

МІНІСТЕРСТВО ОСВІТИ І НАУКИ,
МОЛОДІ ТА СПОРТУ УКРАЇНИ
ХАРКІВСЬКА НАЦІОНАЛЬНА АКАДЕМІЯ
МІСЬКОГО ГОСПОДАРСТВА

МЕТОДИЧНІ ВКАЗІВКИ
ДЛЯ ОРГАНІЗАЦІЇ САМОСТІЙНОЇ РОБОТИ
З ДИСЦИПЛІНИ

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(АНГЛІЙСЬКА МОВА)

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INTRODUCTION

These educational materials are designed for the ESP students of Logistics of the 1st year of studies to develop their knowledge and skills in English language.

This manual is based on the authentic texts from different sources concerning cross-cultural issues. It contains the tasks for reading and translation, vocabulary tasks and tasks for self-study.

Each unit contains:

- an authentic text for reading and translation;
- comprehension exercises;
- key vocabulary according to the topic. All key words are taken from the basic text;
- exercises for memorization and mastering key vocabulary;
- supplementary reading
- supplementary exercises

The manual is recommended for independent students' work

UNIT 1 Foreign Languages in People's Life

Language Questionnaire

1. How long have you been studying English?
2. Why did you start learning this language?
Did you learn any other foreign languages before you started to study English?
3. Do you enjoy learning this language?
4. What do you like most of all?
 - a) speaking English to your friends, teachers and native speakers;
 - b) reading English books in translation and in the original;
 - c) listening to and understanding English songs;
 - d) watching video films in the original;
 - e) doing grammar exercises;
 - f) doing English crosswords and puzzles;
 - g) other.
5. What areas of the language do you find most difficult to study?
 - a) grammar; b) vocabulary; c) pronunciation.
6. Which language skill is your weak point?
 - a) speaking; b) listening; c) writing; d) reading.
7. Do you work at your language systematically or from time to time?
8. What is the most boring aspect of English for you?
9. What do you think is the best way to learn pronunciation (grammar, vocabulary)?
10. Do you prefer British or American English? Why?
11. Do you think it is possible to learn a foreign language perfectly?
12. What are you going to need foreign languages for in your future job?
 - a) To act as an interpreter.
 - b) To be entertained when you are abroad.
 - c) To entertain foreign guests.
 - d) To work as a foreign language teacher.
 - e) To make travel and hotel arrangements when you travel abroad.
 - f) To read articles in scientific and technical journals.

Task 2. Read and translate the text.

How many people speak English and why?

It is only in the course of the last hundred years that English has become a number one world language. In the year of 1600, in Shakespeare's time, English was spoken only by 6 million people and was a "provincial" language (as was Russian), while French was the leading foreign language of that century. Three centuries later 260 million people spoke English and now, at

the end of the third this millennium, probably one billion people speak English. It has become one of the world's most important languages in politics, science, trade and cultural relations. In number of speakers English nowadays is second only to Chinese. It is the official language of the United Kingdom of Great Britain and Northern Ireland, of the United States of America, Australia and New Zealand. It is used as one of the official languages in Canada and South Africa and in the Irish Republic. It is also spoken as a second language by many people in India, Pakistan, numerous countries in Africa, where there are many different languages and people use English as an "official" or "second" language for government, business and education. Throughout the world many people use English as an international language: some use it for social purposes, others for business or study. In 1992 51 % of European schoolchildren studied English as their first foreign language and now this number is much higher.

Task 2. Decide if the following statements are true or false.

1. English was the leading world language in the 17th century. T/F
2. At the beginning of the 20th century about 300 million people spoke English. T/F
3. More people in the world speak Chinese than English. T/F
4. English is among official languages of Canada and South Africa T/F
5. English is often used as a second language by representatives of different nations within one country. T/F
6. English may be called the language of business and commerce. T/F

Task 3. Do you want to find out if you are a good language learner? If yes, read the following statements and tick only those that you can say about yourself. Then read the comments.

A good language learner test

1. I don't panic if I come across a lot of unknown words in the text, I enjoy working with a dictionary and I understand that every new word enriches my vocabulary.
2. I am usually scared when I see a lot of new words in the text, I am bored if I have to work with a dictionary for hours, it irritates me to look each unknown word up
3. I very seldom use dictionaries when I read for pleasure.
4. When I read for pleasure I look every unknown word up.
5. It is always difficult for me to start and keep up a conversation in a foreign language.
6. I always enjoy speaking in a foreign language even if I know that I make a lot of mistakes.
7. I try to use a foreign language as little as possible because I realize how many mistakes I make.
8. I enjoy watching video films in foreign languages even if I don't understand much.

9. I like to listen to recordings in foreign languages if I do some physical work.
10. If I don't understand some grammar point I always try to find explanation in a reference book or ask my teacher to explain.
11. I read a lot of books in my mother tongue.
12. I am very interested to find out about people behind the language.
13. I do not like history, it's boring.
14. I speak foreign languages only during class and only if my teacher requires it.
15. I never do more work in a foreign language at home than my teacher requires.
16. I can't remember more than 5-7 words a day.
17. I like to experiment with foreign languages.
18. If I don't know how to say something in the right way, I do not speak at all.
19. I will never be able to know any foreign language well, because I know that my language abilities are poor.
20. My parents make me learn foreign languages and I understand that it is necessary for my future career, but I hate every minute of it.

Comments:

If you have ticked numbers 1,3,6,8,9,10,11,12,17 – you are an outstanding language learner. If you enjoy learning and using foreign languages, it is a constant source of delight for you.

If you have chosen numbers 2,4,5,7,13,14,15,16,18,20 – learning languages is a hard work for you but you get there in the end. You probably had a bad experience at school. Don't give up when you feel you are not making progress. A bit more confidence, and some concentrated practice, and you could easily start feeling at home in the foreign language you learn.

Task 4. Language learning involves a lot of activities and procedures.

a) What do you like more in language learning? Rank the following:

- reading English books in the original
- reading adapted English books
- learning new words
- listening to English songs
- using the language in the classroom
- using the language while travelling
- practising what you know with your group-mates in pair and group work
- communicating with native speakers
- doing grammar exercises
- doing tests for self-check
- writing e-mail letters to your foreign friends

- watching video in English
- listening English stories on CD
- browsing the Internet

b) What do you think a good language learner does? Make up as many sentences as possible with the phrases given in the table.

Example: A good language learner reads English books without being told to.

A

B

- | | |
|-------------------------------|------------------------------|
| - reads English books | - without the teacher |
| - writes things down | - in every way possible |
| - practises speaking | - from films, TV and records |
| - tries to learn the language | - in cases of difficulty |
| - guesses the words | - in real situations |
| - tries to study | - every day if possible |
| - uses a dictionary | - without being told to |

Task 5. You are going to read a text about English as a world language. Match the given words and phrases with their Russian equivalents

Part 1

- | | |
|-----------------------|---------------------|
| 1. properly | a) почта |
| 2. worldwide | b) преобладать |
| 3. broadcasting | c) поиск информации |
| 4. shipping | d) водные перевозки |
| 5. to estimate | e) всемирный |
| 6. advertising | f) хранить |
| 7. to dominate | g) оценивать |
| 8. mail | h) реклама |
| 9. a retrieval system | i) собственность |
| 10. to store | j) вещание |

Part 2

- | | |
|------------------|-----------------------|
| 11. infiltration | k) блин |
| 12. to regard | l) голландский |
| 13. abolition | m) вторжение |
| 14. a jumbo jet | n) реактивный самолет |
| 15. to eradicate | o) проникновение |
| 16. invasion | p) комар |
| 17. pure | q) отмена |
| 18. Dutch | r) искоренять |
| 19. a pancake | s) рассматривать |
| 20. a mosquito | t) чистый |

Task 6. Read the text and decide if the statements after it are true or false

English as a World Language

English is losing its political and cultural associations and becoming the property of all cultures. Over 70 countries in the world use English as the official and semi-official language, and in 20 more English occupies an important position. It is the main foreign language taught within most school systems worldwide, many newspapers are published in English and it is the language of much radio and television broadcasting. English is the language of international business, the main language of airports, air traffic control and international shipping. It is the language of science, technology and medicine, and it is estimated that two-thirds of all scientific papers today are first published in English. It is the language of diplomacy and sport; it is one of the working languages of the United Nations and the language used by the International Olympic Committee. International pop culture and advertising are also dominated by English. 70% of the world's mail is written in English, and 80% of all information in electronic retrieval systems is stored in English.

English infiltration of foreign languages is often regarded with horror. One of the Presidents of France, Pompidou, recommended a return to totally unpolluted French with an abolition of all anglicisms. In official documents “fast food” and “jumbo jet” were to be referred to by French expressions instead. But it would be difficult to eradicate the use of such familiar French terms as “le weekend”, “le sandwich” or “le parking”. French is not the only “polluted” language. In German we find “der Babysitter”, “der Bestseller” and “der Teenager”. “Weekend” turns up again in Italian, where we can also find “la pop art” and “il pop corn”. “Jeans” is found in almost every language of the world, and in Spanish we also have “pancakes”, and “sueter” (sweater). Russian young people like to wear the latest trainer-style “shoozy”. But this invasion is not one-sided. Other languages have quietly been getting their own back for a long time. Native English speakers may think they are speaking “pure” English when they talk about the alphabet, the traffic, a mosquito, a sofa, a garage, their pyjamas or their boss, but Greek, Italian, Spanish, Arabic, French, Hindi and Dutch speakers never know better!

Statements:

1. English is losing the importance for the world culture T/F
2. More than 90 countries use English as their official language T/F
3. English is one of the main languages for mass-media T/F
4. English is the working language of all international airlines T/F
5. All scientific papers today are first published in English T/F
6. The staff of all foreign embassies should know English T/F
7. Some European countries resent the peaceful invasion of English T/F
8. English is the only language that “pollutes” other languages T/F

9. It is impossible to preserve language purity in the age of computer technologies T/F

Task 7. Match the words with their explanations

1. Lingua franca 2. A contender 3. A competitor 4. Comparable 5. To contribute 6. Gradual 7. Might 8. Unprecedented 9. Artificial 10. To lack 11. To assimilate 12. Inevitably 13. To erode 14. Threat 15. Concern 16. Within 17. Identity 18. Mutually 19. Unintelligible 20. Diversification 21. A prediction 22. Unity 23. Influence

- a. similar to something or somebody else and able to be compared
- b. happening slowly over a long period
- c. power
- d. a shared language of communication used by people whose main languages are different
- e. made to copy something natural
- f. a person or an organization that competes against others
- g. a person or thing that takes part in a competition or tries to win
- h. not to have enough
- i. to fully understand ideas or information so that you can use it yourself
- j. that has never happened, been done or been known before
- k. to be done of the causes
- l. impossible to understand
- m. a statement that says what you think will happen
- n. felt or done equally by two or more people or sides
- o. a single thing that consists of a number of different parts
- p. variety
- q. worry
- r. the possibility of trouble or disaster
- s. certain to happen
- t. an effect a person or thing can have on another person or thing
- u. to gradually destroy by making it weaker over a period of time
- v. the characteristics, feelings or beliefs that distinguish people from others
- w. inside

Task 8. Find in task 7 the English equivalents of Russian words given below.

- 1. Предсказание
- 2. Озабоченность
- 3. Искусственный
- 4. Влияние
- 5. Вносить вклад
- 6. Неразборчивый

7. Общепонятный язык
8. Недостаток, отсутствие
9. Угроза
10. Единство
11. Участник соревнования
12. Постепенный
13. Разнообразие
14. Соперник
15. Взаимно, обоюдно

Task 9. Read and translate the text. Correct statements given below it.

One world – One language?

Many people feel that the only realistic chance of breaking the foreign language barrier is to use natural language as a world lingua franca. Today, English is the main contender for the position of world lingua franca.

There are few competitors. Several other languages have an important local role as a lingua franca but no comparable level of international use, such as Russian in Eastern Europe, or Spanish in South and Central America. More people in the world speak Chinese than any other language, but in the West Chinese is too unfamiliar to be a serious contender. French is still widely used, but far less than it was a century ago.

Many factors contribute to the gradual spread of a language – chiefly political and military might, economic power, and religious influence (all of which artificial languages lack). These same factors mean that the development of a world language is not viewed with enthusiasm by those who would have to learn it. Such a language, it can be argued, would give its organizing culture an unprecedented influence in world affairs and scientific research. For example, scientists who used it as a mother tongue would be in a privileged position: they would have to spend time learning it and would more easily assimilate ideas expressed in it.

Furthermore, it is thought, a world language would inevitably erode the status of minority languages and pose a threat to the identity of nations. Many people thus view the current progress of English towards world language status with concern and often with antagonism.

Ironically, the main danger to the growth of a world language comes from within. As the language becomes used in all concerns of the world, by people from all walks of life, it begins to develop new spoken varieties which are used by local people as symbols of their identity.

In the course of time these new varieties might become mutually unintelligible. It cannot be predicted how far this diversification will affect English. Linguistic predictions have a habit of being wrong. A hundred years ago, predictions were being made that British and American English would by

now be mutually unintelligible. It is not always easy to predict the trend that will result from increased modern contacts through travel and communications.

Statements:

1. There is an opinion that none of the existing languages can be used as a world language by all peoples T/F
2. English, Chinese, Russian and French have equal opportunities of becoming a lingua franca T/F
3. English is the most widely spoken language of the world T/F
4. A lot of people in the world would like to learn an artificial language to be able to communicate with each other T/F
5. The development of an artificial language will help other languages to develop T/F
6. Artificial languages can be used as a lingua franca for political reasons T/F
7. Many people in the world welcome English as an international language T/F
8. Not all people are in favour of choosing one modern language to become a world one T/F
9. It would only be fair to choose the most used language to be a lingua franca T/F
10. Few people think that English influences the culture of their countries in a bad way T/F
11. If one language is chosen to become a lingua franca, people in different localities will easily understand each other T/F
12. The author of the article predicts that either British or American English will one day become a world language T/F

UNIT 2 Languages in Ukraine, Great Britain and the USA

Task 1. Match the following English words with their Russian equivalents.

| | |
|------------------|-------------------|
| 1. Chronicles | a. Обстоятельства |
| 2. Invasion | b. Влияние |
| 3. Conquest | c. Корни |
| 4. Annals | d. Ссылка |
| 5. Diaspors | e. Особенность |
| 6. Branch | f. Упадок |
| 7. Conditions | g. Летопись |
| 8. Circumstances | h. Анналы |
| 9. Influence | i. Диаспоры |

| | |
|---------------------|---------------------|
| 10. Decline | j. Условие |
| 11. Peculiarity | k. Завоевание |
| 12. Exile | l. Вторжение |
| 13. Roots | m. Ветвь |
| 14. Medieval period | n. Заселять |
| 15. Accent | o. Уменьшать |
| 16. Tribes | p. Грабить |
| 17. Archaic | q. Ассимилироваться |
| 18. Inhabit | r. Вносить вклад |
| 19. Absorb | s. Заимствовать |
| 20. Assimilate | t. Разрушать |
| 21. Contribute | u. Впитывать |
| 22. Rob | v. Средневековье |
| 23. Settle | w. Населять |
| 24. Destroy | x. Акцент |
| 25. Reduce | y. Племена |
| 26. Borrow | z. Архаичный |

Task 2. Read and translate the following text.

The Ukrainian Language

According to the Constitution, Ukrainian is the state language of sovereign independent Ukraine. It is also spoken by Ukrainians living in other countries of the former Soviet Union and in Ukrainian diasporas in Canada, Australia, the USA, Great Britain and other countries of the world. Ukrainian is an independent and original unit of the Slavic branch of the Indo-European family of languages. Together with Russian and Byelorussian it forms the East Slavic group of languages. The history of the Ukrainian language embraces, on the one hand, the history of the phonetic, morphological and syntactical system of the spoken language in its various dialects, and, on the other hand, the history of the literary language. In the latter there have occurred great changes and breaks with tradition, brought about by circumstances in the cultural and political history of Ukraine. Consequently, the history of the literary language is divided into three periods:

- 1) the old period (10—12th centuries), when the basic literary language of Kievan Rus was Church Slavonic, to which popular elements were added slowly but regularly;
- 2) the middle period (14—18th centuries), when the so-called literary language of the 17th century was formed which was a mixture of different elements. Russian influence and pressure put an end to this development and led to its decline in the second half of the 18th century.

3) the modern period (19—20th centuries), when the literary language was reconstructed and based entirely on the popular language.

The fact that the literary Ukrainian language did not develop in urban centres and for the most part is based on the variety spoken in the countryside, has largely determined the peculiarities of its vocabulary which includes a lot of words and phraseological units describing village life and work, folklore, emotionally coloured elements, localisms, etc.

Under the Soviet power the linguistic policy for Ukraine was at first Russifying. Then from 1926 up to 1930, the so-called “Ukrainization” policy was introduced. At that time much was done in preparing and publishing new dictionaries, opening Ukrainian schools, theatres, cinemas and newspapers. But then the general policy was changed again, and “de-Ukrainization” began which lasted practically till the time of “perestroika”. During that period the majority of Ukrainian philologists and a number of writers and poets who fought for the rights of the Ukrainian language, found themselves in exile or in prison.

Now that Ukraine is independent, Ukrainian language, traditions and culture are experiencing their rebirth.

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

1. Ukrainian language is spoken in Australia T/F
2. Ukrainian is an original unit of Indo-European family of languages T/F
3. Together with Russian and Byelorussian it forms the Western Slavic group of languages T/F
4. The history of literary language is divided into 2 periods T/F
5. The basic literary language of Kievan Rus was Church Slavonic T/F
6. Literary language of the 17th century was formed as a mixture of different elements T/F
7. During 19-20th centuries literary language was not reconstructed T/F
8. Literary Ukrainian language did not develop in urban centres T/F
9. Literary Ukrainian language includes a lot of words and phraseological units describing village life and work T/F
10. During 1926-1930 much was done in preparing and publishing new dictionaries T/F
11. During 1926-1930 the majority of Ukrainian philologists who fought for the rights of the Ukrainian language, found themselves in prison. T/F

Task 4. Read the text about English language and do activity after it

The English Language

English belongs to the Teutonic or Germanic branch of the Indo-European family of languages. Three periods are usually recognised in its history:

Old English — from the time of the invasion of Britain by the Germanic tribes of the Angles, Saxons and Jutes in the 5—6th centuries, until the 9th century, after the Norman Conquest in 1066;

Middle English — from the middle of the 11th to the middle of the 15 th centuries;

New English — from the middle of the 15th century to the present day. Besides, the last period is often subdivided into Early New English (1450—1700) and Modern English.

When the Anglo-Saxons came to Britain, they found the island inhabited by a people weaker in a military sense but more civilized than themselves because the Celts for some centuries had shared the civilization of the Roman Empire whose governors had ruled the country. So, Early English speech can be called a mixture of Celtic, Latin and German.

Other changes into the language were brought by two national disasters — the Danish and Norman Conquest. The Danes, who came first to rob Britain and then to settle there brought with them a distant relative of the Anglo-Saxon language which could even be understood without great difficulty. The Normans, however, interrupted the tradition of this language by destroying its literature and culture, and reducing it to the speech of uneducated peasants. English was no longer spoken by the nobility or taught at schools. French became the official language for centuries.

During the Middle and Modern English periods the English vocabulary has increased enormously as a result of borrowing from foreign languages. The revival of learning during the Renaissance gave a new impulse for borrowing new words from Latin. This period in the language development is called “the peaceful invasion”.

Britain’s growing position as a world power and the rapid development of America, resulted in the introduction into English of words from languages in every part of the globe.

Today we do not speak the language that was used by Chaucer or Shakespeare. We even don’t converse like Dickens or Jane Austin, because language is like a living organism — it is born, it lives and changes, and it may die if nobody speaks it any longer.

Task 5. Fill in the blanks with one suitable word and find out some interesting information about English spelling. Bear in mind that more than one variant is sometimes possible

English Spelling

English spelling is unpredictable at the best of times, and occasionally totally chaotic – an opinion no doubt shared by British _____ and by foreigners who study English. However, studies of the _____ show that there are only about 400 _____ whose spelling is totally irregular.

Unfortunately many of them are _____ the most frequently used in the language the first problem with _____ arose when the romans tried to write down Old English words _____ the 23 letter Latin alphabet. Old English at that time _____ nearly 40 vowels and consonants. Another problem came with the Norman _____ and the third with the introduction of the printing press in 1476 and emerging of a standard spelling system. The _____ reflected the speech of the London area. During the 15th _____ the pronunciation of vowels changed but because of the printing _____ the standard spelling system naver caught up with the _____. There have been many attempts to reform the _____ spelling system but so far no changes have beem made since the 16 th century, mainly _____ nobody can agree on what the best alternative may be!

Task 6. All the sentences in the text are scrambled up. Arrange them in the correct order and find out interesting facts about other languages in Britain

The languages of Wales, Scotland and Ireland

_____ 1 At the start of the 20th century half of the population of Wales were able to speak _____ speaking people have been getting smaller and smaller, and today only about a fifth of _____ islands of the Hebrides. It is interesting that the word “whisky” is taken from Gaelic _____ a language of Celtic origin, is still spoken by 70,000 people in Scotland, especially in the _____ century. Gaelic is also the language of the Irish people. It is still being taught both in _____ the population of Wales speak the language. Both the government and voluntary _____ and means “water of life”! People in the Lowlands of Scotland have for centuries _____ spoken Scots, a dialect derived from the Northumbrian branch of Old English and a _____ encouraged, and more radio and TV programmes in Welsh have appeared. Gaelic, also _____ completely separate language from Gaelic. This has its own recognised literary _____ tradition as in the poetry of Robert Burns and has seen a revival of poetry in the 20th _____ Welsh, a language belonging to the Celtic family. However, the numbers of Welsh- _____ Northern Ireland, where about 142,000 speak it, and the Republic of Ireland. _____ groups have taken steps to revive the use Welsh. Bilingual education in schools is.

Task 7. Before reading the text try to match the beginnings of the following sentences with their completion given below.

1. _____ British English differs from American in...
2. _____ Both American and English...
3. _____ Words that have been absorbed into english tell much about...
4. _____ Some differences in vocabulary between British and American English...
5. _____ Many new words came into British English from...
6. _____ Immigrants coming to live in America brought with them...
7. _____ Native Indians made...
 - a. _____ the world history
 - b. _____ can lead to amusing situations
 - c. _____ the former colonies of the British Empire
 - d. _____ their own contribution into American English
 - e. _____ accent, grammar, spelling and vocabulary
 - f. _____ their own words which later assimilated into American English
- g. _____ owe a lot to other languages in the world

Task 8. Match the British English words given in the left-hand column with the American English words given in the right-hand column.

| | |
|-------------|---------------|
| 1. car | a. pants |
| 2. handbag | b. zipper |
| 3. lift | c. movies |
| 4. biscuit | d. cookie |
| 5. trousers | e. candies |
| 6. lorry | f. apartment |
| 7. zip | g. automobile |
| 8. pictures | h. purse |

| | |
|---------------|--------------|
| 9.flat | i. elevator |
| 10.sweets | j. truck |
| 11. autumn | k. subway |
| 12.bill | l. store |
| 13. chemist's | m. freeway |
| 14. crisps | n. can |
| 15. shop | o. fall |
| 16. petrol | p. check |
| 17. pavement | q. chips |
| 18. motor way | r. sidewalk |
| 19. tin | s. drugstore |
| 20. tube | t. gas |

Task 9. Sort out the following definitions of one and the same words according to their use in British and American English

| British English | American English |
|-----------------|------------------|
| a. | b. |

Gas

- a) something that you burn for heating and cooking
- b) something that you put in your car to make it go

Bill

- c) money which is made of paper
- d) a list of things that you have bought or eaten in a restaurant and the sum of money you have to pay

Subway

- e) a railway which runs under the surface
- f) a path which passes under a road

Vest

- g) clothing that you wear over your shirt and under your jacket
- h) clothes which you wear under your shirt

Chips

- i) long sticks of potato which you cook in deep oil and eat hot with a meal
- j) very thin slices of fried potato which you eat cold before a meal or as a snack

Task 10. Read the text and find more information about American English

The Transatlantic Connection

At the beginning of the 20th century Bernard Shaw said that America and Britain were two nations divided by a common language. Do Americans and Englishmen really speak the same language? It isn't only the question of accents. Spelling, grammar and vocabulary are different on the other side of the Atlantic, too. The differences in spelling are well-known, for instance, the words like "colour", "neighbour" and "honour" are spelt (or "spelled" — Am.E.) without the "u" in the USA; the word "grey" has the "a" instead of the "e"; American English favours -er, while British English -re, as in "theatre/theater" and "centre/center" and so on.

Some differences in the vocabulary could lead to amusing situations. An Englishman and an American can never meet if they agree to meet on the "first floor" of a building. The British person will be waiting one floor above the entrance and the American on the "ground floor". If an American says that he is wearing his new "pants" and "vest" to the party, the conservative British should not be alarmed, because he is not going in his underwear, these are just American words for "trousers" and "waistcoat". When an Englishman goes on his "holidays", an American will go on his "vacation"; and whereas an Englishman will have a misfortune to be "ill in hospital", an American will be "sick in the hospital".

Americans are usually more ready to accept new ideas and new customs than their British cousins, and the same goes for new words. However, in some cases the British seem to be more modern in their use of English than the Americans. Some American English dates back to the language of the Pilgrim Fathers and hasn't been changed since the 17th century. For example, the word "fall" in the meaning of "autumn" is considered archaic in Britain but is used in America.

Both American and British English owe a lot to languages from other countries, and the words that have been absorbed into these languages tell much about the histories of Britain, America and the whole world. Many "English" words used in Britain actually come from the countries of the British Empire, such as "dinghy" - a small boat, or a "bungalow" — a house on one level, both came from India. American English has words taken from all the different nations which have contributed to the formation of North America: "hooch" — an American Indian word for "whisky", "a cockroach" (the home insect) originally came from Spain, "dumb" (stupid) and "boss" (chief) are the gifts from the Dutch, while Americans owe "hamburger" to the Germans. There are

also regional dialects in American English which are often difficult for foreigners who think they know “English”, for example, Southern “drawl”, Texan “twang”, etc. Even in New York you can hear a different dialect in Bronx or in Brooklyn.

Differences in grammar are not so numerous, though Americans use some tenses and the verb “to have” differently. They say “I just did it” and “Do you have a computer?” while the British would say “I have just done it” and “Have you got a computer?”

UNIT 3. Education in Ukraine, Great Britain and the USA

Task 1. Match the following English words with their Russian equivalents

- | | |
|-------------------------------|-----------------------------|
| 1. playgroup | a. магистр |
| 2. nursery school | b. аспирант |
| 3. preparatory school | c. лекционная аудитория |
| 4. headmaster/mistress | d. детская игровая площадка |
| 5. eputy head | e. начальная школа |
| 6. school leaver | f. директор школы |
| 7. postgraduate | g. детский сад |
| 8. lecture theatre | h. ясли |
| 9. Bachelor of Arts (BA) | i. подготовительная школа |
| 10. Master of Science (MSc) | j. завуч |
| 11. primary school | k. бакалавр |
| 12. playground | l. Выпускник |

Task 2. Read and translate the text

Education in Ukraine

Present day independent Ukraine has a well-developed system of education which matches the standards of the developed countries. jPre-school education is not compulsory and is fee-paying. Most parents take their children to nursery schools or kindergartens at the age of 3. Up to the age of 5 children mostly eat, sleep and play there, but in senior groups they are taught the basics of arithmetic, reading, writing, arts and in some schools foreign languages.

Compulsory secondary education begins at the age of 6—7 and is free in state schools and fee-paying in private onesJSome schools, especially those with language slant, have preparatory classes. Secondary education includes three stages: primary (1st—3d grades), basic (4—9th grades) and senior (10— 11 th grades). In regular secondary schools children start learning foreign languages from the 5th grade and have fewer lessons of language a week than specialised language schools that start teaching languages from the 1st grade. Recently new

types of schools have appeared: gymnasiums and lycees. In addition, there are schools with technical, computer, mathematical, law, pedagogical and art slant. All the subjects in the secondary schools are obligatory but there are optional courses that students of senior grades can take in addition to the required ones.

Extra-curricular activities usually include a variety of sports and drama clubs, interest groups and various school parties.

Those senior students who want to get qualification alongside the secondary education, can go to vocational training schools. Post-secondary education is provided by technical schools and colleges of 1st and 2nd Level of Accreditation that train young specialists in different trades.

Institutions of higher learning (higher educational establishments) include universities, academies, institutes and conservatories. They all hold entrance examinations to select the best applicants to be their students. Among the best known higher educational establishments there are Shevchenko Kyiv National University, Kyiv Polytechnic University, International Independent University “Kyiv-Mohyla Academy”, Kyiv State Conservatory, Lviv State University, Kharkiv National University, Kharkiv State Pedagogical University, Kharkiv State Polytechnic University and many others.

Post graduate education begins after the last year of studies and usually results in theses on the chosen scientific topic and the degree of the Candidate of Science. Doctorate Degree is awarded for an outstanding scientific research.

Task 3. Think what you know about the system of education in Great Britain. Decide which of the words in the box can go in which section of the chart. You can put one word in more than one column:

comprehensive school, headmaster/mistress, preparatory school, technical college, reception class, evening classes, nursery school, lecture theatre, public school, postgraduate, kindergarden, deputy head, high school, polytechnic, playground, classroom, playgroup, professor, university, sixth form, graduate, doctorate, college, student, teacher, B.Sc, Ph.D., lecturer, tutor, MA, MSc

| | |
|----------------------|--|
| Pre-school Education | |
| Primary Education | |
| Secondary Education | |
| Further Education | |
| Higher education | |

| | |
|-----------------|--|
| Adult Education | |
|-----------------|--|

Task 4. Read and translate the following text

Education in Great Britain

Children in Britain must attend school from the age of 5 (4 in Northern Ireland) until they are 16.

Before the start of formal schooling, many children attend nursery schools attached to primary schools. In addition some parents elect to send their children to private(fee-paying) nursery schools or kindergartens. In England and Wales, many primary schools also operate an early admission policy where they admit children under 5 into what are called reception classes.

Children first attend infants' schools or departments. At 7 they move to the junior school and the usual age for transfer from junior to secondary school is 11 (12 in Scotland). In some areas, however, "first" schools take pupils aged 5 to 8, 9 or 10, and pupils within the 8 to 14 age range go to middle schools.

The British educational system was changed in the 1960s. Previously, pupils in the state system either went to a grammar school or a secondary modern school at the age of eleven. To enter a grammar school, pupils had to pass a national exam (the Eleven Plus). Those who failed went to a secondary modern school. This two-school system and the Eleven Plus were abolished and replaced by comprehensive schools. These are intended for all pupils, whatever their abilities. They are state schools which is the general term for any school which is run by the government and where the parents do not have to pay. Over 85% of secondary school pupils go to comprehensive schools. However, 145 grammar schools in England didn't close down. They are very popular because they offer a good academic education for the 11 to 18 —year age group. Children enter grammar schools on the basis of their abilities, first sitting the "11" plus or entrance examination. In grammar schools there is usually a main school and a sixth form (the last one) which is run separately. Grammar schools cater for 4% of children in secondary education.

A small minority of children attend secondary modern schools (around 4%). These schools provide a more general and technical education for children aged 11—16.

City Technology Colleges (CTCs) aim to give boys and girls a broad secondary education with a strong technological and business slant. They are non-fee-paying independent schools, set up by the Government with the help of business sponsors who finance a large proportion of the initial capital costs and develop links with the schools. There are now 15 such colleges in operation in England and Wales.

Specialist schools, which only operate in England, give pupils a broad

secondary education with a strong emphasis on technology, languages, art and sports. There are over 250 specialist schools. They charge no fees and any secondary school can apply for specialist school status.

The independent school sector is separate from the state educational system, and caters for 7% of all schoolchildren in England and 4% in Scotland. About 250 of the larger independent schools are known for historical reasons as public schools. They are very expensive private schools and in some cases fees can amount to several thousand pounds a year. Some students gain scholarships and their expenses are covered by the schools. These schools usually have good academic standards and are attended by pupils from an upper class or wealthy background. Famous ones include Eton and Harrow. Eton, which was founded in 1440, is said to have been the first “public school” because students could come to it from any part of England and not, as was generally the case, just from the immediate neighbourhood. Most public schools are boarding schools where the pupils live as well as study.

In Northern Ireland there are a few fee-paying schools, and in Scotland “public schools” are supported by public funds and are not fee-paying and independent.

Task 5. Remember what you know about education in the USA and match the following words and word-combinations with their Russian equivalents

| | |
|-------------------------------|--------------------------------|
| 1. church-related schools | а.отдел народного образования |
| 2. board of education | б.навыки общения |
| 3. standards of requirements | с.прием в колледж |
| 4. tuition fee | д.бесплатно |
| 5. summer sport classes | е.оценки |
| 6. social skills | ф.плата за обучение |
| 7. required subjects | г.остаться на второй год |
| 8. admission to college | h.внешкольные мероприятия |
| 9. extracurricular activities | і.обязательные предметы |
| 10.grades | ј.учебные материалы |
| 11. teaching materials | к.нормы и требования |
| 12. to repeat a course | l.религиозные школы |
| 13.at no cost | м.летние занятия для отстающих |

Task 6. Read the text and find out some new information about the system of education in the USA

Education in the USA

Americans have always shown a great concern for education. Here are some figures to support this! statement. Today, there are 43 million pupils and students in public schools at the elementary and secondary levels, and another 6 million in private schools throughout the country. In other words, 88% of American children attend public schools (financed by the government) and 12% go to private schools. Every year about 12 million Americans become students in over 3,000 colleges and universities of every I type: private, public, church-related, small and large, in cities, counties and states.

The United States does not have a national system of education. Education, Americans say, is “a national concern, a state responsibility and a local function”. It means that most educational matters are left to the separate states or the local community. In general, colleges, universities and schools,! whether state or private, are quite free to determine their own individual standards and requirements.

The major result of this unusual situation is that there is a lot of variety in elementary, secondary' and higher education throughout the nation. For example, although all states today require that children attend school until a certain age, it varies from 14 to 18 years. Or, as another example, in about 60% of the states, local schools are free to choose subjects and teaching materials or textbooks which they think are appropriate. In other states they only use the teaching materials approved by the state Board of Education. Some universities are free to residents of the state, others are expensive, especially for out- of-state students, with tuition fees of thousands of dollars each year. Some school systems are extremely conservative, some very progressive and liberal. These and other important differences must always be considered while describing American schools.

Because of the great variety of schools and colleges, and the many differences between them, we cannot speak about a typical American school or college. Yet, there are enough basic similarities in structure among the various schools and systems to give some general comments.

Most schools start at the kindergarten level at the age of 5. The elementary school (or grade school) goes from age 6 to 11 or 12 (grades 1 to 5 or 6). This is usually followed by a middle school (grades 6 – 8) or Junior High School (grades 7—9). High schools include 3 or 4 years, usually until the age of 18 (unless a student “drops out” and doesn’t graduate, that is earn a high school diploma). There are almost always required subjects and sometimes students at more advanced levels can choose some subjects. Pupils who do not do well often have to repeat courses or attend summer support classes which are also called “make up” or remedial classes.

Like schools in Britain and other English-speaking countries, those in US have always stressed “character” or “social skills” through extra-curricular activities, including sports. Most schools publish their newspapers, have student orchestras and choirs, theater and drama groups and clubs. Many sports are

available to students at no cost, and many schools have swimming pools, tennis courts and stadiums.

But those who believe that American schools are more fun than work overlook an important fact: a high school diploma is not a ticket that allows someone to automatically enter a university. Standardized examinations play a decisive role in the admission to most colleges and universities. Students who wish to go to a good university have to work hard. During studies any student can be asked to leave because of poor grades. As tuition fees are rather high at most colleges and universities, students who must work at outside jobs as well as study are the rule rather than the exception.

The following diagram gives a rough idea of the Unites States Educational structure.

| Type of education | Grade | Age |
|----------------------------------------------------------|-----------------------------------|---------|
| Nursery school/pre-school | | 3 – 4 |
| Kindergarten | | 3 – 5 |
| Primary school | 1 st – 3 rd | 6 – 8 |
| Elementary or primary school | 1 st – 4 th | 6 – 9 |
| Middle school or Junior High School | 5 – 8 th | 10 – 14 |
| Combined Junior – Senior High School | 7 – 12 th | 12 – 18 |
| 4 year High School | 9 – 12 th | 14 – 18 |
| Senior High School | 9 – 12 th | 14 – 18 |
| Junior or community college | | |
| College or University to BA degree | | |
| College or University Graduate School To MA/Ms or PhD | | |

Task 7. Decide if the following statements are true or false

1. The USA like many other countries has a national system of education T/F
2. More American children study in private schools than in public schools T/F
3. American children must attend school until a certain age T/F
4. It would be difficult to describe a “typical” American school because there are many differences from place to place T/F
5. All US schools teach the same subjects and use the same subjects and use only the materials approved by the state board of education T/F
6. All American universities are very expensive T/F

7. Students in Junior and Senior classes can study some subjects of their choice T/F
8. College students with poor grades have to repeat the course T/F
9. Sports and extra-curricular activities are important school subjects and they develop “social skills” T/F
10. Many US students enjoy sports activities free of charge T/F

UNIT 4. The Role of Management

Task 1. Match English words and word combinations with their Russian equivalents

| | |
|-----------------------------------|----------------------------------------|
| Authority | a. контролер |
| Resource | b. авторитет |
| Tend to reprimand | c. способ |
| Yell at | d. укорять |
| Coach | e. кричать на кого-либо |
| Treat | f. быть среди работников и посетителей |
| Supervisor | g. гибкость |
| Mingle with workers and customers | h. подбадривать |
| Become mere cheerleaders | i. вести себя с кем-либо |

Task 2. Read and translate the text

The Role of Management

Management is attractive because it represents authority, more money, prestige, and so on. But few people are able to describe just what it is that managers do.

Management is the art of getting things done through people and other resources. At one time, that meant that managers were called bosses, and their job was to tell people what to do and watch over them to be sure they did it. Bosses tended to reprimand those who did not do things correctly, and generally acted stern and bossy. Many managers still behave that way. Perhaps you have witnessed such managers yelling at employees at fast-food restaurants or on shop floors.

Today, management is changing from that image. Managers are being trained to guide and coach employees rather than to boss them around. Modern managers emphasize in some high-tech and progressive firms dress more casually, are more friendly, and generally treat employees as partners rather than untruly workers.

In general, therefore, management is experiencing a revolution. A new concept called ***management by walking around (MBWA)*** encourages managers to get out of their offices and mingle with workers and customers. This does not mean that managers are becoming mere cheerleaders. It does mean, that managers are working more closely with employees loosely in a joint effort to accomplish common goals.

Managerial careers demand a new kind of person. That person is a skilled communicator as well as planner, coordinator, organizer, and supervisor. Managers today believe that they are part of a team and enjoy the new responsibility and flexibility that comes with more open and casual management systems.

Task 3. Answer the following questions.

1. Why is management attractive?
2. How do you understand the term “management”?
3. What were “bosses” used to do?
4. In what way is management changing today?
5. What does the MBWA expects managers to do?
6. What kind of person managerial career demands today?
7. Why is the text called “The role of management”?

Task 4. Fill in the gaps with the words from the table. Use appropriate grammar form

| | | | | |
|-----|------|---------|-----|--------|
| Ask | warn | believe | say | remind |
|-----|------|---------|-----|--------|

The Minister _____ the audience that 20 years ago things were very different. He _____ the time had to come to face realities and he _____ we had to choose between cooperation and isolation. He _____ that major problems would arise if we made the wrong choice and _____ if we wanted to be an isolated and friendless country.

Task 5. Fill the gaps with the articles where necessary

1. _____ University of Leeds is one of _____ biggest in England. It is also _____ important centre for medical studies.
2. Butter is _____ major agricultural product in _____ European Union (EU). Another is rape seed oil. Most of _____ butter is consumed by EU countries.
3. _____ Super Motor Company makes _____ range of high-performance cars, including _____ luxurious Grosso 55XT. This is _____ perfect example of _____ modern automobile engineering.

Task 6. Match two parts of the sentences.

1. In business world, management is almost always viewed in terms of ...
 2. No matter how ambitious or capable you are, you can't be an effective manager without...
 3. Interactive management is a process ...
 4. Continuing success requires the ability...
 5. Decision making is...
 6. Decision making involves...
 7. By effective, ...
 8. Organization can be defined as a group of two or more people working together...
-
- a. ...we mean doing the right things
 - b. ... achieving productivity
 - c. ...of dealing with people as individuals in order to build trust, openness and honesty in the manager-employee relationship
 - d. ...knowing how to establish and maintain productive relationships with others
 - e. ...to explore new opportunity and to learn from past successes and failures
 - f. ...in a structured fashion to attain a set of goals
 - g. ...selecting a course of action from a set of alternatives
 - h. ... is one of the most important parts of any manager's job

Task 7. Match terms with their definitions: *management, organization, leadership, control*

1. ... is getting others to work willingly and enthusiastically to achieve the objectives of the organization.
2. ...is checking to determine whether or not an organization is progressing toward its objectives, and taking corrective action if it is not.
3. ...is the part of getting things done through other people.
4. ...includes designing the organization structure, attracting people to the organization, and creating conditions and systems to ensure that everyone and everything works together to achieve the objectives of the organization.

Task 8. Read and translate the text, fill in the gaps with the words from the table

| |
|----------------------------------------------------------------------------------------------------------------------------|
| services responsibility reasons depends designated environment positions destroy manage affected discipline identity |
|----------------------------------------------------------------------------------------------------------------------------|

Why Study Management

The study of management is important for two _____. First, our society _____ on specialized institutions and organizations to provide the goods and _____ we desire. These organizations are guided and directed by the decisions of one or more individuals _____ as “managers”. Managers have the authority and _____ to build safe or unsafe products, seek war or peace, build or _____ cities, clean up or pollute the _____. Managers establish the conditions under which we are provided jobs, incomes, lifestyles, products, services, protection, health care, and knowledge. It would be very difficult to find anyone in our nation who is neither a manager nor _____ by the decisions of a manager.

Second, individuals not trained as managers often find themselves in managerial _____. Many individuals presently being trained to be teachers, accountants, musicians, salespersons, artists, physicians, or lawyers will one day earn their living as managers. They will _____ schools, accounting firms, orchestras, sales organizations, museums, hospitals, and government agencies.

Managers have an _____ problem. Many people are confident that they know what economists are and what they do. But a manager can be a lot of things or – some might say – not enough things. One problem is that management is a _____ that embraces a host of others – from computer sciences to law, from psychology to statistics. Nothing is unique to it; it is a sort of academic monster, made up from others’ parts.

UNIT 5. Meanings of Management

Task 1. Match the words with their Russian equivalents

| | |
|-----------|------------|
| Involve | потеря |
| Principle | достигать |
| Undertake | заниматься |
| Attain | метод |
| Probably | возможно |
| Ongoing | временные |
| Waste | включать |

Task 2. Read and translate the text

Meanings of Management

The term management can have different meanings. You may not be able to define management exactly; it is a process involving certain functions and

activities that managers must perform.

Management is a subject with principles, concepts and theories. A major purpose of studying the discipline of management is to learn and understand the principles, concepts and theories of management and how to apply them in the process of managing. Management is the process undertaken by one or more persons to coordinate the activities of other persons to achieve results not attainable by any person acting alone.

There are probably as many definitions of management as there are books on the subject. Many of the definitions are relatively concise and simplistic. For example, one early writer defined management as “knowing exactly what you want people to do, and then seeing that they do it in the best and cheapest way”. As you will see, management is a complex process, much more complex than the definition leads us to believe. Thus, we need to develop a definition of management that captures the true nature of its complexities and challenges.

Management is perhaps best understood from the viewpoint of systems theory. It suggests that organizations utilize four basic kinds of inputs or resources from their environments: human, monetary, physical and information. Human resources include managerial talent and labour. Monetary resources are the financial capital used by the organization to finance both ongoing and long-term operations. Physical resources include raw materials, office and production facilities and equipment. Information resources are the data needed to make effective decisions. The manager’s job involves combining and coordinating these various resources to achieve the organization’s goals.

Management then can be defined as follows: management is a set of activities, including planning and decision making, organizing, leading, and controlling, directed at an organization’s human, financial, physical and information resources, with the aim of achieving organization goals in an efficient and effective manner.

The last phrase in our definition is especially important because it highlights the basic purpose of management – to ensure that the organization’s goals are attained in an efficient and effective manner. By efficient we mean using resources wisely and without necessary waste. By effective we mean doing the right things. In general, successful management involves being both efficient and effective. With this basic understanding of management, defining the term manager becomes relatively simple.

A manager is someone whose primary activities are a part of the management process. In particular, a manager is someone who plans and makes decisions, organizes, leads and controls human, financial, physical, and information resources.

Task 3. Decide if the statements are true or false

1. There are many definitions of management T/F
2. Management is the process undertaken by one person to coordinate the activities of other persons T/F

3. Many of the definitions are relatively concise and simplistic T/F
4. Management is difficult understood from the viewpoint of systems theory T/F
5. Monetary resources are the financial capital used by the organization to finance only long-term operations T/F
6. The manager's job involves combining and coordinating various resources to achieve the organization's goals T/F
7. In general, successful management involves being both efficient and effective T/F

Task 4. Match the terms with their definitions

- a) Classical viewpoint;
 - b) Scientific management;
 - c) Bureaucratic management;
 - d) Administrative management;
 - e) Management science;
-
1. An approach that focuses on principles that can be used by managers to coordinate the internal activities of organizations
 2. An approach aimed at increasing decision effectiveness through the use of sophisticated mathematical models and statistical methods
 3. An approach that emphasizes the need for organizations to operate in a rational manner rather than relying on the arbitrary whims of owners and managers
 4. A perspective on management that emphasizes finding ways to manage work and organizations more effectively
 5. An approach that emphasizes the scientific study of work methods in order to improve worker's efficiency

Task 5. Fill in the gaps using the words from the table

| |
|---------------------------------------------|
| There are were it is will they be |
|---------------------------------------------|

_____ an airline in France called Air Europe. _____ owned by a consortium of French, German, Danish and Dutch companies. _____ too many airlines in Europe and _____ likely that Air Europe _____ bought out by one of the larger national carriers. _____ a small company and _____ unlikely to remain independent. This _____ a common pattern in Europe where a few years ago _____ m any more airlines.

Task 6. Match two parts of the sentences

1. Management information systems...
 2. Such systems turn raw data...
 3. In many industries, computer-based information systems...
 4. For example, the creation of “USA Today”, the national newspaper, ...
 5. Management is applicable to ...
 6. Since management is practiced in the real world, ...
 7. Management thought has been shaped over a period of...
-
- a. ...centuries by three major sets of forces
 - b. ...is the name often given to the field of management that focuses on designing and implementing computer – based information systems for use by management
 - c. ...into information that is useful to various levels of management
 - d. ...useful management theories must always be grounded in reality
 - e. ...to all forms of organization, not just business
 - f. ...are becoming a powerful competitive weapon because organizations are able to handle large amounts of information in new and better ways
 - g. ...was made feasible by advances in computer-based telecommunication systems

Task 6. Read and translate the text. Fill in the gaps using the words from the box

| |
|------------------------------------------------------------------------------------------------------------------------|
| efforts approaches increase supervisor force replaced depend opportunity expanding responsibility seeking enable |
|------------------------------------------------------------------------------------------------------------------------|

How Management Study Appeared

There are three well-established _____ to management thought: the classical approach, the behavioural approach and the management science approach. Although these approaches evolved in historical sequence, later ideas have not always _____ earlier ones. Management began to be studied seriously at the beginning of this century. Managers were _____ answers to basic, practical questions, such as how to _____ efficiency and productivity of a rapidly expanding work _____. The technological insights of engineers became increasingly significant as leaders of business sought to expand productivity of workers during World War I. These _____ led to an expensive body of knowledge concerning plan design, job design, work methods, and other methods of the management of work. At about the same time, many small, single-product companies were _____ into large multiproduct organizations. The individuals who managed these organizations recognized that the management of organizations was quite different from the management of work. Thus, men and women began to study the problems of managing large, complex organizations.

The manager must _____, to a greater or lesser extent, no one or more of the staff to take supervisory roles, and oversee the day-to-day working of the section. Clearly, there must be as good relationship as possible between the manager and supervisor and, while this can be an excellent _____ to create and maintain effective communication, there are sometimes problems.

The _____ is sometimes known as an assistant manager, or under manager, and has area of _____ which in many ways parallels that of the manager. Like the manager he is always under pressure from above and from below, and has to keep contact with other supervisors, perhaps in other departments, and thus has also a “sideways” pressure. More than anything else, the supervisor has to have such information that will _____ him to carry out the duties effectively. He needs to feel that he is in manager’s confidence, and that he has been given all the relevant information, together with an opportunity to discuss aspects of the work with the manager.

UNIT 6. How to Manage

Task 1. Read and translate the text

Learning how to manage

The important thing to remember is that no one is born with management knowledge. People who wish to have a career as a manager must study the discipline of management as a means toward practicing the process of

management. On the other hand, many individuals whose interest in management was or is strictly scientific have contributed knowledge to the field. Many psychologists, sociologists and anthropologists consider management to be very important social phenomenon and managers to an important social resource. Their interest then, is strictly scientific; they want to understand and to explain the process of management. Numerous other professions such as mathematics, accounting, economics, law, political – science, engineering and philosophy also have contributed to the discipline of management.

Contemporary management knowledge is the product of three basic approaches: the classical approach, the behavioural approach, and the management science approach. We believe that the ideas of each approach contribute positively to the total body of knowledge of the discipline of management. Through these three approaches, you can see an evolution of what is known and what should be known about management.

Theories are important as organizers of knowledge and as road maps for action. Understanding the historical context and precursors of management and organizations provides a sense of heritage and can also help managers avoid repeating the mistakes of others.

Isolated pieces of evidence date interest in management back thousand of years, but a scientific approach to management has emerged only in the last thousand years. Over the course of development management thought, three primary perspectives on management emerged. The earliest of these was classical management perspective. The other two schools of thought are referred to as behavioural management perspective and the quantitative management perspective.

The classical management perspective had two major branches: scientific management and classical organization theory. Scientific management was concerned with improving efficiency and work methods for individual workers. Classical organization theory was more concerned with how organizations themselves should be structured and arranged for efficient operations. Both branches paid little attention to the role of the worker.

The behavioural management perspective, characterized by a concern for individual and group behavior, emerged primarily as a result of the Hawthorne studies. The human relations movement recognized the importance and potential of behavioural process in organizations but made man overly simplistic assumptions about those processes. Organizational behavior, a more realistic outgrowth of behavioural management theory, is of interest of many contemporary managers.

The quantitative management perspective and its two components, management science and operations management, attempt to apply quantitative techniques to decision making and problem solving. These areas are also of considerable importance to contemporary managers. Their contributions have been facilitated by the personal computer explosion.

Unfortunately, the term management science sounds very much like scientific management, the approach developed by Taylor and others early in this century. Management science focuses specifically on the development of mathematical models. A mathematical model is a simplified representation of a system, process and relationship.

In its early years, management science focused specifically on models, equations, and similar representations of reality.

In recent years, paralleling the advent of the personal computer, management science techniques have become more sophisticated.

Among contemporary management perspectives, the global imperative and concerns for excellence, quality, and productivity have stimulated much theorizing and experimentation by managers.

Task 2. Answer the following questions.

1. In what way should people, who wish to become managers, study the discipline of management?
2. Who consider management to be an important social phenomenon?
3. What disciplines have contributed to the discipline of management?
4. What are three basic approaches of modern management?
5. Can you briefly describe each of the major historical approaches to management and identify the most important contributors to each of them?
6. What are some contemporary management perspectives?
7. What is classical management?
8. What characterizes behavioural management?

Task 3. Match words with their explanations.

| | |
|--------------|-------------------------------------------------------|
| Consider | A method of doing something or dealing with a problem |
| Resource | To help in causing a situation, event or condition |
| Contribute | To take into account |
| Contemporary | A means of comfort or help |
| Approach | Modern, belonging to the present time |

Task 4. Match two parts of the sentences.

1. Each major viewpoint has added important ideas...
2. The classical viewpoint emphasizes ...
3. The behavioural viewpoint emphasizes the importance ...
4. The quantitative viewpoint ...

- a. ...of organizational members as human resources, articulates practical implications of behavioural studies, points to the importance of such factors as communication, motivation and leadership.
- b. ...offers methods to help with making decisions, producing products and services and handling information system for management.
- c. ... to current knowledge about management and, in the processes, has changed the way that managers think about and behave in organizations.
- d. ...the importance of scientific studies of management, offers basic administrative principles.

Task 5. Match the terms with their definitions:

- a) Employee-centred
 - b) Job-centred
 - c) Consideration
 - d) Behavioural management
 - e) Classical management theory
 - f) Quantitative management theory
 - g) Management science
1. Focuses specially on the development of mathematical models
 2. Consists of two distinct branches; scientific management and classical organizational theory
 3. Emphasizes individual attitudes and behaviours and group processes
 4. Applies quantitative techniques to managerial problem solving and decision making situations
 5. A degree to which a leader builds a mutual trust with subordinates, respects their ideas, and shows concern to their feelings
 6. A leadership approach in which managers channel their main attention to the human aspect of subordinates' problems and to the development of an effective workgroup dedicated to high performance goals
 7. A leadership approach in which leaders divide work into routine tasks, determine work methods and closely supervise workers to ensure that the methods are followed and productivity standards are met.

Task 6. Read and translate the text

Management Development

Management development is a catch-all phrase referring to the teaching and nurturing of management skills (for example, team building negotiation) instead of specific technical skills (like engineering or accounting).

Any systematic training of managers depends on having a clear knowledge of what managers need to do. There are eight functions that are generally agreed to be central to the job of managing.

- Planning
- Organizing
- Staffing
- Supervising
- Directing
- Controlling
- Coordinating
- Innovating

SUPPLEMENTARY TEXTS FOR READING

Schooling is compulsory for twelve years, for all children aged five to sixteen. There are voluntary years of schooling (nurseries). The primary cycle lasts from five to eleven. In primary schools the first two years are spent on informal development of expression and ability to concentrate.

The approach to education has changed in the past thirty years. It is now widely accepted that it is not enough for children simply to absorb and remember information. They should be equipped to evaluate and criticise the information they receive, and to find out things for themselves. The content of education should be practicable and relevant to real life. Children are encouraged to undertake projects on their own account, often in pairs or in groups.

Outside the academic curriculum there is a great concern with the development of the child's personality. Clubs are encouraged for the joint pursuit of interests in nature, such as bird-watching, or music, dancing or drama. There is also a pastoral system, through which each teacher meets an assigned group of twenty or thirty pupils regularly to discuss problems of the world in general, and gives advice on choice of courses and, if necessary, on personal problems.

The academic year begins in September, after the summer holidays. It is divided into three terms, with the intervals between them formed by the Christmas and Easter holidays. The exact days of the holidays vary from area to area, being in general about two weeks at Christmas and Easter. In addition, there is normally a week holiday in the middle of each term, and five weeks in the summer.

Schools mostly work Mondays to Fridays only, from about 9 a.m.' to between 3 and 4 p.m. Lunch is provided and parents pay most of the cost unless their income is low enough to entitle them to free children's meals.

The public examinations are set on completion of the compulsory cycle of education at the age of 16, and on completion of the two voluntary years.

General Certificate of Secondary Education (GCSE) is the name of the examination taken by school pupils at the end of their fifth year of secondary education, at the age of 16. It is also open to anyone who has studied for it. The examination was introduced in 1989. Pupils take an average of seven GCSE's in a variety of subjects. Grades go from A to G, and pupils can fail completely.

During the two voluntary years of schooling, pupils specialise in two or three subjects and take the GCSE Advanced Level (or A-Level) examinations, usually with a view to entry to a university, politechnic or other colleges of higher education. To enter most types of higher education, a student must usually have three 'A' levels with good grades.

Types of Secondary Schools

Children may attend either state-funded or fee-paying independent schools.

About 90 per cent of children receive their secondary education at comprehensive schools. Comprehensive schools were introduced in 1965 to provide an equal secondary education for all pupils, regardless of ability.

Public schools are the most exclusive schools in the country. The most famous are Eton and Harrow for boys, and Roedean and Benenden for girls. They are often hundreds of years old, but became important in the 19th century to provide rulers and administrators for the British Empire.

Eton is Britain's most famous public, or 'independent' school. It was founded in 1440 by King Edward VI for poor scholars, but quickly became the school for sons of the nobility and the very rich. There are 1,260 boys aged 12-18. Fees are currently 8,500 a year and extra costs for uniforms and equipment are very high. Entrance to Eton is now through merit, and the school says it will not accept a boy because of his family name if he does not have the right qualifications. However, the education at Eton will give a boy a lifetime of connections to the most powerful people in British society.

Higher Education

Only about one-third of school-leavers receive post-school education in Great Britain, compared with over 80 per cent in Germany, France, the United States and Japan.

Candidates are accepted on the basis of their A-level results. The course of study lasts for 3 or 4 years (medical courses last for 5 years).

Students take university examinations for Bachelor of Arts, or of Science (BA or BS) on completing the undergraduate course, and Master of Arts or of Science (MA or MS) on completing postgraduate work, which is usually a one- or two-year course involving some original research. Some students continue to complete a three- year period of original research for the degree of Doctor of Philosophy (PhD).

Today there are 47 universities in Britain, compared with only 17 in 1947. They fall into four broad categories: the ancient English universities, the ancient Scottish universities, the 'red-brick' universities and the 'plate-glass' universities. They are all private institutions, receiving direct grants from the central government.

Oxford and Cambridge, founded in the 13th and 14th centuries, are two oldest and most exclusive universities in the country. 'Oxbridge' is an adjective made from the words 'Oxford' and 'Cambridge' to describe the type of the people who go there, usually the most influential people in the country. Today, 'Oxbridge' educate less than one-tenth of Britain's total university student population. But they continue to attract many of the best brains, partly on account of their prestige and partly on account of the beauty of their buildings. Both universities grew gradually, as federations of independent colleges most of

which were founded in the 14th, 15th and 16th centuries. In both universities, however, new colleges were established, for example, Green College Oxford (1979) and Robinson College Cambridge (1977).

Scotland has four ancient universities: Glasgow, Edinburgh, St. Andrews and Aberdeen, all founded in the 15th and 16th centuries. Those universities were created with strong links with the ancient undergraduate courses, compared with the usual three-year courses in England and Wales.

In the 19th century many more 'red-brick' universities were established to respond to the greatly increased demand for educated people as a result of the Industrial Revolution and the expansion of the British Empire. Many of these universities were sited in the industrial centres, for example, Birmingham, Nottingham, Newcastle, Liverpool and Bristol.

With the expansion of higher education in the 1960s, many more plate-glass universities were established. They were named after counties or regions rather than old cities, for example, Sussex, Kent, East Anglia.

As with the school system so also with the higher education, there is a real problem about the exclusivity of Britain's two oldest universities. Although now open to all according to intellectual ability, Oxbridge retains its exclusive and narrow character. Together with the public school system, it creates a narrow social and intellectual channel from which the nation's leaders are almost exclusively drawn.

The Open University is highly successful. It was devised to satisfy the needs of working people of any age who wish to study in their spare time for degrees. The University conducts learning through correspondence, radio and television, and also through local study centres. Most course work is run by part-time tutors (many of whom are lecturers at other universities), they meet students to discuss their work at regular intervals. There are short, residential summer courses. The students are of all ages, some of them retired. They may spread their studies over several years, and choose their courses to suit their individual needs and interests. The Open University has helped greatly towards the idea of education accessible to everyone who aspires to it. '

Management is the act of getting people together to accomplish desired goals and objectives using available resources efficiently and effectively. Management comprises planning, organizing, staffing, leading or directing, and controlling an organization (a group of one or more people or entities) or effort for the purpose of accomplishing a goal. Resourcing encompasses the deployment and manipulation of human resources, financial resources, technological resources and natural resources.

Since organizations can be viewed as systems, management can also be defined as human action, including design, to facilitate the production of useful outcomes from a system. This view opens the opportunity to 'manage' oneself, a pre-requisite to attempting to manage others.

History

The verb manage comes from the Italian maneggiare (to handle, train, be in charge of, control horses), 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 15th and 16th 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 in order to manage an enterprise when given the authority by the shareholders. 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.

Various Definitions

There are various definitions of Management by different experts and the contributors of different schools of management:

- Donald J. Cough defines management as, "Management is the art and science of decision making and leadership."
- Louis Allen defines, "Management is what a manager does".

Theoretical scope

At first, one views management functionally, such as measuring quantity, adjusting plans, setting and meeting goals, foresighting/forecasting. This applies even in situations when planning does not take place. From this perspective, Henri Fayol (1841–1925) considers management to consist of six functions: forecasting, planning, organizing, commanding, coordinating and controlling. He was one of the most influential contributors to modern concepts of management.

Some people, however, find this definition useful but 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 through leading employees, people, planning, controlling and organizing processes, technology, etc. to maximize 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.

Nature of Managerial Work

In for-profit work, management has as its primary function the satisfaction of a range of stakeholders. This typically involves making a profit (for the shareholders), creating valued products at a reasonable cost (for customers) and providing rewarding employment opportunities (for employees). In nonprofit management, add the importance of keeping the faith of donors. In most models of management/governance, shareholders vote for the board of directors, and the board then hires senior management. Some organizations have experimented with other methods (such as employee-voting models) of selecting or reviewing managers; but this occurs only very rarely.

In the public sector of countries constituted as representative democracies, voters elect politicians to public office. Such politicians hire many managers and administrators, and in some countries like the United States political appointees lose their jobs on the election of a new president/governor/mayor.

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.

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.

20th century

By about 1900 one finds managers trying to place their theories on what they regarded as a thoroughly scientific basis (see scientism for perceived limitations of this belief). 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 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 offered the first 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 organisation. 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

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 non profit 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. In some cases, management has even rewarded itself with bonuses after laying off level workers.

According to leading leadership academic Manfred F.R. Kets de Vries, senior management will often exhibit traits of certain personality disorders. For example, he claims that "If you are a CEO you usually have a ' magnificent obsession'... [you] are obsessed by certain things having to do with business." He also suggests that "you need a solid dose of narcissism to be able to function properly," but that many executives exhibit destructive forms of narcissism.

Basic roles

- Interpersonal: roles that involve coordination and interaction with employees, networking.
- Informational: roles that involve handling, sharing, and analyzing information.
- Decisional: roles that require decision-making.

Management skills

- Political: used to build a power base and establish connections.
- Conceptual: used to analyze complex situations.
- Interpersonal: used to communicate, motivate, mentor and delegate.
- Diagnostic: the ability to visualize most appropriate response to a situation .

Formation of the business policy

- The mission of the business is the most obvious purpose—which may be, for example, to make soap.
- The vision of the business reflects its aspirations and specifies its intended direction or future destination.
- The objectives of the business refer to the ends or activity at which a certain task is aimed.
- The business's policy is a guide that stipulates rules, regulations and objectives, and may be used in the managers' decision-making. It must be flexible and easily interpreted and understood by all employees.
- The business's strategy refers to the coordinated plan of action that it is going to take, as well as the resources that it will use, to realize its vision and long-term objectives. It is a guideline to managers, stipulating how they ought to allocate and utilize the factors of production to the business's advantage. Initially, it could help the managers decide on what type of business they want to form.

Implementation of policies and strategies

- All policies and strategies must be discussed with all managerial personnel and staff.
- Managers must understand where and how they can implement their policies and strategies.
- A plan of action must be devised for each department.
- Policies and strategies must be reviewed regularly.
- Contingency plans must be devised in case the environment changes.
- Assessments of progress ought to be carried out regularly by top-level managers.
- A good environment and team spirit is required within the business.
- The missions, objectives, strengths and weaknesses of each department must be analysed to determine their roles in achieving the business's mission.
- The forecasting method develops a reliable picture of the business's future environment.
- A planning unit must be created to ensure that all plans are consistent and that policies and strategies are aimed at achieving the same mission and objectives. All policies must be discussed with all managerial personnel and staff that is required in the execution of any departmental policy.
- Organizational change is strategically achieved through the implementation of the eight-step plan of action established by John P. Kotter: Increase urgency, form a coalition, get the vision right, communicate the buy-in, empower action, create short-term wins, don't let up, and make change stick.

Policies and strategies in the planning process

- They give mid- and lower-level managers a good idea of the future plans for each department in an organization.
- A framework is created whereby plans and decisions are made.
- Mid- and lower-level management may adapt their own plans to the business's strategic ones.

Levels of management

Most organizations have three management levels: low-level, middle-level, and top-level managers. These managers are classified in a hierarchy of authority, and perform different tasks. In many organizations, the number of managers in every level resembles a pyramid. Each level is explained below in specifications of their different responsibilities and likely job titles.

Top-level managers

Consists of board of directors, president, vice-president, CEOs, etc. They are responsible for controlling and overseeing the entire organization. They develop goals, strategic plans, company policies, and make decisions on the direction of the business. In addition, top-level managers play a significant role in the mobilization of outside resources and are accountable to the shareholders and general public.

According to Lawrence S. Kleiman, the following skills are needed at the top managerial level.

- Broadened understanding of how: competition, world economies, politics, and social trends effect organizational effectiveness .

Middle-level managers

Consist of general managers, branch managers and department managers. They are accountable to the top management for their department's function. They devote more time to organizational and directional functions. Their roles can be emphasized as executing organizational plans in conformance with the company's policies and the objectives of the top management, they define and discuss information and policies from top management to lower management, and most importantly they inspire and provide guidance to lower level managers towards better performance. Some of their functions are as follows:

- Designing and implementing effective group and intergroup work and information systems.
- Defining and monitoring group-level performance indicators.
- Diagnosing and resolving problems within and among work groups.
- Designing and implementing reward systems supporting cooperative behavior.

Low-level managers

Consist of supervisors, section leads, foremen, etc. They focus on controlling and directing. They usually have the responsibility of assigning employees tasks, guiding and supervising employees on day-to-day activities, ensuring quality and quantity production, making recommendations, suggestions, and upchanneling employee problems, etc. First-level managers are role models for employees that provide:

- Basic supervision.
- Motivation.
- Career planning.
- Performance feedback.
- supervising the staffs.

Human Resource Management

Human resource management is the management of an organization's workforce, or human resources. It is responsible for the attraction, selection, training, assessment, and rewarding of employees, while also overseeing organizational leadership and culture, and ensuring compliance with employment and labor laws. In circumstances where employees desire and are legally authorized to hold a collective bargaining agreement, HR will typically also serve as the company's primary liaison with the employees' representatives (usually a labor union).

HR is a product of the human relations movement of the early 20th century, when researchers began documenting ways of creating business value through the strategic management of the workforce. The function was initially dominated by transactional work such as payroll and benefits administration, but due to globalization, company consolidation, technological advancement, and further research, HR now focuses on strategic initiatives like mergers and acquisitions, talent management, succession planning, industrial and labor relations, and diversity and inclusion.

In startup companies, HR's duties may be performed by a handful of trained professionals or even by non-HR personnel. In larger companies, an entire functional group is typically dedicated to the discipline, with staff specializing in various HR tasks and functional leadership engaging in strategic decision making across the business. To train practitioners for the profession, institutions of higher education, professional associations, and companies themselves have created programs of study dedicated explicitly to the duties of the function. Academic and practitioner organizations likewise seek to engage and further the field of HR, as evidenced by several field-specific publications.

Scientific Management

Scientific management, also called Taylorism, was a theory of management that analyzed and synthesized workflows. Its main objective was improving economic efficiency, especially labor productivity. It was one of the earliest attempts to apply science to the engineering of processes and to management. Its development began with Frederick Winslow Taylor in the 1880s and 1890s within the manufacturing industries. Its peak of influence came in the 1910s; by the 1920s, it was still influential but had begun an era of competition and syncretism with opposing or complementary ideas. Although scientific management as a distinct theory or school of thought was obsolete by the 1930s, most of its themes are still important parts of industrial engineering and management today. These include analysis; synthesis; logic; rationality; empiricism; work ethic; efficiency and elimination of waste; standardization of best practices; disdain for tradition preserved merely for its own sake or merely to protect the social status of particular workers with particular skill sets; the transformation of craft production into mass production; and knowledge transfer between workers and from workers into tools, processes, and documentation.

The core ideas of scientific management were developed by Taylor in the 1880s and 1890s, and were first published in his monographs *A Piece Rate System* (1895), *Shop Management* (1903) and *The Principles of Scientific Management* (1911).

While working as a lathe operator and foreman at Midvale Steel, Taylor noticed the natural differences in productivity between workers, which were driven by various causes, including differences in talent, intelligence, or motivations. He was one of the first people to try to apply science to this application, that is, understanding why and how these differences existed and how best practices could be analyzed and synthesized, then propagated to the other workers via standardization of process steps. He believed that decisions based upon tradition and rules of thumb should be replaced by precise procedures developed after careful study of an individual at work, including via time and motion studies, which would tend to discover or synthesize the "one best way" to do any given task. The goal and promise was both an increase in productivity and reduction of effort.

Scientific management's application was contingent on a high level of managerial control over employee work practices. This necessitated a higher ratio of managerial workers to laborers than previous management methods. The great difficulty in accurately differentiating any such intelligent, detail-oriented management from mere misguided micromanagement also caused interpersonal friction between workers and managers, and social tensions between the blue-collar and white-collar classes.

Terminology and definitions

The terms "scientific management" and "Taylorism" are near synonyms. Taylor is considered the father of scientific management.

While the terms "scientific management" and "Taylorism" are often treated as synonymous, an alternative view considers Taylorism as the first form of scientific management, which was followed by new iterations; thus in today's management theory, Taylorism is sometimes called (or considered a subset of) the classical perspective (meaning a perspective that's still respected for its seminal influence although it is no longer state-of-the-art). Taylor's own early names for his approach included "shop management" and "process management". When Louis Brandeis popularized the term "scientific management" in 1910, Taylor recognized it as another good name for the concept, and he used it himself in his 1911 monograph.

The field comprised the work of Taylor; his disciples (such as Henry Gantt); other engineers and managers (such as Benjamin S. Graham); and other theorists, such as Max Weber. It is compared and contrasted with other efforts, including those of Henri Fayol and those of Frank Gilbreth, Sr. and Lillian Moller Gilbreth (whose views originally shared much with Taylor's but later evolved divergently in response to Taylorism's inadequate handling of human relations). Taylorism proper, in its strict sense, became obsolete by the 1930s, and by the 1960s the term "scientific management" had fallen out of favor for describing current management theories. However, many aspects of scientific management have never stopped being part of later management efforts called by other names. There is no simple dividing line demarcating the time when management as a modern profession (blending art, academic science, and applied science) diverged from Taylorism proper. It was a gradual process that began as soon as Taylor published (as evidenced by, for example, Hartness's motivation to publish his Human Factor, or the Gilbreths' work), and each subsequent decade brought further evolution.

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