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**КАФЕДРА ИНОСТРАННЫХ ЯЗЫКОВ**



**Т.И. ВАСЬКИНА**

**ДЕЛОВОЙ ИНОСТРАННЫЙ ЯЗЫК  
ДЛЯ АУДИТОРНЫХ ЗАНЯТИЙ  
И САМОСТОЯТЕЛЬНОЙ РАБОТЫ  
СТУДЕНТОВ  
НАПРАВЛЕНИЯ ПОДГОТОВКИ**

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Пособие предназначено для студентов направления подготовки 38.03.02 Менеджмент, изучающих дисциплину «Деловой иностранный язык». Основной целью пособия является расширение лексического запаса студентов по английскому языку, а также развитие и совершенствование навыков диалогической и монологической речи в рамках указанных тем

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## **ВВЕДЕНИЕ**

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Пособие состоит из шести разделов. Каждый раздел содержит тематический словарь; тексты; серию предтекстовых и послетекстовых заданий, имеющих коммуникативно – речевую направленность. Работа с данным пособием способствует формированию у студентов следующих компетенций: ОК-4, ОК-6, ПК-2

Лексика текстов отрабатывается и усваивается в ходе выполнения упражнений. В учебное пособие включены задания творческого характера, требующие самостоятельного поиска нужной информации с последующей ее презентацией.

Учебное пособие может быть использовано как для аудиторной, так и для самостоятельной работы студентов.

## Unit 1 JOB INTERVIEW

position - должность, вакансия  
 negotiations - переговоры  
 application - заявление, анкета  
 strength - сила, достоинство  
 promising – перспективный  
 tension - напряжение, стресс  
 obligation - обязанность  
 experimental period - испытательный срок  
 skillful - опытный

### 1. Read about Dos and Don'ts for job seekers and discuss with a partner how you can avoid mistakes and follow recommendations:

DOS	DON'Ts
Do learn ahead of time about the company and its product.	Don't keep stressing your need for a job.
Do apply for a job in person.	Don't discuss past experience, which has no application to the job situation.
Do let as many people as possible know that you are job "hunting."	Don't apologize for your age.
Do stress your qualification for this job.	Don't be untidy in appearance.
Do mention any experience you have which is relevant to the job.	Don't beg for consideration.
Do assume an air of confidence.	Don't mumble.
Do approach the employer with respectful dignity.	Don't be one of those who can do everything.
Do try to be optimistic in your attitude.	Don't hedge in answering questions.
Do try to overcome nervousness and shortness of breath.	Don't hesitate to fill out applications, give references, etc. on request.
Do answer the questions honestly.	Don't hang around, prolonging the interview when it should be over.
Do have a good resume.	Don't go to an interview without a record of former employment.

Do know the importance of getting along with people.	Don't arrive late or breathless for an interview.
Do recognize your limitations.	Don't be a "know it all" or a person who can't take instructions.
Do make plenty of applications.	Don't isolate yourself from contacts that might help you find a job.
Do indicate your flexibility and readiness to learn.	Don't display a feeling of inferiority.
Do be well groomed and appropriately dressed.	Don't write incorrect information on your CV to make it look better.

**2. What tips of advice from the table above do you follow in applying for a job? What tips will you take into consideration? Do you agree with everything? What can you add from your own experience?**

**3. Read and translate the text. Speak with your partner about the mistakes you made when applying for a job.**

### **Text 2. TOP 50 INTERVIEW MISTAKES**

It's easy to make a mistake when you are at a job interview. In fact, sometimes you don't even know you're making a mistake. I've spoken to several job seekers who didn't realize that it wasn't acceptable to walk into an interview with a cup or coffee or a bottle of water.

I've also spoken to applicants who have erred on the side of being too early for a job interview or dressing too casually or even too over-dressed for the job or the company. They thought they were doing the right thing. Instead, they ended up not making the best impression.

Some of the interview mistakes made most frequently should be obvious, others aren't as clear, especially if you haven't interviewed much or in a while. Here are the top 50 most common interview mistakes to review so you can avoid making them.

1. Dressing inappropriately.
2. Not taking a phone interview as seriously as an in-person interview.
3. Leaving your cell phone on.
4. Chewing gum.
5. Bringing a cup of coffee or other drink with you.
6. Bringing another person with you to the interview.
7. Wearing sunglasses.
8. Showing up early.
9. Showing up late.
10. Showing up hangover and/or really tired.

11. Going to the interview if you are really sick.
12. Not knowing the interviewer's name.
13. Not introducing yourself.
14. Leaving a Bluetooth earpiece on.
15. Not smiling during the interview.
16. Interrupting the interviewer to take a call.
17. Have background noise (kids, pets, etc.) during a phone interview.
18. Wearing too much perfume or cologne.
19. Wearing a hat or cap to the interview.
20. Not bringing extra copies of your resume.
21. Not bringing a list of references.
22. Depending on the job, not bringing a portfolio of your work.
23. Playing with your hair.
24. Saying "ummm" or "you know" or "like" too often.
25. Mumbling and using poor grammar.
26. Talking too much.
27. Cutting off the interviewer's question.
28. Not talking enough.
29. Not smiling enough.
30. Telling jokes and laughing too much.
31. Not making eye contact with the interviewer.
32. Criticizing your last company or boss.
33. Not remembering your work history.
34. Checking your notes for an answer to a question.
35. Not following directions if you're given a test.
36. Not being prepared to answer questions.
37. Not paying attention to the questions you're asked.
38. Not taking the time to research the company prior to the interview.
39. Forgetting the name of the company you are interviewing with.
40. Forgetting the names of the companies you've worked for in the past.
41. Not remembering the job you applied for.
42. Telling the interviewer that you really need the job.
43. Telling the interviewer that you need the money.
44. Not knowing enough about the company you are interviewing with.
45. Asking about time off in your first interview.
46. Asking about salary and benefits right away.
47. When asked "Why do you want to work for our company?" providing answers that are focused on you instead of on how you will benefit the company.
48. Not have relevant questions to ask when asked, "What questions do you have?"
49. Neglecting to thank the interviewer for the opportunity to meet with him or her.
50. Not sending a thank you note after the interview.

#### **4. Read and translate the text.**

### Text 3. FUNNY INTERVIEW QUESTIONS

Job interview questions differ according to the work structure of a company. But most of the job interview questions asked by the companies are related to the three categories. In the first set, the interviewer asks about the candidate's family background, education, and interests. The second set comes with questions meant to assess the technical knowledge of the candidate. While the last is to judge the candidate's personality – his/her nature, decision making capacity, ideology, and ability to solve problems.

But some interview boards also ask a few funny interview questions to the candidate. This is a tricky method to check the candidate's reaction. Many candidates don't know how to answer a funny interview question. Hearing a funny interview question some candidates get irritated. What is there in getting irritated hearing a funny interview question? The candidates have to know that these questions are meant to check the psychological structure of the candidate. There is nothing to get panic or irritated hearing funny interview questions. Just answer the funny interview questions as other technical questions in a simple way.

By asking funny interview questions the interviewer is trying to test the nerve of the candidate. Just relax and show enthusiasm to answer the funny interview question as the other interview questions. The interviewer is trying to check what type of person you are. That is whether you have enough humor sense. Funny interview questions are asked to put the candidate at ease. By asking funny interview questions, the interviewer is also trying to make you relaxed and enthusiastic. The interviewer also needs to remove the tension in you and make the interview process very informal. This is done so as to smoothen the interview process.

#### 5. Read the dialogue. Compile a similar dialogue with a partner.

#### ADVICE ON JOB INTERVIEW

*Fay asks Jerry for advice on how to succeed at a job interview in English*

**Fay:** Hi, Jerry. I'm thinking of applying for a job with a multinational company, but I'm worried about having an interview in English. Can you give me any good tips?

**Jerry:** Hmmm. That's a tough one. I guess the first thing is to try to make a good impression. We often say, "you never get a second chance to make a first impression". You really need to get off to a good start.

**Fay:** That sounds like good advice. Maybe I could sing and dance for them, ha ha ha! Then they'd really be impressed! But seriously, how do I make a good first impression?

**Jerry:** To begin with, you should firmly shake the interviewer's hand while greeting him or her with a smile. Be sure to keep eye contact, especially when listening to the interviewer.

**Fay:** Ah, "body language" is really important, isn't it?

**Jerry:** Yes, it is. The second thing is to have confidence. You get confidence from being prepared. You should learn a little bit about the company before the interview. Find out what they do, how long they've been in business, what their business motto is, that kind of thing. You should also anticipate possible questions, and think about how you will answer.

**Fay:** Should I memorize my answers beforehand?

**Jerry:** No! Definitely not! That sounds very mechanical. You should be natural when you speak. Just think about how you want to answer, and choose the right words at the time of the interview. That way, you can use the interviewer's own words in your answer, which shows you've been listening. Then you're sure to make a good impression.

**Fay:** I never thought about that before. That's very helpful, Jerry. Thanks so much. Ah, one more thing. Should I ask about the salary during the interview?

**Jerry:** No, either let them bring up the topic of money, or else wait for a second interview. If you prepare well, make a good first impression, have confidence, and speak naturally, you're almost certain to be interviewed again. Good luck!

## **6. Read and translate the text.**

### **Text 4. JOB INTERVIEWS: BREAKING THE ICE**

You'll notice a few questions in the beginning of the interview that concerns how the job applicant arrived and the weather. This is commonly referred to as 'breaking the ice'. 'Breaking the ice' is an important way to begin the job interview, but it shouldn't take too long. Generally, job interviewers will break the ice to help you feel comfortable. Make sure to give positive, but not too detailed answers to these 'ice breakers'.

Give short, positive answers to questions.

Don't go into too much detail.

Expect questions about the weather or how you arrived to the job interview.

It's a good idea to make a pleasant comment yourself to break the ice. Keep it short, positive and simple.

#### ***Referrals***

Sometimes, you may have found about a job opportunity through a referral. If this is the case, make sure to use the referral to your best advantage by mentioning it at the beginning of the interview.

Mention the name of the referral at the beginning of the interview. Ideally, this should be done when asked about how you found the job opening.

Provide the name of the referral,

Don't go into too much detail about the relationship, unless asked.

Give the name of the referral only once. Don't continue to repeat the name during the interview.

Don't assume the job interviewer knows the person you are mentioning.

#### ***Language***

Relating your job experience and how it relates to the specific job for which you are applying are the two most important tasks during any job interview. Make sure to use lots of descriptive verbs and adjectives to describe your responsibilities. For example, instead of the following job description:

*I talked to customers about their problems.*

A more descriptive phrase with better vocabulary might be:

*I counseled customers documenting their concerns, and coordinating our response to their individual needs.*



Take some time to prepare descriptive sentences concerning your responsibilities.  
Make sure to connect your past experience to to the position.

**7. Now that you've reviewed some basic interviewing technique, read a sample job interview. Compile the same sort of dialogue with your groupmate.**

### **Text 5. SAMPLE JOB INTERVIEW**

**Interviewer (Ms Hanford):** (opens door, shakes hands) Good morning...

**Job Applicant (Mr. Anderson):** Good morning, Joe Anderson, it's a pleasure to meet you Ms Hanford.

**Hanford:** How do you do? Please take a seat. (Joe sits) It's quite the rainy day outside, isn't it?

**Anderson:** Yes, luckily, you have a nice underground parking lot that helped me avoid the worst of it. I must say this is an impressive building.

**Hanford:** Thank you, we like working here... Now, let's see. You've come to interview for the position of e-commerce manager, haven't you?

**Anderson:** Yes, Peter Smith encouraged me to apply, and I think I'd be ideal for the position.

**Hanford:** Oh. Peter... he's a great sysadmin, we like him a lot ... Let's go over your resume. Could you begin by telling me about your qualifications?

**Anderson:** Certainly. I've been working as the regional assistant director of marketing at Simpco Northwest for the past year.

**Hanford:** And what did you do before that?

**Anderson:** Before that, I was a Simpco local branch manager in Tacoma.

**Hanford:** Well, I see you have done well at Simpco. Can you give me some more detail about your responsibilities as assistant director?

**Anderson:** Yes, I've been in charge of in-house personnel training for our Internet customer service reps over the past six months.

**Hanford:** Can you tell me a little bit about what you've been doing in your training?

**Anderson:** We've been working on improving customer satisfaction through an innovative e-commerce solution which provides real-time chat service help to visitors to the site.

**Hanford:** Interesting. Is there anything in particular you feel would be useful here at Sanders Co.?

**Anderson:** I understand that you have been expanding your e-commerce to include social networking features.

**Hanford:** Yes, that's correct.

**Anderson:** I think that my experience in customer relations via the Internet in real-time puts me in the unique position of understanding what works and what doesn't.

**Hanford:** Yes, that does sound useful. What difficulties and challenges do you think we might run into?

**Anderson:** Well, I think we'll continue to see consumers spend more of the shopping dollars online. I've been studying how sales directly relates to customer satisfaction with online services.

**Hanford:** Would you mind giving me a bit more detail on that?

**Anderson:** Sure ... if customers aren't satisfied with the service they receive online, they won't come back. It's much easier to lose customers online. That's why you need to make sure that you get it right the first time round.

**Hanford:** I can see you've learnt quite a lot in the short time you've been working in e-commerce.

**Anderson:** Yes, it's an exciting field to be working in ...

**8. Read through this outline of the responses of three applicants to the same questions asked of them in an interview. Consider their answers carefully.**

### **JOB INTERVIEW DIALOGUE**

*Good morning, my name is Ms Martin. You've applied for the Laboratory Assistant's position right?*

**A.** Yes.

**B.** Yes Ms Martin, I have.

**C.** Yes Ms Martin. When I saw it advertised I thought it would really suit me.

*Can you tell me why you replied to our advertisement?*

**A.** I ... I 'm not really sure .... ahh ....

**B.** Well, I've always enjoyed science and felt that this position would offer me an opportunity to extend my skills in this area.

**C.** I think that I'd be really good at this kind of work. In fact I learn so fast that I'd be looking for promotion very shortly.

*Do you know exactly what you would be doing as a Laboratory Assistant?*

**A.** Well, I don't really know for sure, but I think it's got something to do with helping out the scientists in the laboratory hasn't it?

**B.** A Laboratory Assistant helps to maintain scientific equipment, keeping a check on the supplies in the store, and preparing the chemicals for experiments.

**C.** Oh, a Lab. Assistant helps make sure that all the experiments are done properly.

*What sort of student do you regard yourself as . . . did you enjoy studying while you were at school?*

**A.** I wasn't the best student. I didn't really like study all that much, but I did it when I had to.

**B.** I suppose I'm a reasonable student. I passed all my tests and enjoyed studying subjects that interested me.

**C.** I'm a really great student I didn't have to study much because I always seemed to get by without worrying too much about it.

*What were your favourite subjects at school?*

**A.** I liked Science-it was O.K. . . well, at least the bits I understood were O.K.

**B.** Maths and Science were my favourite subjects at school. I also enjoyed doing History.

**C.** I'm afraid that I only liked the ones I was good at. The others were so boring that I found them to be a thorough waste of my time.

*Do you have any further plans for further study?*

- A. I hadn't really thought much about it . . . I don't know what courses I could do.
- B. Well, I've thought about doing the part-time Chemistry Certificate course at Technical College. I think I would really benefit from doing that.
- C. Well, if I had to do it I suppose I would, but now I've finished school I'd much rather try to get my social life back into full swing again.

*Suppose our company wanted you to attend an institution to further your skills.... How would you feel about this?*

- A. Attend a what?
- B. If the course would help me improve my prospects for promotion and help me to be better at my job I would definitely do it.
- C. Attend a course? When? I hope it would be in the day time? Would I get time off from work to attend it? I hope it's not at night-my social life would be ruined.

*Have you ever had a job before?*

- A. No I haven't. I've never really been game enough to get one.
- B. Yes. I have worked part-time at a take away food store-the one just round the corner.
- C. No. I've really been too busy, what with all the study I've had to do to get a good result. . .

*We have a lot of other applicants for this position. Why do you think that you deserve to get the job?*

- A. I can't think of any special reason-I suppose I'm no different from most other people.
- B. Well, I've found out a lot about this type of work and my research suggests that I would be quite capable of doing the work involved. I also think that I would be able to handle any training course reasonably well.
- C. I reckon I'd probably be the best applicant you're likely to get for the job.

*Now, do you have any questions you'd like to ask me about the position?*

- A. No thank you. I don't think so.
- B. Yes. Ms Martin, could you tell me what hours I'd have to work, and for whom I'd be working?
- C. Yes. . . What's the pay like?

*I think I have asked you everything I wanted to. Thank you for coming along to the interview.*

- A. Thank you Ms Martin. Goodbye.
- B. Thank you. When will I know if I am successful?
- C. Oh, think nothing of it. . . Could I see where I'll be working?

**9. Questions:**

For each applicant, choose three words/phrases from the list below, which best describes their answers to the interviewer's questions.

- Applicant A .....
- Applicant B .....
- Applicant C .....

Has done some research; confident and prepared; ill-prepared; unsure; arrogant; hesitant; doubtful; ability to cope; lazy; not interested in the job; an upstart (presumptu-

ous); modest but sure of him/ herself; adequate; pushy; polite; rude; interested; keen; under confident; energetic; has good study habits; has positive attitude to study.

**Which applicant do you think would be successful? Why?**

**10. Find these expressions in English in the dialogue above:**

1. Заполните, пожалуйста, эту анкету.
2. Фирма с большими перспективами.
3. Нам нужна сильная творческая команда.
4. Какие ваши главные достоинства?
5. Вы хорошо переносите повседневные нагрузки?
6. У вас отличные отзывы с предыдущей работы.

**11. Read and translate the dialogues.**

**JOB-HUNTING**

- Good morning, sir.
- Good morning. Come in. Mr. Klimenko, isn't it? Please take a seat. You will have to excuse me a moment while I finish signing these letters. Meanwhile please fill in the application form... There, that'll do. Now I can concentrate on you, Mr. Klimenko. Tell me, how long you have been working in Alpha?
- Five years. I am only leaving because the firm is moving to Sevastopol, I think a change will do me good.
- What do you know about our company? You are welcome to ask any questions you have.
- I know that this is a very promising company, so I'd like you to inform me what will be the major focus of efforts in the next few years.
- We plan to expand our activities with English-speaking countries, mainly England, to buy the equipment and technology from there and run training programs here. We need a team of creative people to make our company competitive in the world market.
- What will my responsibilities and obligations be during the first year?
- Well, first of all to be responsible for our contacts with English partners. You will need to skillfully negotiate for and buy equipment. The job will involve much traveling. There is likely to be a trade fair in London soon, which we hope you will be able to go to.
- Yes, I see.
- So tell me, what are your three main strengths?
- I think they are: reliability, loyalty and energy.
- OK. Do you work well under pressure?
- Yes, I'm accustomed to working under pressure.
- Are you a leader, an entrepreneur by nature?
- Yes, I think so.
- All right. Now, Mr. Klimenko, I am quite prepared to offer you a job with us. You have excellent references from your previous job. You'll start on \$450 and if you do

well we'll review it after three months. The hours are from nine to five thirty, with an hour for lunch and a fortnight's holiday. Does it suit you? Any questions?

- What about travel? Where will I have to go and for how long?
- Mostly to England for not longer than a month.
- All right. When do you want me to start, sir?
- In a week, if possible.
- I am afraid I can't start working till the 10<sup>th</sup> of October.
- No problem. We'll be seeing you on the 10<sup>th</sup> then?
- Yes, certainly. Thank you very much. Goodbye.
- Goodbye.

### **JOB INTERVIEW**

— Good afternoon! My name is Olga and I am a human resources manager.

— Good afternoon! I am Sergey Pavlov and I'm currently applying for a position of a visa manager with your company.

— Why do you want to work in our company?

— I have a considerable experience in this area; I have so far worked in several travel agencies on similar positions. So, working for your company won't be challenging. I like my job.

— I see. What was your last work place?

— I worked at X travel agency, which offered tourist voyages over Europe .

— Why did you leave your job?

— The company cut jobs and finally went bankrupt.

— Tell me, please, about your educational background.

— Well. I graduated from Y State University in 2001, Faculty of Economics; afterwards I joined a post-graduate course and received a PhD. The thesis was public relations in the sphere of tourism. I also did a management training for the travel agency managers in 2005, for which I've got a certificate.

— You received good education. But why this position? Wouldn't you like to work as a university teacher?

— Yes, I wanted to try this sphere, but the salary is too low there. Therefore I chose a career in the commercial sector.

— I see. How do you understand your responsibilities?

— Well. I'm supposed to be in charge of consulting clients on visa regulations in different countries and assisting them in preparing the necessary set of documents. I will also be responsible for visiting embassies, submitting documents and getting visas for the clients or arranging on interview dates for them if needed.

— All these require good knowledge of English. As I can see, you know the language very well. But where did you learn it?

— I graduated from a specialized language school, I also studied English at the university and afterwards I passed a candidate exam of English, had got an excellent mark and did an English course to raise my language level.

— Thank you. What can you tell me about your character? Everybody has their strong and weak points, how can you describe yourself?

— Well. I have excellent communication skills. I have good people skills. I'm very helpful. As for my weak points, I don't like to get up early. But it doesn't mean that I'm not punctual. I'm always on time for work, take my word for that.

— Tell me, please, about your family.

— Well. I am single, I have no children. I live in my own flat alone.

— So, Sergey, it was very nice talking to you. I'm sure you will make a good candidate for this position. But as you might understand to know English means not only to be able to speak fluently, but to write and to understand English. Therefore I must be sure that you have these skills. I'd like you to take a number of tests. When are ready with those, please, give the papers to the office manager. I'll check them later today, and if everything is fine, I'll be in touch soon.

— Thank you for your time. Hope to hear from you.

— OK. Have a nice day! Good bye.

— Good bye.

## **12. The phrases below may be useful. Add some information about yourselves.**

*Why should we hire/choose you?/Why do you want this job?*

I'm always ready to take on responsibility and feel this will come more quickly with a firm of this size. A small firm also gives the chance to build closer working relationships with clients and colleagues and I've found through my past work experience that this makes an organisation more effective as well as more satisfying to work in.

*Please tell us something about yourself.*

I come from ..., for the last ... months/years I've been living in ... . I graduated from ... in ... . After the studies I worked in ... as an ... . I would like to join your company because ... . I think I will get there new skills and experience and I will have an opportunity to develop myself. I am a hardworking and ... person. I am good at ... and ... . My hobbies and interests are ... . Is there anything else you would want to know about myself?

*What are your weaknesses?*

I'm not a very self-confident person and used to find it very difficult to talk to people. But I'm working on it. I've joined the debating society this year to give me experience of speaking in front of an audience. It helps me a lot.

*What are your main strengths?*

In my opinion my strongest trait is ... . This trait has helped me in many hard situations, for example ... and ... . I have also always been a great ... . I am good at ... . I think I am an excellent ... . My friends say that I am very good at ... .

*What do you expect to be doing in 5 years time?*

I would hope to grow with the responsibility I am offered and to develop my skills as far as I am able. I would like to gradually take more and more responsibility and perhaps by then be a brand manager for a major product.

*What do you know about our company?*

I have heard that your company is a good place to work at, with a lot of friendly and helpful people and opportunities for development. It is also connected with my in-

terests, so I think it is a nice place to work, especially for me.

*Why are you leaving your present job?/Why do you want change your current job?*

My present job does not meet my expectations in that I feel I do not exhaust my potential to the fullest. I reckon your company requires more commitment and personal dedication, which is why I am after working for you.

*How do you solve difficult situations at work?*

In case of difficult situations, I try not to get stressed out and think of a rational way to deal with a problem. Sometimes it takes a lot of thinking. For example, I will think what someone else would do, but oftentimes difficult situations can only be solved by staying calm and applying the most straightforward methods. When it is necessary and a problem is really big, I ask competent people who have experience in dealing with similar problems.

*When can you start working for us?*

I currently don't have any job, so I can start working for you immediately./I can start working for you from tomorrow / next week / May 1st.

Since I already have a job, I will be able to start this one on ... .

*What do you like doing in your free time?*

Whenever I find some free time, I like to spend it in an active way. My hobbies include riding a bicycle, playing basketball, and jogging. If the weather does not allow me to do any of these, I read books or watch movies. I also like to spend my free time with my family, for instance going out somewhere.

*What are your long-range goals?*

I always try to focus on the nearest future, but also have to have long-range goals in mind. I would love to be working for you in a year, but also in the next ten years. I believe the opportunities your company offers to the employees are vast and rewarding, hence I see myself as a dedicated employee in your company even in a decade or so.

*What would you tell about teamwork?*

Teamwork is essential, and I find myself a great teamworker. I have had no problems whatsoever cooperating with others on various projects, and I appreciate the work of others that they bring to the team in the process. Whenever I can, I try to bring something else, and squeeze the most out of the teamwork possible.

*What is your greatest achievement you are proud of?*

I think my biggest achievement is ... . Im proud of it, because ... and ... . Thanks to that, I started to believe in myself and ... . Thus, I consider myself a great asset.

*How much do you want to earn?*

I would like to earn ... . I think my work and qualifications are high enough for a salary of ... . I would expect to be paid ... for this job. I would take no less than ... . Remuneration-wise, I reckon my skills and knowledge make me a person worthy of paying ... .

*Have you got any questions?*

I'd made a note to ask about your appraisal system and the study arrangements for professional exams, do you have any?/Thank you, but I really feel that I know everything that I need to know at this moment

## Unit 2

### RESUME

inevitably — неизбежно  
to require — требовать  
to hire — нанимать  
accomplishment — выполнение (достижение)  
superficial — поверхностный  
to irritate — раздражать  
tinted paper — тоновая окрашенная бумага  
merit — достоинство

#### 1. Read and translate the text.

##### HOW TO WRITE A RESUME

No matter what method of job hunting you use, inevitably somebody will ask you for a resume. Most companies require a resume before seriously considering a job candidate from the outside. Resumes are sometimes also required in order to receive a job transfer within a company.

The purpose of a resume is to help you obtain a job interview, not a job. Very few people are hired without a personal interview.

Effective resumes are straightforward, factual presentations of a person's experience and accomplishments. They are neither over detailed nor too sketchy. A general rule is that two or three pages in length is best.

One page seems too superficial; a four-page (or longer) resume may irritate an impatient employment official. Some writers suggest that a chronological (the standard-type) resume be used; others argue for an accomplishment resume. A useful resume should include both your experiences and key accomplishments. When sent to a prospective employer, a resume should be professionally reproduced, with particular attention to misspellings, typographical errors, and careful spacing.

To attract attention, some job seekers print resumes on tinted paper, in a menu-like folder, or on unusual-sized paper. If done in a way to attract positive attention to yourself, these approaches have merit.

#### 2. Questions:

1. What is the purpose of a resume?
2. What are effective resumes?
3. What is the length of effective resumes?
4. What should a useful resume include?
5. How should a resume be reproduced?

**3. Writing resumes can be challenging, however using resume examples that were written by professionals as a guide can help achieve the best resume format and resume layout. The below free resume samples are categorized by profession.**



# SCHOOL ADMISSIONS RESUME

**ADAM PASH**

12345 Street Name Ave., Portland, OR 11111

555-555-5555

email@resumewriters.com

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*Accomplished, achievement-driven and results-oriented recent Honors Graduate interested in working in Business Management or Sales.*

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## QUALIFICATIONS

- ❖ *Strong three-year background successfully managing organizations to achieve business goals.*
- ❖ Youthful and yet very mature; willing to learn and grow; Passionate about achieving a challenging position that allows meaningful contributions to a business' success.
- ❖ Dynamic personality that inspires people to want to work for me.
- ❖ Persistent and driven; acquired BA degree while working a fulltime job.
- ❖ Excellent computer skills—applications related to MS Office or the Internet.
- ❖ Adept at anything technical in nature as demonstrated by effectively developing products requiring applied organic chemistry.
- ❖ Superb leadership, interpersonal, planning and communication abilities. Great people and sales skills.

## PROFESSIONAL EXPERIENCE

- Directing production, sales, inventory and cost control for multiple beverage facilities.
- Managing and developing beverage products that involved superior skills in applied organic chemistry.
- Accomplished highest sales record in the Southeast and maintained the lowest operating costs for three years while managing the HOPS Brewery.

## WORK HISTORY

WESTCHESTER BAR AND GRILL, Portland, OR ..... 2004 – Present  
*Bartender*

MACRONI GRILL, Portland, OR ..... 2001 – 2003  
*Bartender*

CAPTAIN'S BREWERY, Portland, OR ..... 1997 – 2001  
*Managing Brewmaster for Portland, OR region*

## EDUCATION

OREGON STATE UNIVERSITY, Portland, OR  
*BA in Experimental Psychology with minor in Business Management (HONORS), 2005*

## ACCOLADES/ACHIEVEMENTS

- Magnus P. Magera scholarship.
- Member, Psi Chi (National Psychology Honors Society).
- Alpha Lambda Delta National Honor Society.
- Gamma Beta Phi National Honor Society.
- Golden Key National Honor Society.
- Selected to Dean's and President's List nearly every semester.
- Chosen from top 2% of OSU Psychology department to participate in the largest federal grant awarded to USC because of project which taught high school seniors to use psychological methods for teaching 1<sup>st</sup> grade reading.

# RESUME FOR YOUR FIRST JOB

## RICHARD SIZEMORE

---

12345 Street Name Ave. • Baltimore, MD 11111  
email@resumewriters.com • (555) 555-5555

### QUALIFICATIONS PROFILE

Dynamic professional poised to leverage education and experience toward launching a successful career as a **Financial Planner** (or Analyst) with a company seeking an articulate team player committed to supporting company objectives.

- **Financial Analysis:** Monitor and track trading details to understand market changes and plan personal investment strategies to maximize price benefits and minimize risk factors.
  - **Communication & Presentation:** Exceptional interpersonal skills. Handle sensitive matters with tact, poise, and diplomacy. Communicate and interact well with individuals at all levels.
  - **Computers & Administration:** Proficiencies include Microsoft Office (Word, Excel, Access, Outlook, PowerPoint), QuickBooks, Internet research and applications.
- 

### EDUCATION

**Bachelor of Arts Degree in Business**, (anticipated 12/2006)  
BALTIMORE COMMUNITY COLLEGE – Baltimore, MD  
*Specialization: Finance ~ G.P.A. 3.0*

**Associate of Arts Degree**, (2005)  
BALTIMORE COMMUNITY COLLEGE – Baltimore, MD

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### PROFESSIONAL EXPERIENCE

Baltimore Community College – Baltimore, MD

**Finance Student**, 2005 – Present

*Enthusiastically pursuing university's Business and Finance degree programs.*

Completing education in Financial Analysis, Financial Investments, Financial Institutions & Markets, Options and Futures, Investment Analysis, Financial Management and Financial Accounting.

- Played key role in the research and preparation of viable business plans, analyzing financials.
- Contributing member of WWU's Financial Management Association (FMA).

THE WATFORD GROUP – Baltimore, MD

**Assistant Manager**, 2003 – 2005

*Served as Assistant Manager of the multi-million dollar real estate development firm.*

Assisted management in operations, maintenance, administration, and improvements. Planned, scheduled, and coordinated general maintenance, major repairs, remodeling, and construction.

- Participated in fiscal accounting and preparation of financial budgets and forecasts.
- Obtained valuable hand-on business and finance experience in the real estate industry.

*Sample Resume Provided by [www.resumewriters.com](http://www.resumewriters.com)*

# STUDENT RESUME

## ADAM PASH

12345 Street Name Ave., Portland, OR 11111

555-555-5555

email@resumewriters.com

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*Accomplished, achievement-driven and results-oriented recent Honors Graduate interested in working in Business Management or Sales.*

---

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### QUALIFICATIONS

- ❖ *Strong three-year background successfully managing organizations to achieve business goals.*
- ❖ Youthful and yet very mature; willing to learn and grow; Passionate about achieving a challenging position that allows meaningful contributions to a business' success.
- ❖ Dynamic personality that inspires people to want to work for me.
- ❖ Persistent and driven; acquired BA degree while working a fulltime job.
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- Alpha Lambda Delta National Honor Society.
- Gamma Beta Phi National Honor Society.
- Golden Key National Honor Society.
- Selected to Dean's and President's List nearly every semester.
- Chosen from top 2% of OSU Psychology department to participate in the largest federal grant awarded to USC because of project which taught high school seniors to use psychological methods for teaching 1<sup>st</sup> grade reading.

# MARKETING EXECUTIVE RESUME

## NICHOLAS R. HEINE

12345 Street Name Ave. · Austin, TX 11111 · (555) 555-5555 or (555) 555-5555 · email@resumewriters.com

### SUMMARY OF QUALIFICATIONS

Exceptional leader with talent selling design, quality, service and value over price. Proven revenue generator in all market conditions. Adept at B2B sales and negotiations with decision makers at many levels. Technically savvy. Demonstrated ability to build new territories and expand opportunities within existing client base. Outstanding relationship building, training, and presentation skills. Intelligent, articulate, and driven to succeed.

### CORE COMPETENCIES

Strategic Planning  
In-Service Training  
Forecasting

Medical Sales  
Client Needs Assessment  
Profit & Loss Management

Client Relationship Management  
Market Analysis  
Negotiation

### PROFESSIONAL EXPERIENCE

**INNER SYSTEMS, LLC, Dallas, TX**

**4/2006 – Present**

#### *Field Sales Representative*

- Sell post auricular hearing aids to Otolaryngologists, Audiologists, and licensed hearing aid specialists.
- Manage comprehensive 15-phase sales process that begins with cold call and concept sell.
- Plan and conduct consumer seminars and participate in tradeshows and industry conventions.
- Train Audiologists on proper physical fitting of product and use of software.
- Achieved up to 245% of production targets in Illinois and Indiana in first 3 months.
- Selected to launch Minnesota territory and manage Wisconsin and Iowa.

**AURAL TECH, INC., Seattle, WA**

**3/2005 – 4/2006**

#### *Territory Manager (MN, ND, SD, IA, and MO)*

- Analyzed market and identified opportunities.
- Sold medical devices (hearing aids, personal FM and active learning systems) in educational market.
- Qualified leads; assessed needs and recommended solutions; negotiated and implemented pricing.
- Provided in-service training, workshops, and presentations to educational audiologist, SLP & SPED directors, teachers, superintendents, architects, technology directors, and principals.
- Developed monthly and yearly sales and budget forecasts.
- Maintained detailed database of prospects and customers; documented sales calls to facilitate follow up.
- Grew key accounts 13% - 80% in first year.

**SELF-EMPLOYED, Tulsa, OK**

**3/2001 – 4/2005**

#### *Sales/PC Technician*

- Attracted and retained loyal clients by building reputation of integrity, knowledge, and accountability.
- Sold IT services, including: PC repair and upgrades, Web design, network set-up, and software training.
- Sourced and developed leads via assertive cold calling and flyer campaigns.
- Cross-sold services using B2B and B2C and multi-channel strategies and peer networking.

**TRU COMMUTER AIR, INTERNATIONAL, Dallas, TX**

**5/2003 – 8/2003**

#### *Intern*

- Spearheaded a research project which will save an estimated \$30,000 annually in unnecessary removal, overhaul, and replacement of avionics components and over \$230K in lost revenue from aircraft downtime; served on Champion Air Reliability Improvement Project team.

### EDUCATION

**GRAMMAN STATE UNIVERSITY, Austin, TX**

*Bachelor of Arts: Business Management, 2003*

### COMPUTER SKILLS

- > MS Word, Excel, Access, PowerPoint, Outlook, and Windows; Act!, Sales Logix, and Goldmine
- > CompTIA A+ Certification

# ACCOUNT MANAGER RESUME

BETH HARMYER

12345 Street Name Ave.  
Fort Myers, FL 11111

email@resumewriters.com  
555-555-5555

## Qualification Profile

- Results-oriented **Sales Professional** with exposure to business development, marketing, strategic planning, client relationship management, and customer service.
- Ability to leverage skills and capabilities to participate in pharmaceutical sales activities.
- Proven success leading business development efforts, expanding customer base, and increasing revenue potential within organizations.
- Skilled in improving customer retention levels within highly competitive markets.
- Exceptional leadership abilities concerning team initiatives.

## Professional Background

### Sales

- Participated in sales functions within various organizations.
- Led business development and marketing efforts, which expanded the customer base and introduced products into specialty markets.
- Conducted market research, identified emerging market trends, and introduced marketing strategies.
- Created trade show materials, attended trade shows, and promoted products.
- Contributed to the implementation of promotional programs that optimized revenue levels in a saturated market.

### Customer Service

- Played a key role in increasing retention as well as satisfaction rates.
- Handled client relationship management functions, which included promoting enduring relationships with a diverse clientele.
- Cultivated positive and enduring relationships with customers.

## Education

**Dietetic Intern Program (currently pursuing)**  
Florida Health and Science University

**Post-Baccalaureate Degree in Nutrition and Food Management (2005)**  
Florida State University

**Bachelor of Arts in Psychology, Minor in French (1998)**  
University of Florida

**Study Abroad Program in France (1996)**  
Institute for American Universities

## Employment History

Starbucks Coffee Company (2004 – 2005) – *Barista*  
Bazoongi Kids (2003) – *Customer Service Representative*  
Gainesville Chinese Garden (2002) – *Public Relations Assistant*  
Northwest Airlines Inc. (1999 – 2001) – *Flight Attendant*  
Good Samaritan Albany General Hospital (2004) – *Volunteer*  
Florida Dietetic Association (2004) – *Annual Meeting Assistant*  
Florida State University Women's Center (2004) – *Assistant*

## Affiliations

Florida Dietetic Association & American Dietetic Association

Sample Resume provided by [www.resumewriters.com](http://www.resumewriters.com)

# BUSINESS RESUME EXAMPLE

## KATHERINE SEELY

12345 Street Name Ave. • Portland, ME 11111 • Home (555) 555-5555 or Cell (555) 555-5555  
orders@resumewriters.com

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### SUMMARY OF QUALIFICATIONS

Bilingual leader who performs well in multi-national environment. Adept at managing all phases of project life cycle, from needs assessment through implementation. Skilled at utilizing CRM and data management tools to optimize sales, marketing, and customer loyalty.

### CORE COMPETENCIES

Program & Project Management  
Business Case Development  
Strategic Planning

Process Reengineering  
Performance Metrics Definition  
Risk Management

Change Management  
CRM Program Management  
Negotiation

### PROFESSIONAL EXPERIENCE

#### GOVEPOINT MORTGAGE

2004 – Present

##### *Director/VP Business Project Management Office*

- Co-Manage all Govepoint projects, ensuring projects were delivered on-time and within budget.
- Support Marketing and Sales efforts.

##### *Key Accomplishments*

- Created and led implementation of Project Management Methodology to reduce project management.
- Promoted to Vice President after 10 months in Senior Project Manager position.

#### CHARLES SCHWAB & CO., INC.

1999 – 2004

##### *Senior Project Manager/Consultant*

- Planned, developed, and led complex projects from inception through completion, delivery projects on time and under budget.
- Enhanced business infrastructure resulting in improved performance and cost reduction.

#### TELEPOINT, INC.

1999

##### *Sales Service Manager*

- Performed multi-functional role, assisting and managing startup of vendor-branded channel portal company. Supported major clients, including: Hewlett-Packard, CyberSource, and Sony.
- Gathered data and analyzed business operations of small to large sized companies; developed strategy and vision and oversaw business process and technical mapping.

#### ERNST & YOUNG, LLP

1994 – 1999

##### *Senior IT Consultant (1998 – 1999)*

- Specialized in management consultancy for Oracle Financial Modules, identifying customer requirements and implementing impact solutions.
- Served as Team Lead for Oracle Accounts Payable Applications Release 11 implementation for complex global unification project for Del Monte's financial systems.

### EDUCATION

#### UNIVERSITY OF MAINE, Portland, ME

*Bachelor of Arts: Political Science*

### TECHNICAL SKILLS

IBM Rational Unified Process platform and tools (ClearQuest, ClearCase, and RequisitePro), MS Office Suite, MS Project, Remedy, MS Access, Visio, Mind Manager, Oracle Accounts Payable, PowerBuilder, Fusion Project Management, EMS Pursuit Manager, Lotus Am/Pro, Lotus Notes, Freelance Graphics, and ABC Flowcharter

# SALES MANAGER RESUME

## Damien Cave

12345 Street Name Ave. ♦ Springfield, MI 11111 ♦ (555) 555-5555 ♦ XXXX@XXXX.net

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### PROFILE

Well-qualified and results-oriented **Banking Professional** with over 16 years of successful experience in positions of increasing responsibility and duties. Top-performer with track record of consistently meeting or exceeding sales goals and customer expectations. Skilled at educating customers on banking products and recommending best options that meet their short-term and long-term needs. Team player with polished communication skills: verbal, written, interpersonal, presentations, and rapport building.

- |                                |                              |                      |
|--------------------------------|------------------------------|----------------------|
| ▶ Customer Service Relations   | ▶ Sales Management           | ▶ Branch Management  |
| ▶ Marketing Financial Services | ▶ Loan / Account Origination | ▶ Account Management |
| ▶ Staff Training & Development | ▶ Regulatory Compliance      | ▶ Project Management |
| ▶ Banking Products & Services  | ▶ Relationship Building      | ▶ Teller Operations  |
| ▶ New Business Development     | ▶ Revenue Growth Generation  | ▶ Communications     |
- 

### CAREER PROGRESSION

**WALKER'S BANK**, Springfield, MI 1999 – Present

*Assistant Banking Center Manager* at 3rd largest financial services firm in U.S. with \$1.2 trillion in assets and operations in more than 50 countries.

- Manage sales of bank products, new business, operations, customer service, and teller activities at tier one banking center and work with regulatory compliance, internal policies and procedures.
- Supervise hiring, training, staffing, and coaching of 5 customer service representatives and 7 personal bankers; lead team of 7 bankers and oversee monthly sales figures to determine if goals were met.

#### **Selected Accomplishments:**

- Play instrumental role with branch always **meeting every sales category** each year.
- Help branch rank **among top-4 banks** in district during internal checking account contests each year.

**FIRST MICHIGAN BANK**, Chicago, IL 1991 – 1999

*Personal Senior Banker* at largest bank in Michigan.

- Generated new business through presentation of bank products to customers and follow-up.
- Provided loan counseling to clients, reviewed overdrafts for branch, and created investment portfolio.
- Prepared month-end reports for managers and helped identify and resolve any problems that occurred.
- Trained new employees and played key role during several banking conversions and operational help.

#### **Selected Accomplishments:**

- Ranked among **top-15 bankers** at bank; sold 4 to 5 products on average during each client meeting.
- Selected by management to be licensed to sell annuities; ranked as **top Annuity Seller** at bank.
- **Won several branch contests** consistently as top Sales Person or referrer to business partners.

**WESTERN FEDERAL SAVINGS BANK**, Chicago, IL 1989 – 1991

*Bank Teller* at savings and loan bank.

### PROFESSIONAL DEVELOPMENT

Michigan University, Springfield, MI

25 credits in Business

**The American Institute of Banking Courses**

Accounting, History of Banking, Speech Presentations, Management-Employee Relations

### LANGUAGES

Fluent in Greek

### COMPUTER SKILLS

Microsoft Word, Lotus Notes, PC Literate

Sample provided by [www.resumewriters.com](http://www.resumewriters.com)

## Unit 3

### TYPES OF BUSINESS LETTERS

#### 1. Read this text, translate it and be ready to discuss:

Correspondence is an essential part of business. To do business successfully we should know the following types of letters. They are: enquiries, quotations, offers, complaints and claims, adjustments.

An enquiry is a request for information. It is one way of obtaining an offer from your expected business partner. Such request can be sent to the Chamber of Commerce, to a bank or to some company if you are looking for partners or suppliers. If you are interested in their names and addresses you should send a general enquiry. If you want to find out the details of prices and discounts, terms of payment and delivery, delivery times and types of packing you should forward a specific enquiry.

Another way of obtaining offers is to place an advertisement in a newspaper or other publication. This advertisement is called an invitation to tender. Companies who are interested can then submit their offers (tenders) – and the best one is chosen to supply the goods required.

A reply to an enquiry is called an offer or quotation. Offers may be firm (binding) and without engagement (non-binding). Firm offer can't be changed or withdrawn. Under non-binding offer the seller doesn't want to bind himself to the terms of his offer.

If the buyer is satisfied with the terms of the seller's offer he may place an order. There are a number of orders: trial, firm, standing, initial, follow up, merchandise on call, advance, bulk, repeat orders.

If the seller breaks a contract or doesn't execute his order the buyer can make a complaint. He can make a complaint about:

- the goods are of inferior quality;
- the goods are damaged;
- the goods were lost in transit;
- the price is incorrect;
- there was a delay in delivery;
- the goods were shortshipped;
- the wrong goods were delivered;
- the goods don't match the sample.

If the complaint is justified the seller has to make an adjustment, i.e. he has to offer the buyer some form of compensation:

- the Seller can return the goods;
- the Seller can replace the goods;
- the goods can be repaired at the seller's expense;
- the Seller can offer the Buyer a price reduction.

There is another type of business letter. It is a reminder. If the Buyer fail to fulfil his obligations on time, it is customary to send three reminders.

And finally a Sales Contract is concluded. It is the legally binding agreement reached by the seller and the buyer.



## 2. Comprehension test:

1. An enquiry is a.....  
a) reply to a business letter; b) request for information; c) legal agreement
2. An enquiry is sent to the ....  
a) Chamber of Commerce; b) Arbitration; c) Maritime Organization
3. If you are looking for partners abroad you can write to....  
a) Embassy; b) Local Bank; c) Customs
4. The purpose of a general enquiry is to ...  
a) offer the name of a Supplier; b) obtain the names and addresses of a supplier; c) place an order.
5. Specific enquiry is sent when you want to know...  
a) name of a Supplier; b) place of manufacturing; c) more details about the goods to be supplied.
6. An enquiry is a way of obtaining ...  
a) offers; b) advertisement; c) orders
7. Invitation to tender is ... in a newspaper to obtain an offer.  
a) an article; b) a picture; c) an advertisement
8. ... makes an offer.  
a) A Buyer; b) A Customer; c) A Seller
9. .... places an order with a Supplier.  
a) A Buyer; b) A Customer; c) A Seller
10. ....is made in answer to an enquiry.  
a) order; b) solicited offer; c) unsolicited offer
11. .... is sent on the Seller's own initiative.  
a) firm offer; b) solicited offer; c) unsolicited offer
12. The Seller must provide the goods at the prices and terms given in his offer under....  
a) firm offer; b) firm order; c) solicited offer
13. .... is an offer without obligations.  
a) firm offer; b) unsolicited offer; c) non-binding offer
14. If the Buyer is satisfied with the terms of the Seller's offer he....  
a) sends an enquiry; b) places an order; c) concludes a sales contract
15. If the customer orders a small quantity of goods to test the quality he places ....  
a) a trial order; b) an initial order; c) a firm order
16. The first order placed with a company is called....  
a) a trial order; b) an initial order; c) a firm order
17. If the customer orders goods in large quantities he places.....  
a) a trial order; b) a bulk order; c) a firm order
18. The legally binding agreement reached by the Seller and the Buyer is the ....  
a) Charter Party; b) Contract of Employment; c) Sales Contract

## 3. Match the words and phrases

1. запрос	1. to send goods
2. реклама	2. cooperation

3. конкурентоспособный	3. business relations
4. поставщик	4. to do business
5. покупатель	5. regular buyer
6. потребитель	6. to place an order
7. единственный экспортер	7. prompt delivery
8. самые выгодные условия оплаты	8. terms of payment
9. заинтересоваться чем-либо	9. offer
10. назначать цену	10. forwarder
11. надежная компания	11. to arrange for....
12. партия товара	12. long-term contract
13. деловые партнеры	13. consignment
14. вести бизнес	14. supplier
15. счета	15. enquiry
16. расходы	16. competitive
17. приемлемая цена	17. to find out
18. деловая сделка	18. request
19. ставка фрахта	19. to give information
20. быстрая поставка	20. source of information
21. предоставлять скидку	21. creditworthiness
22. оплачивать все расходы	22. financial standing
23. высоко ценить	23. shipment
24. условия оплаты	24. manufacturer
25. условия доставки	25. competition
26. связаться с кем-либо	26. reputable company
27. отправлять груз	27. to obtain information
28. принимать груз	28. consumer
29. деловые отношения	29. advertisement
30. размещать заказ	30. accounts
31. долгосрочный контракт	31. to accept goods
32. немедленная отправка	32. to appreciate
33. постоянный покупатель	33. to quote price
34. сотрудничество	34. freight rate
35. договариваться о чем-либо	35. to be interested in....
36. предложение, оферта	36. immediate shipment
37. экспедитор	37. to get in touch with smb.
38. просьба	38. terms of delivery
39. платежеспособность	39. expenses
40. финансовое состояние	40. the most favourable terms of payment
41. предоставлять информацию	41. sole exporter
42. источник информации	42. reasonable
43. узнавать что-либо	43. to grant a discount
44. производитель	44. transaction
45. размещать рекламу	45. suitable partner
46. получать информацию	46. to pay all costs
47. отгрузка (партия)	47. acceptable price
48. конкуренция	48. to place an advertisement

49. разумный, умеренный  
50. подходящий партнер

49. associates  
50. buyer

#### 4. Translate into English the following sentences:

*These phrases will help you:*

*We would like to know/to find out....*

*It is essential...*

*We are looking for....*

*We are interested in....*

*To recommend a company*

*To deliver the goods....*

*A steady demand.....*

*A good price...*

*Wholesalers*

*Sales*

*Please quote....*

*To intend....*

*Reference*

*Heavy weights handling*

*To be consigned to...*

1. Мы хотели бы узнать имена и адреса наших потенциальных деловых партнеров.
2. Чтобы получить необходимую информацию, необходимо послать запрос в торговую палату.
3. Кто ваш поставщик?
4. Сможет ли посольство предоставить нам необходимую информацию?
5. Мы ищем поставщиков хорошего вина во Франции.
6. Нас особенно интересует информация о скидках.
7. Вашу компанию рекомендовали нам наши деловые партнеры.
8. Разместите рекламу в газете!
9. По какому адресу товары должны быть доставлены?
10. Какие товары вы производите на экспорт?
11. Существует ли устойчивый спрос на данные товары на вашем рынке?
12. Хорошую ли цену можно получить на данные модели?
13. Мы недавно выслали вам каталог и подробности о ценах.
14. Каковы условия оплаты?
15. Данное письмо написано производителями оптовикам.
16. Источник информации, которую вы получили, находится в Англии.
17. Объем продаж высокий.
18. Просим назначить цены на изделия.
19. Мы готовы предоставить особые условия на крупные заказы.
20. Вы являетесь единственными экспортерами данных товаров.
21. Мы являемся постоянными покупателями.

22. Цена должна быть назначена франко борт до английского порта.
23. Мы свяжемся с вами, как только получим какую-либо информацию.
24. Нам интересно, сможете ли вы помочь нам найти выгодного делового партнера.
25. Вы предоставите нам скидку?
26. Цена приемлема.
27. Они уже оплатили счета?
28. Просим вас назначить нам как можно быстрее самые низкие цены.
29. Если цены будут конкурентноспособны, мы намерены разместить крупный заказ у вас.
30. Нам представили вас как лицо, давшее рекомендацию.
31. Просим организовать погрузку контейнеров.
32. Нам только что сообщили ставку фрахта.
33. Они надежные партнеры?
34. Нам нужна дополнительная информация об этой компании.
35. Обработка тяжеловесов оплачивается за ваш счет?
36. Данная партия груза предназначена вашей компании.

## 5. Read and translate the text.

### Text 2. TERMS OF DELIVERY (INCOTERMS)

Passing risk – переход риска  
 To send the goods – отправлять груз  
 To bear the costs – нести расходы  
 To avoid disagreements – избегать разногласий  
 Obligation - обязательство  
 To cover all costs – покрыть все расходы  
 Title – право собственности  
 FAS – франко вдоль борта  
 FOB – франко борт  
 CFR – стоимость и фрахт  
 CIF – стоимость, страховка и фрахт

When the goods are sent from a Seller to a Buyer each party has to know exactly which of the costs and risks of transportation he has to bear. In order to avoid disagreements, the Sales Contract usually stipulates one of the thirteen terms of delivery drawn up by the Chamber of Commerce. These are known as Incoterms (International Commercial Terms). They determine which party is to bear the various costs involved in transportation and the point at which the risks are to pass from the Seller to the Buyer. It is known as the passing risk.

So, Incoterms are used to divide transaction costs and responsibilities between buyer and seller.

Under Incoterms 2010 FAS, FOB, CFR, CIF are used for sea and inland waterways.

• **FAS Free Alongside Ship**

“Free Alongside Ship” means that the seller is relieved from responsibility for the goods when they are placed alongside the vessel (e.g., on a quay or a barge) nominated by the buyer at the named port of shipment. The risk of loss of or damage to the goods passes when the goods are alongside the ship, and the buyer bears all costs from that moment onwards.

• **FOB Free On Board**

“Free On Board” means that the seller delivers the goods on board the vessel nominated by the buyer at the named port of shipment. The risk of loss of or damage to the goods passes when the goods are on board the vessel, and the buyer bears all costs from that moment onwards.

• **CFR Cost and Freight**

“Cost and Freight” means that the seller delivers the goods on board the vessel. The risk of loss of or damage to the goods passes when the goods are on board the vessel. The seller must pay the costs and freight necessary to bring the goods to the named port of destination.

• **CIF Cost, Insurance and Freight**

“Cost, Insurance and Freight” means that the seller delivers the goods on board the vessel. The risk of loss of or damage to the goods passes when the goods are on board the vessel. The seller must pay the costs and freight necessary to bring the goods to the named port of destination.

The seller also pays insurance cover against the buyer’s risk of loss of or damage to the goods during the carriage. The buyer should note that under CIF the seller is required to obtain insurance only on minimum cover. Should the buyer wish to have more insurance protection, it will need either to agree as much expressly with the seller or to make its own extra insurance arrangements.

**Remark:** In 2010 Incoterms were amended. There are 2 changes for the FOB incoterm: the seller’s responsibility extends until the goods are “on board the vessel” rather than “past the ship rail” and the seller must arrange for packing the goods rather than provide the packing.

**6. Match the words and phrases:**

<p>отправлять груз  передача риска  понести все расходы и риски  избегать разногласий  для того чтобы  обязательство  плата за перевозку груза  страховка  порт отправки</p>	<p>Buyer’s warehouse  to be interested in....  the most favourable terms  to pass ship’s rails  purchase  to ship goods  delivery terms  passing risk  free on board</p>
--	--

перейти через леер	to supply equipment
делить расходы	consignment
франко вдоль борта	insurance
доставка на борт судна	obligation
доставка к причалу	competitive
стоимость, страхование и фрахт	to bear all costs and risks
франко борт	to quote price
порт назначения	in order to
склад покупателя	the lowest price
условия доставки	charge for carrying goods
франко завод	Ex works
интересоваться чем-либо	to calculate costs
назначать цену	free alongside the ship
самая низкая цена	cost, insurance and freight
самые выгодные условия	port of shipment
закупка	to get in touch with smb.
связаться с кем-либо	to avoid disagreements
поставлять оборудование	port of destination
конкурентноспособный	to share costs
подсчитать расходы	delivered ex ship
партия груза	delivered ex quay

## 7. Comprehension test

- In order to avoid disagreements, the Sales Contract usually ...
  - stipulates one of the 11 Incoterms;
  - changes terms of payment;
  - cancel all formalities.
- The point at which the costs and risks are to pass from the Seller to the Buyer is known as ...
  - passing costs;
  - passing risks;
  - delivering risks.
- Ex works represents maximum obligation for the ...
  - Buyer;
  - Seller;
  - Carrier
- The Seller pays for transportation of the goods on the quay at the port of shipment under ....
  - FOB;
  - CIF;
  - FAS
- The Buyer pays for insurance, unloading, and for transportation of the goods from the port of .... to his warehouse under CFR.
  - shipment;
  - destination;
  - call
- The Buyer only has to pay for transportation of the goods from the port of destination to his warehouse under ....
  - DAT;
  - FAS;
  - CIF
- The passing risk is the same under FOB, CFR and....
  - FAS;
  - DES;
  - CIF

8. The passing risk occurs when the goods have been loaded on board at the port of shipment under....

a) EXW; b) FOB; c) FAS

9. Incoterms are terms of....

a) payment; b) transportation; c) delivery

10.... can be used for all forms of transport.

a) EXW; b) FAS; c) FOB

11. Goods are sent from the.....

a) port of shipment; b) port of destination; c) port of call

12. The idea of insurance is to obtain ... in case of damage or loss.

a) information; b) official document; c) indemnity

13. Goods are delivered to the....

a) port of shipment; b) port of destination; c) port of call

14. The charge made for carrying the goods on the ship is ....

a) transportation costs; b) freight costs; c) carrying costs.

15. Incoterms are adopted by the....

a) Maritime Arbitration; b) IMO; c) Chamber of Commerce

### **8. Vocabulary revision. Translate the following sentences:**

1. Как правило, договор о продаже оговаривает одно из одиннадцати условий доставки.

2. Какое условие представляет максимальное обязательство для покупателя?

3. Покупатель должен покрыть все расходы и взять на себя все риски по доставке груза на склады.

4. Продавец платит за транспортировку груза в порт отправки.

5. Передача риска происходит, когда груз уже доставлен на причал.

6. При каком условии продавец и покупатель делят расходы?

7. Вы должны были оплатить страховку и фрахт.

8. Кто оплачивает доставку груза до границы?

9. Покупатель должен только оплатить пошлину.

10. Я высылаю вам всю необходимую информацию по условиям транспортировки груза.

11. Мы предложили вам очень выгодные условия доставки.

12. Грузы доставляются на условиях FOB до английского порта.

13. Передача риска происходит, когда груз перешел через леер в порту отгрузки.

14. Данные инкотермс применимы для морских перевозок.

15. Покупатель организует и оплачивает транспортировку и страховку.

### **9. Read and translate the text:**

#### **Text 3. TERMS OF PAYMENT**

There are 4 basic terms of payment in foreign trade.

- 1) payment in advance (down payment)
- 2) payment by means of L/C
- 3) payment against documents D/P
- 4) payment after delivery (cash against documents)

Payment in advance is usually effected by a mail or telegraphic transfer from the buyer's account to the seller's banking account.

a) In the export trade payment in advance is the most favourable for the seller because the risk of non-payment for the goods is totally excluded. But payment in advance is not too frequent in foreign trade because the buyers are generally unwilling to pay for the goods before they can lay hands on them. If they agree to it they insist on a special discount on the price.

b) In the import trade on the other hand payment in advance is the least advantageous of all terms of payment because it is a credit transaction with all its risks.

A letter of credit – L/C

Is the most current and one of the best means of payment. The buyer instructs his bank to open an account with a bank in the seller's favour. The seller may draw it against presentation of certain documents stated in the L/C – called shipping documents. The L/C is opened for a fixed sum and its validity may be extended. Irrevocable L/C means that it cannot be recalled before the date of expiry...

In foreign trade payments are usually made by irrevocable L/C against shipping documents. There are 2 kinds of L/C:

a) personal L/C is available against the signature of the owner and against presentation of his passport or identity card. It is used mostly by travellers.

b) documentary L/C is called so because it is available against presentation of shipping documents.

D/A – Documents against Acceptance, the buyer receives the documents after his accepting a Bill of exchange drawn on him for the price, at a given period may be 30, 60, or even 90 days.

D/P – documents against payment means cash against documents. The specified documents with a copy of the invoice are handed over to the buyer on payment of the full price in cash.

## 10. Read and translate the text:

### Text 4. EXPORT DOCUMENTS

Some of the most essential transport documents are Bill of Lading, Commercial Invoice, Customs Invoice, Certificate of Origin.

**A Bill of Lading** serves a number of purposes:

- it is an evidence that the shipping line has received the goods;
- it is an evidence of the contract between the Shipper and the Shipping Line;
- it is a shipping line's promise to hand over the goods to the Holder of the B/L;
- it is a document of title.



A bill of lading can be negotiable which means it can be transferred to a third party provided it is endorsed.

**The Commercial Invoice** is the Seller's formal request for payment. It serves the following purposes:

- it is a record of the transaction between the Seller and the Buyer;
- it is the basis on which the customs authorities assess how much duty is to be paid;
- it is used to confirm the value of the goods for insurance purposes.

Some countries may require the exporter to provide a **customs invoice**. It requires additional information such as the domestic value and export price of the goods.

**The Certificate of Origin** is issued by the Chamber of Commerce as a proof of where the goods were produced.

There are two reasons why a certificate of origin is necessary:

- if there is a trade agreement between the exporting and importing countries;
- for political reasons, to prove that the importers aren't importing goods from the countries with which trading relations are not desired.

## 11. Grammar test

1. We ..... goods from India.  
a) are importing; b) are imported; c) are import.
2. How and when are the goods ....to Canada?  
a) to send; b) to be send; c) to be sent.
3. The invoice .....on the reverse side to confirm origin of the goods.  
a) has stamped; b) are stamped; c) has been stamped.
4. The Buyer .....a quotation.  
a) has been requested; b) has requested; c) request.
5. This paper .....to confirm the value of the goods.  
a) is used; b) is using; c) have been used.
6. How much duty.....?  
a) are paid; b) is to be paid; c) has paid.
7. Goods ....in standard-sized containers.  
a. were packed; b) was packed; c) has been packed.
8. This kind of B\L.....  
a) can be negotiate; b) can be negotiated; c) can be negotiating.
9. Banks usually ....order Bills of lading.  
a) accepts; b) is accept; c) accept.
10. Ship .....today.  
a) are delayed; b) have been delayed; c) has been delayed.
11. Which transport .... this Bill of Lading cover?  
a) does; b) do; c) is.
12. If the Bill of Lading ... dirty the Consignee may refuse to take delivery of the goods.  
a) is; b) was; c) will be.
13. The Bill of Lading ....to the third party.

a) transferred; b) will transfer; c) will be transferred.

14. The ship ....probably ....at the port of destination on the 1<sup>st</sup> of September.

a) are.....arriving; b) will...arrive; c) was...arrived.

15. Once the goods ....to the port the authority signs the shipping note.

a) have been delivered; b) has been delivered; c) were delivered.

16. The shipping note .....the port authorities with information about the goods to be transported.

a) provide; b) is provided; c) provides.

17. He has to prove that the goods ....to the port.

a) have been delivered; b) was delivered; c) were delivering.

18. A dirty Bill of Lading .....as an unclean.

a) knows; b) are known; c) is known.

19. These containers .....by the customs authorities.

a) was not inspected; b) were not inspected; c) were not inspecting.

20. Original 3 .....“For Shipper”.

a) is marked; b) marked; c) is marking.

21. The Agent .....a pro forma invoice in order to be able to fix his own prices.

a) need; b) will need; c) will be need.

22. Our trading relations.....

a) don't desire; b) didn't desire; c) are not desired.

## 12. Read and translate the text:

### Text 5. CARGO CLAIMS

In marine practice claims may arise in connection with short delivery of goods or damage to cargo, non-payment of money or non-fulfilment of some clauses of contracts, a wrong calculation or a faulty charging of some expenses, and in connection with many other matters.

To settle disputes between Shippers or Charterers on the first part and Shipowners on the second part, a special Maritime Arbitration Commission has been established at the All-Union Chamber of Commerce & Industry. This Commission decides disputes with regard to charter parties, contracts of carriage and marine insurance, arbitration agreements for cases of collision and salvage contracts.

Whenever claims are made against the ship, the master should be careful to see if there are any clauses in the Charter Party or Bill of Lading exempting the vessel from such liabilities. If any legitimate claims arise, it is always advisable, if possible, to settle them before the ship leaves the port.

To avoid claims about loss or damage to goods, shipmasters should observe the terms and conditions of the contract of carriage. Of course, damage to goods may sometimes result from causes which are beyond the carrier's control: a ship may meet with casualty and both the ship and the cargo sustain damage or loss. Under all the circumstances the master of a ship must bear in mind the juridical side of the question and fulfil the necessary formalities which are required of him.

In every case of an evident or suspected damage to goods during the voyage, the shipmaster is to note a Sea Protest. He is to note a Sea Protest within 24 hours of arrival and before breaking bulk. The protest is made before a notary public or the consul, or before a magistrate or other local authority. The sworn testimony of the master and other witnesses must be substantiated by the entries in the log book. For this purpose extracts from the log book should be taken and produced. As a rule, the harbour master makes an official announcement for the information of all concerned about the protest declared.

So, a **sea protest** protects the Charterer or Shipowner from claims of damage caused by the perils of the sea.

After the protest has been noted, the shipmaster is to invite a Surveyor to hold a survey on hatches. The shipmaster must also acquaint the Receivers of the cargo with this fact so that they may also appoint a Surveyor if they wish. The Receivers must be notified by the master in writing. The hatches then should be opened in the presence of a Surveyor to prove that they had been properly battened down and covered before the voyage. This is very important as the ship is cleared from responsibility for the damage if the Surveyor's Report states that the hatches were properly covered and secured and the cargo was properly dunnaged and stowed. A copy of the Surveyor's Report should be retained on the ship for further reference.

### **13. Read, translate and analyse business letters:**

#### **Vocabulary:**

high precision machinery - высокоточное оборудование

printed cotton cloth - набивная хлопчатобумажная ткань

unripe - незрелый

shelly - в оболочке, неочищенный от оболочки

weevily - изъеденный жучками

### **ENQUIRY**

London, October 10, 20...

SuperFurniture Ltd.  
19 Bee Rd  
Manchester  
UK

Dear Sirs

We have seen your advertisement in the July edition of "Furniture & Office Equipment" and it interested us greatly.

Our bank is opening new branches in Manchester and Leeds and we will require office furniture and equipment urgently.

We are inclined to place a considerable order with your company and therefore would expect a quantity discount off list prices, and our terms of payment are normally payment for collection or as a special concession on our part by Letter of Credit.

We shall appreciate it if you will send us your brochures, prospectuses and catalogues in duplicate.

We hope to hear from you soon.  
Yours faithfully  
E Lacombe

### ENQUIRY

Moscow, November 15, 20...

Fish & Fish Products Ltd.  
15 Cornflower St.  
Leeds  
Great Britain

Dear Sirs

We represent a chain of restaurants and cafeterias in Russia and are looking for a company engaged in the export of fish and fish products. The Chamber of Commerce of Russia has informed us of your address.

We are interested in tinned fish for shipment in equal lots at regular intervals during the next five months. We are ready to pay 50% by an irrevocable Letter of Credit.

We should be obliged to you if you would send us an offer for these goods stating the price of each item separately.

Your early reply will be very much appreciated.

Yours faithfully

A Smirnov

### ENQUIRY

Moscow, July 10, 20...

SuperEquipment Ltd.  
11 North St.  
Leeds  
UK

Dear Sirs

We know that you are the sole manufacturers of high precision machinery<sup>1</sup> in Great Britain and we would like you to send us an offer in accordance with the specification and technical conditions enclosed, stating:

1. The lowest price.
2. The time of delivery.
3. The terms of shipment.
4. The overall dimensions and weight.
5. The number of cases necessary for packing the machine-tools.
6. The cost of packing for sea transportation.

The machines should be delivered complete with all essential accessories and tools together with manuals in English and Russian for service and maintenance.

We also request you to send us a list of spare and rapidly wearing out parts itemizing the price.

We should appreciate it if you would enclose a list of firms to whom you have supplied Machine-tools similar to those required by us. Your offer should reach us by the 20th March at the latest.

Yours faithfully  
N Sokolov

### AN ANSWER TO ENQUIRY

Leeds, July 15, 20...

AO Machinoimport  
Kaluzskaya St., 8  
Moscow, Russia

Dear Sirs

We thank you for your enquiry for High Precision Machinery of the 10<sup>th</sup> July.

To our regret this equipment is not available for sale at present as it is undergoing final service tests. We hope that the results of the tests will have been summarized by the end of the year. We shall not fail to revert to your enquiry as soon as the Test Certificate is issued.

Yours faithfully  
M Doubtfire  
Sales Manager

### OFFER

London, 28th November 20...

United Textiles Inc.  
55 Broad Street  
New York 15, NY  
USA

Dear Sirs

We thank you for your enquiry dated November 25th for Textiles of our manufacture.

We offer you printed cotton clothequal to any sample you might select. Besides, should you so desire, you can buy different kinds of woolen textiles, produced at our factory in Manchester.

As for prices as well as terms and conditions you will find them stated herein.

QUANTITY: up to 20,000 m of any fabric.

QUALITY: equal to sample, in full accordance with government safety standards.

PRICES: as per Price-List No. 3a enclosed herewith.

DISCOUNTS: if the quantity is over 20,000 m, the price is subject to 5 per cent discount. Further discounts are granted subject to special agreement.

TERMS OF PAYMENT: 5 per cent in advance; 60 per cent by a Letter of Credit; the balance of 35 per cent by drafts.

TERMS OF DELIVERY: within 4 weeks of the acceptance.

All other terms and conditions are stated in the enclosed copy of the General Conditions which form an integral part of our sales contracts. This offer is subject to the goods being unsold upon receipt of your reply.

We hope to hear from you soon. Please, acknowledge receipt.

Yours faithfully

John Wright  
Sales Manager

### **OFFER**

August 14, 20...  
15 High Street  
Glasgow  
Scotland

Dear Sirs

We acknowledge receipt of your enquiry of August 8. Please, accept our apologies for the delay in sending a reply to your letter as we were so overloaded with orders from most of our regular customers that we failed to keep pace with the demand.

Now we face a problem of overstocking as two weeks ago we were suddenly flooded with urgent last-minute orders. We must ask you, therefore, to give the enclosed special price-list your immediate attention. To encourage all customers to lay in a good stock we are prepared to offer a trade discount of 4 per cent. All orders over \$500 received before 1st September are subject to the discount in question.

Faithfully yours

### **ORDER**

8 August, 20...  
Petersen A.S.  
Glostrupgade 154  
Copenhagen S

Dear Sirs

We thank you for your kind letter of July 26 which had our closest attention. Enclosed please find our order No.6B for 4 Stadium Clocks, Model K-38, Price ... USD per unit.

We would like to stress that this is our trial order which would be followed by an order for another 8-10 clocks if the first consignment meets our requirements.

Delivery should be effected as early as possible, but take place before September 1. Payment is to be made by an irrevocable letter of credit to be opened with the Metropolitan Merchant Bank Ltd., Overseas Branch, London within ten days of receipt of your advice of readiness of the goods for shipment. Import Licence # 208579 has already been obtained. We are looking forward to your early confirmation.

Yours faithfully

S. Smith

Encl.

### **ORDER CONFIRMATION**

7 Nov 20...

K.Monk & Co., Ltd.  
Birmingham B12 0BY  
England

Dear Sirs

Your Order No.78969-6

We thank you for your order dated October 28 for Gardening Tools enumerated in Enclosure 1.

We confirm that we have the listed items available in stock and we guarantee delivery to London before November 30.

The goods will be dispatched as soon as we receive instructions. We will immediately inform you of the date of shipment.

We are looking forward to an early reply.

Faithfully yours

K.Monk

Encl.

12.02.20... r.

**LETTER 1(Claim for inferiority to sample)**

April 23, 20...

Export Division

Inter Coffee, Inc.

1677 Sea Harbor Drive

Orlando, Florida 35509

USA

Gentlemen:

Contract No 345

We have examined the consignment of Coffee shipped by m/v *Victoria* against Contract no. 345 and in accordance with the terms and conditions of the contract we find that the Goods are inferior to the sample on the basis of which the contract was concluded.

After a thorough examination of the Coffee we have to make the following claim on you. We believe that 5,000 bags of Coffee shipped by m/v *Victoria* sold to us as Santos Coffee New York Type No.2 contain excessive quantity of unripe, shelly, broken, weevily<sup>5</sup> and defective beans and correspond to Santos Coffee New York Type No. 3/4.

We are therefore claiming from you the amount of \$ 7,200 being the price divergence between Santos New York Type 2 and Santos New York Type 3/4 of \$36.20 per 50 kilos on 5,000 bags weighing 300 metric tonnes.

Please inform us if you agree to grant us this allowance.

Yours sincerely

Susan Kohen

Managing Director

**LETTER 2 (Reply to Claim)**

April 10, 20...

Ms Susan Kohen

Welsh Trading Company, Ltd

56 West Road

Cardiff  
CF4 2FT

Dear Sirs

Contract No 345

We acknowledge receipt of the letter of April 8, 20... claiming an allowance of 1.20 dollars per kilo on 5,000 bags of Coffee shipped by m/v *Victoria*.

We have carefully examined the samples from this consignment and offer you, without prejudice, an allowance of 75 US cents per 50 kilos in full settlement of your claim.

Failing your acceptance of this offer, the claim will be submitted to arbitration.

Yours sincerely

George Wollen

Sales Manager

**LETTER 3 (Claim for missing goods)**

May 15, 20...

Kitchen-Ware Supplies, Ltd.

Cotton Road

Exeter

England EX4 9DT

Dear Sirs

Order No 153

We refer to our order (No 153) for China-Ware. Our agent took delivery of the consignment in accordance with the instructions contained in your advice of despatch.

Unfortunately, only 1800 cups were despatched. The 2000 saucers, packed separately according to our instructions, arrived in good order and condition. However, they are not much use to us without the missing 200 cups.

There is a clear discrepancy between the packing lists which arrived and your invoice. Whether there has been pilferage or not is a matter for the Lloyd's agent, who is investigating the matter at the moment.

We must ask you to arrange for the despatch of replacements for the missing cups at once, as we must meet the delivery time agreed upon with our own customers.

Yours sincerely

Robert Leclerc

**LETTER 4 (Reply to Claim)**

May 16, 20...

Mr Leclerc

Lournier, SA

Rue de Rivoli

Paris

Dear Sirs

Order No 153



We have received your letter of September 4, 20... concerning the above-mentioned order. We regret that you did not receive the whole consignment of China Ware.

Our Forwarding Agents have informed us that the crates (Nos. 15-17) were left behind at the warehouse of the Port of London. They are arranging for the despatch of the three crates short-shipped on board the m/v *Catherine* which is to arrive in Marseilles on May 18, 20... .

We apologize for the inconvenience caused by this short-shipment which was due to circumstances beyond our control. We will contact our Forwarding Agents and the port authorities to prevent delays occurring in this way in future.

Yours sincerely  
Michael Brown  
Managing Director

## UNIT 4 MANAGEMENT. FUNCTIONS AND LEVELS

### 1. Read the text and find answers to the questions.

#### Text 1. DEFINITION OF MANAGEMENT. ITS NATURE AND PURPOSE

We define management as the process of designing and maintaining an environment in which individuals working together in groups, accomplish efficiently selected aims. This basic definition needs to be expanded.

1. As managers, people carry out the managerial functions of planning, organizing, staffing, leading and controlling.

2. Management applies to any kind of organization.

3. It applies to managers at all organizational levels. Management applies to small and large organisations, to profit and not-for-profit enterprises, to manufacturing as well as service industries.

The term «enterprise» refers to business, government agencies, hospitals, universities, and other organizations. Effective managing is the concern of the corporation president, the hospital administrator, the government first line supervisor and the like.

Managers are charged with responsibility of taking actions that will make it possible for individuals to make their best contributions to group objectives.

The scope of authority held may vary and the types of problems dealt with may be considerably different. But all managers obtain results by establishing an environment for effective group endeavour. Top-level managers spend more time on planning and organising than lower-level managers,

Leading takes a great deal of time for first-line supervisors.

#### **The aim of all managers.**

In a very real sense, in all kinds of organizations, whether business or nonbusiness, the logical and most desirable aim of all managers should be a surplus — managers must establish an environment in which people can accomplish group goals with the least

amount of time, money, materials and personal dissatisfaction, or where they can achieve as much as possible of a desired goal with available resources. In a nonbusiness enterprise, such as a police department or hospital, that is not responsible for total business profits, managers still have goals and should strive to accomplish as much as possible with available resources.

1. How is management defined?
2. What kind of process is it?
3. How can this definition be expanded?
4. What kinds of organisations does management apply to?
5. What does the term «enterprise» refer to?
6. What is the main responsibility of managers?
7. What types of problems do they deal with?
8. What is their scope of authority?
9. How can managers obtain good results?
10. How do managerial functions differ on different levels of management?
11. What is the most desirable aim of all managers?
12. What should they do to achieve this aim?
13. How should they strive to accomplish their goals?
14. What is a nonbusiness (not for profit) enterprise?
15. How should managers at nonbusiness enterprise accomplish their goals?

**2. Read the text and decide which of the following comments you would expect the writer to agree with. Use the text to support your answers.**

## **Text 2. THE COMPONENTS OF MANAGEMENT**

The basic management components are planning, organizing, coordinating, staffing, directing, controlling, and evaluating. Each component defines what a manager must be able to do. In practice, the components are interrelated.

### **Planning**

The planning process begins with top managers, who must create broad organizational goals to help managers and employees focus on what the property is trying to accomplish. Top and middle managers then create specific objectives that become the responsibility of various departments.

Daily activities require a third level of planning. Plans must also be generated for ; special events, new training programs, and other activities. Supervisors are responsible for much of this type of planning.

Effective planning incorporates the following principles:

- Goals must be established before plans can be developed.
- You must regularly set aside time to plan.
- You should be allowed to contribute to plans that affect your work. In turn, you should allow your employees to contribute to plans that affect their jobs.
- You should be flexible when planning. You should recognize that situations change and that other plans must be considered.

- Plans must be implemented.

### **Organizing**

Organizing involves establishing the flow of authority and communication between people and organizational levels.

General organizing principles and responsibilities include the following:

- Authority should flow in an unbroken line from the top to the bottom of the organization.
- Each employee should have only one supervisor.
- Relationships between departments in the organization must be considered when managers organize.

### **Coordinating**

You must be able to coordinate the efforts of your employees through good planning and effective organization. Principles of coordinating include the following:

- Supervisors must have the authority to enforce assignments, commands, and decisions.
- Not only must you coordinate your resources and employees to complete your assigned tasks, you must also do your part to help coordinate the efforts of the organization as a whole.

### **Staffing**

Staffing involves recruiting applicants and hiring those best qualified. In small operations, a manager or supervisor might recruit and hire applicants. In large properties, recruiting is frequently performed by a human resources (personnel) department, although line managers still are involved in interviewing and make the hiring decisions. All properties use basic principles of staffing such as the following:

- Personal qualities needed to adequately perform job tasks must be considered. These are recorded in job specifications.
- Job application forms should be used to collect information about applicants. Tests can be used to assess the abilities of applicants. Preliminary interviews and reference checks will also help eliminate unqualified applicants.
- Employee orientation, training, and evaluation programs should be developed and implemented.

### **Directing**

Directing includes all the activities necessary to oversee, motivate, train, evaluate, and discipline employees. Directing incorporates the following principles.

- The number of employees each supervisor directs should be carefully determined. There is no formula for calculating the optimum number of employees for each supervisor. The right number of employees depends on many variables, including the supervisor's experience, complexity of the work, and frequency with which problems are likely to occur. No supervisor should be given more people than he/she can handle.
- Employees must know what they are expected to do.
- Delegation — the act of giving formal organizational authority to an employee — is a directing technique.
- Directing includes motivating your employees.

Keep in mind that your attitude affects employee attitudes and performances,

- Don't relate to all employees the same way.

Your leadership style should vary according to employee needs.

- It's important to gain employee cooperation. You should treat them fairly and honestly.

- Solicit employee ideas and, whenever possible, use them.
- Show your appreciation to employees who perform their jobs well.

### **Controlling**

Controlling helps to ensure that you are attaining your objectives. The control process begins with establishing performance standards, continues with assessing actual performance, and then involves making a comparison between performance standards and actual performance to determine whether — and to what extent — corrective action is necessary. Control is based on several principles:

- Operating budgets are the most important control tools.
- Preventive controls are more effective than controls imposed after things go wrong.

### **Evaluating**

Evaluating means looking at how well you and your employees achieved your objectives. Evaluating principles include the following:

- Time to evaluate must be set aside regularly.
- Input from guests and others outside the property is useful in the evaluation process.

### **3. Discuss the following questions.**

1. Planning is looking ahead, and control is looking back. Comment.
2. If planning involves a rational approach to selected goals, how can goals or objectives be a type of plan?
3. Since people must occupy organization positions, and since an effective organization depends on people, it is often said that the best organization arises when a manager hires good people and lets them do a job in their own way. Comment.
4. List and evaluate external factors affecting staffing. Which ones are most critical today? Explain.
5. The «assessment center» is a technique for selecting and promoting managers. The candidates take various psychological tests, engage in management games, participate in a leaderless group discussion of some problem and are observed by their evaluators who also interview them from time to time.
6. Would you like to participate in such a center? Why, or why not?
7. Performing the function of evaluating, how would you measure the productivity of managers and other knowledge workers?

### **4. Read the text and decide what new information you can find in the text.**

## **Text 3. THE FUNCTIONS OF MANAGEMENT**

bridges a gap - прокладывать мост, зд. является связующим звеном

much like the parts actors fill in a drama - очень похожие на те роли, которые актеры исполняют в сериале

an intentional structure - зд. запрограммированная структура организации

making structures fit situations - подгонять структуру под конкретные условия работы

people tend to follow those who offer a means of satisfying their own needs - люди склонны следовать за теми, кто предлагает им средства для удовлетворения их потребностей

It measures performance against goals and plans. - он (контроль) соразмеряет исполнение с целями и планами

if deviations persist - если отклонения продолжаются

It means locating the persons who are responsible for results - это означает найти тех, кто отвечает за результат ... (ответственных людей).

The main functions are **planning, organising, staffing, leading and controlling**.

## **PLANNING AND ORGANISING**

**Planning** involves selecting objectives and the actions to achieve them, it requires decision making. Decision making is choosing future courses of action from among alternatives. No real plan exists until a decision has been made. Before a decision is made, all we have is a planning study, an analysis, or proposal, but not a real plan.

Planning bridges a gap from where we are to where we want to be in a desired future. It strongly implies not only the introduction of new things; but also sensible and workable implementation.

There is no more important and basic element in establishing an environment for performance than enabling people to know their purposes and objectives, the tasks to be performed, and the guidelines to be followed in performing them. If group effort is to be effective, people must know what they are expected to accomplish.

**Organising.** People working together in groups to achieve some goals must have roles to play, much like the parts actors fill in a drama. The concept of a role implies that what people do has a definite purpose or objective; they know how their job objective fits into group effort, and they have the necessary authority, tools and information to accomplish the task.

Organising is that part of managing that involves establishing an intentional structure of roles for people to fill in an organisation. It is intentional in the sense of making sure that all the tasks necessary to accomplish goals are assigned to people who can do them best. The purpose of an organisation structure is to help in creating an environment for human performance.

To design an effective organisation structure is not an easy managerial task. Many problems are involved in making structures fit situations, including both defining the kind of jobs that must be done and finding the people to do them.

## **STAFFING, LEADING AND, CONTROLLING**

**Staffing** involves filling and keeping filled the positions in the organization structure. This is done by defining work-forcerequirements, inventorying the people availa-

ble, recruiting, selecting, placing, promoting, planning the career, compensating and training.

**Leading** is influencing people so that they will contribute to organisation and group goals; it has to do with the interpersonal aspect of managing. All managers would agree that their most important problems arise from people — their desires and attitudes, their behaviour as individuals and in groups. Effective managers also need to be effective leaders. Since leadership implies followership and people tend to follow those who offer a means of satisfying their own needs, wishes and desires, it is understandable that leading involves motivation, leadership styles and approaches, and communication.

**Controlling** is the measuring and correcting of activities of subordinates to ensure that events conform to plans. It measures performance against goals and plans, shows where negative deviations exist and by correcting deviations helps ensure accomplishment of plans. Although planning must precede controlling, plans are not self-achieving. The plan guides managers in the use of resources to accomplish specific goals. Then activities are checked to determine whether they conform to plans.

Control activities generally relate to the measurement of achievement. Each means of controlling shows whether plans are working out. If deviations persist correction is indicated. But what is corrected? Activities, through persons.

Nothing can be done unless one knows who is responsible for these functions. Making events to conform to plans means locating the persons who are responsible for results that differ from planned action and then taking the necessary steps to improve performance. Thus, outcomes are controlled by controlling what people do.

##### **5. Answer these questions.**

1. How is staffing defined?
2. What is to be done to perform staffing effectively?
3. How should leading influence people?
4. What aspect of managing is it?
5. What do the most important problems of managing arise from?
6. What does leadership imply?
7. What does leading involve?
8. What is controlling?
9. Why is it important?
10. Why is it necessary to check the activities of subordinates?
11. What does each means of controlling show?
12. How can deviations be corrected?
13. What does it mean to make events to conform to plans?

**6. This text summarizes some of Peter Drucker's views on management. As you read about his description of the work of a manager, decide whether the five different functions he mentions require the four qualities you selected in your discussion, or others you did not choose.**

## **Text 4. WHAT IS MANAGEMENT?**

*(Peter Drucker: An Introductory View of Management)*

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

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

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

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

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

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

Although the tasks of a manager can be analysed and classified in this fashion, management is not entirely scientific. It is a human skill. Business professors obviously believe that intuition and 'instinct' are not enough; there are management skills that have to be learnt. Drucker, for example, wrote nearly 30 years ago that 'Altogether this entire book is based on the proposition that the days of the "intuitive" manager are numbered,' meaning that they were coming to an end. But some people are clearly good at management, and others are not. Some people will be unable to put management techniques into practice. Others will have lots of technique, but few good ideas. Outstanding managers are rather rare.

### **7. Answer these questions.**

1. What management functions are described in the text?
2. How is planning defined?
3. What activities does the organizing function involve?
4. What does Peter Drucker mean by the integrating function?
5. What does measuring mean?
6. What is the final function according to Peter Drucker?
7. What is the main job of a company's top manager?
8. Why can you say that management is a science?
9. What arguments does the author give to prove that management is an art.?

### **Text 5. MATRIX MANAGEMENT**

The Oxford English Dictionary defines «matrix» as: «A situation or surrounding substance within which something else originates, develops or is contained». In the case of matrix management, the project team is the «situation...within which something originates or develops». Matrix management is the process of taking staff from different departments to work as a team to deliver a product or a service. Under this system, the organization of management is different to that in a more conventional, functional structure. In a functional management structure, the sales executive reports to the sales manager, who reports to the sales director and so on - i.e. everyone has just one boss. With the matrix approach, an employee would still work within his/her department, but may also have a role within a project team. The various team members are brought together for a specific project, and may not work together again.

#### **Strengths of matrix management**

Each project brings together people with different skills and is not reliant on a static staffing resource. This enables teams to be developed quickly, with the necessary skills to deliver the service or product.

Individuals have access to wider opportunities, increasing motivation, recognition and career development. Employees can drive their career forward without being caught in one business area. Projects are short and diverse, and large achievements are possible. For example, involvement in a team responsible for a successful new product launch may help enormously in a person's self-confidence and career.

#### **Weaknesses of matrix management**

- The main weakness is the potential for conflicts of interest — between either the project team member or the project manager, or between the departments within the business. For instance a marketing manager may lack motivation towards a project dominated by IT staff.
- Business areas (such as the marketing department) and different project teams may all want the same well-reputed staff. The project with the highest priority will gain that resource, but this might weaken the departments or projects that lose out.

#### **Conclusion**

The key to success is that projects should be delivered to budget, on time and with quality — and often exceeding the customer's expectations. Without matrix management it would be difficult to be dynamic enough to meet the market place demand for



changing skills and to keep pace with the ever-changing requirements of our customers. It might also be difficult to meet staff demands for interesting and challenging tasks. To keep ahead of our competitors, many companies utilize matrix management to change and evolve to meet customer's requirements. This can provide a complete solution calling upon all the experience of the firm across many different business areas and bringing these experiences together for a set period of time.

**8. Read the text again and choose the best answer or ending to the following questions or statements:**

1. According to the text, matrix management
  - a) is a conventional organization of a project team;
  - b) brings together people with the required skills from various business areas to fulfill the project;
  - c) supports one of the main principles of management, i.e. each employee should have only one boss.
2. What is NOT true about matrix management?
  - a) Various team members may not work again after completing the project.
  - b) Employees may have to combine work in two departments.
  - c) It hinders career development of employees.
3. It can be inferred from the text that matrix management
  - a) is applied to the most protracted and boring projects;
  - b) is applicable for an indefinite period of time;
  - c) may be a source of discord between the departments within the organization.
4. The expression "to keep pace" in the last paragraph is closest in meaning to
  - a) to advance;
  - b) to fall behind;
  - c) to stay even with others.

**9. Discuss these questions:**

1. What management levels do you know?
2. Who is responsible for the general direction and success of the entire business?
3. Who plans the day-to-day work of the employees of the company?
4. Who are departments usually headed by?

**10. Read and translate the text:**

**Text 6. MANAGEMENT LEVELS**

Unless a business is very small, there will be several managers with responsibilities for leading the business. Every manager completes all of the management functions and has authority over other people and their work. Not every manager gives the same amount of attention and time to each of the functions. Most organizations have three levels of managers: executives, mid-managers, and supervisors.

## **Top Management**

Executives are top-level managers with responsibilities for the direction and success of the entire business. They set long-term direction and plans. They are held accountable for the profitability and success of the business. Job titles of executives include chief executive officer, president, chief operating officer, and vice president.

Executives spend most of their time on planning and controlling activities. They study the economy and competition. They are responsible for all major business communications. All other managers report to executives.

## **Mid-Management**

Mid-managers are specialists with responsibilities for specific parts of a company's operations. Examples of mid-management jobs are marketing manager, information technology manager, customer service manager; operations manager, and human resources manager. They take the business plans developed by executives and prepare specific plans for their part of the business. They must coordinate their work with other managers. Much of their time is devoted to the organizing, staffing, and implementing functions.

## **Supervisors**

Supervisors are the first level of management in a business. They are responsible for the work of a group of employees. Supervisors often have non-management duties in addition to their management work. They plan the day-to-day work of the employees they supervise. They make sure that needed resources are available and used wisely. Supervisors often evaluate the work of their employees and solve problems that occur in their area. Supervisors spend most of their time implementing the plans of executives and mid-managers.

## **Management by Others**

Employees who are not managers complete work that seems to be a part of one of the management functions. Employees plan and organize their work. They might take part in hiring and training new employees. They may evaluate the quality of the work they complete. Managers are responsible for the work of others and have authority over those employees. Without that authority and responsibility, the work of an employee is not considered part of management. Some experienced employees are asked to serve as leaders for their work group. They may be asked to lead a particular project or supervise the work of a new employee.

Many companies are now organizing work teams. They are giving the teams both authority and responsibility for much of their work. The team meets to make plans, determine how work will be completed, and divide the work among the team members. The team is responsible for meeting objectives and may even have some control over their budget. The team will still report to a manager and can ask for that person's assistance when needed.

Both work group leaders and employee teams are completing a limited number of management activities. Both of those situations are an effective way for employees to have experience with several management activities. They can develop the skills needed by managers and decide whether they are interested in a management career.

### **11. Answer the following questions:**

1. What levels of management do most organizations have?
2. Who are executives? What is their main function?
3. What job titles of executives do you know?
4. Who are mid-managers? What are they responsible for?
5. What is the first level of management? What is their function?
6. How can managers organize the work of their employees?

### **12. Discussion questions:**

1. Can you imagine a company performing successfully without management?
2. What is management? Is it an art or science?
3. Do you agree that a manager is a continual problem-solver, decision-maker, and innovator?
4. Do you share the opinion that "Poorly considered solution will be costly in dollars, happiness, or both?"
5. What qualities, from your point of view, is a person supposed to be born with or to acquire to become an effective manager?
6. Comment on the following: «Excellence costs, ... but in the long run mediocrity costs far more».

## **UNIT 5. MANAGERS. ENTREPRENEURS**

### **1. Read the text and decide which of the following comments you would expect the writer to agree with. Use the text to support your answers.**

Successful managers...

- 1 are happy when their staff make progress in the company.
- 2 try to be positive even when times are difficult.
- 3 tell head office if any of their staff make mistakes.
- 4 praise their staff as often as they can.
- 5 encourage employees to speak out if they are unhappy.
- 6 make sure they know what's going on outside their organisation.
- 7 keep in touch with their staff and customers.
- 8 never dislike any member of their staff.
- 9 concentrate on their employees' strong points and try to correct their weak ones.
- 10 ignore people's weak points, pretending they don't exist.
- 11 enjoy new challenges.
- 12 don't find it easy to delegate responsibility.

### **Text 1. HOW TO BE A GREAT MANAGER**

At the most general level, successful managers tend to have four characteristics:

- they take enormous pleasure and pride in the growth of their people;

- they are basically cheerful optimists - someone has to keep up morale when setbacks occur;
- they don't promise more than they can deliver;
- when they move on from a job, they always leave the situation a little better than it was when they arrived.

The following is a list of some essential tasks at which a manager must excel to be truly effective.

**Great managers accept blame:** When the big wheel from head office visits and expresses displeasure, the great manager immediately accepts full responsibility. In everyday working life, the best managers are constantly aware that they selected and should have developed their people. Errors made by team members are in a very real sense their responsibility.

**Great managers give praise:** Praise is probably the most underused management tool.

Great managers are forever trying to catch their people doing something right, and congratulating them on it. And when praise comes from outside, they are swift not merely to publicise the fact, but to make clear who has earned it. Managers who regularly give praise are in a much stronger position to criticise or reprimand poor performance. If you simply comment when you are dissatisfied with performance, it is all too common for your words to be taken as a straightforward expression of personal dislike.

**Great managers make blue sky:** Very few people are comfortable with the idea that they will be doing exactly what they are doing today in 10 years' time. Great managers anticipate people's dissatisfaction.

**Great managers put themselves about:** Most managers now accept the need to find out not merely what their team is thinking, but what the rest of the world, including their customers, is saying. So MBWA (management by walking about) is an excellent thing, though it has to be distinguished from MBWAWP (management by walking about-without purpose), where senior management wander aimlessly, annoying customers, worrying staff and generally making a nuisance of themselves.

**Great managers judge on merit:** A great deal more difficult than it sounds. It's virtually impossible to divorce your feelings about someone - whether you like or dislike them - from how you view their actions. But suspicions of discrimination or favouritism are fatal to the smooth running of any team, so the great manager accepts this as an aspect of the game that really needs to be worked on.

**Great managers exploit strengths, not weaknesses, in themselves and in their people:** Weak managers feel threatened by other people's strengths. They also revel in the discovery of weakness and regard it as something to be exploited rather than remedied. Great managers have no truck with this destructive thinking. They see strengths, in themselves as well as in other people, as things to be built on, and weakness as something to be accommodated, worked around and, if possible, eliminated.

**Great managers make things happen:** The old-fashioned approach to management was rather like the old-fashioned approach to child-rearing: Go and see what the children are doing and tell them to stop it! Great managers have confidence that their people will

be working in their interests and do everything they can to create an environment in which people feel free to express themselves.

Great managers make themselves redundant: Not as drastic as it sounds! What great managers do is learn new skills and acquire useful information from the outside world, and then immediately pass them on, to ensure that if they were to be run down by a bus, the team would still have the benefit of the new information. No one in an organization should be doing work that could be accomplished equally effectively by someone less well paid than themselves. So great managers are perpetually on the look out for higher-level activities to occupy their own time, while constantly passing on tasks that they have already mastered.

**2. Do you agree with all these approaches below a manager should keep in mind? Do you consider them to be important? If Yes - why, if No - why?**

## **Text 2. WHAT MAKES A GOOD MANAGER? HERE ARE 10 TIPS**

*By Bill Gates*

There isn't a magic formula for good management, of course, but if you're a manager perhaps these tips will help you be more effective.

**1. Choose a field thoughtfully.** Make it one you enjoy. It's hard to be productive without genuine enthusiasm. This is true whether you're a manager or employee.

**2. Hire carefully and be willing to fire.** You need a strong team, because a mediocre team gives mediocre results, no matter how well managed it is.

One common mistake is holding onto somebody who doesn't quite measure up. It's easy to keep this person on the job because he's not terrible at what he does. But a good manager will replace him or move him to a set of responsibilities where he can succeed unambiguously.

**3. Create a productive environment.** This is a particular challenge because it requires different approaches depending on the context.

Sometimes you maximize productivity by giving everybody his or her own office. Sometimes you achieve it by moving everybody into open space. Sometimes you use financial incentives to stimulate productivity. A combination of approaches is usually required. One element that almost always increases productivity is providing an information system that empowers employees.

When I was building Microsoft, I set out to create an environment where software developers could thrive. I wanted a company where engineers liked to work. I wanted to create a culture that encouraged them to work together, share ideas and remain highly motivated. If I hadn't been a software engineer myself, there's no way I could have achieved my goal.

**4. Define success.** Make it clear to your employees what constitutes success and how they should measure their achievements.

Goals must be realistic. Project schedules, for example, must be set by the people who do the work. People will accept a "bottoms-up" deadline they helped set but they'll

be cynical about a schedule imposed from the top that doesn't map to reality. Unachievable goals undermine an organization.

At my company, in addition to regular team meetings and one-on-one sessions between managers and employees, we use mass gatherings periodically and email routinely to communicate what we expect from employees.

**5. To be a good manager, you have to like people and be good at communicating.** This is hard to fake. If you don't genuinely enjoy interacting with people, it'll be hard to manage them well.

You must have a wide range of personal contacts within your organization. You need relationships - not necessarily personal friendships - with a fair number of people, including your own employees. You must encourage these people to tell you what's going on (good or bad) and give you feedback about what people are thinking about the company and your role in it.

**6. Develop your people to do their jobs better than you can.** Transfer your skills to them.

This is an exciting goal but it can be threatening to a manager who worries that he's training his replacement. If you're concerned ask your boss: "If I develop somebody who can do my job super well, does the company have some other challenge for me or not?"

Many smart managers like to see their employees increase their responsibilities because it frees the managers to tackle new or undone tasks.

**7. Build morale.** Make it clear there's plenty of good will to go around and that it's not just you as some hotshot manager who's going to look good if things go well.

Give people a sense of the importance of what they're working on - its importance to the company, its importance to customers.

When you achieve great results, everybody involved should share in the credit and feel good about it.

**8. Take on projects yourself.** You need to do more than communicate.

The last thing people want is a boss who just doles out stuff. From time to time prove you can be hands-on by taking on one of the less attractive tasks and using it as an example of how your employees should meet challenges.

**9. Don't make the same decision twice.** Spend the time and thought to make a solid decision the first time so that you don't revisit the issue unnecessarily. If you're too willing to reopen issues, it interferes not only with, your execution but also with your motivation to make a decision in the first place.

People hate indecisive leadership so you have to make choices.

However that doesn't mean you have to decide everything the moment it comes to your attention. Nor that you can't ever reconsider a decision.

**10. Let people know whom to please.** Maybe it's you, maybe it's your boss and maybe it's somebody who works for you. You're in trouble - and risking paralysis in your organisation - when employees start saying to themselves: «Am I supposed to be making this person happy or this other person happy? They seem to have different priorities».

I don't pretend that these are the only 10 approaches a manager should keep in mind, or even that they're the most important ones. There are lots of others. But these 10 ideas may help you manage well, and I hope they do.

### 3. Read and translate the text.

#### Text 3. WHAT SKILLS AND COMPETENCIES DO SUCCESSFUL MANAGERS POSSESS?

Even though we recognize that all managers – regardless of level, organization size, profit or nonprofit enterprise – perform the four basic activities of management to some degree, a more crucial question becomes, "What are the critical skills that are related to managerial competence?" Management researcher Robert L. Katz attempted to answer that question. What Katz and others have found is that managers must possess four critical management skills. Management skills identify those abilities or behaviors that are crucial to success in a managerial position. These skills can be viewed on two levels – general skills a manager must possess and the specific skills that are related to managerial success. Let's look at these two categories.

**General skills.** There seems to be overall agreement that effective managers must be proficient in four general skill areas. These are *conceptual, interpersonal, technical, and political* skills.

*Conceptual skills* refer to the mental ability to analyze and diagnose complex situations. They help managers see how things fit together and facilitate making good decisions.

*Interpersonal skills* encompass the ability to work with, understand, mentor, and motivate other people, both individually and in groups.

Since managers get things done through other people, they must have good interpersonal skills to communicate, motivate, and delegate.

Additionally, all managers need *technical skills*. These are abilities to apply specialized knowledge or expertise. For top-level managers, these abilities tend to be related to knowledge of the industry and a general understanding of the organization's processes and products. For middle and lower-level managers, they are related to the specialized knowledge required in the areas with which they work — finance, human resources, manufacturing, computer systems, law, marketing, and the like. Finally, managers need *political skills*. This area is related to the ability to enhance one's position, build a power base, and establish the right connections. Organizations are political arenas in which people compete for resources. Managers with good political skills tend to be better at getting resources for their group than are managers with poor political skills. They also receive higher evaluations and get more promotions.

**Specific skills** .Research has also identified six sets of behaviors that explain a little bit more than 50 percent of a manager's effectiveness.

*Controlling the organization's environment and its resources.* This includes demonstrating, in planning and allocation meetings as well as in on-the-spot decision making, the ability to be proactive and stay ahead of environmental changes. It also in-

volves basing resource decisions on clear, up-to-date, accurate knowledge of the organization's objectives.

*Organizing and coordinating.* In this skill, managers organize around tasks and then coordinate interdependent relationships among tasks wherever they exist.

*Handling information.* This set of behaviors comprises using information and communication channels for identifying problems, understanding a changing environment, and making effective decisions.

*Providing for growth and development.* Managers provide for their own personal growth and development, as well as for the personal growth and development of their employees, through continual learning on the job.

*Motivating employees and handling conflicts.* Managers enhance the positive aspects of motivation so that employees feel impelled to perform their work "and eliminate those conflicts that may inhibit employees' motivation.

*Strategic problem solving.* Managers take responsibility for their own decisions and ensure that subordinates effectively use their decision-making skills.

#### **4. Read and translate the text.**

##### **Text 4. HOW JACK WELCH RAN GE**

If leadership is an art, then Welch has proved himself a master painter. Few have personified corporate leadership more dramatically. Fewer still have so consistently delivered on the results of that leadership. «The two greatest corporate leaders of the 20<sup>th</sup> century are Alfred Sloan of General Motors and Jack Welch of GE», says Noel Tichy, a University of Michigan management professor. «And Welch would be the greater of the two because he set a new, contemporary paradigm for the corporation that is the model for the 21st century».

It is a model that has delivered extraordinary growth, increasing the market value of GE from \$12 billion in 1981 to about \$280 billion in 2000. No one, not Microsoft's William Gates, not Walt Disney's Michael Eisner, not even the late Coca-Cola chieftain Roberto Goizueta, has created more shareholder value than Jack Welch.

Of course, GE's success is hardly Welch's alone. The company boasts what most headhunters believe to be the most talent-rich management in the world. Thus, Robert Wright has managed an astonishing turn around at NBC, leading it to a fifth straight year of double-digit earnings gains in 1997 and a No.1 position in prime-time ratings. Nor did Welch's magic work everywhere in GE. The huge appliance operation, for instance, saw operating earnings fall 39% in 1998, to \$458 million.

Welch has transformed what was an old-line American industrial giant into a highly competitive global growth engine. Welch has reshaped the company through more than 600 acquisitions and a forceful push abroad into emerging markets. How did Welch, who sat atop a business empire with \$304 billion in assets, \$89.3 billion in sales, and 276,000 employees in more than 100 countries, did it?



He did it through sheer force of personality, coupled with an unbridled passion for winning the game of business and a keen attention to details many chieftains would simply overlook. He did it because he was a fierce believer in the power of his people.

Welch's profound grasp on General Electric stemmed from knowing the company and those who work for it like no other. There were the thousands of «students» he has encountered in his classes at the Croton-on-Hudson campus. Then there was the way he spent his time: More than half was devoted to «people» issues. But most important, he has created something unique at a big company: informality.

Welch liked to call General Electric the «grocery store». «What's important at the grocery store is just as important in engines or medical systems», said Welch. «If the customer isn't satisfied, if the stuff is getting stale, if the shelf isn't right, it's the same thing. You manage it like a small organization. You don't get hung up on zeros».

You don't get hung up on formalities, either. If the hierarchy that Welch inherited, with its nine layers of management, hasn't been completely undermined, it has been severely damaged. Everyone called him Jack. Everyone could expect to see him hurry down an aisle to pick through the merchandise on a bottom shelf or to surprise an employee with a bonus.

Making the company «informal» meant violating the chain of command, communicating across layers, paying people as if they worked not for a big company but for a demanding entrepreneur where nearly everyone knows the boss. It had as much to do with Welch's charisma as it had to do with the less visible rhythms of the company — its meetings and review sessions — and how he used them to great advantage.

When Welch became CEO, he inherited a series of obligatory corporate events that he transformed into meaningful levers of leadership. This get-together sallowed him to set and change the corporation's agenda, to challenge the strategies and the people in each of GE's dozen divisions, and to make his opinions known to all.

Welch believed that efficiencies in business were infinite because there were no bounds to human creativity. «The idea flow from the human spirit is absolutely unlimited», Welch declared. «All you have to do is tap into that well. I don't like to use the word efficiency. It's creativity. It's a belief that every person counts».

Not surprisingly, Welch embraced the largest corporate quality initiative ever undertaken. For years, he had been skeptical of the quality programs that were the rage in the 1980s. He felt that they were too heavy on slogans and too light on results. That was before he heard Lawrence Bossidy telling about the benefits he was reaping from a quality initiative he had launched at Allied Signal. Bossidy had borrowed the Six Sigma program from Motorola and reported that the company was lowering costs, increasing productivity, and generating more profit.

A Six Sigma quality level generates fewer than 3.4 defects per million operations in a manufacturing or service process. GE is running at a Sigma level of three to four. The gap between that and the Six Sigma level is costing the company between \$8 billion and \$12 billion a year in inefficiencies and lost productivity. To make the ideas take hold throughout GE required the training of so-called master black belts, black belts, and green belts. Welch launched the effort in late 1995 with 200 projects and intensive training programs, moved to 3,000 projects and more training in 1996, and im-

plemented 6,000 projects and still more training in 1997. In 1998, Six Sigma delivered \$320 million in productivity gains and profits, more than double Welch's original goal of \$150 million. «Six Sigma has spread like wildfire across the company, and it is transforming everything we do», boasted Welch.

## **SHOW AND TELL**

The success of the program was evident in 1998 at Boca Raton, where Welch kicked off each year with a meeting for the top 500 executives. That year, 29 managers spoke about their Six Sigma projects describing how they used new ideas to squeeze still more profit out of the lean machine that is GE. One after another explained how quality efforts cut costs and mistakes, enhanced productivity, and eliminated the need for investment in new plant and equipment.

William Woodburn, who headed GE's industrial diamonds business, was one of the 1998 heroes at Boca. In just 4 years, Woodburn had increased the operation's return on investment fourfold and halved the cost structure.

Employing Six Sigma ideas, he and his team have squeezed so much efficiency out of their existing facilities that they believed they have eliminated the need for all investment in plant and equipment for a decade. Some 300 other managers from GE have visited the plant to learn directly how Woodburn has done it.

But the main event was Welch's wrap-up comments. Even though GE had just ended a record year, with earnings up 13%, Welch wanted more. Most CEOs would give a feel-good, congratulatory chat. But Welch warned the group that it would face one of the toughest years in a decade. It's no time to be complacent, he said, not with the Asian economic crisis, not with deflation in the air.

Then, the ideas tumbled out of him for how they can combat deflation. «Don't add costs», he advised. «Increase inventory turns. Use intellectual capital to replace plant and equipment investment. Raise approvals for price decisions».

## **ROSES AND CHAMPAGNE**

Welch was uncommonly conscious of the signals and symbolism of leadership. His handwritten notes sent to everyone from direct reports to hourly workers possessed enormous impact, too. Moments after Welch lifted his black felt-tipped pen, they were sent via fax direct to the employee. Two days later, the original arrived in the mail.

They were written to inspire and motivate as often as to stir and demand action. In 1996, for example, Woodburn turned down a promotion from Welch that would have required a transfer because he didn't want to move his teenage daughter out of school. Welch spoke to Woodburn on the phone and within a day sent a personal note to him.

«Bill», wrote Welch, «we like you for a lot of reasons - one of them is that you are a very special person. You proved it again this morning. Good for you and your lucky family. Make Diamonds a great business and keep your priorities straight». To Woodburn, the note was an important gesture. «It showed me he cared about me not as a manager but as a person. It means a lot».

Or consider how Welch became involved in the excruciating details of the tubes that go into GE's X-ray and CAT-scan machines. In the mid-1990s, Welch, who spent 15% to 20% of his time interacting with customers, heard some complaints about the poor quality of the tubes. The product was averaging little more than 25,000 scans, less than half what competing tubes were getting.

To fix the problem, Welch reached two levels down into the organization and summoned to corporate headquarters Marc Onetto who had been general manager for service and maintenance in Europe. His orders were simple and direct: «Fix it», Welch demanded. «I want 100,000 scans out of my tubes!»

For the next four years, Onetto faxed weekly reports direct to Welch, detailing his progress. Back would come note from Welch every three to four weeks. Some would nearly growl for greater progress; others would flatter and cajole. The experience astonished Onetto. «I was just running a little business here, about \$450 million in revenues, and I was so amazed that he could find the time to read my reports and then even send me back notes», he said. Since then, Onetto's team has created versions of the tubes that average between 150,000 and 200,000 scans. The improvements added about \$14 million in productivity benefits to the division last year.

Not everyone saw that side of Welch. Some rank-and-file employees, for example, grumbled about the unrelenting pressure on them to perform. «No matter how many records are broken in productivity or profits, it's always 'What have you done for me lately?» said Stephen Tormey, who negotiated the United Electrical Workers contract. «The workers are considered lemons, and they are squeezed really dry».

Other critics have questioned whether the pressure Welch imposed led some employees to cut corners, possibly contributing to the defense-contracting scandals that have plagued GE or the humiliating Kidder, Peabody bond-trading scheme of the early 1990s that generated bogus profits.

## STICK AND CARROT

Few would dispute that Welch was seen as a demanding executive who aroused a mixture of awe and fear. Aware of the daunting effect he can have on people, Welch worked hard to counter that image. Not long ago, recalled human-relations chief William J. Conaty, one manager who had to make a presentation before Welch was so apprehensive he was shaking. It was the first time he had met Welch, who was passing through St. Louis. «I'm so nervous», the manager confessed to Welch. «And my wife has told me she'll throw me out of the house if I can't get through this presentation».

At day's end, when Welch was back on the corporate plane, he immediately arranged for a dozen roses and a bottle of Dom Perignon to be delivered to the man's home. He then wrote a note to the wife: «Your husband did a fantastic job today. We're sorry we put him and you through this for a couple of weeks».

Welch set precise performance targets and monitored them throughout the year. And each of Welch's direct reports received from Welch handwritten, two-page job evaluation at the end of every year. Attached to the detailed notes were his jottings from a year earlier, with new comments written in red pencil: «Nice job». «Still needs work».

Every bonus and every stock-option grant to Welch's 20 or so direct reports came with a candid talk about performance. «There are carrots and sticks here, and he is extraordinarily good at applying both», said a senior VP. «When he hands you a bonus or a stock option, he lets you know exactly what he wants in the coming year».

Welch skillfully used rewards to drive behavior. Welch demanded that the rewards a leader disbursed to people be highly differentiated. Although GE set an overall 4% salary increase as a target in 1998, base salaries could rise by as much as 25% in a year without a promotion. Cash bonuses could increase as much as 150% in a year. Stock options, once reserved for the most senior officers at GE, have been broadly expanded under Welch. Now, some 27,000 employees get them, nearly a third of GE's professional employees. Unlike many companies that hand out options as automatic annual grants, Welch did not want GE's program to be perceived as a «dental plan». So everyone who received options didn't get them every year.

Welch has been a major beneficiary of stock options. Yet few things energized Welch as much as reviewing a list of GE employees who cash in their rewards. Combining through the names, Welch could hardly contain his enthusiasm — for the wealth he has put into the hands of people whose names were unfamiliar to him. In the first quarter of 1998 alone, some 3,900 employees exercised 8.7 million options with a net value of \$520 million. «It means that everyone is getting the rewards, not just a few of us», he said. «That's a big deal. We're changing their game and their lives».

While analysts on Wall Street or GE's own investors viewed Welch's likely legacy as creating the world's most valuable «company in stock market terms, Welch himself saw things quite differently. The man who spent more than 50% of his time on people issues considered his greatest achievement the care and feeding of talent. This place runs by its great people», said Welch. «The biggest accomplishment I've had is to find great people. An army of them. They are all better than most CEOs».

While many companies profess to run as meritocracies, in reality, they are often conscious of class. At GE many of the company's most successful executives were, like Welch, the first in their families to earn college degrees. When it came time to pick a new CFO, for instance, Welch passed over several candidates in line for the job in favor of then 38-year-old Dennis Dammerman two layers down in the ranks because he was impressed with how he had handled other tough assignments.

In every potential leader, Welch was looking for what he called «E to the fourth power». That was his term for people who have enormous personal energy, the ability to motivate and energize others, «edge»- the GE code word for being instinctively competitive — and the skill to execute on those attributes.

## **JACK WELCH'S LEADERSHIP PRINCIPLES**

- Face reality as it is, not as it was or as you wish it were;
- Be candid with everyone;
- Don't manage, lead;
- Change before you have to

- If you do not have a competitive advantage, do not compete;
- Control your own destiny, or someone else will.

### **5. Answer the questions:**

1. Why is Jack Welch considered the greatest corporate leader of the 20th century? 2. How did he achieve such a tremendous success in creating shareholder value? 3. What was he focused on? 4. How did he manage to combine a small-company environment with big company resources? 5. Was Welch a firm believer in human creativity? 6. What is Six Sigma program and what benefits did it bring to GE? 7. How did Welch interact with his people? 8. How did he use rewards to drive performance? 9. How did Welch promote people?

### **6. Before you read the next text, discuss the following questions. Then read and compare your ideas with those in the article.**

1. What are the characteristics of an entrepreneur.
2. Are fear, greed and dedication prerequisites for entrepreneurial success?

## **Text 5. FEAR, GREED AND DEDICATION**

Last week I discussed the reasons for businesses going bust and concluded that the ultimate problem often lies in the fact that the founder of the business is not cut out to start up and develop his own operation. Sometimes this is due to a lack of knowledge, skill or business experience; sometimes to personal weaknesses. So let us attempt to analyse the character traits of an entrepreneur. Although entrepreneurs are a diverse species, there are clearly some common factors. Permit me to quote from The British Entrepreneur - a study prepared by accountants Ernst and Young and the Cranfield School of Management «Not all entrepreneurs are cast in the same mould. Indeed it would be an extremely dull world if they were. Almost by definition they defy categorisation. Some have a strong sense of humour, some none; some thrive on publicity and adulation, others are virtual hermits».

«Some have an overwhelming need for power, others for creativity; some need the trappings of wealth, others lead very simple lives. Whatever the difference is, there is one factor which all successful entrepreneurs have in common - they and their firms are always on the move».

It must be appreciated that management skills can be learned, whereas entrepreneurial ability is a matter of flair either you have it or you don't. Business requires both skills, the flair of the entrepreneur and the solid competence of the manager.

It is dangerous to generalise but some of the characteristics of the entrepreneur, in contrast to the manager, are; belief in himself and his business; belief in wealth and material gain; and belief in delegation.

Entrepreneurial talent and management skills may not both be present in the one person. This may lead to the idea of partnership and, indeed, as the business flourishes and expands, the creation of a management team.

The British Entrepreneur encompasses the results of a survey of the views of owner-managers of the top 100 entrepreneurial firms in the UK. One of the questions asked was «what are the critical factors for success?» The answers came under three main headings:

**Marketing:**

A unique product; an innovative approach; a good fundamental idea; aggressive sales and marketing strategies; active selling; quality; price; heavy marketing investment.

**Management:**

Dedicated senior management; hard work and commitment of staff; tight financial controls; cash flow; investment for the long term; regular views and overhaul of the management structure; disciplined and cost effective management of employees; unwavering and total support from initial backers.

**Personal:**

Vision; hard work; concentration; flexibility; persistence; ability to recognise opportunities.

The owner-managers were asked about their personal life and family background. Many came from families where the father had some form of small firm or self-employment, background and the mother was a full time housewife. It was interesting to note that not one was an only child and more than half came from families with more than two children.

The previous survey, in 1988, revealed that the group showed low educational attainments, 45 per cent having left school at the age of 16 and very few having any post-school qualifications.

The 1989 list reveals somewhat greater academic attainments but apart from the obvious value of management skills which result from taking an MBA, few of these owner-managers saw any relationship between educational achievements and their current success.

There is a misconception that successful entrepreneurs fail a number of times before making the breakthrough. Not true with this sample, where only 20 per cent had started more than one business.

The average age of the entrepreneurs when they started their first business was 32, while the youngest was 24. Presumably they had gained valuable skills and product knowledge between school and start-up. On the other hand, the majority had started businesses which bore no commercial relationship to their previous employment.

All rather confusing. Perhaps we should dwell on the wisdom of Sir James Goldsmith; «First you must have the appetite to succeed - ambition. When you have no ambition you are dead. You have to be willing to work. You have to be ready to let go of a smart, safe, socially acceptable job in pursuit of your objective. Fear, greed, dedication and luck-all play their part. The rest follows».

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for private companies at Touche Ross.  
©The Observer*

**7. You are going to hear an interview with John Goff, an entrepreneur based in Surrey, England. As you listen, note down the answers he gives to the following questions.**

1. Would you say entrepreneurs are born or made?
2. What is it about running your own business that appeals to you?
3. Have you always been an independent businessman?
4. What has been your most successful venture, and what made it a success?
5. Can you tell us what difficulties entrepreneurs face when setting up a business?
6. Do you have any ideas on the best way to raise capital?
7. Is a 'good idea and a dream' enough to be successful, or does it take other factors?
8. What advice can you give to would-be entrepreneurs who have an idea?
9. When an entrepreneur starts a business, what sorts of things go wrong? What have you got to be careful about once you're starting to be successful?
10. Would you advise the entrepreneur to have a partner?

**8. Read the article:**

### **Text 6. WOMAN WITH SAUCE**

Dounne Alexander-Moore's utter determination to put her grandmother's Caribbean recipes on the supermarket shelves is starting to pay off. Carol Dix spoke to her.

How many of us, hard at work at the kitchen stove, have dreamed of turning a homegrown recipe into a millionaire-making seller? «Gee, Ma», says reverential child/neighbour, «you should package this and sell it in the stores». Diane Keaton did it with designer baby food in Baby Boom. Paul Newman has made even more money out of salad dressing.

But to turn the dream into a reality, without a name like Paul Newman's (or indeed Prince Charles'), can be extremely hard labour. Dounne Alexander-Moore has taken this route and has achieved remarkably: her own Caribbean hot pepper sauces, based on the recipes of her Trinidadian grandmother, are now in the marketplace as Gramma's.

Dounne has managed to sell herself and her product to the nation through adroit PR. Already her foot is in the door at major-league supermarkets such as Tesco's, Sainsbury's and (as yet) one Sainsbury's. Yet, still, the going is extremely tough.

Indeed, Dounne's story highlights what has become a major problem in our post-Eighties enterprise culture. Men and women, 'ordinary' men and women, have been encouraged to think big; that they can go it alone, that all they need is a good idea and a dream...

Now in her early 40s, the indomitable Dounne found herself, a hard-working single mother with two teen daughters, living in an East End council flat and on the borders of poverty, relying on income support to help out. When the idea came to her to manufacture and sell Gramma's, the first strikes against her in the Enterprise Game were legion: she is black, a woman, a single parent, living in a council flat, with no capital and in need of income support. Get back to 'Go'.

But Dounne persevered and is now selling thousands of jars of her popular sauces, based in a small factory unit in Hainault, Essex. She has just the personality traits required by the enterprise culture: masses of drive, motivation, initiative, and determination to succeed against all odds.

'To launch a new product on the market is always very hard, and probably doubly so being a black woman. But never once did I compromise my goals. My aim has been all along to get the product into the mainstream (not just to sell in ethnic stores), educate people about the health qualities of Caribbean hot pepper sauces, sell the idea of 'quality' and of a return to natural foods, and that Gramma's is an exceptional food product.

'Early on, I contacted all the TV stations and newspapers, from the nationals to the locals. And two London TV programmes covered my sauces on the very same evening. I had targeted Harrods first, as a high-quality department store which would not need to order in large quantities and would not be put off by a fairly expensive product. The price of Gramma's is above that of mass-produced foods, but it is right for the quality.

'My father took the jars himself into Harrods and Fortnum and Mason; for him that was a lifelong dream come true. The TV shots showed the first customers buying the sauces from Harrods' shelves. Within three hours the next day, Harrods had sold 500 jars. In the first week, they sold over a thousand jars, while I was back home struggling to keep up with the supply. I was still stirring the pots with a giant wooden spoon in my kitchen.'

At that point Dounne gave up her job and concentrated full time on building up the business. On her shoulders fell the full design of the packaging, the logo, the jars themselves, staffing and equipment. She relies still on her daughters for administrative and book-keeping help; her mother for the food preparation and her father with distribution. Her brother-in-law is the accountant. Costs have to be kept to a minimum when, in the first two years of running a business, your main expenses are equipment and advertising.

'The supermarkets demand that you must be able to spend over £1 million on advertising before they will take on a new product, a demand that in itself cuts out most small companies. Yet again I have been very fortunate. Gramma's is now into 150 Tesco Superstores (next to the stock cubes, I have to let everyone know); well be in Safeway from June and Sainsbury's Knightsbridge store. We're also in Dewhursts' butchers, will be launching soon in Ireland and there is definite interest from Asda, Morrison's in the North, and William Low in Scotland.'

Dounne's main expansion plan is to build a larger factory, somewhere in the UK, and then ship her Hot Pepper Sauces across the Atlantic, where she knows the huge black market would be all too ready for her product

'I've no intention of giving up. There's been a lot of hard work and sacrifice, but the achievement is worth it. Anyone going into their own business should be prepared for a lot of rejections and disappointment, but I've learned to see them all as a plus. They teach you the next step!'

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### **9. Answer the following questions:**

1. What personal obstacles did Dounne overcome to set up her business?



2. What personal attributes does Dounne have in her favour?
3. What are Dounne's business goals?
4. Why did Dounne choose Harrods as her first target?
5. Who at Gramma's Ltd. is responsible for the following functions?
6. Why is it difficult for small companies to do business with supermarkets?
7. What are Dounne's plans for the future?
8. What warning does Dounne give to anyone thinking of going into business on their own?
9. What is the pun (double meaning) in the title?

## **UNIT 6. MANAGEMENT STYLES. CULTURAL DIVERSITY**

### **1. Before you read the text discuss these questions:**

1. Mothers and fathers often have different ways of managing their families. How would you describe the management styles of your parents? Teachers? If you had children what management style would you prefer?
2. What business management styles do you know?

### **2. Read and translate the text.**

#### **Text 1. MANAGEMENT STYLES**

Managing a group of people is a very difficult job. It's not easy to get people with different backgrounds, personalities and experience to work well together. Have you been a part of an athletic team or musical group? If so, you can remember how hard it was at first to coordinate the talents of each group member so the team or group performed well. Managers approach the task of directing a group in different ways based on their management style.

Management style is the way a manager treats and involves employees. Two different styles often used by managers are tactical and strategic management.

Sometimes a management style is chosen based on the characteristics of the employees being managed. At other times the choice is based on the work assignments. Experienced and effective managers can change their management style. It should be based on the urgency of the work to be done and the confidence the manager has in the employees.

#### **CHOOSING A MANAGEMENT STYLE**

**Tactical management.** Sometimes managers are faced with a crisis. They feel they don't have time to let the group decide how to complete the task. In other situations, a manager may be working with a group of new employees or may have work for which the members have no previous experience. In those situations, the manager should use tactical management. Tactical management is a style in which the manager is more di-

rective and controlling. The manager will make the major decisions and stay in close contact with employees while they work to make sure the work is done well.

**Strategic management.** When a group of employees is experienced and work well together, a manager does not have to be as directive and controlling. If there is enough time to bring a team together to help plan a work assignment, team members will usually prefer being involved in the decision - making process. These are examples of strategic management. Strategic management is a style in which managers are less directive and involve employees in decision-making. A manager using a strategic style will trust employees to work without direct supervision and will seek their advice on important decisions.

**Mixed management .** Which of the two management styles would you prefer if you were an employee? If you were a manager which of the styles would you use? Do you believe everyone would answer those two questions the same way?

In the past, many managers used the tactical style of management. They believed they were responsible for getting work done and thus needed to be directive and controlling. That often led to employee frustration because they thought their manager did not trust them. Some employees prefer the manager to make day-to-day decisions. Other employees are not experienced enough to work without close supervision. As a result, effective managers are prepared to use both styles. The combined use of tactical and strategic management is known as mixed management.

### **3. Answer the following questions:**

1. Why is managing a group of people a very difficult job?
2. How can you define management style?
3. What are the two management styles often used by managers?
4. What factors determine the management style chosen by a manager in a particular situation?
5. What is a tactical management style?
6. In what situations does a manager use a tactical style of management?
7. How can you define strategic management?
8. When does a manager prefer to use a strategic management style?
9. What management style do managers use in real life situations?
10. What is mixed management?

### **4. Read and translate the text.**

#### **Text 2. THE BIG THREE MANAGEMENT STYLES**

*by Paul B. Thornton*

Management literature describes numerous management styles, including assertive, autocratic, coaching, country club, directing, delegating, laissez-faire, participatory, supportive, task-oriented and team-based. Are there really that many styles?

I believe there are three basic styles - directing, discussing and delegating, the 3-Ds of Management Style.

## DIRECTING STYLE

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

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

**Goal-Setting** - 'Your goal is to sell 15 cars per month.' The manager establishes short-term goals. When goals are specific and time bounded, employees are clear on what is expected of them. Goals and deadlines often motivate people.

**Decision-Making** - 'I want you to stop what you are currently doing and help Sue set up the room for the seminar.' The manager makes most if not all decisions. When problems arise the manager evaluates options, makes decisions and directs employees as to what actions to take.

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

## DISCUSSING STYLE

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

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

**Goal-Setting** - 'Ingrid, what do you think our sales target should be for the fourth quarter?' After adequate discussion, goals are then established. Utilising a participatory style generally helps to increase employees' commitment to achieve their goals.

**Decision-Making** - 'We have a problem with the amount of inventory we're currently carrying. What action do you think we should take?' Decisions are made collaboratively. Both manager and employee play an active role in defining problems, evaluating options, and making decisions.

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

## DELEGATING STYLE

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

**Communicating** - Regarding what has to be accomplished, communications may be one way: 'I want you to deliver a 15-minute presentation on our new compensation program at Tuesday's meeting.' In other situations it may be two-way: let's discuss what needs to be accomplished in the marketing brochure you're designing.' Additional communication takes place to review what has been accomplished and obstacles preventing progress.

**Goal-Setting** - As stated above, specific goals may be established by the manager or may evolve after a discussion between manager and employee. Failures in delegation can often be traced back to a lack of understanding of the desired output or deliverable. I thought you only wanted recommendations, not an implementation plan.'

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

**Monitoring Performance and Providing Feedback** - I want a weekly update on plan accomplishments.' Managers decide how much monitoring is necessary. The amount of monitoring depends on the priority of the task and the person doing it. Providing feedback is the responsibility of the employee. Keeping the manager informed, especially when the plan is off track, is critical.

#### **5. Answer these questions.**

1. If you are a manager, what sort of style do you have?
2. If you were a manager, what sort of style do you think you would have?

#### **6. Work in groups of three. Decide which of the following statements are true for your style.**

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

#### **7. Discuss the following questions.**

1. Which of the three management styles would you prefer to use as a manager?
2. Which of the three management styles would you prefer to experience as an employee?

**8. The text describes four commonly recognized management styles (Directing, Supportive, Coaching and Delegating). What do you think characterizes each style? Read the text and check your predictions.**

### **Text 3. WHICH MANAGEMENT STYLE TO USE**

A manager is generally responsible for a project or a team of people and, essentially must be able to communicate, negotiate and influence. However, these skills can be performed in different ways. A key component of job satisfaction is the relationship between managers and their staff. This, in turn, is influenced both by the people and management styles involved.

#### ***Four basic styles***

Management styles do not always fit into nice, neat, recognised definitions. However, management writer, Ken Blanchard narrows management down to four basic styles: directing, supporting, coaching and delegating.

#### **Directing**

Directing is telling someone how and when to do something. Most managers find this style easy to use. It works best when tasks are straightforward and when the manager is better informed and more experienced than the member of staff. This style also works well when decisions have to be made immediately, when risks cannot be taken or when a task has to be performed to a given specification. Directing is also suited to situations where commitment from staff is irrelevant and where perhaps large numbers of staff are involved in completing a task. This style, however, does not come easily to everyone.

#### **Supportive**

A supportive style is appropriate for staff that has ability but need motivation or more confidence. A manager who uses this style needs to be a good listener but also needs to be able to provide encouragement to staff who may be reluctant to recognise their own achievements. A manager using this style works alongside staff as a colleague and offers honest praise and encouragement when appropriate in order to raise motivation levels. Supportive management is about finding out how the other person feels (e.g. ask "how do you feel that task went?") and giving constructive feedback. Managers should ask themselves questions such as: Do I acknowledge success and build on it? Do I analyse set-backs, identify what went well and give constructive guidance to improve future performance? Do I show those who work with me that I trust them or do I surround them with unnecessary controls? Do I provide adequate opportunities for training and retraining if necessary? Do I encourage each individual to develop his or her capacities to the full? Do I recognise the contribution of each member of the team and encourage team members to do the same?

#### **Coaching**

Coaching uses a combination of directing and supporting. It requires good two-way communication between staff and managers and is used as a vehicle to enable staff to develop their skills and competence. Relationship building is crucial. Coaching opportunities often arise during normal day-to-day activities and managers can informally

coach staff as the need arises. Some organizations employ professional coaches. Coaching works on the premise that the person doing the coaching has confidence that the person being coached will succeed. The stages involved in coaching include: identifying the areas of knowledge, skills or capabilities where learning needs to take place; ensuring that the person understands and accepts the need to learn; discussing with the person what needs to be learnt and the best way to undertake the learning; getting the person to work out how they can manage their own learning while identifying where they will need help; providing encouragement and advice; providing specific guidance as required; agreeing how progress should be monitored and reviewed.

### **Delegating**

Of the four basic styles delegation is perhaps the most challenging. Some managers tend to have a reluctance to let go of a task and often end up supervising rather than delegating. Other managers delegate and disappear, failing to check on how the delegated task was completed or failing to carry out progress checks. Often delegation fails as a management style because of poor communication about the delegated task. Delegation works when agreement is reached on the nature of the delegated task, deadlines for completion are agreed, it is decided how potential problems will be addressed and the right person is chosen for the task.

Staff who are delegated a task need to be respected for their knowledge and skills. They should be involved in the decisions about how progress on the delegated task will be monitored. Because delegation is not abdication by a manager, the person to whom a task is delegated should be aware of the lines of accountability for the delegated task.

### **9. Match the following statements to the management styles described in the text.**

1. This style is appropriate if you need to develop confidence in your staff.
2. In this style it is necessary to agree on a time for completion of the task.
3. This style requires the manager to believe their staff will succeed.
4. This style is appropriate when it does not matter how committed your staff are.
5. This style works best when the most suitable person is selected for the job.
6. This management style is most effective for rapid decision-making.
7. In this style manager and staff need to agree on a system for checking progress.
8. This style requires the manager to acknowledge how every team member contributes.

### **10. Discuss the following questions.**

1. Which of the management techniques described in the article have you experienced?
2. Which management style most appeals to you? Why?

### **11. Discuss these questions:**

1. Do you know any other management styles?
2. Do you think that management style is bound to reflect the company structure as much as the personality of the individual?

## 12. Read and translate the text.

### Text 4. MANAGEMENT STYLES AND QUALITIES

Every manager will be different, but over the years management theory has established three broad categories of management style:

#### **The authoritarian manager**

This person is strict, demanding, controlling and probably too rigid in their views. They take a top-down approach. But some staff like this - they know where they stand and what their responsibilities are. Their jobs are clearly defined.

#### **The consensual manager**

This person believes in consultation, and in coaching and mentoring their staff to help them develop. Subordinates usually like this type of manager, but the manager may lack vision and fail to show leadership.

#### **The hands-off manager**

This person delegates everything, or just leaves problems in the hope that they go away. They will justify their style as empowerment (ie giving control over decisions to other people), but subordinates will feel a lack of guidance and support. Liaison between colleagues (co-workers) will be uncoordinated.

An important point is that management style might reflect the company culture as much as the personality of the individual. So a hierarchical company with a bureaucratic decision-making process will suit one type of manager. On the other hand, a decentralized company where low-level managers can take the initiative will suit another.

We also have to remember that different business situations will require different management qualities:

- Consider the manager who is methodical, systematic and organized. Is that always a good thing? Maybe there are situations where it's better to be intuitive and flexible, or to take decisions quickly without knowing all the facts.
- Consider the manager who is a good team player, co-operative and supportive. Is that always a good thing? Maybe there are situations where it's better to work on your own, being self-motivated and proactive.

#### ***Qualities or skills?***

Here is something interesting to think about: notice that in the text above there is reference to styles and qualities, not to skills. This distinction is important. Qualities are a part of your character and personality - they were present at birth or formed early in your life and you will find it hard to change these things. Skills, however, are things you can learn - like how to speak another language, or give a good presentation. Skills can be developed and improved through practice and experience, qualities much less so. That raises many issues for training, personal development and career choice.

#### ***Person specification***

When looking for candidates for a particular job, many companies produce both a job specification and a person specification. This helps recruitment agencies and or the human resource department to find suitable people. The person specification will in-

clude the skills needed, experience needed and personal qualities of the ideal candidate. The example below shows the final section, personal qualities.

### **PERSON SPECIFICATION**

#### *Skills and abilities*

The ideal candidate will be able to demonstrate the following skills:

An ability to ...

#### *Personal qualities*

##### ***Business knowledge***

The ideal candidate will:

- have a good understanding of the market
- keep up to date with developments in the field

##### ***Strategic ability***

The ideal candidate will:

- be able to translate company strategy into individual business unit objectives
- be able to balance conflicting business interests within the organization

##### ***Organizational ability***

The ideal candidate will:

- be a good administrator
- be a good time-manager
- be conscientious and thorough
- be a good team-builder

##### ***Relation to subordinates***

The ideal candidate will:

- have an ability to motivate
- know when to delegate and when to refer upwards
- keep good lines of communication
- have an 'open door' policy
- be a good listener
- have an ability to control and give feedback in an appropriate way

##### ***Character***

The ideal candidate will:

- like challenges
- be prepared to take risks
- be honest and transparent
- be single-minded and determined
- be able to recover quickly after a setback
- stay calm under pressure

### **13. Answer the following questions:**

1. How can you describe an authoritarian type of manager?
2. What is good and bad about the consensual manager?
3. What do you know about the hands-off manager?



4. Do you agree that different business situations require different management qualities? Prove it.
5. What is the difference between qualities and skills?
6. What do companies usually produce when looking for candidates for a particular job?

**14. Discuss these questions.**

1. What managers would you prefer to work with? Why?
2. What person specification would you like to have for your company?

**15. Discuss these questions.**

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

Do you think the culture of your country is similar enough to those of neighbouring countries to have the same management techniques? Or are there countries nearby where people have very different attitudes to work, hierarchy, organization, and so on?

A Dutch researcher, Fons Trompenaars, and his associates, have asked nearly 15,000 business people in over 50 countries a number of questions which reveal differing cultural beliefs and attitudes to work. Here are five of them, adapted from *Riding the Waves of Culture: Understanding Cultural Diversity in Business*. They concern ways of working, individuals and groups, rules and personal friendships, and so on. What are your answers to the questions?

1. If you had to choose, would you say that a company is (a) a system designed to perform functions and tasks in an efficient way, using machines and people, or (b) a group of people who's functioning depends on social relations and the way people work together?
2. What is the main reason for having an organizational structure in a company? (a) So that everyone knows who has authority over whom, or (b) so that everyone knows how functions are allocated and coordinated?
3. Will (a) the quality of an individual's life improve if he or she has as much freedom as possible and the maximum opportunity to develop personally, or (b) the quality of life for everyone improve if individuals are continuously taking care of their fellow human beings, even if this limits individual freedom and development?
4. A defect is discovered in a production facility. It was caused by negligence by one of the members of a team. Would you say that (a) the person causing the defect by negligence is the one responsible or (b) because he or she is working in a team the responsibility should be carried by the whole group?
5. Imagine that you are a passenger in a car driven by a close friend who hits and quite seriously injures a pedestrian while driving at least 25 kilometres an hour too fast in town. There are no other witnesses. Your friend's lawyer says that it will help him a lot if you testify that he was driving within the speed limit. Should your friend expect you to do this?

**16. Read the text below, and see if your suggestions above coincide with the nationalities mentioned.**

### **Text 5. CROSS-CULTURAL MANAGEMENT**

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

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

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

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

Trompenaars also reports that Singaporean and Indonesian managers objected that pay-for-performance caused salesmen to pressure customers into buying products they

didn't really need, which was not only bad for long term business relations, but quite simply unfair and ethically wrong.

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

In discussing people's relationships with their boss and their colleagues and friends, Trompenaars distinguishes between universalists and particularists. The former believe that rules are extremely important; the latter believe that personal relationships and friendships should take precedence. Consequently, each group thinks that the other is corrupt. Universalists say that particularists 'cannot be trusted because they will always help their friends', while the second group says of the first 'you cannot trust them; they would not even help a friend'. According to Trompenaars' data, there are many more particularists in Latin and Asian countries than in Australia, the USA, Canada, or northwest Europe.

### **17. Answer these questions.**

1. How would you explain the concept of «globalization»?
2. Why might a 50-year-old Japanese manager be offended if he had to negotiate with or report to a well-educated but inexperienced 30-year-old American?
3. Why was the American concept of pay-for-performance unpopular in Italy, and in Asia, in Trompenaars' example?
4. Why do universalists disapprove of particularists, and vice versa?

### **18. Read and translate the text.**

#### **Text 6. HOW TO LEARN**

Cultural differences are an important factor when it comes to how and what managers should learn and from whom. Different cultural responses to management education are particularly revealing. For example, German and Swiss managers tend to favour structured learning situations with clear pedagogical objectives, detailed course outlines and schedules, and the 'right answer' or superior solution. This is very much in contrast with the view typically held by people from Anglo-Saxon cultures such as Britain and the USA. Most British participants in courses dislike a structure that is too rigid. They tend to prefer more open-ended learning situations with loose objectives and practical tasks. The suggestion that there could be only one correct answer is less acceptable to them.

The idea of working in groups may come more naturally to Asian managers than to the more individualistic Anglo-Saxons. On the other hand, Asian participants experience more difficulty having to 'sell' their ideas in a group, with the potential for open disagreement and conflict, and therefore possible loss of face. Nor do they quite see the

point of learning from other students who are no more knowledgeable than themselves. Wisdom resides in the hierarchy.

Group discussions may seem perfectly natural to Americans, who have been encouraged as students to express their own ideas and opinions. British students too have been educated to challenge and debate the ideas put forth by each other, including the teacher. British culture values the ability to prove one's case, eloquently, even at the expense of others. Anglo-Saxon culture is more tolerant of confrontation and uncertainty, and is less concerned with status differences, either among participants or between themselves and the teacher. This can be quite a shock to students from Asia and many Central European countries, which are not used to either voicing their opinion in class, disagreeing with each other, or actively debating with the professor.

Training that makes extensive use of case studies, business games, and management exercises such as role-plays, favours learning by doing rather than learning by lecture and reading. It indicates a preference for experiential or active learning rather than cognitive or reflective learning. It also reflects an inductive rather than deductive approach; cases or exercises are used to arrive at general principles or theories (the Anglo-Saxon approach) rather than starting with a theory or framework, which is then applied to a given situation (the approach in many countries in Europe). As a result, so European managers may not always see the point of some of these exercises, and some complain that seminars conducted by US trainers are not sufficiently serious or theoretical. US managers, on the other hand, want training to be more concrete, practical and fun.

With each culture favouring different training and development practices, it may be difficult to integrate these into a coherent or consistent policy within an international organisation. However, standardising training methods may be important if the company needs to communicate specialised knowledge quickly across different units, or if the special quality of the company training programmes is regarded as a major source of attracting new recruits.

On the other hand, multinational companies may have a lot to gain from crossfertilising different approaches, and providing opportunities for training and development that appeal to people with different abilities, learning styles, educational backgrounds, and, of course, cultures. In fact, working with groups of managers from different countries often requires a mixed pedagogical approach, as well as the use of trainers of different nationalities.

*From Managing Across Cultures,  
Pearson Education Limited*

### **19. Answer these questions.**

1. Which of these statements gives the best summary of the text on the opposite page?

a) Multinational companies should try to standardise their approach to training and development.

b) The way people learn should be considered when planning international training courses.

c) The US approach to training is the most effective.

2. Which approach to training in international organisations do you think the authors prefer
- a) standardised training methods
  - b) a mixed pedagogical approach

**20. Mark these statements T (true) or F (false) according to the information in the text. Find the part of the text that gives the correct information.**

1. German and Swiss managers like training courses to be clear and well-structured.
2. British managers dislike training courses and prefer to learn by doing things on the job.
3. Asian managers want to learn from the teacher, not from each other.
4. Courses attended by British and US participants often lead to conflict and arguments.
5. British trainers are often concerned about the status of participants in their seminars.
6. British and American trainers like using role plays and simulations.
7. European managers consider American training courses to be badly organised.

**22. Read and translate the text.**

**Text 7. HOW TO LEARN IN A GLOBAL CLASSROOM**

Today's Tuesday, this must be Hong Kong. No, not the confused words of a jet lagged traveller, but the words of an international executive on a business management course.

Our German manager from Lufthansa will have flown in to the former British colony on whistle-stoptours of LG, the Korean conglomerate, and Standard Chartered Bank, whose main operations are in the Middle East and Asia-Pacific, as part of his international training programme. After that, the next stop could be Brazil to see how ABB, the international engineering group, adapts its working practices to local conditions.

The globe-trotting executive is already a well-established figure in the international picture. But he or she is now being joined by the global executive on a management training course. Why hold dry in-house study programmes, repeating old ideas, when the environment that today's stop-flight executives operate in is global? Business schools have responded by offering courses in which the international element is the central point. At London Business School's Global Business Consortium, for example, a senior manager from each of ABB, British Telecom, LG, Lufthansa, SKF from Sweden, and Standard Chartered Bank come together each year to learn about how different global businesses operate.

Each of the regions of Europe, Asia and South America are represented in the operations of these six blue chip multinationals. The emphasis is on participants learning from each other. Insights into cultural pitfalls and practical guidance are also part of the package.

But the only way of getting a feel for the special considerations of operating on the ground in another country is to visit the region itself and meet local leaders, academics

and senior managers. Here course participants will aim to gain a better understanding of the relationship between global strategy and regional characteristics. Each of the participating companies acts as host to the other five as part of the module-based learning programme. On site they will work in a multinational team analysing various aspects of the host company's strategy.

The Ashridge European Partnership MBA has been running since September 1998. Three German companies - Lufthansa, Deutsche Bank and Merck – have formed a consortium enabling employees to study for an MBA with Ashridge Management College, in the UK. 'The English learning atmosphere is different from that in Germany,' said Dr Peter Weicht, director of personnel and organisational development at Merck, the international chemical and pharmaceutical group. 'It is good for team-building, which will be very important between different cultures. In England there is a more relaxed relationship between lecturer and student.'

Dr Martin Moehrle, head of management development for Deutsche Bank, also favours global training. 'In Germany we are too domestically oriented; to become more international it is a must to be exposed to the English language and to other industries.' He was impressed, too, by the 'modern approach' of the Ashridge MBA compared with its more technical, accounting-led German equivalent, which is less concerned with leadership issues.

Another plus for organisations favouring the international element in training is that it will help them to attract those ambitious men and women who want to continue their studies. These training options enable high-fliers to carry on with education without leaving the company. However, there are drawbacks.

Deutsche Bank, in particular, has had the experience of talented employees leaving their job to attend the Ashridge course, only to join another company later.

## **22. Answer these questions:**

1. a) How many companies take part in each programme?  
b) Which company is involved in both programmes?
2. What is the main emphasis on the London Business School (LBS) Programme?
  - a) to learn about how different global businesses operate
  - b) for the participants to learn from each other
  - c) to provide experience of working in multinational teams
3. In which country does the second programme take place, and what language is used?

## **23. Mark these statements T (true) or F (false) according to the information about the LBS Programme. Find the part of the text that gives the correct information.**

- a) Much of the course is based on lectures and discussions.
- b) The programme runs every year.
- c) The programme is aimed at young managers with high potential.
- d) The participants travel a lot as part of the programme.
- e) Part of the course involves staying in Brazil to get work experience.
- f) Each participant visits five different companies.
- g) The programme involves a lot of project work.

## 24. Discussion questions

1. Which of the following do you think have been the most important influences on you?

Do you think the same is true of most people?

- the characteristics you inherited from your parents
- your family environment in early life
- your friends and social life, the things you do in your free time
- primary or secondary school, teachers and what you learnt
- higher education
- your job
- the culture of the particular company
- the people in your team

2. Do you believe that it is possible to sum up national characteristics in a few words? Is there usually some (or a lot of) truth in such stereotypes? Or, on the contrary, do you find such stereotyping dangerous?

3. For management positions do you think the job or task should be adapted to the person who does it, or should the individual employee adapt to the needs of the job?

4. Would you like to work for a company that had a pay-for-performance policy? Does this only work for salespeople, or could it be extended to all jobs?

5. Do you like the idea of matrix management, or would you rather report to only one powerful boss?

6. Do you like to work in a team?

7. Do you like to learn from other students?

8. Do you like using role plays and simulations?

9. In your company or in your country is it acceptable to :

- show that you are emotionally involved in your work?
- make eye contact with hierarchical superiors?
- wear fairly casual clothing to work
- make jokes in meetings?
- disagree with superiors in meetings?
- occasionally arrive late for work or meetings?
- socialize with superiors or/and colleagues
- gesticulate while you talk
- move very close to someone as you talk to them?
- touch someone on the arm as you speak to them?
- look at someone in the eyes for a long time while talking to them?
- laugh loudly at work and in meetings?

10. Do you read a guidebook before going to a foreign country, especially one where you don't speak the language?

## EXERCISES

### 1. Answer the questions:

1. What is your field of science/research?
2. What is your particular area of research? What are you specializing in?
3. What are the latest achievements in this field of science?
4. What fundamental discoveries have been made in your field of science/ research?
5. Can you name some outstanding researchers in your field of science? What contribution have they made?
6. Do achievements in your branch of science/ research influence everyday life? In what way?
7. What further developments can you predict in your field of science/ research?

### *Active vocabulary*

- to do/to carry out/ to carry on/ to conduct research
- to contribute/ to make a contribution to
- to influence/ to affect
- to study/ to investigate/ to explore
- to put forward an idea
- to suggest an idea/ a theory/a hypothesis
- to advance/ to develop/ to modify a theory
- to predict/ to forecast/ to foresee
- to accumulate knowledge
- field of science/ research
- latest/recent achievements/developments/advances
- an outstanding/prominent/world-known scientists/researcher

### 2. Complete the following sentences. Speak about your field of science/ research.

1. I do/ carry out research in the field of...
2. It is the branch of science that studies...
3. Major developments include advances in ...
4. Remarkable advances have been made ...
5. My current field of science/research is ...
6. It is difficult/ not difficult to foresee/predict ... .

### *Active vocabulary*

- to deal with/ to consider the problem
- to be the subject of special/particular interest
- to be interested in
- to be of great/little/no interest/importance/significance/value/use
- to take up the problem
- to work on the problem
- a lot of/little/no literature is available on the problem



### **3. Answer the questions:**

1. What is your research problem?
2. What is the subject of your research?
3. What is of special interest in the problem of your research?
4. Why has the interest in this problem increased considerably in recent years?
5. What concept is your research based on?
6. Is there much literature available on your research problem?
7. What are the main aspects of the problem that have been considered?

### ***Active vocabulary***

- purpose/aim/objective/goal/target
- a method/a technique/ a procedure
- detection/identification/observation
- measurement/calculation/computation/approximation
- consideration/generalization/deduction/assumption
- modeling/simulation
- advantages/merits
- disadvantages/shortcomings/limitations
- accurate/precise
- accuracy/precision
- reliable/valid/conventional/effective/useful/valuable
- data/results/method
- to make an experiment/analysis
- to reveal/to find/to confirm/to prove evidence
- to study/to examine
- to collect data
- to create
- to improve
- to work out/to develop/to design
- to verify/to check
- to approve/ to disapprove an assumption
- to use/to employ/to apply
- to allow/to permit/to provide
- to come into use
- results/findings/data/observations/evidence
- comprehensive/extensive
- detailed
- remarkable/encouraging/convincing
- preliminary
- sufficient/insufficient
- to collect/to get/to receive/to obtain data
- to treat the problem
- to succeed in/to make progress in/to be a success
- to fail in

- to be similar to/ to be the same as
- to coincide/ to be consistent with
- to agree with/to fit the assumption
- to support/in support of
- to conclude/to come to/to bring to a conclusion/to make conclusions

#### **4. Answer the questions:**

1. What is the subject of your current research?
2. What is the purpose of your research?
3. What method do you employ? Why?
4. What are the advantages of the method used over other methods or techniques?
5. What does the method consist in?
6. Do you find the method reliable/precise? Why?
7. How much time will it take you to complete your research successfully?
8. Have you already obtained any research results?
9. Has your research been successful?
10. Do your results coincide with those obtained by other researchers?
11. Are your results of theoretical or practical interest?
12. Do the data/results/observations/findings allow you to come to any definite conclusion(s)?
13. What conclusions have you come to?
14. How long will it take you to finish your research?
15. Are you going to publish the results obtained?

#### **5. Complete the sentences with the words from the Active vocabulary section. Speak about the purpose of your current research, the method used and the results obtained.**

1. Currently I ...
2. I make the experiments/analyses in order to ...
3. The purpose of my experiments/analyses is to ...
4. In our current research we ... the method of ....
5. The method/technique allows/permits ... to ....
6. The method/ technique makes it possible to ...
7. The method proves to be ...
8. At present a lot of work is being done to ...
9. The results we have ... so far cannot be used to ....
10. The evidence appears to ...
11. As a result of numerous experiments performed we have obtained sufficient data to ....
12. We have come to the conclusion that ... .

## СПИСОК ИСПОЛЬЗУЕМОЙ ЛИТЕРАТУРЫ

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