



**Н. Ю. Мамонтова**

**ENGLISH FOR SPECIALISTS  
IN BUSINESS, ECONOMICS AND MANAGEMENT**

**АНГЛИЙСКИЙ ЯЗЫК ДЛЯ СПЕЦИАЛИСТОВ  
В СФЕРЕ БИЗНЕСА, ЭКОНОМИКИ И МЕНЕДЖМЕНТА**

**Учебное пособие**

Кемерово 2019

Министерство науки и высшего образования Российской Федерации  
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высшего образования  
«Кузбасский государственный технический университет  
имени Т. Ф. Горбачева»

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Рецензенты

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## Предисловие

Учебное пособие «**English for specialists in business, economics and management (Английский язык для специалистов в сфере бизнеса, экономики и менеджмента)**» разработано по дисциплине «Иностранный язык» и предназначено для студентов специальности 38.05.01 «Экономическая безопасность». Учебное пособие может использоваться для обучающихся всех направлений и уровней подготовки по дисциплинам «Иностранный язык», «Деловой иностранный язык», а также в качестве методического обеспечения для дополнительных программ языкового обучения, а также в качестве учебного материала для слушателей Президентской программы подготовки управленческих кадров по модулю «Иностранный язык (английский)».

**Целью** учебного пособия является обучение практическому использованию английского языка в сфере работы (будущего) специалиста. Учебный материал пособия формирует у обучающихся не только представление о работе современного специалиста в сфере бизнеса, экономики и менеджмента, но и развивает устойчивый интерес к личностному и профессиональному развитию для успешной карьеры. Иноязычная коммуникативная компетенция реализуется во всех видах речевой деятельности: через коммуникативное и профессионально-ориентированное чтение, в монологической и диалогической речи, в письменной коммуникации и через развитие умений восприятия на слух.

Тематика учебного пособия представлена актуальными учебными разделами, которые готовят обучающихся к трудоустройству, помогают разработать персональные комплекты документов, апробировать реальные коммуникативные ситуации. Методическая организация учебного пособия 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.

# MODULE I. BUSINESS AND COMMUNICATION

## Unit 1. Conversation gambits

**Gambits** /'gæmbəts, 'gæmbɪts/ – are short phrases that make a conversation nicer.

### CONVERSATION GAMBITS

Gambit: a word or phrase which helps to express what we are trying to say. It makes:

- ✓ your English sound more natural and confident.
- ✓ easier to talk to you and not be misunderstood.



### Task 1. Read the article below.



### How to start a conversation

The ability to establish contacts and network is critical in business. Good communication skills protect an image of confidence and intelligence.

Although these are natural to some extent, they can be acquired by practice and preparation. Sometimes it is useful to develop a strategy for when you want to start a conversation with someone you don't know.

1. Start with 'hello' and then simply tell the other person your name and ask them theirs. Then offer your hand to shake.
2. Look around and see if there is anything unusual to point out. (Talking about the weather is probably not a good idea unless there is something very unusual about it – a storm, snow, tornado, etc.) 'Have you seen that picture over there?' 'This is an interesting building – I wonder how old it is?'
3. If you can, offer a compliment about something, but only if it is sincere and not too personal. For example, 'That's a great tie, where did you get it?' or 'I saw you using an iPhone 7 earlier – looks very nice. Are you happy with it?'
4. Ask questions which will make the other person feel that they are interesting. People like talking about themselves but don't make the questions too personal. Ask for their opinions about things and their possible experience of current issues and situations. 'What did you think of the presentation?' 'Have you been affected by this postal strike?' It's not a bad idea to mentally prepare a list of possible topics before you begin the conversation. Avoid politics and religion because they are sensitive subjects for some people.
5. Instead of worrying about what you are going to say next, listen carefully to what the other person is saying and take up any conversation op-

portunities they offer you. Agree, disagree, ask follow-up questions and offer opinions to show that you are interested.

6. Look the other person in the eye, but don't stare or get too close. Occasionally smile, but avoid using a fixed grin like a lunatic.

All the strategies above are really just tricks to get going. Once you have broken ice, hopefully the ongoing conversation will be relaxed and enjoyable. If things don't go well and the rapport really isn't there, it's better to give up and back off gracefully.

**Task 2. Think about the following questions. Then discuss them with your teacher or a partner.**

1. Do you have any strategies like the one in the article for starting conversations with people you don't know?
2. Do you think it's possible to learn the skills the article describes?
3. Which of the strategies do you think are valid?

**Task 3. Introducing yourself. You are at a conference and you don't know anybody. What can you say to start a conversation with someone? Read / listen to and complete the four conversations below.**

**Conversation 1**

- A Excuse me, \_\_\_\_\_ the ITM conference?      a) Do you know where to register?
- B Yes, that's right.      b) Let's go and register
- A Me too. \_\_\_\_\_ .      c) by the way
- B I think it's over there.      d) are you here for
- A Oh, yes. Right, I'm Leo, \_\_\_\_\_ .
- B Hello, Leo, I'm Amelia. \_\_\_\_\_ .

**Conversation 2**

- A Phew! \_\_\_\_\_ .      a) Pleased to meet you
- B Yes, they always seem to have the heating on full.      b) Is it me, or is it boiling in here?
- A So, it's not \_\_\_\_\_ .      c) you're an old hand
- B No, it's my fourth time here.      d) your first time
- A Oh, right, so \_\_\_\_\_ . I'm Boris.
- B David. \_\_\_\_\_ .

### Conversation 3

- A Is it \_\_\_\_\_, or is there some problem with coverage here?
- B Oh, \_\_\_\_\_. No, mine seems \_\_\_\_\_ okay.
- A Typical, flat batteries and nowhere to charge up.
- B \_\_\_\_\_?
- A Oh, \_\_\_\_\_, but I was expecting a call on this number.
- B I see.
- A \_\_\_\_\_ Helen, by the way. From Xanadu Electronics.
- B Pleased to meet you, I'm Miko.
- a) hang on  
b) Can I lend you mine  
c) My name's  
d) Is it my mobile phone  
e) to be working  
f) that's very kind

### Conversation 4

- A Excuse me, \_\_\_\_\_?
- B No, I'm sorry, I don't.
- A \_\_\_\_\_.
- B Oh, here. \_\_\_\_\_.
- A Thanks. By the way, I'm Bill Smart from Silicon Technologies.
- B Right, \_\_\_\_\_?  
I'm Kazuo Yamada from Lexico.
- a) I can't find my programme notes.  
b) do you know anything about this speaker  
c) Borrow mine  
d) how do you do

**Task 4. Read the text. Make a list of some more questions that need special care and share it with the students in the group.**

#### When is a question not a question?

The answer to this could be the: 'When it's a greeting'. Take 'How do you do?', for example. Although this ends in a question mark, it is not a question but a greeting. The correct response is to repeat the same 'question': 'How do you do?'

If a friend, stops you in the street and asks: 'How are you?' remember that it's not a true question. It would be extremely inappropriate to give a long description of your state of health. A simple 'Fine, thanks', is all they wish to hear, even though you may be wrapped in bandages as you speak.

### **Task 5. Learn how to greet people.**

<b>Questions</b>	<b>Answers</b>
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 6. Make a conversation with you partner. Create a friendly atmosphere. Enjoy the conversation and let your partners enjoy it, too. Use some of the expression below.**

#### **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.

My colleague 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.

I appreciate that you are sacrificing 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?

That's most interesting.

I'd never have believed it.



**Task 7. Work with a partner. You meet some business people at a conference for the first time. Which of the following topics are: interesting, safe, conversation killers, a bit risky, taboo?**

books / sport	your country	the city you're in
clothes	your health	your holiday plans
family	the news	the hotel you're staying at
weather	gadgets	how work's going
jewellery	religion	people you both know
movies	food & drink	money and personal finance
music	business	personal life
politics	art	the opposite sex

**Task 8. Some people are socializing at a conference. What are they talking about? Do they get on with each other?**

Topics of conversation	Do the speakers get on?
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

### **Conversation 1**

**A** Is this your first visit to Russia?

**B** Yes, it is, actually. Fascinating place.

**A** Yes, isn't it? I come here quite a lot. What do you do, by the way? I see you work for Glaxo.

**B** How did you know? ... Oh, yeah, my badge. Yeah, I'm in R&D. molecular modelling to be precise.

**A** Really? We should talk. Can I get you a drink?

**B** Er, no thanks. I'm fine.

**A** Sure?

**B** Well, just a top-up, then. Thanks.

**A** What are you drinking? The Chardonnay, isn't it?

**B** Erm, yeah. So, what line of business are you in?

## Conversation 2

- A** Hi, Fiona Hunt. SunMicrosystems. Mind if I join you?
- B** Erm, no. Er, Michael, Steele.
- A** Pleased to meet you, Mike. Try one of these – they're delicious.
- B** Er, thanks, but seafood doesn't agree with me.
- A** Oh, then try the cheese dips instead. They're good too. Have we met somewhere before? Oslo, perhaps?
- B** I don't think so.
- A** Mm. I was sure I recognized you ... You're an Aquarius, aren't you? I can tell.
- B** Well, I don't know. I'm not really into horoscopes, I'm afraid.
- A** When's your birthday?
- B** Oh, February the 2nd.
- A** I knew it! A typical Aquarius.
- B** Yes, (the, addresses to a colleague of him) Geez, is that the time? If you'll excuse me, I have to make a phone call. It's been nice talking to you.

## Conversation 3

- A** I really enjoyed your talk this morning.
- B** Oh, thanks. Yeah, it went quite well, I think.
- A** You had some very interesting things to say. I'm Amy Cooper, by the way. Yes, I'd like to talk to you about some of your ideas. My company may be interested in your product. Where are you staying?
- B** At the Regency.
- A** I'm at the Hyatt. Why don't we fix up a time to chat over a drink? Here's my card.
- B** Oh, thanks. I've got mine here ... somewhere.
- A** Don't worry. I know who you are. So, how are you enjoying the conference?
- B** Well, it's been good so far. More people than ever this year. But, er, isn't this weather awful? Half a metre of snow this morning, I heard.
- A** Yeah, it gets pretty cold here in Moscow, that's for sure.
- B** Erm, would you excuse me a moment? I'll be right back.

#### Conversation 4

A So, how's business?

B Fine. This merger's meant quite a lot of work for us, but, fine.

A Hm. Well, mergers are often difficult. So, er, what do you think about the Middle-East situation?

B I'm sorry?

A The crisis in the Middle East. It was in the news again this morning.

B Er, well, I, er ...

A I mean, it must affect a company like yours – you being in oil.

B Er, no, I think you've made a mistake. I'm not in oil. I work for Audi.

A Audi? Oh, sorry. Thought you were someone else.

B That's OK. Er, if you'll excuse me, I must just go and say hello to someone.

#### Conversation 5

A I like your watch. An Omega, isn't it?

B Er. Well, to be honest, don't tell anyone, but it's a fake.

A No! Well, it looks real to me. Where did you get it?

B Turkey. It cost me twenty-five dollars.

A Amazing! So, do you know many people here?

B No, not really. It's the first time I've been to one of these conferences.

A Me too. So, what's your hotel like?

B Hm, pretty comfortable. Nothing special, but it's OK, I suppose.

A Yeah, you're at the Sheraton, aren't you? Last year they held this thing in Mexico. The Hilton Cancun. Fabulous hotel, they say.

B Cancun! A bit warmer than here, then!

A Oh, yeah, I went there on holiday once. Beautiful place. Can I get you anything from the buffet?

B Oh, that's all right. I'll come with you. I'd like some more of that Beluga caviar before it all goes!

**Task 9. Keeping the conversation going. The expressions below were in the conversations you've just read. Write in the first three words of each expression. Contractions (it's, you'll, I'm, etc.) count as one word. If necessary, read again and check.**

1. \_\_\_\_\_ first visit to Russia?

2. \_\_\_\_\_ do, by the way?
3. \_\_\_\_\_ you a drink?
4. \_\_\_\_\_ business are you in?
5. \_\_\_\_\_ these – they're delicious.
6. \_\_\_\_\_ somewhere before?
7. \_\_\_\_\_ me, I have to make a phone call.
8. \_\_\_\_\_ talking to you.
9. \_\_\_\_\_ your talk this morning.
10. \_\_\_\_\_ enjoying the conference?
11. \_\_\_\_\_ awful? Half a metre of snow!
12. \_\_\_\_\_ me a moment? I'll be right back.
13. \_\_\_\_\_ go and say hello to someone.
14. \_\_\_\_\_ many people here?
15. \_\_\_\_\_ you anything from the buffet?

**Task 10. Look at the expressions above and answer the questions.**

1. Which would be good ways of opening a conversation?
2. Which would help you to keep a conversation going?
3. Which could you use to politely end a conversation?

**Activity: At a conference party**

**Task 1. Work as a class to keep the conversation going at a conference drinks party at Disneyland, Paris.**

**The conference theme is 'Web 2.0: Business in the connected economy'.**



1. Invent a fantasy business card for yourself.
2. Include the following information:
  - name (you could change nationality);
  - company (you could choose a company you've always wanted to work for);
  - brief contact details (mobile phone, e-mail).

**Task 2. Complete the questions below. Think of possible answers for each and make notes in the space provided.**

Q So, who / work for?

Q first time / Paris?

-----  
A

-----  
A

Q And what / do there?

Q How / enjoying / conference?

-----  
A

-----  
A

Q Where / based?

Q giving / presentation?

-----  
A

-----  
A

Q How / business?

Q know may people here?

-----  
A

-----  
A

Q Can / get / drink?

Q So, where / staying?

-----  
A

-----  
A

Q Where / from originally?

Q Can / get / anything / buffet?

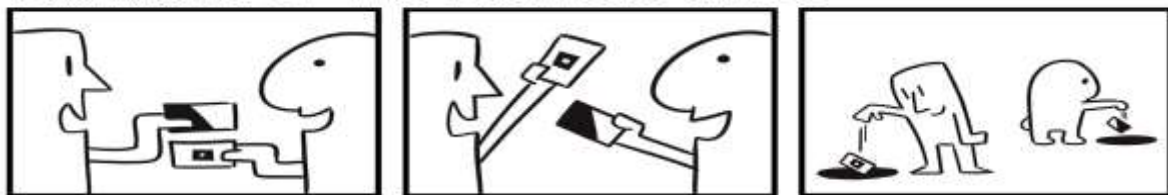
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A

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A

**Task 3. When everyone is ready,**

- mingle with the people in the class;
- introduce yourself to as many people as possible and show interest in what they tell you;
- use the questions above to try to keep the conversation going. (Remember that you can talk about other people in the room as well as yourself.);
- exchange business cards you can collect!

EXCHANGING OF THE BUSINESS CARDS



A Comik  
by Spino-Mind

acomik.com

## Assessment: Vocabulary self-check

**Task 1. Translate the phrases from Unit 1 into Russian. Then learn them by heart for the dictation.**

1. make a conversation \_\_\_\_\_
2. establish contacts \_\_\_\_\_
3. develop a strategy \_\_\_\_\_
4. listen carefully \_\_\_\_\_
5. learn the skills \_\_\_\_\_
6. feel at home \_\_\_\_\_
7. make a mistake \_\_\_\_\_
8. help yourself \_\_\_\_\_
9. keep the conversation going \_\_\_\_\_
10. exchange business cards \_\_\_\_\_

**Task 2. Translate the sentences from Unit 1 into Russian. Then learn them by heart for the dictation.**

1. Вы впервые в России? \_\_\_\_\_
2. Как Ваши дела? \_\_\_\_\_
3. Где Вы остановились? \_\_\_\_\_
4. Какой у Вас отель? \_\_\_\_\_
5. Вы многих здесь знаете? \_\_\_\_\_
6. Мы не встречались раньше? \_\_\_\_\_
7. Принести Вам что-нибудь из буфета? \_\_\_\_\_
8. Вы не против, если я присоединюсь к Вам? \_\_\_\_\_
9. Кем Вы работаете? \_\_\_\_\_
10. Каким бизнесом Вы занимаетесь? \_\_\_\_\_

## Unit 2. Speaking about your work

**Task 1. Learn how to describe your work. Match 1-5 to a-e to make complete sentences.**

1. My job involves ... \_\_\_\_\_ a) ... of taking orders from customers.
2. I deal ... \_\_\_\_\_ b) ... in training new staff.
3. My job consists ... \_\_\_\_\_ c) ... part in an interesting new project.
4. I'm involved ... \_\_\_\_\_ d) ... working very long hours.
5. I'm taking ... \_\_\_\_\_ e) ... with a lot of customer problems.

**Task 2. Choose the correct word in bold.**

1. He's **involves** / **involved** in two or three big research projects.
2. I want to **deal** / **take part** with my email before I leave.
3. Her job **consists** / **involves** travelling all round the world.
4. He can't **involve** / **take part** in this morning's meeting – he's too busy.
5. His work **consists** / **involves** of finding new customers.

**Task 3. Complete the sentences with the present continuous form of the verbs in brackets.**

1. (we / develop) \_\_\_\_\_ a new range of products for South America.
2. (he / stay) \_\_\_\_\_ at the Intercontinental Hotel?
3. (you / not / listen) \_\_\_\_\_ to me. What did I say?
4. (I / leave) \_\_\_\_\_ now. See you tomorrow.
5. Why (those German engineers / visit) \_\_\_\_\_ the company?

**Task 4. Match questions 1-6 to answers a-f.**

1. What is she doing? \_\_\_\_\_ a) She's a teacher.
2. What does she do? \_\_\_\_\_ b) Yes, but only four days.
3. Are you working this week? \_\_\_\_\_ c) A Master's in Business Studies.
4. Do you work at week-ends? \_\_\_\_\_ d) We had a very long meeting.
5. Why do you leave the office so late? \_\_\_\_\_ e) My boss always asks to see me at about 7.00 p.m.
6. Why are you leaving the office so late? \_\_\_\_\_ f) No, never.

**Task 5. Read these descriptions of some companies.**

1. This company **provides** many different Internet services.
2. This company **produces** tyres for cars and other vehicles.
3. It **is based** in France.
4. It has more than 1000 **employees**.
5. It **specializes in** low-price products.
6. It's a **subsidiary of**...
7. It's main **competitor** is ...

**Task 6. Complete these sentences with the words in bold in Task 5.**

1. Some companies make or \_\_\_\_\_ goods.
2. Other companies \_\_\_\_\_ or offer services.
3. If you \_\_\_\_\_ in a particular product or service, it's your main activity.
4. If you work for a company, you are an \_\_\_\_\_ .
5. If your head office is in a particular city, your company \_\_\_\_\_ there.
6. If you work in a \_\_\_\_\_, your company is part of a bigger group.
7. If another company operates in the same market as you, it's your \_\_\_\_\_.

**Task 7. Talk about your company, using some of these phrases.**

1. It's a(n) \_\_\_\_\_ company/organisation.
2. It's a subsidiary of \_\_\_\_\_ .
3. It makes/produces \_\_\_\_\_ .
4. It has \_\_\_\_\_ employees.
5. It is based in \_\_\_\_\_ .
6. Its main competitors are \_\_\_\_\_ .
7. Its head office is \_\_\_\_\_ .
8. It provides/offers \_\_\_\_\_ .
9. It operates in \_\_\_\_\_ .
10. It specializes in \_\_\_\_\_ .

**Add some more specific information about your company:**



**Task 8. Make questions to ask the partner about his/her company.**

1. how old/company? \_\_\_\_\_
2. what products/company/specialize in? \_\_\_\_\_
3. where/its head office? \_\_\_\_\_
4. how many factories (subsidiaries)/have? \_\_\_\_\_
5. how many people/employ? \_\_\_\_\_
6. what/offer to/its employees? \_\_\_\_\_
7. how/protect the environment? \_\_\_\_\_
8. what/you/do? \_\_\_\_\_
9. what /you/work on/this week? \_\_\_\_\_
10. what/you/do/ at the moment? \_\_\_\_\_

**Task 9. Choose the correct word in bold to complete the task.**

1. My company **produces** / **products** specialized software for the film industry.
2. Our **head** / **based** office is near San Francisco, but we also **specialize** / **operate** in Europe and the Far East where we have two **services** / **subsidiaries**.
3. There are 450 **employs** / **employees** in the company. We **sell** / **sales** our **produce** / **goods** to companies which **provide** / **make** animated movies.
4. Our technology is very new, so we don't have many **competitors** / **companies**.

**Task 10. Complete the sentences with a verb from the list.**

**start                  work                  specialize                  have                  is**  
**starts                  works                  specializes                  has                  are**

1. The company \_\_\_\_\_ three subsidiaries in the Far East.
2. She \_\_\_\_\_ in Manchester today.
3. We \_\_\_\_\_ in the advertising of children's toys.
4. The meeting always \_\_\_\_\_ at 2.30 p.m.
5. She \_\_\_\_\_ for an engineering company.
6. They usually \_\_\_\_\_ work at about 7.00 a.m.
7. I \_\_\_\_\_ one office in Paris and another in Buenos Aires.
8. He's a lawyer. He \_\_\_\_\_ in company law.
9. Most of our competitors \_\_\_\_\_ in Europe.
10. I \_\_\_\_\_ in sales.

**Task 11. Choose the correct words or phrases in bold, then match the questions to answers 1-10 in Task 10.**

1. What **do /does** you specialize in? \_\_\_\_\_
2. What **do / does** your wife work for? \_\_\_\_\_
3. **Have you / Do you have** an office in Paris? \_\_\_\_\_
4. What **do / does** you do? \_\_\_\_\_
5. Who do **be / are** your competitors? \_\_\_\_\_
6. Where **has / does** the company have subsidiaries? \_\_\_\_\_
7. When **do they start / starts** work? \_\_\_\_\_
8. What time **do / does** the meeting start? \_\_\_\_\_
9. What **is / does** he do? \_\_\_\_\_
10. Where **be / is** she? \_\_\_\_\_

**Task 12. Write the questions about the job for the answers given. Then reply to the questions with the answers that are true for you.**

1. What/you/do? \_\_\_\_\_

I'm a graphic designer. I help customers with corporate branding.

2. Who/you/work for? \_\_\_\_\_

Greentrees Graphics Ltd.

3. Your office/be/near your home? \_\_\_\_\_

Yes, it is. It only takes me 15 minutes to walk to work.

4. How many offices/your company/have? \_\_\_\_\_

Three. Our main office is in London and the others are in Brighton and Bristol.

5. Where/you/work? \_\_\_\_\_

I usually work in Bristol but go to the London office once or twice a month.

6. You/like/your job? \_\_\_\_\_

I love it, especially designing logos and other aspects of corporate identity.

7. How often/you/travel? \_\_\_\_\_

I don't travel very much these days, maybe two or three times a year.

8. How many days' holiday/you/get? \_\_\_\_\_  
Eighteen, excluding bank holidays.

---

**Task 13. Write questions using the verbs in the present continuous (be+Ving). Write the answers that are true for you.**

1. (you/enjoy) *Are you enjoying* your job at the moment?

---

2. (What projects/you/work) \_\_\_\_\_ on at the moment?

---

3. (you/hope) \_\_\_\_\_ to get promoted soon?

---

4. (your colleagues/learn) \_\_\_\_\_ English too?

---

5. (anyone in your department/look) \_\_\_\_\_ for a new job?

---

6. (How/your company/do) \_\_\_\_\_ this year?

---

7. (it achieve) \_\_\_\_\_ its goals?

---

8. (What/your company/invest) \_\_\_\_\_ in?

---

9. (your boss/make) \_\_\_\_\_ any major changes this year?

---

10. (he or she/run) \_\_\_\_\_ your department well?

---

**Task 14. Read the texts and complete the table.**

Which person or people ...	Sara	Benjamin	Heidi
work(s) on problems of communication?			
work(s) with people outside the company?			
work(s) with products?			
works with companies, but not for a company?			

### 1. Sara – Retail Buyer

I work for a supermarket chain. My job **involves** buying prepared salads and vegetables from local and national *suppliers*. I also **take part** in different logistics projects. For example, at the moment we're working with *an external consultant*. He's looking for ways to get our salads and vegetables to the supermarket shelves more quickly.

### 2. Benjamin – Public Relations Officer

I work for the police, but I'm not a policeman. A lot of my work **consists of** answering questions from journalists when the police are in the news. I'm also **involved in** a new project to attract new people to the police force. For this, I'm working with senior police officers and with outside *employment agencies*.

### 3. Heidi – Occupational Psychologist

I'm self-employed. Basically, I **deal with** problems of relations between *staff*. At the moment, for example, I'm doing a study on virtual teamwork for one of my industrial customers. They work with many *subcontractors* all over the world, and their managers want to communicate better with their *colleagues* abroad. I work a lot with *training organizations* which provide the courses my *customers* need.

### Task 15. Match the words in *italics* in the texts to definitions a-h.

- a) companies which sell their products to you \_\_\_\_\_
- b) organizations which find new employees for you \_\_\_\_\_
- c) companies which do work for you which you can't do yourself \_\_\_\_\_
- d) people who work in the same company as you \_\_\_\_\_
- e) organizations which offer courses to company employees \_\_\_\_\_
- f) a person from outside a company who gives expert advice \_\_\_\_\_
- g) companies which buy your products \_\_\_\_\_
- h) all the people who work for a company \_\_\_\_\_

### Task 16. Work with a partner. Tell your partner about your job. What is similar to your partner's job, and what is different?

Main job \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Other tasks (projects, etc.) \_\_\_\_\_

Typical problems \_\_\_\_\_

People you work with inside and outside the company \_\_\_\_\_

**Task 17. Read the texts below and write the similar description.**

1. I'm a freelance graphic designer, a freelancer. That means I work for myself – I'm self-employed. To use the official term, I'm a sole-trader.
2. We have set up our own architecture partnership. There are no shareholders in the organization apart from us, the partners. A lot of professional people like lawyers, accountants and so on, work in partnerships.
3. I'm the managing director and main shareholder of a small electronics company in Scotland called Advanced Components Ltd. 'Ltd' means limited company. The other shareholders and I have limited liability: we do not have to use our personal property, such as a house or car, to pay the company's debts.
4. I'm the chief executive of a British company called Megaco PLC. 'PLC' means public limited company, so anybody can buy and sell shares in Megaco on the stock market.
5. I'm the CEO of Bigbucks Inc. 'Inc' stands for Incorporated. This shows that we are a corporation, a term used especially in the US for companies with limited liability.

**Task 18. Remember how to describe your work.**

1. I work for ... (a company).
2. I work in a bank / an office / Kemerovo.
3. My job involves ...
4. I'm in charge of / responsible for accounts ... (Ving).
5. I deal with ...
6. My role is to ...
7. I have a post as head of marketing / in the marketing.
8. I have ... (five years experience in sales).
9. We are based in ...
10. Our headquarters are in ...

**Task 19. Now let's talk about the skills of good communicators. complete this talk by a communication expert with the verbs below.**

<b>avoid</b>	<b>interrupt</b>	<b>clarify</b>
<b>listen</b>	<b>explain</b>	<b>confuse</b>
<b>digress</b>	<b>engage</b>	<b>ramble</b>

'Good communicators really 1) \_\_\_\_\_listen to people and take in what is said. They maintain eye contact and have a relaxed body language, but they seldom 2) \_\_\_\_\_and stop people talking. If they don't understand and want to 3) \_\_\_\_\_something they wait for a suitable opportunity.

When speaking, effective communicators are good at giving information. They do not 4) \_\_\_\_\_their listener. They make their points clearly. They will 5) \_\_\_\_\_technical terms, abbreviations or jargon.

If they need to use unfamiliar terminology they 6) \_\_\_\_\_by giving an easy to understand example. Furthermore, although they may 7) \_\_\_\_\_and leave the main point to give additional information and details where appropriate, they will not 8) \_\_\_\_\_and lose the sight of their main message. Really effective communicators who have the ability to 9) \_\_\_\_\_with colleagues, employees, customers and suppliers are a valuable asset for any business.'

**Task 20. Complete the sentences with the correct form of a word below. Some verbs are not used in the sentences.**

<b>avoid</b>	<b>interrupt</b>	<b>clarify</b>
<b>listen</b>	<b>explain</b>	<b>confuse</b>
<b>digress</b>	<b>engage</b>	<b>ramble</b>

1. The presenter \_\_\_\_\_a little to give the audience some background information.
2. Despite your explanations, I'm not sure I understand, so I hope you \_\_\_\_\_ your position soon.
3. Good communicators avoid complicated terminology and jargon so as not to \_\_\_\_\_ their listeners.
4. Practical examples, illustrations and graphs can all be more useful than words when you are trying to \_\_\_\_\_ something complex.
5. The speaker tended to \_\_\_\_\_ a lot, so that many in the audience forgot what the main topic was or stopped \_\_\_\_\_ altogether.

### Activity: Speaking about a new job

**Task 1. Two friends meet and talk about someone's new job. Complete the dialogue using the questions below.**

Does it involve long hours?

Does she enjoy it?

Does it mean a lot of travelling?

What does it involve?

Does she have to work weekends?

What's she doing?

How much holiday does she get?

**A** Hi, Eddie. How are you?

**B** Oh, hello, Jennie. I'm fine. And you?

**A** Fine, thanks. How's Fiona?

**B** Oh, she's okay. She's got a new job.

**A** Really, that's good.

**B** Well, yes. I suppose so, but I'm worried she's working too hard.

**A** Oh, dear. a) \_\_\_\_\_

**B** Officially 40 hours, but she often works late. We don't see her at home much.

**A** b) \_\_\_\_\_

**B** It's the same company – you know – educational software – but she's now Regional Marketing Manager for western Europe.

**A** Sounds impressive. c) \_\_\_\_\_

**B** Apart from being in charge of the sales reps, she's also involved in new product development and the whole marketing strategy of the company.

**A** d) \_\_\_\_\_

**B** It seems to. At least a couple of trips a month.

**A** I see.

**B** I don't mind that. It's the weekends that cause problems.

**A** e) \_\_\_\_\_

**B** Not every weekend, but we can never make plans.

**A** Oh, dear. f) \_\_\_\_\_

**B** It's not bad. Three weeks a year. But that's a long way off.

**A** You're being a bit negative. g) \_\_\_\_\_

**B** It's hard work, but I think she enjoys the challenge.

**A** But you're not very happy.

**B** I'm happy for her. The money's good, and it's great for her career, but there is a downside.

- A** Well, it's always difficult at the beginning. Anyway, give her my regards. Why don't we go for a drink sometime?
- B** Okay, I will, and yes, I'd like that.

**Task 2. Work with a partner. Ask questions like the ones in Task 1 to complete your chart. Your partner has the missing information.**

Speaker A	You	Your partner
Job title		Director of Retail Sales.
Type of company		Chain of clothing stores.
Working hours		45
Responsibilities		Leading a team of 25. Accounts and stock control. Maintaining inventory in stores.
Weekend / Late evening work		One evening and one weekend day a week. Sometimes 'on call' in case of emergencies.
Most enjoys		Satisfying internal clients. People she works with.
Travel		Not often. Trips to different stores. 3 trade fairs a year.
Holidays		2 weeks. 3 weeks after 5 year's service.
Ratio of women to men in position / field		60 % male, 40 % female.





<b>Speaker B</b>	<b>You</b>	<b>Your partner</b>
Job title	Production Manager.	
Type of company	Software company.	
Working hours	Normally 40-50 hours but can be up to 75.	
Responsibilities	Managing website. Li- aising with interna- tional offices.	
Weekend / Late even- ing work	Not in her present po- sition.	
Most enjoys	Doing something that makes a real difference to the company.	
Travel	Occasional trips to other offices.	
Holidays	3 weeks.	
Ratio of women to men in position / field	Half the department are women but only two have technical skills.	



**Task 3. Ask your partner similar questions about their job or the job of someone they know.**

Questions	Your partner	Someone they know

**Assessment: Grammar review**  
**(Present Simple, Present Continuous)**

**Task 1. Complete the sentences using the verbs in the correct form – Present Simple or Present Continuous. Use each verb twice.**

Do            get            live            sell            think            work

1. Normally, I am in the office in the afternoon, but this month I \_\_\_\_\_ a course.
2. In the winter, the reps \_\_\_\_\_ more than in the summer.
3. Our most important market is the Far East. We \_\_\_\_\_ business with several companies there.
4. Our new product line \_\_\_\_\_ very well this year.
5. Our boss \_\_\_\_\_ very long hours.
6. He \_\_\_\_\_ of changing his job because he's not very happy.
7. 'What's your address?' 'I \_\_\_\_\_ in a hotel until we find a nice flat.'
8. In June, the weather \_\_\_\_\_ hot there, so take some cool clothes.
9. He \_\_\_\_\_ his job is really interesting.
10. It \_\_\_\_\_ hotter. We need to get some air conditioning for this office.
11. At present, we \_\_\_\_\_ on new products and services for the future.
12. During the week, he \_\_\_\_\_ in his city flat and at the weekend he goes to the country.

**Task 2. Write questions about the information which is missing.**

1. Our business is expanding because ... / Why ...
2. They are setting up a business in ... / Where ...
3. Their unique selling point is ... / What ...
4. My company employs ... people. / How many ...
5. The manager of the company is ... / Who ...
6. He has previous experience in the ... business.

## MODULE II. JOB APPLICATIONS AND INTERVIEWS

### Unit 1. Applying for a job



"Do you have any experience?"

"You bet! — I've applied for dozens of jobs!"

**Task 1. Read the quotation below. Say what you think about hiring and firing.**

*'Hiring or firing an employee is a challenging, emotional experience and a pathway to possible lawsuits. The decision to employ or terminate*

*someone will influence you, that individual, his or her family, your team, your customers, and your stakeholders.'*

**Task 2. Read the texts. Four people are talking about approach to applying for a job. Match the speakers to the summaries below. Which speaker(s) do you agree with?**

1. I'm looking for a chance to develop and demonstrate my true potential.
2. My qualifications and experience speak for themselves.
3. I'm so brilliant at whatever I do, they would be lucky to have me working in their company.
4. There may be people with better qualifications and experience, but no one is more enthusiastic or hard working than me.

#### **Speaker 1**

I think that these days you have to really sell yourself. Certainly this is what employers expect. You should show them how great and self-confident you are. Modesty isn't going to get you anywhere and no one is their going to mind if you exaggerate a bit and dress things up to sound more impressive. Make the potential employer feel that, although this is the job you always wanted and of course you are the ideal person for it, if they don't snap you up, someone else will. So, they had better hire you before they lose the chance.

#### **Speaker 2**

It's not often that qualifications and experience totally match up to an advertised post, so it's preferable to emphasize other qualities like your willingness to learn and the fact that you work hard. In fact, you should be careful not to give the impression you are overqualified for the job. I

think that employers are often more interested in things like loyalty and ability to fit in. A high-flier who knows too much can create a bad working atmosphere and break a team. Personally, I want the employer to think that I am going to be easy to work with and won't create too many waves.

### **Speaker 3**

No one likes a 'big head' but, on the other hand, don't be falsely modest either. Basically, your qualifications and experience tell their own story so you're not going to impress anyone by adding a lot of adjectives like 'excellent' and 'outstanding' to your CV. Usually this will make an experienced recruitment officer suspicious. It doesn't hurt to acknowledge one or two weaknesses either – areas that you would like to improve and you want a chance to develop. Above all, be honest, because if you exaggerate or lie, in the end someone is going to catch you out and you'll end up looking stupid.

### **Speaker 4**

People's motivations interest employers. If you want to work for a specific company, tell them why, especially if you are changing jobs. Valid reasons would be that you are frustrated by the limitations of your present post, or that you can't fulfill the potential of your background and education. Don't whine, though, and don't blame your current employers: you've learnt a lot with them, but it's time to move on. Tell potential employers that you have a lot to offer, and all you need is an opportunity to show it. If someone gives you a break, they won't be disappointed.

### **Task 3. Read the following extracts from letters of application. Match them to the summaries in Task 2.**

I am very keen to work for your company because of its excellent reputation. I do not have the specific qualifications or experience referred to your advertisement. However, I am applying because I feel I am able to make up for this through hard work and willingness to learn.

If you believe in the pursuit of excellence, then I am interested in joining your company. I set high standards for myself and expect them from others, especially the organizations that I work for. I look forward to an opportunity to add to the list of already

outstanding achievements, which are outlined in my CV.

From my CV, you will see that five years at a chemicals multinational have given me a solid business background. I am responsible for my department's logistical planning, which has developed my organizational skills. However, I am now looking for opportunities for further development and responsibility, which my present employer cannot offer.

As a commercially aware and linguistically trained university graduate, I have a broad range of employment experience at blue-chip companies in both the USA and Europe. I am Dynamic and creative, with a strong team spirit and leadership qualities. I have a proven record of working with individuals at all levels through highly developed interpersonal and communication skills.

**Task 4. Reading between the lines. Read the extracts in Task 3 again. There are certain formal phrases people use in letters of application to talk about their qualities and achievements. Underline phrases which mean the following statements below.**

1. I'd really like to work for you because you're such a great company.
2. If you think doing things well is important, I'd like to work for you.
3. I don't really have the profile of the ideal candidate.
4. I've worked with many different, important candidates.
5. I've shown I can work with all kinds of people and get on with everyone.
6. I look after the practical day-to-day aspects of department organization.
7. I want a new job because my company probably won't be able to promote me.
8. I have five years of international business experience working for a chemicals company.

**Task 5. Work in groups. Discuss these questions.**

1. What makes a good CV?
2. How long should it be?
3. What should it contain?

**Task 6. Read what a human resources manager says about CVs and compare your ideas in Task 5.**

There's lots of advice on CVs and a lot of it differs so it's hard to say exactly what the perfect CV is. I'd say a good CV should cover no more than two sides of A4 paper and be divided into clear headings. The first section should include personal details: name, address, telephone number, email and things. Some employers like to see a photo, too. You can always phone the company and find out.

Next comes education and qualifications starting with the most recent things. The third section deals with work experience – again starting with the most recent job. I think it's important here to be brief so use bullet points and. You don't need to use complete sentences as long as it's very clear what you've done.

Following this is the section on professional skills. Show the employer your abilities, including your ability to use IT and foreign languages.

Finally, detail your interests. An employer likes to know what kind of person you are and things like team sports, for example, show this.

Perhaps the most important thing is to show how you meet the criteria in the job advertisement. Make it easy for the employer to ask you to an interview.

Presentation is also important. Good quality paper and a clear typeface make a difference. And once you've written your CV check your grammar and spelling carefully.

**Task 7. Read the text again. Are these statements true or false? Correct any false statements. How is this advice different to CVs in your country?**

1. A CV should be no longer than two pages.
2. You should always include a photograph.
3. You put the most recent experience first.
4. You should write in full sentences.
5. An employer is not interested in your hobbies and interests.
6. You should adapt your CV to the job description.
7. You should use good quality stationary.
8. You should make sure there are no grammar and spelling mistakes.

**Task 8. Use action verbs to describe your experience. They attract attention and demonstrate that you are an 'action' person. What are these typical action verbs in your language?**

achieve	_____	introduce	_____
co-ordinate	_____	manage	_____
create	_____	organise	_____
develop	_____	plan	_____
direct	_____	research	_____
establish	_____	set up	_____
implement	_____	supervise	_____

**Task 9. Read the CV. Which internships can the applicant apply for?**

- an administrative assistant with a multinational oil company
- a logistics administrator with an international cosmetics manufacturer
- a technician in a civil engineering company
- a trainee analyst with the London Stock Exchange

**BEN BROWN**

**Date of birth:** 3 September, 1991  
**Nationality:** British  
**Address:** 4 Green Street, Coventry

**Education**  
**2015–2019** *University of Warwick:*  
 Bsc, International Business

**Work history**  
**September 2018 – June 2018** *Work placement, L'Oreal, Paris*  
**I was responsible for** conducting an online market survey.

**July–August 2017** *Holiday job, Car-Glazer, Prague*  
**I worked as** a technician.  
 I repaired and replaced car windows.

**November 2016 – June 2016** *Volunteer, University Counseling Service*  
**I volunteered as** a telephone counselor, listening to students' problems.

**Positions of  
Responsibility**  
**2012–2013**

*President of University Salsa Society*  
**I managed a team of** volunteers.  
**We organized** monthly dances and a salsa competition.

**Skills**

**My skills include** good spoken and written French and basic Czech.  
**I have a working knowledge of** Microsoft office.  
**I hold** a clean driving licence.

**References** available on request.

**Task 10. Prepare your own CV using the sample form below.**

<b>Name</b>	<b>Date of birth</b>
<b>Address</b>	<b>Nationality</b>
<b>Telephone</b>	<b>Sex</b>

**Education**

**2019 – present**

**T.F. Gorbachev Kuzbass state technical university, Kemerovo**  
The Institute of Economics and Management  
Specialization: Economic Security  
Core subjects: Economics, Jurisprudence

**Work experience**

**June–August 1999**

**Merrill Lynch: Private Banking Intern**  
**Duties and responsibilities:**

- working in a team
- writing reports
- working to deadlines
- supervising others
- working with figures
- liaising with clients

**Skills gained:**

- writing reports
- dealing with complaints
- managing time



## Activities and interests

..... – .....

### Cellist in school and college orchestra

#### Skills gained:

- performing in public
- interacting and socialising
- working under pressure

..... – .....

### Publicity officer,

### College Geographical Society

#### Skills gained:

- managing a budget
- working to tight deadlines
- managing a team

## Summer 2018

### Travel round Eastern Europe

#### Skills gained:

- planning and organizing
- decision-making and problem-solving
- cross-cultural communication

## Additional skills

- clean driving licence
- conversational French
- computer literate, Microsoft Office, Excel and Word

## References

Prof. N. Smart

Kings Charles College

London WC1Z 9ZZ

(Tutor)

Mr T. Davis

Merrill Lynch

London EC3T 2NB

(Employer)

**Task 11. Show your CV to a partner / your teacher. Ask him or her to evaluate it using these check points.**

1. Does it look good?
2. Does it list experience starting from the present?
3. Is it too long / too short?
4. Is the contact information clear?
5. Does it provide a good basis for an interview?

### **Activity: Cover letters. Writing skills**

#### **Task 1. The following phrases are useful when writing cover letters.**

- Say where you saw the advertisement.

I am writing in reply to your advertisement in the ...

- Say what job you are interested in.

I would like to apply to the position of (job title).

- Emphasize what makes you the right person for the job.

I have experience in (types of duties and responsibilities).

I am a (positive adjective to describe you).

- Say when you can attend an interview.

I am available for interview (days and times).

- Write a concluding sentence.

I look forward to hearing from you.

### **Sample Cover Letter**

Charles Piper  
41, Sefton Road  
Manchester  
15th April, 2013

Dear Sir / Madam,

I am writing to your advertisement in the *Manchester Evening Times* on Wednesday 12 April. I would like to apply for the position of Assistant Purser with Royal Mediterranean International.

I am an outgoing and motivated person and I also have strong communication and organizational skills. I have not worked on board a cruise ship before but I have experience as a hotel receptionist and I have the GNVQ Diploma in Leisure and Tourism.

Please find enclosed a copy of my CV. I am available for interview at any time.

Yours faithfully,  
Charles Piper

#### **Task 2. Use these phrases to complete the cover letter below.**

**I am confident**

**I am available**

**I have experience of**

**please find enclosed**

**I am writing with reference to**

**I look forward to hearing**

Alex Ivanov  
5 Levin Street  
Kemerovo  
Russia  
alex\_iv@mail.ru  
6th September

The Human Resources Officer  
Global Netorks  
89 Campbell Street  
London WC2 9AN

Dear Sir or Madam,

.....<sup>1</sup> the position of Sales Manager as advertised on *The Job.Search.com*. Of 11 August.

.....<sup>2</sup> a copy of my CV outlining my background and qualifications for your consideration. As an Sales Assistant Manager of a small trading company .....<sup>3</sup> managing budget and dealing with customers.

I also have practical experience of increasing sales and producing financial statistics. If given the opportunity .....<sup>4</sup> that I could make a valuable contribution to the developing sales statistics.

.....<sup>5</sup> for interview at a time and place of your convenience. I can be reached at above postal and email addresses or on 8964456789. I appreciate your time and consideration and .....<sup>6</sup> from you soon.

Yours faithfully,

*Alex Ivanov*

Alex Ivanov

Enclosures: CV and Photograph

**Task 3. Write a cover letter for your job. Follow the structure.**

- sender address / receiver address
- salutation phrase
- introduction
- main body
- acknowledgements
- final phrase and signature

## Assessment: Vocabulary for self-description

**Task 1. 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

creative	_____	methodical	_____
dynamic	_____	perceptive	_____
efficient	_____	responsible	_____
energetic	_____	well-organized	_____

### b) skills / activities

communication skills	- initiating	_____
interpersonal skills	- liaising	_____
organizational ability	- monitoring	_____
I was responsible for:	- negotiating	_____
- co-ordinating _____	- organizing	_____
- developing _____	- reviewing	_____
- implementing _____	- setting up	_____

### c) useful phrases

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 2. Complete the letter below using suitable words and phrases from the Task 1 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 \_\_\_\_\_ I in cosmetics industry, having worked for three companies dealing in health and beauty products. I think that I work well \_\_\_\_\_ I as I have organized several product launches when I had to meet tight deadlines. Although I never avoid responsibility, I am able to \_\_\_\_\_ I 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 \_\_\_\_\_ I 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,

**GaGerrd**

(Ms) Gabrielle Gerard

**4 Fatal Job Search Mistakes**

IT'S ALL ABOUT QUALITY AND NOT QUANTITY

- You waste time applying for jobs you are definitely not qualified for - stick to the right fit
- You don't keep track of your applications and send duplicate applications - this makes you seem sloppy
- You don't customize your resume for each job - generic job applications make you appear lazy
- You don't follow up on your job applications - focus on maximizing each application

[www.best-job-interview.com](http://www.best-job-interview.com)

## Unit 2. A job interview

**Task 1. Human Resources Manager is talking about recruitment interviewing. Read the first part of the talk and answer the questions.**

1. According to the HR-manager, which of the following is the most important when trying to impress an interviewer:

- a) qualifications
- b) character
- c) appearance
- d) preparation
- e) enthusiasm

2. What mistake did he make?

### How can a candidate impress an interviewer?

Well, I feel it's basically all down to good preparation. First of all find out about the job. You could ring up the Press Officer or the Marketing Department and get the latest press releases or perhaps an annual report. The annual report, for example, will say where the company operates and the products it sells.

Then, when you get there, you perhaps could congratulate the interviewer on a recent success the company has had. In a nutshell, find out about that company. Show that you've taken an interest in the company, and show enthusiasm for the job because, after all, that's what they're looking for in the candidate. They want somebody not only who's qualified for the job but will want to do the job, and will be interested and enthusiastic about the job.

Secondly, you could go to the company maybe a few days before the interview, talk to the receptionist, get a company newspaper – you can always pick up literature on the products maybe you'll be involved in. A very good tip – find out what the dress code is. You need to fit in and you need to make a good impression. Finally, your CV. Make sure it's easy to read, it's well written, but it's concise – don't ramble.

I must say that I have done all of this, I've prepared my CV, it was really good. I left it behind – I didn't get the job!



**Task 2. Read the interview once again and complete the 'advice sheet' for candidates below.**

**Find out about the job**

*- Ring up the Press Officer*

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**At the interview**

*- Compliment the interviewer at a recent success*

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**Visit the company**

*- Talk to the receptionist*

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**CV**

*- Make sure it's easy to read*

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**Task 3. Now read the second part of the interview and answer the questions.**

1. What four questions do interviewers usually ask candidates?
2. What examples does the HR-manager give of candidate's likes and dislikes?

**Are there any questions that you regularly use when interviewing candidates?**

Yes, there are and it's almost a ritual with me. Following the CV tells you about the person and their qualifications. What you also want to know is their personality. So the key question I ask – what do they like most and what do they like least about their present job? They might say that they like travelling and they like meeting new people. These are standard answers. I think more interestingly perhaps are what they don't like about the company. They might not like working weekends at their current company. You might have the same problems with yours; working weekends might be something essential for the job. Also, ask them what their weaknesses are. They're usually, generally I would say, quite honest when they're giving their weaknesses. And ask them what their strengths are. It gives you an in-depth, if you like, feeling about their

personality rather than just the straightforward qualifications that they have on their CV. Do they fit in? That's what you're really looking for.

**Task 4. At an interview it is important to 'sell' yourself to the company. Read what each candidate says to 'sell' him / herself.**

1. Well, I enjoy working with people as part of a team. I think the best results come from working together. I've found that's true in all the projects I've worked on.

2. I applied for the job because I think I've got a lot to offer. I'm competitive and I like to win. I know a few people think I'm difficult to work with. Maybe that's true, but I get a result, that's the main thing.

3. I've got a lot of experience, and I've always been successful wherever I've worked, especially during the past year. I think I could lead a team well, I'm the head of our local business club, and I like organizing people and telling them what to do. I'm a very fast learner. I'd enjoy going on a training course to help me do the job better.

4. I think I have the ability and experience to do this job. I'm a 'safe pair of hands', as they say. People respect me because I have good judgment.

5. I like doing lots of different things and I find time for them all because I am just very active. I try to organize my studies and my other interests so I can do as many things as possible. I think it's good to meet lots of different people and have lots of different experience.

6. I want to work in this area because I think marketing's a really interesting area. I've enjoyed doing my marketing course and it's convinced me that this is the right area.

**Task 5. Use the ideas below to describe yourself during the interview. What else can you add to the list?**

I'd like to apply for the position of ...

I've got a degree in ....

I have ... years experience working as...

I know how to operate the computer.... / I am computer literate...

I am cooperative and dependable... / I have some leadership skills...

I think I am punctual, accurate...

I think I have enough experience to do the job.

They gave me very good references when I left my last job.

I've got very good references.



**Task 6. Read the CV and job advert below. Why do you think Sara applied for the job?**

## **CURRICULUM VITAE**

**Name** Sara Verkade  
**Nationality** Dutch  
**Telephone** Tel: 353 865 344872  
**E-Mail** sara.verkade@gmz.net  
**Date/Place Of Birth** 23.7.98, Maassluis, The Netherlands  
**Address** 58, Stoppard Drive, London SW16  
**Marital Status** Single



**Qualifications** *BComm, Marketing Management,*  
September 2016 – July 2019 *Haagse Hogeschool, The Hague*

### **Employment history**

September 2019 – present *Management Team Coordinator,*  
*Helena Rubinstein, L'Oreal*  
Organizing meetings, events and conferences. Analyzing sales figures and producing relevant reports and charts. Customer relations and responding to complaints and queries.

June 2018 – June 2019 *SPC Professional, Sales Productivity*  
*Centre, IBM Sales team support*  
Research, pricing and proposal-writing on million-dollar bids.

**Languages** Dutch, English, German, Spanish  
**IT skills** Proficient user of Microsoft Office suite

**Multinational Food Packaging Equipment Manufacturer**  
seeks International Sales Manager  
to call on Europe and Latin America.

Base \$80K and commission,  
full benefits and expenses.

Prefers:

fluency in one or more foreign languages.

Send CV with cover letter indicating citizenship and salary requirements.



**Task 7. Sara was interviewed for the job. Read the text of the interview. Which of the questions below does the interviewer ask? Note, that the interviewer does not use the same words.**

1. Why did you apply for this job?
2. Why should we employ you?
3. When are you free to start?
4. Does your present employer know that you want to leave?
5. Have you ever done anything like this before?
6. How do you feel about travelling?
7. How good are your computer skills?
8. What are your language skills like?
9. Do you have any questions?

#### **Job interview**

- I** Right, shall we make a start? My name is Philip Rickett. I work in the Human Resources Department and I'm responsible for recruitment.
- S** Right, pleased to meet you.
- I** Did you find us all right?
- S** Yes, the map you sent me was very clear.
- I** Good. This is just preliminary interview to check out some details. If you're successful, you'll go on to a more in-depth interview this afternoon. Is that all right?
- S** Yes, I don't have to be back at work until tomorrow morning so as long as I have time to drive back this evening, that's fine.
- I** Do your present employers know where you are?
- S** No, I asked for a day's unpaid leave for personal reasons. I didn't say why.
- I** What don't you like about your present position?
- S** Actually, there are a lot of things I do like about it, but no job is

perfect. I think I am ready for more responsibility and when I saw your advert, I thought I should apply.

**I** You know this job is a managerial position. How much managerial experience do you have? It's not clear from your CV.

**S** Well, in my present job I'm a management team coordinator.

**I** Yes. Does that mean you're the leader of the team?

**S** Not exactly. I assist the General Manager in running the department.

**I** Oh, I see. Are you a kind of Personal Assistant?

**S** No, I think it's a bit more than that ...

**I** But are you a manager?

**S** I suppose not.

**I** It says in your CV that in your previous position you were 'an SDC professional'. What exactly does that mean? Is Sales Productivity Centre basically a sales department?

**S** Yes, we provided backup for twenty salesmen from different sectors of the company.

**I** Are you saying you were directly involved in sales?

**S** No, it was more about providing support to help drive sales and increase productivity.

**I** I see. So, what sort of work did the job involve?

**S** I'd say it was a position that required a lot of time management skills and prioritizing of tasks. It gave me a lot of insight into the sales process.

**I** Can you be a bit more specific please?

**S** Well, to be honest, some of the work was secretarial but I am applying for your post because I'm capable of doing far more. I'd like more responsibility and to be able to use my studies and my languages.

**I** Yes, your English is obviously excellent and you speak Spanish. Is your Spanish as good as your English?

**S** No, it's not bad.

**I** Could you tell me about your degree course ... in Spanish?

**S** I'm sorry? Oh, I beg your pardon ... Well, I need a little time to think ... Let's see ...

**Task 8. Do you think the interviewer was fair in the interview? Do you think Sara got the job?**

**Task 9. Jessica is a candidate for a job as a management trainee with Facebook. Read part one of her interview and answer the questions.**

1. Which five adjectives describe her character?

ambitious  
demanding  
flexible  
hard-working



loyal  
pessimistic  
tolerant  
sociable

2. What opinion does Jessica disagree with?

3. What two opinions does Jessica partially agree with?

**Part 1**

**I** This is just a short, first contact so that we can get to know you a little better. Ok, so tell me, Jessica, why did you apply for this job?

**J** Well, I really do think social media can make the world a better place, and I want to be part of that.

**I** Some people say that Facebook is already finished.

**J** I'm sorry, I can't agree with that. Of course, the world is always changing, so Facebook needs to change too. I'd like to help the company to develop.

**I** OK. How do you feel about working abroad?

**J** No problem. I'm ready to go anywhere in the world.

**I** Anywhere? That sounds very ambitious. Some places are very difficult for a young woman.

**J** I agree with you up to a point, but I'm a very flexible and tolerant person.

**I** Uh-huh. How do you see your future in, say, five year's time?

**J** I hope to gain business experience and develop my management skills. In five year's time, I intend to be in my first management position.

**I** Five years is not very long to become a manager.

**J** Well, perhaps you're right, but, as I said, I'm ambitious, but I'm also very loyal and very hard-working.

**Task 10. Read the second part of Jessica's interview. Complete the sentences.**

## Part 2

**I** Jessica, what are your strengths and weaknesses?

**J** That's always a difficult question! I'm quite good at managing my work. My friends say I'm never stressed. I think that's just because I'm a very organized person. I don't enjoy doing things at the last minute!

**I** And do you have any weaknesses you'd like to work on?

**J** Well, I'm usually calm and easygoing, but I know I'm sometimes impatient when things aren't going well. But I'm working on it!

**I** And how good are your communication skills?

**J** I really enjoy working with people, and people say I'm very good on the telephone. Um, I don't enjoy presentations, because I'm not very good at public speaking. But I took a presentations course last month, and I'm improving!

**I** Good. So, Jessica, do you have any questions you would like to ask?

1. Jessica's strength is \_\_\_\_\_ her \_\_\_\_\_. She's a very \_\_\_\_\_ person.

2. Her weaknesses are that she sometimes \_\_\_\_\_ and she's not very good at \_\_\_\_\_.

3. Jessica doesn't enjoy doing things \_\_\_\_\_.

4. She enjoys \_\_\_\_\_.

5. The interviewer finishes by inviting Jessica to \_\_\_\_\_.

**Task 11. With a partner, find suitable words to complete the useful expressions for the interview.**

### Part 1. Discussing objectives

Why do you want to work for Facebook?

Why did you \_\_\_\_\_ for this job?

I \_\_\_\_\_ to be the part of that.

I'd \_\_\_\_\_ to help the company to develop.

I \_\_\_\_\_ to gain business experience.

I \_\_\_\_\_ to be in my first management position.

## Part 2. Discussing skills and qualities

What are your \_\_\_\_\_ and weaknesses?

I'm quite good \_\_\_\_\_ managing my work.

My friends \_\_\_\_\_ I'm never stressed.

I don't enjoy \_\_\_\_\_ things at the last minute.

Do you have any weaknesses you'd like to \_\_\_\_\_?

How \_\_\_\_\_ are your communication skills?

I really enjoy \_\_\_\_\_ with people.

I'm not \_\_\_\_\_ good at public speaking.

### Task 12. Tell your partner about your skills in these areas.

computing  
languages  
leadership  
negotiating  
presenting



problem-solving  
project management  
time management  
decision-making

*I'm quite good at languages. I speak English, Spanish and a little Chinese. I'm not (very) good at writing in foreign languages, though.*

*I enjoy speaking languages because I like travelling and meeting people.*

*I don't enjoy writing them because it's more difficult for me.*

### Task 13. Answer the questions in writing to prepare yourself for a job interview.

**An interviewer**

**An applicant**

1. Can you tell me about yourself?

\_\_\_\_\_

2. What are your strong / weak points?

\_\_\_\_\_

3. Why do you want to work in the \_\_\_\_\_ sphere?

\_\_\_\_\_

4. Why did you choose to study economics?

\_\_\_\_\_

5. How did you find out about the job?

\_\_\_\_\_

6. Why do you want to work for us?

\_\_\_\_\_

7. Where would you like to work? \_\_\_\_\_
8. Do you have any previous work experience? \_\_\_\_\_
9. What kind of job are you looking for? \_\_\_\_\_
10. What languages can you speak? \_\_\_\_\_
11. Which language do you speak the best? \_\_\_\_\_
12. How long have you studied English? \_\_\_\_\_
13. What was your last job? \_\_\_\_\_
  
14. What do / did you like least about your previous job? \_\_\_\_\_
15. Why should we hire you? \_\_\_\_\_
  
16. What do you think you are good at? \_\_\_\_\_
17. What essential skills do you have? \_\_\_\_\_
18. Why do you think you are the right person for this job? \_\_\_\_\_
19. Did you send a letter applying for the job? \_\_\_\_\_
20. What additional qualifications do you have for the job? \_\_\_\_\_
21. Could you tell me about your personal background? \_\_\_\_\_
22. What do you see yourself doing five years from now? \_\_\_\_\_
23. What kind of salary are you looking for? \_\_\_\_\_
24. What was your salary when you left your last job? \_\_\_\_\_
25. When would you be willing to start? \_\_\_\_\_

**Task 14. Look at the information below and prepare to interview candidates for the job.**

**Interviewing procedure for the interviewer:**

- read the candidates CV and cover letter before the interview.
- welcome the candidate and put him / her at ease.
- start with some small talk about a subject of interest to you both.
- give the candidate some brief information about your company.
- ask the candidate questions about experience and qualifications.
- find out about the candidate's strengths / weaknesses / motivations.
- allow opportunities for the candidate to ask you questions.
- thank the candidate and say when you will contact him / her.

**Task 15. You have applied for a job and been asked to attend an interview. Submit your CV and cover letter. Use the following advice to help you prepare for your interview.**

**Interviewing procedure for the interviewee:**

- sit comfortably; do not lean forward, or back or cross your knees;
- be positive;
- pause before you reply to show that you are thinking clearly about the question;
- ask questions about the company and the requirements of the job;
- find examples from your experience to back up your answers.

**Task 16. During an interview it is appreciated when an applicant asks his / her questions to show his interaction with a interviewer, his / her interest in the job. Here are some possible questions. What other questions can you add to the list below?**

What are the promotion prospects?

What time would I have to start? How much is the starting salary?

What benefits are there?

When will you let me know the results of the interview?

Are there any chances of promotion / salary rise here?

How soon will you let me know? / When will I be able to start?

How often would I have to travel abroad?

How many people would I be working with?



### Activity: The right job. Reading and vocabulary

**Task 1. Read the article below. Mark the statements T (true) or F (false).**

- It isn't important if your first job is not very exciting.
- It's best to contact as many employers as possible.
- Interviewers are only interested in skills and qualifications, not in how you look.
- It's best just to answer the interviewer's questions.

### How to find the right job



At the beginning of your career, the most important thing is to find a job, any job where you can gain experience and develop your skills. Not many entry-level jobs are really interesting, but they all allow you to take the first step on your career path to promotion and management positions.

Don't just send your CV to every company in your region. Read the job ads in newspapers, magazines and online. Visit job fairs to see what sort of jobs employers are offering and what kind of people they are looking to hire. And tell everyone you know that you're looking for work – a personal recommendation can really help.

An interview is the opportunity for the company to get to know you, and for you to make a good impression. Always dress smartly when you attend an interview.

Almost every interviewer will ask about your strengths and weaknesses, so be prepared to talk about what you're good at and what you can improve. Prepare some questions, too: the employer is interviewing you, but you are also interviewing the company!

**Task 2. In each set of five below, match the words 1-10 with a-j to make collocations. Then check your answers in the text.**

- |           |                      |                   |                 |
|-----------|----------------------|-------------------|-----------------|
| 1. job    | a) experience        | 6. attend         | f) weaknesses   |
| 2. gain   | b) a good impression | 7. get            | g) an interview |
| 3. career | c) to hire           | 8. job            | h) jobs         |
| 4. make   | d) path              | 9. entry-level    | i) ads          |
| 5. look   | e) fairs             | 10. strengths and | j) to know      |

**Task 3. Complete the sentences with the collocations from Task 2.**

1. I read all the \_\_\_\_\_ in the newspapers and visited three \_\_\_\_\_, but I didn't find a job.
2. Many companies \_\_\_\_\_ new graduates with the potential to follow a \_\_\_\_\_ to management.
3. Almost any \_\_\_\_\_ will allow you to \_\_\_\_\_ and be promoted to a better position.
4. As soon as I was asked to \_\_\_\_\_, I started to prepare for questions about my \_\_\_\_\_.
5. The first interview is to \_\_\_\_\_ the candidates; if they \_\_\_\_\_, they get a second interview.

**Task 4. Answer some general interview questions in writing.**

1. What makes people successful at work?
2. How ambitious are you?
3. Where do you want to be in one / two / three years' time?
4. What has been your greatest achievement?
5. What are the key skills for your job?
6. What are your strengths and weaknesses?
7. What do you want from work?
8. What kind of people do you like to work with?
9. What qualities and skills does a person need to be a good manager?
10. What are the advantages and disadvantages of being a manager?
11. What can companies do to encourage new ideas?
12. What makes a good manager?
13. When did you start learning English?
14. Why do you need English?
15. What are your secrets of upgrading language skills?

**Task 5. In small groups, discuss these subjects. Take turns to 'play devil's advocate' (disagree with everything the others say).**

1. How to find your dream job.
2. How to make a good first impression.
3. How to have a successful career.
4. How to get rich quickly.

*I (completely) agree (with you). I'm sorry, I \_\_\_\_\_ agree with that.  
I agree with you up to a \_\_\_\_\_. I'm afraid I don't completely agree.  
Perhaps you're \_\_\_\_\_, but ...*

## Interactive task: Role-plays

**Task 1. Work in pairs, and role-play this job interview at a soft drinks company.**

**Student A.** You work for a soft drinks company and want to recruit some energetic, youthful people to your marketing department. Experience is not essential but enthusiasm and the desire to learn is. Read Student B's Curriculum Vitae, then prepare to interview him / her. Make sure the interview is well-structured, and that you have a list of questions about the interviewee's CV ready.

**Student B.** You have applied to a soft drinks company. It wants to recruit some energetic, youthful people to its marketing department. You are very keen on the job, and think you have a chance because they say that experience is not essential, but enthusiasm and the desire to learn is. Give Student A your CV to read, then prepare to be interviewed by him / her. Plan how to 'sell' yourself at the interview.

**Task 2. With a partner, role-play these interviews using the flow chart below. Take turns to interview and be interviewed.**

1. an interview for a job with Twitter
2. an interview for a job in a customer care
3. an interview for an internship in a manufacturing company
4. an interview for an internship with an international NGO (non-governmental organization)

### Student A: interviewer

Explain the objective of the interview.

Ask about B's professional objectives.

Give a negative opinion.

Agree partially.

Ask about B's strengths and weaknesses.

Ask about B's communication / language / computer / management skills.

Thank B and close the interview.

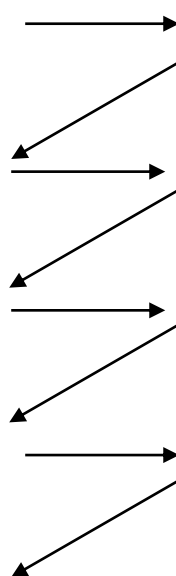
### Student B: interviewee

Explain your objectives.

Disagree politely.

Describe your strengths and weaknesses.

Talk about your skills.



## Assessment: Employment. Vocabulary and Grammar

**Task 1. Match the pairs of words or phrases that have a similar meaning.**

- |                |                                |
|----------------|--------------------------------|
| 1. abroad      | a) ready to support someone    |
| 2. career path | b) apprentice                  |
| 3. CV          | c) difficult to please         |
| 4. degree      | d) in another country          |
| 5. demanding   | e) knowledge and skills        |
| 6. entry-level | f) low-level                   |
| 7. experience  | g) resume                      |
| 8. grew up     | h) spend your childhood        |
| 9. internship  | i) stages of your working life |
| 10. loyal      | j) strong points               |
| 11. strengths  | k) university qualification    |
| 12. trainee    | l) work placement              |

**Task 2. Complete the text with words 1-12 from Task 1. Use each word once.**

I (1) \_\_\_\_\_ in London but I went to university in Scotland. I did a (2) \_\_\_\_\_ in business administration at Heriot-Watt University. As part of my university studies, I did an (3) \_\_\_\_\_ in the US. It was a very good way to gain (4) \_\_\_\_\_. at first, I couldn't find a job in the UK, so I worked (5) \_\_\_\_\_ for a year to earn money and improve the 'work experience' section of my (6) \_\_\_\_\_. When I returned to the UK, I found an (7) \_\_\_\_\_ job as a management (8) \_\_\_\_\_. This job was difficult because my boss was very (9) \_\_\_\_\_, but this helped me to discover my real (10) \_\_\_\_\_ and weaknesses. After a few months, I left that company because things weren't going well. I know I wasn't (11) \_\_\_\_\_ but I couldn't see a (12) \_\_\_\_\_ for me if I stayed there.



**Task 3. Complete the exchanges with the correct past simple form of the words in brackets (positive, negative or question form).**

1. **A** \_\_\_\_\_ (she / get) her job thanks to family connections?  
**B** No, \_\_\_\_\_ (she / just / get) lucky.
2. **A** \_\_\_\_\_ (she / make) a good impression in her interview?  
**B** Yes, \_\_\_\_\_ (she / make) a very good impression.
3. **A** \_\_\_\_\_ (she / take) a risk by emailing the interviewer directly?  
**B** Yes, \_\_\_\_\_ (she / take) a risk, but \_\_\_\_\_ (she / want) to get his attention.
4. **A** \_\_\_\_\_ (she / do) any phone interviews?  
**B** Yes, and \_\_\_\_\_ (they / go) very well.

**Task 4. Match the beginnings and endings of the interview questions.**

- |                               |                           |
|-------------------------------|---------------------------|
| 1. Why did you apply          | a) and weaknesses?        |
| 2. How do you feel about      | b) you would like to ask? |
| 3. How do you see your future | c) communication skills?  |
| 4. What are your strengths    | d) in five years' time?   |
| 5. How good are you           | e) for this job?          |
| 6. Do you have any questions  | f) working abroad?        |

**Task 5. Match the beginnings and endings of the replies to interview questions.**

- |                                  |                                      |
|----------------------------------|--------------------------------------|
| 1. I'd like to help              | a) to be in the management position. |
| 2. In five years' time, I intend | b) the company to develop.           |
| 3. I agree with you              | c) at managing my work.              |
| 4. Well, perhaps you're          | d) up to a point, but ...            |
| 5. I'm quite good                | e) things at the last minute!        |
| 6. I don't enjoy doing           | f) right, but ...                    |

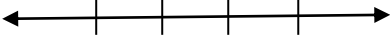
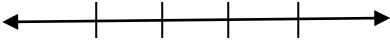

**Task 6. Cover Tasks 4 and 5. Now complete these sentences with the missing prepositions.**

1. Why did you apply \_\_\_\_\_ this job?
2. How do you feel \_\_\_\_\_ working abroad?
3. How do you see your future \_\_\_\_\_ five years' time?
4. I intend to be \_\_\_\_\_ a management position.
5. I agree with you \_\_\_\_\_ to a point, but ...
6. I'm quite good \_\_\_\_\_ managing my work.

## MODULE III. CAREERS AND DEVELOPMENT

### Unit 1. Career choices

**Task 1. Mark your position on the scales below. With a partner, discuss, explain and justify your choices.**

I have no idea how my career will develop.		I have a clear idea of my career path.
I expect to work for one company all my life.		I expect to work for several different companies in my life.
Money, status and a comfortable lifestyle are my priorities.		Job satisfaction, variety and being useful to society are my priorities.

**Task 2. You are going to read about how to choose a career. In part one a popular career coach talks about two things you *shouldn't* do, and two things you *have to* do. Before you read, try to predict what those things might be. Then read and check your predictions.**

#### Career choices (Part 1)

Basically there are just five things you need to know about choosing a career. Two of those are things you really shouldn't do; two of them are things you absolutely have to do, and then the last thing is something only you can do.

OK, let's start with the two things you really shouldn't do. The first sounds very simple, but can actually be very difficult to avoid: you shouldn't let other people decide. Don't choose a career just because your parents, or your teachers, or your friends want you to do it, or think you'd be good at it. Choosing the right career is one of the biggest decisions you'll ever have to make, so don't choose for other people, choose for yourself. You'll have lots of opportunities to make other people happy, but this one is for you; this is maybe the one time in your life when you need to be totally selfish and choose what feels right for you.

Secondly, you shouldn't choose a career just because it's something you're good at. Now don't get me wrong; if you are good at something, and you genuinely love doing it, well that's great, so go for it. But all too often I meet people who choose a career in science, for example, just because they were good at science at school. And although they're still

good at it, actually they hate it. So please, don't choose something that you are good at but that isn't going to make you happy.

Now, what about the two things you really have to do? Well the first one sounds like something from a Kung Fu movie, but it's true: before you can choose a career, you need to know yourself. Now, you can go to the Himalayas and spend a couple of years learning martial arts if you like, but there are also a lot of simple, very practical personality tests you can use at home. Tests like Myers Briggs or Keirsey are not a hundred per cent reliable, but they really can help you identify what sort of person you are. You'll find lots of tests online, or you can ask your career advisor for help.

The second thing you have to do is to find out what sort of work is available, and what it involves. Your personality test results will guide you towards the kind of careers that should suit your profile; then, you need to find out as much as you can about them, preferably from people who are already working in the sector. Social media sites like Facebook and Google + are a great way to contact people who can share their experience.

**Task 3. Mark these statements T (true) or F (false).**

- 1. Shumann says you should choose something you love doing and that feels right for you.
- 2. She recommends going to the Himalayas to learn martial arts.
- 3. You don't need to research a lot of careers, only those that suit your personality profile.
- 4. Facebook and Google+ are a great place to read about potential career choices.

**Task 4. Read the second part of the interview, answer the questions.**

1. According to Shumann, which of these factors are more likely to make you happy?



- |                                   |   |
|-----------------------------------|---|
| <input type="checkbox"/> money    | <input type="checkbox"/> recognition    |
| <input type="checkbox"/> variety  | <input type="checkbox"/> team spirit    |
| <input type="checkbox"/> fame     | <input type="checkbox"/> job security   |
| <input type="checkbox"/> autonomy | <input type="checkbox"/> responsibility |
| <input type="checkbox"/> beauty   | <input type="checkbox"/> helping people |

2. What are 'flow' activities'?

## **Career choices (Part 2)**

That brings us to the last thing, the thing only you can do: understanding what makes you happy. Now, you're probably thinking, that's easy; money – the more, the better. Well, actually there's a great deal of research that shows that, although having enough money is very important, having more money doesn't actually make you any happier. In fact, people who believe that happiness depends on being rich, famous and beautiful are more likely to suffer from depression than the rest of us.

What does seem to make most people happy is surprisingly simple; things like contact with other people, variety, autonomy and recognition. Working with people you like and respect, having a wide range of different activities, and being able to decide what you do and when you do it are major sources of satisfaction. The feeling that you're doing something useful, that you're making the world a better place is also a big motivator. It's interesting that people who run their own business, or who work in small companies where they feel they are in control are usually happier than average, even though they probably earn lower salaries and have less job security than they would in a larger organization.

Now, just before I finish, let me ask you this: do you ever get so involved in what you're doing that you just forget everything else, and time just flies? It's a feeling you often get when you do things like team sports, playing or listening to music, writing, painting, repairing or inventing things. These are times when most people say they are happiest, and they're called 'flow' activities. If you know what makes you happy, and if you can identify jobs that let you experience that 'flow', then you have almost certainly found the key to choosing your ideal career.

**Task 5. In small groups, discuss your reactions to these statements from the talk. Use the phrases below.**

### **Agreeing and disagreeing**

I (completely) agree (with you).      I'm sorry, I \_\_\_\_\_ agree with that.  
I agree with you up to a \_\_\_\_\_ .      I'm afraid I don't completely agree.  
Perhaps you're \_\_\_\_\_ , but ...

1. 'This is maybe the one time in your life when you need to be totally selfish'.
2. 'Having more money doesn't actually make you any happier'.



**Task 6. In each set of five below, match a verb 1-10 with a noun a-j to make collocations for describing skills and qualities.**



- |             |                               |
|-------------|-------------------------------|
| 1. take     | a) a commitment               |
| 2. make     | b) initiative                 |
| 3. be       | c) good working relations     |
| 4. work     | d) a good listener            |
| 5. build    | e) to strict deadlines        |
| 6. work     | f) a busy workload            |
| 7. make     | g) ownership                  |
| 8. manage   | h) closely with               |
| 9. possess  | i) a valuable contribution to |
| 10. take on | j) strong negotiating skills  |

**Task 7. Use eight of the collocations from Task 6 to complete the sentences below. Change the verb form if necessary.**

- I enjoy taking initiative, and keep my promises; when I \_\_\_\_\_ to a project, I always deliver.
- I have a lot of experience in \_\_\_\_\_ both product development and sales teams, and can adapt to their different working styles.
- I have excellent organisational skills, and I hate being late – so I have no problem with \_\_\_\_\_.
- I liaise with government officials: fortunately, I \_\_\_\_\_.
- I'm used to \_\_\_\_\_; I'm good at multitasking, and coping with pressure is no problem.
- I often \_\_\_\_\_ of projects with multi-million dollar budgets.
- I believe I can \_\_\_\_\_ any work group.
- I \_\_\_\_\_, so I build good working relationships with colleagues.

**Task 8. Which two answers in Task 7 could you give to each of these questions.**

- |   |                          |                          |
|---|--------------------------|--------------------------|
| 1. Are you able to take responsibility? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Are you a good communicator?         | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Are you a good time manager?         | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Are you a good team-worker?          | <input type="checkbox"/> | <input type="checkbox"/> |

**Task 9. This is the extract from a Human Resources review meeting.**

Read the dialogue and mark these employees as high-flyers (+) or as concerns (-). Take notes on the problem, causes and possible solutions for Rachel, Michael and Shane.

<b>Rachel Ratcliff</b>	<b>Pause Stevens</b>	<b>Michael Diegel</b>	<b>Shane Garney</b>
	<b>Rachel</b>	<b>Michael</b>	<b>Shane</b>

**problem**

**causes**

**possible solutions**

**A** All right. So that brings us to Rachel Ratcliff. You've flagged her as a high-flier. She's certainly very committed to her work.

**B** Absolutely. Rachel is doing a terrific job for us. She's an excellent team-player, and she really enjoys taking initiative. The problem is that she's ambitious and we don't have any ways to satisfy her ambition for the moment. We planned to make her a department manager in a couple of years' time, but there are no openings right now. She's obviously had other offers, perhaps from a head-hunter, and she's thinking about resigning.

**A** Hmm... It would be a shame to lose her. Solutions?

**B** Well, we could offer her a two-year assignment in Germany. I know there's a vacancy over there for someone with her profile, and she'd certainly be able to make a valuable contribution. But I don't know whether she'd agree. She has a fiancé, so it may be difficult. Another possibility would be to send her on an MBA course, and start preparing her for senior management.

**A** You really think she's that good? A potential MBA? Well, let me think about that one. I'll come back to you in a couple of days.

**B** OK.

**A** By the way, how is young Paul Stevens getting on? I believe he had a problem with his manager?

**B** Yes, that's right. He was working to very strict deadlines, and just needed a break. I'm working closely with him now, and everything's fine. He's back on the high-fliers' list. He has strong negotiating skills, and I think he'll be an excellent engineer.

**A** Good. OK, then, let's move on to Michael Diegel. He's a new hire too, isn't he?

**B** Yes, Michael's been with us almost a year now, and we've marked him as a concern because he's not really delivering the goods. He

arrived with a fantastic resumé, lots of skills and some good experience, but he's consistently underperformed, he just isn't able to manage the workload.

**A** Hmm... Any idea why?

**B** Well, I'm not too sure. Some people in the department feel that it's a problem of motivation; he doesn't like Seattle, and he wants to move east. But others of us feel that perhaps he just doesn't have the strengths that his resumé claimed. At the moment he seems to have more weaknesses than strengths.

**A** So, what do we do, give him an official warning? Tell him we'll fire him if he doesn't deliver?

**B** Maybe. But we've already invested too much time and money to just dismiss him. How about offering him an easier position in Chicago? Something that won't be so difficult. If he realizes that the job here in Seattle is too much for him, perhaps he'd be more motivated to perform at his real level. Moving to Chicago would be a good way to save face.

**A** Yes, that's not a bad idea. Could you liaise with his manager, and see what's available in Chicago or Boston, then come back to me?

**B** OK.

**A** Good. Now then, we come to our old friend Shane Garney, Mr Wannabe himself. Is he still on the high-fliers' list?

**B** Not really. He's more of a concern now. He certainly has the skills, but he's getting greedy. We gave him a big raise six months ago when he was promoted, but now he says it's not enough. He says he's had a much better offer from the competition.

**A** Well, I think it's time we had a serious talk with Mr Garney. He needs to understand that, although we appreciate ambition, our corporate policy is to reward achievement, not potential.

**B** Hm. The problem is, of course, that he's very well-connected. You remember that his father's a senator. Wouldn't it be easier to give Shane a small raise to keep him happy?

**A** Yes, I'm fully aware of that, and I'm aware that government contacts are very important to this company. But if Shane is only interested in money, he should join his father in Washington. The answer is 'no'. If he thinks he can get a better deal somewhere else, then fine, he can resign. We have a lot of good people like Rachel Ratcliff who would be happy to take his place.

**Task 10. Discussion. In small groups, decide what you would do about Rachel, Michael and Shane.**

**Interactive task: Dialogue and game**

**Task 1. You and your partner work for an international recruitment agency. Your clients are looking for:**

1. a Spanish-speaking science graduate
2. an undergraduate with marketing experience
3. a graduate accountant, to be a future finance director
4. a French-speaking graduate in business
5. an arts undergraduate with experience in the Far East
6. a Portuguese-speaking graduate with experience in sales

You have each interviewed and tested five candidates. Exchange information with your partner and decide together which candidates are most suitable for each request.

**Student A**

<b>Candidate</b>	<b>Graduation</b>	<b>Work experience</b>	<b>Management potential skills</b>
Mr Salmon	Next summer, Chemistry	Pullover sales in Mexico	
Ms Bianco			A+
Mrs Grey	Next June, Marketing	Nurse in New York	
Miss Rose			A
Mr Da Silva	Last December, MBA	Own business in Brazil	
Mr Green			B+
Mr Schwartz	Last October, accountancy	Banks in Gene- va, Monaco, Portugal	
Miss Plum			B
Ms Violeta	Next spring, History	Holiday club in Thailand	
Mr Broun			C-

**Student B**

<b>Candidate</b>	<b>Graduation</b>	<b>Work experience</b>	<b>Management potential skills</b>
Mr Salmon			
Ms Bianco	Last October, Maths	Car sales in Argentina and Brazil	A+
Mrs Grey			
Miss Rose	Next summer, Languages	Marketing in Australia and Japan	A
Mr Da Silva			
Mr Green	Last November Physics	Call centres in California and Florida	B+
Mr Schwartz			
Miss Plum	Last September Business	Financial ser- vices in Mexico and Quebec	B
Ms Violeta			
Mr Broun	Last September, Finance	Computing and accounts in China	C-

**Task 2. The bluffing game. Complete the sentences below with information about yourself that other students don't know. Use the present simple, present continuous, present perfect simple and present perfect continuous. Four of your sentences should be true; the other four should be untrue.**

1. I often ...
2. I don't usually ...
3. At the moment, I'm ...
4. Right now, I'm not ...
5. I've never ...
6. I've already ...
7. Recently, I've been ...
8. For some time now, I haven't been ...

## Activity: Creating a career. Scan reading and summarizing

**Task 1. Read the article and find which two tips can be summarized as:**

1. Move towards your long-term goal in small, easy stages.
2. Make sure that preconceived ideas about success and failure are not preventing you from reaching your goals.

### Ten tips for Creating a Career that LIGHTS YOUR FIRE

Have you ever found yourself so excited about something that the energy it generates just seems to pull you along?



Imagine feeling that every day in the work you do. It's possible!

Begin exploring your passions and discovering ways, big or small, to incorporate them into your life.



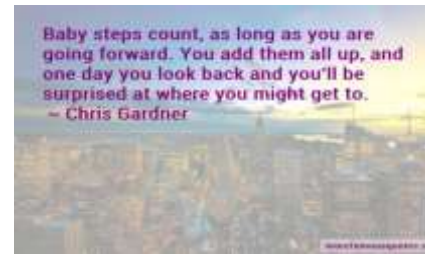
**1. GET TO KNOW YOURSELF.** Before you start off in pursuit of a career that really lights your fire take some time to do some serious self-exploration.

Make a list of all the things in your life that you have really enjoyed. It could be work or play, an event, a period of time in your life, etc. Pick one and start digging into the reasons why. Get beyond what you love doing, and break it down into the underlying characteristics. Think of it as identifying your passion's building blocks.

**2. BRAINSTORM.** Once you have a picture of the things that light your fire, brainstorm ways you could incorporate them into your life. Write them down alone or with friends, in one session or on a small pad of paper you carry with you. Above all, be creative. You never know what crazy idea is going to spark the Big One.

**3. EXPLORE.** Ask, ask, ask! Once you have identified some things you think you might be interested in, identify people who are knowledgeable in those areas and contact them. Explain that you are exploring your options and ask if you can pick their brains. You'll get some fantastic insights if you make this a habit, not to mention making some great contacts along the way.

**4. BABY STEPS.** The fear of jumping in the deep end of the passion pool keeps many people from swimming at all. Remember there's a shallow end too, so you can still enjoy splashing in the water. Look for baby steps you can take that will bring your passion into your life and keep you moving towards your long-term goal.



**5. IDENTIFY YOUR OBSTACLES.** What things are getting in your way? Make a list. Maybe they're real financial obstacles, or perhaps the need for more training. Maybe they are internal. What's stopping you? Fear? Self-doubt? Simple inertia? We all have voices in our heads that are always telling us 'You can't do that', 'You're not good enough', 'What will they think?', etc. identifying and acknowledging those voices is the first step in taking their power away.

**6. CREATE A PASSION POSSE.** In the interviews with people who have followed their dream, the most commonly mentioned success factor has been the support of the people around them. Friends, family and colleagues can all be a great source of support and inspiration. It can be an informal support network, or a regularly scheduled meeting to exchange ideas and brainstorm solutions to challenge.



**7. RE-EXAMINE YOUR DEFINITIONS OF SUCCESS AND FAILURE.** What is your definition of success? Is it getting in the way? Our culture places a lot of emphasis on material accomplishments, status, etc.

Unfortunately, that gets in the way of real happiness for a lot of people, who choose to stay on the treadmill in pursuit of that version of success. Perhaps you're not at a point where you can or want to change that definition of success. That's OK; don't. Instead, try identifying one or two less common ways of identifying 'success' – ones that come from the heart – and try to move towards them as well.

Our definition of failure, which tends to be all or nothing, also gets in the way. If you try something and it doesn't pan out, how do you see that? Is it a failure? Or is it an opportunity to learn? If you 'fail' in an effort to move toward your passion, it's not really failure. Think of it as a step in the right direction. Taking a longer term view can help with this.

**8. MAKE A PLAN.** Whether it's a high level overview or a step-by-step action plan, it is up to you – you know how you work best. Cre-

ating a plan will force you to think things through and add some comfortable structure to something that can seem very up in the air and undefined.

**9. ACT! TODAY!** The fact is, the time will never be right. Something is always going to be less than optimum. Don't wait! Do something right now that will move you toward your passion. What two things can you do right away that will start the ball rolling? They don't need to be earth-shattering, they just need to happen.

**10. COMMIT TO MAKING IT HAPPEN.** Let it out of your brain and into the open. Say, 'I am going to do this'. Say it out loud to yourself. Say it to a friend. Put it in writing and put it where you can see it. Once it's out in the open it will have room to grow. And that's exactly what you want!

**Task 2. Summarize each of the eight remaining tips in one sentence. In small groups, compare your sentences with other people and choose the best summary for each tip.**

**Task 3. Read the text again and summarize it using the following phrases and linking words.**

The title of the text is ... .

The main idea of this text is ... .

The text discusses ... .

The text deals with ... .

The text begins with ...

At first the author describes ... .

The next paragraph deals with ... .

In this part it is said that ... .

The text also describes ... .

After discussing ... the author turns to ... .

It should be noted that ... .

The final paragraph states / describes / ends with ... .

The conclusion is that ... .

In my opinion the paper is interesting / not interesting / is of (no, little, much) importance / valuable / useful ... .

Linking words: firstly, secondly, thirdly, then, after that, besides, however, although, consequently, as a result, finally, as well (as), moreover.



## Assessment: Grammar review

**(Present Simple, Present Continuous, Present Perfect, Past Simple)**

**Task 1. Put each verb into the correct form: present simple, present continuous, present perfect, past simple. Each form is used twice.**

'I'm really busy this morning – I (1) \_\_\_\_\_ (interview) three candidates for that sales job – the second one is outside now. Yesterday was even worse. I (2) \_\_\_\_\_ (interview) five candidates in two hours, and none of them were any good. Let me see, over the last ten days I think I (3) \_\_\_\_\_ (interview) 16 candidates. Just imagine! And every time I (4) \_\_\_\_\_ (interview) someone there's a CV to read, questions to prepare, records to keep. It just never ends. Right now, I (5) \_\_\_\_\_ (need) a break. (6) \_\_\_\_\_ (anyone / see) that travel brochure about holidays in the Seychelles? I know I (7) \_\_\_\_\_ (put) it somewhere. Wait a minute. There's no-one here. I (8) \_\_\_\_\_ (talk) to myself.'

**Task 2. Complete the text by using each of these forms once: present simple, present continuous, present perfect, past simple.**

'I really (1) \_\_\_\_\_ (want) that job I (2) \_\_\_\_\_ (apply) for a few weeks ago. I (3) \_\_\_\_\_ (wait) for ages – I wonder if they (4) \_\_\_\_\_ (decide) anything? I (5) \_\_\_\_\_ (sleep) so badly at the moment.'

**Task 3. Put each verb into the correct form: present simple, present perfect or past simple.**

1. I \_\_\_\_\_ (work) for Johnson & Johnson for two years. It's a good company, but now I think it's time for a change.
2. After university I \_\_\_\_\_ (work) for Johnson & Johnson for two years. Then I was invited to join Novartis.
3. I \_\_\_\_\_ (work) for Johnson & Johnson. There's a great atmosphere in my department.

**Task 4. Underline the correct words in bold.**

1. I've been a student at this university **for** / **since** I was 19.
2. I've been a student at this university **for** / **since** three years.
3. I had a great time **for** / **during** my university days.
4. I was a student at this university **since many years** / **many years ago**.
5. We've **yet** / **already** received so many applications for that job.

## Unit 2. Career development

### Task 1. Discuss these questions. Use the prompts to answer them.

1. How ambitious are you?

*to set goals; to achieve aims; to determine objectives; to make your dreams come true, to get high results, a high-achiever, a high-flier*

2. Do you have a career plan?

*to graduate (from), to get a well-paid job, to get experience, to be motivated, to get satisfaction, to get promotion, to become successful*

### Task 2. Read the article and choose the three tips for yourself.

#### Ten ways to improve your career

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. Socialize 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.

**Task 3. 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 4. Read how two people discuss Ten Ways to Improve Your Career.**

Complete the table with the number of the three tips they consider the most helpful.

<b>Tip</b>	<b>Debbie</b>	<b>Nickola</b>
1.		
2.		
3.		

- N** Oh, lots of helpful advice here. Debbie, what do you think?
- D** Just a sec. Right. Well, I'd say the most useful tip from this list was the one about creating your own goals. I've always believed that if you don't know where you want to go, well, you'll never get anywhere.
- N** You'll be stuck.
- D** Exactly. Stuck in the same old job for the rest of your life! Right. Next, 'Be comfortable with being uncomfortable'. Oh, sorry, no. That's my third point, actually. What I've chosen is 'make a list of your priorities'.
- N** And outline tasks for the day?
- D** Yep, that's the one. It's logical, isn't it? First you need to set your objectives, and once you've done that, you need to prioritize them. And if you want to move ahead in your career, you also need to evaluate your progress regularly, as it says here. If you

do that, you get a better idea of what you're good at, and also of the areas that you need to work on.

**N** It's all connected with feedback, isn't it? And what's your last point then?

**D** Well, as I said a minute ago, 'be comfortable with being uncomfortable'.

**N** I wasn't too sure how to interpret that one.

**D** Well, my understanding of this is that when a challenge presents itself, you have to take it on. I mean, if you play it safe all the time, if you just settle into a routine, you'll never move ahead in your career.

**N** That reminds me of a quote I read recently.

**D** Yeah?

**N** It said ' If you always do what you've always done, you'll only get what you've already got'.

**D** I really like that. It's so true, isn't it? You can't make progress if you don't take risks, sometimes. Now, Nik, your turn. Which of these ten tips do you think are the most useful?

**N** Hard to believe, but my first one is the same as yours!

**D** Really, that's so interesting. A meeting of minds!

**N** For me, this was the easiest to decide on. I believe that once you've established your own goals, in many ways all the rest follows. Anyway, the second piece of advice I chose is 'always look for opportunities to broaden your skills'. Some companies – like mine, for instance – look after their employees' professional development really well, but others don't, and in that case it's your personal responsibility to look for suitable opportunities. And finally, my third point was 'Are you really present?', because I believe it's critical to be 100 % focused on whatever task you are engaged in. but now, after talking with you, I think I'd change it. I like what you said about being uncomfortable. We really have to try something new. If we don't, we'll never have to try something new. If we don't, we'll never grow professionally or even personally.

**D** So, if we compare our final ranking, our number one and number three are the same. We just differ on the second point.

**N** That's right, yes. I quite enjoyed discussing this article with you.

**Task 5. Now compare the tips from Task 4 with the ones you chose in Task 2. 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 prioritize 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 6. 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. Study for extra qualifications in your free time.
2. Find an experienced person to give you help and advice.
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.

**Task 7. How would you answer the following interview questions?**

1. Where do you see yourself in five year's time?
2. How do you motivate people to do their best?
3. Can you give an example of a situation you found stressful, and how you coped with the stress.

**Task 8. Read extracts from four job interviews A-D. Which candidate(s):**

1. give(s) concrete examples from their experience?
2. ask(s) questions to make sure they answer the interviewer's question?
3. structure(s) the answer in two parts?
4. turn(s) a question about a negative point into an opportunity to emphasize a positive quality?

**Job interview A**

**Interviewer:** Where do you see yourself in five year's time?

**Applicant A:** Well, that's a difficult question to answer; let's just say that I see myself as a top performing employee in a leading company, like this one. I plan to gain experience and learn new skills. Hopefully, in five year's time, I would be ready to move up to a position with more responsibility.

**Job interview B**

**Interviewer:** How do you motivate people to do their best?

**Applicant B:** Well, I think there are two important aspects to this question. The first is to create a positive atmosphere. If people feel happy about what they're doing, they're much more motivated to work towards a common goal. So making sure they understand the objectives and the process, and that the atmosphere is pleasant and relaxed – those are really important. The second thing is to give feedback, especially when somebody does a good job, not just when they get something wrong. When I worked in a restaurant a couple of years ago, I realized that knowing how well you're doing is essential to staying motivated.

**Job interview C**

**Interviewer:** What are your weaknesses?

**Applicant C:** Well, of course, I'm aware that there are areas that I can improve on, but I have to say, as far as this job is concerned, I don't feel that I have any significant weaknesses. And if I do identify a problem, I take action to resolve it. Take time management, for instance. A couple of years ago, I realized I wasn't the most organized person in the world,

so I followed a time management course. I applied what I learned, and now I would say that organization is one of my strengths.

### **Job interview D**

**Interviewer:** Can you give an example of a situation you found stressful, and how you coped with the stress?

**Applicant D:** Yes. Last term, for example, I was on a work placement where my supervisor had to go off sick for three weeks, so the company asked me to take over responsibility for the project. It meant a huge workload, which was pretty stressful. Anyway, I sat down and planned out exactly what I had to do each day for those three weeks. I also planned an hour each evening in the gym. That really helped to ease the stress. I managed to finish the project on time, and in much better shape than when I started! Does that answer your question?

### **Task 9. Complete the checklist of useful expressions from Task 9 for answering job interview questions.**

#### **Useful expressions: answering interview questions**

##### **Asking for clarification or reformulating**

I'm sorry, could you expand on what you mean by ... ?

Do you \_\_\_\_\_, ... ?

##### **Structuring your answer**

I'd like to answer that in two ways: firstly, ... secondly, ...

I think there are two important \_\_\_\_\_ to this question ...

##### **Talking about yourself**

I \_\_\_\_\_ what I learned.

I see \_\_\_\_\_ as a top performing employee in a leading company.

I plan to \_\_\_\_\_ experience and learn new skills.

I would be ready to \_\_\_\_\_ up to a position with more responsibility.

I realized that knowing how well you're \_\_\_\_\_ is essential to staying motivated.

I'm \_\_\_\_\_ that there are areas that I can improve on.

I don't feel that I have \_\_\_\_\_ weaknesses.

I would say that organisation is the one of my \_\_\_\_\_ .

I \_\_\_\_\_ to finish the project on time.

### **Playing for time**

That's a very interesting question. I would say ...

That's a difficult question to \_\_\_\_\_ ; let's \_\_\_\_\_ that ...

### **Giving concrete examples**

Let me give you an example of what I mean.

Take ..., for \_\_\_\_\_ .

Validating your answer.

Is that what you wanted to know?

Does that \_\_\_\_\_ your question?

**Task 10. The candidates A-D used these expressions. Put the words in bold in the correct order.**

1. I applied **what learned I**.
2. I'm able **being unpopular with to cope**.
3. I see myself **performing as top an employee company in leading**.
4. I plan **experience to gain new and skills learn**.
5. I would be ready **more a move to position up with to responsibility**.
6. I realized that knowing **well you're how motivated essential doing is to staying**.
7. I'm aware **there that on that areas are can I improve**.
8. I don't feel **weaknesses I any have that significant**.
9. I would say **my organisation is that one of strengths**.
10. I managed **on finish to the time project**.

**Task 11. Read the quotation and mark the interview questions as type I or type II questions.**

'The good news is that there are only two interview questions. That is, regardless of what you're asked, the employer really only wants to know:

**I. What value can you add to my enterprise as an employee (and can you prove it)?**

**II. Why do you want this job?**

1. What is your greatest achievement?
2. How do you make sure things get done?
3. Why do you want to leave your present job?
4. What sort of environment would you prefer not to work in?
5. What are the most difficult kinds of decisions for you to make?
6. Why do you want to work for us?



## **Activity: Successful business people.**

### **Reading and tests**

**Task 1. 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 2. Make nouns from the adjectives and verbs below.**

1. strong (adj) \_\_\_\_\_
2. weak (adj) \_\_\_\_\_
3. responsible (adj) \_\_\_\_\_
4. perform (v) \_\_\_\_\_
5. commit (v) \_\_\_\_\_
6. achieve (v) \_\_\_\_\_



**Task 3. Use each noun from Task 2 to complete these questions from a job interview. Some have a plural form.**

1. What are your main functions and duties in your present job? What are your \_\_\_\_\_ ?
2. How does the company know you are doing a good job? How do they measure your \_\_\_\_\_ ?
3. What are the positive things you can bring to the team? What are your \_\_\_\_\_ ?
4. And what would you say are your \_\_\_\_\_ ? Come on, be honest now.
5. What is the one thing you are most proud of in your present job? What is your greatest \_\_\_\_\_ ?
6. If we offer you this job, what kind of \_\_\_\_\_ will you have to the company? Will you be looking for another job after a year or two?

**Task 4. Skim the article from a business magazine and match headings a-e to paragraphs 1-5.**

- a) Hiring a business coach
- b) Leisure-time activity
- c) Reading a self-help manual
- d) Taking a course
- e) An introduction to personal development

**Personal Development**

1. The term 'personal development' means different things to different people. The term can refer to developing your skills in the workplace, realizing your dreams, reading self-help books, or developing personal learning plans. It can refer to attempts to improve your quality of life and performance by starting a new diet or taking up a new sport. It can also involve searching for a good work-life balance. I have tried to identify my own weaknesses and turn them into strengths. Three things that really changed my life and helped me to develop personally are the following.

2. First, there was that electrifying moment when I discovered Stephen R. Covey's book 'The seven Habits of Highly Effective People'. I didn't read further than the first habit! The author inspires us to take initiative in life, by being proactive. Covey's idea of taking responsibility for your own choices really did change my life. It's so easy to blame our own misfortunes on external factors, such as the recession, when we can change our situation by being proactive.

3. Second, I went on a time-management course. I was surprised by how easy the tips were: Keep your desk tidy! Prioritize! However, it was very difficult for me to translate this knowledge into action. Some people on the course were very good at separating their home life and their work life. I don't agree with that. I have one life and I think it's better to integrate all aspects of it, and to work when I want to, even if that's on a Sunday morning!

4. Third, although I've never been great at sports, last year I decided to try yoga. To my amazement, I'm now hooked! One benefit of yoga is that it builds up your strength and flexibility. As a result, I feel more confident. And this means that I perform better at work. I look forward to my yoga sessions, and I think that by taking up a new leisure activity, I actually have a better work-life balance.

5. Despite my enthusiasm for Covey's book, it's true that a lot of money is wasted on buying self-help books, or on paying to see a business coach. I once paid for a session with a business coach, who told me to do this and do that, but she never actually took her own advice! For me, the best way to develop personally is: take responsibility, understand time and do something you love!

**Task 5. Read the article again and mark these sentences T (true) or F (false).**

1. The term 'personal development' has more than three meanings.
2. One of Covey's key suggestions is to react quickly to external factors.
3. It's easy to put information from a time management course into practice.
4. The author claims that yoga improves energy.
5. The author believes that paying to see a business coach is a good idea.

**Task 6. Answer the question. Discuss your answers with a partner.**

1. What would you include in your personal development plan?
2. What has influenced your personal development?
3. Have you read any good self-help books? If so, which one(s)?
4. Do you think that paying to see a business coach is a good idea? Why? Why not?
5. Do you think that your home life and work life should be completely separate?

**Task 7. 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.'

## Assessment: Careers and employment

### Task 1. Put the events in Josef Gutkind's career in logical order.

#### Part 1

- Before graduating, Josef applied for jobs in 20 companies.
- Wilson Brothers offered Josef a position as a management trainee.
- His first interview was successful and he was short-listed for a second interview.
- When Wilson's got into difficulties, Josef was made redundant.
- Two years later he was appointed Logistics Manager.
- He was invited for an interview at Wilson Brothers.

#### Part 2

- In his early fifties he took a sabbatical to write a book.
- Josef quickly found a new job, but was dismissed after arguing with his boss.
- The book was a best-seller, and Josef resigned from the firm.
- While he was unemployed Josef resigned from the firm.
- He retired from business and now lives in the south of France.
- Thanks to the masters on his CV, Josef was hired by a firm of consultants.

### Task 2. Use appropriate expressions in bold from Task 1 above to complete these job interview questions. Change the form as necessary.

1. Could you tell me why you \_\_\_\_\_ from OQP?
2. After the factory closed, was it difficult to \_\_\_\_\_ ?
3. Have you \_\_\_\_\_ jobs in other companies in the area?
4. How would you feel if we \_\_\_\_\_ you \_\_\_\_\_ as a product manager?

## MODULE IV. COMPANIES AND BUSINESSES

### Unit 1. Company types and departments

#### Task 1. Match the business activities to the pictures.

advertising  
agriculture  
transport  
software  
construction

manufacturing  
mining  
health care  
civil engineering  
oil and gas



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_



9 \_\_\_\_\_



10 \_\_\_\_\_

#### Task 2. Put the activities in Task 1 into the correct sector. Then read the text and check your answers.

Primary sector

(extracting raw materials)

--	--	--

Secondary sector

(manufacturing)

--	--	--

Tertiary sector

(commercial services)

--	--	--	--

We can divide all business activities into

three sectors. In the primary sector, we






find activities that extract raw materials from the earth or from the oceans. These are businesses like agriculture, mining, and oil and gas.

The secondary sector covers activities like manufacturing, construction and civil engineering – building roads and bridges, for example. Finally, in the tertiary sector, we have commercial services such as advertising, health care, software and transport.

#### Task 3. Read the descriptions of different types of business organization. Match them with the photos.

1. One person owns and controls the business.
2. Two or more people own and manage the business.

3. Several people called shareholders each own a part – or share – of the business. The shareholders are sometimes family and friends.
4. This is a large company. Anyone can buy or sell its shares on the stock market.
5. This is a joint venture between a local entrepreneur and a well-established business.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a sole trader	a franchise	a public limited company (plc)	a private limited company (Ltd)	a partnership
				

**Task 4. With a partner, decide what type of business organization these businesses usually have. Use the information in Task 1 to help you.**

1. doctors, lawyers and architects \_\_\_\_\_
2. independent shops, garages, hotels and restaurants \_\_\_\_\_
3. opticians, car rentals and sandwich shops \_\_\_\_\_
4. plumbers, photographers and electricians \_\_\_\_\_
5. multinationals, manufacturers and hotel chains \_\_\_\_\_

**Task 5. Which department (Customer Service, Sales, Marketing, Research & Development, Technical Support) usually:**

1. sells the products? \_\_\_\_\_
2. looks for new markets for new or existing products? \_\_\_\_\_
3. creates new products? \_\_\_\_\_
4. answers technical questions from customers? \_\_\_\_\_
5. answers all other questions from customers? \_\_\_\_\_

**Task 6. Complete the sentences with the best word from the list.**

**finds buys checks arranges maintains deals organizes**

1. The Logistics Department \_\_\_\_\_ the transport of goods.
2. The Training Department \_\_\_\_\_ courses.
3. The Purchasing Department \_\_\_\_\_ from suppliers.
4. The Human Resources Department \_\_\_\_\_ new staff.
5. The IT Department \_\_\_\_\_ the computer system.
6. The Finance Department \_\_\_\_\_ with all the money.

**Task 7. Big companies employing a large workforce have complex internal structures, with separate specialist departments in charge of different functions. Match each function with the department responsible for it.**

**Transport**

**Purchasing**

**Personnel**

**Accounts**



**Legal**

**Production**

**Sales & Marketing**

**R&D**

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. carries out market research.</li> <li>2. advises on corporate regulations.</li> <li>3. orders all supplies needed by the firm.</li> <li>4. draws up contracts.</li> <li>5. operates the firm's lorries, vans and cars.</li> <li>6. works to improve the firm's product range.</li> <li>7. is responsible for recruitment and selection.</li> <li>8. pays wages and salaries.</li> <li>9. is in charge of the welfare of employees.</li> </ol> | <ol style="list-style-type: none"> <li>10. works with the factory unit.</li> <li>11. arranges delivery of goods to customers.</li> <li>12. organizes the activities of the sales representatives.</li> <li>13. creates new products.</li> <li>14. organizes quality control to maintain product standards.</li> <li>15. brings the firm's goods and services to the attention of potential customers.</li> <li>16. keeps a record of all payments made and received.</li> <li>17. organizes training courses.</li> <li>18. includes data processing services.</li> </ol> |
|---|--|

**Task 8. Read the text about non-profit organizations. Explain the words: Charity, Volunteers, Donate.**

Organization's with 'social' aims such as helping those who are sick or poor, or encouraging artistic activity, are non-profit organizations (BrE) or non-for-profit organizations (AmE). They are also called charities, and form the voluntary sector, as they rely heavily on volunteers (unpaid workers). They are usually managed by paid professionals, and they put a lot of effort into fund-raising, getting people to donate money to the organization in the form of donations.



**Task 9. Corporate culture. With a partner, discuss what you would do in each situation and explain why.**

You've just started working for a new company. Do you:

- a) try to look as smart and professional as possible?
- b) wear jeans and a T-shirt like all the other employees?

Why? \_\_\_\_\_

- a) stop work at five o'clock like everyone else?
- b) stay longer to finish your work?

Why? \_\_\_\_\_

- a) share your ideas and opinions at staff meetings immediately?
- b) say nothing like most of your colleagues?

Why? \_\_\_\_\_

**Task 10. Scan the article to find:**

- a) what the monkey experiment demonstrated.
- b) seven examples of unwritten rules.
- c) what new staff learn about work culture and how they learn it.

**Monkey business?**

Scientists put a group of five monkeys in a cage. At the top of a ladder, they hung a banana. As soon as a monkey climbed the ladder, he was showered with cold water; the group soon gave up trying to reach the banana.



Next, the scientists disconnected the cold water and replaced one of the five monkeys. When the new monkey tried to climb the ladder, the others immediately pulled him down and gave him a good beating. The new monkey learned quickly, and enthusiastically joined in beating the next new recruit. One by one, the five original monkeys were replaced. Although none of the new group knew why, no monkey was ever allowed to climb the ladder.

Like the monkeys in the experiment, every culture and organization has its unwritten rules. These rules are probably the single most influential factor on the work environment and employee happiness. Though many work cultures embrace positive values, such as loyalty, solidarity, efficiency, quality, personal development and customer service, all too often they reinforce negative attitudes.

In many businesses, an unwritten rule states that working long hours is more important than achieving results. In one medium-sized company, the boss never leaves the office until it is dark. Outside in the car park, he checks to see who is still working and whose office windows are dark. Staff who risk leaving earlier now leave their office lights on all night.

Other common unwritten rules state that the boss is always right, even when he's wrong; if you're not at your desk, you're not working; nobody complains, because nothing ever changes; women, ethnic minorities and the over 50-s are not promoted; the customer is king, but don't tell anyone, because management are more interested in profitability.

Often nobody really knows where these unwritten rules came from, but unlike the new monkeys, new recruits pick them up very quickly, despite the best intentions of induction and orientation programmes. The way staff speak to management, to customers and to each other gives subtle but strategic clues to an organization's culture, as do the differences between what is said, decided or promised, and what actually gets done.

New staff quickly learn when their ideas and opinions are listened to and valued, and when it's better to keep them to themselves. They learn which assignments and aspects of their performance will be checked and evaluated, and whose objectives and instructions they can safely ignore. Monkeys may be more direct, but work culture is every bit as effective at enforcing unwritten rules as a good beating.

**Task 11. In small groups, discuss the questions.**

1. What do you think organizations and companies can do to avoid negative unwritten rules? \_\_\_\_\_

2. What unwritten rules do you imagine you might encounter in your country as an intern in:

- a government department? \_\_\_\_\_
- a small public relations firm? \_\_\_\_\_

Think about:

- office etiquette, e.g. dress code, punctuality, personal calls, coffee and lunch breaks;

- relationships with colleagues, management and clients / business partners;
- autonomy and initiative.

3. Which work culture above would you prefer to work in? \_\_\_\_\_

Which would be the most difficult to adapt to? Why? \_\_\_\_\_

**Task 12. Read the article about company culture and translate it.**

The structure of the company is often closely connected to its culture. In a small company it's easier to be dynamic and innovative, whereas in a large company things are often slow-moving and bureaucratic.

Similarly, if the company is hierarchical (many levels), then people at the bottom aren't allowed to take initiatives without permission from their seniors; decision-making and communication are top-down. If the structure is flat (few levels), then the flow of information can be more bottom-up.

In all cases you hope that the company culture is honest, open and transparent (not trying to keep things secret).

**Task 13. Read the texts about work culture and placements and answer the questions:**

1. What problems did Sandra and David have?
2. What were the misunderstandings that caused these problems?
3. What mistakes did the students and the superiors make in each case?

**Sandra, an American business student**

I got my first placement in a PR firm in Paris. Our teachers had told us to be careful about dress code, being on time, and so on. But I had a problem I really wasn't expecting.

The first day, I arrived at eight thirty and I was a bit surprised because I had to wait an hour and a half for my supervisor to arrive. In fact most people came in at about eleven o'clock. But everybody was very friendly. They gave me a project to work on and I thought, great, I can really do a good job here and, you know, make a good impression.

Well, for the first two weeks I worked from nine in the morning to about seven in the evening. I didn't really have a social life because I only got home about eight, but, like I said, I wanted to make a good im-

pression, but then gradually, people became less friendly, and stopped talking to me. I couldn't understand why they were giving me these funny looks, especially when I went home in the evening.

Anyway, in the end, I went and asked my supervisor what I'd done wrong. And in fact the problem was that most people didn't go home until 9 or 10 p.m. So because I left at about seven, I was breaking the unwritten rules. They all thought I was lazy! I mean, I knew I was the first to leave, but I arrived at 9 a.m., and I was working really hard, you know?! But as far as they were concerned, you couldn't do any real work before eleven, so arriving at nine in the morning didn't count!

### **David, a British civil service manager**

I'm a department manager in the civil service. The department's actually very informal and friendly – we're all quite young and everyone's on first name terms. We all have lunch together in the canteen and we often go to the pub for a drink after work. We have one or two interns per year. We try to make them feel at home and part of the team, and usually it's fine.

But, a year or two ago, I had a problem with an intern I was supervising. At first, everything was fine. Monica was very bright and friendly, and got on well with everybody. But then one day we had a crisis in the office. My manager needed one of Monica's files for an important meeting at 10 a.m. We couldn't find it, and unfortunately Monica wasn't in the office; she wasn't answering her phone, and she didn't arrive until ten fifteen! In fact, she'd been to the dentist's, but she hadn't told me that she'd be late. Well, as you can imagine, I was stressed out and I made it very clear that this was unacceptable. And Monica just burst into tears, so I had to tell her that, you know, that was unprofessional too.

Anyway, after that, things were never the same. She stopped socializing with the rest of the team; she wouldn't say anything in meetings and she didn't even eat in the canteen with us anymore. I tried to explain that it was my job to tell her when there was a problem, and that it wasn't personal. But she couldn't accept that. For her, a boss was a boss, and a friend was a friend, and you couldn't be a boss and a friend.

**Task 14. Read what a person says about company culture at his previous company and his current company. The text has eight wrong words. Find them and correct them.**

In my last job I worked for a large telecommunications company. It used to be the estate-owned monopoly, but they privatized it in the nineties. Unfortunately, the cultural there hasn't really changed. Decision-making is very slow-moving and bureaucracy – everything has to be agreed all the way up the chain before action can be taken.

I didn't really like working there, and I moved to a smaller competitor two years ago. It's much better now – I have more responsible because my boss trusts me and he relegates a lot of interesting projects to me. Everybody knows what is going on and can make a contribution – communication works well in both directions, both bottom-down and top-up. It's a dynamic, innovation company and we're growing fast. I hope to continue working here for several more years.

**Task 15. In small groups, compare organizations where you yourself, your friends or members of your family have worked or studied. In what ways are their cultures different? Have these differences ever caused problems or misunderstandings?**

What do the Russians like to work with?

Do people respect the boss?

How much holiday do people have?

What's the business / office culture in Russia like?

Are Russians well organised in the office, or quite casual?

What is typical for Russian office culture compared with other countries?

**Task 16. In small groups, describe the Russian Business Culture. Think about the following aspects:**

- greetings etiquette;
- meeting etiquette;
- dress codes;
- body language;
- corporate culture;
- gifts;
- dining etiquettes;
- cross-cultural communication.

## Activity: Company types. Reading and vocabulary

### Task 1. Read the texts for general understanding.

#### I. Types of company

Here is a simplified list of the different types of legal structures for a business.

##### **Sole trader (BrE)**

##### **Sole Proprietor (AmE)**



This is a one person business. The person may describe themselves as 'self-employed' (e.g. the owner of a small shop), or as a 'freelancer' if they are a professional who works for different clients (e.g. a photographer).

##### **Partnership**



A group of people who work together as equals (e.g. a firm of lawyers or architects). They share the risks and the profits.

##### **Private company**



The shares of the company are privately owned, usually by a small number of people. These shareholders typically include the founder of the company, possibly some close family members, and perhaps a few business associates who provided money for the company.

##### **Public company (BrE)**

##### **Corporation (AmE)**



They are large companies that are listed on stock exchanges like Germany's DAX, France's CAC or the UK's FTSE. They are called public because anyone can buy their shares (note: do not confuse a state-owned enterprise with a public company).

#### II. Departments

The list of departments below is typical for many businesses – each one corresponds to a business function. Companies also have other departments related to their own particular business activity.

<b>Production</b>	<i>might also include</i>	<b>Purchasing and Quality Assurance (QA).</b>
<b>Operations</b>	<i>refers to all the internal processes of a company and might include, for example,</i>	<b>Logistics.</b>
<b>Sales</b>	<i>might also include</i>	<b>Business Development.</b>
<b>Customer Services</b>	<i>might include</i>	<b>Technical Support.</b>
<b>Marketing</b>	<i>might include</i>	<b>Market Research.</b>
<b>Communication</b>	<i>refers to all promotional activities including a strong focus on</i>	<b>Public Relations (PR).</b>
<b>Finance</b>	<i>has many subdivisions, such as</i>	<b>Financial Control, Treasury, Accounts and Payroll (managing salary payments).</b>
<b>Human Resources (HR)</b>	<i>are sometimes called</i>	<b>Personnel.</b>
<b>Information Technology</b>	<i>are sometimes called</i>	<b>Information Systems.</b>
<b>Research and Development (R&amp;D)</b>	<i>may be represented by</i>	<b>Innovation.</b>
<b>Legal</b>	<i>or</i>	<b>Law.</b>

As well as departments, an international company may also have divisions organized according to geographical area or major product lines.

### III. Individuals within the structure

#### Jobs and positions

#### Examples

1. The Chief Executive Officer (CEO) runs the company. *The CFO is part of the senior management team.*  
The level below CEO is Chief ... Officer, for example, Chief Financial Officer (CFO), Chief Operations Officer (COO), Chief Information Of-

ficer (**CIO**), Chief Digital Officer (**CDO**), Chief Marketing Officer (**CMO**).

2. The next level down might be country level for a large international organization, or departmental level. A job title here might be **Sales Director** or **Head of Sales** or **VP (Vice President) Sales**.

3. Below this are people with job titles like **Manager**, **Officer**, **Coordinator**, etc. The words **Assistant** or **Deputy** may also occur at any level.

*The Sales Director for Sweden liaises closely with (talks to in order to work better with) the Chief Marketing Officer at Head Office in the States.*

*I'm the Business Development Officer for Sweden.*

*My line manager (person directly above me / person who I report to) is the sales Director.*

*The Sales Director delegates (gives) a lot of work to me.*

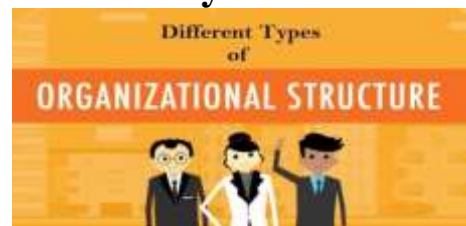
**Remember that we say: senior people at a high level  
junior people at a lower level**

**Task 2. Read them again and underline the words you don't know. Check their meaning. Check pronunciation (macmillandictionary.com).**

**Task 3. Highlight words you know passively, but don't use actively. Choose some to write sentences of your own.**

### **Assessment: Company types. Vocabulary**

**Task 1. Underline the correct word in italics.**



1. My brother is a plumber. He's *autonomous* / *self-employed*.

2. The people who own a private company might include the founder of the company, some family members, and perhaps a few business *associates* / *companions*.

3. In a public company anybody can buy the *actions* / *shares*.

4. A public company is *listed* / *posted* on a stock exchange.



5. Our railways were recently privatised. I think the service was better before, when they were a *public company / state-owned enterprise*.
6. The Purchasing department is responsible for *buying parts and raw materials / making the final product*.
7. If you have a complaint, please contact *Customer Services / Consumer Services*.
8. All recruitment and selection is done by our *Human Relations / Human Resources Department*.
9. Innovation is key to our success and we have recently expanded the *Research and Design / Research and Development Department*.
10. In the Legal Department we have three *lawyers / advocates* trained in commercial law.
11. It's the CEO's job to *control / run* the company.
12. Our Business Development Officer *is responsible for / the responsibility for* finding new business opportunities.
13. I can't take that decision. It will have to be referred to *higher people / more senior people*.
14. That decision will have to be taken at a *higher level / a more superior level*.
15. In the department there are six sales representatives and their *line director / line manager*.
16. The Sales Department has to *liaise / liaison* closely with Marketing.
17. She is *part of / makes part of* a team of designers.
18. I am the Financial Controller, and I *relate directly / report directly* to the Finance Director.

**Task 2. Match the job title with the job responsibilities and duties.**

1. The <b>CFO</b> (Chief Financial Officer)	<i>is in charge of</i>	ongoing activity.
2. The <b>COO</b> (Chief Operations Officer)	<i>monitors and controls</i>	IS (Information Systems) and Hotdesks.
3. The <b>CIO</b> (Chief Information Officer)	<i>is concerned with</i>	all the financial side of the business.
4. The <b>CDO</b> (Chief Digital Officer)	<i>deals primarily with</i>	the digitalization of the business.
5. The <b>CMO</b> (Chief Marketing Officer)	<i>is responsible for</i>	marketing and market research as well as sales promotion.

**Task 3. Complete each sentence with a verb below.**

**answers**                      **arranges**                      **checks**  
**collects**                      **deals**                              **maintains**

1. The Quality Assurance Section \_\_\_\_\_ that the products have no defects.
2. The Logistics Department \_\_\_\_\_ the transport of goods and materials.
3. Technical Support \_\_\_\_\_ specific questions from customers about how to use the product.
4. The Market Research Section \_\_\_\_\_ and analyzes information about the needs of consumers.
5. The Accounts Department \_\_\_\_\_ with invoices and payments.
6. The IT Department \_\_\_\_\_ the computer network.

**Task 4. 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.

**Task 5. Complete the text about operations with the words and phrases below.**

**-back-office**                      **-behind the**                      **-step on one's**                      **-day-to-day**  
**functions**                              **scene**                                      **toes**                                      **basis**  
**-makes**                                      **-liaise**                                      **-meet their**                              **-recruit**  
**a profit**                                      **closely**                                      **needs**

Everyone knows the functions of company departments such as Marketing and Finance. Marketing is about promoting the company, and making sure that customers can find products that 1) \_\_\_\_\_ . Finance is about controlling the resources of a company to make sure that the business 2) \_\_\_\_\_ .

But what about Operations? The department name is less well-known, yet many large companies are run on a 3) \_\_\_\_\_ by Operations Managers. Operations is about the internal processes of a company. In a manufacturing company an Operations Manager will make sure the production process is running smoothly. In a hotel they are responsible for bookings, front desk, maintenance, etc. in a bank they look after the administration of accounts and other 4) \_\_\_\_\_ .

Operations Managers have to 5) \_\_\_\_\_ with people from other departments. In the factory, it is with Purchasing Managers who 6) \_\_\_\_\_ new staff. In the bank it is with IT Managers who work 7) \_\_\_\_\_ to keep everything running. So the Operations Manager has to be careful not to 8) \_\_\_\_\_ .

**Task 6. Match the sectors with the descriptions.**

- |                     |                          |                             |
|---------------------|--------------------------|-----------------------------|
| 1. Primary sector   | <input type="checkbox"/> | a) commercial services      |
| 2. Secondary sector | <input type="checkbox"/> | b) extracting raw materials |
| 3. Tertiary sector  | <input type="checkbox"/> | c) manufacturing            |

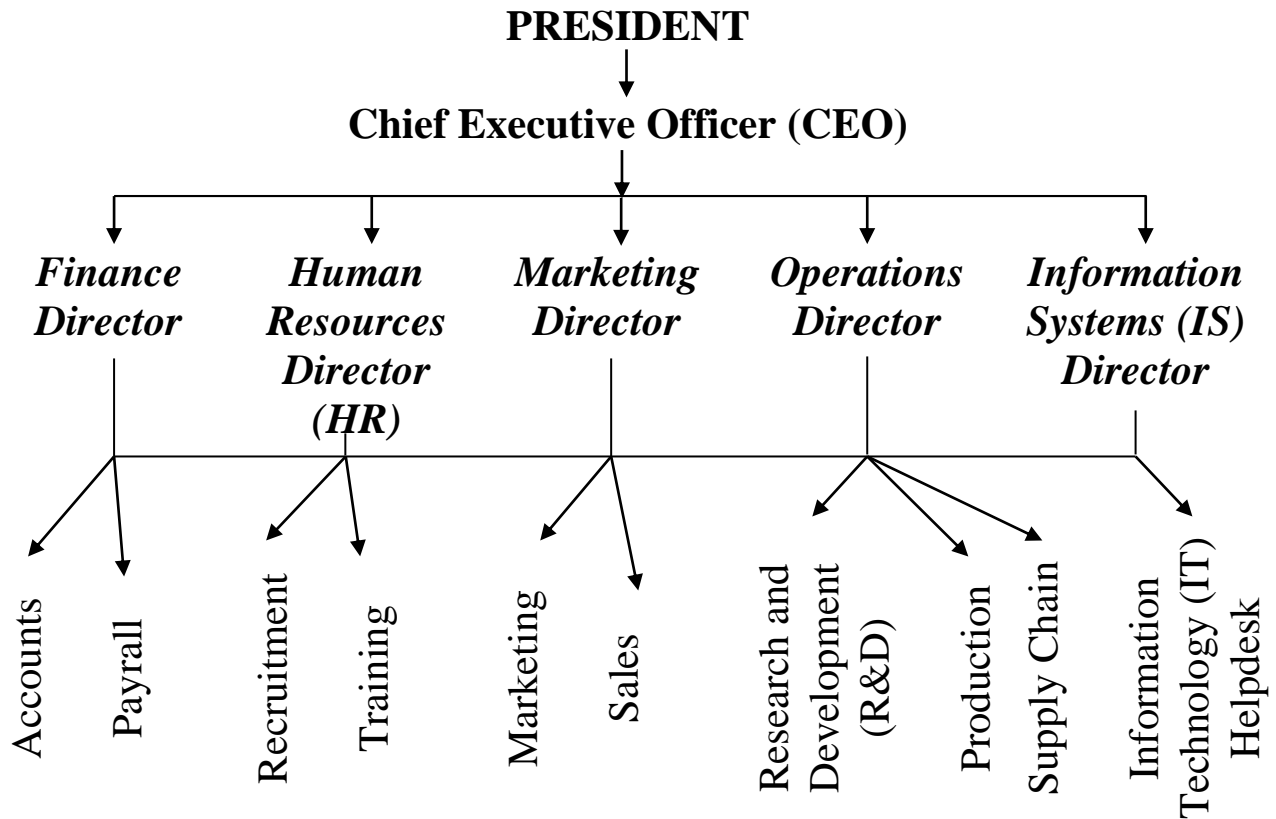
**Task 7. Write what type of business organization these businesses have.**

1. Lawyers and architects work in a \_\_\_\_\_ .
2. Car rentals and sandwich shops work as a \_\_\_\_\_ .
3. Plumbers and electricians are \_\_\_\_\_ .
4. Plc is a \_\_\_\_\_ .
5. Ltd is a \_\_\_\_\_ .



## Unit 2. Company structures

**Task 1. Look at the organizational chart for a private limited company.**



### 1. Write who is in charge of:

- money \_\_\_\_\_
- long-term strategy \_\_\_\_\_
- manufacturing \_\_\_\_\_
- communication \_\_\_\_\_
- managing the company \_\_\_\_\_
- employees \_\_\_\_\_
- data management \_\_\_\_\_

### 2. Write the name of the department that:

- invents new products \_\_\_\_\_
- contacts customers \_\_\_\_\_
- hires new staff \_\_\_\_\_
- pays salaries \_\_\_\_\_
- organizes product promotion \_\_\_\_\_
- helps employees develop new skills \_\_\_\_\_
- solves computer problems \_\_\_\_\_
- pays suppliers \_\_\_\_\_
- organizes logistics \_\_\_\_\_

**Task 2. Four people are talking about their jobs. Read the texts and answer the questions for each person.**

<b>Job description</b>	<b>Person 1</b>	<b>Person 2</b>	<b>Person 3</b>	<b>Person 4</b>
1. Which department does he / she work in?				
2. What does he / she do?				
3. Does he / she like the job?				

**Speaker 1.** Hi, I'm Michael. I'm a product engineer. I love working in R&D. I test new products and find solutions to technical problems. It's my dream job!

**Speaker 2.** Hello. My name's Jessie. My job is hard. There's a lot of stress. I work in purchasing – it's part of supply chain. I'm responsible for buying the materials we need for production.

**Speaker 3.** Hi! I'm Pete. I work in accounts, and it's my job to check that customers pay their bills. I receive payments and I enter the information on the computer. If customers don't pay, I call them. They're usually very friendly so, yes, it's a good job.

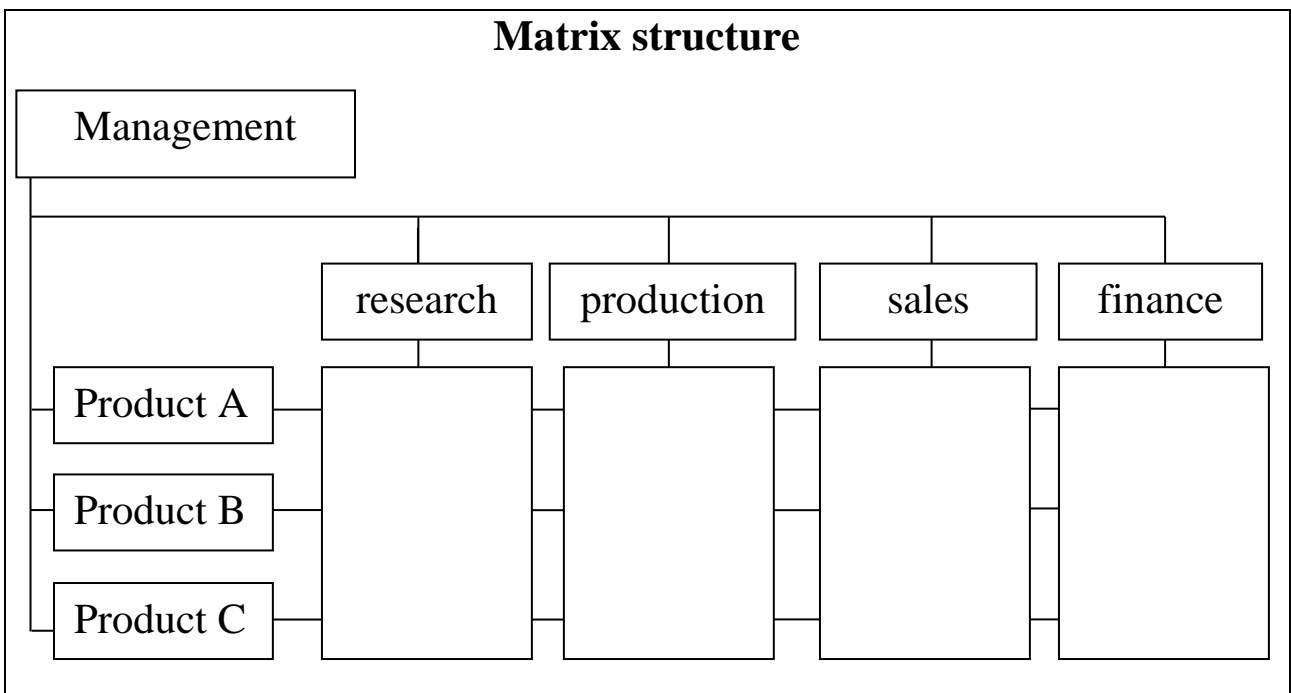
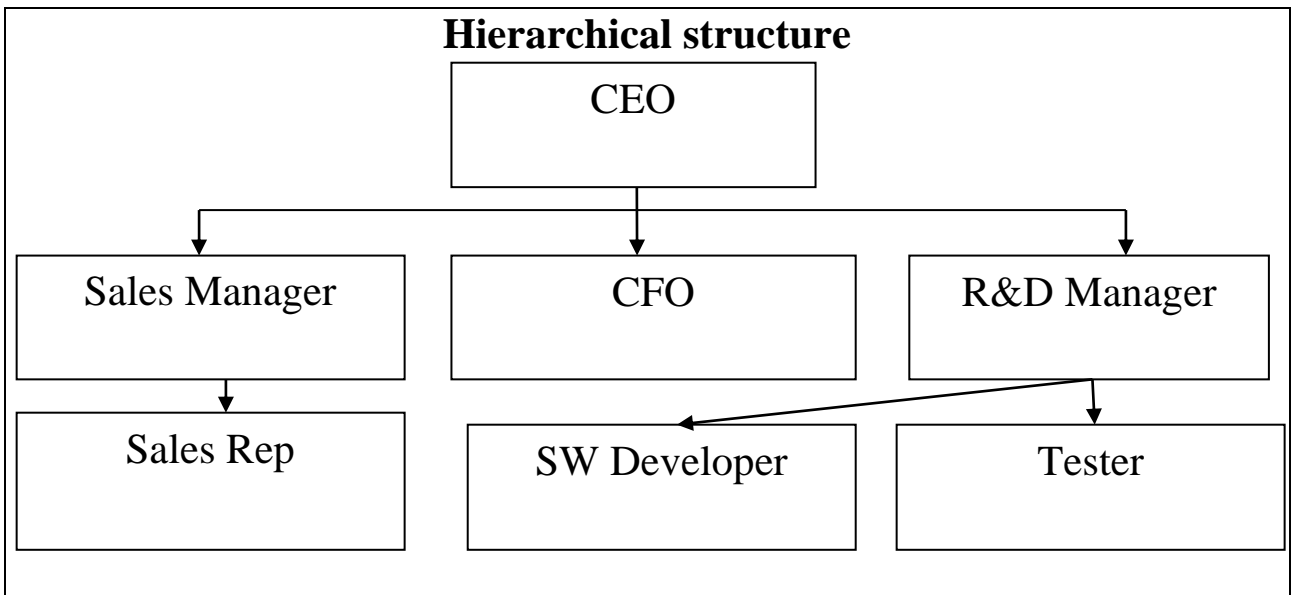
**Speaker 4.** Sorry, I don't have much time to talk. I'm always busy! I'm Kim and I work in sales. It's my job to call customers and sell our products. I'd really like to work in marketing, but the money's better in sales!

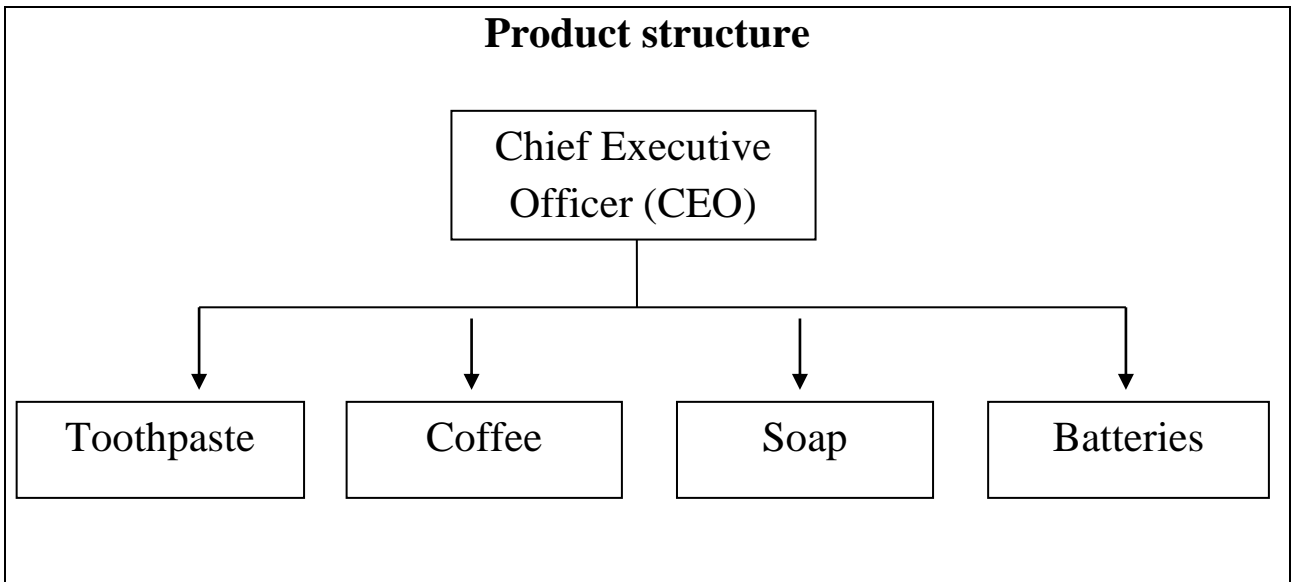
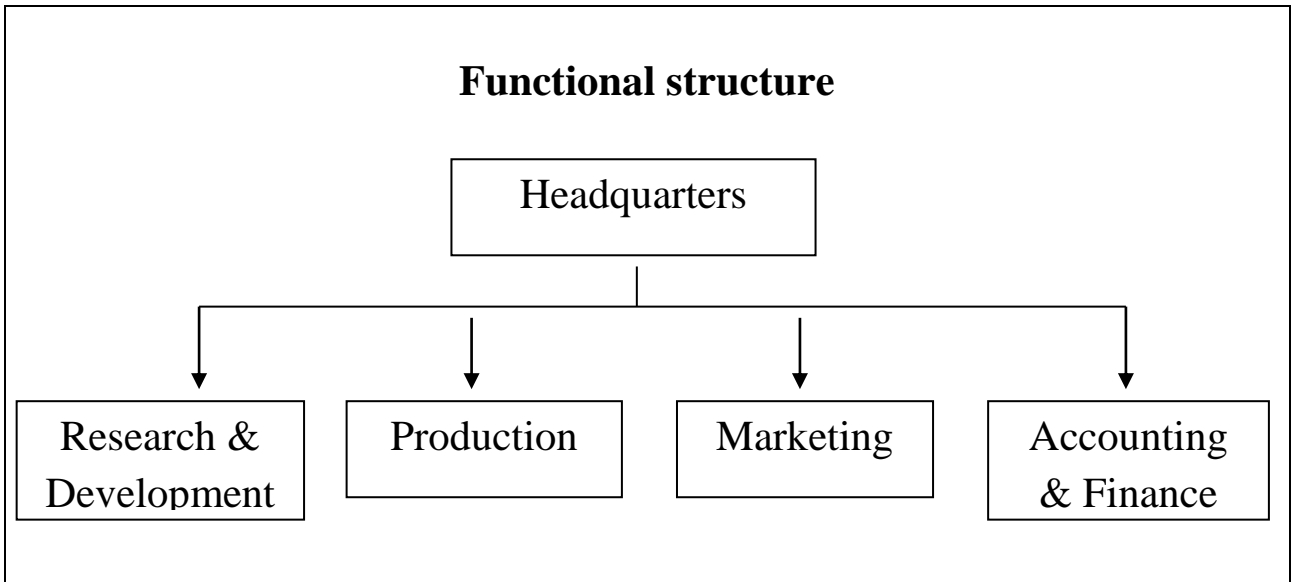
**Task 3. Look at the ways of classifying businesses.**

<b>Industry type (sectors)</b>	<b>Primary</b>	agriculture, fishing, forestry, mining
	<b>Secondary</b>	construction, manufacturing
	<b>Tertiary/service</b>	banking, tourism, entertainment
<b>Business type</b>	<b>Sole trader</b>	The business is owned by one person who is responsible for any debts.
	<b>Partnership</b>	Two or more people run the business; all partners share profits and losses.
	<b>Limited liability (Ltd)</b>	The company is responsible for any losses, not the owners; the company is private, i.e. shares cannot be sold to the public.

	<b>*Public limited (PLC)</b>	The company is owned by shareholders who receive dividends and gain or lose money if share prices go up or down.
<b>Business model</b>	<b>B2B</b>	Business to business
	<b>B2C</b>	Business to consumer
	<b>C2C</b>	Consumer to consumer
	<b>B2B2C</b>	Business to business to consumer
	*A public limited company can also be known as a corporation (Corp) (Inc)	

**Task 4. Look at the business structures.**





**Task 5. Which business structure do you think is best for these companies?**

**Functional structure**  
**Matrix structure**

**Hierarchical structure**  
**Product structure**

small family business \_\_\_\_\_  
 global online retailer \_\_\_\_\_  
 multinational conglomerate \_\_\_\_\_  
 medium-sized manufacturer \_\_\_\_\_

**Task 6. Read how five people talk about their businesses. Below note each speaker's job, industry type, business model, type of business and company structure.**

	Job	Industry type	Business model	Type of business	Company structure
Speaker 1					
Speaker 2					
Speaker 3					
Speaker 4					
Speaker 5					

**Speaker 1.** I'm a geologist with a well-known multinational corporation – may be you even own shares in our company. Our core business is mining – gold, silver, copper, iron and so on. We have a complex structure, each geographical region has a local management structure, but individual product managers also report to different functional managers at HQ – R&D, finance, marketing, etc. It's a huge operation, so decision-making can be very slow.

**Speaker 2.** I'm a freelance photographer, so I run my own business. I do a lot of weddings, parties and so on. Because I'm self-employed, I can do things my way, which is great; on the other hand, it's financially risky. For example, if the business got into trouble, I could lose my home.

**Speaker 3.** We make furniture for firms like Ikea. I sort of supervise production, and my sister runs the office, but in fact my dad decides everything. He's the General Manager. It's a family business; there are six shareholders altogether, but we can't really do anything without Dad.

**Speaker 4.** I share an office and an assistant with three other lawyers. I specialize in employment law, advising companies on HR issues. My partners each have their own specialization, and Sarah, our assistant, works for all of us. In theory, as managing partner, I'm the boss, but in practice we each look after our own clients. So it's a very flat structure, there's no real hierarchy.

**Speaker 5.** I work for a hairdressing franchise – my job is to recruit and manage new franchises; I report directly to the CEO. We help franchisees to set up salons, promote our products, and ultimately, increase our shareholder value. It's good business for them, but although they manage their own limited companies, they don't



have any real say in how things are done; there's a procedure for everything – and I mean everything.

**Task 7. Work with collocations. In each set of four, match 1-8 with a-h to make collocations for talking about business activities.**

- |             |               |            |                |
|-------------|---------------|------------|----------------|
| 1. sell to  | a) a supplier | 5. make    | e) value       |
| 2. buy from | b) goods      | 6. face    | f) a profit    |
| 3. make     | c) services   | 7. develop | g) competition |
| 4. provide  | d) a customer | 8. add     | h) a market    |

**Task 8. Complete the text with the collocations from Task 3.**

**Every business needs a USP**

**USP – Unique Selling Point**

There are many different types of business. Some (1) \_\_\_\_\_, like cars or TVs; others (2) \_\_\_\_\_, like health care or education. Many businesses work in the same way. They transform materials that they (3) \_\_\_\_\_ into something more valuable that they can (4) \_\_\_\_\_. In other words, they (5) \_\_\_\_\_ to the original materials. If they continue to find new customers, they can (6) \_\_\_\_\_. If they control their costs, they can (7) \_\_\_\_\_. But in the modern world, almost every business must (8) \_\_\_\_\_. Monopolies are very unusual. A business can sell to other companies (B2B – business to business) or to end users (B2C – business to consumer), but it always needs a USP to succeed.

**Task 9. Complete the article with the words or phrases from the box.**

- |                     |                  |                       |
|---------------------|------------------|-----------------------|
| <b>manufacture</b>  | <b>operate</b>   | <b>industries</b>     |
| <b>owns</b>         | <b>marketing</b> | <b>multinationals</b> |
| <b>subsidiaries</b> | <b>holding</b>   | <b>complicated</b>    |

Companies are involved in many activities, for example buying, selling, 1) \_\_\_\_\_ and production, in a range of different 2) \_\_\_\_\_, such as information technology, telecommunications, film, and car 3) \_\_\_\_\_. Many well-known companies are 4) \_\_\_\_\_, these are companies which 5) \_\_\_\_\_ in a number of countries. Multinationals often have a 6) \_\_\_\_\_ structure. There is usually a parent or

- 7) \_\_\_\_\_ company. This company  
8) \_\_\_\_\_ other companies or parts of other companies.  
The other companies are called 9) \_\_\_\_\_ .

**Task 10. Read and translate the texts below about self-employed people and partnerships.**

a) I'm a freelance graphic designer, a freelancer. That means I work for myself – I'm self-employed. To use the official term, I'm a sole-trader. (Note: You usually describe people such as designers and journalists as freelancers, and people such as builders and plumbers as self-employed. Sole owner and sole proprietor are also used both in BrE and AmE. Sole trader is not used in the US.)

b) We have set up our own architecture partnership. There are no shareholders in the organization apart from us, the partners. A lot of professional people like lawyers, accountants and so on, work in partnerships.

**Task 11. Read and translate the texts below about Limited liability.**

a) I'm the managing director and main shareholder of a small electronics company in Scotland called Advanced Components Ltd. 'Ltd' means limited company. The other shareholders and I have limited liability: we do not have to use our personal property, such as a house or car, to pay the company's debts.

b) I'm the chief executive of a British company called Megaco PLC. 'PLC' means public limited company, so anybody can buy and sell shares in Megaco on the stock market.

c) I'm the CEO of Bigbucks Inc. 'Inc' stands for Incorporated. This shows that we are a corporation, a term used especially in the US for companies with limited liability.

**Task 12. In small groups, list four important business activities in your country, region or city. Answer the questions for each one.**

1. What is the business activity?
2. Which sector does it belong to?
3. Is it B2B or B2C?
4. What competition does it face?
5. What is the USP?
6. How does it make a profit?

**Activity: Company structure. Reading and discussing**  
**Task 1. Read the information about different types of company structure and answer the questions which follow.**

### **Company Structure**

Businesses can be organized by:

- function
- geographical area
- product or customer
- project



#### **Function**

Larger businesses are traditionally organized into departments according to their role. Employees with similar jobs (functions) are grouped together. E.g. production, financing, marketing and human resources.

#### **Area**

Some businesses organize their activity according to geographical area. This is common in large multinational companies but it might also be appropriate for medium-sized businesses. E.g. a small retail chain or a fast-food chain with branches.

#### **Product / Customer**

This involves organising the business into departments which focus on different products. Employees with different skills work in departments according to the product they are developing. Departments can also be organized to serve groups of customers with specific needs. E.g. a bank may have separate departments for personal accounts and business accounts.

#### **Project Management**


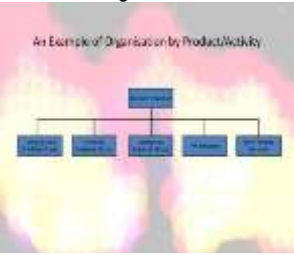

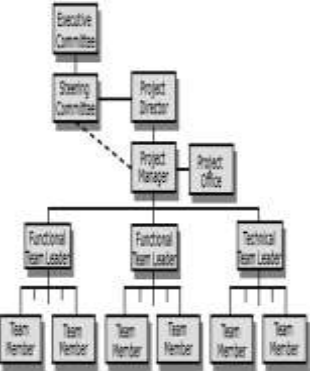
Project-based management is becoming increasingly popular. Employees are grouped in two different ways, for example by function and by project. In many cases, this is a temporary arrangement due to a special project. Project teams have specialised employees working for them from other departments. These employees therefore report to managers – departmental and project.

**Question 1.** What kind of structure does your organisation have? (Or one you know about). Why is it organized like this?

**Question 2.** What are the advantages and disadvantages of the different types of company structure?

**Task 2. Now compare your ideas with the ideas described below.**

**Pros and Cons of Different Structures**

	<b>Advantages</b>	<b>Disadvantages</b>
<p><b>Functional</b></p> 	<p>Specialisation – each department focuses on its own work.</p> <p>Accountability – someone is responsible for the section.</p> <p>Clarity – employees understand theirs and others' roles.</p>	<p>Closed communication could lead to lack of focus.</p> <p>Departments can become resistant to change.</p> <p>Coordination can be difficult and may take too long.</p> <p>Gap between top and bottom.</p>
<p><b>By Product / Activity</b></p> 	<p>Clear focus on market segment helps meet customers' needs.</p> <p>Positive competition between divisions.</p> <p>Better control as each division can act as separate profit.</p>	<p>Duplication of functions (e.g. different sales force for each division).</p> <p>Negative effects of competition.</p> <p>Lack of central control over each separate division.</p>
<p><b>By Geographical Area</b></p> 	<p>Serve local needs better.</p> <p>Positive competition.</p> <p>More effective communication between firm and local customers.</p>	<p>Conflict between local and central management.</p> <p>Duplication of resources and functions e.g. a different sales force for each product.</p>
<p><b>By Project</b></p> 	<p>Facilitates a multi-disciplinary or cross-functional way of working.</p> <p>Can flatten a business' hierarchy.</p> <p>Ensures a business is organized according to its core activities.</p> <p>Makes better use of employees' skills.</p>	<p>Can make organizational boundaries less clear.</p> <p>Confuses lines of accountability as employees may report to several different managers.</p>

## **Interactive task: Case study.**

### **How to restructure a company**

**Task 1. You are going to take part in the meeting to decide what the best organization for a company is. Read the background information.**

WILLIAM TRUCKER LTD is a British transport and logistics company which was founded 20 years ago. During this time it has grown from a small lorry transport company with 10 employees to become a leader in the sector with a fleet of over 300 trucks.

The company has a structure based on geographical area with branch offices / depots distributed over the UK. Each branch has a team run by a manager who is responsible for a profit and loss account. This structure was efficient in the early days when the company just had one main activity. However, the company has diversified and provides many different services. In transport, there are large loads, packet delivery and liquid and gas transport lines. It has also developed logistics support (movement and control of stock) for the automobile and steel industries. These activities have very different operational needs and the company needs to re-think its structure. The Managing Director has contracted four consultants to advise on how to organize the company.

**Task 2. Learn how to speak at meetings. Complete the gaps with the words on the right.**

### **Useful expressions: Meetings**

#### **Suggestions**

I suggest \_\_\_\_\_ some ideas ...

\_\_\_\_\_ about ... and ... ?

Let's \_\_\_\_\_ everything for the moment and see what ideas we have.

What about \_\_\_\_\_ ... ?

\_\_\_\_\_ not do something ... ?

Why don't we \_\_\_\_\_ ... ?

#### **Interrupting**

I'm \_\_\_\_\_ to interrupt, but

\_\_\_\_\_ I interrupt?

#### **Continuing after an interruption**

As I was \_\_\_\_\_, we need a strategy.

**brainstorming**

**how**

**brainstorm**

**having**

**why not**

**have**

**I'm sorry**

**may**

**saying**

## Clarifying

Are you \_\_\_\_\_ you don't like ... ?

**saying**

What I \_\_\_\_\_ is, we ...

**mean**

Do you \_\_\_\_\_ ... ?

**mean**

What I'm saying is ...

## Task 3. Work in groups of four. Take a role of Consultant A, B, C, or D.

### Consultant A

You think the company should centralise its administration in a headquarters. Departments should then be organised according to the main functions in the company – operations, finance, HR and R&D. This will make it easier to establish policies which will make the company more efficient. Costs can be reduced by providing central services such as HR and finance from a centralised headquarters. You believe the modern technology makes it possible to do this from a distance.

### Consultant B

You believe that every part of the company structure must be responsible and accountable for its results. You are also against having a large central administration and recommend that the company continue operating from a small headquarters – any change would cost a lot of money. Your solution is to maintain the present structure of branch offices. However, certain branch managers with specialist knowledge and concentration of a particular activity in their area will have a double role. On one hand they will continue to run a branch office / depot, but on the other hand they will have overall responsibility for a line or activity over the whole company. This means they will have two 'profit and loss' accounts under their control. This means that some middle managers may report to more than one boss.

### Consultant C

You argue in favour of a 'matrix' organization where employees report to a 'product line' boss in the headquarters, as well as to a local branch boss. This means that product line bosses will have to coordinate with branch bosses to make the most efficient use of each specialist in the organization. This will require improved communication in the company but will help distribute the available talent and skills in the companies to meet the needs of each branch office.

## Consultant D

Your solution is radical. Your advice is to break the present company up into separate companies within a group. Each separate company will operate independently and concentrate on one particular activity. This will encourage competition, clear accountability and profit responsibility. In some cases this will mean creating new offices. You believe future growth will be faster as a result because each company will have the organization that fits its needs. For example, the logistics support to car factories is more concerned with stock control in warehouses than transport.

### **Task 4. Reflection. Now read about a similar company in Spain. Is its organization similar to what you discussed in Task 2?**



#### **Truck & Wheel**

Truck & Wheel is a Spanish transport and logistics company which dates from 1975. It has a small headquarters in the north of Spain near the French border. It has 11 branch

offices and depots distributed over Spain. It also has 3 offices in Portugal. It began life as a transport company and has grown over the years. It now has a fleet of over 350 trucks but the factory is diversified. It supplies logistics support for the automobile, iron and steel industries. For example, in the Volkswagen factory in Pamplona it provides 'just in time' supply of parts for car production with only 90 minutes between the order for each individual car and delivery on the production line.

As the company has grown the structure has been adapted. Each branch has a manager with profit responsibility, but managers may have overall responsibility for particular customer groups or product lines on a national level. As such they are responsible for two profit and loss accounts. For example, the manager of the Madrid office is also responsible for Portugal as a geographical area which has a customer base with very different needs to Spanish clients. This means that middle managers often report to two managers as in a matrix type organization. It also means that the company has continued to operate out of a small headquarters because top management is spread out over different branch offices. However, the company is now considering creating some separate companies in order to promote a more aggressive commercial approach for certain activities.

## Assessment: Company structures. Vocabulary

### Task 1. . Complete the sentences with the collocations on the right.

1. When businesses transform materials into something more valuable, they _____ .	a) develop a market
2. In the modern world monopolies are very unusual, almost every business must _____ .	b) provide services
3. If companies continue to find new customers, they can _____ .	c) make a profit
4. If companies control their costs, they can _____ .	d) add value
5. Companies are involved in many activities, some _____ to customers.	e) face competition

### Task 2. Choose the correct answer from the phrases in bold.

- The company **is divided into / divides into / is divide between** three business units.
- She's **charged of / in charge of / charge for** the Logistics Department.
- The Sales Manager **is reported to / reports to / reports at** the Sales and Marketing Director.
- The IT Manager **is responsible for / of / to /** developing new software solutions.
- We have a lot of contact **to / on / with** the Finance Department.
- She **deals with / dealt on / deal with** the company finance.
- Marketing **carried in / out** some surveys last week.
- Company lawyers drew **about / up / on** a new contract a few days ago.

### Task 3. Write what type of business organization these businesses have.

- Lawyers and architects work in a \_\_\_\_\_ .
- Car rentals and sandwich shops work as a \_\_\_\_\_ .
- Plumbers and electricians are \_\_\_\_\_ .
- Plc is a \_\_\_\_\_ .
- Ltd is a \_\_\_\_\_ .



**Task 4. Complete the gaps with a suitable word.**

**appoint**  
**CEO**

**hierarchy**  
**departments**

**running**  
**responsible**

At the top of the company (1) \_\_\_\_\_ there is the Board of Directors. The Board is (2) \_\_\_\_\_ for making policy decisions and for determining the company's strategy. It will usually (3) \_\_\_\_\_ a (4) \_\_\_\_\_ who has overall responsibility for (5) \_\_\_\_\_ the business. Senior managers head the various (6) \_\_\_\_\_ or functions within a company

**Task 5. There are four main types of business ownership in the private sector of the economy in England:**

public limited company (PLC),  
partnership,  
sole trader ,  
private limited company (Ltd.).

**Put each one into the correct box to complete the table. Describe the two types of liability.**

1. _____	2. _____	3. _____	4. _____
One person provides all the capital.	Owned by two or more people who contribute the capital.	A registered company with restricted share transfer.	A registered company whose shares can be bought and sold on the Stock Exchange.
Unlimited liability The personal assets of the owner(s) can be taken to pay any business debts.		Limited liability Liability for business debts is limited to the amount of capital subscribed.	

**Task 6. Answer the questions in writing.**

1. What is the difference between a freelancer and a self-employed?

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2. What does B2B2C business model mean?

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3. What do you think organizations and companies can do to avoid negative unwritten rules?

**Task 7. Complete the sentences with the name of department.**

1. The \_\_\_\_\_ Department deals with all the money.
2. The \_\_\_\_\_ Department buys from suppliers.
3. The \_\_\_\_\_ Department finds new staff.
4. The \_\_\_\_\_ Department arranges courses.
5. The \_\_\_\_\_ Department carries out market research.
6. The \_\_\_\_\_ Department draws up contracts.
7. The \_\_\_\_\_ Department invents new products.
8. The \_\_\_\_\_ Department pays wages and salaries.
9. The \_\_\_\_\_ Department is responsible for recruitment.
10. The \_\_\_\_\_ Department arranges delivery of goods to customers.

**Task 8. Translate the sentences into Russian.**

1. Большинство компаний состоит из трех групп людей: акционеры, руководители и рабочие.
2. Генеральный директор определяет цели организации и общую стратегию, а также отвечает за планирование и принятие решений.
3. Совет директоров, возглавляемый председателем или президентом, отвечает за определение стратегии компании.
4. Совет директоров назначает управляющего директора.
5. Руководители высшего звена возглавляют различные отделы в компании.
6. Какая структура удобнее для бизнеса: иерархичная, функциональная, матричная или по продукции, с которой работает организация?
7. Юридический отдел составляет контракты и определяет правила работы организации.
8. Отдел по работе с персоналом имеет дело с наймом и увольнением сотрудников, отвечает за обучение и развитие.
9. Финансовый директор, прежде всего, имеет дело с финансовыми ресурсами организации.
10. Некоммерческие организации занимаются сбором денег на благотворительность с помощью волонтеров.
11. Неограниченная ответственность означает, что все имущество владельца может быть изъято в случае банкротства собственника.
12. В случае с ограниченной ответственностью вы рискуете только вложенными в дело деньгами.

## MODULE V. MANAGEMENT AND MANAGEMENT STYLES

### Unit 1. Management in practice

#### 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 sbd redundant / cut	сокращать
5. be in charge of be responsible for	выполнять обязанности, 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 / работодатель
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. 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

As we can working with and through other people to accomplish the objectives of both the organization and its members. 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 4. Complete the gaps with the words below. Then you will learn the text by heart.**

**train**

**efficiency**

**hire**

**profitability**

**coordinate**

**resources**

**Managers** 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 departments' activities with other departments. Managers are the heart of a company, the force that unites everything in the organization to ensure optimum \_\_\_\_\_ and \_\_\_\_\_ .

**Task 5. Now read the text below. Learn how to describe management. Answer the questions.**

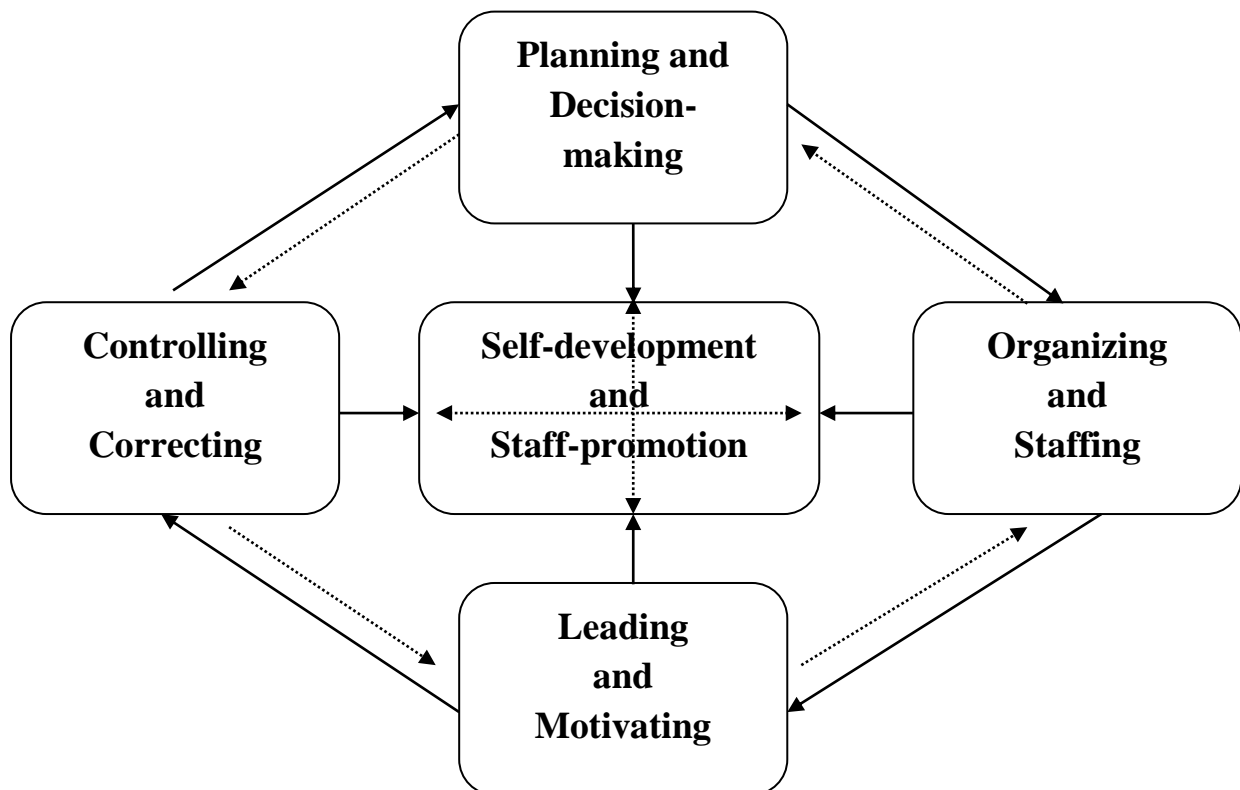
1. What are the definitions of the word management?
2. What are the Russian for 'efficient' and 'effective'?
3. Do you agree with the idea of 'successful management'?
4. Have you ever heard of the 'Golden rule of management'?

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'.

Successful management is getting things done through 'others', that is through the manager's immediate subordinates. 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.'

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 6. Look at the chart with management functions.**



**Task 7. There are the four major functions of management. Use the words in bold 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 employees to work together. 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. 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 like in the example.

**Self-development and staff-promotion.** A good manager is focused on improving their management skills and encourages his staff to grow up.

**Task 9. 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 10. 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 11. 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 12. 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 13. Explain the terms from the article above using a good monolingual 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
7. three management theories

**Task 14. What qualities do you think a person needs in order to be a successful manager?**

**Task 15. 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 16. 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 17. 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 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.

**Task 18. 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?

## Activity: Management vs. 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. 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.'

**Task 3. 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

**Task 4. 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 5. 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, i.e.: 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 6. 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 and 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 care 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 depend on how aptly he chooses a leadership style and how he executes it. Ask your friends to take up this leadership styles quiz on Buzzle, and let them find out their style of leadership too.

### **Task 7. 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**

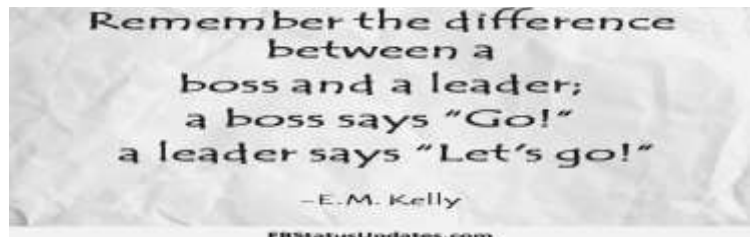
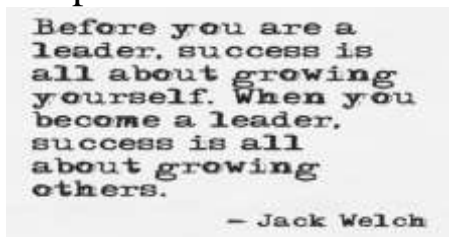
- a) the people who are under you clearly do not work well together.
- b) a lot of your department's problems are caused by the people themselves.
- c) you have identified the most urgent issues needing your attention.
- d) your department is working well despite a number of problems.

**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.



## Interactive task: 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.



**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.



**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.



**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', 'bossful', 'doesn't listen'. Often late for meetings or makes excuses and doesn't come.

**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.

**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.

**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.



**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!



**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 see 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, and 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 6. Writing.

**Either:**

Write a letter to the Managing Director of BES outlining your solution to the problems.

**Or:**

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.

**Assessment: Management and leadership issues.**

**Vocabulary and tense review**

**Task 1. Complete the first gap with a verb from A and the second gap with a preposition from B.**

**Six tips for managing people more successfully**

**A: listen, communicate,  
deal, delegate, invest, respond**

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

<b>flair</b>	<b>visionary</b>	<b>leadership</b>
<b>charisma</b>	<b>drive</b>	<b>dynamism</b>

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 succeed.
6. She was bursting with energy and full of new ideas – her entrepreneurial \_\_\_\_\_ contributed to success.

**Task 4. Management Questions include those that investigate your understanding and knowledge of what management means in the context of today's changing business environment. Read the sample answers. 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?
3. What is your favorite management book?

**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 \_\_\_\_\_ (not / 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 \_\_\_\_\_ (recognize) that staff costs are key factor?
37. \_\_\_\_\_ you (generally / be) open to criticism and praise? \_\_\_\_\_ you (often / (criticize 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. Match the words with the definitions.**

- |                       |   |
|-----------------------|---|
| <b>1. planning</b>    | a) providing the workers for an organization  |
| <b>2. organizing</b>  | b) monitoring the activity to analyze results   |
| <b>3. staffing</b>    | c) the process of thinking about and deciding on a strategy for achieving or making something |
| <b>4. leading</b>     | d) making the necessary arrangements so that an activity can happen effectively               |
| <b>5. controlling</b> | e) motivating staff to work effectively   |

## Unit 2. 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 4. 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 man-

agers 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 5. 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.

**Task 6. 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?

---

**Task 7. The manager's relationship with his or her employees is determined by the management style. Answer the question.**

**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 8. Does the management style of a company's boss have an effect on the organization 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 9. 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 nonsense! 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 10. 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 questionnaire.
- 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 11. 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 12. 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.   | _____ | a) very good knowledge of the subjects  |
| 2. They can be a formidable combination with a chief executive, provided both agree on fundamentals. | _____ | b) The chair and chief executive will work very well together, as long as they agree about basic policy |
| 3. Relationships will be more distant and based on respect.  | _____ | c) Directors will understand each other's worth, without necessarily liking each other.                 |
| 4. penetrating understanding of the issues   | _____ | d) On important questions, what 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 13. Find expressions in paragraph 4 that mean the following.**

- a) when you support your organization \_\_\_\_\_ (7)  
and do nothing to harm it
- b) when you spend a lot of time under- \_\_\_\_\_ (13)  
standing figures, facts, etc. \_\_\_\_\_ (8)
- c) when you put all your energy into the \_\_\_\_\_ (10)  
company you work for
- d) when you have a clear idea of what the \_\_\_\_\_ (6)  
future will be like
- e) the way you relate to different people \_\_\_\_\_ (13)
- f) strenght of character \_\_\_\_\_ (5) of  
\_\_\_\_\_ (11)

**Task 14. 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 15. 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 16. 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.



### **Task 17. 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 pre-**

**pare 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 p.m. 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.

**Task 18. 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 19. 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, challenging, direct –  
self-protective –  
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 20. According to the text, which of these phrases are typically used by men and which by women? Use the text above.**

But we need to take account of ...

You look worried. What do you think about the new plan?

I built the department from nothing.

Thanks for your kind words, but this really was a team effort.

**Task 21. 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 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?



## **Activity: Cross-cultural management.**

### **Reading and discussing**

#### **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 generalization, one of the most dangerous things is to generalize about them. Stereotypes are to be handled with caution. The stereotype may represent the middle of a range of differing behaviors, it may be at one extreme, or it may just not be true. And there may be more variety in behavior within a culture than between one culture and another.

Neighboring 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 behavior 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 behavior: 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 / organization, 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. 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 4. 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.

**Task 5. 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?**

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.

## Interactive task: 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 and 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 below.

### **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.

## **Assessment: Management questions for self-checks**

### **Task 1. General questions. Discuss the answers in class.**

1. What has been your greatest achievement?
2. What are your future goals?
3. What do you do in your free time?
4. What do you want from work?
5. What kind of people do you like to work with?

### **Task 2. Answer the questions from Block 1 (you may do it orally).**

1. What makes people successful at work?
2. How ambitious are you?
3. Where do you want to be in one / two / three years' time?
4. What qualities and skills does a person need to be a good manager?
5. What are the advantages and disadvantages of being a manager?
6. What management style has impressed you most?
7. In what ways is planning important when you work / study?
8. Which companies or products from your country / of your company are you most proud of?
9. What can people gain from working / studying abroad?
10. What can companies do to encourage new ideas / to make people more creative?

### **Task 3. Answer the questions from Block 2 in writing.**

1. How would your co-workers describe you?
2. What motivates you in your job?
3. What makes a good manager?
4. What do you consider to be the most challenging aspect about being a manager in business today?
5. What are the most critical skills a manager needs to succeed in today's business climate?
6. What is your favorite management book?
7. Which management style have you found to be most effective?
8. What aspect of your management style would you like to change?
9. What type of people do you work with most productively?
10. What good advice could you give to people who want to do business in your country?

**Task 4. Consider the following questions and analyze the sample answers. Compare them with your own answers in Task 3 above.**

**1. How would your co-workers describe you?**

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

Sample answers: *'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.'*

*'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.'*

**2. What motivates you in your job?**

Tip: There is no right or wrong answer. 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.

Sample 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.'*

## MODULE VI. ECONOMICS ISSUES AND CAREERS

### Unit 1. Economics and economic security

**Task 1. Tick which of these statements you think are true. Then explain to your partner why.**

- |   |                          |
|---|--------------------------|
| 1. Economics is only the study of money.              | <input type="checkbox"/> |
| 2. Economics is something governments take care of.   | <input type="checkbox"/> |
| 3. An economist basically decides how money is spent. | <input type="checkbox"/> |

**Task 2. Match the words with the definitions. Take turns with your partner to explain them to each other.**

- |                  |   |   |
|------------------|---|---|
| 1. budget        | a | the people who control a country and make laws  |
| 2. business      | b | information   |
| 3. convenience   | c | company that sell goods or services   |
| 4. data          | d | easiness  |
| 5. demand        | e | the amount of money you have for something  |
| 6. government    | f | how much people want something  |
| 7. inflation     | g | the number of people without work   |
| 8. resources     | h | something such as money, workers or minerals belonging to an organisation, country, etc. which can be used to function properly |
| 9. trade-off     | i | rising prices   |
| 10. unemployment | j | giving away something in exchange for something   |

**Task 3. Read the two articles below and match each paragraph with the correct heading.**

- Paragraph 1. \_\_\_\_\_
- Paragraph 2. \_\_\_\_\_
- Paragraph 3. \_\_\_\_\_
- Paragraph 4. \_\_\_\_\_
- Paragraph 5. \_\_\_\_\_

- A. How economists work.
- B. Making deals every day.
- C. Various ideas about economics.
- D. Two areas of economics.
- E. Two types of economists.

### **The basics of economics**

1. What do you think of when you hear the word 'economics'? Money, certainly, and perhaps more complicated things like business, inflation and unemployment. The science of economics studies all of these, but many more things as well. Perhaps you think that economics is all about the decisions that governments and business managers take. In fact, economists study the decisions that we all take every day.

2. Very simply, economics studies the way people deal with a fact of life: resources are limited, sometimes scarce, but our demand for them certainly is not. Resources may be material things such as food, housing and heating. There are some resources, though, that we cannot touch. Time, space and convenience, for example are also resources. Think of a day. There are only 24 hours in one, and we have to choose the best way to spend them. Our everyday lives are full of decisions like these. Every decision we make is a trade-off. If you spend more time working, you make more money. However, you will have less time to relax. Economists study the trade-offs people make. They study the reasons for their decisions. They look at the effects those decisions have on our lives and our society.

3. Economists talk about 'microeconomics' and 'macroeconomics'. Microeconomics deals with people, like you and me, and private businesses. It looks at the economic decisions people make every day. It examines how families manage their household budgets. Microeconomics also deals with companies – small or large – and how they run their business. Macroeconomics, on the other hand, looks at the economy of a country – and of a whole world. Any economist will tell you, though, that microeconomics and macroeconomics are closely related. All of our daily microeconomic decisions have an effect on the wider world around us.

4. Another way to look at the science of economics is to ask, 'What's it good for?' Economists don't all agree on the answer to this question. Some practise 'positive economics'. They study economic data and try to explain the behaviour of the economy. They also try to guess

economic changes before they happen. Others practise 'normative' economics. They suggest how to improve the economy. Positive economists say, 'this is how it is'. Normative economists say, 'we should ...'.

5. So what do economists do? Mainly, they do three things: collect data, create economic models and formulate theories. Data collection can include facts and figures about almost anything, from birth rates to coffee production. Economic models show relationships between the money people earn and unemployment. From this information, economists try to make theories which explain why the economy works the way it does.

**Task 4. Read the articles again and answer the questions in pairs with your partner. Then practise asking and answering questions with the class.**

1. What does economics study?
2. What are any examples of tangible and intangible resources?
3. Why does the author call decision-making 'a trade-off'?
4. What are macroeconomics and microeconomics?
5. What is the philosophy of 'positive economics'?
6. What do 'normative' economists study?

**Task 5. Read the definitions below and use them to answer the questions.**

1. Which of the definitions do you find the best? Why?
2. Which of the definitions do you disagree? Why?
3. What do you think economics should study?

*Economics is the study of price making and how much something is worth compared with its*

*Economics is a social science that studies human behaviour. Economics has a unique method for analyzing and predicting individual behaviour in institutions such as restaurants, clubs and pubs, and trading centers.*

*Economics is the study of how individuals make decisions with limited resources as to best satisfy their wants, needs and desires.*

*Economics is the study of how societies spend time and money.*

*Most simply, economics is the science that explains the best value of money.*

*Economics is the way in which money influences whether a plan, business etc. will work effectively.*

*Economics is a science that analyzes what, how, and for whom society produces.*

**Task 6. Complete the text with the words from the box.**

satisfy                      management                      allocate                      economist  
comes from                      wants                      money                      economics

**What is economics concerned with?**

People often think of economics as concerned only with (1) \_\_\_\_\_, business, and supply and demand. But economics is about much more and has been since its beginnings as a branch of philosophy. The 19th century (2) \_\_\_\_\_ Alfred Marshall said it best when he described economics as the study of people in the business of everyday life.

The word 'economics' (3) \_\_\_\_\_ a Latin word for managing a household but today it refers to much more than that. Families and economies have a lot in common. (4) \_\_\_\_\_ of a household involves decisions over what tasks should be done and who should do them, such as who raises the children, who supports the family and who does the chores. Managing a household requires decisions about how to (5) \_\_\_\_\_ such resources as time and people to achieve the best household management.

The field of (6) \_\_\_\_\_ goes beyond the household to the society. Societies must decide what jobs will be done, what products to produce and who should perform what tasks. Economics studies how

societies manage resources to (7) \_\_\_\_\_ people's wants and needs. This definition can apply to individuals, families, companies and even entire nations. Resource allocation is important in economics because resources are scarce. People have unlimited (8) \_\_\_\_\_ and needs, but society cannot provide every single thing that people want. This means decisions must be made about what to produce, who should produce it and for whom it should be produced.

**Task 7. Read the text again and answer the questions.**

1. What does economics study?
2. Does economics deal only with the household management?
3. What decisions must be made in order to use scarce resources efficiently?

**Task 8. Translate the text in writing. Use a good dictionary to help you and check it with the class. Do not use the on-line translator.**

**Economics**

Economics is a social science which deals with human wants and their satisfaction. It is mainly concerned with the way in which a society chooses to employ its scarce resources which have alternative uses, for the production of goods for present and future consumption. The existence of human wants is the starting point of all economic activity in the world. Unless we make efforts, we cannot satisfy wants. Hence, wants, efforts and satisfaction form the circle of economics. We may say economics is the science of wants. But in the real world, the means which satisfy our wants are limited, that is, there is scarcity of the means which satisfy our wants. Time and money are limited. Land, labour and capital which are used in production are limited.

Economics is the science of choice. As there is scarcity of goods, we have to pay a price for them. So, economics studies about the pricing process. And, as prices are paid in money, we study about the part played by money in the economic life of a society. We study how people get and spend money, how they earn a living and how it affects their way of life and so on. All the scarce goods which satisfy our wants are known as wealth. So, in economics, we study about the production of wealth, exchange of wealth, distribution of wealth and consumption of wealth. As wealth is produced to promote human welfare, we study the relationship between wealth and welfare.



**Task 9. Read the article below and speak on the following points.**

1. Environmental factors.
2. The elements of economic environment.
3. The changes in economic environment.

Various environmental factors such as economic environment, socio-cultural environment, political, technological, demographic and international, affect the business and its working. Out of these factors economic environment is the most important factor.



It includes system, policies and nature of an economy, trade cycles, economic resources, level of income, distribution of income and wealth, etc. Economic environment is very dynamic and complex in nature. It does not remain the same. It keeps on changing from time to time with the changes in an economy like changes in Government policies, political situations.

Economic Environment has five main components: economic conditions, economic system, economic policies, international economic environment, and economic legislations.

**Task 10. Read the article and complete the gaps with the verbs and expressions below. Check it with the class.**

**spending behaviours**  
**the purchasing power**  
**includes**

**have great implications on**  
**are broken down into**  
**are often considered**

An economic environment is the total number of economic factors that make up the economy of the nation. Economic factors

1) \_\_\_\_\_ two separate environments: microeconomic and macroeconomic. The \_\_\_\_\_ microeconomic \_\_\_\_\_ environment

2) \_\_\_\_\_ information relating to the economic situations of individuals in society. The macroeconomic environment includes economic factors relating to the aggregate economic information of business industries, sectors or other particular groups of individuals and businesses. A country's fiscal, monetary or economic policy can

3) \_\_\_\_\_ the nation's entire economic environment.

An important economic factor is the inflation or deflation that alters the purchasing power of the nation's currency. While it is impossible to determine what really causes inflation and deflation, the business cycles

found in a free market economy 4) \_\_\_\_\_ the main reason for inflation or deflation outside of political intervention. As 5) \_\_\_\_\_ of money changes in the economic environment, consumers often change their 6) \_\_\_\_\_ and businesses missing invest less money in their operations. Current political systems usually change the monetary and fiscal policy of the nation in order to correct these changes by consumers and businesses.

**Task 11. Read this article and write the summary for each type of economic system.**

1. **Market economy** \_\_\_\_\_
2. **Planned economy** \_\_\_\_\_
3. **Mixed economy** \_\_\_\_\_

### **Economic Systems**

Economics is a science that analyses what, how, and for whom society produces. The central economic problem is to reconcile the conflict between people's unlimited demands with society's ability to produce goods and services. An economic system is defined as country's plan for its services, goods produced, and the exact way in which its economic plan is carried out. In general, three types of economic systems exist, each with their own drawbacks and benefits; the Market Economy, the Planned Economy and the Mixed Economy.

**Market Economy.** In a market economy, national and state governments play a minor role. Instead, consumers and their buying decisions drive the economy. In this type of economic system, the assumptions of the market play a major role in deciding the right path for a country's economic development. Market economies aim to reduce or eliminate entirely subsidies for a particular industry, the pre-determination of prices for different commodities, and the amount of regulation controlling different industrial sectors. The absence of central planning is one of the major features of this economic system. Market decisions are mainly dominated by supply and demand. The role of the government in a market economy is to simply make sure that the market is stable enough to carry out its economic activities properly.

**Planned Economy.** A planned economy is also sometimes called a command economy. The most important aspect of this type of economy is that all major decisions related to the production, distribution, commodity and service prices, are all made by the government. The planned

economy is government directed, and market forces have very little say in such an economy. This type of economy lacks the kind of flexibility that is present in a market economy, and because of this, the planned economy reacts slower to changes in consumer needs and fluctuating patterns of supply and demand. On the other hand, a planned economy aims at using all available resources for developing production instead of allotting the resources for advertising or marketing.

**Mixed economy.** A mixed economy combines elements of both the planned and the market economies in one cohesive system. This means that certain features from both market and planned economic systems are taken to form this type of economy. This system prevails in many countries where neither the government nor the business entities control the economic activities of that country – both sectors play an important role in the economic decision-making of the country. In a mixed economy there is flexibility in some areas and government control in others. Mixed economies include both capitalist and socialist economic policies and often arise in societies that seek to balance a wide range of political and economic views.

**Task 12. Answer the questions. Discuss the answers with the classmates.**

- a) What are the major characteristics of the three economic systems?
- b) To what extent do you agree with the view that the needs of consumers are more likely to be satisfied in a command than in a market economy?
- c) How would you explain the increasing importance of mixed economies?
- d) Why is it often difficult to obtain agreement about which type of economy is preferable?

**Task 13. Read the text and mark each statement according to the type of economic policy it describes.**

1.	It is related with overseas investment.	
2.	It influences international transactions.	
3.	It encourages industries and businesses.	
4.	It is concerned with budgetary management.	
5.	It controls import and export procedures.	
6.	It deals with monetary management.	

7.	It monitors money supply and interest rate.	
8.	It regulates the movement of money from abroad.	
9.	It is a tool of economic development.	
10.	It is organized and developed by authorities.	

### **Economic Policies**

Government frames economic policies. Economic Policies affect the different business units in different ways. It may or may not have favorable effect on a business unit. The Government may grant subsidies to one business or decrease the rates of excise or customs duty or the government may increase the rates of customs duty and excise duty, tax rates for another business. All the business enterprises frame their policies keeping in view the prevailing economic policies. Important economic policies of a country are as follows.

**1. Monetary Policy.** The policy formulated by the central bank of a country to control the supply and the cost of money (rate of interest) in order to attain some specified objectives is known as Monetary Policy.

**2. Fiscal Policy.** It may be termed as budgetary policy. It is related with the income and expenditure of a country. Fiscal Policy works as an instrument in economic and social growth of a country. It is framed by the government of a country and it deals with taxation, government expenditure, borrowings, deficit financing and management of public debts in an economy.

**3. Foreign Trade Policy.** It also affects the different business units differently. E.g., if restrictive import policy has been adopted by the government then it will prevent the domestic business units from foreign competition and if the liberal import policy has been adopted by the government then it will affect the domestic products in other way.

**4. Foreign Investment Policy.** The policy related to the investment by the foreigners in a country is known as Foreign Investment Policy. If the government has adopted liberal investment policy then it will lead to more inflow of foreign capital in the country which ultimately results in more industrialization and growth in the country.

**5. Industrial Policy.** Industrial policy of a country promotes and regulates the industrialization in the country. It is framed by government. The government from time to time issues principals and guidelines under the industrial policy of the country.

**Task 14. Read the article below about business environment and speak on the following points.**

- a) Definitions of the words 'business' and 'environment'.
- b) The definition of business environment.
- c) The categories of business environment.

The term Business Environment is composed of two words 'business' and 'environment'. In simple terms, the state in which a person remains busy is known as 'business'.



The word 'business' in its economic sense means the activity of making money by producing or buying and selling goods, or providing services. The word 'environment' refers to the aspects of surroundings.

Business Environment may be defined as a set of conditions – social, legal, economic, political or institutional – that are uncontrollable in nature and affect the functioning of organization. Business Environment is divided into two categories.

1. Internal Environment includes 5 (five) M's: Man, Material, Money, Machinery and Management, usually within the control of business. Business can make changes in these factors according to the change in the functioning of enterprise.

2. External Environment. Those factors which are beyond the control of business enterprise are included in external environment. These factors are: governmental, legal, geophysical, political, socio-cultural, demographic, etc. It is of two types: micro / operating environment and macro / general environment.

**Task 15. Read the article below and match the headings with the correct passage.**

Competitors  
Public

Suppliers  
Market intermediaries

Customers

**Micro / Operating Environment**

The environment which is close to business and affects its capacity to work is known as micro or operating environment. It consists of five aspects.

a) \_\_\_\_\_ They are companies or people that provide a particular product, raw material and required components to the

company. They must be reliable and business must have multiple suppliers i.e. they should not depend upon only one supplier.

b) \_\_\_\_\_ Customers, who buy goods or services from a company, are regarded as the king of the market. Success of every business depends upon the level of their customer's satisfaction. There are some types of customers: wholesalers, retailers, industries, government and other institutions, foreigners.

c) \_\_\_\_\_ They work as a link between business and final consumers. There are some types of them: middleman, marketing agencies, financial intermediaries, physical intermediaries.

d) \_\_\_\_\_ If a company competes with another, it tries to get people to buy its goods or services rather than those available from another company. Every move of the competitors affects the business. Business has to adjust itself according to the strategies of the competitors.

e) \_\_\_\_\_ Any group who has actual interest in business enterprise is termed as public, e.g. media and local public. They may be the users or non-users of the product.

**Task 16. Read the article below and match the headings with the correct passage.**

Natural Environment

Political Environment

Demographic Environment

International Environment

Socio-Cultural Environment

Technological Environment

### **Macro / General Environment**

This kind of environment includes factors that create opportunities and threats to business units. Below are the elements of Macro Environment:

**1. Economic Environment.** It is very complex and dynamic in nature that keeps on changing with the change in policies or political situations. It has three elements:

- economic conditions of public;
- economic policies of the country;
- economic system.

Other economic factors include infrastructural facilities, banking, insurance companies, money markets, capital markets, etc.

**2. Non-Economic Environment.** The following aspects are included in non-economic environment:

a) \_\_\_\_\_ . It affects different business units extensively. The following things compose it: political belief of government, political strength of the country, relation with other countries, defence and military policies, centre state relationship in the country, opposition parties.

b) \_\_\_\_\_ . Influence exercised by social and cultural factors, not within the control of business, is known as \_\_\_\_\_. These factors include: attitude of people to work, family system, caste system, religion, education, marriage etc.

c) \_\_\_\_\_ . A systematic application of scientific knowledge to practical task is known as technology. Everyday there has been vast changes in products, services, lifestyles and living conditions, these changes must be analyzed by every business unit and should adapt to these changes.

d) \_\_\_\_\_ . It includes natural resources, weather, climatic conditions, port facilities, topographical factors such as soil, sea, rivers, rainfall etc. Every business unit must explore these factors before choosing the location for their business.

e) \_\_\_\_\_ . It is a study of perspective of population: its size, standard of living, growth rate, age / sex composition, family size, income level (upper level, middle level and lower level), education level, etc. Every business unit must see these features of population, recognize their various needs and produce accordingly.

f) \_\_\_\_\_ . It is particularly important for industries directly depending on import or exports. The factors that affect the business are: globalization, liberalization, foreign business policies, and cultural exchange. There are some characteristics of international environment:

- business environment is compound in nature;
- business environment is a constantly changing process;
- it has both long term and short term impact;
- it is very uncertain;
- it has inter-related components;
- it includes both internal and external environment.

## **Activity: Economic security. Writing an exam topic**

### **Task 1. Read the text.**

#### **What is Economic Security?**

According to the State strategy of economic security of the Russian Federation, economic security is protection of the economic interests of an individual, society and state from internal and external threats based on the economy independence, efficiency and competitiveness.

Economic security is composed of basic social security, defined by access to basic needs infrastructure pertaining to health, education, dwelling, information, and social protection, as well as work-related security. The report describes seven components of work-related security. While all seven dimensions are important, two are essential for basic security: income security and representation security. Basic security means limiting the impact of uncertainties and risks people face daily while providing a social environment in which people can belong to a range of communities, have a fair opportunity to pursue a chosen occupation and develop their capacities via what the ILO (International Labour Organization) calls decent work.

**Income** security denotes adequate actual, perceived and expected income, either earned or in the form of social security and other benefits. It encompasses the level of income, assurance of receipt, expectation of current and future income, both during working life and in old age or disability retirement. Classic income security protection mechanisms include a minimum wage machinery, wage indexation, comprehensive social security, and progressive taxation.

**Representation** security refers to individual representation and collective representation. Individual representation means about individual rights fixed in laws as well as the individuals' access to institutions. Collective representation is the right of any group to be represented by a body that can bargain on behalf and which is sufficiently independent and competent to do so. Independent trade unions with the right to collectively bargain over wages, benefits, and working conditions as well as to monitor working practices and have been typical forms of granting representation security.

**Labour market** security arises when there are opportunities for adequate income-earning activities. Furthermore, it has a cognitive side, as it also features expectations that opportunities are or will become adequate. Policies aimed at enhancing this form of security have included



full-employment oriented macro-economic policies, the creation of employment agencies, and other placing services.

**Employment** security is protection against loss of income-earning work. For wage and salary workers, employment security exists in organizations and countries, in which there is strong protection against unfair or arbitrary dismissal and where workers can redress unfair dismissal. For the self-employed, it means protection against sudden loss of independent work, and/or business failure.

**Job** security signifies the presence of niches in organizations and across labour markets allowing the workers some control over the content of a job and the opportunity employment security refers to the opportunity of a worker to continue working in an enterprise, job security refers to the worker's ability to pursue a line of work in conjunction with his or her interests, training and skills.

**Work** security denotes working conditions in organizations that are safe and promote workers' well-being. Classic «occupational health and safety» provisions, hazards, diseases and injuries are an integral part. Work security goes beyond this, though, in addressing the modern scourges of stress, overwork, absenteeism, and harassment. Protection devices for work security include provisions and insurance against accidents and illness at work, and limits on working time.

**Skill reproduction** security denotes workers' access to basic education as well as vocational training qualifications needed for socially and economically valuable reproduction security. It includes policies to generate widespread opportunities to gain and retain skills through education, apprenticeships, and employment training.

**Task 2. Give English equivalents of the words and word combinations from the text and make your own sentences with them.**

1. социальная защита \_\_\_\_\_
2. законная возможность \_\_\_\_\_
3. уровень дохода \_\_\_\_\_
4. единоличное представительство \_\_\_\_\_
5. приносящая доход деятельность \_\_\_\_\_
6. познавательный аспект \_\_\_\_\_
7. бюро по трудоустройству \_\_\_\_\_
8. незаконное увольнение \_\_\_\_\_
9. придерживаться правил \_\_\_\_\_

10. отраслевой профессиональный союз \_\_\_\_\_  
11. благополучие рабочих \_\_\_\_\_  
12. производственная безопасность \_\_\_\_\_

**Task 3. Read the text and translate the words in bold.**

**My specialty: economic security**

Nowadays economic security issues become important for several reasons. The first reason is that there is **increased competition** due to the development of the world market. This increases the amount of information load on people and increases the likelihood of new **financial crises**. All this dictates the need to ensure **a safe environment** for people's lives.

Secondly, economic security is an interdisciplinary concept, many areas of economic research being integrated here. For example, **the investment attractiveness** or **the company's competitiveness** and innovative development are the factors of economic security.

The third reason of economic security importance is that it is a system concept and involves the formation of economic policy and building relationships between the elements of the system. For example, the economic security of the university as a scientific organization involves the formation of relationships with companies in the region. Training is conducted according to state standards and **market requirements** through the implementation of joint projects.

The fourth reason is that economic security includes questions about 'failures' of the market and 'failures' of the state. **The challenge** is to develop an effective, mixed, controlled, civilized and **fair market economy**. **Government intervention** should be applied where there is no market-based instruments to work. The economic security should also ensure a stable and balanced socio-economic development without compromising that of future generations.

A large role in the study of economic security and practical significance is given to economic security indicators. Such indicators must be a kind of guides to action. With the help of these indicators plans and programs are defined, strategies are formed, management tools are selected. Ultimately integral indicator of economic security is **the quality of life of the population**, the opportunity to meet all of their needs.

The university economists preparing managers need to **take advantage of** economic security research as a central theme in the various

training courses. When analyzing quality, the costs, **market demand for the company's products**, consumer **product features**, reliability and appeal you can investigate the economic security of the firm failure and even calculate the profitability threshold. When analyzing **financial performance** the financial condition of the enterprise and the risks assessment of bankruptcy can be analyzed.

Analysis of the process of **personnel management** will assess the economic security of the system of motivation and its relationship to the performance of the enterprise. In project management rating methodology can be applied for assessing the economic security of various projects. Investment analysis will connect concepts such as investment attractiveness and economic security. **Risk management** is directly connected with economic security.

**Task 4. Decide whether the statements are true or false.**

1. One of the several reasons economic security issues become important is global warming.
2. A stable and prosperous society is the result of high economic security.
3. To ensure economic security it is necessary for different disciplines to be integrated here.
4. The economic security of the university involves the formation of relationships with political bodies in the region.
5. The central theme for different training courses for future managers must be economic security research.
6. If you want to assess financial performance of the enterprise you should analyse its financial condition and the risks of bankruptcy.

**Task 5. Summarize the text above. Use the following phrases.**

The object / main idea of this text is ... .

The text discusses / deals with ... .

The paper begins with ... / At first the author describes ... .

The next paragraph deals with ... / It should be noted that ... .

After discussing ... the author turns to ... .

The final paragraph states / describes / ends with ... .

The conclusion is that ... .

In my opinion the paper is interesting / not interesting / is of (no, little, much) importance / valuable / useful ... .

## **Task 6. Learn the text about your profession by heart.**

### **My Speciality**

Let me introduce myself. My name is \_\_\_\_\_ and I am a second-year student of T. F. Gorbachev Kuzbass State Technical University. I study at the Institute of Management and Economics, my future speciality is economic security. My future profession is very important and urgent at present.

Economic security is the science that studies methods, mechanisms, tools and techniques of economic system functioning. It involves identifying and monitoring the factors undermining the stability of the socio-economic system of the state.

Economic security specialists perform important functions at an enterprise. Their responsibilities include the economic section of structural and building plans, calculating the economic and socio-economic indicators characterizing the activity of the enterprises.

Economic security is an interdisciplinary field, so economic security specialists must be ready to undertake a wide range of responsibilities which depend on the field and place of their activity. Examples of their duties are legal economic expertise, economic expertise regulations, working out recommendations in the area of ensuring the economic security of commercial enterprises, the assessment of possible financial risks.

Economic security specialists are quite in great demand but ensuring economic security is a complex field of activity. That is why it is important for specialists to possess such qualities as analytical thinking, perseverance and an ability to work hard.

At the university we study a lot of different subjects which will be necessary in my future profession. Among them are information systems in economics, electronic document flow security, mathematic simulation in economics, economic analysis, legal expertise, accounting, credits, banking and many others.

After graduation we will be given a diploma of Specialist in Economic Security and will be able to find a proper job in various kinds of organizations and enterprises where we will try to realize our abilities for the benefit of our country.

## **Task 7. Answer the exam questions.**

1. What is your speciality?
2. What faculty do you study at?

3. What makes economic security highly sought?
4. What does economic security study?
5. What functions do economic security specialists perform?
6. What special subjects do you study at KuzSTU?
7. What do the responsibilities of economic security specialists depend on?
8. Where can economic security specialists work?

**Task 8. Translate into Russian in a written form.**

In recent decades, coinciding with a period of deep structural changes in the developed countries economies, largely associated with the process of globalization, the concept of economic security has been enlarged with such an important feature as ensuring competitiveness of the national economy in the global market. In the West, economic security is often treated as ensuring the survival of the national economy in conditions of world economic crisis.

**Task 9. Translate the text in writing.**

Экономическая безопасность является главным компонентом системы национальной безопасности России. Гарантии экономической безопасности являются необходимым условием для обеспечения стабильного развития национальной экономики.

Национальная экономическая безопасность России основана на таких основных принципах, как независимость национальной экономики, стабильность национальной экономики и устойчивые темпы роста национальной экономики.

Угрозы экономической безопасности подразделяются на внутренние и внешние. К внутренним угрозам экономической безопасности России можно отнести усиление расслоения общества по уровню доходов, криминализацию экономики и общества и разрушение научно-технического потенциала страны.

В нашей стране вопросы экономической безопасности в последние годы привлекают заметное общественное внимание.



## Assessment: Economics vocabulary and translation

### Task 1. Match the verbs with their Russian equivalents.

- |  |  |
|--|--|
| 1. <b>adopt investment policy</b>            | a) достигать целей                                 |
| 2. <b>affect domestic products</b>           | b) предоставить субсидии                           |
| 3. <b>attain objectives</b>                  | c) понизить ставки на акцизы                       |
| 4. <b>control rate of interest</b>           | d) повысить тарифы на таможенные пошлины           |
| 5. <b>deal with expenditure</b>              | e) привести к росту                                |
| 6. <b>decrease the rates of excise</b>       | f) оказывать благоприятное воздействие на что-либо |
| 7. <b>grant subsidies</b>                    | g) проводить инвестиционную политику               |
| 8. <b>have favorable effect on</b>           | h) иметь дело с расходами                          |
| 9. <b>increase the rates of customs duty</b> | i) влиять на отечественные продукты                |
| 10. <b>result in growth</b>                  | j) контролировать процентную ставку                |

### Task 2. Translate the article into English in writing.

**Экономическая политика** – совокупность мер, действия правительства по выбору и осуществлению экономических решений на макроэкономическом уровне. Реализация экономической политики предполагает достижение общественно значимых целей. Цели экономической политики определяются состоянием экономики страны в данный момент. На том или ином этапе экономического развития страны целями экономической политики могут быть:

- 1) обеспечение стабильного роста национальной экономики;
- 2) поддержание эффективного размера занятости;
- 3) стабилизация уровня цен, борьба с инфляцией;
- 4) обеспечение сбалансированного внешнеторгового баланса.

Существуют различные подходы и критерии классификации в сфере экономической политики. При подходе на основе отраслевых, институциональных критериев принято выделять следующие направления: промышленное, аграрное, социальное, транспортное, внешнеэкономическое и другие. Основываясь на функционально ориентированном подходе, можно выделить: финансовое, структур-

ное, конъюнктурное, ценовое, валютное и другие направления экономической политики. Основными элементами, составляющими экономическую политику, являются:

- денежно-кредитная политика;
- бюджетная политика;
- налоговая (фискальная) политика;
- инвестиционная политика;
- политика в области труда и занятости, рынка рабочей силы, регулирования доходов;
- внешнеэкономическая политика;
- другие разновидности направлений экономической политики.

### **Task 3. Translate the article into English.**

В процессе развития общества возникают экономические проблемы, связанные с ограниченностью ресурсов и альтернативными издержками, которые требуют решения. Экономическая система это способ организации хозяйственной жизни общества, другими словами, это способ принятия решений о том, что, как и для кого производить. Ниже представлены основные характеристики экономических систем.

Командная: экономические решения принимают в основном представители государственной власти; отсутствие у производителей свободы выбора; отсутствие у производителей заинтересованности в повышении эффективности производства.

Рыночная: свободное решение основных экономических вопросов на основе рыночных механизмов регулирования; преобладание частной собственности; экономические субъекты осуществляют деятельность в соответствии со своими личными экономическими интересами; свободная конкуренция; минимальное влияние государства.

Смешанная: одновременное сочетание частного и государственного секторов экономики, рынка и государственного регулирования, капиталистических тенденций и социализации жизни; недостатки рыночной экономики сглаживаются государственным регулированием; непосредственное участие государства в предоставлении социальных благ.

**Task 4. Match the verbs below with their definitions then translate them into Russian.**

1. **allot** i) to make a choice or judgment about something, especially after considering all the possibilities or arguments
2. **arise** m) to control someone or something or to have more importance than other people or things
3. **balance** o) when a price or amount keeps changing and becoming higher and lower
4. **control** k) to happen or be present in a particular situation or place
5. **decide** d) to describe something correctly and thoroughly, and to say what standards, limits, qualities etc. it has that make it different from other things
6. **define** a) to make something smaller or less in size, amount, or price
7. **dominate** j) to make someone or something part of a larger group or set
8. **eliminate** f) to be in or get into a steady position, without falling to one side or the other, or to put something into this position
9. **exist** c) to try to achieve or get something
10. **fluctuate** h) to have the power to make the decisions about how a country, place, company etc. is organized or what it does
11. **include** l) to not have something that you need, or not have enough of it
12. **lack** g) to make, write etc. something to be bought, used, or enjoyed by people
13. **produce** b) when something begins to happen
14. **reduce** e) to use a particular amount of time for something, or give a particular share of money, space etc. to someone or something
15. **seek** n) to completely get rid of something that is unnecessary or unwanted



## Unit 2. Careers in economics

### Task 1. Study the words and translate the example sentences.

- 1. interpret** - to explain the meaning of something  
*e.g. Freud's attempts to interpret the meaning of dreams.*
- 2. predict** - to say that smth will happen, before it happens  
*e.g. It is difficult to predict what the long-term effects of the accident will be.*
- 3. forecast** - to make a statement saying what is likely to happen in the future (SYN predict)  
*e.g. The Federal Reserve Bank forecasts that the economy will grow by 2 % this year.*
- 4. spot** - to notice someone or something, especially when they are difficult to see or recognize  
*e.g. I spotted a police car behind us.*
- 5. generate** - to produce or cause something (SYN create)  
*e.g. Tourism generates income for local communities.*
- 6. unemployment** - the number of people in a particular country or area who cannot get a job  
*e.g. Closure of the plant means 80 workers are facing unemployment.*
- 7. business** - an organization such as a company, shop, or factory that produces or sells goods or provides a service  
*e.g. They don't know how to run a business.*
- 8. responsibility** - a duty to be in charge of someone or something, so that you make decisions and can be blamed if something bad happens  
*e.g. Kelly's promotion means more money and more responsibility.*
- 9. profit** - money that you gain by selling things or doing business, after your costs have been paid  
*e.g. The shop's daily profit is usually around \$500.*
- 10. performance** - how well or badly a person, company etc. does a particular job or activity  
*e.g. I was impressed by the team's performance.*

**Task 2. Match the words to make the expressions from the text in Task 3.**

- |            |                           |
|------------|---------------------------|
| 1. predict | a. a budget               |
| 2. collect | b. wise investments       |
| 3. use     | c. financial statements   |
| 4. make    | d. future trends          |
| 5. conduct | e. the quality of service |
| 6. share   | f. of natural resources   |
| 7. provide | g. the financial position |
| 8. prepare | h. a set of duties        |
| 9. produce | i. research               |
| 10. show   | j. data                   |

**Task 3. Read the text and say what duties and responsibilities economists perform. Underline and translate the words from Task 1.**

1. Economists analyse, interpret and predict future trends in the economy. They are especially concerned with how we spend our money and the use of natural resources. Often they collect data through surveys, and they try to predict when a rise or fall in the economy will occur. They spot trends and forecast such issues as inflation and unemployment levels. Economists study trade, markets and the financial activities of consumers, governments and businesses. They often present data in the form of a report with tables and charts.

2. Economists are employed in a number of fields, including academia, bank, business and government. The specific responsibilities of economists will depend on their employer. For example, an economist employed by an investment bank may help the bank make wise investments, while an economist employed by a university may be assigned to conduct research. However, most economists share a similar set of duties.

3. Micro-economists are responsible for individual businesses. They help the business get the most for their profit and provide the quality of service their customers expect. Macroeconomists look at the history of the economy and try to predict future developments, which can include a rise in the loss of jobs, inflation and growth in the economy. They study markets overseas and the exchange rates among them.

4. Some economists, particularly budget analysts, employed by state governments, will help the government prepare a budget. Using

their powers of prediction and analysis, these economists will help the government get an idea of the money that it will generate over the next year and the effect of its expenditures. This will help the government prepare a more effective plan for its use of funds. Other economists can be engaged by companies as accountants or bookkeepers. In this capacity, economists produce financial statements to show the financial position of the company and its performance over a period of time.

**Task 4. Read the text again and complete the tasks about the statements below.**

1. Economists often advise governments, banks or businesses on ways to cope with economic activities.

- a. true                                      b. false                                      c. there is no information

2. Economists predict, analyse, prepare reports, conduct research, or formulate plans of what could happen in the future.

- a. true                                      b. false                                      c. there is no information

3. One-third of all economists is engaged in making recommendations.

- a. true                                      b. false                                      c. there is no information

4. Economists are only employed by government.

- a. true                                      b. false                                      c. there is no information

5. Which paragraph (1, 2, 3, 4) contains the following idea?

Economists can be engaged in various areas of economy.

6. Which paragraph (1, 2, 3, 4) contains the following idea?

Economists analyse and predict financial information to organize government's finances.

7. Choose the answer for the question: What are macroeconomists responsible for?

- a. They collect and analyse economic forecasts and data on such issues as unemployment, inflation and economic growth.  
b. They collect and analyse data on price changes.  
c. They collect economic problems.  
d. They collect and process computerized data.

8. Choose the sentence which reveals the main idea of the text:

- a. Economists have all chances to be employed.  
b. The responsibilities of economists depend on their employers.  
c. There are several types of economists, and most of them perform a definite set of duties depending on their workplace and qualification.  
d. Economists help various agencies deal with money.

**Task 5. Read these dialogues and complete them with the words: an external auditor, a budget analyst, a tax adviser, a bookkeeper, a financial controller.**

1. A: What is your job?  
B: I'm \_\_\_\_\_ in a small electronics company. I am responsible for keeping records of sales and purchases. I enter every transaction into a ledger. A ledger is like a book. One is for sales and one is for purchases.
2. A: Could you tell what you do, please?  
B: Yes, I'm \_\_\_\_\_ .  
A: What does that involve?  
B: Well the company has a budget – that's a sort of financial plan for the amount of money it wants to spend on things, things like salaries and materials. I help set the budget and then I monitor it. I check that the company isn't spending too much on one thing, or too little on another.
3. A: Can you tell me what your job is, please?  
B: I'm \_\_\_\_\_ .  
A: Yes, but what do you actually do?  
B: Well, I work for an accountancy firm. I visit companies and I check the financial statements prepared by the companies' accountants.  
A: So you don't work for the company itself?  
B: No, I work for a firm of accountants. The company is our client.
4. A: Could you tell me what your job is, please?  
B: I'm \_\_\_\_\_ . I work for a manufacturing company and I'm responsible for the management of day-to-day financial activities of the company. I monitor the performance of each department and I check and analyse the financial statements that the company's accountants produce. I keep the management informed about the states of the company's finances.
5. A: What do you do?  
B: I'm \_\_\_\_\_ . I'm a specialist in tax regulations. I prepare corporate tax returns for companies and income tax returns for individuals – those are the tax statements that they have to pay and sometimes I can show them ways to reduce the amounts of tax they pay.

**Task 6. The verbs in italics can be used with all the noun phrases on the right. Underline the noun phrases the verb is used with in Task 5 above.**

<b>1. check</b>	the financial statements	the accounts	the details
<b>2. set</b>	a target	goals	a budget
<b>3. monitor</b>	the performance of something	the cash flow	a budget
<b>4. prepare</b>	tax returns	written reports	accounts
<b>5. keep</b>	a record track of something	control of	expenses
<b>6. manage</b>	financial activities	financial plans	the cash flow
<b>7. analyse</b>	accounts	figures	performance
<b>8. handle</b>	most of the paperwork	all the accounts	data

**Task 7. Complete these sentences with suitable words or phrases from Task 6.**

1. I keep a \_\_\_\_\_ of all the company's income and expenses.
2. Mr. Simmons prepares his clients' \_\_\_\_\_ and tells them how much money to pay the government.
3. Could you \_\_\_\_\_ these calculations for me, please? I don't think they are correct.
4. The company is monitoring the \_\_\_\_\_ of all its factories. Those that make a loss will be shut down.
5. I manage the company's \_\_\_\_\_ – the movement of money into and out of the company.
6. We are going to \_\_\_\_\_ a budget for this year. All new equipment must come within the budget.
7. The boss won't be satisfied if we just tell her our analysis of the figures. She expected us to prepare a \_\_\_\_\_ .
8. Computers can handle huge amounts of \_\_\_\_\_.

**Task 8. Read the text and choose the best adjectives in italics to complete it.**

I'm self-employed, so I need a good accountant, someone who is 1) *efficient / ambitious* and will work quickly and well. I'm not very good at keeping records and all my financial information is in a big pile of paperwork on my desk, so I need someone 2) *responsible / organised* who can put everything in the correct order. I don't understand financial matters and I always have a lot of questions, so I need someone who is 3) *patient / capable* and who can explain things to me slowly and carefully. I want my accountant to be 4) *well-informed / hardworking* about the tax regulations so that he or she can save me money on my taxes. I also need someone 5) *reliable / patient* who will prepare my tax return and submit it to the government on time.

**Task 9. Read the interview with an economist Ben Wilmer and find the following information.**

1. Does Ben Wilmer say that economics is for everyone?
2. Are there many reasons for choosing to do postgraduate study?
3. What skills and knowledge are needed to be an economist?



**Want To Be An Economist?**

- Mark Today we're exploring a career path in economics by talking to a real professional who does that kind of work. We'll be talking to Ben Wilmer, a finance professor. Thanks for being here. Do you really feel that all people could grasp economics?
- Ben I think so.
- Mark Very interesting! Well, Ben. What is an economist in your opinion?
- Ben Economists are someone who use economic concepts, theories and analytical techniques to provide advice and practical information.
- Mark Very good. Now tell me this – when I see economists on TV, they're always talking about our country's economic situation. Is that what most economists do?

- Ben No. Since economics is a very broad field, economists often specialise in more focused areas of interest: macroeconomics, microeconomics, accountancy, banking, taxation and others.
- Mark OK. What careers are open to economics graduates?
- Ben Oh! If you are interested in a career as an economist, a post-graduate degree is almost essential. Job prospects should be best for those with a master's degree or Ph.D. However, some entry-level jobs – primarily in businesses or banks – are available for workers with a bachelor's degree.
- Mark And I also want to talk about skills. What professional skills should people calling themselves economists possess?
- Ben Because economic activity is measured numerically, economists must be skilled in using statistics and mathematical analyses as well as economic theory. They often use computerized data in their work.
- Mark And what are the top skills that employers want their workers to have?
- Ben I think these are critical thinking, ability to act on initiative, ability to express ideas and views clearly, confidently and concisely in speech. Team working and problem-solving skills are also important.
- Mark Excellent! Now let's get some advice for everybody.
- Ben Sure. So it's again: study hard maths and economics and everything will be OK.

**Task 10. Mark the sentences true (T) or false (F). Correct the false sentences.**

1. Economics may not be for everyone. (T / F)
2. Economists usually use economic data in the electronic form. (T / F)
3. You will have a great career as an economist even with your bachelor's degree. (T / F)
4. Critical thinking, communication and problem solving skills are of great importance for economists. (T / F)
5. Economists can be seen on TV with their reports about economic situation. (T / F)
6. Economists must be skilled in theory and languages. (T / F)

**Task 11. Here are two typical work days of an economist: the work day of an accountant who works at a bank and another who is an academic economist. Read these scenarios and answer the questions.**

1. What time does Martin start to work?
2. What duties does he perform there?
3. How does he prefer to get to work?
4. What is Isabella responsible for?
5. Does she rest at her lunch break?
6. How does she spend her time in the evenings?



### **Martin**

I work at a bank. I come to work at 8.30. The bank opens at 9.00. I am responsible for customers' accounts. I help customers deposit money and withdraw money from their accounts. Sometimes I answer questions about products and services. Other times I check balances for customers. There is a break for lunch from 12.30 to 1.30 and there's a cafeteria on the second floor. I have lunch there with my colleagues. I usually finish at 5.00, but sometimes I stay late to help customers with forms and that sort of thing. I live near the bank so I quite often walk to work, but sometimes I cycle. In the evenings I prefer to rest at home and watch TV. On Friday evenings I often go out with my friends. We have dinner in a restaurant or go to the cinema.

### **Isabella**

I am an academic economist at university. I spend my time on research, teaching and writing. Every day this involves preparing and designing classes, grading papers, as well as carrying out ongoing research. I start work at 9.00. Sometimes I have two morning classes and sometimes two classes in the afternoon. I lecture for economics students. I deal with students and any economic questions they want to know. I get quite a long break at lunchtime from 12.00 to 2.00 and I usually spend it with my clients. I also work as a consultant to outside institutions such as governments, corporations and international organizations. In the evenings I usually prepare reports of my research and make presentations for conferences I'm going to take part in. I have a busy day, but that's my job and I like it.



## **Activity: An economist's job.**

### **Preparing for exam translation and summarizing**

**Task 1. Read the article. Tell the class / the language instructor about the key areas of an economist's job.**

**Part 1.** An economist is someone who studies the production and distribution of resources, goods, and services. What does an Economist do? Economists apply economic analysis to issues within a variety of fields, such as education, health, development, and the environment. Some economists study the cost of products, healthcare, or energy. Others examine employment levels, business cycles, or exchange rates. Others analyze the effect of taxes, inflation, or interest rates.

Economists often study historical trends and use them to make forecasts. They research and analyze data using a variety of software programs, including spreadsheets, statistical analysis, and database management programs. More than half of all economists work in federal, state, and local government. They also project spending needs and inform policy makers on the economic impact of laws and regulations.

Many economists work for corporations and help them understand how the economy will affect their business. Specifically, economists may analyze issues such as consumer demand and sales to help a company maximize its profits. Economists also work for research firms and think tanks, where they study and analyze a variety of economic issues. Their analyses and forecasts are frequently published in newspapers and journal articles. Some economists work abroad for companies with major international operations and for international organizations such as the World Bank, International Monetary Fund, and United Nations. Many people with an economics background become professors or teachers.

**Part 2.** The following are examples of common economist specialties.

Econometricians develop models and use mathematical analyses to test economic relationships. They use techniques such as calculus, game theory, and regression analysis to explain economic facts or trends in all areas of economics.

Financial economists analyze savings, investments, and risk. They also study financial markets and financial institutions.

Industrial organization economists study how companies within an industry are organized and how they compete. They also examine how

antitrust laws, which regulate attempts by companies to restrict competition, affect markets.

International economists study international trade and the impact of globalization. They also examine global financial markets and exchange rates.

Labor economists study the supply of workers and the demand for labor by employers. Specifically, they research employment levels and how wages are set. They also analyze the effects of labor-related policies – such as minimum wage laws – and institutions, such as unions.

Macroeconomists and monetary economists examine the economy as a whole. They may research trends related to unemployment, inflation, and economic growth. They also study fiscal and monetary policies, which examine the effect of the money supply and interest rates on the economy.

Micro-economists study the supply and demand decisions of individuals and firms. For example, they may determine the quantity of products consumers will demand at a particular price.

Public finance economists study the role of the government in the economy. Specifically, they may analyze the effects of tax cuts, budget deficits, and welfare policies.

**Task 2. Divide the class into two groups.** Group 1 translates part 1 and group 2 translates part 2. Then exchange translations to check them.

**Task 3. Refresh the summarizing vocabulary. Summarize the text using some suitable expressions below. Check it with the class.**

The main idea of the text is to (show, describe, present) ...

The text consists of / contains 2 parts (that/which are titled...)

It begins with the information on... / data on... / description of...

The first paragraph (part) deals with...

The next / the last part of the text is devoted to / considers ...

Special attention is paid to...

The author / the text pays special attention to...

Details are given of...

At the end of the text the author says

that... (*подлежащее + сказуемое*)

I think (that) the text may be recommended to students specialising in...

## **Interactive task: Working with the videos. Preparing an exam presentation**

### **Task 1. Make the tape script of the video talk.**

Use the subtitles on the video screen to help you. Organize the text into logical parts. Then compare the texts in class. Ask the teacher to check it.

### **Task 2. The teacher may ask you to learn the text by heart to prepare for the exam speaking task.**

According to its Greek origins, the word 'economics' described the management of a person's household. While today's economists may study individual behaviour, or broaden their focus to communities, countries, and even global patterns the field still pursues the improvement of conditions for people's lives.

Economists study the patterns of production, distribution, and consumption of resources, goods, and services. They conduct surveys, analyze data, and communicate their findings in reports and charts to make the data understandable to others.

Economists work in fields from education to health and the environment. They may study the psychological and social factors of economic decision making, analyze savings, investments and risk, study international trade, or focus on the economic role of the government. It's common for economists to study historical trends to forecast future patterns. Math skills are essential.

Most economists work in an office, generally full-time, although a deadline can require more than 40 hours per week until it's met. While they mostly work independently, many economists collaborate and work in teams with other economists and statisticians.

A master's degree or Ph.D. is required for most economist positions. A bachelor's degree in economics may qualify candidates for some entry-level economist positions, especially with government offices or for jobs as research assistants or analysts in business, finance, and consulting.

### **Task 3. Would you make a good economist? Find your perfect career and tell the class about it.**

Use some of the videos for preparation.



How I Became An Economist: Professor Joseph Hotz  
<https://www.youtube.com/watch?v=U4968PN7K4I>



Why Become An Economist?  
<https://www.youtube.com/watch?v=MKHeg77iB0Q>



Advice To Young Economists: Integrate Different Turfs  
<https://www.youtube.com/watch?v=JsVHD85eIYw>

### **Use the language for presentations below.**

Let me introduce myself. My name is... / I'm a student of ...

The subject of my presentation is... / Today I'm going to talk about...

The purpose / objective / aim of this presentation is to...

I'm going to divide my talk into ... parts.

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...

I'll be glad to answer any questions (at the end of my talk).

Let's start with the background.

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.

If you look at the graph... / slide

Could I draw your attention to the chart?

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...

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.

**Assessment: Describing economists.  
Vocabulary and interview questions**

**Task 1. Choose one option.**

**A good economics student is one who ...**

- needs to consider **two / different** viewpoints.
- makes **reasoned / quite complex** judgments about possible solutions.
- bases his judgments on **economic analysis / his own experience only**.
- undertakes numerical **calculations / symbols**.
- interprets data presented in **diagrams only / a variety of forms**.
- analyses and evaluates **economic problems and solutions / abstract economic theory**.
- uses **ICT / drawing skills**.
- analyses the causes of **pollution / unemployment**.
- writes **reports / stories**.
- makes predictions about **the economy / weather forecast**.

**Task 2. Translate the text in writing.**

Economists typically do the following:

- research and analyze economic issues;
- conduct surveys and collect data;
- analyze data using mathematical models and statistical techniques;
- prepare reports, tables, and charts that present research results;
- interpret and forecast market trends;
- advise businesses, governments, and individuals on economic topics;
- design policies or make recommendations for solving economic problems;
- write articles for publication in newsletters and academic journals.

Economists must pay attention to details. Precise data analysis is necessary to ensure accuracy in their findings. Economists use the principles of statistics, calculus, and other advanced topics in mathematics in their economic analyses. Economists must be able to explain their work to others. They may give presentations, explain reports, or advise clients on economic issues. They may collaborate with colleagues and sometimes must explain economic concepts to those without a background in economics. Economists must be able to present their findings clearly. Many economists prepare reports for colleagues or clients; others write for publication in journals or for news media.

**Task 3. Speak on characteristics of Successful Economists. Add as many as you can remember to make your description fuller.**

Now that you have a good idea of what economists do, you need to determine if your personality traits will be compatible with this career. Having the right personality for the job is not only something employers will look for. It is something that will ensure that you are happy in your work. There are a variety of characteristics, which of them apply to?

- You are detail-oriented.
- You have strong skills in mathematics.
- You understand the research process.
- You are a strong self-starter, and are able to work independently.
- You have strong problem-solving skills.
- You think critically and outside-the-box.
- You enjoy the idea of a career that offers opportunity for growth.

**Task 4. Answer the four questions and say as much as you can.**

1. What field of economics do you want to specialise in?
2. What duties will you be able to perform as a future specialist?
3. What skills and personal characteristics do you need?
4. Will a good qualification give you lots of choices in your career?

**Task 5. Practise these Economist Interview Questions.** Think of your answers. Then make up a dialogue with a partner and role-play the job interview.

1. What have you done to help your subordinates to be more productive?
2. Why did you choose a career as an economist?
3. What other profession would you be doing, if you weren't an economist?
4. As an economist, are you most interested in the area of law, finance, or politics?
5. What makes you a stand-out candidate?
6. What do you like most about being an economist?
7. What, in your opinion, is the most important quality in an economist?
8. How would you ensure that you effectively communicate economic data to your audience?
9. Which global trends will shape the world economy in the next ten years?
10. How can you know that people are (not) satisfied with their work?

**Task 6. Describing personality. Take the personality test to find out.  
What kind of employee are you?**

	For each point, mark the position on the scale that best describes your personality.						
<b>The future</b>	optimistic	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	pessimistic
<b>My career</b>	ambitious	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	unambitious
<b>Working time</b>	flexible	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	inflexible
<b>Working with colleagues</b>	tolerant	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	intolerant
<b>As a manager</b>	demanding	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	undemanding
<b>As an employee</b>	loyal	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	disloyal
<b>Productivity</b>	hard-working	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	lazy
<b>Time management</b>	organized	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	disorganized

**Task 7. Two people are talking about the test. Which points do they talk about? Which adjectives describe the woman?**

<b>M</b>	How do you feel about the future? Are you optimistic or pessimistic?
<b>W</b>	Oh, I'm always very optimistic. For example, I never carry an umbrella!
<b>M</b>	Oh, right! What about your career? Are you an ambitious person?
<b>W</b>	Well, not really. But I'm not unambitious. I certainly don't want to be a President or a CEO, for example, but I do want to have a satisfying career with variety and challenge.
<b>M</b>	OK. So are you hard-working?
<b>W</b>	Yes, I think so. Of course, I can be lazy sometimes – I think everybody's the same. But when there's something important to do, I think I'm quite hard-working.
<b>M</b>	Right. So you're also very organized, I suppose?
<b>W</b>	No, actually, I'm terribly disorganized. You have no idea! But I'm working on my time management skills!

**Task 8. With a partner, compare your own answers and give examples. Model:** I'm optimistic about the future. I'm rarely pessimistic – except at exam time!

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**Наталья Юрьевна Мамонтова**

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IN BUSINESS, ECONOMICS AND MANAGEMENT**

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