

**ЧЕРНІВЕЦЬКИЙ ТОРГОВЕЛЬНО-ЕКОНОМІЧНИЙ ІНСТИТУТ
ДЕРЖАВНОГО ТОРГОВЕЛЬНО-ЕКОНОМІЧНОГО УНІВЕРСИТЕТУ
СИСТЕМА УПРАВЛІННЯ ЯКІСТЮ**

**Система забезпечення якості освітньої діяльності та якості вищої освіти
Сертифікована на відповідність ДСТУ ISO 9001:2015
Кафедра менеджменту, маркетингу і логістики**

**ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ
(АНГЛІЙСЬКА) / ENGLISH FOR SPECIFIC PURPOSES**

**НАВЧАЛЬНО-МЕТОДИЧНИЙ ПОСІБНИК
для самостійної роботи студентів /
EDUCATIONAL AND METHODOLOGICAL
MANUAL
for students' individual work**

| | | | |
|-------------------------|---|----------|---|
| освітній ступінь | бакалавр | / | bachelor |
| галузь знань | D Бізнес, адміністрування та право | / | Business, Administration and Law |
| спеціальність | D3 Менеджмент | / | Management |
| освітні програми | Управління бізнесом | / | Business Management |
| вид дисципліни | обов'язкова | | |

**Чернівці
2025**

**Розповсюдження і тиражування без офіційного дозволу
ЧТЕІ ДТЕУ заборонено**

Автор: Катерина Гільдебрант, кандидат філологічних наук, доцент кафедри менеджменту, маркетингу і логістики ЧТЕІ ДТЕУ.

Розглянуто і схвалено на засіданні кафедри *менеджменту, маркетингу і логістики* 1 грудня 2025 р., протокол № 6, та затверджено методичною радою ЧТЕІ ДТЕУ 22 грудня 2025 р., протокол № 4.

Рецензенти: Наталія Максим'юк, кандидат філологічних наук, доцент кафедри менеджменту, маркетингу і логістики ЧТЕІ ДТЕУ;
Оксана Верстяк, кандидат економічних наук, доцент кафедри менеджменту, маркетингу і логістики ЧТЕІ ДТЕУ.

ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ (АНГЛІЙСЬКА) /
ENGLISH FOR SPECIFIC PURPOSES

НАВЧАЛЬНО-МЕТОДИЧНИЙ ПОСІБНИК
для самостійної роботи студентів
/ EDUCATIONAL AND METHODOLOGICAL MANUAL
for students' individual work

| | | | |
|------------------|--|---|-------------------------------------|
| освітній ступінь | бакалавр | / | bachelor |
| галузь знань | D Бізнес, адміністрування та право | / | Business, Administration and Law |
| спеціальність | D3 Менеджмент | / | Management |
| освітні програми | Управління бізнесом | / | Business Management |
| вид дисципліни | обов'язкова | | |

Автор: Катерина Йосипівна Гільдебрант

Чернівецький торговельно-економічний інститут ДТЕУ
пл. Центральна, 7. м. Чернівці, 58002

ЗМІСТ

| | |
|---|----|
| Вступ | 4 |
| UNIT 1. My Future Profession..... | 6 |
| UNIT 2. Levels of Management | 10 |
| UNIT 3. Functions of Management | 15 |
| UNIT 4. Management Roles | 19 |
| UNIT 5. Management Skills | 24 |
| UNIT 6. Managerial Ethics | 29 |
| UNIT 7. Strategy and Strategic Planning | 33 |
| UNIT 8. Decision Making | 37 |
| Список рекомендованих джерел | 42 |

ВСТУП

Навчально-методичний посібник для самостійної роботи студентів розроблено відповідно до програми/робочої програми «Іноземна мова за професійним спрямуванням (англійська)». *Мета* навчально-методичного видання – сприяти засвоєнню програми/робочої програми в повному обсязі та розвивати самостійність у процесі здобуття та закріплення нових знань як особистісну рису та важливу професійну складову, що полягає у вмінні планувати, систематизувати і контролювати власну діяльність.

Основними *завданнями* самостійної роботи у межах дисципліни є:

- навчити майбутнього фахівця орієнтуватися в сучасному інформаційному просторі з метою удосконалення іншомовних умінь і навичок;
- удосконалювати у здобувачів вищої освіти професійну комунікативну компетентність з англійської мови;
- розвивати вміння активного ділового спілкування у різних професійно-ділових ситуаціях;
- готувати майбутнього фахівця до наукової діяльності та формувати автономність здобувача вищої освіти як мовної особистості.

Самостійна робота студента з дисципліни «Іноземна мова за професійним спрямуванням (англійська)» включає:

- опрацювання навчального матеріалу;
- вивчення основних термінів та понять за темами (опрацювання активного тематичного вокабуляру);
- виконання практичних вправ та завдань, вирішення яких сприятиме формуванню знань широкого діапазону словникового запасу (у т.ч. фахової термінології), необхідного в академічній і професійній сферах; граматичних структур, необхідних для гнучкого вираження відповідних понять, а також для розуміння іншомовних повідомлень і здійснення комунікації у межах широкого кола тем професійного спрямування; правил синтаксису іноземної мови, що вивчається, щоб мати можливість розпізнавати повідомлення і продукувати комунікацію; мовних форм, властивих офіційному та розмовному реєстрам професійного мовлення;
- посилену підготовку до певних завдань, як от *ситуаційних вправ*: завдань, вирішення та обговорення яких дозволятиме знайти способи вирішення актуальних проблем і спонукатиме студентів до чіткої аргументації власної позиції відносно актуальних тем спеціальності; *кейсів*: індивідуальних завдань, вирішення яких сприяє опануванню механізмів прийняття рішень на конкретних прикладах з практики бізнесу, відпрацювання типових схем вирішення проблемних ситуацій і вироблення самостійного індивідуального підходу; *ділових ігор*, у ході проведення яких створюються сприятливі можливості творчого та емоційного залучення учасників до ділових відносин, максимально наближених до реалій функціонування підприємств та організацій; *презентацій*: завдань, спрямованих на розвиток вміння виступати з підготовленими індивідуальними виступами щодо широкого кола професійних тем;

- виконання творчих завдань: написання творів, складання резюме та життєпису, підготовка різного виду ділової кореспонденції;
- пошук, підбір та огляд літературних джерел на задану проблематику пошукового завдання;
- підготовку до різних форм контролю поточних знань студентів (усного опитування, тестових завдань, контрольних робіт тощо);
- опрацювання додаткового матеріалу для поглибленого вивчення тем за професійним спрямуванням, а саме у сфері управління бізнесом;
- систематизацію опрацьованого матеріалу та узагальнення здобутих знань під час підготовки до підсумкового іспиту.

Завдання з самостійної роботи націлені на вивчення активного вокабулярію та термінологічних одиниць і виконання практичних завдань для закріплення та активізації здобутих знань, розвитку комунікативної та граматичної компетентностей у межах теми. Навчальний матеріал, передбачений для самостійного вивчення, виноситься на підсумковий контроль знань.

У кінці навчально-методичного посібника для самостійної роботи подається орієнтовний список літератури. Для вивчення матеріалу та виконання завдань можна використовувати будь-яке джерело, в якому розглядається необхідний лексико-граматичний матеріал.

Unit 1. My Future Profession

Exercise 1. *Read and learn the following words and phrases.*

to manage – 1) керувати, управляти; 2) справлятися, впоратись;

manager – керівник, менеджер;

management – 1) керівництво, управління; 2) дирекція, адміністрація;

3) менеджмент;

to major (in) – спеціалізуватись;

opportunity – можливість;

set of activities – комплекс видів діяльності;

efficient – дієвий, раціональний;

effective – ефективний, доцільний;

to constitute – складати, утворювати;

core – 1) суть; 2) серцевина, стрижень;

job – робота, вид діяльності;

responsible – відповідальний;

decision making – прийняття рішення;

profound economic education – ґрунтовна економічна освіта;

personal human traits – особисті риси характеру;

current – поточний, сучасний;

trend – напрямок, тенденція;

goal – мета; **to set a goal** – визначати мету; **to meet/to attain a goal** – досягати мети;

attainable – досяжний;

to predict – передбачати;

to interpret – пояснювати, тлумачити;

well-founded – добре обґрунтований;

moreover – більш того;

to communicate – повідомляти, сповіщати, переказувати;

to work for, with and through people – працювати для людей, з людьми та за допомогою/через людей;

challenging – вимогливий; такий, що кидає виклик;

to face the problem – стикатися з проблемою;

occupation – професія, заняття;

prudent – розважливий, обачний;

persuasive - переконливий

Exercise 2. *Read and translate the following text.*

My Future Profession

Chernivtsi Institute of Trade and Economics provides a wide range of courses in many subjects such as accounting and auditing, finance and credit, **management**, marketing, commerce, international trade, economic cybernetics, etc. Over a hundred of students attend courses at the faculty of Economics and Management, **majoring in** management of organizations. They have chosen this profession because it offers many **opportunities** in a professional career.

Management can be defined as a **set of activities** directed at the **efficient** and **effective** use of resources in **attaining the goals** of the organization. Management is complex because of the large number of different activities that managers perform and because managers must change activities very often.

Managers are in great demand in all spheres of modern life. One cannot imagine a medical, educational, commercial, industrial, or any other organization, the activities of which are not managed in a certain way. The meaning of the verb '**to manage**' is 'to control', 'to succeed'. Thus managers are professionals who both control and lead their organizations to success. They **constitute the core** of every organization at any level. Managers plan, organize, direct and control the activities of the organization they work for. This **job** is very **responsible** because the success of an enterprise, be it a little firm or a big industrial complex, depends completely on the management's effective **decision making**.

The job of a manager demands a **profound economic education** as well as certain **personal human traits**. Managers must understand the **current** situation in the market they deal with and current **trends** in their business sphere, be able **to set attainable goals** for their enterprise and **predict** its further development. With this aim managers collect, analyze and **interpret** all sorts of business information to make **well-founded** decisions. **Moreover**, they must be able **to communicate** these decisions to the people with whom they work. It is a true saying that managers **work for, with and through people**.

The profession of a manager is very **challenging** because the world around us is very dynamic and every day managers **face the problems** that need to be solved. Management is an **occupation** for people who are thoughtful and decisive, **prudent** and risky, strict and friendly, energetic and **persuasive** and always open to changes.

Exercise 3. *Answer the following questions.*

1. What courses are provided at Chernivtsi Institute of Trade and Economics?
2. At what faculty do students major in the management of organizations?
3. Why have they chosen this profession?
4. How can management be defined?
5. Why is management complex?
6. What functions do managers perform in the organization?
7. Why is the job of a manager a very responsible one?
8. How do managers apply their economic knowledge in their work?
9. Why are personal traits as important as professional qualities?
10. What personal traits must a person possess to become a successful manager?

Exercise 4. *Read the following words aloud. Pronounce correctly the letters in bold type.*

[i]- effective, efficient, executive, **example**, **exhibit**, **except**;

[əu] –**goal**, **loan**, **coal**, **coat**, **know**, **slow**, **grow**;

[au] – **ground**, **found**, **mouse**, **how**, **town**, **crowd**;

[f] – **sphere**, **philosophy**, **physics**, **photograph**, **telephone**.

Exercise 5. *Translate into English.*

Спеціалізуватись з менеджменту організацій; в подальшій професійній кар'єрі; певним чином; тобто/таким чином; вести до успіху; утворювати стрижень організації; планувати, організувати, спрямовувати та контролювати; бути спроможним визначити

досягну мету; всі види ділової інформації; вірно кажуть, що; вдумливий та рішучий; вимогливий та приязний.

Exercise 6. *Translate into Ukrainian.*

To offer a lot of opportunities; efficient and effective use of resources; to be in great demand; both...and; at any level of an organization; the management's effective decision making; to deal with the market; further development; prudent and risky.

Exercise 7. *Learn the meaning of the words and translate them into Ukrainian.*

Work – activity which uses effort, especially for a specific purpose, not for amusement; the nature or place of job or business.

Job – a regular paid employment; a piece of work. What you do to earn a living is your **job** or (more formal) your **occupation**.

Post/Position – words for a particular job, more formal and official.

Trade – a skilled job in which you use your hands.

Profession – a job for which you need special training and a high level of education (such as being a manager or doctor).

Vocation – some professions, such as teaching or nursing, which suggest that people choose them in order to help others.

Career – a job or profession that you follow your whole life.

Hobby – an activity which one enjoys doing in one's free time; a form of recreation.

Exercise 8. *Insert the proper word from Exercise 7.*

1. Her... demands a lot of traveling. 2. Operating a PC is necessary for this ... 3. He took a vocational course as he wanted to become the best in his ... 4. She is always late for... because of the heavy traffic in the morning. 5. Management of organizations is my future ... 6. She started her... at the age of 22. 7. His ... is drawing; he devotes all his free time to it. 8. Helping people was Mother Theresa's ...

Exercise 9. *Match the prefixes to give the words the opposite meaning and translate the pairs. Consult your dictionary if necessary.*

ir- (1), in-(2), un-(5)

responsible, usual, attainable, complete, human, friendly, able, effective.

Exercise 10. *Translate the words in brackets to complete the following sentences.*

1. You cannot depend on him. He is very (безвідповідальний). You must find a more (відповідальний) person for this work. 2. These data are (неповні). Continue your research to (завершити) it. 3. This solution seems a bit (неефективне). Ask Mike to help you – he always proposes (дієві) decisions. 4. Always set up an (досяжна) goal. If your goal is (недосяжна), you lose your interest very soon. 5. She is (нездатна) to solve this problem by herself. Better find somebody else who is (здатний) to manage it. 6. This person looks (недружній). Let's ask somebody who is more (привітний).

Exercise 11. *Insert the proper preposition:*

in (2), **on** (1), **of** (1), **with** (1), **for** (1)

1. They often deal ... foreign customers. 2. She is responsible ...the sales department. 3. We offer high-quality goods that are always ... great demand. 4. I'm majoring ... management ... organizations. 5. Our success depends ... the management's effective decision making.

Exercise 12. *Insert the proper word from the list below.*

challenging problem, opportunity, to make...decision, majoring, interpret, skills, managers, profession

1. In what subject are you ... in? 2. Students are given every... to specialize in the chosen ... 3. ...constitute the core of every organization. 4. In order... a well-founded ... you must analyze and ... all available information. 5. The head of our department admits that we have contributed our best ... to the solution of this very...

Unit 2. Levels of Management

Exercise 1. *Read and learn the following words and phrases.*

division of labour – розподіл праці;
common purpose – спільна мета; **it is common** – загальноприйнято;
component – складова частина, компонент;
hierarchy – ієрархія, підпорядкування;
authority – влада, повноваження;
formal authority – офіційне/формальне повноваження;
to authorize – надавати повноваження, дозволяти;
to assign – давати, доручати (завдання, роботу);
to fit (together) – пристосовувати, припасовувати (одне до одного);
coordination – узгодження, координація;
to coordinate – узгоджувати, координувати;
command – наказ; влада; **to command** – віддавати накази;
chain of command – субординація, підпорядкування;
span of control – обсяг повноважень;
to arrange – розташовувати (в певній послідовності);
top manager – керівник найвищої ланки; **syn. senior manager**;
middle manager – керівник середньої ланки;
first-line manager – керівник нижчої ланки; **syn. junior manager**;
job title – назва професії;
officer – службовець, посадова особа; **syn. official**;
chief executive officer (CEO) – головний виконавчий директор;
chief operating officer (COO) – головний операційний директор;
policy – курс, політика, лінія поведінки; **operating** ~ поточний курс;
external – зовнішній;
labour leader – керівник професійної спілки;
executive – керівник, адміністратор;
plant manager – керівник підприємства;
division manager – керівник відділу/підпорядкованого підприємства;
operating manager – директор-розпорядник;
to implement – втілювати (політику), здійснювати, виконувати;
to report (to) – звітувати (перед);
to supervise – контролювати, наглядати, керувати;
supervisor – інспектор, контролер;
operating employee – працівник, робітник;
unit head – керівник підрозділу;
foreman – майстер, бригадир, прораб;
direction – розпорядження, директива;
on a day-to-day basis – на повсякденній основі, щоденно

Exercise 2. *Read and translate the following text.*

Levels of Management

Managers work in organizations. But what is an organization? Formally defined, an organization is a collection of people working together with a **division of labour** to achieve a

common purpose. Organizations involve three **components**: a common purpose, a division of labour, and a **hierarchy of authority**.

The purpose of an organization is to produce a good or service. Any organization is an open system: it transforms resource inputs taken from its environment into product or service outputs that are returned to the environment for consumption. The final good or service produced through the resource-transformation process represents the organization's purpose. The organization's purpose is achieved by breaking the resource-transformation process, or work, into smaller components and **assigning** them as individual or group tasks designed **to fit together**. This is called the division of labour. The division of labour must be **coordinated** if organizations are to achieve success. Managers are responsible for coordinating the division of labour through **formal authority**, that is the right to 'command' other persons.

When many managerial positions exist in one organization, they also require **coordination**. This is accomplished by giving some managers formal authority over other managers. The result is a hierarchy of authority in which work positions are arranged in order of increasing formal authority.

It is common to classify managers according to level in an organization's hierarchy of authority into **top managers, middle managers, and first-line managers**.

Top managers are those at the upper level of the organization. **Job titles** common to the highest level of management include **chief executive officer (CEO), chief operating officer (COO), president, and vice-president**. Top managers set the organizational goals and determine strategy and **operating policies**. They also represent the organization to the **external** environment, working with the government **officials, labour leaders, and executives** in other organizations.

Middle managers make up the second level in the organization's hierarchy of authority. They include such titles and positions as **plant manager, division manager, and operating manager**. These people **implement** the strategies and policies set by top management, **report to** the managers at the top level, and coordinate the work of first-line managers.

First-line managers are those who **supervise operating employees**. They are called **supervisors, department managers, unit heads, team leaders, and foremen**. These are the people to whom operating employees report. First-line managers implement the plans and **directions** of middle and top management **on a day-to-day basis**. Most people enter management at the supervisory level and, if successful, move to higher levels in the hierarchy.

Exercise 3. *Answer the following questions.*

1. What is a formal definition of an organization?
2. What ingredients do organizations involve?
3. What is an organization's purpose and how is it represented?
4. In what way is an organization's purpose achieved?
5. Why must managers coordinate the division of labour?
6. In what way do managers coordinate the division of labour?
7. Can you explain a hierarchy of authority?
8. What are the three levels of management in an organization's hierarchy of authority?
9. What job titles are common among top managers/ middle managers/ first-line managers?
10. What are the duties and responsibilities of top managers/ middle managers/first-line managers?

Exercise 4. Read aloud and group these words according to their stress pattern: ●○ (first syllable stressed), ○● (second syllable stressed).

Supervisor, executive, environment, purpose, official, labour, authority, officer, assign, hierarchy.

Exercise 5. Translate into Ukrainian.

Formally defined; a collection of people working together; by breaking the process into smaller components; managerial positions; work positions are arranged in order; level in a hierarchy of authority; to determine strategy and operating policies; to enter management at the supervisory level; it is common (to do something).

Exercise 6. Translate into English.

Досягти спільної мети; кінцевий товар або послуга; процес перетворення ресурсів; спланований таким чином, щоб точно припасовуватись один до одного; завдання для однієї особи або групи; зростаючі офіційні повноваження; визначати мету організації; представляти організацію перед урядовими службовцями; звітувати перед вищим керівництвом.

Exercise 7. Match and learn the synonyms.

A: authority, purpose, executive, to achieve, to implement, to determine, to fit together, to supervise;

B: senior officer, goal, to fulfill, to define, to control, to match, responsibility, to accomplish.

Exercise 8. Match and learn the opposites.

A: to report, to enter, to increase, to break, external, senior, success;

B: failure, junior, to make up, to decrease, to leave, to command, internal.

Exercise 9. Complete the sentences with the words from the text. The first letter is given.

1. He e___ management at the age of 23 and was given complete a___ from the very start.
2. Middle managers r___ to top managers and c___ first-line managers.
3. What f___ authority goes with this job t___?
4. Top management determine s___ and operating p___, while lower l___ of management i___ them on the day-to-day b___.
5. In a h___ of authority the span of c___ increases from the bottom to the top of the o___.

Exercise 10. Complete the table with the forms of the related words.

| noun | verb | noun | verb |
|--------------|---------|----------------|---------|
| authority | | implementation | |
| | assign | | divide |
| coordination | | transformation | |
| | execute | | collect |
| arrangement | | classification | |

Exercise 11. The diagram shows who controls a public limited company. Use the terms below to complete it. Write 3 sentences to explain the diagram.

board of directors managers shareholders

A _____ (owners of the company)

B _____ ↓ _____ (responsible to the shareholders)

C _____ ↓ _____ (appointed by the board to run the company)

Exercise 12. Match each of the job titles to the correct definition.

director; executive director; non-executive director; board of directors

a) a company director with a seat on the board who is also a salaried employee of the company, and actively involved in the running of the company.

b) a director with a seat on the board who is not a working employee of the company, sometimes brought onto the board for his or her specialist knowledge. He or she takes no part in the running of the company.

c) the management committee of a limited company, the members of which are appointed by the shareholders whose interests they represent. They meet under the direction of the company chairman to decide on major policy matters and appoint key managers.

d) a person who is appointed an elected officer of the company at the annual general meeting (AGM) and manages the company on behalf of the shareholders. He or she acts by resolutions made at meetings of the board.

Exercise 13. Which of the following people are likely to be on the board of directors of a company?

a) company secretary

c) CEO

e) executive directors

b) non-executive directors

d) managers

f) members of staff

Exercise 14. Follow the model to paraphrase the word combinations given below into word partnerships (compound nouns).

Model **title concerning a job – job title**

1) manager of a plant/division/department –

2) leader of the labour (union) –

3) official working for the government –

4) output in the form of service/product –

5) process of transformation of resources –

6) assigning the tasks for the group –

7) hierarchy of the positions at work –

8) coordination of the division of labour –

9) process of making decisions –

10) costs of the production of goods –

Exercise 15. On the basis of the text write definitions for the following terms.

Organization, common purpose of an organization, division of labour, hierarchy of authority

Exercise 16. Translate into English.

1. Мета будь-якої організації – виробляти товари чи послуги. 2. Рада директорів компанії призначила нового виконавчого директора. 3. Головний виконавчий директор керує компанією від імені акціонерів. 4. Вище керівництво визначає мету, стратегію та поточну політику організації. 5. Менеджери середньої ланки втілюють рішення вищого

керівництва та координують діяльність менеджерів нижчої ланки. 6. На щорічних загальних зборах рада директорів звітує перед акціонерами. 7. Майстер щоденно наглядає за роботою працівників. 8. Офіційні повноваження – це право віддавати накази іншим особам.

Unit 3. Functions of Management

Exercise 1. *Read and learn the following words and phrases.*

set – сукупність, численність, ряд;

inherent – властивий, притаманний;

organizing – упорядкування, улаштування; організація (процес);

leading – керівництво, управління;

to involve – включати (в собі), передбачати;

to determine – визначати;

goal – мета;

to allocate – розміщувати;

appropriate – відповідний, доречний;

combination – сполучення, комбінація;

to turn something into something – перетворювати щось на щось;

to define – визначати;

associated with – тісно пов'язаний з; такий, що асоціюється з;

to guide – керувати, спрямовувати;

attainment – досягнення, здобуття;

key – ключовий, важливий;

to motivate – мотивувати, спонукати;

performance – виконання; ~ **feedback** – зворотна інформація про ~;

to interpret – тлумачити, роз'яснювати;

corrective – корективний/ виправний;

constructive – творчий, конструктивний;

to keep something in mind – пам'ятати щось;

series – ряд, послідовність;

to rest something with somebody – покласти щось на когось;

to tend to – бути схильним до; мати тенденцію;

relatively – відносно.

Exercise 2. *Read and translate the text.*

Functions of Management

Management functions are the **sets** of activities **inherent** in most managerial jobs. These activities can be grouped into four general functions: planning and decision making, **organizing**, **leading** and controlling.

Planning and decision making **involve determining** the organization's **goals** and deciding how best to achieve them. The purpose of planning is to provide managers with a programme of what they should be doing in the future.

The second basic managerial function is organizing. Organizing is a process of **allocating** human and material resources in **appropriate combinations** to implement plans. Organizing **turns** plans **into** action by **defining** tasks, assigning personnel, and supporting them with resources.

The third basic function inherent in manager's job is leading – the set of processes **associated** with **guiding** and directing employees toward goal **attainment**. **Key** parts of leading are **motivating** employees, managing group processes, and dealing with conflict and change.

The final basic managerial function is controlling. Controlling is the process of monitoring **performance**, comparing results with goals, and taking **corrective** action. Controlling involves gathering and **interpreting performance feedback** as a basis for **constructive** action and change.

Another way **to keep** the four functions **in mind** is to think of them as of a **series** of task-related decisions made by managers. These decisions are:

- Planning – Deciding what must be done.
- Organizing – Deciding how it must be done and who has to do it.
- Leading – Deciding how to make sure it gets done.
- Controlling – Deciding if it is or it is not getting done, and what to do if it isn't.

Responsibility for the four management functions **rests with** all managers working in all types of organizations. Research shows, however, that time spent on planning and organizing **tends** to increase at higher management levels; time spent on controlling is proportionally greater at lower management levels; time spent on leading is **relatively** similar at each management level.

Exercise 3. *Answer the following questions.*

1. What general functions do managers perform?
2. What activities do planning and decision making involve?
3. What is the purpose of planning and decision making?
4. How is organizing achieved?
5. What is the function of leading associated with?
6. What actions are included in controlling?
7. How are the four functions interpreted in the sense of task-related decisions?
8. How much time is spent on performing each function at each level of management?

Exercise 4. *Put these words into two groups according to the pronunciation of the letters in bold type: [ɔ:] or [u]. Read the sentence aloud.*

Resource, **could**, **four**, **group**, **bought**, **should**, **would**, **thought**.

He **thought** that he **should** have **bought** **four** books for each **group**.

Exercise 5. *Translate into English.*

Сукупність видів діяльності; що їм слід робити в майбутньому; втілювати плани; давати завдання персоналу; застосування виправного заходу; тлумачити зворотну інформацію про виконання; послідовність рішень, пов'язаних з завданнями; відповідальність покладається на менеджерів.

Exercise 6. *Translate into Ukrainian.*

Determining the organization's goals; to provide managers with the programme; in appropriate combination; toward; to deal with conflict; to monitor performance; as a basis for; to make sure; time spent on something; relatively similar.

Exercise 7. *Match and learn the synonyms. Use any 5 words in sentences of your own.*

A: to guide, attainment, set, general, to interpret, process, goal, to implement;

B: purpose, action, to explain, achievement, to turn into action, basic, series, to direct.

Exercise 8. Match and learn the opposites. Choose the correct word to complete the sentences below.

A: to increase, to keep in mind, final, constructive;

B: destructive, to forget, initial, to decrease.

1. Planning is a/an (initial/final) stage of any activity. 2. His speech was rather (constructive/destructive). It caused a conflict among the staff. 3. They should (decrease/ increase) the number of orders. We cannot produce that much with such low-performing equipment. 4. Don't (forget/ keep in mind) to discuss this problem at the group meeting or it will turn into a conflict. 5. He proposed some (constructive/destructive) ideas how to manage the situation. 6. (Initial/final) documents will be signed only after we settle all our disagreements. 7. Don't (forget/keep in mind) his last words – he didn't mean to hurt you. 8. Our profits will (increase/decrease) if you improve the performance of your department.

Exercise 9. Insert the proper prepositions.

1. You should always compare results ... goals. 2. He must do his best to turn his dream ... reality. 3. Strategic plans are developed ... top management. 4. Controlling takes more time ... lower management levels. 5. What activities are associated ... leading? 6. Employees ought to be motivated ... higher salaries. 7. The final decision rests ... you. 8. Have you studied the feedback ... the performance of our new branch?

Exercise 10. Restore the word order. Decide what terms are defined and learn the definitions.

-toward, attainment, goal, employees, guiding and directing.

-the organization's goals, them, how best, determining, and, to achieve.

-attainment, goal, activities, monitoring and adjusting, toward, organization's.

-to facilitate, activities and resources, so as, grouping, attainment, goal.

Exercise 11. 1. Complete the table with the forms of the related words.

2. Use the proper form of the word to complete the sentences below. The first letter is given for you.

| noun | verb | noun | verb |
|-------------|-----------|------------|---------|
| performance | | tendency | |
| | interpret | | combine |
| motivation | | attainment | |
| guidance | | definition | |

1. This last information needs i _____. 2. You should d ___ your goals correctly before taking any action. 3. There is a t ___ to organize training courses for new employees. 4. Our market research was conducted under his g _____. 5. It is important to a ___ this goal in the shortest time possible. 6. Have you already chosen the employee to p ___ this very important task? 7. If you rest the responsibility for this Exercise with Peter, it will increase his m _____. 8. How will you c ___ our human and material resources to improve the performance of the organization?

Exercise 12. Transform the following phrases into word partnerships. What management functions do they refer to?

attainment of the goal –

- monitoring of the feedback on performance –
- allocation of the material resources –
- management of the processes in groups –
- decisions related to tasks –
- programme of the reorganization of the company –
- settlement of the conflict in a group –
- evaluation of the results of the performance -

Exercise 13. *Agree or disagree with the following statements. If you agree, begin with: **You are quite right; I quite agree with you; Exactly; Quite so.** If you partially disagree, begin with: **You are not quite right; True, but...; It is true in a way, but...** If you find the sentence completely wrong, begin with: **I'm afraid, that's wrong; I think you are mistaken; On the contrary; That's not quite so.***

1. When responsibility is shared, work becomes more interesting.
2. Employees always want managers to organize and control everything.
3. In traditional hierarchical companies employees help managers in decision making.
4. A person can have power over you only if he or she controls something you desire.
5. Salary is the most important factor of employee motivation.
6. Reality around us is continuously changing. Managers must learn how to deal with changes.
7. At lower levels of management much time is spent on planning.
8. To accomplish the task in the shortest time possible the staff should work long hours.
9. According to Sir Ronald Smith "Management should be based on innovation, marketing and risk".
10. If something goes wrong you'd better report it to your supervisor. It is his responsibility to take corrective action.

Exercise 14. *The table shows the four main functions of management. Below the table is a list of activities associated with these functions. Write each activity under the correct heading. Add activities mentioned in the text.*

| | |
|---|-------------|
| Planning: 1) <i>taking on new staff</i> | Organizing |
| Leading | Controlling |

Activities:

Communicating with staff, comparing results with goals, deciding strategy, encouraging staff to make decisions, identifying change, identifying needs, managing resources, monitoring quality standards, motivating, setting objectives, putting systems in place, team-building supervision, time management.

Unit 4. Management Roles

Exercise 1. *Read and learn the following words and phrases.*

- to accompany** – супроводжувати;
- status** – статус, положення, стан;
- to play a role** – грати роль; syn. **to perform a~**, **to take a ~**;
- interpersonal role** – роль, пов'язана з між особистими зв'язками;
- informational role** – роль, пов'язана з інформацією;
- decisional role** – роль, пов'язана з прийняттям рішень;
- figurehead** – номінальний /символічний голова (представник);
- liaison** – зв'язок;
- monitor** – спостерігач, відслідковувач;
- periodical** – періодичне видання;
- commercial** – реклама;
- to watch television commercials for competitors** – дивитись телерекламу з метою відслідковувати конкурентів;
- disseminator** – розповсюджувач;
- to transmit** – передавати;
- to forward** – відсилати, відправляти;
- memo = memorandum** – записка;
- outsider** – стороння особа;
- on behalf (of)** – від імені;
- spokesperson** – представник, виразник (думки), оратор (від групи осіб);
- to make a statement** – робити заяву;
- entrepreneur** – підприємець;
- to initiate** – починати, ініціювати;
- crisis (pl. crises)** – криза;
- disturbance handler** – врегулювальник/залагоджувач конфліктів;
- to resolve a conflict** – владнати конфлікт;
- allocator** – розподілювач;
- negotiator** – учасник переговорів;
- to work out smth.** – розробляти щось;
- agreement** – угода;
- labour contract** – трудовий контракт;
- purchasing contract** – контракт купівлі;
- sales contract** – контракт на продаж; комерційний контракт;
- to execute** – виконувати, здійснювати

Exercise 2. *Read and translate the text.*

Management Roles

Formal authority given to a manager by the organization is **accompanied** by a certain **status**. According to his or her status a manager must be prepared **to play** certain **roles** within the organization. These roles fall into three general categories: **interpersonal roles**, **informational roles**, and **decisional roles**.

Interpersonal roles. There are three interpersonal roles in the manager's job. When the manager serves as a company representative greeting visitors or signing legal documents he or she performs the role of **figurehead**. In most activities involving subordinates inside the organization, like staffing, training, and motivating, the manager acts as a leader. When dealing with people outside the organization on a regular basis, for example, working with a particular bank, or maintaining good contacts with particular customers, the manager performs the role of **liaison**.

Informational roles. There are also three basic informational roles in the manager's job. The first is the role of **monitor**, in which the manager actively looks for and receives information that might be relevant to the organization. As the monitor the manager reads **periodicals** and reports, maintains personal contacts, **watches television commercials for competitors**, etc. The opposite of the monitor role is that of **disseminator**. As the disseminator the manager **transmits** information that he has collected through monitoring to the appropriate people in the organization, for example, at meetings, or making telephone calls, or **forwarding** reports and **memos**. When the manager presents information to **outsiders** by holding meetings with shareholders and press conferences for the mass media where he acts **on** the organization's **behalf**, he performs the role of **spokesperson**. The spokesperson role is similar to the figurehead role, but the manager in the figurehead role serves as a symbolic representative of the organization, while being a spokesperson involves **making statements** and answering questions concerning the organization.

Decisional roles. The final category of managerial roles is decisional in nature, that is, these are roles that managers take when they make decisions about different matters. First, there is the role of **entrepreneur**, in which the manager **initiates** organizational improvement projects, develops strategies, offers new product ideas, etc. When the organization faces unexpected **crises**, for example, subordinate conflicts, or conflicts with important customers or a labour union, the manager acts in the role of **disturbance handler** responsible for **resolving conflicts** of any kind. The **resource allocator** role focuses on determining how human and other resources should be distributed best within the organization. Finally, there is the role of **negotiator**. In this role the manager represents the organization in negotiations and **works out agreements** and contracts that operate in the best interests of the organization. Such agreements might be **labour contracts**, **purchasing contracts**, or **sales contracts**.

Each managerial role is important and must be properly **executed**.

Exercise 3. *Answer the following questions.*

1. What accompanies formal authority given to a manager?
2. What three general categories do management roles fall into?
3. What are the three interpersonal roles that managers perform?
4. How does a manager act being a symbolic representative of the organization?/ dealing with subordinates inside the organization?/ dealing with people outside the organization?
5. What are the three informational roles that managers perform?
6. What activities are involved in the role of monitor?
7. How does a manager act as a disseminator of information?
8. What role does a manager perform when he or she speaks on behalf of the organization?
9. In what way does the role of spokesperson differ from the role of figurehead?
10. What managerial roles fall into the category of decisional roles?
11. How does a manager act being an entrepreneur? / a disturbance handler? / a negotiator?
12. Which of the management roles are of major importance?

Exercise 4. *Translate into English.*

Вітати відвідувачів; підписувати юридичні документи; на регулярній основі; відсилати звіти та записки; проводити зустрічі; прес конференція для засобів масової інформації; схожий; символічний представник; стикатися з неочікуваною кризою; профспілка.

Exercise 5. *Translate into Ukrainian.*

A certain status; to maintain personal contacts; to transmit information; to act on the organization's behalf; questions concerning the organization; it is decisional in nature; to initiate organizational improvement projects; must be properly executed.

Exercise 6. *Match and learn the synonyms. Use any 5 words in sentences of your own.*

A: to play, to initiate, liaison, negotiations, commercial;

B: link, talks, to perform, advertisement, to start.

Exercise 7. *Match and learn the opposites.*

A: similar, insider, expected, conflict, purchasing;

B: agreement, sales, opposite, unexpected, outsider.

Exercise 8. *Choose the proper word to complete the sentences.*

1. The roles of figurehead and spokesperson are (similar/opposite), while the roles of monitor and disseminator are (similar/opposite). 2. People working within the organization are referred to as (insiders/outside). 3. Everyone was shocked by his decision – it was quite (expected/unexpected). 4. Negotiations are aimed at resolving (conflicts/agreements) and reaching (conflicts/agreements). 5. This information is strictly confidential; it is not meant for (insiders/outside). 6. When we are going to buy something for our organization, we sign a (purchasing/sales) contract; when we intend to sell our product we conclude a (purchasing/sales) contract.

Exercise 9. *Use the verbs given below to form nouns denoting people engaged in the corresponding kind of activity, e.g. to manage – manager.*

To allocate, to control, to disseminate, to handle, to initiate, to lead, to monitor, to negotiate, to operate, to organize.

Exercise 10. *Find the corresponding explanation for each word below.*

| | |
|--------------|--|
| Figurehead | Person employed to collect information and report on it. |
| Entrepreneur | Person who takes part in negotiations. |
| Spokesperson | Person who leads. |
| Allocator | Person who acts as a symbolic representative. |
| Handler | Person spreading widely ideas, information, etc. |
| Monitor | Person who organizes and manages a commercial undertaking. |
| Negotiator | Person distributing something for a certain purpose. |
| Leader | Person speaking as a representative of a group. |

| | |
|--------------|---|
| Disseminator | Person controlling something like behaviour, etc. |
|--------------|---|

Exercise 11. *Insert the proper prepositions.*

1. Monitor is a person responsible ... collecting information which is relevant ... the organization he works 2. Negotiators work ... contracts ... best interest ... their organizations. 3. Who will speak ... behalf ... our company ... the next press conference? 4. If you come ... some useful information in the newspaper, clip it and transmit ... the person it concerns. 5. The manager told his subordinates to focus ... designing a more efficient information system within our organization. 6. You can collect a lot ... information ... your competitors ... monitoring the local press.

Exercise 12. *Reconstruct the word order.*

1. certain roles, a manager, within, organization, his or her, to play, must be prepared. 2. the manager, information, to the appropriate people, as the disseminator, transmits, in the organization. 3. new product ideas, develops, as the entrepreneur, offers, strategies, the manager, and. 4. in negotiations, the organization, represents, as the negotiator, the manager. 5. makes, answers, the manager, at the meetings and press conferences, concerning the organization, being a spokesperson, statements, and, questions. 6. disturbance handler, of any kind, the manager, conflicts, in the role of, resolves.

Exercise 13. *Write down the category into which the following roles fall.*

-the roles that a manager performs when serving as figurehead, leader, or liaison;
 -the roles that a manager plays when acting as monitor, disseminator of information, or spokesperson;
 -the roles that a manager takes when making decisions while acting as entrepreneur, disturbance handler, resource allocator, or negotiator.

Exercise 14. *Make up questions for the words underlined.*

1. The manager monitors the environment for the information concerning his organization.
 2. She deals with these customers on regular basis. 3. Last month we held the meeting with our shareholders to inform them of our plans. 4. He ought to forward this information to the R&D department. 5. They must resolve this conflict immediately. 6. Being a negotiator you should operate in the best interests of your organization.

Exercise 15. *Choose the proper words to complete the sentences.*

labour contract, disturbance handler, formal authority, conflicts, on behalf of, relevant, to monitor, representative, liaison

1. Managers are given some ... by their organization. 2. Your task is ... the environment for information ... to our firm. 3. At the conference he spoke ... our company and produced a very favourable impression on the public. 4. We can use her as ... with our local partners, she has a well-established reputation in the local business circles. 5. Due to his good nature and work experience he often serves as ... in resolving ... with customers. 6. She was elected to be a ... of the staff in negotiations concerning our

Exercise 16. *Translate the parts of the sentences in brackets.*

1. (Управлінські ролі відносяться до трьох основних категорій): interpersonal roles, informational roles, decisional roles. 2. In most activities (що стосуються підлеглих), like (підбір персоналу, підготовка, тощо) the manager acts as a leader. 3. When dealing with people outside the organization (на регулярній основі) the manager (виконує роль зв'язку). 4. (Менеджер відслідковує інформацію) that might be relevant to the organization. 5. (Менеджер відсилає звіти та записки) to the appropriate people in the organization. 6. As a resource allocator the manager determines (як слід найкраще розподілити людські та матеріальні ресурси) within the organization.

Unit 5. Management Skills

Exercise 1. *Read and learn the following words and word combinations:*

skill – навичка, вміння;

skilled – 1. 1)досвідчений, вмілий, вправний; 2) кваліфікований;
2. такий, що вимагає знань, досвіду, кваліфікації;

verbal and written communication – усне та письмове спілкування;

conceptual vision – концептуальне бачення;

interpersonal skills – вміння ладнати з людьми;

style of leadership – стиль керівництва;

autocratic – диктаторський, автократичний;

laissez faire – такий, що не втручається, дає повну свободу дій;

sensitive – чуйний, уважний;

decisive – рішучий;

to conduct (a meeting) – проводити (збори); syn. **to hold a meeting**;

patrons – клієнтура;

verbal skills – навички усного спілкування;

to express one's thoughts – викладати чийсь думки;

internal – внутрішній; opp. **external** – зовнішній;

memo (memorandum) – записка, повідомлення;

confident – впевнений;

writing skills – навички письмового спілкування;

brief – лаконічний, небагатослівний;

clear – зрозумілий, чіткий;

records – документація, звітні матеріали, дані;

computer skills – навички/ вміння/ користування комп'ютером;

inseparable – невід'ємний;

qualified expert – кваліфікований спеціаліст;

technical skills – спеціальні знання;

expertise – спеціальні знання, досвід;

to acquire – набувати (знання, досвід);

formal education – офіційна освіта;

college degree – диплом про закінчення вищого навчального закладу;

Master of Business Administration (MBA) – магістр з управління бізнесом;

the last but not the least – останній, але не менш вагомий;

conceptual skills – вміння осягнути ідею/концепцію;

to fit into the wider context – пристосовувати до більш широкого середовища, ситуації;

experience – досвід;

efficiency – ефективність, корисність, раціональність;

efficient – корисний, кваліфікований;

effectiveness – ефективність;

effective – ефективний, дієвий;

hallmark – ознака, критерій

Exercise 2. *Read and translate the text.*

Management Skills

Nowadays managers are faced with a variety of challenging and demanding situations. To be able to respond adequately to the situation a manager must possess certain **skills** in such areas as human relations, **verbal and written communication**, modern computer technologies, a specialized functional sphere and general **conceptual vision**.

Human relations or **interpersonal skills** form the basis of a creative atmosphere within the organization and in relations with the customers. Skills that you need to work with other people are nowadays commonly defined as **soft skills**. A manager should be able to work with others both as a member of a group and as a leader. Different **styles of leadership** can be used effectively in different managerial situations. A manager may be **autocratic** but friendly with a new employee, democratic with an experienced employee and **laissez faire** with a trusted, long-term employee who probably knows more about operations than the manager does. A truly successful manager has to be **sensitive** to the needs of the employees and **decisive** when the situation demands it.

Managers **conduct** meetings, make presentations and communicate ideas to others. They must be able to perform this competently with all employees and **patrons** both face to face and on the phone. Thus developing **verbal skills**, i.e. the ability **to express one's thoughts** in front of the others, is a necessity for a successful manager.

Much of what managers want others to do is communicated in the form of letters, telexes, **internal memos**, faxes and electronic mail. A truly **efficient** manager should be **confident** in using all these forms, that is, he or she should develop **writing skills**. In order for a reader to make sense of what has been written it is recommended to follow the 'Golden Rules' that are as easy as ABC: be **accurate**, be **brief**, be **clear**.

Nowadays much business communication involves the use of a computer. Managers often have computer terminals at their desks so they can get internal records and external data of all kinds. Thus developing **computer skills** is an **inseparable** part of a manager's job.

Managers have to be qualified **experts** in their functional spheres, that is, possess the required **technical skills** or **hard skills** as they are often called. A technical skill is the ability to use the special knowledge or **expertise** relating to a method, process or procedure. Technical skills are **acquired** through formal education, appropriate training and job experience. Technical skills are very important for first-line managers. Because they spend much of their time working with operating employees, they must have a good understanding of the work those employees are doing. Most top and middle-level managers have a **college** or **graduate degree**, usually a **Master of Business Administration**, or MBA. The most common areas of technical expertise among top and middle-level managers are marketing, finance, production, law and engineering.

The last but not the least are **conceptual skills** which are based on one's analytical and diagnostic abilities to identify problems and opportunities, gather and interpret relevant information and make good problem-solving decisions. Conceptual skills enable managers to see the organization as a whole and realize how it **fits into the wider context** of the industry, the community and the world.

A combination of education and **experience** gives a person the technical, interpersonal, and conceptual skills necessary to contribute to the organization's **efficiency** and **effectiveness**. Efficiency means operating in such a way that resources are not wasted. Effectiveness means

doing the right things in the right way at the right times. Effectiveness combined with efficiency is the **hallmark** of successful management.

Exercise 3. *Answer the following questions:*

1. What do modern managers need to respond adequately to challenging and demanding situations?
2. What skills form the basis of a creative atmosphere within the organization?
3. How should managers apply different leadership styles?
4. Why does a manager need to be both sensitive and decisive?
5. In what way do managers use verbal skills?
6. What is the ABC of business writing?
8. What forms of written communication are used by managers?
9. How do managers rely on their computer skills in everyday work?
10. In what way do managers acquire technical skills?
11. What are the common areas of technical expertise among top and middle-level managers?
12. What degree do top and middle-level managers usually have?
13. What is the difference between 'effectiveness' and 'efficiency'?
14. How do you understand the terms 'hard' and 'soft' skills?
15. For what do managers need conceptual skills?

Exercise 4. *Translate into Ukrainian.*

A variety of ...; verbal and written communication; functional sphere; to form the basis of ...; a trusted, long-term employee; to communicate ideas; as easy as ABC; internal records; external data of all kinds; qualified expert; the last but not the least; effectiveness combined with efficiency.

Exercise 5. *Translate into English.*

Ситуація, що вимагає уваги та вирішення; адекватно реагувати /відгукнутись; сучасні комп'ютерні технології; творча атмосфера; досвідчений працівник; по-справжньому успішний менеджер; особисто; по телефону; зрозуміти; дотримуватись „золотих правил”; правильний, лаконічний та зрозумілий; невід'ємна частина; усвідомлювати; сфера діяльності; критерій успішного менеджменту.

Exercise 6. *Match the synonyms:*

A: to understand, to possess, to fit into, customer, competent, clear, brief, expertise;

B: to adapt to, patron, understandable, to have, to make sense of something, short, competence, skilled.

Exercise 7. *Paraphrase the following using synonymous words.*

1. Are you *skilled* enough to write telexes? 2. He *has* a talent to deal with the most demanding *customers*. 3. I rely on your *competence*. 4. Let's try to *adapt* this idea to the general policy of our company. 5. Financial management is the main area of his *expertise*. 6. I cannot *understand* what he tried to express. 7. He gave us a *short* account of his last business trip. 8. She made her idea *clear* to everybody.

Exercise 8. Match the pairs of opposites:

A: within, internal, in front of, inseparable, soft, wide, accurate, efficient;

B: behind, hard, inefficient, narrow, outside, inaccurate, external, separable.

Exercise 9. Choose the proper word (see Exercise 8) to fit into the context:

1. She always tries to cheer up her employees – she is the most ... person I've ever met. 2. Memos are commonly used as a means of ... communication... the firm. 3. Hang the billboard ... the building so that everybody can see it. 4. The sales have dropped. I consider the work of the sales department to be the most... 5. The development of new technologies is an ... part of our activity. 6. Internet is a source of ... information of all kinds. 7. Our department head is such an ... person; he never responds to our complaints. 8. You cannot fit a computer into this space, it is very ... 9. Her handwriting is so ... that I cannot understand what she has written.

*A **skill** is the ability to do something well, especially because you have learned how to do it and practiced it. Jobs, and the people who do them, can be described as:

| | | | |
|-----------------------|--------------------------|---------------------|------------------|
| highly skilled | skilled | semi-skilled | unskilled |
| (car designer) | (car production manager) | (taxi driver) | (car cleaner) |

Exercise 10. Are these jobs generally considered to be highly skilled, skilled, semi-skilled or unskilled (each expression is used twice)? Substantiate your point.

- | | | |
|------------------|-------------------|----------------------|
| 1) teacher | 4) office cleaner | 7) financial manager |
| 2) brain surgeon | 5) airline pilot | 8) janitor |
| 3) electrician | 6) office clerk | |

* You can say that someone can:

be skilled at/in | + **noun** e.g. ~ management, finance, etc.

| + **-ing** e.g. ~ using PCs, communicating with people, etc.

be good at/with + **noun**; e.g. ~ numbers, people, computers;

train as + **noun** (specialized job, profession); e.g. ~ an accountant, a banker

train for + **noun** (specialized area of activity); e.g. ~ finance, logistics

Exercise 11. Complete the sentences with the proper word (see above).

1. He is ... with both the employees and the customers. 2. Her friends advised her to ... for business administration if she wants to make a career in business. 3. Pete is going to ... as an accountant as he was always ... with numbers. 4. Margaret is ... at accounting, she prepares all financial statements in the firm.

Exercise 12. Insert the proper preposition (some can be used more than once).

| | | | | | |
|------|------|----|----|-----|----|
| with | from | in | as | for | at |
|------|------|----|----|-----|----|

'My name is Jean Wilson and I have just started working ... a bank. I graduated ... Edinburgh University last year with a degree ... Business and Management. Now I am going to train ... an accountant. I think I will do well because I am good ... figures and I am skilled ... using computers. I think that training ... a specific job will be more interesting than the general education I got at university.'

Exercise 13. Fill in the gaps with the proper words from the list below:

Graduate degree, to conduct, conceptual, human relations skills, communicating, business letters

1. Top managers spend a lot of time ... with people. 2. ... should be accurate, brief and clear. 3. First-line managers rely on ...when dealing with the staff. 4. He has a ... of a Master of Business Administration. 5.... skills are necessary to understand how to develop your business in the most efficient way. 6. Managers need to have good verbal skills ... staff meetings.

Exercise 14. *Match the term with its definition.*

| | |
|----------------------|---|
| Interpersonal skills | The skills a manager needs for defining and understanding situations; includes defining a problem, determining the cause, and identifying ways to reduce it. |
| Technical skills | The skills a manager needs for thinking in the abstract, such as seeing relationships between forces, understanding how a variety of factors are interrelated, and taking a global perspective of the organization and its environment. |
| Diagnostic skills | The skills a manager needs to work well with other people, including the ability to understand someone else's position, to present one's own position, to compromise, and to deal effectively with conflict. |
| Conceptual skills | The skills a manager needs to perform specialized tasks within a particular type of organization, such as medical, financial, and engineering. |

Exercise 15. *Insert the prepositions.*

| | | | | | | | | |
|----|--------|----|------|----|----|---------|-------|----|
| by | within | at | with | in | of | through | among | on |
|----|--------|----|------|----|----|---------|-------|----|

1. Technical skills are acquired ... formal education, appropriate training, and job experience. 2. He managed to establish a creative atmosphere both ... the firm and ... relations ... our patrons. 3. Always express your idea clearly so that everyone can make sense ... it. 4. It is sometimes difficult to explain your idea ... the phone. 5. The most common graduate degree ... top and middle-level managers is the MBA degree. 6. This plan was proposed ... the right people ... the right time.

Exercise 16. *Agree to, correct or contradict the following statements.*

1. Conceptual skills are equally important for managers at all levels.
2. The best manager is the one that applies a laissez faire style in his relations with the subordinates.
3. Top managers must have appropriate technical training to understand what operating employees are doing.
4. Writing skills are rarely used by first-line managers.
5. Good relations among the employees depend on the effective use of different styles of leadership.

Unit 6. Managerial Ethics

Exercise 1. *Read and learn the following words*

ethics (sing.) – етика, вчення про мораль, теорія моральності;
ethic (pl. ethics) – прийнята норма поведінки, правило порядності;
code – кодекс, звід законів;
morals – правила/ норми моральної поведінки;
ethical – етичний, моральний;
standard – стандарт, норма, принцип;
managerial ethics – правила/норми поведінки менеджерів;
context – контекст; ситуація, середовище, оточення;
issue – спірне питання; предмет суперечності/розбіжності;
dilemma – дилема, необхідність вибору;
to treat – ставитись (до), поводитись (з);
critical point – визначальна суть, основне;
vis-à-vis – віч-на-віч;
secrecy – секретність, вміння зберігати таємницю;
espionage – шпіонаж;
conduct – поведінка; орр. **misconduct** – 1) погана поведінка; 2) посадовий злочин;
social responsibility – суспільна відповідальність;
corporate – корпоративний; такий, що притаманний корпорації; від **corporation** – товариство, спілка, група людей, об'єднаних спільними професійними інтересами;
beneficial – вигідний, корисний;
to enhance – посилювати, підносити (напр., якість);
consumerism – захист прав споживача;
community – громада, спільнота;
minority – меншість; меншина (національна);
disadvantaged people – люди з вадами, інваліди;
accountability – підзвітність, відповідальність;
transparency – прозорість;
to hide (hid, hidden) – ховати(ся).

Exercise 2. *Read and translate the text.*

Managerial Ethics

By definition **ethics** is the system or **code** of **morals** of a particular person, religion, group, profession, etc. In other words ethics sets **standards** for a person or group as to what is good or bad or right or wrong in one's behaviour.

Ethics are one of the most important factors of a manager's behaviour. **Managerial ethics** are standards and principles that guide the actions and decisions of managers and determine if the actions and decisions are "good or bad" or "right or wrong" in a moral sense.

Management activities occur within an **ethical context**. Every time a manager is faced with two or more conflicting ethical **issues** he faces what is called an ethical **dilemma** that requires an ethical decision. The most common ethical contexts are: 1) relationship of the firm to the employee; 2) relationship of the employee to the firm; 3) relationship of the firm to the environment.

The relationship of the firm to the employee involves the ways in which the organization chooses **to treat** its employees in different situations (organizational ethical context). In such areas as hiring and firing, wages and working conditions, and private lives of employees, managers must take careful ethical decisions.

In the relationship of the employee to the firm the **critical point** is how the individual behaves **vis-à-vis** the organization (personal ethics). Examples of ethical dilemmas include conflicts of interests, **secrecy** and **espionage**, stealing or any other form of **misconduct**.

Ethical dilemmas often arise in the relationship of the firm to the environment (environmental context). Ethical issues are involved in relations of the organization with customers, competitors, stockholders, suppliers, labour unions, the **community** and surrounding environment.

Ethical managerial behaviour is the standard for behavior at the individual level in a company. When we consider the organizational level, we speak of **social responsibility**. Companies want to be seen as good **corporate** citizens, with activities that are **beneficial** for the community and society as a whole. Social responsibility refers to the obligations of the organization to protect and/or **enhance** the society in which it functions. Areas of social responsibility include ecology and environmental quality, **consumerism**, community needs, government relations, **minorities** and **disadvantaged people**, labour relations, stockholder relations, and economic activities.

Ethical corporate behaviour includes **accountability** – the idea that organizations are completely responsible for what they do and that people should be able to expect them to explain their actions. **Transparency** is explaining this behaviour in a way that can be understood by outsiders, and not trying **to hide** anything.

Companies have long had codes of ethics and codes of **conduct** saying how their managers and employees should behave. Now many organizations are employing executives to oversee the whole area of corporate social responsibility.

Exercise 3. *Translate the following questions.*

1. What is 'ethics' by definition?
2. What standards does ethics set for a person or group?
3. Why are ethics one of the most important factors of a manager's behaviour?
4. What are the three most common ethical contexts in which management activities occur?
5. How do managerial ethics differ from social responsibility?
6. What are the areas of corporate social responsibility?
7. What are the critical elements of ethical corporate behaviour?
8. Why do organizations establish codes of ethics?
9. What facts prove that organizations have started to pay more attention to social responsibility?

Exercise 4. *Group the words according to the stress pattern:*

●- *stressed syllable*, ○- *unstressed syllable*.

Phenomenon, managerial, espionage, disadvantage, transparency, enhance, misconduct, beneficial.

●○●:

○●:

Exercise 5. *Translate into English. Give the sentences in which they are used in the text.*

Закони моралі; керувати діями та рішеннями; будь-який прояв поганої поведінки; оточуюче середовище; явище, що стосується рівня окремої особи; діяльність, корисна для громади та суспільства в цілому.

Exercise 6. *Translate into Ukrainian. Give the sentences in which they are used in the text.*

To set standards; in a moral sense; to occur within an ethical context; conflicting ethical issues; conflict of interests; environmental context; good corporate citizens; code of conduct; to enhance the society.

Exercise 7. *Match the synonyms. Use any 5 words in sentences of your own.*

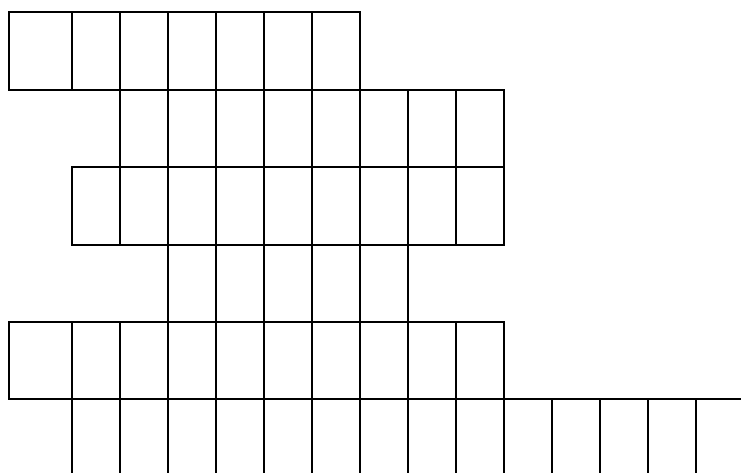
A: beneficial, conduct, conflict, critical, ethics, issue, treat, vis-à-vis;

B: deal with, morals, face-to-face, useful, decisive, dispute, disagreement, behaviour.

Exercise 8. *Find the opposites in the text.*

Conduct, unethical, immoral, majority, corporate, secrecy, social, agreement, insiders.

Exercise 9. *Complete the puzzle using the information below.*



1. Situation in which one has to choose between two things, two courses of action, etc.
2. Something used as a test or measure for weights, lengths, qualities or for the required degree of excellence.
3. Manners (good or bad), treatment shown towards others.
4. Question that arises for discussion.
5. Improper behaviour.
6. Duty, obligation, accountability.
7. Science of morals (vertical column).

Exercise 10. *Restore the word order.*

1. ethical, occur, management, within, context, activities. 2. managerial, at, level, individual, the, behaviour, ethical, occurs. 3. applies, the, organizational, social, level, responsibility, to. 4. for, group, ethics, a person, or, moral, sets, standards.

Exercise 11. *Insert the proper prepositions.*

1. Organizations are completely responsible ... what they do. 2. Management activities occur ... an ethical context. 3. A company's activities should be beneficial ... the community ... which it functions. 4. When we speak ... social responsibility we consider the level ... the organization. 5. Ethical issues are involved ... relations ... the organization ... its customers.

Exercise 12. Match the ethical issue (1-10) with an example (a-j).

| | |
|------------------------------|--|
| 1. Workers' rights. | a) Agreeing to set high prices with a competitor. |
| 2. Animal rights. | b) Not giving a job to someone because they are of different ethnic origin. |
| 3. Corruption. | c) Marketing a dangerous product. |
| 4. Computer data protection. | d) Secretly giving money to a business partner to get a favour from him/her. |
| 5. Codes of conduct. | e) Putting dangerous chemicals into the river. |
| 6. Company 'perks'. | f) Testing products on rabbits. |
| 7. Consumer safety. | g) Making staff work very long hours. |
| 8. Discrimination. | h) Stealing secrets from a computer network. |
| 9. Environmental protection. | i) Giving <i>some</i> employees special benefits. |
| 10. Operating a cartel. | j) Getting drunk at lunchtime. |

Exercise 13. Read the extract from a company handbook. Answer the questions written below.

It is Shell's corporate policy to promote a management style of direct involvement of employees in decisions affecting their jobs. Staff are encouraged to discuss the objectives of the unit in which they work before these are finally established. Through the staff reporting system, staff are also encouraged to take part in setting their work targets for the coming year, to identify their own training needs and to develop their own ambitions so that these may be taken into account in career planning. This approach is the core of the Shell' corporate employee relations philosophy.

1. What managerial style characterizes the relations of the company to the staff?
2. What system is this style based on? How does it work?
3. How do companies find out which employees may be promoted or could benefit from further training?

Exercise 14. Translate the words in brackets to complete the sentences.

1. (Люди керуються етичними нормами поведінки) both in their everyday lives and at their workplace. 2. Equal opportunities policy (означає, що працівників наймають на роботу) regardless of their gender or race. 3. (Підзвітність та прозорість – важливі компоненти) of companies' social responsibility. 4. (Організації несуть суспільну відповідальність перед громадами) in which they work. 5. Many companies (розробляють власні кодекси етичної поведінки). 6. (Управлінська етика визначає поведінку менеджерів у стосунках з) the firm, the staff and the environment.

Unit 7. Strategy and Strategic Planning

Exercise 1. *Read and learn the following words and phrases.*

to be preoccupied with – бути заклопотаним, бути зайнятим;

immediate – безпосередній, прямий;

to lose sight of – не помічати, пропускати, недогледіти;

virtual necessity – дійсна необхідність;

critical directions – критичні вказівки;

perspective – перспектива;

functional area – функціональна галузь;

stability – стабільність;

growth – ріст, розвиток;

retrenchment – скорочування (видатків тощо); економія;

to pursue – ставити (за мету); переслідувати;

survival – виживання;

to augment – збільшувати, додавати;

workloads – робоче навантаження, об'єм роботи;

to reduce – скорочувати;

to streamline – раціоналізувати;

simultaneous – одночасний, спільний;

adaptation model – адаптаційна модель

business opportunities – можливості бізнес-діяльності

to exploit – експлуатувати, використовувати

deliberate – довільний

pace – темп

to articulate – чітко висловлювати

mission – місія

vision – бачення

disciplined – дисциплінований

smoothly – рівно, плавно, урівноважено

insight – розуміння

to alter – переробляти, вносити зміни

inevitably – неминуче, невідворотне

set of decisions – набір рішень

outlined – окреслений

Exercise 2. *Read and translate the following text.*

Strategy and Strategic Planning

Entrepreneurs and business managers **are** often so **preoccupied with immediate** issues that they **lose sight of** their ultimate objectives. That is why a business review or preparation of a strategic plan is a **virtual necessity**. Strategy is a comprehensive plan that sets **critical direction** and guides the allocation of resources for an organization. The process through which strategies are formulated, implemented, and evaluated is strategic planning.

An important **perspective** for understanding the nature of strategic planning is an understanding of the three levels of strategy. Corporate strategy sets directions and serves as a resource allocation guide for the total enterprise. Business strategy is developed for a single business by managers; and

the lowest level of strategy is a functional one that guides activities within a **functional area** of the organization.

Four major types of strategies available to managers at the corporate level are **stability, growth, retrenchment**, and combination. A stability strategy is used in order to maintain the present course of action when an organization is performing well. A growth strategy is more risky **to pursue** but necessary for long-term **survival** in fast developing industries. A retrenchment strategy implies a decision to slow down and seek performance improvement through greater operating efficiency. **To augment** staff **workloads**, increase use of part-time or volunteer staff, eliminate services or programmes, **reduce** non-fixed expenses such as training or supplies, **or streamline** resource allocation are all examples of retrenchment. The most complex and most frequently used strategy is a combination – the **simultaneous** use of more than one strategy.

A popular approach to business strategy is the **adaptation model**. It suggests that managers should focus on three basic managerial problems: **business opportunities**, production and distribution of goods and services, and organization structure. To address these issues they can use three basic strategies:

- Defending is the most conservative strategy that aims to find a niche in the market and protect it from competitors.
- Searching for alternative means to discover and **exploit** new market opportunities.
- Analyzing means to move into new market areas but at a deliberate and carefully planned **pace**.

The six areas of functional strategies are marketing, financial, production, research and development, human resource, and organization design. They constitute the lowest level of strategy in an organization.

The basic steps in a strategic planning process are as follows:

Step one – getting ready;

Step two – **articulating mission and vision**;

Step three – assessing the situation;

Step four – developing strategies, goals, and objectives;

Step five – completing the written plan.

Strategic planning, though described as **disciplined** and uninterrupted, does not typically flow **smoothly** from one step to the next. It is a creative process, and the fresh **insight** arrived at today might very well **alter** the decision made yesterday. **Inevitably** the process moves forward and back several times before arriving at the final **set of decisions**.

Strategic planning can be complex and challenging, but it is always defined by the basic ideas **outlined** above that help to get insight into the strategic planning process.

Exercise 3. *Answer the following questions:*

1. Why is a business review or preparation of a strategic plan a virtual necessity?
2. What is strategy?
3. What is the process through which strategies are formulated, implemented, and evaluated?
4. What is an important perspective for understanding the nature of strategic planning?
5. How many and what are the major types of strategies available to managers at the corporate level?
6. Why is a combination the most complex and most frequently used strategy?
7. Is the adaptation model a popular approach to business strategy?
8. How many types of functional strategies do you know?

9. What are the basic steps in a strategic planning process?
10. Is the process of strategic planning disciplined or free and creative?

Exercise 4. Give Ukrainian equivalents of the following words:

immediate issue, ultimate objective, comprehensive plan, allocation of resources, to formulate, to evaluate, functional area of organization, corporate level, growth, combination, in order to, risky, fast developing industry, non-fixed expenses, simultaneous, conservative strategy, to exploit new market opportunities, fresh insight arrived at, to move forward and back

Exercise 5. Give English equivalents of the following words:

бути заклопотаним, безпосередній, не помічати, критичні вказівки, впроваджувати, стабільність, скорочування (видатків тощо)/економія, виживання, покращення продуктивності, робоче навантаження, добровільний, можливості бізнес-діяльності, знаходити місце на ринку, дослідження/розвідка, довільний, чітко висловлювати, рівно, неминуче, окреслений, зрозуміти

Exercise 6. Find the word that does not belong to each line and explain why:

- | | | | |
|----------------|--------------|---------------|----------------|
| 1. to evaluate | to assess | to estimate | to pursue |
| 2. directions | guides | decisions | instructions |
| 3. to increase | to eliminate | to expand | to augment |
| 4. to prospect | to explore | to exploit | to investigate |
| 5. strategy | insight | understanding | comprehension |
| 6. to address | to alter | to adapt | to change |
| 7. inevitably | unavoidably | inescapably | uninterrupted |

Exercise 7. Match and learn the opposites:

A: virtual, growth, retrenchment, ultimate, to augment, to eliminate

B: initial, to reduce, to set, dissipation, slowdown, anticipated

Exercise 8. Complete the sentences using the words from Exercise 7:

1. It is completely impossible to achieve ... goals without reaching first ... ones. 2. Sales showed 0.3 per cent ... in the first quarter that unfortunately was followed by a considerable ... 3. Sometimes it is better to ... the amount of products in order to ... the demand for them. 4. The ... interest rates do not correspond to the ... ones that we tried to foresee at the beginning of the year. 5. Before you ... the existing principles you should ... new guides and check whether they are valid for the situation. 6. ... is a very clever strategy for seeking performance improvement within available resources. The board of directors disapproved the ... of the company assets by top-management.

Exercise 9. Choose correct word to fill in the gaps in sentences:

to streamline, to reduce, to lose sight of, stability, to pursue, to exploit, to articulate, survival, to be preoccupied, insight

1. We ... the number of workers with the introduction of more modern technology. 2. We ... the procedure to cut the time it takes to deliver to the customer. 3. ... strategies are designed to help the company get through the economic slowdown. 4. Our ultimate goal is to find ways to fully ... the potential of the resources for the organization. 5. A manager can ... the final goals if he concentrates on everyday activities. 6. He is leaving the company to ... other interests in different spheres. 7.

Before writing down a plan you should ... all missions and visions of it. 8. He's got a clear ... of how our business is functioning in the current period. 9. All management levels must ... with tasks set by new functional strategy.

Exercise 10. Find words from the text to match these definitions and learn them:

1. _____ - is a comprehensive plan that sets critical direction and guides the allocation of resources for an organization.
2. _____ - is a process through which strategies are formulated, implemented, and evaluated.
3. _____ - is the quality or state of being steady and not changing in any way.
4. _____ - is the process of cutting down expenses.
5. _____ - is an increase in economic activity.

Exercise 11. Give English equivalents of the following Ukrainian word combinations. Use the given word:

strategic – strategy

стратегічне планування, стратегічний менеджмент, стратегія розвитку, стратегія економії, стратегія стабільності, стратегічний план, бізнес стратегія, корпоративна стратегія

functional

функціональна галузь, функціональна стратегія, функціональна структура, функціональне керівництво, функціональна модель

opportunity

скористатись нагодою, можливості бізнес-діяльності, ринкові можливості, втратити нагоду, мати нагоду

insight

розуміти, глибоке усвідомлення, чітке усвідомлення, проникнення в суть чогось

Exercise 12. Translate into English:

1. Стратегічне планування – це функція вищого керівництва, що полягає в створенні загальних вказівок для подальшого розвитку організації. 2. Існують три рівні стратегічного планування: корпоративне, бізнес та функціональне планування. 3. Стратегія розвитку використовується в тих галузях промисловості, які швидко зростають. 4. Стратегія економії не така ризикована як стратегія розвитку і передбачає раціоналізацію ресурсів, збільшення обсягу роботи та зменшення витрат. 5. Функціональні стратегії представляють найнижчий рівень стратегічного планування в організації. 6. Бізнес стратегія створюється для одного підприємства в середині організації. 7. Існують п'ять кроків стратегічного планування, які плавно перетікають один в інший, хоча інколи декілька кроків можуть розглядатись одночасно. 8. Ми повинні ліквідувати ці види товарів і уповільнити розвиток нової продукції. 9. Процес стратегічного планування не тільки творчий, але й безперервний. 10. Менеджери були так заклопотані щоденними завданнями, що зовсім упустили з виду кінцеві цілі програми.

Unit 8. Decision Making

Exercise 1. *Read and learn the following words and word combinations.*

essential – головний, невід'ємний

well-considered – обміркований

timely – своєчасний, вчасний

spectacular – захоплюючий

deserved – заслужений

alternative – альтернатива

to follow – слідувати

gap – різниця

routine – рутинний

due consideration – належна увага

to evolve – створювати

innovation – інновація

identification – розпізнавання, пізнання

suitability – відповідність

feasibility – застосовність; придатність

to aid – допомагати

PMI (Plus/Minus/Interest) – метод переваг і недоліків

decision tree – дерево рішень

to weigh – зважувати

pros and cons – переваги та недоліки

expected value – очікуване значення

to lay out – виставляти, викладати

option – варіант, альтернатива, вибір

individual method – індивідуальний метод прийняття рішень

consultative method – консультативний метод прийняття рішень

group method – груповий метод прийняття рішень

final say – останнє слово

to have an open mind – ставитись об'єктивно

for the benefit of (somebody, something) – на користь (когось, чогось)

Exercise 2. *Read and translate the following text.*

Decision Making

Decision making is most closely linked with the managerial function of planning. Good decision making is an **essential** skill for career success generally, and effective leadership particularly. If you can learn to make **timely** and **well-considered** decisions, then you can often lead your team to **spectacular** and **deserved** success. However, if you make poor decisions, your team risks failure and your time as a leader will, most likely, be short.

Decision making is the process of choosing one **alternative** from among a set of alternatives. This process involves six steps which can be changed according to the situation, but if managers **follow** these stages they are more likely to make the best decision.

The first step for the manager is to recognize the need for a decision and to define it. To find a problem means to identify **gaps** between actual and desired states and to determine their causes.

Managers are expected to face many problems in their work; most can be classified as **routine** or non-routine, and as expected or unexpected.

The second step of this process is to **evolve** alternative potential solutions. It requires due consideration and looking at the problem in different ways and finding a perspective that you haven't thought of before. One key element of this process is **innovation**, the **identification** of new, unusual, and creative alternatives to problems. Solutions must respond to such main criteria: as **suitability**, **feasibility**, and flexibility. An alternative potential solution may solve the problem, but may not work if resources aren't available, if people won't accept it, or if it causes new problems.

Next the manager must evaluate or judge them. Numerous techniques turn out to **aid** managers in this activity. Two general techniques are the **PMI** and **decision tree**. PMI stands for 'Plus/Minus/Interest'. It is a valuable improvement to the '**weighing pros and cons**' technique used for centuries (supplement 12.1).

Decision trees are graphical illustrations of alternatives available to a manager who attempts to solve a problem. They provide a highly effective structure within which you can **lay out options** and investigate the possible outcomes of choosing those options. They also help you to form a balanced picture of the risks and rewards associated with each possible course of action (supplement 12.2).

To select the best alternative from those available is the fourth step. The actual choice of a particular problem solution can be arrived at through **individual, consultative, or group methods**. Any team member can express his opinion though usually it is a manager who has the **final say**.

The final steps are to implement the selected solution and to evaluate the results of the decision and of the decision-making process.

True managerial success in making decisions will depend on the manager's ability to identify performance gaps, **have an open mind**, and find opportunities in sufficient time to resolve problems **for the benefit of** the organization.

Supplement 12.1

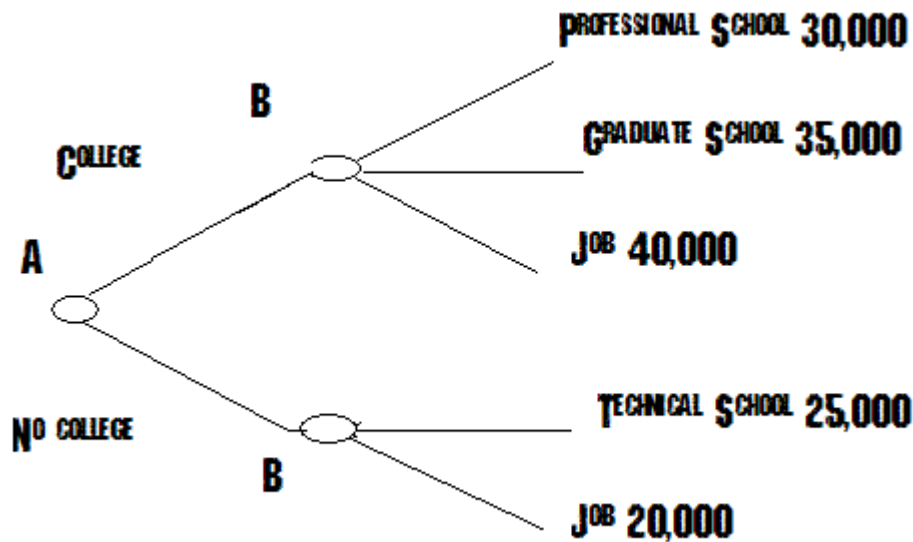
A young professional is deciding where to live. Her question is 'Should she move to the big city?' She draws up the PMI table below:

| Plus | Minus | Interesting |
|----------------------------|-------------------------------------|--|
| More going on (+5) | Have to sell house (-6) | Easier to find new job? (+1) |
| Easier to see friends (+5) | More pollution (-3) | Meet more people? (+2) |
| Easier to get places (+3) | Less space (-3) | More difficult to get own work done? (-4) |
| | No countryside (-2) | |
| | More difficult to get to work? (-4) | |
| +13 | -18 | -1 |

She scores the table as 13 (Plus) - 18 (Minus) - 1 (Interesting) = - 6. For her, the comforts of a settled rural existence outweigh the call of the 'bright lights' – it would be much better for her to live outside the city, but close enough to travel in if necessary.

Supplement 12.2

A high school graduate has to choose his career. He has several options to consider and the most important is to get or not to get a higher education. He decides to use decision tree analysis to select the appropriate solution:



Exercise 3. Answer the following questions.

1. What is decision making?
2. How many steps does the process of decision making involve?
3. What is the first step in decision making?
4. Which problems do managers face?
5. How can managers evaluate alternative solutions?
6. What is the PMI?
7. What is a decision tree?
8. Who can choose the best variant of solution?
9. What is the last step of decision making?
10. What will the managerial success depend on?

Exercise 4. Give Ukrainian equivalents of the following words:

decision making, effective leadership, particularly, to lead your team to, poor decision, set of alternatives, to define, actual state, desired state, cause, non-routine, perspective, suitability, feasibility, numerous, valuable improvement, outcome, consultative method, sufficient time, to identify performance gap, to the benefit of

Exercise 5. Give English equivalents of the following words:

головний/невід'ємний, обміркований, вчасний, заслужений успіх, слідувати, рутинний, розпізнавання/пізнавання, придатність, зважувати, очікуване значення, вибір, індивідуальний метод прийняття рішень, груповий метод прийняття рішень, останнє слово, визначати різницю, незвичайна альтернатива, означати, винагорода, ризикувати, ризик

Exercise 6. Match the synonyms:

A: to consider, valuable, suitability, to aid, pros and cons, sufficient,

B: enough, fitness, to assist, advantages and disadvantages, to weigh, precious

Exercise 7. Substitute italicized words with their antonyms from the text to make them true, translate sentences into Ukrainian:

1. *Good* decisions can lead your team to complete failure. 2. When you arrive at a solution through the *individual method* the responsibility for it is shared by all team members and each one

- had a lot of different people's interests to bear in mind;
- had the final say in an important decision;
- had to take many factors into consideration.

Exercise 11. Fill in the gaps with words from the text.

to evaluate, weigh, PMI, suitability, gaps, benefit, actual, cons, desired, decision tree, outcomes, option, flexibility, decision making

1. The process of ... consists of six steps. 2. Before implementing the solution you should ... all pros and 3. Solutions must respond to such main criteria as: ..., feasibility, and 4. To find a problem means to identify ... between ... and ... states. 5. Two general techniques that aid managers are the ... and 6. We must thoroughly investigate the possible ... of choosing this 7. The final step is ... the results of the decision-making process. 8. We must act only for the ... of the organization.

Exercise 12. Translate into English:

1. Прийняття рішення вимагає належної уваги від усіх членів команди, проте остаточне рішення залежить від менеджера. 2. Своєчасні етапи прийняття рішення можуть привести вашу організацію до захоплюючого успіху. 3. Дерево рішень пропонує зручну структуру, в середині якої ви викладаєте варіанти та можливі результати вибраних альтернатив. 4. Ключовим елементом прийняття рішення є інновація – запропонування незвичайної, творчої альтернативи до виходу із ситуації. 5. Прийняте рішення повинно відповідати таким параметрам як відповідність, придатність та гнучкість. 6. Визначення проблеми полягає у визначенні різниці між бажаним та реальним станом підприємства. 7. Успішне прийняття рішення залежить від вмінь менеджера знаходити можливості вирішити проблему в потрібний час на користь компанії. 8. Багато рішень можуть не прийматись оточуючими, не мати наявних ресурсів для вирішення чи створювати нові проблеми.

Exercise 13. Which of the following principles do you follow when taking an important decision? Suggest any other good principles which people could follow.

- Consider the best way to transmit your decision, e.g. channel of communication.
- Consider who will be affected by the decision and what the likely effect will be on them.
- Anticipate obstacles and objections.
- Think of all the possible outcomes in the longer term.
- Formulate a Plan B.
- If in doubt, postpone making a decision.

Exercise 14. Express your opinion on the following statements:

Nothing is more difficult, and therefore more precious, than to be able to decide.

Napoleon Bonaparte

In a moment of decision, the best thing you can do is the right thing to do. The worst thing you can do is nothing.

Theodore Roosevelt

By three methods we may learn wisdom: First, by reflection, which is noblest; Second, imitation, which is easiest; and third by experience, which is the bitterest.

Confucius

Список рекомендованих джерел

Основний

1. Бурбак О. Ф., Гільдебрант К. Й., Максим'юк Н. В. Англійська мова за професійним спрямуванням. English for Specific Purposes : навчальний посібник. Чернівці : Технодрук, 2025. 288 с.
2. Верба Л. Г. Граматика сучасної англійської мови. Київ : ТОВ «ВП Логос», 2023. 352 с.
3. Воробйова І. А. English in Practice. Business Economics : навчальний посібник. Київ : Центр учбової літератури, 2019. 398 с.
4. Дідо Н. Д. Англійська мова для економістів. Частина 1 (English for Economists. Part 1) : навчально-методичний посібник. – Ужгород : Видавництво «ІВА», 2021. 83 с.
5. Бурбак О. Ф., Романова Т.О., Соловійова О.В. Англійська мова для студентів спеціальності «Менеджмент». English for Students of Management: навчальний посібник. Чернівці, 2008. 198 с.
6. Murphy R. Essential Grammar in Use (Blue). Raymond Murphy. Cambridge : Cambridge University Press, 2019. 396 p.

Додатковий

7. Гільдебрант К. Й. Методичні рекомендації до самостійної роботи студентів. Професійна комунікація іноземною мовою. Чернівці : ЧТЕІ ДТЕУ, 2024. 48 с.
8. Максим'юк Н. В. Іноземна мова за професійним спрямуванням (англійська). English for Students of Hotel and Restaurant Management : навчальний посібник. Чернівці : ЧТЕІ ДТЕУ, 2023. 216 с.
9. Максим'юк Н. В. Ділова англійська мова : методичні рекомендації до самостійної роботи студентів початкового (короткого) рівня вищої освіти денної форми навчання галузі знань 07 «Управління та адміністрування», спеціальності 073 «Менеджмент», освітньої програми «Готельний і ресторанний менеджмент». Чернівці : ЧТЕІ ДТЕУ, 2023. 82 с.
10. Emmerson P. Business Grammar Builder. Paul Emmerson. London : Macmillan, 2010. 356 p.

Internet-ресурси

11. Alan R. English for Economists. Economic News and English Expressions : a podcast for people who need to speak and read about the economy in English. URL : <https://podcasts.apple.com/ru/podcast/english-for-economists-economic-news-and-english/id1579347046>
12. Business English Course | Business English Conversation. URL : <https://www.youtube.com/watch?v=e7n2K5gR-rk>
13. Making Suggestions in English | Business English Conversation. URL : <https://www.youtube.com/watch?v=lfEBjdzp4jw>
14. How to Negotiate in English - Business English Lesson. URL : <https://www.youtube.com/watch?v=-3mFnAk9sbw>

Рекомендовані курси

для самостійного опанування в рамках формальної/ неформальної освіти

15. Відкритий онлайн-курс: Англійська для бізнесу та підприємництва. URL : https://prometheus.org.ua/course/course-v1:АН+ENG_B101+2020_T1
16. Відкритий онлайн-курс: Англійська для кар'єрного зростання. URL : https://prometheus.org.ua/course/course-v1:АН+Eng_CD101+2020_T1