laws, especially ones that are wrong or unfair

Task 4. Read the Business brief article and check the key vocabulary with the Task 3.

Management Styles

Traditionally, the model for **leadership** in business has been the army. Managers and army officers give orders, and their **subordinates** carry rhem out. Managers, like army officers, may be sent on leadership courses to develop their leadership **skills**. But some would say that

leaders are born, not made, and no amount of training can change this. The greatest leaders have **charisma**, a powerful, attractive quality that makes other people admire them and want to follow them. A leader like this may be seen as a **visionary**.

Leaders are often described as having **drive**, **dynamism** and **energy** to inspire the people under them, and we recognise these qualities in many famous business and political leaders. The leadership style of a company's boss can influence the management styles of all the managers in the organisation.

In some Asian cultures, there is management by **consensus**: decisions are not **imposed** from above in a **top-down approach**, but arrived at in a process of **consultation**, asking all employees to contribute to decision making, and many western companies have tried to adopt these ideas. Some commentators say that women will become more important as managers, because they have the power to build consensus in a way that the traditional **authoritarian** male manager does not.

One recent development in consensual management has been **coaching** and **mentoring**. Future senior managers are 'groomed' by existing managers, in regular one-to-one sessions, where they discuss the skills and qualities required in their particular organisational culture.

Another recent trend has been to encourage employees to use their own **initiative**: the right to take decisions and act on their own without asking managers first. This is **empowerment**. **Decision-making** becomes more **decentralised** and less **bureaucratic**, less dependent on managers and complex formal management systems. This has often been necessary where the number of management levels is reduced. This is related to the ability of managers to **delegate**, to give other people responsibility for work rather than doing it all themselves.

Of course, with empowerment and delegation, the problem is keeping control of your operations, and keeping the operations profitable and on course. This is one of the key issues of modern mamanement style.

Empowerment is related to the wider issue of company **ownership**. Managers and employees increasingly have shares in the firms they work for. This is of course makes them more motivated and **committed** to the firm, encourages new patters of more responsible behaviour.

Task 5. Complete the gaps with the preposition (when necessary) from the article above. Traslate the verbs.
1. … asking all employees to contribute _____ decision making …
2. … to inspire _____ the people under them …
3. … to develop _____ their leadership skills …
4. … managers are 'groomed' _____ existing managers …
5. … may be sent _____ leadership courses …
6. … arrived _____ in a process of consultation …
7. … this is related _____ the ability of managers …
8. … encourages _____ new patters of …
9. … can influence _____ the management styles …
10. … their subordinates carry rhem _____ …

Task 6. Speak on the qualities and skills of a Manager. You need to use the suitable vocabulary from the tasks above, tick all the words you are going to use in your speech.
_____
_____
_____

Task 7. Speak on the recent developments in Management. You need to use the suitable vocabulary from the tasks above, tick all the words you are going to use in your speech.
1. *management by consensus*
_____
_____

2. *coaching and mentoring*
_____
_____

3. *empowerment and delegation*
_____
_____

4. *female managers*
_____
_____

5. *three management theories*
_____
_____

Task 8. Read what a management expert says about how management styles have changed in the last few years. Summarise the information using key words and present it to other students.

Before	*Now*
_____	_____
_____	_____
_____	_____

Before, leaders were distant and remote, not easy to get to know or communicate with. Today, managers are more open and approachable: you can talk to them easily. There is more management by consensus, where decisions are not imposed from above in a top-down approach, but arrived at by asking employees to contribute in a process of consultation. And there are more women managers now, who are often more able to build consensus than traditional military-style authoritarian male managers."

One of the characteristics of modern management style is empowerment, encouraging employees to use their own initiative, to take decisions on their own without asking managers first. Decision-making becomes more decentralized and less bureaucratic, less dependent on managers and system. This is often necessary where the number of management levels is reduced.

To empower employees, managers need the ability to delegate, to give other people responsibility for work rather than doing it all themselves. Of course, with empowerment and delegation, the problem is keeping control of your operations: a key issue of modern management.

Task 9. Read the text and summarise its key points. Then deal with the options in Task 6.

Management Styles

Managers have to perform many roles in an organization and how they handle various situations will depend on their style of management. A management style is an overall method of leadership used by a manager. There are two sharply contrasting styles that will be broken down into smaller subsets later: Autocratic and Permissive. Each style has its own characteristics.

Permissive: Leader permits subordinates to take part in decision making and also gives them a considerable degree of autonomy in

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

Autocratic: Leader makes all decisions unilaterally.

Directive Democrat: Makes decisions participatively; closely supervises subordinates.

Directive Autocrat: Makes decisions unilaterally; closely supervises subordinates.

Permissive Democrat: Makes decisions participatively; gives subordinates latitude in carrying out their work.

Permissive Autocrat: Makes decisions unilaterally; gives subordinates latitude in carrying out their work.

In what situations would each style be appropriate? Inappropriate?

Managers must also adjust their styles according to the situation that they are presented with. Below are four quadrants of situational leadership that depend on the amount of support and guidance needed:

Telling: Works best when employees are neither willing nor able to do the job (high need of support and high need of guidance).

Delegating: Works best when the employees are willing to do the job and know how to go about it (low need of support and low need of guidance).

Participating: Works best when employees have the ability to do the job, but need a high amount of support (low need of guidance but high need of support).

Selling: Works best when employees are willing to do the job, but don't know how to do it (low need of support but high need of guidance).

The different styles depend on the situation and the relationship behavior (amount of support required) and task behavior (amount of guidance required).

Can you guess which management styles would work best for each situation listed above? Should managers use only one management style? Situational style?

Task 10. Which style would you pick? What would you do? Work out the situations for what you would do. Try to decide which of the four situational styles would work best in each case. Then pick the option that best fits that style.

Situation 1. The ___ employees in your program appear to be having serious problems getting the job done. Their performance has been going downhill rapidly. They have not responded to your efforts to be friendly or to your expressions of concern for their welfare.

Situation 2. During the ___ past few months, the quality of work done by staff members has been increasing. Record keeping is accurate and up to date. You have been careful to make sure that the staff members are aware of your performance expectations.

Situation 3. ___ Performance and interpersonal relations among your staff have been good. You have normally left them alone. However, a new situation has developed, and it appears that staff members are unable to solve the problem themselves.

Situation 4. You are ___ considering a major change in your program. Your staff has a fine record of accomplishment and a strong commitment to excellence. They are supportive of the

Option a. Reestablish the need for following program procedures and meeting the expectations for task accomplishment. Be sure that staff members know you are available for discussion, but don't pressure them. Talk with your employees and then set performance goals. Wait and see what happens.

Option b. Bring the group together and work as a team to solve the problem. Continue to leave them alone to work it out. Act quickly and firmly to identify the problem and establish procedures to correct it. Encourage the staff to work on the problem, letting them know you are available as a resource and for discussion if they need you.

Option c. Continue to involve the staff in the planning, but direct the change. Announce the changes and then implement them with close supervision. Allow the group to be involved in developing the change, but don't push the process. Let the staff manage the change process.

Option d. Stay uninvolved. Continue to emphasize the importance of completing tasks and meeting deadlines. Be supportive and provide clear feedback. Continue to make sure that staff members are aware of performance

need for change and have been involved in the planning.

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

Task 11. Work in groups of three. Each of you read about one of the style – Directing, Discussing or Delegating – and decide which of the following statements are true for your style.

1. It is up to employees to keep the manager up to date on progress.
2. Managers set strict time limits.
3. Managers encourage staff to put forward their ideas.
4. Managers and employees decide together what needs to be achieved.
5. Decisions are made by managers and their staff.
6. Employees get precise instructions.
7. Managers do not want employees to avoid making decisions which employees should make.
8. Managers have tight control of employees' movements and work schedules.
9. When employees are given tasks, they decide how to complete them.

The Big Three Management Styles

Management literature describes numerous management styles, including assertive, autocratic, coaching, directing, delegating, laissez-fair, supportive, task-oriented and team-based. Are there really that many styles? **Paul B. Thornton, the author of the article, believes there are three basic styles – directing, discussing and delegating, the 3-Ds of Management Style.**

Directing style

Managers using this style tell people what to do, how to do it and when to have it completed. They assign roles and responsibilities, set standards and define expectations.

Communicating – The manager speaks, employees listen and react. Managers provide detailed instructions so employees know exactly what to do. The ability to communicate in a clear, concise and complete fashion is critical. The only feedback managers ask for is, 'Do you understand what needs to be done?'

Goal-Setting – The manager establishes short-term goals. When goals are specific and time bounded, employees are clear on what is expected of them. Goals and deadlines often motivate people.

Decision-Making – The manager makes most if not all decisions. When problems arise the manager evaluates options, makes decisions and directs employees as to what actions to take.

Monitoring Performance and Providing Feedback – Managers establish specific control points to monitor performance. 'Get back to me at 11:00 a. m. to brief me on what you have accomplished'. Managers provide frequent feedback including specific instructions on how to improve performance.

Discussing style

Managers using this style take time to discuss relevant business issues. What happens in a good discussion? People present ideas, ask questions, listen, provide feedback, challenge certain assumptions and coach as needed. It's important to make sure ideas are fully discussed and debated. Managers often perform the role of facilitator, making sure the discussion stays on track and everyone has a chance to contribute.

Communicating –Two-way communication is the norm. 'Let's go around the table and give everyone a chance to discuss their ideas'. Managers spend as much time asking questions and listening as they do talking and sharing their ideas. The right question focuses the discussion and draws out people's ideas.

Goal-Setting – Goals are often established after adequate discussion. Utilizing a participatory style generally helps to increase employees' commitment to achieve their goals.

Decision-Making – Decisions are made collaboratively. Both manager and employee play an active role in defining problems, evaluating options, and making decisions.

Monitoring Performance and Providing Feedback – The manager and employees monitor performance and discuss what actions need to be taken. This works best when both parties are open and make adjustments as needed.

Delegating style

Managers using this style usually explain or get agreement on what has to be accomplished and when it must be completed. The how-to-do-it part of the equation is left up to the employee. Responsibility and authority are given to employees to get the job done.

Communicating – Regarding what has to be accomplished, communications may be one-way: 'I want you to deliver a 15-minute presentation on our new compensation program at Tuesday's meeting'.

In other situations it may be two-way: 'Let's discuss what needs to be accomplished in the marketing brochure you're designing.' Additional communication takes place to review what has been accomplished and obstacles preventing progress.

Goal-Setting – As stated above, specific goals may be established by the manager or may evolve after a discussion between manager and employee. Failures in delegation can often be traced back to a lack of understanding of the desired output or deliverable.

Decision-Making – Decisions as how the task will be accomplished are left to the employee. Employees have the power to take appropriate actions to achieve the desired goals. Managers must avoid 'reverse delegation' when employees try to give back decisions that they should be making.

Monitoring Performance and Providing Feedback – Managers decide how much monitoring is necessary. The amount of monitoring depends on the priority of the task and the person doing it. Providing feedback is the responsibility of the employee. Keeping the manager informed, especially when the plan is off track, is critical.

(From The CEO Refresher www.refresher.com/bigthree.html)

Task 12. Now meet as one group and summarize the main features of the style you read about to the others in your group. Which of the three styles would you prefer to:
a) use as a manager?
_____
b) experience as an employee?
_____

(from David Cotton, David Falvey, Simon Kent. Market Leader Upper-intermediate Business English Course Book 'New edition', p. 102-103)

Task 13. The manager's relationship with his or her employees is determined by the management style employed. Explore your ability to handle diverse employees and changing work situations. Be ready for the management questions that put the spotlight on the particular style of management you have developed.
Which management style have you found to be most effective?

Describe how you are able to employ different management styles and interpersonal skills to get the best out of the situation. Give reasons

why you use a particular management style in a certain situation and why it works. For example:

"I find that it is not effective to use only one type of management style, I have to adapt according to the individual I am dealing with and the situation. For example with inexperienced employees I use a management style that involves a high level of task instruction and close supervision. I find this effective because the employee needs to be secure that they know exactly what to do and how to do it. They also require constant support to build their confidence.

For a more experienced employee who is comfortable with the work, I delegate the task and expect them to come to me for help if they need it. This demonstrates my trust in their ability to do the job on their own."

_____

_____

_____

_____

Task 14. Does the management style of a company's boss have an effect on the organisation as a whole? In what ways? Read this article from the *Financial Times* by Diane Summers and compare your ideas with the ones in it.

Four styles of corporate leadership

1. What does it take to be a good chairman? CCG, the London-based headhunters, has attempted to find out. It interviewed 48 chairs – 28 of whom were from the 100 biggest UK companies listed on the London Stock Exchange – and 12 chief executives. It then sent questionnaires to more than 400 main board members of 151 large Stock Exchange–listed UK companies and analyzed replies from 117 individuals, including 36 of those interviewed.

Four distinct, preferred styles of corporate leadership emerged:

2. Facilitators are hands-off, working with and through a chief executive. They have warm and open personal relationships with all board members. Their style is trusting, supportive, sensitive, aware and purposeful. There is a balance between head and heart, between deliberately standing back to the wider perspective and involvement with people, issues and vision. This style was the most popular, favoured by 32 per cent of respondents.

3. Thinkers work through a chief executive but have no doubt about their own power and are likely to get their own way on the big issues. They can be a formidable combination with a chief executive, provided both agree on fundamentals. Although they are trusted, relationships will be more distant and based on respect, with a recognition of private agendas. Penetrating understanding of the issues and the people is likely to be accompanied by strongly held (but not always disclosed) views. Favoured by 25 per cent.

4. Drivers are likely to dominate by force of personality. There is variety in the importance, closeness and style of their relationships, which are not always consistent but are not difficult to read. There is less emphasis on sophisticated analysis, or on the communication of a vision, and more on strategy, action and results. They require total loyalty and commitment, both to themselves and the company. They are unquestionably the boss; anyone carrying title of chief executive will be at best a number two or a chief operating officer. Favoured by 23 per cent of respondents, though not much liked by chief executives.

5. Integrators are talented at winning both hearts and minds, and intellectually brilliant, with a flair for communication and relationships. Their style is open, trusting, empathic and empowering. They have strong strategic and analytical skills, and are able to see the big picture. They are immersed in the business. They are more interested in strategy than operations and would work best sharing leadership with a chief executive who complements their qualities. Preferred by 20 per cent of respondents, but most popular among non-executive directors.

Task 15. Each of the statement a-d was made by someone with one of the four management styles in the article. Match each statement with the management style of the person who said it.

a) I believe in delegating responsibility as much as possible. I try to be open and trusting towards the people I work with. I leave detail to my managers and focus on longer-term strategy, rather than day-to-day operations. I get on really well with non-executive directors.

b) I'm really interested in what motivates people and I try to balance emotional issues with intellectual ones. I think it's really important to get on with other people and understand their concerns. I try and support the people I work with as much as possible.

c) I work very closely with the CEO and we make a great team. I have very clear and strong views about what needs to be done, but I don't always tell people what they are! I have respect for the people I work with, and I expect them to respect me.

d) I need people who think about the company 25 hours a day. I'm the boss round here. All this stuff about the chair and the CEO being equal is nonsence! I believe in having a clear strategy and carrying it through. Once a strategy is decided, continual analysis of what we we're doing is not helpful.

Task 16. True or false (paragraph 1)?
a) CCG has its headquarters in London.
b) All the board members to whom a questionnaire was sent replied.
c) All the people who were interviewed completed a questionnair.
d) The board members all come from companies whose shares are listed on the London Stock Market.
e) More chief executives than chairs were interviewed.

Task 17. Make nouns from the adjectives that are used to describe Facilitators (paragraph 2), translate them into Russian.
a) aware_ _ _ _   _____
b) open_ _ _ _   _____
c) purposeful_ _ _ _   _____
d) sensitiv_ _ _   _____
e) supportiv_ _ _ _   _____

Task 18. Match the expressions 1-6 with their meanings a-f, relating to Thinkers (paragraph 3).

1. They are likely to get their way on the big issues. ___

2. They can be a formidable combination with a chief executive, provided both agree on fundamentals. ___

3. Relationships will be more distant and based on respect.

4. penetrating understanding of

a) very good knowledge of the subjects

b) The chair and chief executive will work very well together, as long as they agree about basic policy

c) Directors will understand each other's worth, without necessarily liking each other. ___

d) On important questions, what

the issues	___	he wants to happen will happen.
5. strongly held (but not always disclosed) views		e) opinions you really believe in, but don't always discuss with other people
	___	
6. a recognition of private agendas		f) an understanding that other people have their own priorities
	___	

Task 19. Find expressions in paragraph 4 that mean the following.

a) when you support your organisation and do nothing to harm it _ _ _ _ _ _ _ _ (7)

b) when you spend a lot of time understanding figures, facts, etc. _ _ _ _ _ _ _ _ _ _ _ _ _ (13) _ _ _ _ _ _ _ _ _ (8)

c) when you put all your energy into the company you work for _ _ _ _ _ _ _ _ _ _ _ (10)

d) when you have a clear idea of what the future will be like _ _ _ _ _ _ (6)

e) the way you relate to different people _ _ _ _ _ _ _ _ _ _ _ _ _ (13)

f) strenght of character _ _ _ _ _ (5) of _ _ _ _ _ _ _ _ _ _ _ (11)

Task 20. Put these characteristics into your order of importance for
  a) a department manager; b) a company CEO. Give reasons for the order you choose.

- has the trust of colleagues — intellectual brilliance
- strategic sense — talented communicator
- strong analytical skills – good with figures - good with people
- awareness of what is going on at every level of the company

Task 21. Complete the point with your own idea.

Confidence	• *I believe in my own abilities.* • *I make my own decisions quickly.* •
Communication	• *I get on with people well.* • *I find common language with colleagues.* •
Discipline	• *I am trustworthy and responsible.* • *I am punctual and well-organized.* •

Task 22. Render the article into Russian.

Стили менеджмента

В менеджменте сегодня выделяют сразу несколько типов поведения, каждый из которых по-своему эффективен. Методы и стили менеджмента, применяемые одним и тем же человеком, могут меняться, в зависимости от того, какие задачи ставит перед собой и коллективом руководитель. Поэтому назвать один, наиболее эффективный стиль менеджмента не представляется возможным. На сегодняшний день основные стили менеджмента таковы:

Либеральная линия управления персоналом или принцип невмешательства руководителя в деятельность подчиненных. Управленец, практикующий подобный стиль работы, выступает посредником между сотрудниками и вышестоящим начальством. Либеральное поведение начальства практикуется в коллективах, где работники хорошо знают свое дело.

Авторитарный стиль управления в менеджменте. В данном случае все рабочие решения принимаются «в одно лицо». Высокая требовательность, постоянный прессинг и контроль за ходом деятельности. Авторитарный стиль хорош в тех случаях, когда возникают экстремальные ситуации, и необходимо срочно принимать какие-то решения.

Демократический стиль менеджмента. Руководители, которые придерживаются этого стиля, могут привлекать к решению управленческих задач специалистов всех уровней. В качестве мотиваторов к работе начальник выбирает возможность реализации каждым сотрудником своих потребностей в плане самовыражения, творчества, принадлежности к коллективу.

Сочетание нескольких стилей управления в менеджменте. На практике руководителю очень сложно выработать один единственный стиль руководства и придерживаться только его. Ведь коллектив состоит из живых людей, и все они очень разные. Склонность к одной из поведенческих линий в руководстве складывается из собственных возможностей начальника: его уровнем образования, опытом работы, психическими качествами, а также из традиций фирмы и задач, которые решаются в данный момент.

(from http://kak-bog.ru/stili-upravleniya-v-menedzhmente)

Task 23. Test your management style with this quiz.

Harvard psychologists Litwin and Stringer have identified six managerial styles. These do not describe personality, but what a manager can do in a given situation. Being aware of which style you use most helps you to adopt a more nuanced management approach.

Choose your most likely reaction to each of the following scenarios, and check your answers at the end to find out your management style.

Management style quiz

1. A flood has made the ground floor of your office block unusable. You have deadlines to meet and meetings to attend. You assemble all of your staff on the first floor and:

a) tell them that a cramped desk is better than no desk at all.

b) tell a subordinate to organize a desk-sharing system and concentrate on getting the ground floor back in use.

c) pass around the biscuits and organize team-building activities.

d) outline the available options, ask your staff for suggestions, and then hold a vote.

e) find a patch of desk-space and crack on with your work. The most important thing is to set a good example.

f) organize an impromptu training and development day.

2. You have been alerted to a staff member who spends office hours trawling the internet for rare books to feed his bibliophilic addiction. You call him into your office for a private chat, and he tells you that he finishes his work early and gets bored. You:

a) force him to apologize to his colleagues and to work in your office, so that you can keep an eye on him.

b) inform him of company policy and tell him that if he doesn't change his behaviour he will face disciplinary action.

c) tell him it is best if he keeps his reading habit for outside office hours. Suggest he starts a book club.

d) ask him for suggestions as to how he might improve his behaviour.

e) get him to shadow you for a day so that he can see how much you work.

f) explain that his behaviour is demoralizing other staff. Offer him a secondment to a more challenging department.

3. A staff member consistently finishes her work early, and to a higher standard than her colleagues. You ask her to help you prepare a report,

but it arrives on your desk late and full of careless mistakes. You:

a) tear up the report in front of her and tell her to do it again.

b) tell her that if she wants to be considered for promotion then she needs to maintain her high standards. Offer her the chance to rewrite the report.

c) say nothing about the mistakes, but ask her if she feels too pressured by the extra workload.

d) go through the report together with her, asking her to point out any possible improvements.

e) send her a copy of the corrected report.

f) go through your suggested corrections with her, and offer to send her on a short business-writing course.

4. It's 8 pm and you have been in the office since six in the morning, trying to tie up the loose ends of project due the following day. It is your wife's birthday, and you haven't bought her a card yet. One of the three colleagues who have worked late with you gets up to leave. You:

a) demand that he stays until the work is finished.

b) demand that the work be finished by the deadline on the following day.

c) offer him a lift home.

d) ask all three if they think it is time to stop for the night.

e) tell him to run to the shops and get a card for your wife while you finish off his work.

f) go home. Book everyone on a time-management course.

5. You discover that frequency with which kettles are boiled and re-boiled in the office contributes more to electricity costs than heating and lighting put together. You:

a) throw away the kettles.

b) organize a rota for making drinks, so that kettles are used with less frequency and more efficiency.

c) hold tea breaks so that staff are less inclined to boil the kettles at other times.

d) ask the staff to keep records of when they boil kettles, so that they can become aware of whether their behaviour is inefficient.

e) display a bottle of cold water on your desk.

f) spend a morning explaining the financial and environmental benefits of saving electricity.

6. A member of staff starts coming to work in jeans and trainers. This

does not affect her work, as she does not meet members of the public or clients, but other staff members have begun to complain. You:

a) order her to dress more smartly or resign.

b) put up posters indicating the correct dress code.

c) organize a casual-wear day, so that she will realize jeans are for special occasions.

d) send around a dress code survey, asking staff to suggest improvements.

e) pay more attention to your own smartness.

f) explain the impact that a smart appearance has on colleagues, clients and employers.

Interpretations

Mostly a: You go for the coercive style: you work well in crisis situations, and prefer to use the stick than the carrot. You demand immediate obedience, and do not tolerate hangers-on.

Mostly b: The authoritative manager demands results with the same force as does the coercive, but instead of requiring that specific tasks be completed now, states the deadline and goal, and leaves the staff to decide their own route there. You are an asset in times of change, and have strong long-term vision.

Mostly c: In contrast to the coercive and authoritative managerial types, you prefer to think more about the well-being of your people. You are an affiliative manager. You are concerned to create harmony in the workplace, and hold the principle that "people come first".

Mostly d: The democratic manager is also staff-aware, but instead of focusing on building social relationships, you involve your staff in the management of the organisation. The words most commonly on your lips are: "What do you think?"

Mostly e: You are a pace-setter. A high-achiever and a conscientious worker you demand the same from your staff. You are not afraid to work at the same level as your staff in order to demonstrate what needs to be done and how they should do it.

Mostly f: You are a coaching manager. You consider it important to develop the long-term potential of each employee, rather than focusing on short-term results. You organize development plans, training days and coaching sessions.

(http://www.knowledgetrain.co.uk/
management-style-with-6-point-quiz.php)

UNIT 7. Leadership Model

Task 1. In his book, *Company Man*, the writer Anthony Sampson describes a party at the home of the former Chief Executive Officer of Heinz, Dr Tony O'Reilly.

Task 2. Study the glossary for the text.

1. marquee	a large tent used for social events	5. bleary-eyed	with sleepy, unfocussed eyes
2. to mingle	to mix socially	6. to sag	to run out of energy
3. free-booting	independent	7. muck	dirt (or worse!)
4. aura	a feeling that seems to surround a person		

Task 3. Read the text and then answer these questions.
1. Scott Fitzgerald wrote about glamorous social events in America in the 1920s. In what ways do you think the party is similar?
2. What's the connection between mushroom-farming and management?
3. Why does Anthony Sampson think the party is typical of Irish Catholic culture?
4. Why might a modern management guru approve of the party?

An evening with Dr O'Reilly

In the summer 1994, the several coach-loads of company men and their wives arrived at the grey Georgian mansion of Castlemartin outside Dublin, on the banks of the Liffey. They were shown into a hall filled with modern Irish paintings round a handsome double staircase, where a butler offered them drinks and showed them into a marquee. At the centre of the marquee a tall, commanding Irishman welcomed each of them with a joke and an intimate smile before they mingled and sat down at dining tables round the dance floor.

It could have been a scene from Scott Fitzgerald. In fact it was the annual outing for the senior Heinz executives who had flown in from Pittsburgh and elsewhere. The host was Dr Tony O'Reilly, the chairman and chief executive who was also Ireland's leading entrepreneur with his own interests around the world. Dr O'Reilly had become the most legendary of the new master-tribe of industrial entrepreneurs: in America he had been billed as the highest-paid executive, earning $105 million in 1991 and 1992, apart from his own free-booting deals which made him

the richest man in Ireland. Like all tycoons, O'Reilly created his own aura.

Down at the dinner table in the marquee he was making everyone feel taller while dominating their talk. My neighbor, a minister in the Dublin government, was telling a joke about an Irishman discussing styles of management with an American and a Japanese: 'We follow the mushroom principle,' says the Irishman. 'Keep them in the dark and cover them with muck.' O'Reilly asked him what we were talking about. He replied, 'Management,' and O'Reilly told him: 'Talk to him about south Africa.'

The marquee embraced two almost opposite cultures: the Protestant ethic of Pittsburgh company men, dedicated to their specialized tasks, and the Catholic ethic of the Irish, putting everything in the context of family, big heart and universal values. But the Puritanism was rapidly dissolving in a sea of jokes and alcohol as O'Reilly and his wife Chryss were transforming the business outing into a family party. And the Irish, whatever their past business shortcomings, were showing all the talents which management gurus were now stressing: communicating casually, escaping from hierarchies, inspiring enthusiasm, relating work to the family. The party ended at 3.30 am, with O'Reilly showing no signs of sagging, when the coaches drove the Heinz people back to their Dublin hotels.

The next morning they emerged bleary-eyed. 'You are lucky ever to get bed before 3 am,' explained one Pittsburgh man who had often stayed at Castlemartin. O'Reilly always noticed who left early, said another, and recorded that they lacked stamina. Every Heinz man seemed to see himself in the context of the boss, watching him, speculating about him and regarding him as the personification of the company.

Task 4. What do you think Tony O'Reilly's objectives were in holding this party?

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Task 5. Here are five words from the text which are used to talk about O'Reilly's position. Look at them and then answer the questions below.

chairman   executive   entrepreneur   tycoon   chief
Which word means…
1. … the head of the board of directors of a company?
2. … a kind of businessman who starts businesses and takes risks?
3. … a person in an organization who takes decisions?
4. … a very wealthy and successful businessperson?
5. … the person with the top job in a company who makes its most important decisions?

Task 6. These adjectives are often used to describe a person's social presence. Choose one adjective from each of these pairs which best describes Dr O'Reilly. In each case find a sentence or phrase in the text to justify your choice. Compare your ideas with the others in the class.

charming	*ingratiating*
charismatic	*attractive*
aggressive	*dominating*
aloof	*gregarious*
vivacious	*dynamic*

Task 7. Which of the adjectives could describe your boss (or another boss that you know)? Think of other suitable adjectives to describe this person that you could add to the list.

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Task 8. Anthony Sampson says that the Heinz people saw Dr O'Reilly as 'the personification of the company' – the person, who represents its values.

1. If O'Reilly was the personification of Heinz, what kind of company do you think it was?

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2. Think of another businessperson who is the 'personification' of their company. In what ways are they different from Heinz and Dr O'Reilly?

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UNIT 8. Male and Female Bosses

Task 1. Discuss the question: which would you prefer to work for? a) a male boss; b) a female boss; c) either – you don't have a preference.

Task 2. The text below is about the different styles that men and women have in their workplace. Look at the descriptions below and say which you think represent men (m) and which – women (w)? Then read the text and see if the writer's ideas are the same as yours.

confrontational, competitive –
personal achievement comes first –
share credit for success –
forceful, self-protective, challenging, direct –
in control –
collaborative –
welcome contributions –
talk about personal matters –
hysterical –

Male and female management styles

Men and women do things differently. There are, of course, exceptions to every generalization, including this one. Cristina Stuart is a managing director of Speakeasy Training, a consultancy that runs courses for men and women working together. Here she describes a few key differences between the sexes in the workplace.

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

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

Language and Body language. The male way of speaking does not encourage discussion. Women tend to welcome others' opinions and

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

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

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

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

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

Caveat. Many men have a female style of working. Equally many women have a male approach. As Ms. Stuart says many of the current management theorems – flatter organisations (in which there are fewer managers and people have equal status), empowerment, managing by consensus – have a female style to them.

Task 3. According to the text, which of these phrases are typically used by men and which by women? Use the text above.
Example: 'It's very simple. The point is …' – Men because 'the male approach is to go to the heart of the matter'.
'But we need to take account of …'
'You look worried. What do you think about the new plan?'
'That's rubbish!'
'I built the department from nothing'.
'Thanks for your kind words, but this really was a team effort'.
'It was so funny. He looked ridiculous!'

Task 4. Work in groups and discuss the questions. Then choose a spokesperson in the group to make a presentation to the whole class, summarizing the opinions in the group.
1. What is the style of male and female managers in companies in your country?

2. Are they similar to the ones outlined in the text?

3. Do you think there is a difference in style between men and women or is any difference usually because of personality?

4. Do you know any men who have a 'female' style of working? Or women who have a 'male' style of working?

5. Do you find it easier to work with men or women? Why?

Task 5. Read two contrasting articles about women as managers. Match summaries for each article with a correct paragraph.

Article 1

1. One woman interviewed said that women are better than men at many business tasks.

2. Men are better managers than women.

3. This goes against the idea that today women are better suited to be bosses.

4. Another said that there are status problems when women work for other women.

5. A recent report found more secretaries prefer a male boss to a female one.

6. The number of women directors is increasing.

7. One psychologist disagrees: he thinks women are better than men at many business tasks.

Which bosses are best?

How do you like your boss? Sympathetic, empowering and not too busy, probably. They will be aware of the pressures of your job, but delegate responsibility where appropriate. They will be interested in your career development. Oh, and, preferably, they will be male.

In a survey for Royal Mail special delivery, a quarter of secretaries polled expressed a preference for a male boss. Only 7 % said they would prefer a woman. The future of management may be female, but Ms. High-Flier, it seems, can expect little support from her secretary.

One should not, of course, assume that all secretaries are female, but women still make up the overwhelming majority. So it makes uncomfortable reading for those who like to believe that a soft and cuddly sisterhood exists in the previously macho office environment, where women look out for their own. The findings also raise questions about neat predictions of a feminized future for management, where

'womanly' traits such as listening skills, flexibility and a more empathetic manner will become normal office currency.

Business psychologist John Nicholson is surprised by the survey's findings, asserting that 'the qualities valued today in a successful boss are feminine, not masculine'. He is emphatic that women make better bosses. 'The listen more, are less status-conscious, conduct crisper meetings, are much more effective negotiators and display greater flexibility'.

They are also considerably more common than they used to be. According to information group Experian, women are no longer scarce in the boardroom – they occupy a third of the seats round the conference table. Women directors are still relatively uncommon in older age groups, but among young directors the proportion is growing.

Anecdotal evidence suggests that a reluctance to work for a woman may be more a question of management style than substance. 'It's just women bosses' attitude,' says Martha, a PA for 25 years who has worked predominantly for women, including a high-profile politician. 'It's something women have that men don't. When they are critical they are much more personal, whereas men sail though not taking a blind bit of notice.'

Sonia Neill, a former secretary at Marks and Spencer, has experienced power struggles between women even where there was a significant disparity in status. 'Women either find it awkward to give you work or they try to assert themselves by giving you really menial tasks. Men never do that.'

Article 2

1. The report criticizes men's abilities as managers in business today.
2. Women are now seen as natural managers and can show their true nature.
3. If men want to succeed as managers, they should behave more like women.
4. Women are better managers than men, according to a recent report.
5. Women may save their companies money because people prefer to ask men for a rise.
6. The report criticizes men's abilities as managers in business today.
7. The UK report found that women organize their time better.
8. The findings were the same in another report in the US.

Who would you rather work for?

Women are more efficient and trustworthy, have a better understanding of their workforce and are more generous with their praise. In short they make the best managers, and if men are to keep up they will have to start learning from their female counterparts, a report claims today.

The survey of 1,000 male and female middle and senior managers from across the UK is an indictment of the ability of men to function as leaders in the modern workplace.

A majority of those questioned believed women had a more modern outlook on their profession and were more open minded and considerate. By way of contrast, a similar number believe male managers are egocentric and more likely to steal credit for work done by others.

Management Today magazine, which conducted the research, said that after years of having to adopt a masculine identity and hide their emotions and natural behaviour in the workplace, women have become role models for managers.

The findings tally with a survey of female bosses carried out in the US. A five-year study of 2,500 managers from 450 firms found that many male bosses were rated by their staff of both sexes to be self-obsessed and autocratic. Women on the other hand leave men in the starting blocks when it comes to teamwork and communicating with staff.

In Britain more than 61 % of those surveyed said men did not make better bosses than women. Female managers use time more effectively, with many of those surveyed commenting that juggling commitments is a familiar practice for women with a home and family.

Female managers also appear to make good financial sense for penny-pinching companies: most people, of either sex, would rather ask for rise from a man.

'If men want to be successful at work they must behave more like women, said the magazine's editor, Rufus Olins. 'Businesses need to wake up to the fact that so-called feminine skills are vital for attracting and keeping the right people. In the past women who aspired to management were encouraged to be manlier. It looks now if the boot is on the other foot'.

from David Cotton, David Falvey, Simon Kent. Market Leader Upper-intermediate Business English Course Book)

Task 6. From the two texts, find as many characteristics as possible that are attributed to female managers. Which ideas expressed in the two articles do you agree with? Do you find any of the ideas surprising?

Task 7. Write a short article agreeing or disagreeing with the following statement.

Female managers are generally better than male managers.

Use some linking words: in addition to, both … and, whereas, similarly, neither … nor, not to mention the fact that, besides, in order (not) to, in contrast, alternatively, not only this but ... also, as a matter of fact, to tell you the truth, particularly, on the grounds that, on the other hand, in other words, especially, although, however, nevertheless, consequently, under those circumstances, for this reason, except for, in conclusion, to sum up, on the whole, to put it briefly.

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_____
_____
_____
_____

Task 8. Render the short articles. Use the vocabulary below each article to help you.

1. Одно из основных отличий – это отличия ценностей мужчин и женщин. Мужчины обычно предлагают решения, недооценивая чувства, а женщины принимаются давать советы и указания, о которых их никто не просил. Совершают мужчины и женщины эти ошибки по своему неведению. они забывают о своих различиях.

value, to propose a solution, to underestimate, to give advice / a direction, to make a mistake, ignorance, to forget

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2. Следующее отличие – мужчины и женщины по-разному справляются со стрессом. Мужчины склонны уходить в себя и молча раздумывать о том, что их беспокоит. Женщины в стрессовой ситуации чувствуют инстинктивную потребность поговорить о своих тревогах.

to cope with / handle stress, to tend to, to shrink into themselves, to

meditate on / upon, silently, to worry / to upset, an instinctive need, anxiety

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3. Еще одно отличие – это способы мотивации и поведения. Для мужчины стимулом является сознание того, что в нем нуждаются, на него надеются. Женщине просто необходимо ощущать поддержку и одобрение близкого человека. Здесь нужно научиться преодолевать самые большие трудности: мужчинам необходимо научиться открыто выражать и отдавать свою любовь, а женщинам – принимать ее.

ways of / means of, a stimulus, the consciousness that someone needs him, to rely on, to feel the support, approval / appreciation, close (people), to learn how to, to overcome the troubles / to get over the difficulties, to show / to demonstrate, to take

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4. Одно из важных отличий заключается в том, что мужчина и женщина не понимают друг друга, потому что говорят на разных языках. Женщине нужно научиться тому, как ей следует себя вести, когда мужчина погружается в молчание, а мужчине – как слушать и слышать, не испытывая раздражения.

to speak different languages / to be on the same wavelength (понимать друг друга с полуслова), to learn how to, to lapse into silence / to become silent, to listen to, to hear, to feel irritated

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5. Следующее отличие – это разница в потребностях мужчины и женщины в сфере близких отношений. Мужчина стремится преодолеть все преграды, отделяющие его от предмета его чувств, но потом испытывает необходимость несколько отдалиться. Женщине нужно научиться необходимому поведению в подобных ситуациях и научиться выбирать наиболее подходящий для откровенного разговора с мужчиной момент.

a need, the sphere of close relations, to strive to overcome obstacles, to separate from, the object of, to need, to move away, to learn how to, to choose, appropriate, straight talk

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6. Еще одно существенное отличие – привязанность. У женщины она ритмично поднимается и опадает, подобно волнам. Мужчине нужно научиться оказывать женщине необходимую поддержку, не чувствуя себя жертвой.

affection, rhythmically, to go up and down, like waves, to learn how to, to give support, a victim

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7. Следующее отличие – мужчина и женщина дают друг другу такую любовь, в какой нуждаются они сами, а не ту, которая нужна партнеру. Мужчина в любви требует, чтобы его ценили, доверяли ему и принимали его таким, какой он есть. Женщине важнее забота, понимание и уважение.

to need themselves, to demand, to value, to trust somebody, to take him as he is / love him, love his dog (proverb), care, understanding, respect

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8. Еще одно отличие – поведение во время ссор. Мужчина, становясь в позицию всегда правого, убивает всякое чувство в женщине. А слова и поступки женщины, выражающие несогласие, воспринимаются мужчиной как неодобрение его самого и заставляют его применять оборонительные тактики.

to take the position of, to be always right, words and actions (deeds), to show / express disagreement, to be perceived, as (a sign of), disapproval of, to make somebody do something, to apply, defence tactics

9. Важное отличие – оценка знаков внимания и любви. Для женщины любой подарок дорог, не зависимо от его цены. А мужчина не придает значение ежедневным маленьким знакам внимания, которые очень любит женщина. Они считают, что достаточно одного дорогостоящего подарка.

estimation of, a sign, attention, love, a gift, to be dear to the heart, regardless of, a price, to attach importance, expensive, enough

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UNIT 9. Global Management

Task 1. Read the business brief article.
Managing across cultures

As the world gets smaller, we need to learn more about each other's values, beliefs, habits and expectations. Culture is, in the famous phrase, the way we do things around here. The 'here' in question may be a country, a region, a social class, a company, a university. Clearly, we each live in a set of cultures and **subcultures** that interlock in complex ways, and, to make a **generalisation**, one of the most dangerous things is to generalise about them. **Stereotypes** are, of course, to be handled with caution. The stereotype may represent the middle of a range of differing behaviours, it may be at one extreme, or it may just not be true. And there may be more variety in behaviour within a culture than between one culture and another.

Neighbouring countries or regions, or two companies in the same industry, tend to see themselves as very different to each other, but that difference is hard for the outsider to grasp at first glance. A few years working in one of the two places will make it seem more apparent, as one gets 'involved' in one of the cultures.

Here, in no particular order, are some **cross-cultural issues,** areas where there are variations in behaviour across different cultures, and some examples of the ways they relate to the business world:

- Religion: is it expected of people or a matter of individual choice? Does it play a role in business life?
- Roles of men and women: are women often found at the highest levels of business and society?
- **Hierarchy**: what is the distance between managers and the people who work for them?
- Levels of formality in language and behaviour: is there an elaborate system of levels of deference in addressing different people?
- Conversation: settings (formal and informal meetings, social situations, etc.), turn-taking, proximity, body language, contact, etc.
- Dress for different settings and occasions: is the business suit essential?
- The relation of work to private life: are spouses expected to attend certain types of company event? Do business people invite colleagues and contacts to their houses, or is everything done in the office and

restaurant?

- Time: timescale of the activity / organisation, planning, punctuality, the working day / week/ year, meals, recreation, holidays, etc. Do meetings start on time? Is the summer break sacrosanct?

These are all interesting areas for discussion, bearing in mind that we are not judging whether other ways of doing things are right or wrong, but that we should **be aware of** the differences, and not see our own culture as the 'normal' one.

But as language trainers and teachers, we should also remember that language is our main concern. Handing over business cards with both hands when in Asia is something very few of our European learners will actually have to do. But getting learners to greet people in an appropriate way, with the correct intonation, concerns them all. Situations such as this require very formulaic language, and one thing wrong or out of place can destroy the whole effect. One of our jobs is to teach and practise the formulas, the language blocks, for these situations. Of course, this can be done in simulation activities where awareness of cultural issues also has its place.

Task 2. The characteristics of management often vary according to national culture, which can determine how managers are trained, how they lead people and how they approach their jobs.

Below you will find five brief portraits of managers in five different countries. Using your knowledge of **the United States, the United Kingdom, France, Germany and Sweden**, decide which country each of these portraits correspond to.

Managers from this country: _____

- go through an elitist educational system;
- have a strong sense of hierarchy and power;
- often have impersonal relationships at work;
- analyze problems in great detail before taking decisions;
- consider speaking skills to be particularly important;
- move easily between state and private sectors.

Managers from this country: _____

- receive a general education;
- delegate authority;
- take a practical approach to management;
- have a relatively formal relationships at work;
- encourage their employees to work individually;

- believe it is important to continue education and training at work.

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

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

Managers from this country: _____
- generally attend business schools;
- communicate easily and informally at work;
- admire the qualities of a leader;
- expect everyone to work hard;
- individual performance is measured and initiative is rewarded;
- have competitive and sometimes aggressive attitudes towards work;
- often accept innovation and change.

Task 3. In groups, discuss the advantages and disadvantages of each approach to management and say which one you would find the most attractive. Do any of these profiles correspond to management practices in your country?

Task 4. Read an interview with Stuart Crainer, who has written many books on business and management. What, according to Stuart, is the key to managing globally?

Interviewer: Now business is becoming more and more international, how would you advise managers to prepare themselves for dealing with cultural difference abroad?

Stuart Crainer: Yes, management is becoming more international and truly global. And the companies that appreciate that will be the ones that succeed in the future. Seems to me that the key to working globally and managing globally is the ability to reconcile difference. If you can reconcile differences between cultures and between peoples, you will be well-set to succeed as a global manager. Interestingly that's something that women are traditionally better at than men. However there aren't many women at the higher-most echelons of international corporations. So I think if you can prepare yourself and sensitize yourself and be able to reconcile differences then you will succeed globally.

Task 5. Many managers are sent abroad to work; some find it difficult to adapt to local conditions. Read the article below and answer these questions.
1. Why has the number of people working abroad increased?
2. Who did the following – the German manager in England or the American manager in France?
a) He made the staff stay inside the building at lunchtime.
b) He gave staff targets.
c) He had meals with each member of staff.
d) He stopped staff drinking during working hours.
e) He seemed to be watching his staff.
f) He worked harder than other staff.
3. What are the differences in the way the two managers managed their staff?

The International Manager

In recent years many companies have expanded globally. They have done this through mergers, joint ventures and co-operation with foreign companies. Because of this globalization trend, many more employees are working abroad in managerial positions or as part of a multicultural team.

Although it is common nowadays for staff to work abroad to gain experience, many people have difficulty adapting to the new culture. The failure rate in US multinationals is estimated to be as high as 30% and it costs US business $3 billion a year.

Two typical failures have been described in the journal *Management Today*. The first example concerns a German manager with IBM who took up a position as Product manager in England. He found

that at most lunchtimes and especially on Fridays, many members of staff went to the pub. 'I stopped that right away,' he says. 'now they are not allowed off the premises. It didn't make me very popular at the time but it is not good for efficiency. There is no way we would do that in Germany. No way.'

The second example is about an American manager who came to France on a management assignment. He was unable to win the trust of his staff although he tried all kinds of ways to do so. He set clear goals, worked longer hours than everybody, participated in all the projects, visited people's offices and even took employees out to lunch one by one. But nothing seemed to work. This was because the staff believed strongly that the management were trying to exploit them.

The German manager's mistake was that he hadn't foreseen the cultural differences. IBM had a firm rule about drinking during working hours. It was not allowed. He didn't understand that staff in other countries might be more flexible in applying the rule.

The American manager used the ways he was familiar with to gain the staff's trust. To them, he seemed more interested in getting the job done than in developing personal relationships. By walking around and visiting everyone in their offices, perhaps he gave the impression that he was 'checking up' on staff. His managerial approach strengthened their feeling of exploitation.

When managers work in foreign countries, they may find it difficult to understand the behavior of their employees. Moreover, they may find that the techniques which worked at home are not effective in their new workplace.

(from David Cotton, David Falvey, Simon Kent. Market Leader Pre-Intermediate Business English Course Book. P. 81)

Task 6. Read the opinion of Thomas Aitken about the qualities and skills of a successful international manager. Do you agree / disagree with the author? Give some reasons to explain your opinion. Can you learn it by heart and present in class to other students? Practice saying the words below.

Ideally, it seems a global manager should have the stamina of an Olympic runner, the mental agility of an Einstein, the conversational skill of a professor of languages, the detachment of a judge, the tact of a diplomat, and the perseverance of an Egyptian pyramid builder. And

that's not all. If they are going to measure up to the demands of living and working in a foreign country, they should also have a feeling for the culture; their moral judgment should not be too rigid; they should be able to merge with the local environment; and they should show no signs of prejudice.

Task 7. Which of these statements gives the best summary of the text below? Tick the correct answer.

_____   *A successful global manager needs many qualities.*
_____   *The qualities required to become a top manager differ from country to country.*
_____   *Many young managers are not interested in a global career.*

Task 8. Read the article.

According to Colby Chandler, the former Chief Executive of Eastman Kodak Company, "these days there is not a discussion or a decision that does not have an international dimension. We would have to be blind not to see how critically important international experience is."

International companies compete with each other for global executives to manage their operations around the world. Yet what it takes to reach the top of a company differs from one country to the next. For example, whereas Swiss and German companies respect technical creativity and competence, British and French companies often view managers with such qualities as "mere technicians". Likewise, American companies value entrepreneurs highly, while their British and French counterparts often view entrepreneurial behaviour as highly disruptive. Similarly, whereas only just half of Dutch managers see skills in interpersonal relations and communication as critical to career success, almost 90 per cent of their British colleagues do so.

Global management expert, Andre Laurent, describes German, British and French managers' attitude to management careers as follows:

German managers, more than others, believe that creativity is essential for career success. In their mind, successful managers must have the right individual characteristics. German managers have a rational outlook; they view the organization as a co-ordinated network of individuals who make appropriate decisions based on their professional competence and knowledge.

British managers hold a more interpersonal and subjective view of the organizational world. According to them, the ability to create the right image and to get noticed for what they do is essential for career success. British managers view organizations primarily as a network of relationships between individuals who get things done by influencing each other through communicating and negotiating.

French managers look at organizations as an authority network where the power to organize and control others comes from their position in the hierarchy. French managers focus on the organization as a pyramid of differentiated levels of power. They perceive the ability to manage power relationships effectively and to "work the system" as critical to their career success.

As companies integrate their operations globally, these different national approaches can send conflicting messages to success-oriented managers. Subsidiaries in different countries operate differently and reward different behaviours based on their unique cultural perspectives. The challenge for today's global companies is to recognize local differences, while at the same time creating globally integrated career paths for their future senior executives.

There is no doubt the new global environment demands more, not fewer, globally competent managers. Global experience, rather than side-tracking a manager's career, is rapidly becoming the only route to the top. But in spite of the increasing demand for global managers, there is a potentially diminishing interest in global assignments, especially among young managers. A big question for the future is whether global organizations will remain able to attract sufficient numbers of young managers willing to work internationally.

(From International Dimensions of Organizational Behaviour,
Thompson Learning)

Task 9. Mark these statements T (true) or F (false) according to the information in the text. Find the part of the text that gives the correct information.

_____ *International experience is essential if you want a global carreer.*

_____ *The demand for global managers is increasing.*

_____ *Young managers want to work internationally.*

UNIT 10. Team Building

Task 1. Think at least two advantages and disadvantages of working in teams.

Advantages (+)	Disadvantages (-)
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Task 2. For each category in the quiz below, tick the three statements that most apply to you. Then read the explanations below.

What sort of team player are you?

Doers vs Thinkers	*Details vs Ideas*	*Mind vs Heart*	*Planners vs Improvisers*
a) I consider what I say.	a) I often come up with unusual solutions.	a) I like to think logically.	a) Meetings have to be prepared for carefully.
b) I contribute a lot in discussions.	b) It's important to be realistic.	b) I keep emotions out of decision-making.	b) I like surprises.
c) Action is more important than reflection.	c) People see me as a creative person.	c) I avoid confrontation.	c) I hate time-wasting at meetings.
d) I listen to others before I say anything.	d) I like practical solutions.	d) I sometimes tread on people's toes.	d) Too much time can be spent on preparation.
e) Discussion gives me energy and ideas.	e) You shouldn't overlook details.	e) Understanding people is as important as being right.	e) People say I'm a punctual person.
f) I don't say a lot at meetings.	f) You shouldn't get lost in details.	f) I care about other people's feelings.	f) I need a deadline to get me going.

Score **1 point** for *each* of the following answers
Doers vs Thinkers   **a), d), f)**
Mind vs Heart   **a), b), d)**
Details vs Ideas   **b), d), e)**
Planners vs Improvisers   **a), c), e)**
Score **2 points** for *each* of the following answers
Doers vs Thinkers   **b), c), e)**
Mind vs Heart   **c), e), f)**
Details vs Ideas   **a), c), f)**
Planners vs Improvisers   **b), d), f)**

18-24 points
You are definitely a creative type. You value original ideas over detailed planning. You are likely to show consideration for others. You can get bored easily and sometimes need to be under pressure to get results.
12-17 points
Clear thinking and careful planning are of great importance to you. You are not afraid of challenging others in order to get results. You are likely to be ambitious and well-organised.

Task 3. Read or listen to an interview with a specialist in Human Resources. What are the three points to effective team building? Use these headings to help you:
Corporate culture, Expectations, Contributions.
Interviewer: Why is team building important in an organisation?
HR specialist: If you want to be successful in business, everyone in the organization must work together to increase revenue, maximize profits and keep costs down. You can only do that if everyone is focusing on the main objectives of your organization.
Interviewer: How can you build effective teams in business?
HR specialist: There are many things that contribute to effective team building. Let me mention three key points.
1. Firstly, it's important to have in your organization a corporate culture that encourages teamwork. That means, the management recognize the value of teamwork and reward it as much as they do individual contributions to the company. The management will emphasize the value of teamwork at all times, so that it becomes a core value of the business.

The pay, bonuses, reward system will all be linked as much to team performance as to individual achievements.

2. Secondly, a team can only be effective if the members understand what is expected of them. Each person must have a clear idea of what their objectives are, and how these relate to the overall objectives of the company.

3. Finally, members of a team must feel that their contribution to the organization is recognized and valued by the management. Therefore team members must receive feedback regularly on their performance.

(from David Cotton, David Falvey, Simon Kent. Market Leader Upper-intermediate Business English Course Book 'New edition', p. 69)

Task 4. Describe a team you have been in that was either successful or unsuccessful and say why.

_____

_____

Task 5. Match the prefixes of the words 1-10 to their meanings. Underline the correct answer.

Prefix		*Meaning of prefix*	
1. *mis*manage	**a)** not	**b) <u>do badly</u>**	**c)** former
2. *pro*-European	**a)**	**b)** in favour of	**c)** before
3. *pre*dict	**a)** not enough	**b)** against	**c)** before
4. *post*-merger	**a)** after	**b)** too much	**c)** not enough
5. *dis*honest	**a)** very	**b)** former	**c)** not
6. *ex*-boss	**a)** opposite	**b)** former	**c)** after
7. *bi*lateral	**a)** against	**b)** after	**c)** two
8. *re*consider	**a)** again	**b)** former	**c)** after
9. *ir*responsible	**a)** again	**b)** not	**c)** against
10. *hyper*critical	**a)** not enough	**b)** very	**c)** opposite

Task 6. Complete the text below using some of the words in Task 5 in the correct form.

Our company went through a difficult period a few years ago. Bad decisions were taken which caused us to lose a lot of money. Because the company had been [1]_____, the Chief Executive had to resign. Last year, we merged with a much larger company. During the [2]_____ period our future strategy was discussed. It

was decided that we could consider becoming a more global organization with a strong presence in Europe.

Most of us were ^{3}_____, we liked the idea of expanding into Europe. Indeed our ^{4}_____ had been strongly in favour of doing this. However the two new board members were strongly against the idea but never said so openly. I think this was very ^{5}_____ . instead, they behaved in an ^{6}_____ manner during meetings. For example, they would be ^{7}_____ , raising stupid objections if someone came up with a good idea.

Because the meetings were so unproductive, the Board of Directors got cold feet and asked us to ^{8}_____ the decision into Europe.

Task 7. Vocabulary. Add prefixes to the words in the box to give their opposite meanings. Then use them to discuss the questions that follow.

Task 8. Add prefixes to the words in the box to give their opposite meanings. Then use them to discuss the questions that follow.

___communicative	___decisive	___efficient
___enthusiastic	___flexible	___imaginative
___loyal	___organised	___practical
___sociable	___stable	___tolerant

(from Market Leader Upper-intermediate Business English Teacher's Book 'New edition', p. 69)

1. Who is the best or worst person you have ever worked with? Explain why.

_____
_____

2. What qualities could you contribute to a team? What qualities would the other members need to have to create an effective team?

_____
_____
_____

Task 9. *'None of us is as smart as all of us'.* **Do you agree? In what situations is it true or not true? Give examples.**

Task 10. Read the article. Check all unknown words in a good dictionary.

None of us is as smart as all of us
(by Howard Cant)

A good team player has the key to success. Being the smartest, being the brightest, being the hardest; all of these attributes that worked so well in business in years gone by, now will not pushed you up the ladder quickly. How good a team player you are and how well you share your knowledge with your colleagues is the all-important factor in growing your career today. You can build a company structure that does not worry about what you could achieve! To survive in the big bad tough working environment of today you don't need to have your own people competing with each other. It is the commercial 'enemy' against whom all their energy should be focussed.

It's not always easy to be a good team member and compromise your own views for the good of the whole, but it works for the betterment of the company. You have to believe in the workings and power of the team and recognize where your own strengths and contributions fit in. you have to be honest, both with yourself and with your team and as long as this is controlled then it can be a very healthy element for both the team and the development of the business. Research into high-performing teams shows that each member cares for the development of his team mates. This appreciation of each other's learning and development is key to the success of a team and the commitment of each member to the other.

Over 70% of a manger's time is spent in some form of group activity, often in meetings with others; relatively little time is spent in the supervising of single individuals or on one-to-one discussions, thus the need for team building. Indeed, the success of individual managers depends on how well that manager's team or teams improve in quality and productivity on a continuous basis. In reality, group productivity is more important than individual task accomplishment. The most effective teams are able to solve complex problems more easily than one person can, for many capable minds are brought to bear on an issue. However, all teams must be managed well by a capable facilitator who understands that every team is unique, dynamic and ever-changing. Moreover, teams have behaviour patterns, just as individuals do and, just as children

develop into adults, teams have developmental stages, being more productive and efficient at one stage than another.

It's also extremely desirable for team members to have the following attitudes:

- *'I know what I have to do and the team's goals are clear'*,
- *'I am willing to share some responsibility for leadership'*,
- *'I am an active participant'*,
- *'I feel appreciated and supported by others'*,
- *'Other team members listen when I speak and I respect the opinions of others'*,
- *'Communication is open, new ideas are encouraged and we are having fun working together'*.

Teams soon develop a clear problem-solving approach that can be applied time and again as long as their leader initially creates a common purpose and vision, pointing the team in the right direction.

Cross-cultural issues can assail and impact the working teams, but it is well to remember that, despite culture, most team members have similar objectives in life. Objectives that relate to happiness and health, to success and recognition, to love and being well-accepted by others. The clever team leader recognises and plays upon these similarities while moulding the cultural differences to benefit the team. For example, Thai team members place a greater focus on personal relationships in everything they do while Western team members are looking more for personal achievements.

(from Benjarong Magazine, Thailand
Cutting Edge Upper-Intermediate, p.71)

Task 11. Read the article once again if necessary. Answer these questions.

1. What is the difference between the past and the present in terms of the key to success in a career?

_____

2. What does the writer say about competition in the first paragraph?

_____

3. In the second paragraph what does the writer say you need to be a good team player?

_____

4. What three points does the author make about effective teams in the third paragraph?
_____

5. According to the writer which of the following attitudes should team members have?
a) We know exactly what we are trying to achieve. _____
b) I will lead when necessary. _____
c) People value my work._____
d) I speak when invited by the team leader. _____
e) I am encouraged to be very critical of colleagues' opinions.
_____

6. Why does the writer think that cultural differences do not have a big influence on teams?

7. What is the difference between Thai and Western team members?
_____

Task 12. Discuss the statements. Make notes before you speak.
1. A team always needs a leader. _____
_____
2. A team should change its leader regularly. _____
_____
3. Tension between team members makes a team more effective. _____
_____
4. Teams need people with similar personalities in order to succeed. ____
_____

Task 13. If you were a team leader, how would you get your team members to co-operate?

Task 14. Reading and speaking. Work in pairs. One student reads Article 1, the other student reads Article 2. Then retell the articles to the partner, discuss the 'problem' vocabulary together or ask your teacher for help.

Article 1. Stages of Team Life

The typical team is said to go through a number of stages during its existence.

1. **Forming.** The group is anxious and feels dependent on a leader. The group will be attempting to discover how it is going to operate, what

the 'normal' behaviours will be: how supportive, how critical, how serious and how humorous the group will be.

2. **Storming.** The atmosphere may be one of conflict, with rebellion against the leader, conflict between sub-groups and resistance to control. There is likely to be resistance to the task, and eventhe sense that the task is impossible.

3. Norming. At this stage, members of the group feel closer together and the conflicts are settled, or at least forgotten. Members of the group will start to support each other. There is increasingly the feeling that the task is possible to achieve.

4. Performing. The group is carrying out the task for which it was formed. Roles within the group are flexible, with people willing to do the work normlly done by others. Members feel safe enough to express differences of opinion in relation to others.

5. Mourning. The group is disbanded; its members begin to feel nostalgic about its activities and achievements. Perhaps they go for a drink or a meal to celebrate.

All this may be familiar from the groups we encounter, and play our role in managing, in language training!

(the first four stages of team life above were suggested by B.W. Tuckman, as quoted in Michael Argyle. Social Interaction. Tavistock, 1969)

Article 2. Types of Team Players

In constructing teams, it's important not just to get talented people, but the right combination of talents. In the famous phrase, 'It's important to have a great team of mind, rather than a team of great minds'. Some team building gurus see these types as necessary in teams, whether in business or elsewhere.

- The **Implementer**, who converts the team's plan into something achievable.
- The **Coordinator**, who sets agendas, defines team-members' roles and keeps the objectives in view.
- The **Shaper**, who defines issues, shapes ideas and leads the action.
- The **Plant**, who provides the original ideas and finds new approaches when the team is stuck.
- The **Resource Investigator**, who communicates with the outside world and finds new ways to get things done.

- The **Monitor Evaluator**, who evaluates information objectively and draws accurate conclusions from it.
- The **Team Worker**, who builds the team, supports others and reduces conflict.
- The **Completer Finisher**, who gets the deadlines right.

(from Meredith Belbin. Management teams: Why they Succeed or Fail. Butterworth Heinemann, 1981)

Task 15. Now read the third part of the Business brief article together with a partner. Check the meanings of the words below, match them with the definitions. Read the text aloud in turns.

hierarchical, democratic, empowerment, virtual, facilitator

_____ someone who helps a group of people discuss things with each other or do something effectively

_____ made, done, seen etc on the Internet or on a computer, rather than in the real world

_____ giving a person or organization the legal right to do something

_____ people or things are divided into levels of importance

_____ organized according to the principle that everyone has a right to be involved in making decisions

This model lends itself better to some business situations than others, but the idea of roles and competences in a team is important, whatever form these take in particular situations. Some organisations are more *hierarchical* and less *democratic* than others, and team members are obviously expected to behave more deferentially in the former. Senior managers there have the traditional leader's role: what they say goes. In other organisations, power is more devolved, and managers talk about, or at least pay lip-service to, the *empowerment* of those under them: the idea that decision-making should be decentralised to members of their teams.

In addition to the traditional organisation, we increasingly find *virtual* organisations and virtual teams. People are brought together for a particular project and then disbanded. Here, in addition to Belbin's types above, the role of the selector / *facilitator* is crucial.

(from Ron Johns, David Redmond, Meredith Belbin. The Art of Empowerment. Prentice Hall, 1998)

Task 16. Resolving conflict. Read the suggestions below about ways of dealing with conflict. Put each of them under one of the following headings: *Do / Don't.*

1. Delay taking action, if possible.
2. Get angry from time to time with difficult members.
3. Try to see the problem from the point of view of the team.
4. Be truthful about how you see the situation.
5. Encourage open and frank discussion.
6. Try to ignore tensions within the team.
7. Bring potential conflict and disagreement into the open.
8. Give special attention to team members who are creating problems.
9. Persist with 'impossible people' – you may win them over.
10. Try to find 'win-win' solutions.

Task 17. Read the conversation between Karen (K), the Head of Department, and Larissa (L). Which suggestions, listed above, does Karen use to deal with the conflict between Larissa and her colleague, Sophie?

K   OK, Larissa, I think I understand now. What you're saying is, you're unhappy with Sophie, you don't think she's pulling her weight in the department, and it's putting pressure on you and the rest of the team. Right?

L   Yeah, we're meant to work as a team, aren't we? And she's the most experienced member. But she's not doing her job. She's never around to give us advice, or help us deal with difficult clients. Preparing the annual report is a big job, but we're getting no input from her at all. Another thing …

K   OK, I've got the picture. I understand your feelings, Larissa …

L   I hope you do. I'm really fed up with her, it's not just me, it's the whole team.

K   OK, let's keep calm. What do you want me to do? Fire her?

L   Oh, no, not that, of course, but you could give her a good talking to. You know, tell her to make more effort, and then if she doesn't do anything, well, you'll have to take serious action, won't you?

K   I think there is one thing you could all do, maybe you should talk to her, tell her how you feel, that'd help, I think. But I'd like to put off doing anything else for a while.

L Oh, why's that? How would that help?

K Let me explain. Sophie's getting married early next month. She's got a lot on her mind at the moment, and it's not work, it's the wedding, that's her priority at the moment.

L Yeah, OK, but even so …

K Why don't we wait for a while? Let her get the wedding out of the way, I think you'll find that she'll be the Sophie we used to know then, she's always been a good member of the team, she hasn't changed overnight, has she?

L I don't know, maybe …

K Look, let's talk about this in a few weeks' time. We can review the situation then. Meanwhile, you and the others can talk to her, in a friendly way, I hope, and, OK, I'll have a quiet word in her ear.

L All right, we'll see if that works. Thanks for listening, Karen.

Task 18. In the transcript of the conversation above underline the phrases she uses to deal with the conflict. Add them to the Useful language box.

Useful language

Expressing your feelings
My main concern is …
_____

Making suggestions
One thing you could do is …
_____

Expressing satisfaction
Yes, that would be very helpful
_____

Expressing dissatisfaction
I don't think that would do much good. _____
_____
_____

Showing sympathy
I know how you feel.
_____

Identifying the real problem
What's really bothering you?
_____

Resolving the conflict
How do you think we should deal with this?_____
_____

Reviewing the situation
Let's meet next week and see how things are going. _____
_____

Task 19. Work in pairs. Role play the following situation. Use phrases from the Useful language box above to discuss the problems.

A team of six multinational staff is managing a number of apartment blocks in Nice, France. However, one of the team is unhappy. The employee is difficult to work with and uncooperative.

Team Leader Role Card

You meet a member of your team who is uncooperative and unhappy.
- Find out what the problems are.
- Try to offer solutions so that the employee performs better as a member of your team.

Team Member Role Card

You meet your team leader to discuss your performance at work. You are unhappy for the following reasons.
- You feel you are working harder than everyone else. You are always the last to leave work.
- Your hard work is not recognised and appreciated by the team.
- You recently married and are missing your partner and young child.
- You do most of the boring paperwork for letting the apartments while your colleagues are given more face-to-face contact with clients. You are not happy with how the workload is being distributed.
- You think the team leader is too young and inexperienced, and is not managing the team well. This is the main reason why you are unhappy.

(from Market Leader Upper-intermediate Business English Course Book 'New edition', p. 73)

Task 20. How good are you at managing conflict? Answer the questions in the quiz and then read the explanations below.

1. You are in a meeting. People cannot agree with each other. Do you:
a) say nothing?
b) intervene and propose something new?
c) take sides with those you like?
d) suggest a 10-minute break?

2. Your two closest friends have an argument and stop speaking to each other. Do you:
a) behave as though nothing has happened?
b) bring them together to discuss the problem?

c) take the side of one and stop speaking to the other?

d) talk to each one separately about the situation?

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

a) pretend to be an off-duty police officer, and ask them what is going on?

b) call the police?

c) shout at them to stop?

d) walk away quickly?

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

a) ask them to turn it down?

b) do nothing?

c) call the police?

d) play your own music as loudly as possible?

5. You are in the check-in queue at an airport. Somebody pushes in. do you:

a) ask them to go to the back of the queue?

b) say nothing?

c) complain loudly to everyone about people jumping queues?

d) report them to an airport official?

6. A colleague criticizes your work. Do you:

a) consider carefully what they say?

b) ignore them?

c) get angry and criticize them?

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

Give yourself the following marks:

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

Interpretations

6-11: You need to improve your conflict management skills.

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

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

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

Part III. ACTIVITIES AND TESTS

UNIT 1. Public Speech

Task 1. Presentations and Self-presentations. Read this introduction article.

Presentations are an important part of business communication skills – public speech. For a successful presentation you need: strategy and tactics; enthusiasm and self-confidence; knowledge of the subject. You need to have a balance of all 3 parts.

To define your strategy correctly you need to know audience's needs and interests. The tactic will be successful if you: master a maximum of instruments and techniques of communication and presentation; learn to 'slave' to audience's interests; analyze your own weaknesses and strengths. Self-assurance is defined by your approach and mood, and also by the degree of your readiness to communicate with audience. If you treat your presentation as a gambling game, you will definitely be enthusiastic. But be sure to not be too self-sufficient to not develop audience's negative attitude toward yourself. Knowledge of the subject is knowledge of those benefits that audience can receive from presented idea. You need to know your audience.

Task 2. Now read the recommendations below and make a list of your own tips for developing a presentation strategy. Share it with your classmates.

Tips for a successful presentation

1. Don't try to learn the topic by heart. If you do, you'll sound like a robot playing back a cassette. This affects your readiness to be able to respond naturally to the audience's questions. The task is not a memory test. You won't be able to respond naturally to questions, and you'll probably have an expression of panic on your face when you are asked a question for which you have no pre-arranged answer.

2. Try to avoid sounds such as 'Eeerrrmmm' or 'Weeelllll' between sentences. It gives the impression that you are not sufficiently prepared, and have no clear focus. On the other hand, as mentioned above, avoid speaking like a cassette on fast forward. Find the balance between the two extremes. But you can – and should – take notes with you and use

them for guidance during your presentation / speech (but don't simply read them). Try to look audience direct in the eye when speaking.

3 If your topic has a lot of special terms, ask a teacher to help with translation or how to avoid having to use them.

4. If you don't understand a question, avoid replying with 'What?', or making ugly sounds such as 'Eh?', 'Ugh?', 'Aah?', or 'Чего?' Try to remember phrases such as 'I'm sorry, I didn't understand the question. Could you repeat it please?' Or, for an individual word, try 'I'm sorry, I don't know what this word means, could you explain it please?' Use the appropriate language!

5. If someone from the audience asks you a question about your topic, don't be afraid to take the time to answer it as soon as asked. If you can do this, it shows that you don't have a set text you are afraid of diverging from.

6. Don't use too much language which you don't use in your normal English speech. If you do this, it will become clear when the audience asks you questions during the free conversation later.

7. Use full answers when asked a question. Sometimes this doesn't sound very natural, and we don't often do this when speaking naturally. However, answering a question like 'Would you have done the same if you had been in her place?' with either 'Yes' or 'No' doesn't give the audience any indication that you are competent with the target structure of the question (third conditional). Therefore, pay attention to the question, and answer fully with the required structure (for example: 'I don't know what I would have done if I had been in her place. Maybe I would have...').

8. Use visual aids to help the audience understand you better.

Task 3. Comment on the following statements. In your opinion are they: a) essential b) helpful c) unhelpful for a successful presentation?
1. Tell a joke at the beginning.
2. Speak more slowly than you normally do.
3. Smile a lot.
4. Involve the audience.
5. Invite questions during the presentation.
6. Always keep to your plan.
7. Move around your presentation.

8. Use a lot of gestures to emphasize important points.

9. Read out your presentation from a script.

Task 4. Presentation techniques. Which of the points below are right for a good presentation? Read and mark each one either T (true) or F (false).

1. When preparing a presentation, try to find out what your audience already knows.

2. Everyone in your audience should be at the same language level.

3. Visit the room in which you are presenting before you actually make the presentation.

4. The first stage of your presentation is when you should get the full attention of your audience.

5. If you memorise the introduction, you will be more confident when making a presentation.

6. The whole text of your presentation should be written on postcards.

7. Remember that the content of the presentation is much more important than your presenting style.

Task 5. Practice reading this text aloud as though you deliver a lecture to some colleagues. Mark all stresses and intonation.

The key is preparation. So the first step is to find out who you're going to be presenting to. Now you need to do this on two levels. Firstly, how much does the audience know about the subject? Are they experts or do they know a little? Secondly, are you presenting to a group from the same or from different countries? And adjust your language so that everybody can understand.

If possible, visit the room where you'll be giving the presentation beforehand and organize it precisely to your own requirements. Check you're familiar with the equipment, re-arrange the seating, and try to make yourself feel comfortable and relaxed in it. So once you know who you're presenting to and where, you're ready to start preparing what exactly you are going to say. OK?

So stage one is the opening – that all-important first few moments that can make or break the presentation. Then stage two, a brief introduction about the subject of your talk. Then three, the main body of the presentation. And four, the conclusion, which should include a summary of your talk and your final opinion or recommendations. Finally, the question and answer session.

Now the most important stage is the opening minute or so and I'd suggest that people memorise it exactly as if they were actors. Write down the opening with all the pauses and the stress clearly marked, and then record it, listen to it, and practise it again and again. This is so important because if it's properly done, you not only get the audience's attention immediately, but you feel confident during what can be the most frightening part of the presentation. After that, you can start using your notes.

So the first step is to write those notes. Write the whole presentation out just like an essay. Then select the key points. But read the full version over and over again until it's imprinted on your mind. The next step is to write no more than one or two of the key points or key phrases as the outline for your talk.

Now, visual aids, like overhead transparencies, are very important of course. But most people put far too much information on them. Don't – because it's difficult to read and it bores the audience. Don't talk to the multimedia board, which again lots of people do. Face the audience at all times. Finally remember that it's not just what you say. How you say it is just as important. Quite unlike meetings and negotiations, a good presentation is very much a performance.

Task 6. Study the Useful Language expressions.
Introducing yourself
Good morning everyone.
Let me introduce myself. My name is...
I'm a specialist in…
Introducing your topic
What I'd like to present to you today is…
Today's topic is…
The subject of my presentation is…
Today I'm going to talk about…
Stating your purpose
The purpose / objective / aim of this presentation is to…
My objective is to…
Today I'd like to give you an overview of…
Today I'll be showing you / reporting on…
Structuring the presentation
I'm going to divide my talk into 4 parts.

I've divided my presentation into three parts.
In my presentation I'll focus on three major issues.
Sequencing
First I'll give you; after that; finally...
Point one deals with… , point two …, and point three…
First, I'll be looking at …, second…, and third…
I'll begin / start off by … . Then I'll move on to …
I'll end with…
Inviting questions
If you have any questions, don't hesitate to ask.
I'll be glad to answer any questions (at the end of my talk).
There will be time for questions after my presentation.
If you have any questions, feel free to interrupt me at any time.
Giving background information
I'll give you some background information.
Let's start with the background.
Changing the topic
Right, let's now move on to…
Ok, I'll now look at…/ let's now take a look at…
This leads directly to my next point.
This brings us to the next question.
Referring to the audience's knowledge
As you know…
As you are aware…
Referring to visuals
If you look at the graph…
Could I draw your attention to the chart?
Concluding
To sum up… / So to summarise…
To conclude / in conclusion, I'd like to…
OK, I think that's everything I wanted to say about…
Ending
Thanks very much. Any there questions?
And now I'll be happy to answer any questions you may have.
Well, that's all I have to say. Thanks for listening to my talk.

Task 7. Now make your presentations in groups. After each presentation, discuss these questions.

1. Was the presentation interesting? Was it lively? Was it clear?
2. Did the beginning have impact? Did you want to hear more?
3. Did the presentation have a logical structure – a beginning, middle and end?
4. Was it divided into sections? Did you know when the presenter was moving from one part of the talk to another?
5. Was there a summary or a conclusion?

Task 8. Read a presentation about Tara Fashions and complete the chart.

Tara Fashions	
Where is the head office?	
What does it sell?	
Who are its customers?	
Annual turnover?	
Annual net profits?	
Number of stores: *In Spain?* *In other European cities?*	
Strengths?	
Career opportunities?	
Future plans?	

Good morning, everyone. Thanks for coming to my presentation. My name's Marta Rodriguez. I'm Personnel Director of Tara Fashions. I'm going to talk to you today about our company. First, I'll give you some basic information about Tara Fashions. Then I'll talk about our overseas stores. After that I'll outline the strengths of the company. Next I'll talk about career opportunities with Tara. And finally I'll mention our future plans. I'll be pleased to answer any questions at the end of my talk.

Let me start with some basic facts about Tara. The company started in 1978. We are a family-owned business and our head office is in Córdoba, Spain. We sell cloths for men and women, and our customers are mainly fashion-conscious people aged twenty to thirty-five. We have fifteen stores in Spain. All of the stores are very profitable.

Right, those are the basic facts. Let me add a few figures. We have an annual turnover of about two hundred and sixty million Euros. Our net profits last year were approximately sixteen million Euros. We have

a workforce of just over two thousand employees. So those are the numbers. Now about our overseas stores. We have four large stores in France and another ten in other European countries. We are planning to open five new stores next year. What are our strengths? We keep up with fashion trends. If we spot a trend, we can bring out a new design in fifteen days. And we get it to the stores very quickly. We deliver to stores twice a week. And we sell our designs at the right price.

OK, now what about career opportunities? It's quite simple. If you are ambitious and fashion-conscious, we have opportunities in all areas of our business. We will welcome you with open arms.

Finally, a few words about our new project. We are planning to open a new store in New York next year - on the Fifth Avenue. This will give us a foothold in the US market. We're very excited about this new development. Well, thanks very much for listening to my talk. Are there any questions?

Task 9. Learn some more phrases which will improve your ability to deal with questions.

Clarifying questions
I'm afraid I didn't (quite) catch that.
I'm sorry, could you repeat your question, please?
Does that answer your question?

Avoiding giving an answer
If you don't mind, could we discuss that on another occasion?
I'm afraid that's not really what we're discussing today.

Admitting you don't know
Sorry, I don't know that off the top of my head.
I'm afraid I'm not in a position to answer that question at the moment.

Postponing questions
If you don't mind, I'll deal with / come back to this point later in my presentation.
Can we get back to this point a bit later?
I'd prefer to answer your question in the course of my presentation.
Perhaps we could go over this after my presentation.

Summarizing after interruptions
Before we go on, let me briefly summarise the points we've discussed.
So, now I'd like to return to what we were discussing earlier.

UNIT 2. Case Study: The New Boss

Introduction: There are problems when a new manager takes over a sales team. You will role play the directors of the company in their efforts to resolve them.

Task 1. Read the Background and complete the table.

Activity	
Sales Manager until 18 months ago	
Present Sales Manager	
Sales targets	
Sales performance	
Problems	

Background

Business equipment and Systems (BES), based in Birmingham, England, sells fax machines, data projectors and slim plasma screens. Eighteen months ago, its national Sales Manager moved to a senior management position. Her replacement, Nigel Fraser, has been told to increase turnover by at least 10 % and to create a high-performing sales team.

However, since Nigel's appointment the team has not been working effectively and morale is low. Last year's sales were over 20 % below target. The sales team has a mix of nationalities because BES intends to enter other European markets in the near future. Nigel Fraser is well aware that his sales team is not working well together. Before considering what action to take to improve its performance, he made some notes on the team.

Task 2. Read about Nigel and then read the notes on the sales team.

NIGEL FRASER

A 'whiz kid'. Previously worked for a business equipment chain. Ambitious and creative with a direct, 'no-nonsense' approach. Task-oriented, he sees his main objective as meeting sales targets. Very disappointed with current sales performance. Believes the team needs to be controlled more tightly and is underperforming because of bad habits acquired under Vanessa Bryant.

BES

Vocabulary Check and Notes

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Characterise the team members.

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JOHN
Fax machines   Aged 42

Personality: Calm, relaxed, reliable. A good influence on the team.

Performance: Missed his sales targets five times last year. Ranked sixth in department (value of sales). Competition very strong in the fax machine market. Steady worker.

Good/bad points: supports Nigel, good team player.

Other: Very popular with everyone.

MARTIN
Plasma screens   Aged 35

Personality: Extrovert, dominating, charismatic

Performance: Top sales person last three years (value of sales).

Good points/bad points: Popular with customers. Unpopular with some colleagues. Typical comments:'arrogant', 'boastful', 'doesn't listen'. Often late for meetings or makes excuses and doesn't come.

DENISE
Fax machines   Aged 35

Personality: Dynamic, moody, outspoken

Performance: Excellent. Ranked fourth. Usually meets her sales targets.

Good points/bad points: Gets on well with John and Robert. Argues a lot with Markus in meetings. Becomes very aggressive.

Other: Used to have a personal relationship with Markus.

MARKUS
Plasma screens   Aged 30

Personality: friendly, charming, volatile

Performance: Needs to improve. Ranked fifth (value of sales).

Good points/bad points: Talented salesman, but inconsistent. Works hard when he's in the mood. Popular with most colleagues. Always makes his final call close to home (not good for the company).

Other: Dislikes Denise and shows it!

ELIANA
Data projectors, new products   Aged 25

Personality: Very ambitious, hard-working, creative

Performance: Excellent. Ranked second in department (value of sales).

Good points/bad points: Feels demotivated. Wants to move to plasma screens.

Other: Some people are envious of her success. They don't accept her ideas.

ANNA
Fax machines   Aged 26

Personality: Reliable, quiet, hard-working

Performance: Missed her sales targets three times last year. Ranked seventh in the department (value of sales).

Good points/bad points: Some good ideas but colleagues don't listen to her. Very helpful to her colleagues.

Other: Martin and Markus often 'put her down' in meetings.

ROBERT
Data projectors, new products   Aged 46

Personality: Strong, sociable, team player

Performance: Very good. Ranked third in the department (value of sales).

Good points/bad points: Highly experienced salesman. Enjoys meetings, a lot of ideas.

Other: Hates Martin. They often insult each other at meetings. Very unhappy with the atmosphere in the department. Is considering leaving the company.

Task 3. Read the transcript and listen to the meeting chaired by Nigel Fraser. What do you learn about the team's problems?

Nigel Fraser   I think we all agree that we need to work a lot better as a team. I've got some suggestions for improving our teamwork. I'd like to share them with you and wee how you feel about them. OK, let's start with meetings. At the moment we meet once a month. That's not enough. In future, I'd like us all to meet once every two weeks. I would expect everyone to attend, and be on time – that's not the case at the moment as you know. So Martin, what do you think?

Martin   Totally against the idea, to be honest. Once a month is fine, surely. I'm making the most money for us at the moment and I can't go on doing that if I have to attend meetings all the time. Anyway, when we do meet, we spend most of the time arguing with each other. A lot of them are a waste of time. No, keep things as they are.

Nigel   Thank you, Martin. John, what do you think? Meeting once every two weeks. Compulsory attendance.

John   It's a good idea. Why not? We need to spend more time together to sort out problems, share ideas, that sort of thing. Actually, I think we should meet once a week.

Martin   Rubbish!

Nigel   Now martin, calm down. You've had your say. And nothing's been decided yet. But thanks John for backing me up on this one. Eliana, how do you feel about this.

Eliana   I'll go along with whatever you say. It really won't affect me much. My main problem, as you well know, is I want to move from data projectors. I'd like to sell plasma screens, they're in great demand at the moment, that's why Martin tops our sales, it's not difficult to be the best when you have the best product to sell.

Martin   I thought we were talking about meetings, Nigel. Do we have to listen once again to Eliana's complains?

Nigel   No, we don't, Martin. You are right, we're getting off the point. Denise, let's hear from you now.

Denise   Thanks, I'd like more meetings, once a week would be OK for me, but I don't know if attendance should be compulsory. But

yeah, people should turn up on time, not drift in as they do at the moment. If we had more meetings, I'd get a chance to make a few suggestions for improving our sales. And maybe I wouldn't be interrupted so often by Martin and Markus. John seems to be the only person here who listens to me.

All   Come on now. Nonsense. Right. True.

Nigel   Could we come to order, please? Everyone calm down. Markus? Meetings once a week, once every two weeks, or keep to once a month? What do you think?

Markus   Keep it as it is, once a month. That's enough. When we do have a meeting, two or three people seem to take over, and no one else can get a word in edgeways. Frankly, Nigel, our meetings are not very productive, and that's the real problem. I'd prefer to spend the time meeting our customers and trying to drum up more sales. That's what we're paid for.

Nigel   OK, Markus, thanks very much. Let me get a few more opinions …

Task 4. Read some more facts about additional problems in the sales team.

1. When the sales staff miss their targets or when customers complain, the staff blame each other or other departments. No one takes responsibility for mistakes.

2. Members of the team do not help each other enough, for example by passing on information about customers. Some members dislike each other. Staff become aggressive when Nigel criticises them for poor performance.

4. Morale in the department is poor. Nigel felt happier in his previous job, and he has heard people talking about the 'gold old days' when Vanessa Bryant was running the department.

Task 5. The Case Study Tasks. You are the directors of BES. Work in groups of four. Choose a role card. Director One leads the meetings.

1. Read your role cards and prepare for a meeting to resolve your company's team building problems.

2. Identify all the problems which are affecting the performance of the sales team.

3. Discuss how to improve the performance of the sales team.
4. Work out an action plan for the next six months.
5. If there is more than one group of directors, compare your action plan.

Case Study Role Cards

Director One: Leader of Meeting

You want to:
- get rid of Nigel Fraser by asking him to resign. You do not think he is a suitable person to manage the sales team.
- replace him with a new person from outside the company. The new manager would have a fresh approach to the team's problems.
- have more meetings and weekly sales reports.
- reorganize the sales team into mini-groups, for example all plasma sales staff working together. Commissions would be based on sales targets set for each mini-group.
- think of other suggestions for improving the performance of the team.

Director Two

You want to:
- keep Nigel Fraser as a manager – you are a close friend of Nigel. You think he's an excellent manager of a 'difficult' team.
- send Nigel on a short training course which helps managers to develop team building skills.
- get rid of Martin. He is rude and upsets members of staff.
- have fewer reports and meetings.
- pay commissions based on the performance of the whole team. The team should be set challenging sales targets.
- think of other suggestions for improving the performance of the team.

Director Three

You want to:
- move Nigel Fraser to another department in the company.
- replace him with another member of the sales team – John? Denise? (you decide)
- hold a meeting of the whole department every two weeks, and allow members to express their opinions frankly.
- keep Martin in the team – you are Martin's closest friend. He is a difficult person, but a brilliant salesman, in your opinion.
- reduce the sales team from 7 members to 6 (you decide who should go).
- reorganise the teams (you decide how).
- think of other suggestions for improving the performance of the team.

Director Four

You want to:
- hear the opinions of the other directors before making up your mind. You are not sure whether to keep Nigel Fraser as manager or not.
- have Eliana as manager if the other directors think Nigel Fraser should go. She is young, talented, an has good people management skills.
- get rid of Markus – he is lazy, selfish and unreliable.
- ask Vanessa Byrant to come back and advise Nigel Fraser for the next six months.
- send staff on regular team building courses.
- think of other suggestions for improving the performance of the team.

Task 2. Writing.

Either:	Or:
Write a letter to the Managing Director of BES outlining your solution to the problems.	You are a sales manager. The behaviour of one of your salespeople is upsetting the others in the team. Write a letter warning them about their conduct and indicating where improvements should be made.

UNIT 3. Case Study: Management Style

Task 1. Read the Background and complete the table.

Activity of company	
Project team working on	
Current approach	
Structure of team	
Current problems caused by	
State of staff	
Risk	
Current solutions	

Zenova is based in Hanover, Germany. It is a multinational group which makes health an beauty products. Four months ago, it assembled a project team of 16 members drawn from subsidiaries in Europe, America, Asia, and the Middle East. The working language was English.

The team, managed by Ryan Douglas, was instructed to carry out a major survey of job satisfaction in all the subsidiaries. This would involve travelling to subsidiary companies, interviewing staff, administering surveys, analyzing results and producing a final report in 18 months' time. The team would have to work to tight deadlines, under constant pressure to complete the various stages of the work.

Four months later, it became clear that the project was being badly managed. The morale of team members was low and progress on the project had been much too slow.

The management of Zenova decided to replace Ryan Douglas, the current Project Manager. The problem was to decide who to put in his place. Who would have the right management style to lead this multinational team?

Task 2. Management style of Ryan Douglas. You are directors of Zenova. You interviewed three members of the project team about Ryan's style of management. Work in small groups. Read / Listen to the comments. Note down the strengths and weaknesses of his style, using the categories below.

1. Personality	_____ _____
2. Communication	_____ _____
3. Goal-setting	_____ _____
4. Decision-making	_____ _____
5. Monitoring performance	_____ _____
6. Giving feedback	_____ _____

TM-Team Member

TM 1.   Ryan just wasn't right for the job. He was hard-working and decisive – that was good. But I think he made decisions a little too quickly. He didn't like people to talk back to him; in fact he hated anyone to disagree with him.

I don't think he was good at giving instructions. He told us what to do, and if we didn't get it right, he'd say, 'Do it again'. I once had to re-write an email five times. He never had time to tell me what I was doing wrong, so I couldn't improve my performance. I never got any feedback from him.

Another thing, he just didn't want to spend time with team members. It's not that he didn't like us; he just couldn't be bothered to get to know anyone.

TM 2.   Ryan had some good points. He was a strong manager, always decisive and direct with us. He didn't like it if people made excuses for not doing a job properly.

He gave us clear instructions, but they were a bit brief – some people say he needed to explain things more.

In my opinion, he didn't set clear goals. If he wanted you to write a report, he didn't tell you how long it should be and when he needed it by. And then he would call you, and say, he wanted

it on his desk by the following week. Another time, he wanted information about incentives to staff, but didn't tell me how I should get the information.

TM 3.   I don't have much work experience. I'm a new employee, so I liked certain things about Ryan's management style. He told me exactly what to do and if I didn't get it right, he gave me an opportunity to do it again, and yet again if necessary.

But he wasn't a good manager. He never gave me any work to do that was really interesting or challenging. I think he tried to do too much himself. He didn't seem to trust me.

I like warm, friendly people. Ryan wasn't like that. He wasn't really friendly with anyone, he had no real friends in the team. Also he didn't adapt to the different people and nationalities in the group. He used the same approach with everyone. I think he had no team building skills – that's why he had problems.

Task 3. Case Study Task

1. Work in small groups. You are directors of Zenova. Discuss each of the candidates' management style. Analyze their strengths and weaknesses.

2. Rank the management styles of the four candidates in terms of their Suitability for the position of the project manager. Number 1 would be your choice, number 4 your least suitable candidate.

3. Working as one group, compare your decisions and choose one candidate to be the Project Manager.

Task 4. Replacing the Project Manager. The directors of Zenova have talked informally to several candidates who would be interested in taking over from Ryan Douglas. The candidates were asked to note down their management style. Read the description of their style.

Task 5. Writing. As one of the directors, write a summary of the meeting you have just attended. This summary will be sent to the Chief Executive of Zenova, who was unable to attend. Your summary should contain the following.

- An analysis of each candidate's management style.
- Your choice of candidate for Project Manager, together with your reasons.

Manager 1 Elliot
NEW BUSINESS MANAGER

I'm a strong, confident person.
My job: To give instructions and see they're carried out.
Not interested in excuses if the work isn't done.
Essential to give staff clear goals.
Check often to make sure they're meeting deadlines.
Don't like staff arguing, if they do, I listen then tell them what to do.
I'm decisive, sometimes I get it wrong. Who doesn't? My staff are multinational – I'm trying to adapt my management style.
Appraisal interviews: Once a year with staff – always friendly and productive.
My strengths: Leadership, achieving targets.
My personality: tough, fair, loyal to staff. Bit impatient at times.

Manager 2 Janet
MANAGER, COMPUTER SERVICES

A people person. Our staff are our biggest asset.
My job: To try and make sure everyone's happy in the department.
Enjoy meetings. Decide everything in discussions with all staff.
Talk about our goals with them – we decide them together.
Once I've made up my mind, I don't change it – very decisive.
Spend lots of time sorting out staff problems. It's a priority.
Appraisal interviews: Every six months. Check each week to see if they're OK.
My strengths: Good listener; well-organised; get the details right.
My personality: Warm; friendly; understanding. Wonderful atmosphere in the department.

Manager 3 Anna
TRANSPORT MANAGER

Ambitious, hardworking and responsible.
My job: Organising people so that they get the work done.
I'm tough, I have to be with my staff – truck drivers, warehouse men.
Always set goals. Then let them get on with it. Their job? To carry out my instructions – to the letter.
Like to offer them incentives, e.g. Bonuses, prizes, free holidays.
Competition is good, it brings out the best in staff.
Appraisal interviews: Once a year. Usually a waste of time.
My strengths: Organising; motivating, getting job done.
My personality: Strong, bossy, successful. Tough outside, soft inside!

Manager 4 Koichi
SALES DIRECTOR, EUROPE

Hardworking, democratic and loyal.
My job: To meet the targets set by my superior.
Essential not to let the company down.
Hold lots of meetings with staff. No time limit.
Discuss our goals with staff. Never take decisions without consulting staff.
Do not allow arguments at work – bad for team morale. Discuss sales targets with each member of staff. Set realistic targets.
Work six days a week, often at the weekends. Expect staff to do the same.
Want staff to feel ashamed if they do not meet targets.
Appraisal interviews: Every quarter.
My strengths: Hardworking, sociable, never get angry.
My personality: Serious; polite; professional. Very important for staff to respect me.

UNIT 4. Vocabulary Self-checks

Task 1. Translate the words and word combinations.
Vocabulary Self-check 1

1.	To thrive on variety
2.	To hurt someone's feelings
3.	To make / draw / come to a conclusion
4.	To jump to a conclusion
5.	to be a high achiever
6.	to be a high flyer
7.	A warm personality
8.	To be a good listener
9.	To be a skilled negotiator
10.	To enjoy challenges
11.	To be involved in
12.	To set clear aims
13.	To work single-mindedly towards
14.	To appeal to smbd
15.	To deal with / to cope with / to handle
16.	To fix / solve problems
17.	To be aware of
18.	A sense of direction
19.	To burst with energy / tears / laughter
20.	To set clear goals
21.	To depend on / to rely on
22.	to make people laugh
23.	to make people angry
24.	to make up one's mind
25.	to make / to take a decision
26.	to change one's mind
27.	to waste time and resources
28.	To base decision on facts and figures
29.	To make sound judgments
30.	To be comfortable with

Score _____ / mark _____

Task 2. Translate the words and word combinations.
Vocabulary Self-check 2

1. I am able to meet deadlines.	
2. I am able to work independently.	
3. I am able to collaborate / co-operate.	
4. I am able to work under pressure.	
5. I am incredibly stress-resistant.	
6. I am very skilled at dealing with the public / solving problems / troubleshooting.	
7. I am valued for my skill in raising money for the company.	
8. to develop / acquire / learn a skill	
9. technical / management / practical skill	
10. Many jobs today require computer / people / leadership / organizational skills.	
11. Our company is fortunate to have such highly skilled workers.	
12. A competent manager should be able to fix / solve the problem.	
13. We will gain competence in a wide range of skills.	
14. professional / linguistic / technical	
15. Doctors have to constantly upgrade their knowledge in order to maintain their professional competence.	
16. I feel competent to give my opinion.	
17. I appreciate when my contributions are recognized and valued.	
18. I appreciate sensitive and skillful leadership / sensible	

approach to … .	
19. I usually have a realistic appreciation of the situation. (understand the importance)	
20. I am a visionary because I have clear ideas and strong feelings about the way our company should develop in the future.	
21. My research / innovation / proposal has been of great practical value.	
22. I am valued for my hard work / contributions / innovative approach to … .	
23. My job involves handling exceptions.	
24. I am in favour of delegating responsibilities to subordinates.	
25. Maximising / boosting sales is my priority / main responsibility.	
26. You should be able to evaluate your own work / progress / achievements.	
27. We need to evaluate the success of the campaign / project / performance.	
28. It can be difficult to evaluate the effectiveness of different treatments.	
29. evaluate/ assess/ evaluation / assessment	
30. My work involves continuous assessment of the impact on / effectiveness	

Score _____ **/ mark** _____

Task 3. Translate the words and word combinations.
Vocabulary Self-check 3

1. оценивать достижения
2. продвигаться в карьере
3. контролировать прогресс
4. отличиться (в своих достижениях)
5. сделать все от вас зависящее
6. внимательно прислушиваться к новым идеям
7. испытывать трудности при общении с новыми людьми
8. проявлять инициативу в принятии решений
9. принимать решения
10. ставить четкие цели
11. легко брать на себя обязательства
12. создавать дружелюбную атмосферу
13. определять собственные цели
14. работать целенаправленно на достижение ...
15. основывать решения на фактах и цифрах
16. взаимодействовать с коллегами
17. полагаться на ответственных сотрудников
18. делегировать полномочия
19. наделять подчиненных полномочиями
20. быть способным работать в команде
21. уметь быстро учиться
22. стремиться достигать высоких целей
23. использовать инициативу в принятии решений
24. помогать другим работать эффективно
25. стремиться приобрести новые знания
26. приобрести новые компетентности
27. получить повышение по службе
28. уметь расставлять приоритеты в задачах
29. знать о своих слабостях / сильных чертах
30. идти в ногу со временем

Score _____ **/ mark** _____

General Score _____ **/ mark** _____

UNIT 5. Speaking Questions Self-checks

Task 1. General opening questions.
- When did you start learning English?
- How long have you been learning English?
- Why do you need English?
- What are your secrets of upgrading language skills?
- What do you think of the statement "English is no longer 'owned' by its native speakers"?
- What are your strengths and weaknesses?
- Why should your company management promote you?
- What has been your greatest achievement?
- What are the key skills for your job?
- What are your future goals?
- What do you do in your free time?
- What do you want from work? (If necessary, rephrase as 'What's a good job, in your opinion?')
- How often do you travel for your work? Where do you like to go?
- In your country, how do you entertain business people who come from other countries?
- What kind of people do you like to work with? (If necessary, rephrase as 'What's a good colleague, in your opinion?')
- What sort of business would you like to start? Where would you start it?
- How is your business changing?
- How is life changing in your country?
- What successful global companies do you know? Why are they successful?
- What do you use the Internet for? What sites do you recommend? Why?
- What good advice could you give to people who want to do business in your country?
- What makes a good manager?

Task 2. Self-check questions for a good (4) mark.
- What makes people successful at work?
- How ambitious are you?
- Where do you want to be in one / two/ three years' time?

- What qualities and skills does a person need to be a good manager?
- What are the advantages and disadvantages of being a manager?
- In your opinion, are meetings useful or are they a waste of time? Why?
- What kind of situations do you find stressful at work?
- How has your company / your country changed over the past five years?
- Tell me about a manager / management style that has impressed you.
- In what ways is planning important when you work / study?
- Which companies or products from your country / of your company are you most proud of?
- What can people gain from working / studying abroad?
- What can companies do to encourage new ideas / to make people more creative?
- What management courses have you attended recently?

Task 2. Self-check questions for an excellent (5) mark.
- How would your co-workers describe you?
- What motivates you in your job?
- What is a management competency?
- What makes a good manager?
- What do you consider to be the most challenging aspect about being a manager in business today?
- What are the most critical skills a manager needs to succeed in today's business climate?
- What important trends have you picked up recently in your industry?
- What is your favorite management book?
- Which management style have you found to be most effective?
- What type of people do you work with most productively?
- Are you able to communicate and interact effectively with a variety of individuals?
- Are you able to establish good working relationships with a diverse group of employees?
- What aspect of your management style would you like to change?

_____

UNIT 6. Examination Self-check File

Task 1. Translate the text.

Management and its functions

Management plays a vital role in any business. Management is the art or practice of managing a business, money, products, and all the people employed by a company. Regardless of their specific job, most managers perform the following management functions: planning, organizing, directing, and controlling.

Planning involves determining overall company objectives and deciding how these goals can best be achieved. Planning is considered to be the first management function because the others depend on it.

Organizing, the second management function is the process of putting the plan into the action. This involves allocating resources, especially human resources, so that the overall objectives can be attained.

Third is the day-to-day direction and supervision of employees. Managers guide, teach, and motivate staff so that they reach their potential abilities and at the same time achieve the company goals that were established in the planning process. Effective leading by managers requires ongoing communication with employees.

Controlling is evaluating how well company objectives are being met. Managers monitor and correct ongoing activities, helping subordinates handle exceptions. If major problems exist and goals are not being achieved, then changes need to be made in the company's organizational or managerial structure. In making changes, managers might have to go back and replan, reorganize, and redirect.

In order to adequately and efficiently perform these management functions, managers need interpersonal, organizational, and technical skills. Although all four functions are managerial duties, the importance of each may vary depending on the situation. Effective managers meet the objectives of the company through a successful combination of planning, organizing, motivating, and controlling.

The word 'management' is also used to denote the people who are in charge of a company or an organization. Although large organizations typically have a number of levels of management, the most common view considers three basic levels: top, middle and first line managers.

Task 2. Refresh the vocabulary: the way successful people describe themselves. Translate or explain the words and phrases in English and check it with the class.

a) personal qualities	b) skills / activities	c) useful phrases
Creative _____ Dynamic _____ Efficient _____ Energetic _____ Methodical _____ Perceptive _____ Responsible _____ Well-organized _____	Communication skills Interpersonal skills Organizational ability I was responsible for - co-ordinating _____ - developing_____ - implementing_____ - initiating_____ - liasing_____ - monitoring_____ - negotiating_____ - organising_____ - reviewing_____ - setting up_____	• I can work / perform well under pressure. • I am willing to take the initiative. • I have the proven track record in … • I have extensive knowledge of … • I have extensive experience in / of … • I am able to delegate … • I am fluent in … • I have a good knowledge of …

Task 3. Complete the letter below using suitable words and phrases from the Task 11 above. The letter in brackets indicates which column you should check to find the correct word or phrase.

Dear Ms Walker,

I am writing to apply for the position of Managing Director which you advertised in the International Herald Tribune, dated 22 April.

I am currently employed as Marketing Director in a medium-sized cosmetics company. However I am seeking a position which will offer a greater challenge and more responsibility.

In my last job, I was responsible for _____ (b) a sales strategy for the firm and for _____ (b) the work of the advertising, sales and marketing personnel. I was also involved in _____ (b) contracts with overseas agents and distributors, setting their sales targets and _____ (b)

their performance. In the last six months, I have been engaged in _____ (b) franchising networks in Eastern Europe.

I have _____ (c) in cosmetics industry, having worked for three companies dealing in health and beauty products. I think that I work well _____ (c) as I have organized several product launches when I had to meet tight deadlines. Although I never avoid responsibility, I am able to _____ (c) authority when necessary.

As for my personal qualities, I am a _____ (a) person, with many ideas for exciting new products which would interest your company. Most people say that I am very _____ (a) , with the ability to motivate staff and get results. I consider myself to be extremely _____ (a) because I always make the most of the resources available to me.

Since you are an international company, it may interest you to know that I am _____ (c) in English and Spanish, and I have a working knowledge of Portuguese.

I would welcome the opportunity to meet you to discuss my application at greater length.

Yours sincerely,

Ga Gerrd

(Ms) Gabrielle Gerard

Task 4. Read the text and answer the questions.
Leadership: the first experience

Taking on a leadership role for the first time is tough. There is always pressure on you to do the right things, and to be seen to be doing them. But, unless there's something that needs sorting out urgently, your first few months in the role will be better spent in understanding the people and the situation. One easy mistake to make is to think that you, as leader, the top person with the top salary, have the sole responsibility and the know-how to solve every single problem yourself. And you can be sure that others will encourage you to think that way, since it takes the pressure off them, and it satisfies their natural urge to leave the solving of problems to others. Instead try using existing resources to identify the current position and the ways to change it for the better.

Start by consulting widely, beginning with the people who now report to you direct, as these are most likely to be the people with the

expertise and experience to tackle some of the problems that are identified. A series of one-to-one meetings, though time-consuming, will be worthwhile, especially if they are structured to provide you with the information you need to make decisions later on. Two useful questions are: 'What do you see as the biggest problem facing the department now?' and 'What one change would make the most difference to our success?' From their answers you can build up a picture of your people, as well as of the issues. Some will consider the needs of the department as a whole, while others may just concentrate on their own particular concerns. You will also have had personal contact with each person and can judge who you will work well with in the future.

Overlap in their responses is a useful pointer to the priorities needing your attention. If there is no duplication in problems or solutions, it means that you have inherited a disunited group which will need some team-building and restructuring. If no clear picture emerges, it means that your people are part of the problem: you will need to make them aware of this.

At the same time, consult with customers. Be open to criticism and to praise. Compare the views of your department with this external viewpoint and see where the biggest gaps are. This will help to identify areas for action.

While you are data-gathering, have a look at the figures. Apply different measures from the standard ones. You probably lack knowledge about which company products are profitable, and you recognize that staff costs are key factor. So, ask for an analysis of profitability per employee. There will be some grumbling that the new figures involve extra work, but the analysis will reveal how many and what kind of staff your company really needs.

Finally, a key issue for you as a new leader is to establish priorities. If you have done your research well, you will have identified a number of areas for action. Bring your senior team together and tell them about your research findings, both the problems and the suggested solutions. Together, plot the solutions on a big graph, with one axis relating to the amount of difference the action would make; and the other axis to the ease of implementation. This will prompt useful discussion on the issues and the means of resolving them. In selecting priorities, you might well gain volunteers to tackle some of the tasks. Agree actions, assign responsibilities and establish dates for completion and progress reviews.

1. Employees encourage their boss to believe that he or she should solve problems, because they
a) really don't want to have to solve problems themselves.
b) believe that the boss is paid to solve problems.
c) know that the boss has a lot more info about the issues than they do.
d) feel that they shouldn't have to solve problems created by other people.

2. How should you structure your first meetings according to the writer?
a) Explain to each member of staff the problems facing his or her department.
b) See people individually and ask each one the same questions.
c) Ask each member of staff to help in setting priorities for action.
d) Bring everyone into discussion to get an agreed plan of action.

3. Getting the same answers from different people during your research tells you that
a) the people who are under you clearly do not work well together.
b) a lot of your department's problems are caused by the people themselves.
c) you have identified the most urgent issues needing your attention.
d) your department is working well despite a number of problems.

4. It is useful to talk to customers about the performance of your department because
a) they are likely to be more honest and open than your own staff.
b) it makes your customers feel that their opinions are important to you.
c) it gives you an opportunity to criticize or praise them.
d) you can evaluate what they say against what your own staff told you.

5. What might you learn from the kind of financial analysis that the writer recommends?
a) That you need to employ fewer people, or people with different skills.
b) That you can increase profitability by using different measures.
c) That this kind of financial analysis involves a lot of extra work.
d) That financial data must be combined with other information to give a full picture.

(http://businessenglish.foto11.com/test/2010final.htm)

Task 5. Complete the test to check your grammar.
Active and passive forms

1. Leading a team_____ (be) tough.
2. I _____ (take on) a leadership role for the first time a few months ago.
3. We couldn't wait any more. The problem _____ (need) sorting out urgently.
4. I think next time you _____ (understand) the people and the situation better.
5. _____ leaders _____ (get) the top salary? Who _____ (get) the highest salary last month?
6. He _____ (have) the sole responsibility for the last deal.
7. You will make a mistake if you _____ (solve) every single problem yourself.
8. _____ you _____ (recently / encourage) the team members?
9. The staff _____ (encourage) to participate in the programme.
10. Our customer care policy _____ (not / satisfy) the clientele, according to the last month's survey.
11. What _____ you _____ (usually / do) to take the pressure off you?
12. The employee's natural urge to leave the solving of problems to others _____ (not / appreciate) by the company's management.
13. Nowadays the firm _____ (use) existing resources to identify the current position and the ways to change it for the better.
14. Who _____ you _____ (report to)? Who _____ (report) to you?
15. _____ you _____ (have) enough expertise to cope with the tasks?
16. His experience _____ (help) him to tackle some of the problems so far.
17. _____ you _____ (identify) the most urgent problems and _____ (find) the best way to handle them yet?

18. Recently some misunderstandings _____ (appear) between the management and the staff.

19. Some serious troubles _____ (observe) over the last few weeks.

20. The team supervisor _____ (try) to get rid of the negative effects of the last week's team building seminar but he _____ (succeed) yet.

21. Our manager _____ (be in favour of) one-to-one meetings.

22. Our last face-to-face meeting _____ (consider) ineffective as the consensus _____ (not /achieve).

23. It _____ (be) worthwhile calculating the budget next week.

24. _____ you _____ (provide) with the information you need to make decisions on the issue? If not, call the administration department.

25. _____ the department _____ (face) the biggest problem now?

26. He was supposed to be the man who _____ (make) the most difference to our success.

27. I think you _____ (build up) a picture of your people, as well as of the issues if you answer some simple questions.

28. You _____ (need) to concentrate on the needs of the department as a whole instead of your own particular concerns if you want to fit in the team in future.

29. _____ you _____ (can/judge) who you _____ (work) well with in the future.

30. The overlap in the questionnaire responses _____ (thoroughly / study) and the conclusions _____ (draw) by now.

31. The members of this disunited group _____ (require) to attend a team-building session next week.

32. Try to find a solution to the trouble yourself, if no clear picture _____ (emerge), ask your line manager for help.

33. Yesterday our boss grumbled that applying new tactic in the future _____ (involve) extra work.

34. After we _____ (gather) the data, we decided to apply different measures from the standard ones.

35. He _____ (say) to lack knowledge about which company products are profitable.

36. _____ you _____ (recognise) that staff costs are key factor?

37. _____ (generally / be) open to criticism and praise? _____ you (often / (criticise or praise)_____ subordinates?

38. Ask for an analysis of profitability per employee and it _____ (reveal) how many staff your company really needs.

39. The new leader _____ (establish) priorities and _____ (identify) a number of areas for action, the problems and suggested solutions..

40. After you _____ (agree) actions, the team leader _____ (assign) responsibilities and _____ (establish) dates for completion and progress review.

Task 6. Read the transcript / Listen to the first part of an interview with an expert on management styles, and answer the following questions.

1. What does the expert say a successful manager must do?

2. What does the expert do before he makes contact with people in other countries?

Int   What are the key qualities for a successful manager today, compared to the past?

Exp   Today a key manager must listen. A key manager must ask questions. So, for example in terms of cultural style before I go into any contact I ask my local personnel or a local friend or contact in a country to give me ideas as to what I should and indeed should not do in any meeting situation, or over dinner or travelling in a car. What are the things I should do, should I shake somebody's hand, should I wait for them to give me their hand first? So to answer you, ask, listen. The days of telling are over.

Task 7. Think of five ways managers can get the best out of people.

1. _____
2. _____
3. _____
4. _____
5. _____

Task 8. Read the transcript / Listen to the second part of the interview and note down five key points on ways managers can get the best out of people (Interviewer – Int; Exper – Exp).

Int   Which management style do you think gets the best out of its team or its people?

Exp   The first style, the first point in that style is to really show recognition, compliment staff or any others, publicly or in face-to-face situations as often as they can. Basically the more you compliment, the less you need to have to criticize.

Second point is then is to communicate very clearly your decisions. Management have decided, I have decided. And this is always important because managers are there to actually deliver, they have that responsibility.

Then the third point is then to give very specific reasons why a decision has been taken and in any organisation it is very important that the senior management team agree together what reasons they are going to give right across the organisation. This we find stops rumours.

Fourth point should be then to explain the benefit of this decision to the individual, to the organisation, to its customers. We find that that really gives clarity and, you know, very clear understanding, as to why decisions are made and this is very important.

The fifth point is then often to ask for people's commitment to working with management to realise the goal and we find that when you ask for somebody's commitment, 'Can I count on you working with me on this?" ninety nine people say yes. The role of the employee is now enhanced and their motivation is improved and enhanced by the manager now asking 'what are you going to do to help me realise this?'

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Н. Ю. Мамонтова

ENGLISH FOR MODERN SPECIALISTS: INTERPERSONAL AND MANAGEMENT COMMUNICATION

АНГЛИЙСКИЙ ЯЗЫК ДЛЯ СОВРЕМЕННЫХ СПЕЦИАЛИСТОВ: МЕЖЛИЧНОСТНАЯ И УПРАВЛЕНЧЕСКАЯ КОММУНИКАЦИЯ

Учебное пособие

Печатается в авторской редакции