

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ХАРКІВСЬКА НАЦІОНАЛЬНА АКАДЕМІЯ МІСЬКОГО
ГОСПОДАРСТВА**

ЗБІРНИК ТЕКСТІВ І ЗАВДАНЬ

для практичної роботи
з дисципліни

**«ІНОЗЕМНА МОВА ПРОФЕСІЙНОГО СПРЯМУВАННЯ»
(АНГЛІЙСЬКА МОВА)**

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UNIT 1

ENGLISH AS A GLOBAL LANGUAGE

1. You will read an article about the English language. Before reading, in pairs discuss the following questions.

1. Why is the English language considered as a global language?
2. What impact does the English language have on other languages?

Because English is so widely spoken, it has often been referred to as a "world language", the lingua franca of the modern era, and while it is not an official language in most countries, it is currently the language most often taught as a foreign language. Some linguists believe that it is no longer the exclusive cultural property of "native English speakers", but is rather a language that is absorbing aspects of cultures worldwide as it continues to grow. It is, by international treaty, the official language for aerial and maritime communications. English is an official language of the United Nations and many other international organizations, including the International Olympic Committee.

English is the language most often studied as a foreign language in the European Union, by 89% of schoolchildren, ahead of French at 32%. Among some non-English speaking EU countries, a large percentage of the adult population can converse in English — in particular: 85% in Sweden, 83% in Denmark, 79% in the Netherlands, 66% in Luxembourg and over 50% in Finland, Slovenia, Austria, Belgium, and Germany.

Books, magazines, and newspapers written in English are available in many countries around the world, and English is the most commonly used language in the sciences with Science Citation Index reporting as early as 1997 that 95% of its articles were written in English, even though only half of them came from authors in English-speaking countries.

This increasing use of the English language globally has had a large impact on many other languages, leading to language shift and even language death, and

to claims of linguistic imperialism. English itself is now open to language shift as multiple regional varieties feed back into the language as a whole. For this reason, the 'English language is forever evolving'.

2. Match the words from the text to their meaning.

A	B
1. currently	a. to develop and change gradually over a long period of time
2. maritime	b. a formal written agreement between two or more countries or governments
3. treaty	c. in or moving through the air
4. aerial	d. at present
5. converse	e. influence
6. impact	f. talk
7. evolve	g. relating to the sea

3. Answer the following questions.

1. Why has the English language often been referred to as “a world language”?
2. What proves that English is the language most often studied as a foreign language?
3. What is the influence of English on other languages?

4. Read the text about the English language and complete it with the words from the box

prosperous interact common teach spread regional progress

India is a vast country with different languages in different parts of the country. These 1)..... languages differ from each other so much that it is not

possible to communicate with people of other regions without a common language. India is on the road to become a strong and 2)..... nation in the world. For all this, there is need of a 3)..... language i.e., English. It is this language which is understood almost all over the region in addition to national language of Hindi, all schools and colleges 4)..... English and mostly have it as a medium of instruction.

This language is a store house of social and political knowledge. Hence, study of English language is of great importance for a developing country like India. Without knowledge of this language, our technicians, mechanics and engineers cannot 5)..... .

India is a peace-loving country and wants to 6)..... the same message to all countries of the world. The other countries also take interest to understand and know this policy of India. English is such a language having an international status and can provide the best medium to 7)..... with outside world. If India is to utilize these opportunities, and expand its universal view point, then English is the only language which should be learnt by all of us.

5. Try the quiz. How much do you know about the world's major languages?

1. Approximately how many languages are there in the world?

- a. 650
- b. 6.500
- c. 65.000
- d. 650.000

2. Order the world's top ten languages according to the number of native speakers.

- a. Portuguese
- b. Chinese
- c. Russian
- d. English
- e. Hindi
- f. Arabic
- g. Japanese
- h. German
- i. Spanish
- j. Bengali

3. How many people speak English as a first, second or third language?
- a. 0.5 billion c. 1 billion
b. 1.5 billion d. 2 billion
4. In a recent survey how many Europeans said everyone should speak English?
- a. 49% c. 89%
b. 69% d. 99%
5. How much of the world's e-mail is written in English?
- a. 50% c. 70%
b. 60% d. 80%
6. How many languages 'disappear' every year?
- a. 2 c. 10
b. 5 d. 20

6. Discuss with your partner:

—What other languages might eventually take over from English as the international language of communication?

UNIT 2

ENGLISH SPEAKING COUNTRIES

1. You will read an article about the English speaking countries. Before reading, answer the following questions.

1. What English speaking countries can you name?
2. What do you know about the English Speaking countries?

English spread all over the world. Great Britain, the USA, Canada, Australia

and New Zealand are English speaking countries. Why is English so extended language in the world?

During the 17th and 18th centuries British navigators sailed across the seas with the aim of extending Britain's power and prosperity. They colonized new territories around the world, taking their language with them. The first New World settlement was established in Jamestown in America in 1607. Canada was won from the French in 1763. During the 17th century British rule was established in the West Indian islands of Antigua, Barbados, Jamaica, St Kitts and Trinidad and Tobago. Australia and New Zealand were discovered during Capitan Cook's voyage in 1768. English was imposed as the official language of the new colonies; it was the language of education and administration.

English speaking countries are situated in different parts of the world and differ in many ways. The weather and climate of these countries, and the way of people's life differ. Each country has its own history, customs, traditions, and its own national holidays. But they all have a common English language.

The United Kingdom of Great Britain and Northern Ireland consists of 4 parts: England, Scotland, Wales, and Northern Ireland. There are no high mountains, no very long rivers, no vast forest areas in the U.K. Great Britain is a parliamentary monarchy. Englishmen are proud of their traditions and carefully keep them up. Christmas day is one of their favorite holidays. It's celebrated on the 25-th of December. Traditions connected with it are to give presents to each other, to send Christmas cards and to make traditional Christmas dinner with turkey and pudding.

The USA is situated in the central part of the North American continent. The population of the USA is about 240 million people. Most of Americans speak English. But there we can also meet French, German and other languages. The USA is a highly developed industrial country.

Canada has two official languages – English and French.

Australia and New Zealand are situated in the southern hemisphere summer, so the warmest month is January, and the coldest winter month is June. Snow falls only on the mountains there. Many immigrants from England, Wales, Scotland and Ireland live in Australia and New Zealand.

2. Look at the underlined words and try to explain them.

3. Answer the following questions.

1. What are the English speaking countries?
2. Why did the British navigators sail across the seas?
3. When and where was the first New World settlement established?
4. When was Canada won?
5. What places was the British rule established during the 17th century in?
6. When were Australia and New Zealand discovered?
7. What language was imposed as the official language of the new colonies?
8. Are the English speaking countries situated close to each other?
9. Do the weather and climate of these countries differ?
10. What unites all the English speaking countries?
11. What does the United Kingdom of Great Britain and Northern Ireland consist of?
12. What is the population of the USA?
13. How many official languages has Canada got?
14. Where are Australia and New Zealand situated?

4. Read the text about New Zealand and complete it with the words from the box.

area	self-governing	educational	moist
symbol	founded	bushes	exports

New Zealand

New Zealand is a very interesting country. It has got total 1)..... of 269,000 square kilometers. It is situated to the south-east of Australia in the Pacific Ocean. It consists of two main islands (North Island and South Island) and some smaller ones. Nearly 3.5 million people live in the country. The capital of New Zealand is Wellington. It is a financial centre too. The city was 2)..... in 1840 and has been the capital since 1865. The official language is English. The climate of New Zealand is 3)..... . New Zealand is rich in minerals. There are some main industries in the country, for example, iron and steel industry. The country has gas and petroleum. There are many mountains in New Zealand. The highest is Mount Cook (3,764 metres or 12,349 feet). There are many rivers and lakes in the country. The chief rivers are the Waikato and the Wairu. You have heard about the native animals in the country. One of them is the kiwi. This interesting bird lives in the wet parts of the thick 4)..... . In the day-time the bird does not go out. It comes out only at night to find food. Kiwis cannot fly. Many years ago kiwis were hunted for food. Now the government does not permit hunting the kiwis. The kiwi is now the 5)..... of New Zealand's people. Small children are often called kiwis. New Zealand is an independent state, but formerly it is a part of the British Empire. The head of the state is the Queen. New Zealand is 6)..... state. The Parliament consists of one House only, the House of Representatives. The Prime Minister is the head of the government. New Zealand has got heavy industry. There are many plants in the country. Paper and rubber industries are developed too. New Zealand 7)..... wool, meat, butter. There are some big cities such as Auckland, Wellington, Christchurch, Dunedin, Nelson. Auckland and Wellington are the main ports of the country. There are some 8)..... and cultural institutions in Wellington. They are the University of New Zealand, Victoria University College and others. Victoria University was established in 1897. New Zealand is a very interesting and beautiful country.

5. Answer the following questions and check how much you know about the British Isles

1. What is the name of the Queen of Great Britain?
2. What parties are there in Great Britain?
3. Can you name the capitals of the parts of Great Britain?
4. What is the Tower of London notable for?
5. What are the principal rivers in England?
6. What are the main rivers in other parts of the UK?
7. What is the highest mountain in the United Kingdom?
8. Is the United Kingdom rich in mineral resources?
9. What ethnic groups constitute the population of Great Britain?
10. What do you know about the educational system in Britain?

6. Prepare a report about any English speaking country.

UNIT 3

HIGHER EDUCATION IN BRITAIN

1. You will read an article about the higher education in Britain. Before reading, answer the following questions

1. What famous British universities do you know?
2. Has the number of higher education students increased in Britain?

When higher education of Great Britain is being spoken about the University education is generally meant. But in fact there is a considerable amount of post-school education, including part-time as well as full-time studies carried on in technical colleges, teacher training colleges, art colleges, institutes of adult education and so on.

Higher education, consisting of degree and equivalent courses, has experienced a dramatic expansion. The number of higher education students in Britain

almost doubled between 1979 and 1993 to 1.5 million, so that today around 30 percent of young people enter full-time higher education.

There are about 90 universities, which enjoy academic freedom. Every University is autonomous and responsible to its governing body. The regulations differ from University to University. While there are similarities between them, they all differ from Oxford and Cambridge, where is a number of separate colleges, each with their own regulations and courses of studies. The new, so-called "red-brick" Universities are divided into various faculties: Faculty of Arts, Faculty of Science, Faculty of Social and Economic Studies, etc.

University degree courses are generally being taken for three, four or even five years. University teaching combines lectures, practical classes and small group teaching in either seminars or tutorials. The last is a traditional feature of the Universities of Oxford and Cambridge.

First degree courses are mainly full time and usually last three years, with longer courses in subjects such as medicine. Universities offer courses in a broad range of academic and vocational subjects, including traditional arts subjects, the humanities, and science and technology. The government encourages young people to choose degree courses in subjects, or combinations of subjects, that provide the knowledge and skills required by a technologically advanced economy.

Over 95 percent of students on the first degree and comparable higher education courses receive government grants covering tuition and accommodation and other maintenance expenses. Parents also contribute, the amount depending on their income. In addition, students can take out loans to help pay their maintenance costs.

2. Complete the following sentences.

1. The post-school education is carried on in _____.
2. Higher education, consisting of degree and equivalent courses, has experienced ___.

3. Every University is autonomous and responsible to _____
4. University teaching combines _____.
5. Universities offer courses in _____.
6. The government encourages young people to _____.
7. Parents also contribute the amount _____.

3. Decide if the following statements are true or false.

1. Part-time and full-time studies are carried on only at universities.
2. The number of higher education students has increased recently.
3. Every University is autonomous and responsible to its government body.
4. There are great differences between various Universities.
5. University degrees are generally being taken for four years.
6. Lectures and practical classes are traditional for teaching at Oxford and Cambridge.
7. First degree courses are both full-time and part-time.
8. Universities offer courses in a broad range of academic and vocational subjects.
9. All students on the first degree receive government grant.
10. Students can take out loans to help pay their maintenance costs.

4. Answer the following questions.

1. What is the system of higher education in Great Britain?
2. What does higher education consist of?
3. What can you say about the increase of higher education students' number?
4. How many Universities are there in Great Britain at present?
5. Who is every university responsible to?
6. For how many years are university degree courses taken?
7. What does university teaching combine?
8. Where is a traditional feature of Cambridge and Oxford?

9. How many years do the first degree courses last?
10. What courses does University offer?
11. Who does the government encourage?
12. Why does the government encourage young people?
13. What do students on the first degree receive?
14. What do parents contribute?
15. What can students take out to help pay their maintenance costs?

5. Discuss the following quotations.

“Education’s purpose is to replace an empty mind with an open one”.

Malcom Forbes (US publisher)

“Education is what remains when we have forgotten all we have been taught”

Lord Halifax

UNIT 4

BRITISH ECONOMY

1. You will read an article about British Economy. Before reading, in pairs discuss the following questions.

1. What do you know about the British Economy?
2. What is it mainly based on?

The United Kingdom is one of the world’s largest exporters of manufactured goods per head of population. For every person employed in agriculture eleven people are employed in mining, manufacturing and building.

Apart from coal and iron ore Britain has very few natural resources. Its agriculture provides only half the food it needs. Most of if the raw materials such as oil and various metals (copper zinc, uranium ore and others) have to be imported. Britain also has to import timber, cotton, fruit and farm products.

Britain used to be richly forested, but most of the forests were cut down to make more room for cultivation. The greater part of land is used for cattle and sheep breeding, and pig raising. Among the crops grown on the farms are wheat, barley and oats. The fields are mainly in the eastern part of the country. Most of the farms are small. Farms tend to be bigger where the soil is less fertile.

Britain produces high quality expensive goods, which has always been characteristic of its industry. A shortage of raw materials, as well as the high cost of production makes it unprofitable for British industry to produce semi-finished goods or cheap articles. Britain mostly produces articles, requiring skilled labour, precision instruments, chemicals. Britain high quality consumer goods and articles made of various kinds of synthetic (man-made) materials.

The original basis of British industry was coal mining, and the early factories grew up not far from the main mining areas.

Glasgow and Newcastle became great centres of engineering and shipbuilding. Lancashire produced cotton goods and Yorkshire woollens, with Sheffield concentrating on iron and steel. Birmingham developed light engineering. There appeared a tendency for industry and population to move to the south, particularly to the London area. Britain's industry is now widely dispersed. Great progress was made in the development of new industries, such as the aircraft, automobile, electronic industries and others. A number of atomic power reactors were made. Great emphasis was made on the development of the war industry.

2. Match the pairs of words.

- | | |
|-----------------|--------------|
| 1) manufactured | a) metals |
| 2) mining | b) breeding |
| 3) pig | c) goods |
| 4) natural | d) raising |
| 5) synthetic | e) resources |

9. Aircraft, automobile and electronic industries are new Britain's industries.
10. Glasgow is famous for engineering and shipbuilding.

5. Answer the following questions.

1. What natural resources does Great Britain have?
2. What raw materials does Britain import?
3. Why does Britain have to import raw materials?
4. What does Britain export?
5. What is the characteristic feature of British industry?
6. Why is it unprofitable for Britain to produce semi-finished goods or cheap articles?
7. What are the main articles produced by British industry?
8. What are Britain's traditional industries?
9. What are Britain's main industries today?
10. What are the main industrial centres of Great Britain?
11. What are the main branches of British agriculture?
12. What is the greater part of land used for?
13. What crops are grown on the farms of Britain?
14. Why does Great Britain have to import farm products?

6. Prepare a report about Economy in Ukraine.

UNIT 5

MANAGEMENT AND MANAGER

1. Read an article about levels of management. Before reading, answer the following questions:

1. Can you define the term “management”?
2. What does the job of a manager involve?

Management means the members of administration of a business or an organization. They may be or may be not the owners of the business. But they are always selected by the owners to be responsible for different functions of the organization. A typical organization has three layers of management: the senior management, the middle management and the junior management.

Heads of major departments within the organization make the senior level. Leaders of sections make the middle management level. The junior management level provides a link with the rest of the workforce.

The word “management” has also another meaning. F. Pitt and V. Baker in "Management and Information" define it as "the making of decisions on the allocation of resources".

The common essential of all management activity is the flow of information. That is, the inward flow of data on which decisions can be based and the outward flow of the decisions.

A good definition of a manager is given by W. Brown and E. Jaques. A manager is "an individual who is accountable for more work than he/ she can do themselves and who gets some of it done through other people". This definition is related to managers who function at all levels.

The main functions of a manager are:

- 1) to forecast and plan (seeing into the future and drawing up plans of action);
- 2) to organize (to put plans into operation);

3) to command (to get the best performance from the staff);

4) to co-ordinate (to make it sure that each department's efforts harmonize with those of other departments);

5) to control (to see that everything works according to plan). Traditionally, there are the two styles of management - autocratic and democratic. Let us consider them.

Autocratic managers set objective for the group demonstrating their power and authority. They give orders and expect group members to obey them without any question. It is clear that in such situations group members do not make their own decisions.

Democratic managers, on the contrary, let group members set their own objectives. If they give orders they explain why and give reasons for their orders. Group members take part in decision making, they express different points of view. What is more, democratic managers take into consideration all their opinions before making a final decision. They also demonstrate the fact that the opinions of group members influence a final decision.

Researches show that the democratic style of management is much more effective. It leads to higher labour productivity, feelings of involvement into business and job satisfaction.

Of course, the autocratic management style can also achieve high productivity. However, researches show that such group members experience conflicts with management more often. They also show dissatisfaction with their work more often.

What modern researches also showed is that managers adopt more than one style in different situations. So, how do management styles vary? Let us consider the following table:

High	Tells	- manager makes decision and informs the group
	Sells	- manager makes decision and explains it to the

group

Consults - manager listens to suggestions, then makes decisions

Shares - manager defines limits and lets the group make decision

Low Delegates - manager allows group members to operate within defined limits

2. Find the words in the text to match the following definitions.

- a) organized according to the principle that everyone has a right to be involved in making decisions –
- b) the activity of controlling and organizing the work that a company or organization does –
- c) information or facts –
- d) organized according to the principle when a system of a company in which one person or group has unlimited power –
- e) to make a statement saying what is likely to happen in the future, based on the information that you have now –
- f) to organize an activity so that the people involved in it work well together and achieve a good result –
- g) a feeling of not being satisfied –
- h) all the people who work in a particular company –

3. Decide whether the following statements are true or false.

- 1. The members of administration of some business or organization can never be the owners of the business.
- 2. There are two styles of management.
- 3. Leaders of sections make the senior level.

4. One of the manager's main functions is to organize an activity in such a way that a company could achieve a good result.
5. Autocratic managers let group members set their own objectives.
6. The democratic style is considered to be more effective than the autocratic one.
7. Conflicts appear oftener in companies with the autocratic style of management.
8. Group members may set their own objectives in companies with democratic style of management.
9. As a rule managers use more than one style of management.
10. Management styles vary.

4. Answer the following questions.

1. What is the meaning of the word "management"?
2. What layers of management has a typical organization?
3. All management activity is the flow of information, is not it?
4. What a definition of a manager do you know?
5. What are the five main functions of a typical manager?
6. What is the difference between autocratic and democratic managers?
7. What do modern researches show?

5. In groups, discuss the following questions.

1. What qualities and potential abilities are necessary to become a good manager?
2. Do you agree with the opinion that "true leaders are born, not made"?

UNIT 6

LEVELS OF MANAGEMENT

1. Read an article about levels of management. Before reading, answer the following.

1. What do you know about management levels? How many levels are there? What are they?

Each organization can be represented as a three-story structure or a pyramid. Each story corresponds to one of the three general levels of management: top managers, middle managers, and first-line managers. At the basic level of this pyramid there are operating employees.

A top manager is an upper-level executive who guides and controls the overall activities of the organization. Top management constitute a small group. They are generally responsible for the organization's planning and developing its mission. They also determine the firm's strategy and its major policies. It takes years of hard work as well as talent and good luck, to reach the ranks of top managers. They are president, vice president, chief executive officer, and member of the Board.

A middle manager is a manager who implements the strategy and major policies handed down from the top level of the organization. Middle managers develop tactical plans, policies, and standard operating procedures, and they coordinate and supervise the activities of first-line managers. Titles at the middle-management level include division manager, department head, plant manager, and operations manager.

A first-line manager is a manager who coordinates and supervises the activities of operating employees. First-line managers spend most of their time working with employees, answering questions, and solving day-to-day problems. Most first-line managers are former operating employees who, owing to their hard work and potential, were promoted into management. Many of today's middle and top managers began their careers on this first management level. Common titles for first-line managers include office manager, supervisor, foreman and project manager.

Operating employees are not managers. They are qualified and non-qualified people working for the organization. For their labour or services they get salaries or wages. They represent the work force of the organization.

2. Explain the words from the text then use them in sentences of your own.

- | |
|-----------------|
| a) correspond – |
| b) basic – |
| c) guide – |
| d) overall – |
| e) implement – |
| f) supervise – |
| g) promote – |
| h) constitute – |

3. Decide if the statements are true or false.

1. Not every organization can be represented as a three-story structure or a pyramid.
2. There are three general levels of management.
3. A top manager is an upper-level executive.
4. Top management constitutes a large group.
5. Top managers are to determine the firm's strategy and its major policies.
6. The chief executive officer is a manager of the middle level management.
7. A middle manager develops the strategy and major policies of the organization.
8. The division manager is a manager of the middle level management.
9. A first-line manager supervises the activities of operating employees.
10. A project manager is a first-line manager.

4. Answer the following questions.

1. What are the levels of management?
2. What are the common titles of the top management?
3. What are they responsible for?
4. What are the common titles of the middle management?

5. What do the middle managers do?
5. What are the common titles of the first-line management?
6. What do the first-line managers do?

5. Be ready to speak about levels of management.

UNIT 7

AREAS OF MANAGEMENT

1. Read an article about areas of management. Before reading, answer the following.

1. What are the possible areas of management?

An organizational structure can also be divided more or less horizontally into areas of management. The most common areas are finance, operations, marketing, human resources, and administration. Depending on its purpose and mission, an organization may include other areas well—research and development, for example, or risk management.

A financial manager is primarily responsible for the organization's financial resources. Accounting and investment are specialized areas within financial management. Because financing affects the operation of the entire firm, many of the presidents of the largest companies are people who got their "basic training" as financial managers.

An operations manager creates and manages the systems that convert resources into goods and services. Traditionally, operations management is equated with the production of goods. However, in recent years many of the techniques and procedures of operations management have been applied to the production of services and to a variety of nonbusiness activities. Like financial management, operations management has produced a good percentage of today's company

presidents.

A marketing manager is responsible for the exchange of products between the organization and its customers or clients. Specific areas within marketing are marketing research, advertising, promotion, sales, and distribution.

A human resources manager is in charge of the organization's human resources programs. He or she engages in human resources planning, design systems for hiring, training, and appraising the performance of employees, and ensures that the organization follows government regulations concerning employment practices.

An administrative manager (also called *a general manager*) is not associated with any specific functional area but provides overall administrative leadership. A hospital administrator is a good example of an administrative manager. He or she does not specialize in operations, finance, marketing, or human resources management but instead coordinates the activities of specialized managers in all these areas.

2. Finish the sentences.

1. The most common areas of management are
2. A financial manager is responsible for
3. An operations manager creates
4. A marketing manager is responsible for
5. A human resources manager is in charge of
6. An administrative manager is not associated with

3. Answer the following questions.

1. What are the most common areas of management?
2. What is a financial manager in charge of?
3. What does an operations manager do?

4. What is the marketing manager responsible for?
5. What does a human resources manager do?
6. What does an administrative manager coordinate?

4. Read the statements and decide if they are true or false.

1. A human resource manager is responsible for providing financial advice and support to clients and colleagues to enable them to make sound business decisions.
2. A degree in financial management will not only teach students how to work in a finance department, but also how to manage others within the department.
3. We also explained that an administrative manager determines how much money the company needs, how and where it will get the necessary funds.
4. The operations manager will be responsible for data entry, accounts payable, payroll, grant report entry, managing the organizations HR.
5. A financial manager is responsible for finding and developing customer bases for a company's products.
6. A operations manager is responsible for managing and overseeing the personnel department within a company, organization or agency.
7. Human resources managers handle personnel decisions, including hiring, position assignment, training, benefits, and compensation.
8. In addition to performing general administrative tasks such as filing, data entry, correspondence, scheduling appointments and meetings, and fielding queries, an administrative manager is typically responsible for implementing and managing a business or organization's administrative systems.

5. Prepare a report about any area of management.

UNIT 8

COMPANY STRUCTURE

1. You will read an article about company structure. Before reading, discuss the following

1. How many different ways of organizing or structuring a company can you think of?
2. If you work for a company or organization, how would you describe the company structure?

The need for a solid structure within all business entities is 'absolutely fundamental', according to Ms Angela Tripoli, a lecturer in Business Administration at University College Dublin. Organizational structure concerns who reports to whom in the company and how different elements are grouped together. A new company cannot go forward without this and established companies must ensure their structure reflects their target markets, goals and available technology.

Depending on their size and needs there are several organizational structures companies can choose from. Increasingly though, in the constantly evolving business environment, many firms are opting for a kind of hybrid of all of them.

The most recognizable set up is called the *functional* structure where a fairly traditional chain of command (incorporating senior management, middle management and junior management) is put in place. The main benefit of this system is clear lines of communication from top to bottom but it is generally accepted that it can also be a bureaucratic set up which does not favour speedy decision-making.

More and more companies are organizing themselves along *product* lines where companies have separate divisions according to the product that is being worked on. In this case the focus is always on the product and how it can be improved.

The importance for multinational companies of a good *geographic* structure, said Ms Tripoli, could be seen when one electrical products manufacturer produced an innovative rice cooker which made perfect rice - according to western standards. When they tried to sell it on the Asian market the product flopped because there were no country managers informing them of the changes that would need to be made in order to satisfy this more demanding market.

The *matrix* structure first evolved during a project developed by NASA when they needed to pool together different skills from a variety of functional areas. Essentially the matrix structure organizes a business into project teams, led by project leaders, to carry out certain objectives. Training is vitally important here in order to avoid conflict between the various members of the teams.

During the 1980s a wave of restructuring went through industry around the globe. This process, known as delayering, saw a change in the traditional hierarchical structures with layers of middle management being removed. This development was driven by new technology and by the need to reduce costs. The overall result was organizations that were less bureaucratic.

The delayering process has run its course now. Among the trends that currently influence how a company organizes itself is the move towards centralization and outsourcing. Restructuring has evolved along with a more 'customercentric' approach that can be seen to good effect in the banks. They now categorize their customers and their complex borrowing needs into groups instead of along rigid product lines.

Another development can be seen in larger companies, which are giving their employees more freedom to innovate in order to maintain a competitive edge. Ms Julia MacLauchlan, Director of Microsoft's European Product Development Centre in Dublin, said the leading software company had a very flat organizational structure. 'There would not be more than around seven levels between the average software tester and Bill Gates,' she said.

Microsoft is a good example of a company that is structured along product lines. In Ireland, where 1151,000 employees work on localization of the software for all Microsoft's markets, the company is split up into seven business units. Each unit controls the localization of their specific products while working closely with the designers in Microsoft's Seattle Headquarters.

It works, said Ms Maclauchlan, because everyone who works in the unit is 'incredibly empowered'. 'Without a huge bureaucratic infrastructure people can react a lot more quickly to any challenges and work towards the company's objectives.'

2. Match these nouns as they occur together in the text.

- | | |
|---------------|---------------|
| 1) product | a) teams |
| 2) target | b) objectives |
| 3) borrowing | c) lines |
| 4) project | d) units |
| 5) delayering | e) company |
| 6) country | f) process |
| 7) business | g) markets |
| 8) software | h) needs |
| 9) company | i) managers |

3. Use an appropriate phrase from Exercise 2 to complete each sentence.

1. Banks need to be fully aware of their customers'
2. Many companies are now organized along.....in which each division is responsible for a group of products.
3. A matrix organization groups people into.....
4. Some companies are divided into different.....often also called profit centres.

5. A multinational company will often have a number of..... in charge of activities in different parts of the world.

4. Match these terms with their definitions.

- | | |
|----------------------|---|
| 1) business entities | a) focusing on the customer rather than the product |
| 2) set up | b) new, original |
| 3) innovative | c) companies |
| 4) flopped | d) something that makes you better than other companies |
| 5) outsourcing | e) did not succeed, failed |
| 6) customercentric | f) structure |
| 7) competitive edge | g) getting external companies to do work for your company |

5. Read the text about the different ways in which companies are organized and answer these questions.

1. Four main kinds of organizational structure are described in the article. What are they?
2. Is one kind of organizational structure more common than the others?
3. When did 'delaying' take place?
4. What were the reasons for delaying and what were the results?
5. How does Julia MacLauchlan describe Microsoft's organizational structure?

6. Match these definitions with the four organizational structures described in the text.

1. A cross-functional structure where people are organized into project teams.
2. A structure rather like the army, where each person has their place in a fixed hierarchy.
3. A structure that enables a company to operate internationally, country by

country.

4. A structure organized around different products.

7. Discussion.

The functional organizational structure has clear lines of communication. In contrast, where things are organized along product lines or with a matrix structure, people often report to two people at the same time their boss in the functional structure and their manager or team leader in the other structure. What, if any, problems could you imagine in the second case?

UNIT 9

MARKETING

1. You will read an article about marketing. Before reading answer the following.

1. How could you define the term 'marketing'?

One of the areas of management is marketing. Marketing is the process of planning and executing the conception, pricing, promotion and distribution of ideas, goods, and services to create exchange that satisfy individual and organizational objectives.

Marketing is an activity that includes different kinds of business dealings with the movement of goods and services from producer to consumer. It surrounds our everyday life. What is Marketing? Marketing experts and scientists working in this field, more often disagree with the definition of Marketing. Let us consider here the two definitions given by the two well-known specialists in this field.

Philip Kotler: "Marketing is a social and managerial process by which individuals and groups obtain what they need and want through creating and exchanging products and value with others."

Peter Drucker: "Marketing is the performance of business activities that direct the flow of goods and services from producer to consumer."

"The aim of marketing is to know and understand the customers so well that the product or service fits him and sells itself."

The ability to know some new wants and demands of customers, to recognize new trends and developments is very important in marketing. Those who produce must know what goods and services, where, for what prices, why, for what purpose their customers would like to buy. Marketing research in this respect helps producers very much.

The ABC of marketing is the so-called Marketing Mix. It includes the Four P's: product, price, place and promotion.

Place means the location of certain goods and services as well as distribution of them.

Promotion includes all kinds of communication in marketing, advertising, sales, direct mail, free additions, testers, fairs and shows to advertise new products and services, telemarketing with telephone sales, newspaper ads, etc. Promotion is considered to be, perhaps, the most complex element in the Four P's. It should be kept in mind that different groups and sections of people have different likings and dislikings. You have to take it into account making all goods and services appeal to different customers.

The third element in Marketing Mix is Product (Service). It is often connected with research and development of a new product or service, testing it to know for quality, searching the potential markets and, after all, introduction to the market.

Each product has its own "product life cycle". These cycles are different for different products, however, there are 4 stages of "life cycle" for each product. They are: introduction, growth, maturity and decline. It should be noted that Product is the most controllable of the four elements of Marketing Mix.

The most changeable element of all the four is Price. The definition of price is exchange of something of value for something else. It is as simple as that. And it is very important for customers. As prices rise we can buy fewer things or only things of lesser quality. On the contrary, as prices fall customers can buy more things or things of better quality.

2. Match these nouns as they occur together in the text.

- | | |
|-------------------|----------------|
| 1) organizational | a) life |
| 2) everyday | b) objectives |
| 3) business | c) dealings |
| 4) well-known | d) objectives |
| 5) managerial | e) markets |
| 6) individual | f) process |
| 7) potential | g) sales |
| 8) telephone | h) specialists |

3. Answer the following questions:

1. What do you understand under the word Marketing?
2. What does it include and what meanings of this word do you know?
3. Give the definition of Ph. Kotler. Comment it.
4. Give the definition of P. Drucker. Compare it with that of Ph. Kotler. Which of the two is better? Why?
5. What elements does Marketing Mix include?
6. What does Place in the Four P's mean?
7. What does Promotion include?
8. What is the third element of Marketing Mix?
9. What is the most flexible element?
10. What is the most complex element?

11. What does the so-called "product life cycle" include?

4. Complete the gaps in the text with the words from the box.

integral	resources	development	goals	mix	engage	revenue
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Marketing strategy is a method of focusing an organization's energies and 1)..... on a course of action which can lead to increased sales and dominance of a targeted market niche. A marketing strategy combines product 2)....., promotion, distribution, pricing, relationship management and other elements; identifies the firm's marketing 3)....., and explains how they will be achieved, ideally within a stated timeframe. Marketing strategy determines the choice of target market segments, positioning, marketing 4)....., and allocation of resources. It is most effective when it is an 5)..... component of overall firm strategy, defining how the organization will successfully 6)..... customers, prospects, and competitors in the market. As the customer constitutes the source of a company's 7)....., marketing strategy is closely linked with sales. A key component of marketing strategy is often to keep marketing in line with a company's overarching mission statement.

5. Prepare a report about marketing strategies.

UNIT 10

ADVERTISING

1. You will read an article about advertising. Before reading, discuss the following

1. Is advertising important in modern business world?

In small business they prepare their own copy and give it to newspapers, as a rule, or they mail circulars or form letters all by themselves.

In big business, however, they employ the whole army of specialists in the field of advertising. They work out advertising programmes, provide means for advertising purposes, discuss and solve many advertising problems with the owner or management of a company. As a rule, they advertise to sell their products and services through various advertising mass media.

Today there are many types of advertising. We can classify the most popular of them:

- 1) television advertising;
- 2) radio advertising;
- 3) space advertising (newspapers, periodicals, house walls);
- 4) stores advertising (including special departments);
- 5) mail advertising (letters, calendars, catalogues, circulars, booklets, give-aways);
- 6) position advertising (street-car, train, bus, window cards, billboards).

What is an effective advertisement? It is one that attracts your attention. It is such an advertisement which keeps an honest information about a product or a service. It often has a clever and interesting picture or drawing, skilful use of colours. It is also put in the right place.

Apart from attracting your attention a good advertisement must hold your interest. What is more, a really effective advertisement induces action. You simply go and buy this very product. In a word, a good advertisement sells the product or the service.

2. Complete each sentence with the word 'advertise' or a word formed from this word

1. They say that our manager has already discussed the new programme with our director.
2. They say that the is full of exaggerations.

3. They say that the agency in Bond Street always prepares effective that sell products very well.
4. They no longer alcohol or cigarettes at sporting events.
5. Many companies will only in the Sunday paper.
6. Both candidates are spending millions on television
7. They put an in the Morning News, offering a high salary for the right person.
8. Don't the fact that you are looking for another job.
9. Only a handful of people answered the
10. The Sunday papers are full of for cars.

3. Complete the gaps in the text with the words from the box

main	answer	responsibility	programme	select
marketing		company	manager	accounting

If you ask about the 1)..... functions of advertising managers the 2)..... is: the function number one is directing a company's advertising 3)..... . The function number two is to 4)..... the proper advertising agency exactly for a given 5)..... .

No less important one is his 6)..... for advertising budget. An advertising 7)..... makes decisions on time and frequency of advertising as well as on an approval of copy. As you see such a person must know 8)....., finance, sociology and be good at arts to cope with his functions well and to be a good specialist in the sphere of 9)..... .

4. Answer the following questions

1. Do businesses spend much on advertising in modern times?
2. Are products and services often advertised through mass media at present?

3. Do they prepare advertisement copies for television in small business?
4. In what business do they employ a great number of specialists for advertising purposes?
5. Today there are many types of advertising, aren't there?
6. A good advertisement sells the product, doesn't it?

5. Discussion.

Would you like to work in the sphere of advertising?

What area of advertising do you prefer?

UNIT 11

RISK MANAGEMENT

1. You will read an article about risk management. Before reading, discuss the following

1. What in your opinion does the term risk management mean?

Risk management is the identification, assessment, and prioritization of risks (defined in ISO 31000 as the effect of uncertainty on objectives, whether positive or negative) followed by coordinated and economical application of resources to minimize, monitor, and control the probability and/or impact of unfortunate events or to maximize the realization of opportunities. Risks can come from uncertainty in financial markets, project failures, legal liabilities, credit risk, accidents, natural causes and disasters as well as deliberate attacks from an adversary. Several risk management standards have been developed including the Project Management Institute, the National Institute of Science and Technology, actuarial societies, and ISO standards. Methods, definitions and goals vary widely according to whether the risk management method is in the context of project management, security, engineering, industrial processes, financial portfolios, actuarial assessments, or

public health and safety.

The strategies to manage risk include transferring the risk to another party, avoiding the risk, reducing the negative effect of the risk, and accepting some or all of the consequences of a particular risk.

Certain aspects of many of the risk management standards have come under criticism for having no measurable improvement on risk even though the confidence in estimates and decisions increase.

2. Match the items from column A and B to make pairs of words.

- | | |
|----------------|----------------|
| 1) natural | a) liabilities |
| 2) legal | b) application |
| 3) economical | c) management |
| 4) risk | d) events |
| 5) unfortunate | e) markets |
| 6) financial | f) causes |
| 7) industrial | g) processes |
| 8) public | h) health |

3. Answer the following questions.

1. What is risk management?
2. Where can risks come from?
3. Have there been developed any risk management standards?
4. Do methods, definitions and goals vary widely according to whether the risk management method is in the context of different spheres of life?
5. What do the strategies to manage risk include?
6. Why have certain aspects of many of the risk management standards come under criticism?

4. Complete the text with the words from the box.

carry	hijacked	gain	loss	liability
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Risk avoidance

This includes not performing an activity that could 1)..... risk. An example would be not buying a property or business in order to not take on the legal 2)..... that comes with it. Another would be not flying in order not to take the risk that the airplane were to be 3)..... . Avoidance may seem the answer to all risks, but avoiding risks also means losing out on the potential 4)..... that accepting (retaining) the risk may have allowed. Not entering a business to avoid the risk of 5)..... also avoids the possibility of earning profits.

5. Prepare a report about risk reduction.

UNIT 12

HUMAN RESOURCE MANAGEMENT

1. You will read an article about human resource management. Before reading, discuss the following

1. What does human resource management include?

Human resource management (HRM) is the strategic and coherent approach to the management of an organization's most valued assets – the people working there who individually and collectively contribute to the achievement of the objectives of the business. The terms "human resource management" and "human resources" (HR) have largely replaced the term "personnel management" as a description of the processes involved in managing people in organizations. In simple words, HRM means employing people, developing their capacities, utilizing, maintaining and compensating their services in tune with the job and

organizational requirement.

Its features include:

Organizational management

Personnel administration

Manpower management

Industrial management

But these traditional expressions are becoming less common for the theoretical discipline. Sometimes even employee and industrial relations are confusingly listed as synonyms, although these normally refer to the relationship between management and workers and the behavior of workers in companies.

The theoretical discipline is based primarily on the assumption that employees are individuals with varying goals and needs. The field takes a positive view of workers, assuming that virtually all wish to contribute to the enterprise productively, and that the main obstacles to their endeavors are lack of knowledge, insufficient training, and failures of process.

Human Resource Management (HRM) is seen by practitioners in the field as a more innovative view of workplace management than the traditional approach. Its techniques force the managers of an enterprise to express their goals with specificity so that they can be understood and undertaken by the workforce, and to provide the resources needed for them to successfully accomplish their assignments. As such, HRM techniques, when properly practiced, are expressive of the goals and operating practices of the enterprise overall. HRM is also seen by many to have a key role in risk reduction within organizations.

Synonyms such as personnel management are often used in a more restricted sense to describe activities that are necessary in the recruiting of a workforce, providing its members with payroll and benefits, and administrating their work-life needs. So if we move to actual definitions, Torrington and Hall (1987) define personnel management as being:

“a series of activities which: first enable working people and their employing organizations to agree about the objectives and nature of their working relationship and, secondly, ensures that the agreement is fulfilled”.

While Miller (1987) suggests that HRM relates to:

".....those decisions and actions which concern the management of employees at all levels in the business and which are related to the implementation of strategies directed towards creating and sustaining competitive advantage".

2. Match the definitions with the words from the text.

- 1) a method of doing something or dealing with a problem;
- 2) to make something continue to exist or happen for a period of time;
- 3) a decrease in the size, price, or amount of something;
- 4) to give money, help, ideas etc. to something that a lot of other people are also involved in;
- 5) if a piece of writing, set of ideas etc is coherent, it is easy to understand because it is clear and reasonable;
- 6) someone who is paid to work to work for someone else;
- 7) someone's ability to do something;
- 8) something you think is true although you have no definite proof;
- 9) something that makes it difficult to achieve something;
- 10) an attempt to do something new or difficult.

3. Answer the following questions.

1. What is human resource management?
2. What are the features of human resource management?
3. What is human resource management as a discipline primarily based on?
4. How is HRM seen by practitioners?
5. What synonyms of HRM are often used? When are they used?

4. Complete the text with the words from the box.

maximize	seek	labor	requirements
current	minimize	function	cost

Human resources purpose and role

In simple terms, an organization's human resource management strategy should 1)..... return on investment in the organization's human capital and 2)..... financial risk.

Human resource managers 3)..... to achieve this by aligning the supply of skilled and qualified individuals and the capabilities of the 4)..... workforce, with the organization's ongoing and future business plans and 5)..... to maximize return on investment and secure future survival and success.

In ensuring such objectives are achieved, the human resource 6)..... is to implement an organization's human resource requirements effectively, taking into account federal, state and local 7)..... laws and regulations; ethical business practices; and net 8)....., in a manner that maximizes, as far as possible, employee motivation, commitment and productivity.

5. Be able to speak about Human Resource Management.

Additional texts for reading

Text 1

History of management

The verb manage comes from the Italian maneggiare (to handle — especially tools), which in turn derives from the Latin manus (hand). The French word mesnagement (later ménagement) influenced the development in meaning of the English word management in the 17th and 18th centuries.

Some definitions of management are:

Organization and coordination of the activities of an enterprise in accordance with certain policies and in achievement of clearly defined objectives.

Management is often included as a factor of production along with machines, materials, and money. According to the management guru Peter Drucker (1909–2005), the basic task of a management is twofold: marketing and innovation.

Directors and managers have the power and responsibility to make decisions to manage an enterprise. As a discipline, management comprises the interlocking functions of formulating corporate policy and organizing, planning, controlling, and directing the firm's resources to achieve the policy's objectives. The size of management can range from one person in a small firm to hundreds or thousands of managers in multinational companies. In large firms the board of directors formulates the policy which is implemented by the chief executive officer.

Answer the following questions:

1. How was the English word 'management' formed?
2. What definitions of management do you know?
3. What is the basic task of management according to the management guru Peter Drucker?
4. What does management comprise as a discipline?
5. How can the size of management range?

Text 2

Theoretical scope

At the beginning, one thinks of management functionally, as the action of measuring a quantity on a regular basis and of adjusting some initial plan; or as the actions taken to reach one's intended goal. This applies even in situations where planning does not take place. From this perspective, Frenchman Henri Fayol (1841-1925) considers management to consist of six functions: forecasting, planning, organizing, commanding, coordinating, controlling. He was one of the most influential contributors to modern concepts of management.

Another way of thinking, Mary Parker Follett (1868–1933), who wrote on the topic in the early twentieth century, defined management as "the art of getting things done through people". She described management as philosophy.

Some people, however, find this definition, while useful, far too narrow. The phrase "management is what managers do" occurs widely, suggesting the difficulty of defining management, the shifting nature of definitions, and the connection of managerial practices with the existence of a managerial cadre or class.

One habit of thought regards management as equivalent to "business administration" and thus excludes management in places outside commerce, as for example in charities and in the public sector. More realistically, however, every organization must manage its work, people, processes, technology, etc. in order to maximize its effectiveness. Nonetheless, many people refer to university departments which teach management as "business schools." Some institutions (such as the Harvard Business School) use that name while others (such as the Yale School of Management) employ the more inclusive term "management."

English speakers may also use the term "management" or "the management" as a collective word describing the managers of an organization, for example of a corporation. Historically this use of the term was often contrasted with the term "Labor" referring to those being managed.

Answer the following questions:

1. What is management from Henri Fayol's point of view?
2. How did Mary Parker Follett describe management?
3. Is there any exact definition of the term "management"?
4. Is management present in every organization?
5. In what other meaning do English speakers use the term "management"?

Text 3

Historical development

Difficulties arise in tracing the history of management. Some see it (by definition) as a late modern (in the sense of late modernity) conceptualization. On those terms it cannot have a pre-modern history, only harbingers (such as stewards). Others, however, detect management-like-thought back to Sumerian traders and to the builders of the pyramids of ancient Egypt. Slave-owners through the centuries faced the problems of exploiting/motivating a dependent but sometimes unenthusiastic or recalcitrant workforce, but many pre-industrial enterprises, given their small scale, did not feel compelled to face the issues of management systematically. However, innovations such as the spread of Arabic numerals (5th to 15th centuries) and the codification of double-entry book-keeping (1494) provided tools for management assessment, planning and control.

Given the scale of most commercial operations and the lack of mechanized record-keeping and recording before the industrial revolution, it made sense for most owners of enterprises in those times to carry out management functions by and for themselves. But with growing size and complexity of organizations, the split between owners (individuals, industrial dynasties or groups of shareholders) and day-to-day managers (independent specialists in planning and control) gradually became more common.

Answer the following questions:

1. What do you know about the possible ways of developing management?
2. What innovations of the ancient times provided tools for management assessment, planning and control?

Text 4

Early writing

While management has been present for millennia, several writers have created a background of works that assisted in modern management theories.

Sun Tzu's the “Art of War”.

Written by Chinese general Sun Tzu in the 6th century BC, The Art of War is a military strategy book that, for managerial purposes, recommends being aware of and acting on strengths and weaknesses of both a manager's organization and a foe's.

Niccolò Machiavelli's “The Prince”.

Believing that people were motivated by self-interest, Niccolò Machiavelli wrote The Prince in 1513 as advice for the leadership of Florence, Italy. Machiavelli recommended that leaders use fear—but not hatred—to maintain control.

Adam Smith's “The Wealth of Nation”

Written in 1776 by Adam Smith, a Scottish moral philosopher, the Wealth of Nations aims for efficient organization of work through Specialization of labor. Smith described how changes in processes could boost productivity in the manufacture of pins. While individuals could produce 200 pins per day, Smith analyzed the steps involved in manufacture and, with 10 specialists, enabled production of 48,000 pins per day.

Answer the following questions:

1. What are the early writings that assisted in modern management theories?

2. What did Sun Tzu recommend in his book the “Art of War”?
3. What did Niccolò Machiavelli advice for the leadership in his book “The Prince”?
4. What does The Wealth of Nations written by Adam Smith aim for?

Text 5

Management in the 19th century

Classical economists such as Adam Smith (1723–1790) and John Stuart Mill (1806–1873) provided a theoretical background to resource-allocation, production, and pricing issues. About the same time, innovators like Eli Whitney (1765–1825), James Watt (1736–1819), and Matthew Boulton (1728–1809) developed elements of technical production such as standardization, quality-control procedures, cost-accounting, interchangeability of parts, and work-planning. Many of these aspects of management existed in the pre-1861 slave-based sector of the US economy. That environment saw 4 million people, as the contemporary usages had it, "managed" in profitable quasi-mass production.

By the late 19th century, marginal economists Alfred Marshall (1842–1924), Léon Walras (1834–1910), and others introduced a new layer of complexity to the theoretical underpinnings of management. Joseph Wharton offered the first tertiary-level course in management in 1881.

Answer the following questions:

1. What aspects of management of the 18th century were still used in the 19 century?
2. How was management changed in the 19th century?

Text 6

Management of the 20th century

By about 1900 one finds managers trying to place their theories on what they regarded as a thoroughly scientific basis. Examples include Henry R. Towne's Science of management in the 1890s, Frederick Winslow Taylor's The Principles of Scientific Management (1911), Frank and Lillian Gilbreth's Applied motion study (1917), and Henry L. Gantt's charts (1910s). J. Duncan wrote the first college management textbook in 1911. In 1912 Yoichi Ueno introduced Taylorism to Japan and became first management consultant of the "Japanese-management style". His son Ichiro Ueno pioneered Japanese quality assurance.

The first comprehensive theories of management appeared around 1920. The Harvard Business School invented the Master of Business Administration degree (MBA) in 1921. People like Henri Fayol (1841–1925) and Alexander Church described the various branches of management and their inter-relationships. In the early 20th century, people like Ordway Tead (1891–1973), Walter Scott and J. Mooney applied the principles of psychology to management, while other writers, such as Elton Mayo (1880–1949), Mary Parker Follett (1868–1933), Chester Barnard (1886–1961), Max Weber (1864–1920), Rensis Likert (1903–1981), and Chris Argyris (1923 -) approached the phenomenon of management from a sociological perspective.

Peter Drucker (1909–2005) wrote one of the earliest books on applied management: Concept of the Corporation (published in 1946). It resulted from Alfred Sloan (chairman of General Motors until 1956) commissioning a study of the organization. Drucker went on to write 39 books, many in the same vein.

H. Dodge, Ronald Fisher (1890–1962), and Thornton C. Fry introduced statistical techniques into management-studies. In the 1940s, Patrick Blackett combined these statistical theories with microeconomic theory and gave birth to the science of operations research. Operations research, sometimes known as

"management science" (but distinct from Taylor's scientific management), attempts to take a scientific approach to solving management problems, particularly in the areas of logistics and operations.

Some of the more recent developments include the Theory of Constraints, management by objectives, reengineering, Six Sigma and various information-technology-driven theories such as agile software development, as well as group management theories such as Cog's Ladder.

As the general recognition of managers as a class solidified during the 20th century and gave perceived practitioners of the art/science of management a certain amount of prestige, so the way opened for popularised systems of management ideas to peddle their wares. In this context many management fads may have had more to do with pop psychology than with scientific theories of management.

Towards the end of the 20th century, business management came to consist of six separate branches, namely:

Human resource management

Operations management or production management

Strategic management

Marketing management

Financial management

Information technology management responsible for management information systems.

Answer the following questions:

1. What are the examples of management theories, appeared at the beginning of the 20th century?
2. When did the first comprehensive theories of management appear? What were they?
3. What are the more recent developments in the sphere of management?
4. What branches did business management consist of towards the end of the 20th century?

Text 7

21st century

In the 21st century observers find it increasingly difficult to subdivide management into functional categories in this way. More and more processes simultaneously involve several categories. Instead, one tends to think in terms of the various processes, tasks, and objects subject to management.

Branches of management theory also exist relating to nonprofits and to government: such as public administration, public management, and educational management. Further, management programs related to civil-society organizations have also spawned programs in nonprofit management and social entrepreneurship.

Note that many of the assumptions made by management have come under attack from business ethics viewpoints, critical management studies, and anti-corporate activism.

As one consequence, workplace democracy has become both more common, and more advocated, in some places distributing all management functions among the workers, each of whom takes on a portion of the work. However, these models predate any current political issue, and may occur more naturally than does a command hierarchy. All management to some degree embraces democratic principles in that in the long term workers must give majority support to management; otherwise they leave to find other work, or go on strike. Despite the move toward workplace democracy, command-and-control organization structures remain commonplace and the de facto organization structure. Indeed, the entrenched nature of command-and-control can be seen in the way that recent layoffs have been conducted with management ranks affected far less than employees at the lower levels of organizations. In some cases, management has even rewarded itself with bonuses when lower level employees have been laid off.

Answer the following questions:

1. Is there any clear subdivision of management into functional categories?
2. Has workplace democracy become more or less common in the 21st century.

Sources:

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