МІНІСТЕРСТВО ОСВІТИ І НАУКИ, МОЛОДІ ТА СПОРТУ УКРАЇНИ
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Тематичні завдання з англійської мови для студентів напряму підготовки «Менеджмент»

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Навчально-методичний посібник розрахований на студентів другого (рівень *Intermediate*) і третього (рівень *Upper Intermediate*) курсів і складається з чотирьох розділів: мовні вправи, тексти для читання, підсумкові завдання і запитання, зразки тестових завдань з читання для підготовки до складання іспиту з ділової англійської мови.
Додається список рекомендованої літератури.

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Зміст

Загальні положення

Вивчення дисципліни "Англійська мова" студентами напряму підготовки 6.030601 (Менеджмент) проводиться у відповідності до типової програми з англійської мови для немовних спеціальностей вищих закладів освіти.

Мета навчання англійської мови у технічному вузі – це підготовка студентів до мовленнєвої діяльності іноземною мовою, що передбачає наявність практичних, професійно-орієнтованих навичок, які після закінчення курсу нададуть їм можливість читати оригінальну літературу за спеціальністю для вилучення необхідної інформації; приймати участь в усному спілкуванні англійською мовою в обсязі матеріалу, передбаченого програмою.

Навчально-методичний посібник розрахований на студентів другого (рівень Intermediate) і третього (рівень Upper Intermediate) курсів. Тематика і характер запропонованих навчальних матеріалів забезпечують формування у студентів професійного словника, а також навичок читання і спілкування.

Розділ "Vocabulary exercises" (Section I) включає мовні вправи, основною метою яких є опрацювання лексики, підготовка до роботи з текстами, оскільки всі лексичні одиниці взято із текстів наступного розділу "Texts for reading" (Section II). Крім того, частина вправ (на підстановку пропущених слів тощо) є закінченими текстами і повноцінним джерелом інформації, яка може використовуватись в обговоренні тем. Тексти для читання, підібрані з автентичних джерел, є уривками з наукової і науково-популярної літератури і можуть використовуватись для навчання різним видам читання.

Тексти для читання "Texts for reading" (Section II) рекомендовано для самостійної роботи студентів. Завдання до текстів визначають, на якому виді читання акцентується увага: ознайомлювальному, пошуковому, вивчаючому, з охопленням основного змісту і т.і.). Мета цього розділу – розширення лексичного запасу студентів, розвиток вмінь вилучати необхідні дані з контексту, оперувати англомовною інформацією. За результатами обговорення текстів можна проводити тематичні конференції – це дасть змогу в порівняно короткий строк засвоїти досить великий за об'ємом і багатий за змістом матеріал.

Запитання і завдання, що пропонуються в розділі 'Review questions and tasks" (Section III) мають репродуктивний і продуктивний характер. Виконання цих завдань вимагає від студентів концентрації уваги на адекватності використання лексичних і граматичних засобів, логічності і чіткості викладу. Формування мовленнєвих навичок відбувається в умовно-заданих мовленнєвих ситуаціях. Поряд із запитально-відповідними вправами, які вимагають розширеної відповіді або висловлювання своєї думки, пропонуються завдання проблемного характеру, інтелектуально насичені, що розвивають вміння творчо міркувати. Від студента вимагається не тільки знання того чи іншого запитання, але й уміння додати у відповідь свій

особистий досвід і спостереження. Завдання можна виконувати як усно, так і письмово.

Розділ "BEC. Tests for reading" (Section IV) пропонує зразки тестових завдань з читання для підготовки до складання іспиту з ділової англійської мови (Business English Certificate; Upper Intermediate). Тести складаються з п'яти частин і виконуються на протязі однієї години.

SECTION I
VOCABULARY EXRECISES
Vocabulary

Management
- the control and organizing of a business or other organization;
- those staff within the firm who exert control over its activities on behalf of owners.

Top management
- includes the chief executive of an organization, his or her deputy or deputies, the board of directors and the managers in charge of the divisions or departments of the organization.

Middle management
- consists of the managers to whom top management delegates the day-to-day running of the organization.

Managing director
- company director responsible for the day-to-day running of a company. Second in the hierarchy only to the chairman, if there is one; the managing director is the company's chief executive.

Manager
- a person controlling or administrating a business or part of a business.

Exercise 1

Do you know the meaning of the following derivatives (to manage, manageable, management, manager, manageress, managerial)? Show it with the help of your own sentences.

Translate the following sentences. Pay attention to the words in italics.

1. They reserved the right to make *managerial* decision.
2. What you need is advice from your bank *manager*.
3. I wish you could *manage* the time to come and talk to us.
4. Private banks are being nationalized, and are to be *managed* with workers' participation.
5. They are part of my *management* team.
6. The child can be greatly influenced by the parents' *management*.
7. She has been working as the *manageress* of a bookshop.
8. It is perfectly *manageable* task to tackle systematically.

9. A study in one of the largest American corporations indicates that the two criteria "quality of college attended" and "a rank in class" were the best predictors of future *managerial* success in that firm.

10. Mothers and fathers often have different ways of *managing* their families. How would you describe *the management style* of your parents? Teachers?

Exercise 2
Match the definitions and the words given below.
(Fee, executive, insure, skill, profile, applicant, charisma, ensure, guideline, superior).
1. Ability to do something well.
2. Short biographical or character sketch.
3. Person or body with managerial or administrative responsibility.
4. Make certain.
5. Secure compensation in the event of loss or damage by advance regular payments.
6. In a higher position; of a higher rank.
7. principle directing action.
8. The ability to attract, influence and inspire people by your personal qualities.
9. Payment made for professional advice or services.
10. Someone who formally asks to be given something, such as a job or a place at a college or university.

Exercise 3
Write down a synonym for each of the words on the left. Choose the one on the right.

choice	foresee
objective	affect
current	present
predict	own
happen	target
handle	process
influence	option
possess	give
grant	obtain
get	occur

Exercise 4
Translate the following text in written form.
   People working for a company are referred to as its *workforce, employees, staff, or personnel* and are on its payroll.

In some context, especially more conservative ones, *employees and workforce* refer to those working on the shopfloor of a factory actually making things.

Similarly, *staff* is sometimes used to refer only to managers and office-based workers. This traditional division is also found in the expressions *white-collar and blue-collar*.

Another traditional division is that between management and labor.

Personnel departments are usually involved in finding new staff and recruiting them, hiring them, or taking them on, in a process of recruitment. Someone recruited is *a recruit*, or in American English only, *a hire*.

They are also involved when people are made to leave the organization, or fired. These responsibilities are referred to, relatively informally, as *hiring and firing*. If you leave the job voluntarily, you *quit*.

Middle-managers are now most often mentioned in the context of re-engineering, delaying, downsizing, or rightsizing: all these expressions describe the recent trend for companies to reduce the numbers of people they employ, often by getting rid of layers of managers from the middle of hierarchy.
An organization that has undergone this process is lean and its hierarchy is flat.

Read the text once again and in turn explain, in your own words, the meaning of the following terms:
1) workforce, employee, staff, personnel, a recruit, a hire, layer, labour;
2) white-collar, blue-collar;
3) to recruit, to employ, to hire;
4) to fire, to quit, to get rid of.
Do you know any other synonyms to the words given above?

Exercise 5
 Translate the following sentences. Pay attention to the words in italics.
   1. A compensation package for an executive leaving a company is also known as *a golden goodbye, golden handshake or golden parachute*.
   2. Compensation for someone leaving a company may be referred to as *a compensation payment, compensation payoff or compensation payout*.
   3. These payments may form part of *a severance package.*
   4. Severance payments can be the subject of complex negotiations when an executive leaves, or is *ousted*: forced to leave.
   5. When executives are ousted, people may talk about companies giving them the *golden boot*.
   6. When talking about executive pay, *compensation* can refer, confusingly, to two different things: what top executives get for running a company and what they get on leaving a company.
   7. Apart from salary, an executive's *compensation package* can include *bonuses* (extra payments, sometimes, but not always related to the firms' performance) and

benefits and perks (ranging from *share options*, the right to buy the company's shares at an advantageous price, to a chauffeur-driven car).

8. *Remuneration* is also used to talk about executives' salary and benefits.

9. Middle managers are those in the hierarchy between senior management and *front-line managers or line-managers*, the people managing employees.

10. Organizations say that they are eliminating *middle levels* of their hierarchies so as to empower ordinary workers and employees.

11. The process of *empowerment* is designed to give them the authority to make decisions that were previously taken by middle managers.

12. When people lose their jobs, they are *dismissed or made redundant*.

13. *Outplacement* is when a company helps people it is making redundant find new jobs in other organizations.

14. *Headhunters* are specialist consultants who search for high-level, often board-level, executives and try to persuade them to leave their current jobs in order to go to work in another company. Managers found in this way are *headhunted* in a process of *headhunting*.

15. Executives may be persuaded to move to a company by the promise of a *golden hello*: a large sum of money or some other financial enticement offered by the company they move to.

Exercise 6
 Define the right form and place for each of the following verbs
(Be, oversee, carry out, ensure, base, compare, require, receive, take, keep, study, decide, deal, call, attempt)

                    The work of management

   In *planning,* managers outline the steps ... in moving the organization toward the objectives. These plans ... both long and short term in nature.

   In *organizing,* managers ... how best to put together the organizations human and other resources in such a way as ... most effectively established plans. In directing, managers ... day-to-day activities and ... the organization functioning smoothly. In effect, directing is the part of the managers' work that ... largely with the routine.

   In *carrying out the control* function, managers take those steps necessary ... that each part of the organization is following the plan that was outlined for it at the planning stage. To do this, managers ... the accounting and other reports corning to them and ... these reports against the plans set earlier. The accounting and other reports coming to management ... feedback. Feedback is a key to the effective management of any organization.

   In *decision making,* managers ... to make rational choices among alternatives. Decision making is an inseparable part of the other functions already discussed. Planning, organizing, directing, and controlling all ... the decisions to be made. All decisions ... on information. The quality of management's decisions will be a reflection of the quality of the accounting and other information that it ... .

Exercise 7

What is *responsibility* and what is *authority? Insert the necessary word.*

To be a successful manager you must know your ... and … .

… is the obligation to carry out a task. It is the actual work that is delegated to a person. ... is the right to act in the name of a superior in an organization. Sometimes we read that a person must have ... equal to the ... . This confuses different concepts: ... is an obligation, ... is a right or power. They are two different things. If you hold a person responsible for carrying out certain tasks you must ensure that he or she has the means to do those tasks. The ... you grant must be adequate to accomplish the task you have delegated, but must not exceed your own ... .

Exercise 8

Fill in the blanks (boundless, adequate, talk, vigorous, amalgam, succeed, sustained, employee, dimensions, knowledge, operations, sheep, lion, beaver, tortoise).

Knowledge vs implementation

We can consider company's *employees* in terms of their knowing what to do, and their doing it. Of the two …, the more important is implementation, i.e. it isn't what you know, it is what you do about what you know.

Many people with limited knowledge … because they do a lot about what they know; they make every little bit of … they possess work for them.

If you have … energy and work hard, you will be successful simply because you are doing something – even if your knowledge is limited.

A company that possesses … knowledge but does little about it can be linked to someone who is "all … and no do". Real success stems from an … of the two. Knowledge is combined with … and … action to implement decisions.

There are four main types of an …:

- … Energetic and possessing high knowledge.
- … Energetic and possessing low knowledge.
- … Lethargic but possessing high knowledge.
- … Lethargic but possessing low knowledge.

Exercise 9

Join the halves

1. To one degree or another, we all are involved in managing and are constantly
2. At the turn of the century the manager's objective
3. The modern manager must now consider the environment in which
4. A major part of the manager's job will be
5. Each person in business looks to his or her personal
6. Managers outline the steps to be taken
7. The authority you grant must be adequate to accomplish the task
8. The science portion of management is expanding, more and more

a) decisions can be analyzed and programmed.
b) in moving organization toward the objectives.
c) to predict what the environment needs and what changes will occur in the future.
d) was to keep his company running and to make a profit.
e) you have delegated, but must not exceed your own authority.
f) the organization operates and be prepared to adopt a wider perspective.
g) making decisions concerning how to spend or use our resources.
h) code of ethics to determine acceptable behavior.

Exercise 10
Read the text. What is the main idea of the text? Divide it into logical parts. Define the key-sentence of each part.

No school, professor or book can make you a manager. Only you can do this, and you can become a manager only by managing. Of course, you can learn the skills that are extremely helpful, particularly in such clearly defined areas as accounting, statistics, law, and finance. But this will not make you a manager.

Experience is the only teacher. Experience is, however, is not the uniformly effective teacher. An old aphorism criticizes the person who has worked for 20 years but has only re-experienced the first year 20 times.

Learning is not automatic. What schools can do, and what books can do is to provide you with some insights and *intellectual tools to be applied against your experience*. Most of you are practical people; certainly most managers are. You are more concerned about doing things than about thinking about them. You are more concerned with action than with contemplation.

Most business students and managers are uneasy about theory. It is abstract and difficult, too unrelated to real problems, it seems, 'too academic' and just 'too theoretical'. But theory is very important because you and all men and women of action are also theorists. No matter how pragmatic you consider yourself, no matter how rooted in reality a manager views himself, you and he operate on theories. You all possess your own theories about motivation, authority, objectives and change. You will need them - and you will have them whether you know it or not.

You will be a better manager if you are aware of your assumptions and you examine them periodically and modify them when necessary. Nothing is as practical as a good theory. A great deal of management theory and practice must be described as 'common sense'. For the objectives of management may be defined as the formulation of priorities and plans.

No school, professor or book can make you a manager. Only you can do this, and you can become manager only by managing. You can learn the skills that are extremely helpful, particularly in such clearly defined areas as accounting, statistics, law and finance. But this will not make you a manager. Experience is the only teacher.

Schools and books provide you with intellectual tools against your experience, so theory is very important too. Nothing is as practical as a good theory.
To sum up, a great deal of management theory and practice is necessary to improve the management system of the enterprise.

SECTION II
TEXTS FOR READING

TEXT 1
MANAGEMENT: ART OR SCIENCE?

Management could be called the art of getting things done through people and other resources. Management is the process used to accomplish organizational goals through planning, organizing, directing and controlling people and other organizational resources.

The definition spells out four functions of management: (1) *planning,* (2) *organizing*, (3) *directing* and (4) *controlling*.

1. *Planning* includes anticipating future trends and determining the best strategies and tactics to achieve organizational goals and objectives.

2. *Organizing* includes designing the organizational structure, attracting people to the organization (staffing) and creating conditions and systems that ensure that everyone and everything works together to achieve the goals and objectives of the organization.

3. *Directing* is guiding and motivating others to work effectively to achieve the goals and objectives of the organization.

4. *Controlling* is checking to determine whether or not an organization is progressing towards its goals and objectives, and taking corrective action if it is not. [6: 15]

Management is much more complex than doing a few tasks. A good manager must know about the industry, the firm he is in and all the technological, political, competitive and social factors, affecting that industry. He or she must understand the kind of people who work in the industry and what motivates them. Finally, a manager must be skilled in performing managerial tasks, human relation tasks, and conceptual tasks.

Management is *the art and science of making appropriate choices*.
Like most things in our changing world, the function of management is becoming more complex. The role of the manager today is much different from what it was one hundred years, fifty years or even twenty-five years ago. At the turn of the century, for example, the business manager's objective was to keep his company running and to make a profit. Most firms were production oriented. Few constraints affected management's decisions. Governmental agencies imposed little regulations on business. The modern manager must have a good understanding of

management principles, an appreciation of the current issues and broader objectives of the total economic, political, social and ecological system in which we live, and must possess the ability to analyze complex problems. That is, he must now consider the environment in which the organization operates and be prepared to adopt a wider perspective.

The modern manager must be sensitive and responsive to the environment – that is he should recognize and be able to evaluate the needs of the total context in which his business functions, and he should act in accord with his understanding.

Modern management must possess the ability to interact in an ever-more-complex environment and to make decisions that will allocate scarce resources effectively. A major part of the manager's job will be to predict what changes will occur in the future.

Organizations exist to combine human efforts in order to achieve certain goals. Management is the process by which these human efforts are combined with each other and with material resources.

Management encompasses *both science and art*. In designing and constructing plans and products management must draw on technology and physical science, of course, and, the behavioral sciences also can also contribute to management.

However much you hear about "scientific management", in handling people and managing organization it is necessary to draw *on intuition and subjective judgment.* The science portion of management is expanding, more and more decisions can be analyzed and programmed , especially with mathematics.

But although the artistic side of management may be declining in its proportion of the whole process it will remain central and critical portion of a manager's job.

In short:
- knowledge (science) without skill (art) is useless, or dangerous,
- skill (art) without knowledge (science) means stagnancy and inability to pass on learning.

Like the physician, the manager is a practitioner. As the doctor draws on basic sciences of chemistry, biology and physiology, the business executive draws on the sciences of mathematics, psychology and sociology. [1: 58]

1. The function of management is becoming more complex. Why?
2. What management must possess nowadays?
3. Management encompasses both science and art. In what case can we see it?

TEXT 2
PRINCIPLES OF MANAGEMENT

Different scholars offer different sets of principles of management. The most famous are the following fourteen. But *the main principle* should be read as follows:*"there is nothing rigid or absolute in management affairs, it is all a question of proportion".*

1. *Division of work.* Within limits, reduction in the number of tasks a worker performs or the number of responsibilities a manager has can increase skills and performance.

2. *Authority.* Authority is the right to give orders and enforce them with reward or penalty. Responsibility is accountability for results. The two should be balanced, neither exceeding nor being less than the other.

3. *Discipline.* Discipline is the condition of compliance and commitment that results from the network of stated or implied understandings between employees and managers. Discipline is mostly a result of the ability of leadership. It depends upon good supervisors at all levels making and keeping clear and fair agreements concerning work.

4. *Unity of command.* Each employee should receive orders from superior only.

5. *Unity of direction.* One manager and one plan for each group of activities having the same objective is necessary to coordinate, unify and focus attention.

6. *Subordination of individual interests to general interests.* Ignorance, ambition, selfishness, laziness, weakness and all human passion tend to cause self-serving instead of organization-serving behavior on the job. Managers need to find ways to reconcile these interests by setting a good example and supervising firmly and fairly.

7. *Remuneration of personnel.* Various methods of payment may be suitable, but amounts should reflect economic conditions and be administered to reward well-directed effort.

8. *Centralization.* Like other organisms, organizations need direction and coordination from a central nervous system. But how much is centralization or decentralization is appropriate depends upon the situation. The degree of centralization that makes best use of the abilities of employees is the goal.

9. *Scalar chain (line of authority).* The scalar chain is the chain of command ranging from the top executive to the lowest ranks. Adhering to the chain of command helps implement unity of direction, but sometimes the chain is too long, and better communication and better decisions can result from two or more department heads solving problems directly rather than referring them up the chain until a common superior is reached.

10. *Order.* Both equipment and people must be well chosen, well placed and well organized for a smooth-running organization.

11. *Equity.* Kindliness and justice will encourage employees to work well and be loyal.

12. *Stability of tenure of personnel.* Changes in employee assignments will be necessary, but if they occur too frequently they can damage morale and efficiency.

13. *Initiative.* Thinking through a plan and carrying it out successfully can be deeply satisfying. Managers should set aside personal vanity and encourage employees to do this as much as possible.

14. *Esprit de corps.* Build teamwork. [1: 60]

Dwell on the importance of each principle in the work of a manager. Try to exemplify your answer.

TEXT 3
MANAGEMENT AND ORGANIZATION

It should be remembered that *people are the heart of every business*. Overwhelmingly, the quality of the people determines the success of the business. Many investors base their investment choices almost entirely on the strength of the people involved in the enterprise. They know that the experience, skills and personalities of the management team have a greater impact on the long-term fortunes of a company than the product or service provided.

A manager should give careful consideration to creating clear lines of organizational responsibility and developing a management style that motivates employees.

Even the very best people will only do their best work in *a system that encourages, recognizes and rewards achievements.*

A true manager is to focus in two main areas:
1) the people who run the business;
2) the management style and structure.

Together these two thrusts represent *the core of the management system* [3: 128]

Informal relationship in organization

Every business has in addition to its formal an *informal structure* which can have at least as much impact on the company.

Questions to ask when evaluating your informal organization include:
- Which managers have the most impact on decisions?
- Which managers have ready access to the president or members of the Board of directors?
- Do decisions on the top get effectively translated into action by others?
- Which subordinates have substantial influence on their superiors?

Generally, you want to evaluate how authority is distributed and how decisions are made in reality, not just on paper. [3: 131]

Management style

A company's organization and management style act as powerful invisible sources shaping both the daily working atmosphere and the future of the company.

Managing people is far too important to be left to chance. Your employees are one of your valuable resources. Just as you need to take care of other resources in your company, such as equipment and materials, you must make certain you are not wasting your human resources.

For most companies, especially smaller companies, building a sense of teamwork is essential. The employers need to feel they are important part of the organization and their contribution matters. Communication is a vital ingredient in team building; if employees know what's going on in the company, they feel the part of the whole picture. Everyone, whether mailroom clerk or company

president, wants to feel important. Achievements should be recognized, both privately and publicly, with monetary and nonmonetary awards. Well done jobs should be acknowledged.

The *five most important elements of the management style* are:
1. Clear politics.
2. Communication.
3. Employee recognition.
4. Employee's ability to affect change.
5. Fairness [3: 132]

"Our management structure assumes people care about their jobs and want to belong to an organization that takes pride in what it makes. We demand more from our work force, but the trade off for the worker is excellent pay and job security.
We believe in developing employee potential through:
Mutual trust and respect; recognizing work and dignity; developing individual performance; developing team performance; and improving the work environment.
We rotate jobs among members every two to three hours for safety, fairness, avoiding strains and reducing boredom. Members are encouraged to make decisions on their own. Team members design the way the jobs will be done."

Michael Damer
New United Motor Manufacturing Inc.[3: 131]

TEXT 4
EMPLOYEE MOTIVATION

A manager who has an understanding of what the employee wants from work will have a better chance of having more satisfied and productive employees. Studies of employee motivation point out that people work for many different reasons The reason or reasons a person behaves a certain way is called *a motive*. Employee *motivation* is the reason an employee works a certain way on the job. There are many explanations of what motivates employees. One theory was developed by A. Maslow.

Maslow's hierarchy of needs theory explains that an individual has many different levels of needs:

Physiological (food, water, air, rest, sex, shelter from cold);

Safety (security, protection from physical harm, freedom from fear of deprivation);

Social (friendship, affection, acceptance);

Esteem (self-prospect, respect of others, recognition, achievement);

Self-actualizing (realizing of individual potential, creative talents, personal future fulfillment).

This theory suggests that when one level of needs is satisfied, the nest level has the greatest influence on a person's behavior.

Frederick Herzberg developed another *theory of job satisfaction*. It suggests that job satisfaction and job dissatisfaction come from two different sets of factors. One set he referred to as 'motivating' factors, and the other set he called 'hygiene' factors. The motivating factors (recognition, achievement, responsibility, opportunity for advancement, and the job itself) relate to internal satisfaction and influence employees to improve their performance. The set of hygiene factors (salary, company policies, working conditions and relationships with other employees) are separate from the job itself. He suggests that hygiene factors must be present in order to prevent job dissatisfaction, but it is those motivating factors that influence employees to maximize their performance on the job.

These theories show that employee performance is a complex topic to understand. Developing a work environment where the employee meets the needs of the business and the business meets the needs of the employee is what the most successful managers work at. [1: 69]

1.   Are there other needs which you would add to the hierarchy? Where? Why?

2.   Which of the following would motivate you to work harder (higher salary; good team; job security; holidays, opportunities to travel; good working conditions; interesting; creative work; promotion opportunities: threat of redundancy; fringe benefits; hard working boss ...). Choose your top five and rank them in order of priority.

3.   Scripture maintains that man does not live by bread alone, but the need hierarchy suggests that man lives by bread alone when there is no bread. What does it mean?

TEXT 5
"INTERNATIONAL" MANAGERS

Executives and managers who can operate effectively across cultures and national borders are invaluable players in the global business arena. As the world grows ever smaller, improved cross-cultural skills and an international perspective are critical executive qualities. As more and more companies expand abroad, competition for top talent to run new international operations will steadily intensify.

The 2010s will test the capacities of multinational corporations to react rapidly to global changes in human resources as in all other areas of the company.

Global selection systems enable a company to find the best person anywhere in the world for a given position. The system measures applicants according to a group of 12 character attributes. These twelve categories are: *open-mindedness, respect for other beliefs, trust in people, tolerance, personal control, flexibility,*

patience, social adaptability, initiative, risk-taking, sense of humour, interpersonal interest.

Beyond superior technical and managerial skills, an effective international executive displays a combination of desirable personal qualities. These include adaptability, independence, leadership – even charisma.

What part can management education pay in developing the international manager? A good deal. Management education can provide training in the so-called "hard" skills such as international marketing and finance and in the so-called "soft" skills such as international relationships. We can easily define "hard" skills and knowledge areas that are international manager will need and which are very susceptible to formal education and training approaches. These include an understanding of the global economy and foreign business systems, international marketing, international financial management, political risk analysis and the ability to analyze and develop sophisticated global strategies.

We can also point to some "soft" skills areas such as communication, leadership, motivation, decision-making, team-building and negotiation where research indicates that national cultural differences can have important effects. (The international manager is said to spend over half of his or her time in negotiation). International managers need at least to be aware of some of the issues involved. They need, furthermore, not only to be aware of how foreign countries affect organizational behavior and management style, but also to understand how their own culture affects their own style. [1: 66]

1. Use your knowledge and logical reasoning to express your point of view why the 12 categories mentioned in the text are so important for an international manager.
2. What is meant by 'soft' and 'hard' skills?
3. Technical and managerial skills and personal qualities – do they help each other? In what way?
4. Explain the meaning of the word 'charisma'. Give your examples of charismatic persons.
5. In what way can education contribute to 'creating' an internationally mobile and internationally thinking manager?

TEXT 6
SCIENTIFIC MANAGEMENT

No one has had more influence on managers in the 20th century than Frederick W. Taylor, an American engineer. He set a pattern for industrial work which many others have followed, and although his approach to management has been criticized, his ideas are still of practical importance.

Taylor founded the school of Scientific Management just before the 1914-18 war. He argued that work should be studied and analyzed systematically. The operations required to perform a particular job could be identified, then arranged in a logical sequence. After this was done, a worker's productivity would increase,

and so would his/her wages. The new method was scientific. The way of doing a job would no longer be determined by guesswork and rule-of-thumb practices. If the worker followed the prescribed approach, his/her output would increase.

Taylor's solutions to the problems were based on his own experience. When he was with Bethlehem Steel, Taylor criticized management and workers. He conducted many experiments to find out how to improve their productivity. He felt that managers used not the right methods and the workers did not put much effort into their job. They were always 'soldiering' - taking it easy. He wanted both groups to adopt a new approach to their work. The new way was as follows:

1. Each operation of a job was studied and analyzed;

2. Using the information, management worked out the time and method for each job, and the type of equipment to be used;

3. Work was organized so that the worker's only responsibility was to do the job in the prescribed manner;

4. Men with the right physical skills were selected and trained for the job.

The weakness of his approach was that it focused on the system of work rather than on the worker. With this system a worker becomes a tool in the hands of management. Another criticism is that it leads to de-skilling – reducing the skills of workers. And with educational standards rising among factory workers, dissatisfaction is likely to increase. Finally, some people think that it is wrong to separate doing from planning. A worker will be more productive if he/she is engaged in such activities as planning, decision-making, controlling and organizing. [1: 61]

1. Give some information about F.W Taylor and his contribution to management.
2. Speak for and against his principles.

TEXT 7
MANAGEMENT BY OBJECTIVES

Management by objectives (MBO) is a system which was first described by Peter Drucker in 1954. Since then, MBO has attracted enormous interest from the business world, and its principles have been applied in many of the world's largest companies.

P. Drucker emphasized that an organization and its staff must have clear goals. Each individual must understand the goals of the enterprise he/she works for, and must make contribution to them. It is also vital that the individual knows what his/her manager expects of her. An individual must know what sort of results he/she is expected to achieve.

If an organization uses MBO approach, it must pay careful attention *to planning*. A special feature of MBO is that the subordinate participates with the manager in developing objectives.

Various kinds of MBO systems are used in organizations.

Here is an example of how a program might work in a company. The program consists of several stages. First, the subordinate's job is defined. Next, his/her

current performance is evaluated. Then, new objectives are developed by the subordinates and their managers. Finally, the program is put into action. Later, there are periodic reviews of the person's performance, and his/her progress is checked.

The subordinates and the manager discuss the objectives and make plans for achieving them. The manager may help in some way, perhaps by providing more training for the subordinate or buying more modern machines. From time to time, the subordinate and the manager meet to discuss progress. It is vital that the manager receives feedback from the subordinate on performance and achievements.

There are many *benefits* of MBO. The system helps the subordinates to see clearly their role in the organization. They have a say in how their job is performed, and what goals should be. Workers feel more responsible and motivated. MBO is a good technique for assessing the individual's performance. People are judged on results, rather than on the personal feelings and prejudices of the managers.

The main *limitations* of the system are that it is time-consuming and may create a lot of paperwork.

In practice, MBO programs are often fully supported by managements. This could be because managers are not always skilled at interviewing and giving guidance. [1: 62]

1. *Who is the 'father' of MBO?*
2. *What are the principles of the system?*
3. *How does the program work?*
4. *What are the benefits and limitations of the system?*
5. *Why are MBO programs often fully supported by managements?*

TEXT 8
THE SPIRIT OF AN ORGANIZATION
(After Peter Drucker "The Practice of Management")

Two sayings sum up the "spirit of an organization." One is the inscription on Andrew Carnegie's tombstone: Here lies a man

Who knew how to enlist
In his service
Better men than himself

The other is the slogan of the drive to find jobs for the physically handicapped:

"It's the abilities, not the disabilities, that count."

Management by objective tells a manager what he ought to do. The proper organization of his job enables him to do it. But it is the spirit of the organization that determines whether he will do it. It is the spirit that motivates, that calls upon a man's reserves of dedication and effort, that decides whether he will give his best or do just enough to get by.

It is the purpose of an organization to "make common men do uncommon things" — this phrasing is Lord Beveridge's. No organization can depend on genius; the supply is always scarce and always unpredictable. But it is the test of an organization that it make ordinary human beings perform better than they are capable of, that it bring out whatever strength there is in its members and use it to make all other members perform more and better. It is the test of an organization that it neutralize the weaknesses of its members.

Altogether the test of good spirit is not that "people get along together"; it is performance, not conformance. "Good human relations" not grounded in the satisfaction of good performance and the harmony of proper working relations are actually poor human relations and result in poor spirit. They do not make people grow; they make them conform and contract. I shall never forget the university president who once said to me: "It is my job to make it possible for the first-rate teacher to teach. Whether he gets along with his colleagues or with me — and very few of really good teachers do either — is irrelevant. We certainly have a collection of problem children here — but, boy, do they teach." And when his successor substituted for this a policy of "peace and harmony," both the performance and the spirit of the faculty rapidly went to pieces.

There are five areas in which practices are required to ensure the right spirit throughout management organization.

1. There must be high performance requirements; no condoning of poor or mediocre performance; and rewards must be based on performance.

2. Each management job must be a rewarding job in itself rather than just a step in the promotion ladder.

3. There must be rational and just promotion system.

4. Management needs a "charter" spelling out clearly who has the power to make life-and-death decisions affecting a manager; and there should be some way for a manager to appeal to a higher court.

5. In its appointments management must demonstrate that it realizes that integrity is the absolute requirement of a manager, the one quality that he has to bring with him and cannot be expected to acquire later on.

A man should never be appointed to a managerial position if his vision focuses on people's weaknesses rather than on their strengths. He should be a realist; and no one is less realistic than the cynic. A man should never be appointed if he is more interested in the question: "Who is right?" than in the question: "What is right?" Management should never appoint a man who considers intelligence more important than integrity.

The men with whom a man works, and especially his subordinates, know in a few weeks whether he has integrity or not. They may forgive a man a great deal: incompetence, ignorance, insecurity or bad manners. But they will not forgive him lack of integrity. Nor will they forgive higher management for choosing him. [2: 158-162]

TIME MANAGEMENT

Do you suffer from the double whammy of "not enough time/not enough energy" to do everything that needs doing?

• Define your goals. What do you want to be doing 1 year from now? 5 years from now?

• Use these goals to decide your priorities.

• Review your daily routine by keeping a detailed log for a week. This will blueprint your time and energy patterns. Do you:

- Allow too many interruptions?
- Start a second task before finishing the first?
- Oversee every detail of your employees' jobs?
- Follow the same procedures without thought of changing?
- Continue to shoulder the same responsibilities you had when you started your business, though you've added staff?
- Spend lots of time on low-priority matters?

• When you match that survey of your habits to your business goals, decide where you can cut down your activities.

After you've made your adjustments, put on the finishing touches:

• Use a tickler file to organize work, save time and eliminate desk clutter. The file is merely a set of manila folders numbered for each day of the week.

• Place the folders in your desk, or in a file cabinet nearby. If you can't immediately act on any piece of paper it should be placed in the future folder.

• Each day, go through the current file. If you can't dispose of an item that day, it goes into the future folder.

• Do certain kinds of work on specific days. Just drop the suitable material into the appropriate folders as it arrives at your desk (e.g., materials for regularly scheduled meeting).

• Schedule 20% of your workday without any set of activities. This leaves room for crises that might arise and if there are none, it gives you time to concentrate on your routine work. Important things are seldom urgent, urgent things are seldom important. When faced with many problems to solve, ask yourself which are important, and then make them your priority.

• The disorganized boss is the biggest productivity problem in the office, making employees respond to sudden demands, taking them away from their regular work, and causing obstacles. Any operations that have stayed the same for the last 20 years are guaranteed to be unprofitable. After 5 years, there's an 80% probability there is a better way to do something. Even anything older than one year is worth examining. Productivity gains are simply a matter of asking regularly: *Why do it this way?*

• Managers often have difficulty spotting problems in their department, but are likely to see same flaw elsewhere. Encourage supervisors to visit other departments

and competing businesses, when possible. They will get a better lookout on their area and often find solutions that can readily apply.

• Acid test for a messy desk: if you can find what you are looking for in 3 minutes, no action is necessary. Some executives work efficiently and well when their desks are buried under paper.

• Do not write notes on scraps of paper. It is one way to lose them. Write everything on the same size of paper. Use notebook, which are easier to keep neat than file folders.

• Keep sharp by attending some seminars, classes or training at least once a year, no matter how high up in the company you are. Purpose: to get a fresh outlook and new insights, not necessarily to improve specific skills.

• Make phone calls early in the morning. Advantages: reach others when they are planning their days and to-do lists. [3: 146-147]

The following two texts are devoted to the problem solving. Read both texts and prepare a summary-recommendation (or instruction) on "How to solve a problem ".

TEXT10
CASE ANALYSIS

If you have some problems the first steps to do are to analyze the reports and the cases. Your general approach to case analysis and reports should be as follows:

1 .*Define the problem.* The problem is always a blocked managerial objective. What objective (profit, growth, cost control, etc.) is being undermined in the situation?

2. *Analyze the causes.* What factors are causing the problem of blocked achievement of objectives (inadequate communication, poor motivation, indefinite plans, sloppy controls, interpersonal conflicts, fear of change). This should not be the search for villains, however, because individuals are seldom the sole or fundamental cause of problems.

3. *Develop alternatives.* Evaluate the alternatives. What action might be taken to remove the causes and solve the problem? Remember that these alternatives should deal with causes, not symptoms of the problem.

1. *Evaluate alternatives.* Evaluate the alternatives according to appropriate criteria:

- How well does the alternative meet management's objective?
- How much time and organizational resources are required?
- What are the costs?
- Does the alternative conform to personal and organizational   values for equitable and responsible behaviour?
- What is the probability of the success?

2. *Select Alternatives* (or combination) What are the weak points of the alternative?

3. *Recommend a Detailed Plan of Implementation.* Who should do what? When? How?

Three more points should be taken into account. *Past history.* In many cases it is often useful to look at historical data in order to gain some indication of future conditions. *Expert opinion.* It is often possible and useful to obtain opinions from individuals considered to be knowledgeable. *Manager's own judgment.* In many cases a manager will simply have some *'gut feeling'* about possible future conditions. And an analysis of a cross section of opinions may provide you with a good decision. [1: 70]

TEXT11
PROBLEM SOLVING

Problems can be located in only two places – in the work situation and in people. Problems in the work situation can be further subdivided into those located in plant, machinery and equipment, and problems located in procedures, methods and ways of working. Problems with people can be subdivided into those located in individuals and those in groups.

Locating the source of a problem is not a simple task because different people see the same problem caused by different reasons. Nevertheless, your first task in a problem-solving meeting is to agree on the source of the problem.

When the source of the problem has been located, a decision has to be made. Decisions are of two types: *quality* decisions, and *acceptance* decisions.

Quality decisions are those which may be regarded as good decisions and will solve the problem. However, the word "good" is open to argument here. Decisions can only be judged retrospectively. You cannot say "This *is* a good decision", only, "That *was* a good decision". For this reason the word "quality", rather than good, is used to describe a decision which, when implemented will be efficient.

Acceptance decisions are those which will be accepted by the people involved in the problem.

The majority of decisions tend to fall in the middle, where quality and acceptance are of equal importance. Who takes the decision then? The majority of problems are being solved during meetings.

Here are seven sections to guide you in the conduct of such meetings.

1. *Understand the language*. Problems cannot be solved if the language is not thoroughly understood. And not simply the language of the country, but the language of the particular subject, trade, industry.

2. *Get the facts.* The difficulty in getting all the facts is that, often, we do not know how many facts there are. When we meet to solve problems, we are considering symptoms.

3. *Locate the cause of the problem.* If opinions in the meetings are strongly divided as to the cause, then you must develop possible courses of action for each.

4. *State in objective terms.* This is stating the problem without subjective opinion, without adjectives that indicate what someone thinks about the statement. Where possible, the problem should be stated in quantitative rather than qualitative terms.

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5. *Consider possible solutions.* Possible solutions are not probable solutions; they are possible. Make sure that all possible solutions are recorded for consideration.

6. *Screen solutions.* When a meeting makes a lot of progress, ideas flow, much discussion takes place, and solutions are sometimes tabled more in enthusiasm than in cold, logical deliberation. Screen the possible solutions. Be very careful of solutions that have been transferred from other situations. This is not a good basis for accepting the solution. What happened in another place, in another time, is unlikely to be the same in the current climate.

7. *Select decisions.* Some solutions are incompatible and therefore mutually exclusive. Some solutions can be combined. Determine the cost of all solutions; establish how practical they are; how many can be combined; the likely outcome of implementing them; the degree of acceptability by those who have to carry them. [1: 71]

Define your own problem (your neighbour's, your friend's, your relative's) and try to find the solution to it using your own recommendation (instruction). Refer to additional literature if necessary.

TEXT 12
MEETINGS

Meeting is an essential part of manager's work.
They are held for three main reasons:
1) to carry out training, 2) to transmit information, 3) to solve a problem.
Read the following recommendations and try to follow them in your life.
Before you call the meeting:
- decide if the meeting is the best method of achieving the objective;
- put the objective in writing;
- collect all the information necessary;
- select specific items for discussion;
- anticipate difficulties, awkward members and prepare documents and courses of notion to overcome the difficulties expected;
- Prepare the agendas with no more than 5 objectives.
During the meeting:
- state the purpose of the meeting,
- outline the objectives it is hoped to achieve,
- do not impose your views on the group,
- direct discussion toward the objectives,
- develop participation by contrasting different viewpoints,
- watch the clock and note reaction of members who appear to be losing interest,
- where opinion is divided a vote is to be taken.
After the meeting:
- the secretary of the meeting prepares "minutes",

- minutes must be an accurate account of the substance of the meeting. No opinions, no discussions, no irrelevant talk. They should be brief;
- minutes should follow the agenda of the meeting.[1: 73]

TIPS FOR BETTER MEETINGS

1.   Hold them early in the day and don't allow phone calls to interrupt the proceedings.

2.   Pay particular attention to meeting; chairs should not be plastic-covered but fabric-covered and firm.

3.   If you know you are going to have a difficult person at the meeting, sit that person on your right or left. If this person is allowed to sit opposite you, the meeting will often be split into two.

4.   Get everyone to contribute to the discussion but don't put people on the spot by asking, "What do you think, Jane?"

5.   Place your watch on the table in front of you so that people can see you are going to run on time; start on time; finish when you say you will.

6. Avoid letting people know what you think before they have made their views known. [1: 74]

TEXT 13
HUMAN RESOURCE MANAGEMENT

personnel management -
Administrative activities related to acquiring workers, preparing them for work, overseeing their performance, and providing compensation
human resource management -
Expansion of personnel management to include strategic planning

Employees are an important component of every business. Realization of this fact was behind the rise of *personnel management*, the specialized task of obtaining the people a company needs and then overseeing their training, evaluation, and compensation. In the 1970s top management also began to realize that, with the right people in the right jobs, businesses can compensate for shortfalls in other areas. The term *human resource management* was adopted by many companies to reflect the attitude that workers are of strategic importance; *human resource managers* became integral members of management teams plotting a course through rough economic seas. Many companies focus on the training and supervision of their *managerial employees* so that they have the resources they need for steady growth.

Human resource management became more complex and crucial during the 1990s. Technology and the business environment were changing at an accelerating pace, creating mismatches between workers' skills and employers' needs. *Human resource managers* must figure out how to keep good workers when economic difficulties make pay freezes necessary; how to lay off workers equitably; how to retrain workers to enable them to cope with increasing automation and

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computerization; how to deal with increasingly complex (and expensive) employee benefits, such as pensions and health insurance; how to encourage employees to work more productively; and how to cope with the challenge of equal opportunity in employment. Given the growing importance and complexity of human resource problems, it is scarcely surprising that all but the smallest businesses employ specialists to deal with them.

What exactly do *human resource departments* do? Every *human resource staff* must perform this series of functions: planning, recruiting and selecting employees, training and developing workers, and appraising employment performance. A human resource staff gets involved in accommodating changes in employment status and in administering pay and employee benefits. [4: 87]

1. How do personnel management and human resource management differ?

TEXT 14
HUMAN RESOURCE PLANNING

Steps in Human Resource Planning:
1) Business plans
2) Forecasting (estimate *demand* of workers, estimate *supply* of workers)
3) Job analysis (write *job descriptions*, write *job specifications*)
4) Hiring process

Careful attention to each phase of this sequence helps to ensure that a company will have the right human resources when it needs them.

The first step in staffing business organizations, as in any other management endeavor, is to plan. As one human resource staff director explains, a company must have "people on hand at the right time and in the right place to make a thing go".

Planning is a critical step. A miscalculation could leave a company without enough people to keep production up to the level of demand, with the result that business is lost as customers or clients go elsewhere. Yet if a company expands its staff too rapidly, profits may disappear into the payroll. Or it may have to lay off the very people it just recruited and trained at considerable expense. This situation recently confronted National Semiconductor. A couple of years ago, anticipating greatly increased demand for its electronic components, National Semiconductor had hired many new workers — 1,200 for its Silicon Valley operations alone. But the expected business upturn failed to materialize, and orders for National Semiconductor's products began to slump badly. Thus the company had to lay off 1,300 employees just a year after its hiring spree, including 600 in Silicon Valley. [4: 88]

FORECASTING

Supply and demand are factors in human resource planning, just as they are in more general business planning.

Forecasting begins with estimates of *demand*, the numbers and kinds of workers that will be needed at various points. For example, a boutique chain that is

planning to open another store within six months could estimate that it would need an additional store manager and an assistant manager as well as part-time salesclerks. Although the chain might start looking for someone as important as the manager right away, salesclerks would not have to be hired until just before the store opens.

The next task is to estimate the supply of workers. In many cases, that supply is within the company already — perhaps just needing training to fill future needs. If not, the human resource manager must figure out how difficult it will be to find people in the general work force who have the required skills. The boutique may well find that the assistant manager at an existing store can be promoted to manager of the new store — and perhaps current salesclerks could be made assistant managers. If not, the manager and assistant managers could be hired outside (although they would probably need specialized training in the boutique's operations), along with additional clerks for the new store.

Another consideration in estimating *supply* is whether enough people with the required skills are available in the general work force. But keeping track of the job market is a major undertaking these days, because it is in the process of substantial change. Although there are fewer jobs for factory workers in troubled "smokestack" industries, the demand for people with skills in engineering, nursing, paralegal work, and many other technical areas is mushrooming. Planners also worry that the end of the baby boom will shrink the pool of young, relatively unskilled workers who are so necessary in some businesses.

Another problem planners must take into account is that today's fluid business conditions may leave companies drastically overstaffed or understaffed without much warning. Many companies are turning to part-time and temporary workers, who are easily added when business picks up and easily let go when it slows down again. The U.S. Department of Labor says that the number of temporary workers supplied by agencies doubled between 2002 and 2005, when economic growth was relatively uncertain. It is also less expensive to hire part-time and temporary workers, because the company doesn't have to provide benefits. Some companies have begun to provide at least some benefits, however, in order to attract high-quality workers. [4: 89]

TEXT 15
JOB ANALYSIS

Job analysis is a process by which jobs are studied to determine the tasks and dynamics involved in performing them.

If you were the owner of a small business, you might be able to hire employees on an informal basis. You would be in a good position to know the requirements of all the jobs in your company. In large organizations, however, where hundreds or thousands of employees are doing very different kinds of jobs, management needs a more formal and objective method of evaluating job requirements. That method is *job analysis.*

Several questions must be asked in job analysis: What tasks are involved in the job (what does the person do all day)? What qualifications and what skills are needed to do the job? (An architect, for example, must have a license; a secretary must be able to type.) What kind of setting does the job take place in? (Some jobs, such as sales, require extensive public contact; others, such as factory work, do not.) Does the job entail much time pressure (such as newspaper reporting) or little time pressure (such as attending to children in a day-care center)?

Let's look at a specific job — that of college professor. It requires a person with certain qualifications, usually an advanced degree and teaching experience. The work can be broken down into a number of specific tasks; giving lectures, grading exams, leading seminars, supervising independent study, doing research, attending department meetings, and so on. The job also requires both "people" skills and technical skills. Finally, the work can also be evaluated by its intended results: What are students supposed to learn in the professor's courses?

You might wonder why all this analysis is necessary. But if you were in charge of assigning professors to classes, this breakdown would help you know whom to hire and whom to promote. It would also help you identify larger problems in the way duties are assigned. Perhaps professors aren't doing enough research because teaching loads are too heavy. Or perhaps students' grades aren't being turned in on time because some professors have no teaching assistants to help them read hundreds of essays.

There are several ways to obtain the information needed for a job analysis. Human resource experts may simply ask employees or supervisors for information. They may also use direct observation, perhaps using a stopwatch or videotape to monitor someone's work activities. Some employers have even asked employees to keep daily diaries describing exactly what they do during the work day.

After job analysis has been completed, the human resource manager may develop _a job description,_ a specific statement of the tasks involved in the job and the conditions under which the holder of the job will work. The manager may also develop _a job specification,_ a statement describing the skills, education, and previous experience the job requires. [4: 91]

1. What is the purpose of conducting job analysis?
2. What are some of the techniques used for gathering information?

TEXT 16
HIRING PROCESS

The next step is to match the job specification with an actual person or selection of people. Where does the human resource department get these candidates*?* _Recruiters, specialists on the human resource staff who are responsible for obtaining candidates,_ may look among people already working for the company; they may seek referrals from employees or colleagues in the industry; they may advertise in newspapers and work through public and private employment

agencies; they may go to union hiring halls; they may go to college campuses; they may even resort to pirating key employees from other companies.

STAGES IN THE HIRIHG PROCESS

After going through at least one — but usually more — of these recruitment channels to assemble a pool of applicants, the human resource department may spend weeks and sometimes even months on the selection process. Most companies go through the same basic steps in sifting through applications to come up with the person or people they want.

First, a small number of qualified candidates is separated from the applicants. A person may be chosen on the basis of a standard application form that all the candidates are required to fill out or on the basis of *a resume which is a summary of education, experience, interests and other personal data compiled by the applicant*. Sometimes both sources of information are used.

Application forms typically include questions about a person's job experience, and they might include some about matters that are not strictly job-related (outside activities and so on). But questions about some unrelated factors are prohibited by the Equal Employment Opportunity Commission (EEOC) because they yield information that can be used to discriminate against people illegally. Questions about religion, age, gender, marital or family status, physical handicaps, arrest records, and financial affairs fall into this category. Thus companies have had to develop better, less discriminatory ways of finding out whether a person can handle a job. [4: 92]

THE RECRUITMENT PROCESS

A British personnel Manager describes his company's recruitment procedure:

'First, we advertise the job internally. The advertisement is on all the company notice boards for two weeks. Then, we advertise the job in the national newspapers. Three weeks later, we produce our first shortlist, and invite eight candidates to a first interview. A week later, we interview the candidates in the first shortlist.

A week after the first interviews, we produce a final shortlist of two or three candidates and invite them to a second interview two weeks later. While the final candidates are waiting for their second interview, we check their references. Then we have the second round of interviews.

One week after the second interviews, we choose the successful candidate and offer him or her the job. If the successful candidate accepts the job (we allow them a week to decide), we then inform the unsuccessful candidates.'[4: 93]

TEXT 17
RECRUITING

Managers perform various functions, but one of the most important and least understood aspects of their job is proper utilization of people. Research reveals that worker performance is closely related to motivation; thus *keeping employee*

motivated is an essential component of good management. In a business context, *motivation* refers to the stimulus that directs the behavior of workers towards the company goals. In order to achieve company goals, managers must be aware of workers' needs.

Recruiting good people is a difficult task. It is time-consuming and costly. But a well-chosen labour force will be more productive than a poorly-chosen one. Do a good job of selecting and recruiting employee and they will stay with you. People who work for years build up goodwill for the company; they become well-acquainted with customers' needs and are able to give advice rooted in experience. Customers place a lot of confidence in such people. A poorly-selected labour force means a high staff turnover. There are *two main reasons* for having to recruit: *expansion and replacement.*

But in any case you need to prepare a "man profile". Some of the points that might be included in the man profile are: age range, experience, skills, education level, foreign languages, qualifications, single or married, personal characteristics, physical abilities, appearance.

There are many sources of recruitment. The following are among them: educational establishments, employee agencies, trade associations, job centres, advertising.

Prepare a man profile for 2-3 different professions or trades. Add the list of characteristics including at least 7-10 points. Don't show the notes to your group mates. Let them guess what profession (trade) you are speaking about. [3: 67]

TEXT 18
SOME TIPS FOR THOSE
WHO ARE GOING TO THE JOB INTERVIEWS

Peter: Before going to the interview try to find information about the company you would like to get into. This will help you to make a better impression.

Jack: You're right. But how can I overcome my nervousness?

Peter: If you are well informed, your confidence is up. Your best guide is to rely on your common sense. There are, however, some basic rules common to most interviews.

Jack: Could you give me some examples?

Peter: When greeting the representative of the company, wait until he moves to shake hands. You should also wait until he offers you a seat.

Jack: But what about usual questions people are asked in an interview?

Peter: The most common questions are, for instance: Why do you feel qualified for the job? What do you know about the company? Do you enjoy working with others? Are you willing to work overtime? Tell me about your experience.

Jack: Are there any surprise questions?

Peter: You should anticipate such questions:

Why should I hire you? What are your three greatest strengths for this job?

Jack: I see. Are there any topics that should be avoided?

Peter: Yes, certainly. Avoid criticizing your former employers or fellow workers. Don't discuss your personal, domestic or financial problems unless you are asked about them.

Jack: Can I ask about the salary?

Peter: Absolutely. You can state the salary you want, but not until the employer has introduced the subject.

Jack: Thank you very much for all this valuable information [4: 110-111]

TASKS

1. Choose a company from an advertisement. Take the role of the company's representative. Write a letter offering an interview, appoint a date and a time. Ask to return the job application form to you as soon as possible.

2. Take the role of the applicant. Reply to the above letter. State that you will come at the appointed time.

3. Take the role of the interviewer. Plan the interview and questions you want to ask using the completed application form.

4. Take the role of the applicant. Prepare for a job interview. Decide what questions you want to ask about the job and the firm, what you can add about yourself and your qualification.

5. Write a letter giving a date and a time for an interview, ask to complete the Company's job application form and return it to you.

6. Reply to a letter offering a job interview. State that you will come at the appointed time. Complete the application form.

7. Prepare for a job interview. Decide what questions you want to ask about the job and the firm, what you can say about your experience.

8. Make up a plan of the interview and questions you want to ask based on the information given in the application form.

In the investigation sponsored by the American Management Association in 2010 the following open-ended question was asked: "What values (personal traits or characteristics) do you look for and admire in your superiors?" More than 225 different values, traits, and characteristics were identified by 1,500 managers surveyed from around the country. Subsequent content analysis by several independent judges reduced these items into fifteen categories.

The most frequent responses, in order of mention, were

 (1) integrity (is truthful, is trustworthy, has character, has convictions),

 (2) competence (is capable, is productive, is efficient),

 (3) leadership (is inspiring, is decisive, provides direction).

In a subsequent study, we elaborated on several categories and added a few new characteristics not included in the previous study. In a two-year series of executive seminars conducted at Santa Clara University and several corporate locations, over 2,600 top-level managers completed a checklist of superior leader characteristics. The results from these surveys are striking in their regularity.

It appears that there are several essential tests that a person must pass before we are willing to grant him or her the title *leader*.

According to our research, the majority of us admire leaders who are:
• Honest;
• Competent;
• Forward-looking;
• Inspiring.

To sum up, the top five characteristics selected in the above mentioned and other studies are: *(1) honest, (2) competent, (3) inspiring, (4) courageous, and (5) forward-looking*. These are leader characteristics that followers admire. [4: 98]

1. What characteristics do you find absolutely necessary for every manager?
2. Which of them are inborn and which one can be acquired?
3. What are of primary importance?
4. Do you possess them?

TEXT 19
LEADER CHARACTERISTICS
THAT FOLLOWERS ADMIRE

There have been many studies during the past few years that have attempted to identify the characteristics of successful managers. On such study compared many of the lists already a developed. Those characteristics common to all or most of the lists indicated that a manager tends to have the following characteristics:
- high level of physical energy
- ability to set clear goals and plans to reach goals
- strong positive attitudes
- high level of moral strength
- willingness to take chances
- industrious – need to be always working at something
- takes the initiative in starting work
- high level of reasoning ability
- able to make decisions
- Willing to lead others
- Organized
- Positive attitude towards the others
- Uses tome effectively
- Willing and eager to learn
- Desire to satisfy the needs of others
- Able to change and adapt to the changing environment
- Able to seek and find information needed to achieve the goals
- Avoids procrastination
- Have a determined persistence
- Informed about latest trends and needs
- Willing to take responsibility

- Knows how to manage money
- Able to motivate others
- Always looking for opportunities
- Willing to recognize and reward contributions of others
- Restless eager to do something new
- Learns from failure and moves on. [1: 66]

TEXT 20
MANAGER-EMPLOYEE RELATIONS

Managers have many different ways of developing good relations with the employees they manage. Below is a list of ways suggested by a group of presidents of small Japanese companies.

Question: What do you do to develop good relations with your employees?

Suggestions

A   Be a good leader by working hard
B   Consult employees regularly
C   Hold a morning meeting with employees
D   Arrange morning exercises for the company
E   Invite employees home
F   Regularly socialize with employees after working hours
G   Eat lunch with employees in the staff restaurant
H   Go picnicking together
I   Help arrange the marriage of the employees
J   Attend marriages and family funerals of employees [4: 96]

   1. Which suggestions do you prefer? Write 1 next to the best suggestion, 2 next to the second best and so on.

   2. Do you think that Western managers' answers would be very different? Which of the suggestions above would not appear on their list?

   3. "No matter what you sell, you're selling your people". Do you agree with this statement?

4. Comment on the following "Part of planning is people planning".

5. How do informal relationship have impact on the company?

TEXT 21
HEALTH AND SAFETY PROGRAMS

Health and safety programs are a means of reducing potential suffering and keeping health-related losses to a minimum. Thus they are, or should be, a major concern of every *human resource manager*. By educating employees in safety procedures, establishing and enforcing safety regulations, and redesigning work environments to minimize the potential for death, injury, and illness, businesses have often succeeded in cutting their health-related losses sharply. And they also have happier, healthier, and usually more productive employees.

Some companies are taking a more active role in maintaining employee health. Wellness and fitness programs encourage employees to eat sensibly, stop smoking,

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control stress, and exercise. The results have been impressive. One group of 7,000 employees at Lockheed Missiles and Space Company, Inc. in Sunnyvale, California, went through an educational program on improving diet and cutting stress and smoking; the group's incidence of high blood pressure dropped from 17 percent to 1.7 percent. Prudential Insurance Company in Houston installed exercise facilities for its employees and found that disability absence days declined by 20 percent. It estimates that it saved almost $2 in medical and disability costs for every dollar invested in the exercise equipment. And in Asheboro, North Carolina, Black & Decker's household products group has hired a specialist to observe 800 employees' posture and working conditions. If she finds problems that could affect an employee's physical well-being, she has a mechanic modify the work site to suit the employee. In two years, sore backs and tired muscles have decreased by 50 percent. Many other companies are joining this trend, and employees are enthusiastic. Best of all, their enthusiasm is translating into greater loyalty to the company and better work. [4: 99]

1. Why are health and safety programs becoming more popular with employees, despite the cost?

SUMMARY

1. State the six *main functions of human resource departments.*

Human resource departments engage in planning, recruiting and selecting new employees, training and developing employees, appraising employee performance, accommodating changes in employment status, and compensating employees.

2. Identify *ten stages in the hiring process.*

The ten stages in the hiring process are soliciting applicants, setting up initial contact with applicants, collecting application forms and/or resumes, administering employment test (optional), setting up an interview with the human resource department, setting up an interview with the supervisor, conducting reference checks, setting up a medical examination (optional), evaluating candidates and selecting one for the job, and notifying that person to report for employment.

3. Identify at least *three types of training programs.*

One type of training programs is orientation, which helps new employees become acclimated to the new environment. Two other types are on-the-job training and classroom training. Training may cover job skills, specialized and advanced skills, and remedial education.

4. Describe *three ways an employee's status may change.*

An employee's status may change through promotion to a higher-level position or reassignment to a similar or lower-level position; through termination (removal from the company's payroll); or through retirement at the end of the employee's work life.

5. Distinguish between the *two reasons employment may be terminated.*

Employment may be terminated through layoff or firing. Layoffs occur because the company is in distress, and they may be temporary. Firings, however, are permanent removals of employees because of inadequacy.

6. Identify *two general ways of compensating workers.*

Employees are compensated through cash payments and through benefits and services.

7. Describe *the two possible components of employee pay.*

Wages (for hourly workers) and *salaries* (for non hourly workers) are the most typical components of employee pay. Some employees also receive incentive payments (bonuses, commissions, profit sharing, and production sharing), which are cash payments tied to their performance or that of the company in order to encourage productivity and accountability; some workers, such as some sales representatives, receive incentive pay only.

8. Explain at least *four standard employee benefits and services.*

Insurance plans, including unemployment benefits, are the most popular type of benefit; they help protect workers against the risk of losing their income through illness, death, or changing economic conditions. *Retirement benefits*, including Social Security, are also popular as a means of guaranteeing working people a comfortable old age. *Employee stock ownership plans,* in which employees receive shares of the company's stock, give workers a say in its management. *Health and safety programs,* including fitness and wellness programs, help keep employees at peak productivity. [4: 100]

TEXT 22
MANAGING

1. *A good manager is a leader, not a boss.* A boss gives orders, and workers obey because they have to, but that's all they do. When a leader maintains high activity standards by educating, directing and supporting people, he sets examples more than is required.

2. Workers in boring jobs do better under a flexible, considerate boss than one who forces their "noses to the grindstone". But those doing more complex, less clearly defined jobs often function better under an authoritarian. *Theory*: when work is stressful, employees welcome orders and structure. A smiling boss makes for a happy and more productive employee. Research from the *Journal of Applied Psychology* suggests that a boss who gives explicit instructions with a smile get more results than one who barks out orders. *Caution*: smiles without specific instructions will only result in relaxed but confused workers.

3. Respect the people who answer to you. Handing out a public scolding may make you feel important and powerful, but no executives stay on top for long without the loyalty of their employees. Criticize in private.

4.   When you are the owner, remember that it's the people on the line — in the plant and out with the sales forces — who are doing the work that makes the company run. Get out of your office to see how they are doing.

5.   One perk that comes with being in business for yourself is the freedom to come and go as you choose. You may put in 14-hour days, but if you need a few hours for a personal or family matter, you don't have to ask anyone's permission. It's best to be discreet when you're leaving the office for personal reasons. The reason: employees may resent that they can't do the same, and might question your commitment to the business. The result could be a drop in employee morale and increase problems with excessive absences and lateness.

6. When you have got a tough decision to make, don't just ask for opinions. Ask for facts. When you have all the facts, many decisions become automatic.

7. When you schedule a meeting with your employees, plan to keep it brief by scheduling it for the hour or half-hour before lunch. There will be fewer digressions from the topic if staff members are eager to get out for a meal.

8. Don't impose your social life on the social lives of your employees. They'll take it as an imposition and see it as a sign of weakness. They'll think you need them to stress your importance even away from the office. You should develop a rewarding social life that's completely separate from business life.

9. Don't go into business with friends. It's almost impossible to keep business decisions from negatively affecting personal relationships.

10. Business owners who frequently join in after-hours socializing with employees can put themselves into a *no-win* situation. Subordinates observe what owners do and what is said. And in the social surroundings, it is easy to send the wrong message. Chains of command, reporting relationships, and routine office procedures can break as employees lose respect for the superior's status.
Occasional socializing with employees, still, is beneficial. It allows the owners to reveal their human side — or to provide special recognition. But when allowed to become a regular occurrence, it can turn into an unwanted substitute for normal office organizational structure.

11. Never hire your in-laws. They aren't relatives and they aren't employees. They are somewhere in the "twilight zone".

12. Good activity is very hard to get from the average worker unless they:
- know specifically what is expected;
- get immediate feedback on their activity;

- are rewarded for doing well (with money, praise, recognition or especially pleasant tasks).

   13. Symptoms of poor delegators:
- working longer hours than your workers;
- taking work home almost every day;
- having no time for a social life and educational or professional activities.

   14. Less painful firing. Tell employees they are good at what they do, but those skills don't match the company's current needs. Be brief and fair. End by offering support in the job search.

   15. Don't let employees who are quitting pick their replacements. They'll probably choose someone less capable; either to make themselves look good or to leave the door open if they ever want to come back.
Don't let them write the job specifications, either. They'll make the job sound much harder than it really is.

   16. Secretaries can be most useful when they:
- always know where to reach you, even during short absences;
- know who your contacts are and what they do, so that they can prevent unnecessary delays;
- handle routine correspondence, either personally or by preparing it for your signature;
- understand the reasons for their duties; and
- have the opportunity to develop more advanced skills, including the option of taking work time to attend courses or seminars.

   17. Have each of your managers write a goal paper for the next 6 months, twice a year. It should include exactly:
what they are trying to do,
what must be done to reach the goals, and
the projected problems to obtaining them — showing those that can be solved within their area and those that will require help in solving.
   The paper should also review the plans for the previous six months, the achievements, the effects on company goals, and what was not done and why.

   18. If you permit ex-employees to come back as part-timers or consultants, consider the effect on morale. Full-time employees may get the idea that the way to get the flexibility or freedom they want is to quit.

   19. New clothes and shiny shoes on employees who normally dress more casually often shows that they are *job-hunting*.

Another sign: someone who lacks clerical duties begins to write letters and use the office copier, especially during lunch hour.

20. Treat the person who brings you unpleasant news just as well as the one who bears good tidings.

If bad news is met with a cool reception, people will eventually stop bringing it to you.

21. *Golden rule of discipline:* 95% of employees pose no significant discipline problems. Deal with the problem 5% firmly, but fairly.

Common fear: that setting up a formal disciplinary system will cause uproar among employees.

Reality: the trouble-free 95% usually welcome it.

22. Hire older workers. They have less absenteeism, display sounder judgement, are more loyal and reliable and on average are more satisfied with their jobs than younger employees. Tap into this vast resource by hiring older employees as permanent part-timers and rehiring the company's retirees as consultants.

When training older workers:

- Make use of their current skills and experience. Allow these workers opportunities to share their experience with younger workers.

- Be patient. The speed at which people learn decreases with age. An older worker may need to have a new idea explained or to practice a new task several times before learning it completely.

- Allow for uniqueness. Provide older workers with alternative methods of learning so they can choose a method they are comfortable with.

- Tailor training to the worker's educational level. [3: 151-154]

SECTION III
REVIEW QUESTIONS AND TASKS

1. When choosing candidates for any particular job, the Americans say: "What can this person do?"; the French say: "What qualification has she/he got?"; the British say: "What kind of background has this person got?" Which question would you ask when you are to choose an applicant? Why?

2. Suppose you have been appointed Dean of your department. Design a curriculum that would prepare students for their role in *management*. Specify your objectives and the means to be used.

3. A study in one of the largest American corporations indicates that the two criteria "quality of college attended" and " a rank in class" were the best predictors of future *managerial* success in that firm. If you were a recruiter for a large company, would you utilize these criteria? Why or why not?

4. What is, from your point of view, the general relation between age and job satisfaction?

5. How many different ways of finding a job can you think of? Which one is the most reliable?

 6. A recruiter of a big company said that they didn't want anybody who "enjoyed exercising power". Can you explain why?

 7. What kind of a company would you like to work for: state-owned, private limited company, multinational corporation, etc. Why? Give your reasons.

 8. What is the most group-oriented phase of life? Discuss why.

 9. What are the qualities of an effective team player? What qualities could you contribute to a team?

 10.   Some people compare a small company to a family. In your view, is this analogy valid and useful? What are the benefits and risks of viewing a company as a family?

 11.   Examine the relationship between your needs and the rewards and satisfactions of any job you have held.

 12.   Interview four people on why they work and which of their needs are satisfied or frustrated. Summarize and comment on their responses.

 13.   "Poorly considered solution will be costly in dollars, happiness, or both". Your comments and examples.

 14.   What can be the reasons for business failure? Ground your point of view.

 15.   Comment on the following: "Excellence costs, ... but in the long run mediocrity costs far more."

 16.   The human being is a continual problem-solver, decision-maker and innovator. Analyze your previous week (day, month, year) and describe the situations when you had to be a decision-maker, a problem-solver and an innovator.

 17.   Mothers and fathers often have different ways of *managing* their families. How would you describe the management style of your parents? Teachers?

 18. Make the list of the best qualities of a manager and rank them in order of importance. Then make the five worst.

 19 Summarize the information of the texts to be ready to speak on management. The first step to be done is to write the plan of your future report.

 20. Choose any question (problem, topic) relating to management and make 10-12 minute report in class. Refer to different additional sources to make your report instructive, interesting and informative.

SECTION IV
BEC
Tests for reading.
The Business English certificate (BEC) are examinations aimed primarily at learners who wish to obtain a business-related English language qualification.
These are the practice tests in reading for Vantage (Upper Intermediate) level.
Test in reading lasts for 1 hour and consists of 5 parts.
PART 1: 1 long text or 4 short extracts (about 250-350 words).

Question type: 7 statements which have to be matched to texts or extracts.
PART 2: 1 text with 6 gaps (about 450-500 words).
Question type: choosing which sentences fills each gap from a choice of 7.
PART 3: 1 longer text (about 450-550 words).
Question type: 6 multiple-choice questions, each with 4 options, testing comprehension of details, opinions, etc.
PART 4: 1 text with 15 gaps (about 200-300 words).
 Question type: 15 multiple -choice questions mostly testing vocabulary. Choosing from 4 options the word or phrase that fills each gap.
PART 5: 1 text with some errors (about 150-200 words).
Question type: identifying the errors (extra words that should not be there) and correcting the lines.
Total = 45 (7+5+6+15+12)
Samples of the tasks are given below.

PART 1
Look at the statements below and the four extracts written by people who have just done a business course.
Which participant (A,B,C or D) does each statement 1-7 refer to?
For each statement mark one letter (A,B,C or D).
You will need to use some of these letters more than once.

1 I gained the confidence to widen my career interests.
2 My personal business experience was taken into consideration on the course.
3 I feel my negotiating skills have improved through doing the course.
4 I was pleased that there was a flexible curriculum.
5 My desire to study has increased as a result of doing the course.
6 The course equipped me to consider future developments at work.
7 The course encouraged me to re-assess my approach to my own staff.

A 'The course suited me because it fitted into the time-scales of my own business. In addition, it was great to work with people who, like me, manage at senior level. It helped me to change the culture in my organization so that everybody is valued. Even *I* have more confidence now. I feel I can deal with the trickiest of discussions and the toughest of questions from our clients and competitors.'

B 'I really liked the fact that there was no fixed agenda. The program builds on the knowledge you have gained so far and focuses on the aspects of business which are important to you. Because the group assess each other, you have to demonstrate the quality of your work to your peers and I found this more valuable than gaining marks with a tutor.'

C 'Although I have worked in the United States and am currently based in Portugal, I wanted to study in the UK. I was also keen to work alongside experienced managers and compare my expertise with theirs. Some courses run the risk of becoming outdated, but this program encouraged me to think ahead and provided me with the tools to do this within my own company.'

D 'I liked the fact that I could take the weekend option, as this enabled me to keep my learning separate from work. Specifically, it gave me a belief n myself and my ability to pursue an alternative area of work. My portfolio now combines training and consultancy and decorative arts. Ultimately, the program has given me more enthusiasm for learning. That is something you carry with you for the rest of your life. [5: 24-25]

PART 2
Read the newspaper article below about business coaches.
Choose the best sentence from the opposite page to fill each of the gaps.
For each gap 8-12, mark one letter (A-G).
Do not use any letter more than once.
There is an example at the beginning (0).

<div align="center">THE BUSINESS COACH</div>

Coaching is the latest idea to help firms develop their employees' skills and potential

   Imagine a top-class athlete maintaining peak performance under pressure without the support of a coach. **(0) G**...   Of course, the coach cannot run as fast as the athlete. What he can do is guide, refocus and balance the individual he is looking after so that when performance drops, the athlete gets back on track and realizes his or her full potential.

   (8) … Often operating on a one-to-one basis, the coach helps managers step back from their day-to-day pressures, think carefully about their goals and identify ways of moving forward with renewed energy and enthusiasm. A trusted professional coach can help an individual get back in touch with what they want to achieve.
Business leaders and senior staff who have the task of managing major organizational change are most likely to benefit from this external assistance. It can be lonely at the top. The old order of 'command and control' has gone and the pressure is on managers to define goals and values clearly and secure the commitment of their staff. This is particularly difficult if the organization is under stress and the staff is fearful and fighting against change. (9) …

   This is where an external coach or advisor comes in. Recruitment agencies employ psychologists who – in addition to assessing job candidates – act as coaches for chief executives and team leaders. Various other consultancies are putting coaching at the head of the list of services they provide. (10) …   By combining 'people psychology' with hard-edged business skills, they help managers make leaps in performance.

<div align="center">43</div>

But as the idea of business coaching becomes better known, it is also being adapted. Nowadays, the emphasis is moving from the manager or executive to the needs of the company as a whole. (11) …

However, so far, it is still only the top-level management who are benefiting from coaching. Research shows that only five percent of UK employees have access to a coach.

US organizations are becoming increasingly open to the idea that managers should also be able to coach their own staff. One maker of medical products has actually abandoned 'manager' as a job title in favour of full-time 'coaches'. At one motor company, managers wear sweatshirts with the logo 'coaching staff' on them. (12) …

As one consultant explains, 'sports coaches train athletes according to the lessons that they learnt when they were young. That approach doesn't work in business. As a business coach, you must learn from the people you are coaching.' [5: 26-27]

A   Nevertheless, managers are warned not to try and mirror the role of the traditional sports trainer too closely.
B   Consequently, it can range from a quick chat around the coffee machine to long-term initiatives.
C   A business coach or advisor is no different.
D   What this means is that instead of just concentrating on giving advice to the individual, coaching is aimed at helping them to achieve what the organization expects of them.
E   Under these circumstances, it is all too easy to lose sight of your aims and the needs of employees or to miss out a critical step altogether.
F   One such firm claims that they helped a UK company to achieve 70 per cent growth over two years.
G   It would never happen.

Read the text below about management techniques.
Choose the best sentence from the opposite page to fill each of the gaps.
*For each gap 8-12, mark **one** letter (A-G).*
Do not use any letter more than once.
There is an example at the beginning (0).

WHAT HOLDS THE MODERN COMPANY TOGETHER?

There is no doubt that 'corporate culture' plays a key role in holding modern businesses together. This is not a new idea. It has always been true that people are one of the most important assets of a business. And the way employees behave, their attitudes towards their work and their style of working are all elements of what is known as corporate culture.

(0) ..**G**.. Compared to people, they are much easier to deal with. That may explain why the business world has, for decades, focused on the more technical

aspects of managing a company. Globalization and restructuring are two examples of fashionable management techniques that aim to produce greater revenues and better cost control.

(8) … Rob Goffee and Gareth Jones identify very clearly the place and role of company culture in the business world. In their book *"What Holds the Modern Company Together?"* they offer the reader a practical model for analyzing the state of a company's culture. They show to what extent this 'glues' the enterprise together.

In my experience, a company's culture is quite often more than glue; it is the company's driving force. Goffee and Jones successfully address the question 'What culture do we have?'

(9) … Having identified our office culture, we next have to ask ourselves the questions 'Is our culture the right one for moving forward?' 'Does it have to be further developed?"Does it have to be changed?' 'If so, when should we change and how?'

(10) …

Creating a dynamic and flexible workforce is a difficult job. Corporate populations are conservative and resist change. The only way to get them moving is with a clear, concise vision that shows a benefit in the end.

Unlikely as it may seem, radical cultural change is less complicated than gradual change. (11)   … Managers use them to demonstrate where they want to go, their audiences listen readily, and projected dates for realizing changes are usually accepted. However, when things are moving smoothly but the future nevertheless requires a change in culture, it is hard to convince employees that this is the case.

A successful change takes a lot of preparation and commitment.

(12) … They will use the pressure of day-to-day market problems as an excuse for their failure. Because you see no immediate results, you feel as if you are doing nothing, and you are tempted to go back to today's business and old habits. But these should never be reasons not to go for it. If the boss gives up, the whole company will start giving up. [5: 62-63]

A   Some of your best employees will not be able to do the job.

B   It was only a few years ago that the behaviour of a company's population also became an important vehicle for driving the company forward.

C   For this reason, dramatic announcements affecting the company's future are the most effective ways of altering staff behaviour.

D   I have found raising these issues a lot easier than actually dealing with them.

E   And if you decide to go for such a change, it remains an open question whether the outside world or your competitors will give you the time.

F   But answering that is only the starting point for management's real work.

G   It is generally accepted that resources have to be managed properly, but, given a choice, most managers would rather manage problems than people.

PART 3

Read the article below about interview plans and the questions on the opposite page.

For each question 13-18, mark one letter (A, B, C or D) for the answer you choose.

DEVISING AN INTERVIEW PLAN

Preparing well for interviews will ensure success for all concerned

When you are selecting employees by interviewing applicants, you want to discover whether the candidate matches the employee specification closely and seems likely to be able to do the job well. The candidate is trying to find out if this is the type of post they want, at a company they would like to work for. To exchange the necessary information successfully so that the most suitable person is chosen and accepts your job offer, you must prepare for interviews thoroughly.

An interview plan should consist of a list of topics that you want to cover during an interview, with a number of questions under each heading which will help you to match the candidate with the employee specification. Draw one up in collaboration with your colleagues before any interviews with shortlisted candidates are conducted. Having a skeletal plan in front of you at an interview reminds you to deal with all the main areas (if you're nervous you may overlook one or two), allows you to listen to the candidate's answers without thinking what to say next and enables you to return or move to another topic or question if he or she dries up, rambles on or even tries to take over the interview.

It is up to you which topics and questions to include. Some interviewers base their interview on the application form or the letters and CVs received from candidates. They work through each section in turn, checking details, asking questions and dealing with queries as they arise. Other interviewers, mindful that they are trying to compare candidates with the imaginary employee required, use the employee specification itself, posing questions about the candidate's skills and abilities, attainments and so on.

A typical interview might begin with a brief chat about the company and job, bearing in mind that every candidate will want to know as much as possible about these topics. Following this, information given in the application form, curriculum vitae or letter could be checked to ensure the candidate really does meet the criteria set. Moving on, questions might be asked about a candidate's education, work experience, outside interests, any anomalies apparent in the application, and ambitions. Then, the candidate could be given the opportunity to ask any questions they might have thought of. Whatever your choice of approach, always remember that every interview and interviewee is unique, so do not stick rigidly to a set order of topics and questions, when the interviewee may reveal more about himself or herself if approached differently. Use the plan as a loose framework around which the interview is built.

Above all, avoid noting down too many questions that must be asked. Only a handful of strictly relevant ones, chosen because they may spark a discussion or compare the candidate with the employee specification, should be recorded.

Attempting to plough through a long list of questions will restrict the flow of the conversation -and make the candidate feel as though they're being interrogated by a police investigator!

  If you make good use of your interview plan, you will escape the temptation to make a decision about the candidate in the first few minutes. (Thoughts such as 'Bites his nails - obviously can't handle pressure' are sadly all too common.) Instead, you will come to an accurate assessment based on a systematic analysis of the facts. [5: 28-29]

13   Which of the following best summarizes the opening paragraph?
    A   An interview is a two-way process.
    B   Too many interviews are poorly prepared for.
    C   Clear-cut guidelines should be followed in interviews.
    D   Interviews should vary according to the person concerned.
14   In the second paragraph, the writer suggests that an interview plan should be
    A   produced in a number of stages.
    B   created for each candidate.
    C   revised on a regular basis.
    D   prepared by a group of people.
15 In the second paragraph, the writer says that an interview plan is useful as it
    A   limits the number of topics to be covered in the interview.
    B   helps the interviewer to concentrate.
    C   keeps the interview to the right length.
    D   prevents the interviewer from talking too much.
16 In discussing the selection of topics and questions in the third paragraph, the writer
    A   makes it clear he favours a particular approach.
    B   says the approach should depend on the job concerned.
    C   lists the pros and cons of popular approaches.
    D   suggests that the choice of approach is a personal matter.
17   In the fourth paragraph, the writer recommends that when conducting interviews an interviewer should
    A   be flexible.
    B   remain patient.
    C   start in a formal manner.
    D   aim to put the candidate at ease.
18 In the last two paragraphs, the writer notes that a plan will help interviewers
    A   relax.
    B   save time.
    C   avoid prejudice.
    D   impress the candidates.

PART 4

Read the article below about executive business courses.
Choose the correct word to fill each gap from A, B, C or D on the opposite page.
For each question 19-33, mark one tetter (A, B, C or D) on your Answer Sheet.
There is an example at the beginning (0).

WHICH COURSE?

Today, there is an enormous (0) … of business courses to choose from.
New (19) … in technology are also changing the executive education landscape.
They will (20) …   the options further in the coming years by presenting
alternative delivery methods and learning experiences. So how do managers decide
on the best course for their staff?

Most human resources professionals agree that being clear about what you want
to
achieve is the best way to (21)   …   down   the   choices.   Recent   surveys
consistently (22) … that companies want courses that are relevant to their business
(23) … .The message from companies is 'give us knowledge but make it
knowledge that we can use'. The greatest criticism of business schools in the past
was that they were out of (24) … with business reality. In recent years, schools
have worked hard to change their (25) … by developing working relationships with
industrial and commercial partners to bridge the (26) …   between   classroom
theory and workplace (27) … .

Survey findings suggest that organizations now (28)   executive   programs
using five criteria: a faculty's academic reputation, and its business experience, the
international (29) … of participants, and program length and price. Practical (30)
…   mean that geographical factors can play an important (31) … in the choice
of course too, but in future years this may become less of an (32) … . The   ability
of technology to overcome distances is already (33) … the 'electronic classroom' a
reality and, in time,
may well reduce the dependence on local course providers. [5: 66-67]

19	A ways	B trends	C styles	D forms
20	A continue	B stretch	C widen	D grow
21	A narrow	B let	C bring	D close
22	A exhibit	B show	C present	D display
23	A wishes	B hopes	C desires	D needs
24	A touch	B hand	C order	D control
25	A appearance	B representation	C picture	D image
26	A space	B opening	C gap	D hole
27	A manner	B custom	C practice	D exercise
28	A evaluate	B calculate	C account	D figure
29	A association	B mix	C union	D alliance
30	A doubts	B cares	C fears	D concerns
31	A influence	B position	C part	D bit

32	A issue	B object	C item	D affair
33	A getting	B making	C turning	D causing

PART 5

Read the texts below. In most of the lines 01-12 there is one extra word. It is either grammatically incorrect or does not fit in with the sense of the text.
Define and write down this word. Some lines, however, are correct.

MBA Benefits

0   A Masters in Business Administration (MBA) is without of doubt the best
00 management qualification available, and is equally useful in almost any field.
34 Whether you work in industry, the commerce or public service, an MBA will
35 prepare you for a general management role. If you work in professional
36 practice, an MBA will so broaden your understanding of the general business
37 issues that facing the clients you work with. If you're a consultant, it will
38 increase up your strategic awareness and analytical skills. Moreover, an MBA
39 can make it a big difference to your employability in a highly competitive jobs
40   market. People often think that there is a common MBA syllabus and since that
41 all courses are similar to. It is true that all MBAs have a central program
42 covering key management functions, such as finance, human resources,
43 strategy and marketing. But there is the similarity ends. Some courses teach
44 each of these subjects separately while others take out a more integrated
45   approach, showing, for an example, the effect of finance on marketing decisions.
   You should choose the course that best fits your career ambitions. [5: 14]

Ace Computers

0   At *Ace* you will find that help is always available, either over the phone, or
00 face-to-face if you will prefer to go in and chat to the advisors in any of our
34 180 retail outlets. If you're still not sure which of our superb systems best to
35 choose, try our unique FREE video 'Help and advice you on choosing the
36 right PC' – a practical guide which takes you through the options at your
37 own pace. And naturally, since it's from *Ace*, everything is being explained
38 in straightforward, non-technical terms. *Ace*'s superb customer care package
39 includes with after-sale support to make sure you know everything about
40 your new PC. There's a whole such team of people waiting to help you over
41 the phone on our customer helpline. They will guide for you through the
42 setting-up process and are happy as to answer your queries. Our business is
43 as much about people as are computers. We want you to be completely
44 happy with your PC – and with our service – however so much it takes.
45 Once you are an *Ace* customer, we want you to stay in that way. [5: 32]

Перелік рекомендованої літератури (References)

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