**МИНИСТЕРСТВО ОБРАЗОВАНИЯ РЕСПУБЛИКИ БЕЛАРУСЬ**

УО «Белорусский государственный экономический университет»

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**ИЗУЧАЕМ ОСНОВЫ МЕНЕДЖМЕНТА**

**FIRST INSIGHTS INTO MANAGEMENT**

Электронное учебно-методическое пособие

по дисциплине «Иностранный язык (английский)»

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Учебно-методическое пособие содержит лексический материал, тексты для чтения, комплекс упражнений и заданий для формирования англоязычных коммуникативных навыков студентов в рамках актуальной, профессионально значимой темы «Моя специальность: менеджмент» по дисциплине «Иностранный язык (английский)». Предназначено для студентов факультета экономики и менеджмента БГЭУ дневной формы обучения.

# Unit 1

**OUTSTANDING MANAGEMENT THINKERS**

**Lead-in**

*Answer the following questions before you read the text below.*

1. Do you know or can you guess why Peter Drucker is considered to be “father of management thinking”?

2. What other management thinkers do you know? What was their contribution to the development of management science?

**Key Vocabulary**

*Study the following list of vocabulary and do the tasks that follow.*

|  |  |
| --- | --- |
| 1. influential *adj* | влиятельный |
| 2. prolific *adj* | продуктивный, успешный |
| 3. depict *v* | описывать |
| 4. distinct *adj* | определенный, отдельный |
| 5. responsibility *n* | ответственность |
| 6. sympathy *n* | сочувствие, сопереживание |
| 7. face *v* | сталкиваться |
| 8. take off *v* | набирать обороты |
| 9. popularize *v* | популяризировать |
| 10. [management by objectives](https://en.wikipedia.org/wiki/Management_by_objectives) (MBO) | целевое управление |
| 11. founder *n* | основатель |
| 12. scholarly *adj* | научный, грамотный |
| 13. explore *v* | изучать |
| 14.predict *v* | предсказывать |
| 15. decisive *adj* | важнейший, определяющий |
| 16. emergence *n* | возникновение  |
| 17. contributor *n* | тот, кто вносит вклад |
| 18. lay foundations | положить начало |
| 19. underlying factors | основополагающие факторы |
| 20. comprehensively *adv* | всесторонне |
| 21. synthesize *v* | обобщить, свести воедино |
| 22. division of work  | разделение труда |
| 23. authority *n* | полномочие, власть, авторитет |
| 24. unity *n* | единство, целостность |
| 25. equity *n* | равенство |
| 26. relate to *v* | касаться, относиться |
| 27. subordination *n* | подчинение |
| 28. staffing *n* | работа с персоналом |

**Pre-reading Activities**

1. *Use a dictionary to complete the following table. Use some of these words to speak about famous economists or managers you know.*

|  |  |  |
| --- | --- | --- |
| Noun | Verb | Adjective |
| influence |  |  |
|  |  | responsible |
|  | popularize |  |
|  | found |  |
| decision |  |  |
|  |  | scientific |
|  | unite |  |
| subordinate, subordination |  |  |

*2. Use your Key Vocabulary to complete the sentences. Each word can be used only once.*

|  |  |  |  |
| --- | --- | --- | --- |
| take off | comprehensively | distinct | prolific |
| emergence | lay foundations | sympathy | popularized |

1. These training courses include six … but interrelated programmes.

2. The … of a dynamic service sector has been regarded as the feature of a post-industrial society.

3. The report of the Secretary-General captures the challenges and the means to address them … .

4. According to this report, Mr. Schott is a pretty … inventor.

5. That tragedy has given rise to broad … and solidarity throughout the world.

6. Programmes designed during reconstruction can … for child protection and strengthen social infrastructures, particularly in relation to health and education.

7. They need to include more people if the scheme's going to really … .

8. Dream analysis was … by Sigmund Freud.

**Reading**

*Read the text and be ready to discuss the role of P.Drucker and H.Fayol in the development of management theory and practice.*

Peter Drucker (1909-2005) was one of the most widely-known and influential thinkers on management, whose work continues to be used by managers worldwide. He was a prolific author, and among the first people to depict management as a distinct function and being a manager as a distinct responsibility. His writing showed real understanding of and sympathy for the difficulties and demands faced by managers.

Drucker’s career as a business thinker took off in 1942, when his first writings on politics and society won him access to the internal workings of General Motors, one of the largest companies of the world. The resulting book “The Concept of Corporation”, popularized GM’s structure and led to numerous articles and additional books.

He was a leader in the development of management education, he invented the concept known as [management by objectives](https://en.wikipedia.org/wiki/Management_by_objectives) and [self-control](https://en.wikipedia.org/wiki/Self-control), and he has been described as "the founder of modern management".

Drucker's 39 books have been translated into more than 36 languages. The books and scholarly and popular articles explored how humans are organized across the business, government, and [nonprofit](https://en.wikipedia.org/wiki/Nonprofit) sectors of society. He is one of the best-known and most widely influential thinkers and writers on the subject of management theory and practice. His writings have predicted many of the major developments of the late twentieth century, including privatization and decentralization; the rise of Japan to economic world power; the decisive importance of marketing; and the emergence of the information society with its necessity of lifelong learning.

Henri Fayol (1841-1925) was a French mining engineer and director who developed a general theory of business administration. He was also one of the most influential contributors to modern concepts of management.

Thanks to scientists like [H.Fayol](https://www.toolshero.com/toolsheroes/henri-fayol/) the first foundations were laid for modern [scientific management](https://www.toolshero.com/quality-management/scientific-management/). These first concepts, also called ‘principles of management’ are the underlying factors for successful management. [Mr. Fayol](https://www.toolshero.com/toolsheroes/henri-fayol/) explored this comprehensively and, as a result, he synthesized the 14 principles of management: Division of work, Authority, Discipline, Unity of command, Unity of direction, Subordination of individual interests to the general interest, Remuneration, Centralization, Order, Equity, Initiative and others. These principles explain how managers should organize and relate to their employees in a productive manner.

Moreover, it was Fayol, who proposed that there were five primary functions of management: Planning, Organizing, Staffing, Directing and Controlling.

Fayol’s scientific management theory forms the base for business administration and business management. In the academic world, this is also known as Fayolism**.**

**Comprehension Check**

*1. Browse the text through and match the two halves of the sentences to make them sound true and correct grammatically.*

|  |  |
| --- | --- |
| 1) Peter Drucker was one of the most influential thinkers on management, whose work | a) developed a general theory of business administration. |
| 2) Henri Fayol was one of the most influential contributors | b) was invented by Peter Drucker. |
| 3) Mr Fayol | c) is still used by managers worldwide. |
| 4) The books written by Mr Drucker | d) explain how managers should organize and relate to their employees in a productive manner.  |
| 5) The concept known as [management by objectives](https://en.wikipedia.org/wiki/Management_by_objectives) and [self-control](https://en.wikipedia.org/wiki/Self-control) | e) to modern concepts of management. |
| 6) The 14 principles of management | f) explored how humans are organized across the business, government, and [nonprofit](https://en.wikipedia.org/wiki/Nonprofit) sectors of society. |

*2. Answer the questions. Use the text to support your viewpoint.*

1. What were the main ideas of Mr Drucker’s theories?

2. Who laid the first foundations for modern [scientific management](https://www.toolshero.com/quality-management/scientific-management/)? What were they?

3. Does Drucker’s scientific management theory form the base for business administration and business management?

4. Whose books and articles explored how humans are organized across the business, government, and [nonprofit](https://en.wikipedia.org/wiki/Nonprofit) sectors of society?

5. How many primary functions of management did H. Fayol propose?

*3. Reproduce the context in which the following word-combinations are used.*

a prolific author

an influential thinker

an influential contributor to

to predict major developments in

to develop a theory of

to synthesize principles of

to form the base for

to lay foundations for

**Vocabulary Focus**

*1. Look through the text and find the words that mean the following.*

a) the process of coming into existence or prominence

b) the quality of being fair and impartial

c) an underlying basis or principle

d) the right to act in a specified way, delegated from one person to another

e) of chief importance, main

f) great in number, many

g) the action of separating something into parts or the process of being separated

*2. Fill in the gaps with prepositions, if necessary.*

1. Academic writings … the development of national action plans were a valuable resource for my project.

|  |  |  |
| --- | --- | --- |
| a) on | b) in | c) for |

2. Center publications should be translated … languages other than English.

|  |  |  |
| --- | --- | --- |
| a) in | b) into | c) to |

3. Indicators relate … budgets, taxation, monetary growth and interest rates.

|  |  |  |
| --- | --- | --- |
| a) on | b) to | c) - |

4. Principle 10 combines public participation with public access … information.

|  |  |  |
| --- | --- | --- |
| a) on | b) - | c) to |

5. These recommendations must lead … practical and measurable outcomes.

|  |  |  |
| --- | --- | --- |
| a) - | b) in | c) to |

*3. Give the English equivalents to the following expressions. Use them in the sentences of your own.*

влиятельный мыслитель и автор многих научных трудов

описать менеджмент как отдельную функцию

ввести понятие

предсказать основные этапы развития

возникновение информационного общества

непрерывное обучение

разработать теорию

основополагающие факторы

разделение труда

подчинение личных интересов общим интересам

**Listening**

*1. Study the picture below. Add a caption or give an explanation of it with reference to the process of management in a company.*



*2. What was P.Drucker’s contribution to the development of management science? You are going to listen to a short lecture about one of the concepts he introduced. Can you guess which one?*

**A. Pre-listening**

*1.**Look through the list of the following words, memorize them. These words will help you understand the lecture you are going to listen to.*

1. essence – the basic or most important idea or quality of something

2. participative – based on the idea that things can be achieved more easily if everyone works together and is involved in making decisions

3. performance – an execution of an action; something accomplished

4. to fulfill – to achieve or realize something

*2. Choose the words from the box to complete the sentences.*

|  |
| --- |
| agree; essence; measurement; defining; fulfill |

1. The process of … objectives is rather complicated.

2. Everybody should … to the objectives and understand what to do within an organisation.

3. What is the … of Management by Objectives (MBO)?

4. … of the employees’ performance is extremely important in MBO.

5. As the head of the department he didn’t … his responsibilities.

**B. First Listening**

*1. Listen to the lecture and choose the right variant to complete the sentences.*

1. MBO is the process of … objectives.

a) setting b) understanding c) defining

2. The term MBO was first popularized in … .

a) 1964 b) 1954 c) 1854

3. MBO is participative … , choosing course of actions and decision-making between managers and employees.

a) goal-setting b) acting c) management

*2. Answer the following questions.*

1. Does the lecturer give the definition of MBO? What is it?

2. What is an important part of MBO, according to the lecture?

3. When does MBO work best?

**C. Second Listening**

*Listen to the lecturer once again and discuss the following question in pairs, then report to the group.*

Why are set standards important in MBO?

**D. Follow-up Activity**

*Imagine you are a teacher who is about to explain the essence of MBO and Peter Drucker’s role in general to first-year students. What would you say? Role-play the situation, be ready to answer students’ questions.*

**Talking Points**

*1. Here are some Peter Drucker’s quotations. In what way do they characterize him? Use the text to prove your opinion.*

* “If you want something new, you have to stop doing something old.”
* “Results are obtained by exploiting opportunities, not by solving problems.”
* “Knowledge has to be improved, challenged, and increased constantly, or it vanishes.”
* “Whenever you see a successful business, someone once made a courageous decision.”

*2. Comment on one of the most prominent quotes by Henri Fayol.*

“To manage is to forecast and plan, to organize, to command, to coordinate and to control. To foresee and plan means examining the future and drawing up the plan of action.”

*3. Pretend to be a lecturer. Ask questions on the text for your groupmates to answer. Ask them:*

- if prominent management scholars and thinkers should be studied by students and why;

- what kind of person Peter Drucker was;

- if Peter Drucker contributed to the development of management as a science;

- what they know about Drucker’s career as a business thinker;

- what they know about [H. Fayol](https://www.toolshero.com/toolsheroes/henri-fayol/) and his role in modern [scientific management](https://www.toolshero.com/quality-management/scientific-management/).

**Summary Points**

*Read the text and make a summary. Be ready to answer the questions after the text.*

**Frederick Herzberg - Motivation Theory**

Frederick Herzberg (1923-2000), clinical psychologist and pioneer of ‘job enrichment', is regarded as one of the great original thinkers in management and motivational theory. Frederick Herzberg was born in Massachusetts on April 18, 1923. His undergraduate work was at the City College of New York, followed by graduate degrees at the University of Pittsburgh. Herzberg was later Professor of Management at Case Western Reserve University, where he established the Department of Industrial Mental Health. He moved to the University of Utah's College of Business in 1972, where he was also Professor of Management. He died at Salt Lake City, January 18, 2000.

Frederick Herzberg's book 'The Motivation to Work', written with research colleagues Bernard Mausner and Barbara Bloch Snyderman in 1959, first established his theories about motivation in the workplace. Herzberg's survey work, originally on 200 Pittsburgh engineers and accountants remains a fundamentally important reference in motivational study. While the study involved only 200 people, Herzberg's considerable preparatory investigations, and the design of the research itself, enabled Herzberg and his colleagues to gather and analyze an extremely sophisticated1 level of data.

Herzberg's research used a pioneering approach, based on open questioning and very few assumptions2, to gather and analyze details of 'critical incidents' as recalled by the survey respondents. He first used this methodology during his doctoral studies at the University of Pittsburgh with John Flanagan, who developed the Critical Incident3 method in the selection of Army Air Corps personnel during the Second World War. Herzberg's clever open interviewing method gleaned4 far more meaningful results than the conventional practice of asking closed (basically yes/no) or multiple-choice or extent-based questions, which assume or prompt a particular type of response, and which incidentally remain the most popular and convenient style of surveying even today - especially among those having a particular agenda or publicity aim.

On the basis of this, he developed the theory that people’s job satisfaction depends on two kinds of factors: factors for satisfaction (motivators/satisfiers) and factors for dissatisfaction (hygiene factors/ dissatisfiers). Herzberg expanded his motivation-hygiene theory in his subsequent books: Work and the Nature of Man (1966); The Managerial Choice (1982); and Herzberg on Motivation (1983).

Significantly, Herzberg commented in 1984, twenty-five years after his theory was first published: "The original study has produced more replications5 than any other research in the history of industrial and organizational psychology."

The absence of any serious challenge to Herzberg's theory continues effectively to validate6 it.

It also provided some foundations and basic principles of [Nudge theory](https://www.businessballs.com/leadership-skills/nudge-theory-93/) – a powerful change-management and motivational concept which emerged in the 2000s.

Vocabulary:

1 sophisticated *adj* – зд.: имеющий сложную структуру

2 assumption *n* – предположение

3 the Critical Incident method – метод критических ситуаций

4 glean *v* – собирать, подбирать

5 replication *n* – копирование

6 validate *v* – подтверждать

Questions:

1. What was the book that first established Herzberg’s theories about motivation in the workplace?

2. What was his research based on?

3. Did John Flanagan develop the Critical Incident method?

4. According to Herzberg, what does people’s job satisfaction depend on?

**Writing**

*Choose one of the topics below and write a well-organized essay of at least 200 words. Remember to follow the plan below to make your essay logical and informative:*

|  |
| --- |
| *Paragraph 1: Introduction**Paragraph(s) 2 (3): Main Body**Paragraph 3 (4): Conclusion* |

Topics:

* Scientific Theory by Frederick W. Taylor.
* Administrative Theory by Henri Fayol.
* Bureaucratic Theory by Max Weber.
* Human Relations Theory by Elton Mayo.

**Independent Study**

*1. Browse the Internet, find additional information about the 14 principles of management and take notes. Then make short reports in groups of 3-4 students on one of the following topics.*

* How to apply management principles in start-ups?
* How to apply management principles in running a business?
* How to apply management principles to your job search?

*2. Do you know any influential managers of the 21st century? Carry out research and share information about their contribution to the development of management science.*

**Grammar Focus**

*Revise the topic “Conditional Sentences: Types I, II, III” and do the exercises.*

*1. Answer the following questions. Explain your choice of different types of conditional sentences.*

1. How do you think students would feel about learning if teachers were robots?

2. If you could travel back in time, what historical time would you travel to?

3. If you could change one thing about yourself, what would it be?

4. What can happen if computers become more intelligent than humans?

5. What will happen if we don’t stop polluting?

*2. Complete the following sentences.*

1. I would have enjoyed the party much more if...

2. Would you have been able to come next Tuesday if...?

3. If you had taken my advice...

4. If I had realized that you were serious in what you said...

5. If it had not been for you...

6. Would you have lent him the money if...

7. If he had told me the truth...

8. If the fire brigade had arrived but a quarter of an hour earlier...

9. I would have believed you if…

10. I would have been happy, if…

*3. Speak about something in the past you feel sorry for. Mind that nothing can be changed. What type of Conditional Sentence do you need?*

You can start like this:

* If it hadn’t been for …………
* If I had ………….
* I would have ……………….

*4. Make notes about something you dream about doing now, but can’t. Discuss the situation with your partner using an appropriate conditional form.*

# Unit 2

**INTRODUCTION TO MANAGEMENT**

**Lead-in**

*1. Discuss the following issues in small groups and then report your findings.*

1. What is management? Is it an art or a science?

2. What do you think makes a good manager? Which of the following qualities do you find to be the most important? Give sound reasons for your choice.

A. being decisive: able to make quick decisions;

B. being efficient: doing things quickly, not leaving tasks unfinished, etc.

C. being sociable and friendly;

D. being logical, rational, and analytical;

E. being able to motivate, inspire, and lead people;

F. being authoritative: able to give orders;

G. being competent: knowing the job perfectly;

H. being persuasive: able to convince people to do things;

I. having good ideas.

3. Are there any qualities that you think should be added to this list?

*2. Since you have chosen management as your career, what personal qualities do you feel you have to become a manager? Use the list of personal qualities to help you.*

|  |
| --- |
| confident, humorous, helpful, competitive, thorough, caring, focused, generous, enterprising, ambitious, forceful, flexible, tolerant, prudent, supportive, wise |

**Key Vocabulary**

*Study the following list of vocabulary*. *The words appear in order.*

|  |  |
| --- | --- |
| 1. society *n*
 | общество; общественность |
| 1. guide *v*
 | руководить; управлять;направлять; ориентировать |
| 1. emphasize *v*
 | подчеркнуть; уделять особое внимание; особо отметить |
| 1. need smth desperately
 | остро, крайне нуждаться в чём-л. |
| 1. essentially *adv*
 | в сущности; в основном; главным образом |
| 1. goal accomplishment
 | достижение, выполнение цели |
| 1. combine and use organizational resources
 | сочетать и использовать ресурсы организации |
| 1. achieve goals
 | достигать целей |
| 1. assign activities
 | поручить, возложить работу |
| 1. perform activities / functions
 | выполнять работу/функции |
| 1. design activities
 | разрабатывать мероприятия |
| 1. contribute to *v*
 | способствовать, содействовать |
| 1. attainment of goals
 | достижение целей |
| 1. strive *v*
 | стремиться |
| 1. encourage / discourage *v*
 | поощрять, стимулировать, побуждать/препятствовать, сдерживать, противодействовать |
| 1. hinder *v*
 | препятствовать, мешать |
| 1. refer to smth
 | относиться к; касаться |
| 1. career *n*
 | карьера, творческий путь |
| 1. contemporary *adj*
 | современный |
| 1. encompass *v*
 | охватывать, включать в себя |
| 1. propose *v*
 | предлагать; предполагать |
| 1. involve *v*
 | включать в себя, касаться |
| 1. put plans into action
 | воплощать планы в действие; осуществлять задуманное |
| 1. output *n*
 | результат; показатель; производительность |
| 1. rigid *adj*
 | жёсткий |
| 1. flexible *adj*
 | гибкий |
| 1. meet challenges / standards
 | решать проблемы, задачи / соблюдать стандарты |
| 1. circumstance *n*
 | обстоятельство; ситуация |
| 1. appropriate / inappropriate *adj*
 | соответствующий; подходящий /несоответствующий; неподходящий |
| 1. subordinate *n*
 | подчинённый |
| 1. resolve conflicts
 | урегулировать, уладить конфликты |
| 1. measure performance
 | оценивать результаты работы, эффективность работы, результативность |
| 1. ongoing process
 | непрерывный, постоянный процесс |
| 1. improve production
 | улучшать, совершенствовать производство |
| 1. viable alternative
 | приемлемая, действенная, эффективная альтернатива |
| 1. spans of management
 | охват мер, масштабов управления |
| 1. improper communication network
 | ненадлежащая, неправильная коммуникационная сеть |

**Pre-reading Activities**

*1. Complete the chart. Use a list of Key Vocabulary and a dictionary if necessary.*

|  |  |
| --- | --- |
| *Verb* | *Noun* |
| measure |  |
| improve |  |
| propose |  |
| involve |  |
| refer |  |
| hinder |  |
| attain |  |
| achieve |  |
| assign |  |
| perform |  |
| contribute |  |
| accomplish |  |
| emphasize |  |
| discourage |  |
| subordinate |  |

*2. Make up 10 sentences with the verbs and 10 sentences with the nouns from Task 1.Try to connect your sentences with the topic of the Unit.*

*3. Give answers to the following questions.*

* If you were asked to define management, what definition would you give?
* If you work as a manager, what functions will you perform?

**Reading**

*Read the text and compare your answers to the questions in Task 3 with the information in the text. Be ready to speak about management and its functions.*

Our society could neither exist nor improve without a steady stream of managers to guide its organisations. Peter Drucker emphasized this point when he stated that effective management is probably the main resource of developed countries and the most needed resource of developing ones. In short, all societies desperately need good managers.

Essentially, the role of managers is to guide organizations toward goal accomplishment. All organizations exist for certain goals, and managers are responsible for combining and using organizational resources to ensure that their organizations achieve their goals. Management moves an organization toward its goals by assigning activities organization members perform. If the activities are designed effectively, the production of each individual worker will contribute to the attainment of organizational goals. Management strives to encourage individual

activity that will lead to reaching organizational goals and to discourage individual activity that will hinder the accomplishment of those goals.

The term *management* can be, and often is, used in different ways. For instance, it can refer simply to the process that managers follow in order to

accomplish organizational goals. It can also refer to a body of knowledge, - in this context, management is a cumulative body of information that furnishes insights on how to manage. Moreover, the term *management* can also refer to the individuals who guide and direct organizations or to a career devoted to the task of guiding and directing organizations.

As used most commonly, **management** is the process of reaching organizational goals by working with and through people and other organizational resources. A comparison of this definition with the definitions offered by several contemporary management thinkers indicates broad agreement that management encompasses the following three main characteristics:

1*.*It is a process or series of continuing and related activities.

2*.*It involves and concentrates on reaching organizational goals.

3*.*It reaches these goals by working with and through people and other organizational resources.

In the early part of the 20-th century, a French industrialist, Henry Fayol, proposed that all managers perform five management functions: planning, organizing, staffing, directing, and controlling. In modern management these functions have been condensed down to four basic functions: planning, organizing, leading, and controlling.

 **Planning** involves choosing tasks that must be performed to attain organizational goals, outlining how the tasks must be performed, and indicating when they should be performed. The function of planning is essential to getting the “right” things done. Planning is also concerned with organizational success in the near future (short term) as well as in the more distant future (long term).

 **Organizing** can be thought of as assigning the tasks developed under the planning function to various individuals or groups within the organization. Organizing, then, creates a mechanism to put plans into action. People within the organization are given work assignments that contribute to the company’s goals. Tasks are organized so that the output of individuals contributes to the success of departments, which, in turn, contributes to the success of divisions, which ultimately contributes to the success of the organization. Organizing should not be rigid, but adaptable and flexible to meet challenges as circumstances change.

**Leading** — also commonly referred to as motivating, influencing, or directing —is concerned primarily with people within organizations. This function can be defined as guiding the activities of organization members in appropriate directions. An appropriate direction is any direction that helps the organization move toward goal attainment. When managers motivate subordinates, direct the activities of others, select the most effective communication channel, or resolve conflicts among members, they are leading.

**Controlling** is the management function through which managers:

1. Gather information that measures recent performance within the organization.

2. Compare present performance to preestablished performance standards.

3. From this comparison, determine whether the organization should be modified to meet preestablished standards.

Controlling is an ongoing process, because managers continually gather information, make their comparisons, and then try to find new ways of improving production through organizational modification.

It is interesting to know that managers commonly make a number of mistakes when planning, organizing, leading, and controlling. Knowing these mistakes should help managers avoid making them. For example:

**Planning:**

- not establishing objectives for all important organizational areas;

- making plans that are too risky;

- not exploring enough viable alternatives for reaching objectives.

**Organizing:**

- not establishing departments appropriately;

- not emphasizing coordination of organization members;

- establishing inappropriate spans of management.

**Leading:**

- not taking the time to communicate properly with organization members;

- establishing improper communication networks;

- being a manager but not a leader.

**Controlling:**

- not monitoring progress in carrying out plans;

- not establishing appropriate performance standards;

- not measuring performance to see where improvements might be made.

It is worth mentioning that planning, organizing, leading, and controlling are interrelated because the performance of one depends on the performance of the others. For example, organizing is based on well-thought out plans developed during the planning process.

In short, to be effective, a manager must understand how the four management functions are practiced, not simply how they are defined and related.

**Comprehension Check**

*1. Explain in your words exactly what the following statements from Reading mean.*

A. All societies desperately need good managers.

B. The function of planning is essential to getting the “right” things done.

C. Organizing should not be rigid, but adaptable and flexible.

D. Managers commonly make a number of mistakes when planning, organizing, leading, and controlling.

E. Planning, organizing, leading, and controlling are interrelated.

*2. Basing on paragraphs 1-5 of the text, give detailed answers to the following questions.*

1. What statement did Peter Drucker make about the role of effective management? Do you agree with this statement? Explain your agreement /disagreement.

2. What is the role of management in goal accomplishment?

3. What can the term *management* refer to?

4. How is management defined?

5. What typical characteristics does management encompass?

6. What are the functions of modern management?

*3. Taking into account the information about the functions of modern management, fill in the following table. Get ready to make comments on the information from the table.*

|  |  |  |
| --- | --- | --- |
| *Function* | *Its description* | *Possible mistakes* |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Vocabulary Focus**

*1. Find a word in Key Vocabulary that matches each definition below. The words don’t appear in order.*

A. give smb confidence, try to persuade smb to do smth

B. people in general, thought of as a large organized group

C. the job or profession that someone does for a long period of their life

D. to make a great effort to do smth or get smth

E. to have a share in bringing about (a result); be partly responsible for smth

F. smth that cannot be changed or varied

G. a person who has a less important position than you in the organization that you both work for

H. make smth more difficult for smb to do or make progress

I. the condition that affects what happens

J. able to change easily and adapt to different conditions and circumstances as they occur

*2. Find words in Reading that mean the same as the words or expressions below. The words don’t appear in order.*

A. include, involve

B. highlight, stress

C. philosopher, theorist

D. suggest

E. fundamentally, basically

F. lead, direct

G. get better, develop

H. reach

I. modern

J. aim

*3. Using Key Vocabulary and Reading translate the fragments in brackets into English.*

1. Planning is concerned with organizational success ***(в ближайшем будущем)*** as well as in the more distant future.

2. As well as organizing and supervising the work of their ***(подчинённых)***, managers have to work with people in other areas and functions.

3. Managers have to ***(оценить результативность)*** of their staff, to see whether the objectives set for the organization as a whole and for each individual member of it are being achieved.

4. Organising creates a mechanism to ***(воплощать планы в действие)***.

5. Business professors believe that intuition is not enough for managers; there are management ***(умения)*** that have to be learnt.

6. Managers have to decide how best to allocate human, physical, and capital ***(доступные ресурсы)***.

7. An ***(подходящее, соответствующее направление)*** is any direction that helps the organization move toward goal attainment.

8. Controlling is an ***(постоянный, непрерывный процесс)***, because managers continually gather information, make comparisons, and try to find new ways of improving production.

9. Team members often develop plans, make decisions, and monitor their ***(собственную деятельность)***.

10. Knowing errors should help managers ***(избегать)*** making them.

*4. Give your own explanations to the following word combinations.*

* an effective manager
* communicate properly and effectively
* viable alternatives
* a developed / developing country
* organizational resources
* encourage subordinates
* flexible organizing

**Watching**

**“Is Management an Art or a Science?”**

**A. Pre-watching**

 *1. Before watching the film make sure you know the following words and word combinations. Consult a dictionary if it is necessary. The words are given in the order you will meet them in the video.*

1. dissect *v*

2. put an emphasis on smth

3. be fond of smth

4. focus on tools and processes

5. work break down structure

6. integrity *n*

7. align goals

8. ignorance *n*

9. application of principles

10. mould *v*

11. acquire knowledge

*2. To illustrate that management is an art and not a science, the video includes some images and pictures. Pay attention to the following information which will help you to understand the episode connected with demonstrating some paintings.*

***Aurora borealis*** (the Northern lights) – северное сияние.

***Aurora australis*** (the Southern lights) – южное сияние.

***Ockham’s razor*** – закон предпочтительности минимума допущений.

***Milena Dimitrokallis*** – a Greek artist. She studied business and management in the UK. In 2013 she completed drawing and painting courses.

*3. Translate the sentences into English. Mind the vocabulary from Task I.*

1. Давайте проанализируем основные функции менеджера.

2. Незнание не освобождает нас от ответственности.

3. В своей работе менеджеры особое внимание уделяют планированию.

4. Я бы хотел приобрести глубокие знания в области логистики.

5. Формирование навыков эффективного общения начинается с первых дней работы в коллективе.

**B. First Watching**

 *Watch the video and be ready to answer the following questions.*

1. Do different authors have the same opinion on whether management is an art or a science?

2. What did Peter Drucker really appreciate?

3. What do the art part and science part of management include?

4. What philosophy of P. Drucker is considered to be the most important?

**C. Second Watching**

 *Watch the film again and state whether the following sentences are true or false. Make the false ones sound true.*

1. There are no authors who think that management is a mix of both a science and an art.

2. Mr. Drucker put an emphasis on people.

3. In order to be a really effective project manager, you need to have both the science part and the art part.

4. An employee should have an understanding of how to use a work break down structure.

5. A manager to be successful in his profession must acquire just the knowledge of science.

**D. Follow-up Activity**

*1. Comment on the quotation from the video.*

Leaders may be forgiven for incompetence, ignorance, insecurity or bad manners, but they will not be forgiven for lack of integrity.

*P. Drucker*

*2. Basing on the film write a short paragraph (8-10 sentences) proving the idea that management is a combination of both an art and a science.*

**Talking Points**

*1. React to the quotations by explaining what they mean and showing their relevance and connection to modern times. Take into account the information from Reading.*

1. If you pick the right people and give them the opportunity to spread their wings – you don’t have to manage them.

*Jack Welch*

2. Management is, above all, a practice where art, science, and craft meet.

*Henry Mintzberg*

3. Good management is the art of making problems so interesting and their solutions so constructive that everyone wants to get to work and deal with them.

*Paul Hawken*

4. Success in management requires learning as fast as the world is changing.

*Warren Benni*

*2. Work in small groups and decide which of the following statements you agree / disagree with. Give strong arguments to support your agreement / disagreement.*

Successful managers …..

1. are happy when their staff make progress in the company.

2. try to be positive even when times are difficult.

3. praise their staff as often as they can.

4. concentrate on their employees’ strengths and try to correct their weaknesses.

5. enjoy new challenges.

6. find it difficult to delegate responsibility.

7. don’t promise more than they can deliver.

8. feel responsible for the errors made by team members.

9. create an environment in which people feel free to express themselves.

*3. Manager’s work involves making a choice out of alternatives. If you were a manager, what choice would you make? Explain your decision.*

1. Democracy **OR** Dictatorship.

2. Firing a person for some gross violation of rules immediately **OR** Giving another chance.

3. Flexible schedule **OR** Rigid schedule.

4. Young but inexperienced staff **OR** Middle-aged but really experienced staff.

5. Playing favorites **OR** Treating everyone equally.

6. Working as one team **OR** Everyone has their own duties.

7. Having a thorough plan **OR** Doing everything on the spot.

*4. Work in pairs to act out the following situations.*

1. You are a manager of the department. One of your subordinates doesn’t follow your instructions, is regularly late for work, from time to time doesn’t meet deadlines. You decided to invite him to your office and have a talk with him.

2. You’re a new manager of the company and have doubts whether the staff will accept your style of management. You decided to discuss it with your Deputy.

3. It has been a month of your work as an HR manager, and you realize that your managerial skills leave much to be desired. You decided to discuss it with your friend who has been working in this field for 10 years.

4. You are in charge of the R&D department. On the one hand, you understand that delegating is very important in your work, on the other hand, you think that it may lead to losing power. Moreover, you don’t believe that your subordinates will be able to perform the delegated duties as well as you would. You decided to speak about your hesitations to your former colleague who has always been good at delegating tasks.

5. You are a manager of the company. You feel there are some barriers in communication among your employees. You decided to discuss it with your friend who works as a psychologist and majors in communication issues.

**Summary Points**

*1. Read the text, give its summary and be ready to answer the questions on its contents.*

**Defining Management Skill**

No introduction to the field of management would be complete without a discussion of management skill. **Management skill** is the ability to carry out the process of reaching organizational goals by working with and through people and other organizational resources.

Learning about management skill and focusing on developing it are of critical importance, because possessing this skill is generally considered the prerequisite1 for management success. Because management skills are so critical to the success of an organization, companies commonly focus on possible steps that can be taken to improve the skills of their managers.

There are three types of skills which are important for successful management performance: technical, human, and conceptual.

• **Technical skills** involve the ability to apply specialized knowledge and expertise2 to work- related techniques and procedures. Examples of these skills are engineering, computer programming, and accounting. Technical skills are mostly related to working with “things” — processes or physical objects.

• **Human skills** build cooperation within the team being led. They involve working with attitudes and communication, individual and group interests — in short, working with people. Managers with good human skills are able to get the best out of their staff, because they know how to communicate, motivate, lead, and inspire enthusiasm and trust.

• **Conceptual skills** involve the ability to see the organization as a whole.

A manager with conceptual skills is able to understand how various functions of the organization complement3 one another, how the organization relates to its environment, and how changes in one part of the organization affect the other parts of the organization.

As one moves from lower level management to upper level management, conceptual skills become more important and technical skills – less important. It happens so because when managers advance in an organization, they become less involved with the actual production activity or technical areas, and more involved with guiding the organization as a whole. Human skills, however, are extremely important to managers at top, middle, and lower levels.

Vocabulary:

1. prerequisite *n* – предпосылка; предварительное условие

2. expertise *n* – (зд.) опыт

3. complement *v* – дополнять

Questions:

1. What is the definition of management skill?

2. Why is focusing on developing management skill of critical importance?

3. What abilities do technical, human, and conceptual skills involve?

**Writing**

*1. Choose one of the following topics and write a well-organized (there should be introduction, body, conclusion), well-developed essay of at least 200 words. Remember to use proper connectors.*

1. What should a great manager be like?

2. Are managers born or made?

3. A manager’s way to success: what is it like?

4. Why have I chosen the career of a manager?

5. Is management an art or a science?

6. Pros and cons of being a manager.

**Independent Study**

*1. Using the Internet resources find information on early evidence of management practice. Prepare a report or presentation on the topic “Yesterday’s management: what was it like?” Present it to your group. c*

**Grammar Focus**

*Revise the theory on Mixed Conditionals and Subjunctive II for further successful completion of the exercises below.*

*1. Match the clauses together to make mixed conditional sentences.*

|  |  |
| --- | --- |
| 1. If you had listened to your manager’s instructions | a) I wouldn’t be in a dangerous situation now. |
| 2. If you were a more flexible employee | b) you wouldn’t be in difficulty now. |
| 3. If he hadn’t retired | c) he would never have achieved so much. |
| 4. If you had told me about this problem yesterday | d) you wouldn’t have been fired. |
| 5. If he didn’t work so hard all the time | e) I would have already applied to it by now. |
| 6. If the train hadn’t been delayed  | f) you would know what to do now. |
| 7. If you had made a decision in time | g) you wouldn’t have lost your job. |
| 8. If you didn’t want to be unemployed | h) you wouldn’t be so busy this month. |
| 9. If I really wanted to work in a multinational company | i) we would be there now. |
| 10. If you had worked harder last month | j) I’m sure he’d be very useful for the department now. |

*2. Use mixed conditionals in the following sentences.*

1. He ……. (to feel) very tired today if he ……. (to work) late yesterday.

2. If she ……. (to be) a more reliable person, her boss ……. (to ask) her to prepare the presentation last week.

3. If they ……. (to know) the language, they ……. (to understand) the directions given by the stranger.

4. If we ……. (not to take) a wrong turning back there, we ……. (not to be) in this mess now.

5. If you ……. (to work) last weekend when the boss asked you, then you ……. (not to work) this weekend.

6. He ……. (not to work) as the CEO at present if he ……. (not to get) an MBA

a year ago.

7. It ……. (to be) hard enough to pass the exam tomorrow if you ……. (not to attend) the lectures this year.

8. If John ……. (to be) good at economics, he ……. (to get) a better mark at his yesterday’s exam.

9. If the island ……. (to be) still a tourist attraction, last week’s earthquake ……. (to cause) far more deaths.

10. You ……. (not to be) in so much trouble now if you ……. (not to start) gambling.

*3. Complete the sentences using the constructions in bold.*

1. It’s a shame we didn’t go out for dinner. – **I wish** ………

2. I don’t have many employees at my department. – **If only** ……. .

3. It’s a pity I can’t go out tonight but I have to work late. – **I wish** ……. .

4. It’s a shame we didn’t go home for Christmas. – **If only** ……. .

5. It’s a pity that I wasn’t given the position. – **If only** ……. .

6. I’ve been offered a job in Spain, but I can’t speak Spanish. – **I wish** ……. .

7. It’s a pity that you didn’t tell us you were leaving. – **I wish** ……. .

8. Her constant criticism of me really gets on my nerves. – **If only** ……. .

9. I regret not going to University when I was younger. – **I wish** ……. .

10. I work long hours and I can’t spend much time with my family. – **I wish ……**

*4. Think about the things you would like to have or the kind of person you would like to be. Make a list of 10 sentences using I wish / if only.*

*Model:*

* I wish I had my own company.
* If only I were a rich person, I could help the needy.

# Unit 3

**DECISION-MAKING**

**Lead-in**

*1. We make hundreds of big and small decisions every day. Many of these decisions are opportunities that can change our life, yet many of us don’t know how to assess a decision to be successful. Are you good at making decisions? If you find it hard to make a decision, what do you usually do?*

*Read how different people make decisions. Who are you most like?*

☺ “I am for the rational approach - it is a systematic, step-by-step process. Sometimes I even research an expert opinion.”

☺ “I trust my instinct. If I think too much about something, I often get it wrong.”

☺ “My decisions are usually emotional, not logical. I rush into them too quickly and often regret what I’ve done!”

☺ ”I talk it over with a friend – it helps a lot!”

☺ “I like to toss a coin or throw the dice – nothing depends on me…”

☺ “I make a list of pros and cons of each option before I decide.”

1. *According to the discussion you’ve just had, what types of decision-makers are your groupmates? Read and discuss these definitions.*

☞ *The Gut Instinct Follower* has an instinctive feeling which possibility to choose.

☞ *The Interviewer* doesn’t like to make decisions alone. When confronted with a tough choice, it’s better to ask top advisors, peers, employees, and maybe even friends and family what they think about the matter.

☞ *The Researcher* collects information about the situation from as many sources as possible.

☞ *The Debater* sketches out exhaustive pro/con lists.

☞ *The Random Chance Submitter* has a hard time picking a clear winner among different possible options. The best idea for this type of a person is to rely on a chance: throwing the dice or flipping a coin, for example.

1. *Can you explain why decision-making is viewed as the primary function of management?*

**Key Vocabulary**

*Study the following list of vocabulary and do the tasks that follow.*

|  |  |
| --- | --- |
| 1. subconsciously *adv*
 | подсознательно |
| 1. consciously *adv*
 | осознанно |
| 1. sound decision-making
 | принятие обоснованных/правильных решений |
| 1. primary function
 | основная функция |
| 1. purposely *adv*
 | преднамеренно, умышленно |
| 1. a set of alternatives
 | ряд альтернативных вариантов |
| 1. achieve objectives
 | достичь целей |
| 1. ensure *v*
 | обеспечивать, убедиться |
| 1. determine *v*
 | определить |
| 1. programmed/ non-programmed
 | запрограммированный/ незапрограммированный |
| 1. activity *n*
 | деятельность |
| 1. repetitive *adj*
 | повторяющийся |
| 1. take decisions
 | принимать решения |
| 1. middle and lower level managers
 | менеджеры среднего и низшего звена |
| 1. short-term/ long-term *adj*
 | краткосрочный/ долгосрочный |
| 1. impact *n*
 | влияние, последствие |
| 1. be related to
 | касаться, иметь отношение к |
| 1. top executive
 | руководитель высшего звена |
| 1. collect/ gather *v*
 | собирать |
| 1. analyse *v*
 | анализировать |
| 1. forecast *v*
 | прогнозировать |
| 1. data *n*
 | данные, информация |
| 1. strategic *adj*
 | стратегический |
| 1. major and minor decisions
 | важные и второстепенные решения |
| 1. routine *adj*
 | рутинный |
| 1. solve problems
 | решать проблемы |
| 1. examine *n*
 | исследовать, изучить |
| 1. decide on
 | принимать решение по поводу |
| 1. a step-by-step approach
 | поэтапный подход |
| 1. efficient *adj*
 | эффективный |
| 1. thoughtful *adj*
 | обдуманный |
| 1. be divided into
 | быть поделенным на |
| 1. identify *v*
 | определить, выявить |
| 1. recognize *v*
 | выявить |
| 1. fellow employees *n*
 | коллеги |
| 1. judgment *n*
 | суждение, мнение |
| 1. relevant *adj*
 | уместный, относящийся к делу |
| 1. seek out *v*
 | отыскивать |
| 1. weigh the evidence
 | взвесить, обдумать факты |
| 1. review *v*
 | пересматривать, проверять |
| 1. overlook *v*
 | не заметить, просмотреть |
| 1. implementation *n*
 | осуществление, реализация |
| 1. pitfall *n*
 | ловушка |

**Pre-reading Activities**

*1. Use your Key Vocabulary to find pairs of words similar or opposite in meaning.*

*Then use these words in Task 2.*

|  |  |
| --- | --- |
| **Similar:** |  |
| efficient | to collect  |
| information | to select |
| to gather | to make a decision |
| fellow employees | objectives |
| to take a decision | colleagues |
| to determine | to identify |
| alternative | data |
| goals | effective |
| to choose | option  |
| **Opposite:** |  |
| long-term | inefficient |
| major | irregular |
| efficient | short-term |
| routine | minor |

*2. Use some of the above words to complete the following sentences. Translate them. Sometimes several variants are possible.*

1. These agencies and organizations may not pursue commercial … .

2. He informed his … about the policy of the company.

3. The key issues concerning these … releases are confidentiality and legality.

4. Mr. Smith then reviewed the … decisions that the Summit had made and highlighted the Work Programme for the next year.

5. Some countries may … information according to different criteria.

6. This coming December, the Union will take … and … decisions on future enlargement.

7. To be fully … and successful any international organization must be adequately funded.

*3. Consult a dictionary or your teacher to pronounce these words correctly. Practice reading them aloud in class.*

managerial, programmed/ non-programmed, strategic, routine, to determine, failure, thoughtful, repetitive, procedure

*Can you think of any phrases with these words?*

*E.g.:* managerial activity, strategic plan…

**Reading**

*Read the text and be ready to discuss it according to the following plan.*

*1. Decision-making as a key management responsibility.*

*2. Types of managerial decisions.*

*3. Seven steps of the decision-making process.*

Decision-making is an integral part of modern management. Every manager takes hundreds and hundreds of decisions subconsciously or consciously, therefore, rational or sound decision-making is taken as the primary function of managers.

A decision can be defined as a course of action purposely chosen from a set of alternatives to achieve organizational or managerial objectives. Decisions are made at every level of management to ensure organizational or business goals are achieved. Decisions play important roles as they determine both organizational and managerial activities.

There are different types of managerial decisions; some of them are as follows:

1. Programmed and Non-Programmed Decisions

The decisions which are normally repetitive in nature are known as programmed decisions. They are taken by the middle and lower level managers. Programmed decisions have very short-term impact. Pricing ordinary customers’ orders, recording office supplies, purchase of materials, etc. are some of the examples of programmed decisions. Therefore, we can say that they are related to policy and the rules of the management.

Non-programmed decisions are decisions, which are non-repetitive in nature. They are taken by top executives. Non-programmed decisions don’t have ready-made course of actions. Managers have to collect data, analyze them, forecast and prepare strategic plans.

1. Major and Minor Decisions

The decisions, which are relatively more important, are known as major and which are less important, are known as minor decisions.

The major decisions have long-term impact like replacement of men by machine, diversification of existing product line, etc.

Just opposite of major decisions, minor decisions are those decisions which do not have long-range impact. For example, minor decisions are related to storing raw materials.

1. Tactical (Routine) and Strategic (Basic) Decisions

The decisions which are often taken to achieve a high degree of efficiency in the ongoing activities are called routine or tactical decisions. For example, parking facilities, cafeteria services, etc.

Basic or strategic decisions are prepared by the top level of management for the formulation of the organizational rules, regulations, programmes, etc. It has long-term impact in the management. Therefore, much analysis is needed. A small mistake in the basic decisions may be the cause of business failure.

In general, the decision-making process helps managers and other business professionals solve problems by examining alternative choices and deciding on the best route to take. Using a step-by-step approach is an efficient way to make thoughtful, informed decisions that have a positive impact on your organization’s short- and long-term goals.

The business decision-making process is commonly divided into seven steps:

1. **Identify the decision.** The first step in making the right decision is recognizing the problem or opportunity and deciding to address it. Determine why this decision is important for your customers or fellow employees.
2. **Gather information.** Next, it’s time to gather information so that you can make a decision based on facts and data. This requires making a value judgment, determining what information is relevant to the decision, along with how you can get it. Ask yourself what you need to know in order to make the right decision, then actively seek out anyone who needs to be involved.
3. **Identify alternatives.** Once you have a clear understanding of the issue, it’s time to identify the various solutions at your disposal. It’s likely that you have many different options when it comes to making your decision, so it is important to come up with a range of options. This helps you determine which course of action is the best way to achieve your objective.
4. **Weigh the evidence.** In this step, you’ll need to know which alternative is the best. Managers need to be able to weigh pros and cons, then select the option that has the highest chances of success.
5. **Choose among alternatives.** When it’s time to make your decision, be sure that you understand the risks involved. You may also choose a combination of alternatives now that you fully grasp all relevant information and potential risks.
6. **Take action.** Next, you’ll need to create a plan for implementation. This involves identifying what resources are required and gaining support from employees and stakeholders.
7. **Review your decision.** An often-overlooked but important step in the decision-making process is evaluating your decision for effectiveness. Ask yourself what you did well and what can be improved next time.

Although following these steps will help you make more effective decisions, there are some pitfalls to look out for. There are common challenges you may face, like having too much or not enough information, misidentifying the problem or overconfidence in the outcome.

Decision-making is a very important skill in the business workplace, particularly for managers and those in leadership positions. Following a logical procedure, along with being aware of common challenges, can help ensure both thoughtful decision-making and positive results.

**Comprehension Check**

*1. Give extensive arguments to prove or disprove the following statements.*

1. Every manager takes hundreds and hundreds of decisions subconsciously or consciously.

2. Decisions are made at every level of management to ensure organizational or business goals are achieved.

3. The decisions which are normally repetitive in nature are known as minor ones.

4. Programmed decisions have long-term impact.

5. The decision-making process helps managers and other business professionals solve problems by using a step-by-step approach.

6. Determining why this or that decision is important for your customers or fellow employees is the first step of the decision-making process.

7. When you have a clear understanding of the issue, it’s time to take action.

8. Weighing the evidence is the step that is often overlooked.

9.There are some common challenges a manager may face while making a decision.

10. Having too much or not enough information is the most important problem of the decision-making process.

*2. Read the text once again and identify the types of decisions.*

A. deciding how to manage performance to achieve the strategy in a company. What resources are needed? What is the timescale?

B. deciding on the spot to give a refund to a customer who has brought back a product

C. decisions about developing new products

D. choosing the right suppliers and distribution channels for products

E. looking for an agent in an overseas market

*3. Provide questions to which the following statements would be the right answers.*

1. It’s a course of action purposely chosen from a set of alternatives to achieve organizational or managerial objectives.

2. No, they aren’t. They are made at every level of management.

3. These are programmed decisions.

4. They are related to policy and the rules of the management.

5. They are often taken to achieve a high degree of efficiency in the ongoing activities.

6. It is commonly divided into seven steps.

7. … following a logical procedure and awareness of common challenges.

*4. What do you understand by the following.*

A. Non-programmed decisions don’t have ready-made course of actions.

B. Minor decisions do not have long-range impact.

C. The decision-making process helps solve problems by examining alternative choices and deciding on the best route to take.

D. Managers need to be able to weigh pros and cons.

E. There are common challenges you may face making a decision.

*5. Speak about the process of decision-making following the plan presented in Reading section.*

**Vocabulary Focus**

*1. Using Key Vocabulary and Reading fill in the gaps with prepositions, if necessary.*

1. While he was at the [library](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/library), Steve [decided](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/decided) to [seek](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/seek) ... some [information](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/information) on the [history](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/history) of the [area](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/area).

2. She had decided … her plan of action before the group weighed … the evidence.

3. The study examines social change within the city and relates it … developments in the country as a whole.

4. I [think](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/think) there is one [key](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/key) [fact](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/fact) that you have overlooked … .

5. At the end of the [lecture](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/lecture), I'd like all the [students](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/student) to divide… [small](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/small) [discussion](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/discussion) [groups](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/group).

6. A true leader takes responsibility … their team and helps them achieve goals.

*2. Use your Key Vocabulary and find words which mean the following.*

A. with full awareness of what one is doing

B. coming before all others in importance

C. to bring together from several sources into a single volume or list

D. to look over closely (as for judging quality or condition)

E. to tell of or describe beforehand, predict

F. a collection of factual knowledge about something

G. containing or characterized by repetition, especially when unnecessary or tiresome

H. assess the nature or importance of, especially with a view to a decision or action

I. fail to notice

J. according to the rules of logic, rational and reasonable

*3. Say in what connection the words from Task 2 are mentioned in the text.*

*4. Give the English equivalents to the following words and combinations. Recall the contexts in which these combinations are used.*

* неотъемлемый компонент
* намеренно выбранный план действий
* достигать организационных и управленческих целей
* быть связанным с политикой и правилами
* неповторяющиеся по своей природе решения
* приготовить стратегический план
* оказывать долгосрочное воздействие
* принимать обдуманные решения
* принимать решения, основанные на фактах и собранной информации
* обеспечить как обдуманное принятие решений, так и положительные результаты

**Listening**

**A. Pre-listening**

*1. Read these texts and discuss how decision-making styles differ in the companies. Pay attention to the underlined phrases. Use a dictionary, if necessary.*

A. Suma is a large wholesaler. The company is a cooperative and practices a democratic decision-making process. All employees can take part in the decision-making.

B. Mitsubishi Motor Sales of America is changing the way it does business. They now have a completely collaborative process using a consensus decision-making model. The ideas are put forward by management and are passed to other company employees to get their opinions.

C. At the Ford Motor Company, senior management members of the Strategy and Business Governance group decide on the direction of the company and make the necessary decisions.

*2. Match the words with their definitions.*

|  |  |
| --- | --- |
| 1. something you agree to accept or do in order to reach an agreement or end an argument | a) in favour of |
| 2. the power and decision-making structure of an organization | b) backing |
| 3. generate ideas imaginatively and energetically | c) concession  |
| 4. for, not against | d) hierarchy |
| 5. choose | e) go for |
| 6. support, approval | f) brainstorm |

*3. Match the words in A to the nouns in B to make phrases. There is sometimes more than one combination.*

|  |  |
| --- | --- |
| **A** | **B** |
| put forward | your mind |
| have | major decisions |
| express | a consensus |
| make | an idea |
| reach  | confrontation |
| evaluate | a suggestion |
| carry out | a say |
| avoid | ideas |
| make up | an opinion |

**B. First Listening**

*1. Franz, Stella and Aidan are talking about how decisions are made where they work. Listen and match them to the companies from Pre-listening.*

*2. Check yourselves: what phrases from Pre-listening, task 3 are used by the speakers? Try to remember the contexts.*

**C. Second Listening**

*Listen to the same people once again and complete the table. Then organize a discussion on advantages and disadvantages of different styles.*

|  |  |  |
| --- | --- | --- |
| *Speaker* | *Style of decision-making*  | *How decisions are taken* |
| 1. Franz |  | 1. Decisions are made in a … way.2. Senior managers …3. The trade union can …4. Everyone tries to avoid …5. Both sides make … and reach … |
| 2. Stella |  | 1. We are organized on …2. No one is … and there is no …3. We have …4. We work together and …4. Everybody has the right to … |
| 3. Aidan |  | 1. The decision-making process usually starts with … who …2. They produce a document which …3. People express …, or make …4. Eventually, the document …5. It takes a lot of time, but the big advantage is that … |

**D. Follow-up Activity**

*1. Work with a partner. Ask and answer questions using the phrases from Pre-listening exercises.*

e.g. - When did you last put forward an idea that was accepted?

*2. A. Work in small groups. Have a discussion on these two topics.*

- You have to decide on a dress code for all members of staff.

- Someone has suggested that everybody should have the same salary, whatever their position in a company or their responsibilities.

*2. B. Tell the rest of the class how your discussion went.*

What different stages did you follow?

How much confrontation, consensus, compromise and consultation were involved? Who put forward some good ideas?

Who expressed opinions?

**Talking Points**

*1. Express your opinion on the following.*

In some cultures senior managers make decisions and others carry out their instructions. In other cultures decisions are made by consensus after everyone contributes suggestions and opinions. What is common in your country? How might this difference cause misunderstanding in multicultural teams?

*2. Marion Haynes, a well-known writer on decision-making, recommends eight steps for making decisions. Compare them with those in a seven-step approach. Is there any difference?*

1. Discuss and analyze the situation.

2. Define the problem.

3. Set an objective.

4. State what is essential and desirable.

5. Think of alternatives.

6. Decide how to evaluate them.

7. Evaluate alternatives.

8. Choose among alternatives.

*3. Use the information about seven or eight steps of decision-making process to do the role-play below. Follow each step and analyze your discussion afterwards.*

You are Board members in a manufacturing firm which employs 500 people. As your company is making losses, you must cut costs. Hold a meeting to choose one of the following options. State what action you intend to take.

* Cut factory workers’ wages by 10%
* Reduce everyone’s salary by 8%
* Make 50 employees redundant
* Pay no end-of-year bonuses

*4. Find the right and logical way to continue these quotations about the process of decision-making. Discuss with your groupmates which of them you agree or disagree with. Justify your point of view.*

|  |  |
| --- | --- |
| 1. When your values are clear to you,  | a. an ignorant man follows the public opinion. |
| 2. A wise man makes his own decisions, | b. and experience comes from bad decisions. |
| 3. Our life is the sum total of all the decisions we make every day,  | c. making decisions becomes easier. |
| 4. Good decisions come from experience,  | d. are unsafe decisions. |
| 5. Quick decisions | e. and those decisions are determined by our priorities. |

**Summary Points**

*Read the text, give its summary and be ready to answer the questions on its contents.*

**How Business Research Helps Businesses in Decision-Making**

Businesses of all types and sizes undertake different research methods to improve and grow. The long-term success of a start-up, medium sized business and even established business depends on efficient and cost- effective research undertaken1.

Companies often rely on various business research methods to obtain information from the consumers or other businesses.

Based on the information obtained through the different business research methods, companies, whether new or established, can undertake some essential business decisions, for example:

Possibility of the business to survive and succeed

Assessment about competitors

Adopting a suitable market approach for a product

Businesses may choose to adopt either one or all of the below discussed research methods to achieve their business goals:

1. Case Studies are for those who want a detailed understanding of the consumer response about a particular product or service.

Though case study method of business research is time-consuming, it helps in the collection of in-depth information about customer’s likes, dislikes and preferences.

2. Conducting Surveys2 is a very common method adopted by businesses to gather larger amount of information immediately at a very low cost.

The biggest drawback of this method is failure of response from consumers in the specific target market3.

3. Interviews. Companies rely on this method to track4 actual consumer experiences with respect to a particular product or service.

The main advantage of this research methodology is the chance to ask follow-up questions, which throws light about the consumer response with respect to a specific product or service. The only drawback is that a careless interviewer can partially influence the response provided by the interviewee. Also this method of business research tends to be time-consuming.

4. Focus Groups can be described as an in-between research methodology among the various business research methods. The idea is to obtain an honest suggestion and feedback from the consumers about a specific product or service.

The focus groups aim to provide a larger sample5 as compared to interviews and case studies. The only drawback is that there are chances of the facilitator6 in asking irrelevant questions which might divert7 the research in a particular direction.

Research is fundamental to all business and it is often as essentially important to the business as the data availability. Many errors are likely to occur in the process of business research.

Vocabulary:

1. undertake *v –* предпринимать

2.conduct surveys – проводить опросы

3. target market – целевой рынок

4. track *v* – отслеживать, контролировать

5. sample *n* – выборка

6. facilitator *n* – посредник, помощник, содействующая сторона

7. divert *v –* перенаправить

Questions:

1. Why do businesses of all types and sizes undertake different research methods?

2. What kind of essential business decisions can companies take with the help of information obtained through the different business research methods?

3. What are Case Studies?

4. Are there any disadvantages in conducting surveys?

5. What is the main advantage of interviews?

6. What can be described as an in-between research methodology among the various business research methods?

**Writing**

*Choose one of the following topics and write a well-organized essay of at least 200 words.*

1. Top 10 ways to make better decisions.

2. Never make a decision when you are upset, sad, jealous or in love.

3. Decision making as a vital component of small business success.

**Independent Study**

*Using the Internet resources find information about the decision-making process in different famous companies. Prepare reports or presentations in small groups and be ready to answer your groupmates’ questions.*

**Grammar Focus**

*Revise the topic “Conditional Sentences: Mixed type” and “Subjunctive Mood” and do the tasks that follow.*

*1. There are 5 questions in this quiz. Follow the instructions.*

1. Choose the sentence with the meaning below:

James is always lazy. He failed a test last week.

A. If he weren’t so lazy, he would have passed that test.

B. If he hadn’t been so lazy, he would pass that test.

C. If he weren’t so lazy, he would pass that test.

2. Which sentence is correct?

A. If you remembered to bring a map, we wouldn’t be lost now.

B. If you’d remembered to bring a map, we wouldn’t be lost now.

C. If you’d remembered to bring a map, we wouldn’t have been lost now.

3. Choose the sentence with the meaning below:

Paul drove too fast. Now he’s in trouble with the police.

A. If Paul didn’t drive too fast, he wouldn’t be in trouble with the police.

B. If Paul hadn’t driven too fast, he wouldn’t be in trouble with the police.

C. If Paul hadn’t drive too fast, he wouldn’t have been in trouble with the police.

4. Complete the text below following the example given with the appropriate conditional form.

Tom is not going to come to dinner tomorrow because you insulted him yesterday. But, he (come)…, if you (insult) … him.

5. What is the correct way to express regret about the past?

A. I wish I wouldn’t take your advice.

B. I wish I hadn’t taken your advice

C. I wish I didn’t take your advice.

*2. Match the two halves of the table to get logical situations.*

|  |  |
| --- | --- |
| 1. Bruce wishes he had more money so he | a) but we're visiting my uncle. |
| 2. I wish I were  | b) could buy a new car. |
| 3. I wish you would stop | c) watching television while I am talking to you. |
| 4. I wish you wouldn't do that. | d) taller so that I could be in the basketball team. |
| 5. I wish the holidays would come | e) so we could go off to the seaside.  |
| 6. Of course, Tom wishes he could come with us to Paris, | f) but he has to stay here. |
| 7. I wish we could go to the match on Saturday | g) If only he would turn up on time for a change! |
| 8. I wish you had kept your mouth shut yesterday. | h) Now Mary knows. |
| 9. If only I hadn't lost all my money.  | i) Now I'm broke. |
| 10. Peter is always late. | j) It annoys me. |

*3. Working alone, complete the following sentences with your own ideas. Then compare and discuss your answers in groups of 3-4. Tell the rest of your group what you’ve found about your groupmates.*

1. I wish I were …….

2. If I were a source of communication, I would be …… because ..… .

3. If I were the Minister of Education, I ……..

4. If only I were more skillful, I would have ..……

5. I suggest that my friends ………..

6. My parents recommended that I ………..

7. If I hadn’t decided to enter this educational establishment, I would …….

8. If I had more money, I would have ……….

9. If my parents were (not) strict, ……………

10. It is necessary that our group ……………

# Unit 4

**FOUNDATIONS OF PLANNING**

**Lead-in**

*1. Discuss the following issues in small groups and then report your findings.*

1. It goes without saying that managers are involved in the planning process. What qualities should a manager possess to be an effective planner?

2. What are the benefits that companies gain through good planning?

3. Management writers say that there are “the worst enemies” of good planning. What are they?

*2. Finish the statements about planning in your own words. Take into account your findings in Task 1.*

1. Planning helps identify and quantify risks, because ….. .

2. Planning is one of the most critical ingredients needed for the success of any organization, because ….. .

3. There is no single method of planning to fit every situation, because ….. .

4. Planning isn’t an isolated act that takes place at a certain point in time and then stops, because ….. .

5. Planning reduces uncertainty, predicts and controls the future, because ….. .

**Key Vocabulary**

*Study the following list of vocabulary*. *The words appear in order.*

|  |  |
| --- | --- |
| 1. primary *adj* | основной; главный |
| 2. precede *v* | предварять; предшествовать |
| 3. develop a plan | разработать план |
| 4. determine *v* | определить; установить |
| 5. establish control | установить контроль |
| 6. aim at | быть нацеленным, направленным на  |
| 7. evaluate opportunities | оценить возможности  |
| 8. foresee *v* | предвидеть; предусматривать |
| 9. critical *adj* | решающий; ключевой; важнейший |
| 10. sound planning | рациональное, эффективное планирование |
| 11. non-profit / for-profit organisation | некоммерческая / коммерческая организация |
| 12. spin-off *n* | побочный эффект, результат |
| 13. protective purpose | защитная цель |
| 14. affirmative purpose | позитивная, положительная цель |
| 15. reduce uncertainty | снизить, сократить неопределённость |
| 16. clarify consequences | разъяснить, уточнить последствия |
| 17. increase *v* | увеличить; повысить |
| 18. vigorous *adj* | (зд.) сильный; эффективный |
| 19. benefit *n* | выгода; преимущество |
| 20. confront *v* | противостоять; сталкивать с |
| 21. enhance *v* | повысить; укрепить; способствовать |
| 22. affect a decision | повлиять на решение |
| 23. overall *adv* | в целом |
| 24. advantageous *adj* | выгодный |
| 25. create a venture | создать предприятие |
| 26. survey *n* | опрос; исследование |
| 27. failure *n* | неудача; провал |
| 28. inadequate planning | неадекватное, ненадлежащее планирование |
| 29. established plan | установленный, принятый план |
| 30. formal statement | (зд.) официальное изложение |
| 31. outline *v* | излагать; определять; описывать |
| 32. eliminate risk | устранить, исключить риск |
| 33. cause havoc | вызвать хаос |
| 34. downside *n* | недостаток; минус; негативная сторона |
| 35. overemphasize *v* | переоценить; преувеличить |
| 36. take up a lot of time | занимать много времени |
| 37. strike a balance | найти, установить баланс |
| 38. neglect *v* | пренебрегать; игнорировать |
| 39. overall economy | экономика в целом |
| 40. competitor *n* | конкурент; соперник |
| 41. stipulate *v* | предусматривать |
| 42. occur *v* | происходить |
| 43. premise *n* | (зд.) предпосылка; условие |
| 44. feasibility *n* | (зд.) обоснованность; целесообразность |
| 45. assumption *n* | предположение; допущение |
| 46. evaluation *n* | оценка; анализ |
| 47. exclude from consideration | исключить из рассмотрения |
| 48. pursue *v* | осуществлять; преследовать; добиваться |
| 49. furnish *v* | (зд.) снабжать |
| 50. implement *v* | выполнить; осуществить |
| 51. primacy *n* | приоритет; главенство; первенство |

**Pre-reading Activities**

*1. Complete the chart. Use a list of Key Vocabulary and a dictionary if necessary.*

|  |  |
| --- | --- |
| *Verb* | *Noun* |
| develop |  |
| determine |  |
| establish |  |
| evaluate |  |
| reduce |  |
| clarify |  |
| increase |  |
| benefit |  |
| confront |  |
| enhance |  |
| decide |  |
| create |  |
| fail |  |
| eliminate |  |
| neglect |  |
| compete |  |
| stipulate |  |
| occur |  |
| assume |  |
| exclude |  |
| pursue |  |
| implement |  |

*2. Using the words from Task 1 share your thoughts about the importance and necessity of sound planning for a modern manager.*

*3. Express your opinion on the following questions.*

If you were asked to define planning, what definition would you give?

What do you think the main purpose of planning is?

**Reading**

*Read the text and compare your answers to the questions in Task 3 with the information in the text. Be ready to speak about planning, its advantages and downsides. Focus your attention on the steps of the planning process.*

Planning is the primary management function — the one that precedes and is the basis for the organizing, leading, and controlling functions of managers. Only after managers have developed their plans they can determine how they want to structure their organization, place their people, and establish organizational controls.

Planning is the process of determining how the organization can get where it wants to go, and what it will do to accomplish its objectives. In more formal terms, planning is “the systematic development of action programs aimed at reaching agreed-upon business objectives by the process of analyzing, evaluating, and selecting among the opportunities which are foreseen.”

Planning is a critical management activity regardless of the type of the organization being managed. Modern managers face the challenge of sound planning in small and relatively simple organizations as well as in large, more complex ones; in non-profit organizations as well as in for-profit organizations.

Over the years, management writers have presented several different purposes of planning. The fundamental purpose of planning is to help the organization reach its objectives. All other purposes are spin-offs of this fundamental purpose. These other purposes may be, for example, protective and affirmative. The protective purpose of planning is to minimize a risk by reducing the uncertainties surrounding business conditions and clarifying the consequences of related management actions. The affirmative purpose is to increase the degree of organizational success.

A vigorous planning program produces many benefits. First, it helps managers be future-oriented. They are forced to look beyond their everyday problems to project what situations may confront them in the future. Second, a sound planning program enhances decision coordination. No decision should be made today without some idea of how it will affect a decision that might have to be made tomorrow. The planning function pushes managers to coordinate their decisions. Third, planning emphasizes organizational objectives. Because organizational objectives are the starting points for planning, managers are continually reminded of exactly what their organization is trying to accomplish.

Overall, planning is advantageous to an organization, particularly in the creation of new ventures.

 According to an often-cited survey, as many as 65 percent of all newly started businesses in the world are not around to celebrate their fifth anniversary. This high failure rate seems primarily a consequence of inadequate planning. Successful businesses have an established plan, a formal statement that outlines the objectives the organization is attempting to achieve. Planning does not eliminate the risk, of course, but it does help managers identify and deal with organizational problems before they cause havoc in a business.

The downside is that if the planning function is not well executed, planning can have several disadvantages for the organization. For example, an overemphasized planning program can take up too much managerial time. Managers must strike an appropriate balance between time spent on planning and time spent on organizing, leading, and controlling. If they don’t, some activities that are extremely important to the success of the organization may be neglected.

Overall, the advantages of planning definitely outweigh the disadvantages. Usually, the disadvantages of planning result from using the planning function incorrectly.

The planning process consists of six steps.

**1. State organizational objectives.** Because planning focuses on how the management system will reach organizational objectives, a clear statement of those objectives is necessary before planning can begin. Often planners examine important elements of the environment of their organizations, such as the overall economy or competitors, when forming objectives. In essence, objectives stipulate those areas in which organizational planning must occur.

**2. List alternative ways of reaching objectives.** Once organizational objectives have been clearly stated, a manager should list as many available alternatives as possible for reaching those objectives.

**3. Develop premises on which to base each alternative.** To a large extent, the feasibility of using any one alternative to reach organizational objectives is determined by the premises, or assumptions, on which the alternative is based. For example, two alternatives a manager could generate to reach the organizational objective of increasing profit might be to (a) increase the sale of products presently being produced, or (b) produce and sell a completely new product.

**4. Choose the best alternative for reaching objectives.** An evaluation of alternatives must include an evaluation of the premises on which the alternatives are based. A manager usually finds that some premises are unreasonable and can therefore be excluded from further consideration. This elimination process helps the manager determine which alternative would best accomplish organizational objectives.

**5. Develop plans to pursue the chosen alternative.** After an alternative has been chosen, a manager begins to develop strategic (long-range) and tactical (short-range) plans.

**6. Put the plans into action.** Once plans that furnish the organization with both long-range and short-range directions have been developed, they must be implemented. Obviously, the organization cannot directly benefit from the planning process until this step is performed.

Peter Drucker stated: “Planning is invaluable”. These words show vividly the essence and primacy of the planning function in carrying out managerial work.

**Comprehension Check**

*1. Explain in your words exactly what the following statements from Reading mean.*

A. Planning is the basis for the organizing, leading, and controlling functions of managers.

B. A vigorous planning program produces many benefits.

C. The planning function pushes managers to coordinate their decisions.

D. Overall, the advantages of planning definitely outweigh the disadvantages.

E. Planning is invaluable.

*2. Correct the following statements.*

1. Planning is the secondary management function.

2. Planning is the systematic development of action programs aimed at discussing business objectives.

3. Modern managers face the challenge of sound planning in large and for-profit organisations.

4. Over the years, management writers have presented the fundamental purpose of planning.

5. The protective purpose of planning is to minimize a risk by downsizing.

6. The affirmative purpose of planning is to increase the degree of the CEO’s power.

7. Planning helps managers be future-oriented. They are forced to solve everyday problems.

8. A high failure rate of newly started businesses seems primarily a consequence of bad working conditions.

9. Planning eliminates all risks a company may face.

10. Planning has no disadvantages for the organization.

*3. Taking into account the information about the steps of the planning process, fill in the following table. Get ready to summarize the information from the table.*

|  |  |
| --- | --- |
| *Function* | *Its brief description* |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Vocabulary Focus**

*Find the odd one out and explain your choice.*

neglect, enhance, improve, increase

explain, clarify, illustrate, confront

predict, foresee, precede, anticipate

pursue, aim at smth, strive, stipulate

decrease, furnish, reduce, eliminate

essential, critical, primacy, primary

control, determine, define, identify

evaluate, assess, estimate, engage

rational, sensitive, sound. Effective

survey, research, consultant, interview

*Write the correct form of the words to fill in the gaps.*

Good managers shouldn’t \_\_\_\_\_\_\_ their personal role in the activity of a company . ***(emphasize)***

The failure of the department seemed primarily a consequence of \_\_\_\_\_\_\_ planning . ***(adequate)***

This deal is really \_\_\_\_\_\_\_ to us. ***(advantage)***

\_\_\_\_\_\_\_ leads to instability and can threaten world peace and security. ***(certainty)***

Our primary \_\_\_\_\_\_\_ is General Motors. ***(compete)***

The\_\_\_\_\_\_\_ purpose of planning is to reduce the uncertainties surrounding business conditions. ***(protect)***

Measures are being taken to streamline the restructuring of \_\_\_\_\_\_\_ enterprises. ***(profit)***

Every \_\_\_\_\_\_\_ brings you one step closer to success. ***(fail)***

If her \_\_\_\_\_\_\_ was correct, she wondered why the matter was not on the agenda. ***(assume)***

 Active cooperation with regional organisations would be \_\_\_\_\_\_\_ when dealing with economic issues. ***(benefit)***

*3. Using Key Vocabulary and Reading translate the fragments in brackets into English.*

1. Having chosen an alternative, a manager begins developing ***(долгосрочные планы)***.

2. A manager is expected to be able to find out that some ***(предпосылки, условия)*** are unreasonable and can be excluded from further consideration.

3. Planning ***(фокусируется на том)*** how managers will reach organizational objectives.

4. The advantages of planning ***(перевешивают, превосходят)*** disadvantages.

5. Managers must ***(найти, установить баланс)*** between time spent on planning and time spent on other activities.

6. The failure of some managers is a ***(следствие, последствие)*** of rather poor planning.

7. The creation of new ***(предприятий)*** is the primary objective of modern governments.

8. A ***(сильная, эффективная)*** planning program gives a lot of benefits to top management.

9. Planning is a critical management activity ***(не смотря на)*** the type of the organization.

10. Nobody can deny the ***(главенство)*** of planning in the managerial world.

*4. Fill in the necessary prepositions.*

1. Each situation in planning must be evaluated separately according ....... its own unique set of circumstances.

2. An effective anti-poverty strategy should aim ……. correcting inequality and gender biases.

3. Our company attempts to predict how competitors will respond ……. price changes, new promotional campaigns, and new products.

4. Planning sets the stage for the other managerial functions, and is absolutely critical ……. the success of any organization.

5. Labor policies must be advantageous ……. women and equalize employment opportunities.

6. Sustainable development is important ……. stability but it faces different obstacles.

7. War violence usually results ……. deliberate political decisions.

8. Planning consists ……. two basic phases: the first one is a 5-year strategic growth plan and the other one is an annual plan.

9. The type of planning a manager uses, and the emphasis he or she puts ……. planning, depends ……. the manager’s position in the organizational hierarchy.

 10. The work of planners usually results ……. a written document, which is the end product of a series of studies, forecasts, and managerial decisions.

*5. Give your own explanations to the following word combinations.*

a critical activity

face the challenge

non-profit / for-profit organization

reduce uncertainties

future-oriented managers

inadequate planning

the environment of the company

**Watching**

**“The Best Planning Approach for Managers”**

**A. Pre-watching**

*1. Express your agreement or disagreement with the following statement:* ***“Failing to plan is planning to fail”.*** *Give arguments supporting your point of view.*

*2. Before watching the film make sure you know the following words and word combinations. Consult a dictionary if it is necessary. The words are given in the order you will meet them in the video.*

to drive performance and productivity

to strike a balance

to adjust *v*

accordingly *adv*

give input on smth

to come up with

to delegate *v*

to give up power

 participative approach

 to rectify *v*

to set aside

 to facilitate *v*

*3. Translate the sentences into English. Mind the vocabulary from Task II.*

1. Я считаю, что одна из приоритетных задач эффективного управленца – стимулировать деятельность и продуктивность своих подчинённых.

2. Нам следует установить баланс между расходами и прибылью.

3. Большинство людей постепенно приспосабливаются к изменяющимся обстоятельствам.

4. Среди множества подходов к функции планирования наиболее распространенным является подход на основе участия.

5. Данная система обеспечивает возможность заблаговременно обнаружить и исправить ошибки в документах.

**B. First Watching**

*Watch the video and be ready to answer the following questions.*

1. What, according to Stephen Goldberg, does planning involve?

2. What is the role of employees in the planning process?

3. Why may managers fear delegating management responsibilities to their employees?

4. What is the main reason for the low engagement of employees in their job? What can rectify the problem?

5. What aspects should be taken into consideration when it comes to planning and taking a participative approach?

**C. Second Watching**

 *Watch the film again and state whether the following statements are true or false. Make the false ones sound true.*

1. Planning is a useless skill for managers as it doesn’t help to drive performance and productivity in their departments.

2. Planning is an essential people skill.

3. Some managers are really afraid of delegating their management responsibilities to their employees, because they believe their subordinates to be incompetent.

4. Taking a participative approach in the planning process with the employees will rectify their low engagement in their job.

5. You need to set aside the time while planning only in case you’re doing the planning yourself.

**D. Follow-up Activity**

*1. Summarize the video by playing a chain game. The idea is the following: Student 1 starts the summary by giving the first sentence. Student 2 repeats the sentence of Student 1 and adds his own sentence. Student 3 repeats what has already been said and adds his own statement, etc. In the end, the last student is to have the full summary of the video. Start with the sentence: Planning is an essential skill.*

*2. Basing on the film fill in the table by adding some information from the video. In addition, add your own ideas.*

|  |
| --- |
| *Planning* |
| *Aspect* | *Advice on dealing with the aspect* |
| *Time* | *Set aside the time (for research, discussion, etc.) whether you’re doing the planning yourself or you’re involving employees in the process.* |
| *Delegating responsibilities* | *Training and coaching employees for them to be more competent.* |
| *Personal qualities* |  |
|  |  |
|  |  |

*3. Imagine that you are to make a video on the same topic. Which ideas would you borrow from the video of Stephen Goldberg? Which ones would you disagree with (if any)? What would you add from your own part?*

*Write a short summary of your future video, giving the most important information mentioned in it.*

**Talking Points**

*1. React to the quotations by explaining what they mean and showing their relevance and connection to modern times. Take into account the information from Reading.*

1. A goal without a plan is just a wish.

*Antoine de Saint-Exupery*

2. Good planning without good working is nothing.

*Dwight D. Eisenhower*

3. A clear vision, backed by definite plans, gives you a tremendous feeling of confidence and personal power.

*Brian Tracy*

4. A good plan today is better than a perfect plan tomorrow.

*George S. Patton*

5. Proper planning and preparation prevents poor performance.

*Stephen Keague*

*2. It is known that* ***governmental, economic, and social forces*** *influence an early stage of the planning process. Basing on your own knowledge of the foundations of planning and using the Internet resources, if necessary, explain in what way the forces, mentioned above, influence the planning process. First discuss it in small groups and then report your findings.*

*3. Imagine, you are a guru in planning techniques, who delivers lectures at major business conferences across the globe on how to be effective in the planning process. You kindly agreed to meet with the students of the School of Economics and Management and to answer their questions on planning. While answering students’ questions, rely on the information from Reading.*

*Students are to ask reasonable questions on planning (at least one question from each student). Mind the information from Reading.*

**Summary Points**

 *Read the text, give its summary and be ready to answer the questions on its contents.*

Managers start planning by formulating organizational objectives. Only after they have a clear view of organizational objectives they can appropriately carry out subsequent steps of the planning process. Organizational objectives serve as the foundation on which all subsequent planning efforts are built.

According to its definition, an **organizational objective** is a target towards which the management system is directed. Properly developed organizational objectives reflect the purpose of the organization — that is, they flow naturally from the organization’s mission.

If an organization is accomplishing its objectives, it is thereby justifying its reason for existence.

Organizations exist for various purposes and thus have various types of objectives. A hospital, for example, may have the primary purpose of providing high-quality medical services to the community. Therefore, its objectives are aimed at furnishing this assistance. The primary purpose of a business organization, in contrast, is usually to make a profit. The objectives of the business organization, therefore, concentrate on ensuring that a profit is made. Some companies, however, assume that if they focus on such organizational objectives as producing a quality product at a competitive price, profits will be inevitable.

In a 1956 article that has become a classic, John F. Mee suggested that organizational objectives for businesses should be summarized in three points:

1. Profit is the motivating force for managers.

2. Service to customers by the provision of desired economic values (goods and services) justifies the existence of the business.

3. Managers have social responsibilities in accordance with the ethical and moral codes of the society in which the business operates.

Deciding on the objectives for an organization, then, is one of the most important actions managers take. Unrealistically high objectives are frustrating for employees, while objectives that are set too low do not push employees to maximize their potential. Managers should establish performance objectives that they know from experience are within reach for employees, but not within *easy* reach.

Peter F. Drucker believed that the survival of a management system was endangered when managers emphasized only the profit objective because this single-objective emphasis encourages managers to take action that will make money today with little regard for how a profit will be made tomorrow.

Managers should strive to develop and attain a variety of objectives in all areas where activity is critical to the operation and success of the management system.

Vocabulary:

1. subsequent *adj* – последующий

2. reflect *v* – отражать

3. inevitable *adj* – неизбежный

Questions:

1. What is an organizational objective according to its definition?

2. What kinds of purposes may different organisations have?

3. Why is deciding on the objective for an organization considered to be one of the most important managers’ actions?

4. What opinion did P. Drucker have about profit objectives?

**Writing**

*1. Choose one of the following topics and write a well-organized (there should be introduction, body, conclusion), well-developed essay of at least 200 words. Remember to use proper connectors.*

1. The role of planning techniques for a manager.

2. The qualities a modern manager should possess to be an effective planner.

3. Effective planning is the key to success in business.

**Independent Study**

*1. Using the Internet resources find proper information on the SWOT analysis. Prepare a report or presentation on the topic “The necessity of the SWOT analysis for business success.” Present it to your group. Be ready to answer your groupmates’ questions on the topic.*

*2. Choose one of the following businesses which you’d like to start up and make up a draft plan of its development. Present your plan to the group.*

Advertising agency

Café / Restaurant / Coffee Bar

Sports complex

IT company

Clothing store

Travel agency.

Beauty Salon

Car Dealership

Entertainment Centre

Private Day Care Centre

**Grammar Focus**

*Apply the theoretical background on Conditionals to practical use through miscellaneous practice.*

*1. Correct the mistakes where necessary.*

1. If I hadn’t contributed to the development of the company, it would gone bankrupt long time ago.

2. If only she was here.

3. She will be grateful if you did this for her.

4. If you had seen her at the crossroads, why wouldn’t you have told her she was moving in the wrong direction?

5. Believe it or not, but if I didn’t see it with my own eyes some time ago, I would never believe it.

6. If Sarah want to get the promotion, she should work harder.

7. I’m pretty sure that if she had committed that crime, there is some logical explanation for this.

8. I wish I didn’t say that yesterday.

9. If I worked as a manager, I would have set aside a lot of time for planning.

10. Rosa would be happy now, if you had arrange everything by the time she came.

*2. Give logical endings to the following set of beginnings using conditionals.*

If I stay late at work tonight ……. .

If I were the CEO of this company ……. .

If I studied abroad ……. .

If I hadn’t looked through my mail this morning……. .

If I could influence my boss’s decisions ……. .

If I had called him yesterday  ……. .

If my investments do well ……. .

If I’d started English when I was younger ……. .

If I could come to work later ……. .

 If I had more money ……. .

*3.* *Answer the following questions using a conditional sentence or a sentence starting with I wish/ If only.*

1. What would your second choice for a university be?

2. What style of management would you choose if you were a manager?

3. If you could buy anything in the world (but just one thing), what would it be?

4. If you had $50 000 and you had to spend it within 24 hours, what would you spend the money on?

5. If you had a chance to be famous and rich but without a chance of finding the love of your life, would you agree?

6. If you had your own company, what kind of employees would you hire?

7. If tomorrow your boss tells you that your salary has been decreased for the fault which wasn’t yours, what will you do?

8. If you had a chance to start your own business, which sphere would you choose? Why?

9. If you see a person for the first time in your life, what do you usually pay attention to first?

10. If you were asked to give advice on effective planning, what would you say ?

*4. Imagine that you have one of the following problems. Using Conditionals, provide solutions or reactions to the problems enumerated.*

*For example:*

***The problem:*** *fewer and fewer people are buying CDs in your music shops.*

***The possible answer:*** *if I had a music shop with a lowering attendance, I would try to draw more media attention.* ***OR*** *if only CDs became popular again!*

Your main competitor has expanded his business by taking over smaller companies.

Your company has got a lot of bad debts.

Consumers have an image of your products as being expensive.

You sell mid-range mobile phones, which is a rapidly shrinking sector.

Your global supply chain has been disrupted by a natural disaster in Thailand.

Hackers have broken into your IT system and stolen customer and staff data.

Your CEO has quitted to join a competitor.

You’re a project manager but your CEO considers you to be inappropriate for the position.

One of your subordinates never meets deadlines.

 Someone in your restaurant is stealing from the till.

**SUPPLEMENTARY READING**

**Career Stages**

A **career** is a sequence of work-related positions occupied by a person over the course of a lifetime. As the definition implies, a career is cumulative in nature: as people accumulate successful experiences in one position, they generally develop abilities and attitudes that qualify them to hold more advanced positions. In general, management positions at one level tend to be stepping stones to management positions at the next higher level.

In building a career, an individual should be focused on developing skills necessary to qualify for the next planned job and not simply taking a job with the highest salary.

Careers are generally viewed as evolving through a series of stages.

 The first stage in career evolution is the **exploration stage**, which occurs at the beginning of a career and is characterized by self-analysis and the exploration of different types of available jobs. Individuals at this stage are generally about 25 years old and are involved in some type of formal training, such as college or vocational education. They often pursue part-time employment to gain a richer understanding of what a career in a particular organization or industry might be like.

 The second stage in career evolution is the **establishment stage**, during which individuals about 25 to 45 years old start to become more productive, or higher performers. Employment sought during this stage is guided by what was learned during the exploration stage. In addition, the jobs sought are usually full-time jobs. Individuals at this stage commonly move to different jobs within the same company, to different companies, or even to different industries.

The third stage in career evolution is the **maintenance stage**. In this stage, individuals who are 45 to 65 years old show either increased performance (career growth), stabilized performance (career maintenance), or decreased performance (career stagnation). From the organization’s viewpoint, it is better for managers to experience career growth than maintenance or stagnation. For this reason, some companies attempt to eliminate **career plateauing**—defined as a period of little or no apparent progress in a career.

 The last stage in career evolution is the **decline stage**, which involves people about 65 years old whose productivity is declining. These individuals are either close to retirement or fully retired. People in the decline stage may find it difficult to maintain prior performance levels, perhaps because they have lost interest in their careers or have failed to keep their job skills up-to-date.

Both practicing managers and management scholars agree that careful formulation and implementation of appropriate tactics can enhance the success of a **management career**. Planning your career path — the sequence of jobs that you will fill in the course of your working life — is the first step to take in promoting your career.

For some people, a career path entails ascending the hierarchy of a particular organization. Others plan a career path within a particular profession or series of professions. Everyone, however, needs to recognize that career planning is an ongoing process, beginning with the career’s early phases and continuing throughout the career.

In promoting your own career, you must be proactive and see yourself as a business that you are responsible for developing. You should not view your plan as limiting your options. First consider both your strengths and your liabilities and assess what you need from a career. Then explore all the avenues of opportunity open to you, both inside and outside the organization. Set your career goals, continually revise and update these goals as your career progresses, and take the steps necessary to accomplish these goals.

Another important tactic in promoting your own career is to work for managers who carry out realistic and constructive roles in the career development of their employees.

To enhance your career success, you must learn to be proactive rather than reactive. That is, you must take specific actions to demonstrate your abilities and accomplishments. You must also have a clear idea of the next several positions you should seek, the skills you need to acquire to function appropriately in those positions, and plans for acquiring those skills. Finally, you need to think about the ultimate position you want and the sequence of positions you must hold in order to gain the skills and attitudes necessary to qualify for that position.

Notes:

stepping stone – ступенька, трамплин, шаг вперёд

establishment stage – этап становления

enhance – улучшить, активизировать

entail – влечь за собой, предполагать

ascend – подниматься, взойти

avenues of opportunity – возможности

**A Change for the Better?**

In the world of business, change is inevitable. Nobody would seriously argue with that, especially at a time when IT developments are sweeping through all areas of work and changing how things are done and who does them. But when change does come, not everybody agrees on what it means. How you view change depends on your role in the organization, and managers and employees usually have very different perspectives.

If you’re a manager, your focus is on results, and you’ll see the change as the best way to realize them. They are more aware of the business’ overall goals, the financial state of the company and its position with regard to competitors and market share.

When managers consider introducing change, they ask questions such as, ‘How quickly can it be implemented?’, ‘How will it benefit the company?’, ‘What investment is required?’, ‘How cost effective is the change?’ and ‘How will it affect our customers?’  Since they are usually the advocates1 of change, managers tend to be more enthusiastic about it.

If you’re an employee, however, your focus is more on the immediate task of getting the job done. They seldom have time to consider how their work fits into the overall scheme of things; they don’t share the broader perspective of the company directors. Because they are often skilled and experienced in their work, or because they are placed on the frontline dealing with customers on a daily basis, they look at change from a personal perspective.

The questions employees ask are, ‘How will this affect the quality of my work?’, ‘How much time will it take for me to adapt?’, ‘What’s wrong with the way we’ve always done things?’ and, ultimately, ‘What’s in it for me?’ Since employees are the ones who have to put the change into action, they are usually less enthusiastic about it.

With such different points ofviewabout change within the organisation, it’s not surprising that innovation often fails. Planned changes need to be carefully thought out and managed. If not, morale2 will suffer as people feel that they are being forced to change against their will. There will surely be resistance, and some highly valued members of staff may even decide it’s time to leave.

All of this can eventually have a negative effect on productivity and efficiency. Management will have to admit defeat and drop the change, or risk losing clients to the competition…and then another great idea bites the dust.

Notes:

1. advocate – сторонник

2. morale – боевой дух, моральное состояние

**Strategic and Tactical Planning**

 **Strategic planning** is long-range planning that focuses on the organization as a whole. In doing strategic planning, managers consider the organization as a total unit and ask themselves what must be done in the long term to attain organizational goals. *Long range* is usually defined as a period of time extending about three to five years into the future. Hence, in strategic planning, managers try to determine what their organization should do to be successful three to five years from now. The most successful managers tend to be those who take a comprehensive approach to strategic planning and are careful not to “cut corners” during the process.

**Tactical planning** is short-range planning that emphasizes the current operations of various parts of the organization. *Short range* is defined as a period of time extending about one year or less into the future. Managers use tactical planning to outline what the various parts of the organization must do for the organization to be successful at some point one year or less into the future. Tactical plans are usually developed in the areas of production, marketing, personnel, finance, and plant facilities.

In striving to implement successful planning systems within organizations, managers must remember several basic differences between strategic planning and tactical planning.

Because upper-level managers generally have a better understanding of the organization as a whole than lower-level managers do, and because lower-level managers generally have a better understanding of the day-to-day organizational operations than upper-level managers do, strategic plans are usually developed by upper-level management and tactical plans – by lower-level management.

 Strategic planning emphasizes analyzing the future and tactical planning emphasizes analyzing the everyday functioning of the organization, that is why facts on which to base strategic plans are usually more difficult to gather than facts on which to base tactical plans.

Because of the fact that strategic plans are based primarily on a prediction of the future and tactical plans on known circumstances that exist within the organization, strategic plans are generally less detailed than tactical plans.

And finally, because strategic planning focuses on the long term and tactical planning – on the short term, strategic plans cover a relatively long period of time whereas tactical plans cover a relatively short period of time.

Despite their differences, tactical planning and strategic planning are integrally related. As Russell L. Ackoff states, “We can look at them separately, even discuss them separately, but we cannot separate them in fact.” In other words, managers need both tactical planning and strategic planning programs, and these programs must be closely related to be successful. Tactical planning should focus on what to do in the short term to help the organization achieve the long-term objectives determined by strategic planning.

Notes:

hence – поэтому, следовательно, таким образом

comprehensive approach – комплексный подход

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