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Тверской государственный университет
Кафедра иностранных языков гуманитарных факультетов

English for managers

Учебно-методическое пособие по развитию профессионально-ориентированной коммуникативной компетенции студентов на занятиях по английскому языку на базе чтения текстов по специальности

(Хрестоматия)

Для студентов факультета управления и социологии («менеджмент», «управление персоналом», «ГМУ»)

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Пособие предназначено в качестве основного (или дополнительного) материала по домашнему чтению для студентов гуманитарных факультетов. Целью данного пособия является введение на английском языке основ менеджмента, ознакомление с основными терминами и понятиями HR менеджмента, элементами межкультурной коммуникации в деловой среде, рассмотрение вопросов имиджелогии. Пособие включает в себя профессиональные тексты и профессиональную лексику. Подбор текстов и упражнений к ним предназначены для развития навыков чтения и устной речи студентов. Цель пособия – расширение запаса профессиональной лексики, усовершенствование навыков чтения, понимания и перевода текстов по специальности, а также умение вести диалоги по данной тематике. Для успешного овладения материалом предлагаются упражнения на словообразование, знание интернациональной лексики, а также вопросы, стимулирующие высказывание и способствующие развитию критического мышления студентов. Данная хрестоматия создана на материале учебного пособия И.П. Агабекяна «English for managers», а также дополнена материалом, взятом из книг: «Методические рекомендации по английскому языку. Management and managers (part I), HR Management (part II), Management in use (part III)» под авторством Губановой И.В. и Чадиной Л.К. Пособие предназначено как для аудиторной работы, так и самостоятельной работы студентов.

Печатается по решению кафедры иностранных языков гуманитарных факультетов (протокол №1 от 29.08.2016г.)

Рекомендации по работе с текстами:

Пособие состоит из трех частей:

1) Managers and management
2) Clothes and appearance
3) Personnel management.

Каждый из предлагаемых текстов оснащен вокабуляром (активной лексикой), а также серией упражнений. Сначала рекомендуется изучить активную лексику каждого текста, поработать над произношением, изучить перевод. При необходимости можно обратиться к любому печатному или электронному словарю.

Потом следует приступить к проделыванию предтекстовых упражнений (раздел *«перед чтением текста»*). После чтения и устного перевода текста, следует планомерно перейти к разделу *«упражнения в процессе чтения»* и завершить свою работу, выполняя серию послетекстовых упражнений (раздел *«после прочтения текста»*).

Желаем удачи в освоении нового и интересного материала!

PART I

MANAGEMENT AND MANAGERS

Активная лексика (текст №1)

variety - разнообразие, множество
to manage - руководить, заведовать, управлять
common view - общая точка зрения
to be responsible for - быть ответственным за
to make decisions - принимать решения
to derive from - происходить от
to influence - влиять на
authority - полномочие, власть, влияние
subordinate - подчиненный
to mean - значить

Перед чтением текста №1.

1. Прочитайте только заголовок. Назовите 5 лексических единиц, которые могут быть упомянуты в тексте.

2. Бегло просмотрите текст и сформулируйте главную идею текста.

3. Прочитайте и переведите некоторые международные слова:

Management, manager, plan, organize, control, group, organization, Industrial Revolution, professional manager, military authority, strategy, mission, technique, basis.

4. Строение слов. Переведите на русский язык:

To manage – management – manager – managerial; to plan – planning; to control – controlling; to direct – director – directing; to lead – leader – leading; to organize – organizer – organization; industry – industrial; responsible – responsibility.

Прочитайте и переведите текст №1.

Текст №1

WHAT IS "MANAGEMENT"?

4

What is "management"? There are a variety of views about this term. Traditionally, the term "management" refers to planning, organizing, leading (directing) and controlling (coordinating) activities and to the group of people, involved in them.

Another common view is that "management" is getting things done through other people. But to most employees the term "management" probably means the group of people (executives or other) who are responsible for making decisions in the organization.

It is interesting to know that… .

The verb "*manage*" comes from the Italian "*maneggiare*" (that is "*to handle*" - especially a horse), which in turn derives from the Latin "*manus*" (that is "*hand*"). The French word "*mesnagement*" (later "*mÄnagement*") influenced the development in the meaning of the English word "*management*" in the 17th and 18th centuries.

The Industrial Revolution began in the eighteenth century and transformed the job of a manager from owner-manager to professional, salaried manager. It is interesting to note that many of the management terms and techniques used today have their basis in military authority (for example: "superior", "subordinate", "strategy", "mission").

В процессе чтения

1. Как вы думаете, автор текста пытается убедить читателя в чем-то или проинформировать о чем-то?
2. Выделите новые для вас слова или фразы.
3. Озаглавьте каждый параграф текста.
4. Сформулируйте главную идею каждого абзаца.

После прочтения текста

1**. Запишите в одном предложении, что вы узнали из текста.**
2. **Ответьте на вопросы:**

 1) What is management?
 2) What is the origin of the verb "manage"?

3. **Критическая реакция.** Чьи интересы отражает данный текст ?
4. **Отметьте ваш интерес к данному тексту и прокомментируйте его:**
1) очень скучный, 2) скучный, 3) полезный, 4) интересный, 5) очень интересный.
5. **Какие фрагменты текста вызвали у вас трудности в понимании и почему?**

Активная лексика (текст №2)

instead - вместо
profit-making - коммерческий
non-profit - некоммерческий
to apply to - относиться к
to supervise - смотреть, надзирать, руководить
to solve a problem - решать проблему
to involve - затрагивать, вовлекать, касаться
to depend on - зависеть от
subordinate - подчиненный
personal relationships - личные отношения
personnel manager - начальник отдела кадров
financial manager - финансовый менеджер
sales manager - заведующий отделом продаж
marketing manager - менеджер по маркетингу
managerial - управленческий
hierarchy - иерархия

Перед чтением текста №2.

1. Прочитайте только заголовок. Назовите 5 лексических единиц, которые могут быть упомянуты в тексте.

2. Бегло просмотрите текст и сформулируйте главную идею текста.

3. Прочитайте и переведите некоторые международные слова:

Director, administrator, administration, manager, organization, university, hospital, social, agency, system, finance, marketing, product, position, characteristics, type, personal, risk.

4. Строение слов. Переведите на русский язык:

To govern – government – governor; active – activity, person – personal; success – successful – successfully.

Прочитайте и переведите текст №2.

Текст №2

WHAT IS A MANAGER?

6

A number of different terms are often used instead of the term "manager", including "director", "administrator" and "president". The term "manager" is used more frequently in profit-making organizations, while the others are used more widely in government and non-profit organizations such as universities, hospitals and social work agencies.

So, whom do we call a "manager"? In its broad meaning the term "**managers**" applies to the people who are responsible for making and carrying out decisions within a certain system. A **personnel manager** directly supervises people in an organization. A **financial manager** is a person who is responsible for finance. A **sales manager** is responsible for selling of goods. A **marketing manager** is responsible for promotion of products on the market.

Almost everything a manager does involves decision-making. When a problem exists a manager has to make a decision to solve it. In decision-making there is always some uncertainty and risk. The amount of responsibility of any individual in a company depends on the position that he or she occupies in its hierarchy. Managers, for example, are responsible for leading the people directly under them, who are called **subordinates.** To do this successfully, they must use their authority, which is the right to take decisions and give orders.

Managing is a responsible and hard job. There is a lot to be done and there is relatively little time to do it. In all types of organizations managerial efficiency depends on manager's direct personal relationships, hard work on a variety of activities and preference for active tasks. The characteristics of management often vary according to national culture, which can determine how managers are trained, how they lead people and how they approach their jobs.

В процессе чтения

1. Как вы думаете, автор текста пытается убедить читателя в чем-то или проинформировать о чем-то?
2. Выделите новые для вас слова или фразы.
3. Озаглавьте каждый параграф текста.
4. Сформулируйте главную идею каждого абзаца.

После прочтения текста

1**. Запишите в одном предложении, что вы узнали из текста.**
2. **Ответьте на вопросы:**

 1) Whom do we call a manager?
 2) What kinds of managers can you point out from the text?

3. **Критическая реакция.** Чьи интересы отражает данный текст ?

4. Отметьте ваш интерес к данному тексту и прокомментируйте его:
1) очень скучный, 2) скучный, 3) полезный, 4) интересный, 5) очень интересный.
5. Какие фрагменты текста вызвали у вас трудности в понимании и почему?

Активная лексика (текст №3)

supervisor - супервайзер (контролер, смотритель)
top manager - высший исполнительный руководитель
to be accountable for - отвечать за что-то
middle manager - руководитель среднего звена
first-line manager - руководитель низшего звена
to be in charge of - отвечать за**,** заведовать
functional manager - функциональный руководитель
project manager - руководитель проекта
product manager - руководитель, ответственный за конструирование, производство и реализацию изделия
product line manager - управляющий предметно-производственной специализацией
general manager - генеральный управляющий, директор предприятия
level - уровень
to engage in - вовлекать во что-то
employee - служащий, работающий по найму
employer - работодатель

Перед чтением текста №3.

1. Прочитайте только заголовок. Назовите 5 лексических единиц, которые могут быть упомянуты в тексте.

2. Бегло просмотрите текст и сформулируйте главную идею текста.

3. Прочитайте и переведите некоторые международные слова:

Function, contrast, mission, conceptual, actual, service, product.

4. Строение слов. Переведите на русский язык:

To supervise – supervisor – supervision; to employ – employer – employee – employment – unemployment; function – functional; to relate – related – relation – relationship.

Прочитайте и переведите текст №3.

Текст №3

LEVELS OF MANAGEMENT

Supervisors are managers whose major functions are directing and controlling the work of employees in order to achieve the team goals. They are the only level of management managing non-managers.

Thus, most of the supervisor's time is allocated to the functions of directing and controlling. In contrast, **top managers** spend most of their time on the functions of planning and organizing. The top manager determines the mission and sets the goals for the organization. His or her primary function is long-range planning. Top management is accountable for the overall management of the organization. They engage in more strategic and conceptual matters.

Top managers have **middle managers** working for them and who are in charge of a major function or department. Middle management is responsible for carrying out the decisions made by top-level management. Middle managers may have **first-line** managers (or **supervisors**) working for them and who are responsible to manage the day-to-day activities of a group of workers. Supervisors direct the actual work of the organization at the operating level.

Note that there are different types of managers across the same levels in the organization. At the middle level a **functional manager** is in charge of a major function, such as a department in the organization, e.g., marketing, sales, engineering, finance, etc. A **project manager** is in charge of developing a certain project, e.g., development of a new building. A **product manager** is in charge of a product or service. Similarly, a **product line manager** is in charge of a group of closely related products. **General managers** are in charge of numerous functions within an organization or department.

В процессе чтения

1. Как вы думаете, автор текста пытается убедить читателя в чем-то или проинформировать о чем-то?
2. Выделите новые для вас слова или фразы.
3. Озаглавьте каждый параграф текста.
4. Сформулируйте главную идею каждого абзаца.

После прочтения текста

1. **Запишите в одном предложении, что вы узнали из текста.**
2. **Ответьте на вопросы:**

1) What are functions of supervisors?
2) What levels of management are possible?

3**. Критическая реакция.** Чьи интересы отражает данный текст ?
4**. Отметьте ваш интерес к данному тексту и прокомментируйте его:**
1) очень скучный, 2) скучный, 3) полезный, 4) интересный, 5) очень интересный.
5**. Какие фрагменты текста вызвали у вас трудности в понимании и почему?**

Активная лексика (текст №4)

environment - внутренняя среда, внутренние условия
internal - внутренний
efficiently - эффективно
to include - включать, содержать в себе
interrelated - взаимосвязанный
to accomplish - совершать, выполнять, достигать
goal - цель, задача, заданный уровень
objective - задача, генеральная линия, цель
to achieve - достигать
to advertise - рекламировать

Перед чтением текста №4.

1. Прочитайте только заголовок. Назовите 5 лексических единиц, которые могут быть упомянуты в тексте.

2. Бегло просмотрите текст и сформулируйте главную идею текста.

3. Прочитайте и переведите некоторые международные слова:

Position, technology, controlling, materials, information, dynamic, methods, resources, office systems, re-organize businesses, plan, recruit, select, train, elements, adapt, specific.

4. Строение слов. Переведите на русский язык:

To call – called – calling; to equip – equipment; efficient – efficiently; related – interrelated; to advertise – advertising – advertisement – advertiser; organize – re-organize – re-organization; to accomplish – accomplishment.

Прочитайте и переведите текст №4.

Текст№4

WHAT DO MANAGERS DO?

Managers create and maintain an internal environment, commonly called the organization, so that others can work efficiently in it. A manager's job consists of planning, organizing, directing, and controlling the resources of the organization. These resources include people, jobs or positions, technology, facilities and equipment, materials and supplies, information, and money. Managers work in a dynamic environment and must anticipate and adapt to challenges.

The functions of a manager (planning, organizing, directing, and controlling) are goal-directed, interrelated and interdependent. **Planning** involves identifying goals, objectives, methods, planning, project planning, promotions planning, advertising and staffing planning. When the plan is ready, the manager can follow it.

Organizing: To achieve the goals a manager often needs to organize new departments, office systems or re-organize businesses according to the plan, recruit, select and train employees. Assigning work and granting authority to employees are two important elements of organizing. A manager in a large organization often works with the company's human resources department to accomplish this goal.

Directing/Leading: Managers must also lead. They set direction for the organization, groups of people or individuals and influence people to follow that direction to achieve organizational goals. Directing/Leading involves motivating, communicating, guiding, and encouraging employees.

Controlling includes constant monitoring and adjustment of systems, processes and structures and taking any corrective actions if necessary.

All managers at all levels of every organization perform these functions, but the amount of time a manager spends on each one depends on both the level of management and the specific organization.

The extent to which managers perform the functions of management - planning, organizing, directing, and controlling - varies by level in the management hierarchy. The term **supervisor** could be applied at all management levels of the organization to those who direct the work of others. But in common usage, however, the title tends to be used only in the first level of the management hierarchy. If an organization is divided into top, middle, and lower managerial levels, the term generally applies to the lower level.

В процессе чтения

1. Как вы думаете, автор текста пытается убедить читателя в чем-то или проинформировать о чем-то?
2. Выделите новые для вас слова или фразы.
3. Озаглавьте каждый параграф текста.
4. Сформулируйте главную идею каждого абзаца.

После прочтения текста

1. **Запишите в одном предложении, что вы узнали из текста.**
2. **Ответьте на вопрос:** What does a manager's job consist of? Describe each function.
3. **Критическая реакция.** Чьи интересы отражает данный текст ?
4. **Отметьте ваш интерес к данному тексту и прокомментируйте его:**
1) очень скучный, 2) скучный, 3) полезный, 4) интересный, 5) очень интересный.
5. **Какие фрагменты текста вызвали у вас трудности в понимании и почему?**
6. **Перескажите текст.**

Активная лексика (текст №5)

skill – навык
to assume – предполагать, допускать
multiple – многочисленный
thus – так, таким образом
to concern – касаться, затрагивать
to determine – определять, устанавливать
as a whole – в целом
ability - способность
to modify – менять
to evaluate – оценивать
ambiguous – двусмысленный, неоднозначный
proficiency – опытность, умение, сноровка

Перед чтением текста №5.

1. Прочитайте только заголовок. Назовите 5 лексических единиц, которые могут быть упомянуты в тексте.

2. Бегло просмотрите текст и сформулируйте главную идею текста.

3. Прочитайте и переведите некоторые международные слова:

Technical, human, conceptual, process, specific, cooperate, abstract.

4. Строение слов. Переведите на русский язык:

Skill –skilled; relation – relationship; character – characteristic – characterize; able – ability ; realistic – realistically; person – personal – personally; to impress – impression – impressive – impressively; stress – stressful.

Прочитайте и переведите текст №5.

Текст №5

SKILLS

In order to perform the functions of management and to assume multiple roles, managers must be skilled. Robert Katz identified three managerial skills that are essential to successful management: technical, human, and conceptual.

Technical skill involves process or technique knowledge and proficiency. Managers use the processes, techniques and tools of a specific area.

Human skill involves the ability to cooperate and interact effectively with people.

Conceptual skill involves the formulation of ideas. Managers understand abstract relationships, develop ideas, and solve problems creatively. Thus, technical skill deals with things, human skill concerns people, and conceptual skill concerns ideas A manager's level in the organization determines the relative importance of possessing technical, human, and conceptual skills. Top level managers need conceptual skills in order to view the organization as a whole. Conceptual skills are used in planning and dealing with ideas and abstractions. Supervisors need technical skills to manage their area of specialty. All levels of management need human skills in order to interact and communicate with other people successfully.

The following are some skills and personal characteristics that are important for managers:

Leadership - ability to influence others to perform tasks

Self-objectivity - ability to evaluate yourself realistically

Analytic thinking - ability to interpret and explain information

Behavioral flexibility - ability to modify personal behavior to react objectively rather than subjectively to accomplish organizational goals

Oral communication - ability to express ideas clearly in words

Written communication - ability to express clearly ideas in writing

Personal impact - ability to create a good impression and instill

confidence

Resistance to stress - ability to perform under stressful condition

Tolerance for uncertainty - ability to perform in ambiguous situations.

В процессе чтения

1. Как вы думаете, автор текста пытается убедить читателя в чем-то или проинформировать о чем-то?
2. Выделите новые для вас слова или фразы.
3. Озаглавьте каждый параграф текста.
4. Сформулируйте главную идею каждого абзаца.

После прочтения текста

1. **Запишите в одном предложении, что вы узнали из текста.**
2. **Ответьте на вопросы:**

1) Which skills are important at each managerial level?
2) What are the most common managers' personal characteristics?

3. **Критическая реакция.** Чьи интересы отражает данный текст ?
4. **Отметьте ваш интерес к данному тексту и прокомментируйте его:**
1) очень скучный, 2) скучный, 3) полезный, 4) интересный, 5) очень интересный.
5. **Какие фрагменты текста вызвали у вас трудности в понимании и почему?**
6. **Перескажите текст.**

Активная лексика (текст №6)

valuable – ценный
to make certain – убедиться в чем-либо
to aid – способствовать, помогать
to reinforce – усиливать
a sense of teamwork – чувство совместной работы
essential – существенный, важный
contribution – вклад, содействие
vital – важный, жизненный
regardless of – независимо от

award – награда, вознаграждение
management style – стиль управления
recognition – признание
to fail – потерпеть неудачу, провалиться
hierarchy – иерархия
to rely on – полагаться на
to make decisions – принимать решения
responsive – откликающийся
to solicit - просить

Перед чтением текста №6.

1. Прочитайте только заголовок. Назовите 5 лексических единиц, которые могут быть упомянуты в тексте.

2. Бегло просмотрите текст и сформулируйте главную идею текста.

3. Прочитайте и переведите некоторые международные слова:

Chance, resources, methods, role, company mission, part, company president, corporate culture, management style, communicate, competence, initiative.

4. Строение слов. Переведите на русский язык:

To value – valuable; essence – essential; to contribute – contribution – contributor; to achieve – achievement; private – privately; important – importance – unimportant – unimportance; fair – fairness – unfair; to recognize – recognition; to educate – educational – educated – educator.

Прочитайте и переведите текст №6.

Текст №6

MANAGEMENT STYLE

Managing people is very important to be left to chance. Your employees are one of your valuable resources; you must make certain you are not wasting your human resources. But most managers define their jobs in terms of the tasks to be done rather than the methods to be used. They see their role as making things, rather than motivating and aiding those who make them. Thus, their management styles are usually just extensions of their personal styles. Your management style should reinforce your corporate culture and company mission.

For most companies, especially smaller companies building a sense of **teamwork** is essential. Help your employees feel they are an important part of the organization and that their contribution matters.

Communication is a vital ingredient in team building; if employees know what's going on in the company, they feel a part of a business.

Recognize achievement both privately and publicly. Regardless of your management style, remember that everyone, whether mailroom clerk or company president, wants to feel important.

Reward initiative with both monetary and nonmonetary awards. Acknowledge jobs well done. Solicit suggestions, and be responsive to concerns.

Here are the five most important elements of your **management style:**

1. Clear Policies
2. Communication
3. Fairness
4. Employee Recognition
5. Employee's Ability to Affect Change

Managers often delegate authority. By definition, managers cannot do everything themselves (although some try and fail).They have to rely on other people. This means that employees at lower levels in the company hierarchy can use their initiative that is make decisions in the company hierarchy can use their initiative that is make decisions without asking their manager.

Symptoms of poor delegators:
- Working longer hours than your workers.
- Taking work home almost every day.
- Having no time for a social life and educational or professional activities.

What Managers Have to Do about People? When it comes to dealing with people, managers:
- organize and allocate work
- get the right people to the work
- ensure that these people know what to do, and are capable of doing it
- develop skills and capabilities (competence)
- reward people, using both financial and non-financial methods
- involve people and communicate with them
- handle people issues and problems as they arise.

В процессе чтения

1. Как вы думаете, автор текста пытается убедить читателя в чем-то или проинформировать о чем-то?
2. Выделите новые для вас слова или фразы.
3. Озаглавьте каждый параграф текста.
4. Сформулируйте главную идею каждого абзаца.

После прочтения текста

1. **Запишите в одном предложении, что вы узнали из текста.**
2. **Ответьте на вопросы:**

1) Is it important to build in your employees a sense of teamwork? Why?
2) In which way publicly or privately should a manager recognize achievements of employees?
3) Should a manager reward employees for jobs well done?
4) What does "to delegate authority" mean?
5) What are symptoms of poor delegators?
6) What does a manager have to do about people? Sum up their duties.

3. **Критическая реакция.** Чьи интересы отражает данный текст ?
4. **Отметьте ваш интерес к данному тексту и прокомментируйте его:**
1) очень скучный, 2) скучный, 3) полезный, 4) интересный, 5) очень интересный.
5. **Какие фрагменты текста вызвали у вас трудности в понимании и почему?**
6. Перескажите текст.

Активная лексика (текст №7)

desire – желание
willpower – сила воли
to acquire – приобретать
to rest on the laurels – почивать на лаврах
to gain – добиваться
to convey – изображать
seek self-improvement – искать самосовершенствования
solid – крепкий, солидный
reflection - размышление, обдумывание

Перед чтением текста №7.

1. Прочитайте только заголовок. Назовите 5 лексических единиц, которые могут быть упомянуты в тексте.

2. Бегло просмотрите текст и сформулируйте главную идею текста.

3. Прочитайте и переведите некоторые международные слова:

Effective, training, person, character, service, principles, analyze, situation, formal classes, to communicate, department, professional, group, identical.

4. Строение слов. Переведите на русский язык:
To train – training –trainer – trainee; to continue – continuation – continually; to lead – leader – leadership; to guide – guiding –guided – guidance; to improve – improvement.

Прочитайте и переведите текст №7.

Текст №7

LEADERSHIP AND MANAGEMENT

"Managers are people who do things right, while leaders are people who do the right thing."
Warren Bennis, Ph.D.
"On Becoming a Leader"

The English word "leader" means "a person who guides or directs others". Good leaders are made not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never ending process of self-study, education, training, and experience. This text will help you through that process.

To inspire your workers into higher levels of teamwork, there are certain things you must be, know, and, do. These do not come naturally, but are acquired through continual work and study. Good leaders are continually working and studying to improve their leadership skills; they are NOT resting on their laurels. The basis of good leadership is honorable character and selfless service to your organization. In your employees' eyes, your leadership is everything you do that effects the organization's objectives and their well-being.

What makes a person want to follow a leader? People want to be guided by those they respect and who have a clear sense of direction. To gain respect, they must be ethical. A sense of direction is achieved by conveying a strong vision of the future.

Principles of Leadership

To help you be, know, and do follow these eleven principles of leadership:
Know yourself and seek self-improvement - In order to know yourself, you have to understand your be, know, and do, attributes. This can be accomplished through self-study, formal classes, reflection.

Be technically proficient - As a leader, you must know your job and have a solid familiarity with your employees' tasks. Seek responsibility and take responsibility for your actions - Search for ways to guide your organization to new heights. And when things go wrong, they always do sooner or later do not blame others. Analyze the situation, take corrective action, and move on to the next challenge.

Make sound and timely decisions - Use good problem solving, decision making, and planning tools.

Set the example - Be a good role model for your employees. They must not only hear what they are expected to do, but also see.

Keep your workers informed - Know how to communicate with not only them, but also seniors and other key people.

Develop a sense of responsibility in your workers - Help to develop good character traits that will help them carry out their professional responsibilities.

Ensure that tasks are understood, supervised, and accomplished - Communication is the key to this responsibility.

Train as a team - Although many so called leaders call their organization, department, section, etc. a team; they are not really teams... they are just a group of people doing their jobs.

Know your people and look out for their well-being - Know human nature and the importance of sincerely caring for your workers.

Use the full capabilities of your organization - by developing a team spirit, you will be able to employ your organization, department, section, etc. to its fullest capabilities.

Leadership and management are not identical. What is the difference between leading and managing? Managers manage things, but lead people.

В процессе чтения

1. Как вы думаете, автор текста пытается убедить читателя в чем-то или проинформировать о чем-то?
2. Выделите новые для вас слова или фразы.
3. Озаглавьте каждый параграф текста.
4. Сформулируйте главную идею каждого абзаца.

После прочтения текста

1. **Запишите в одном предложении, что вы узнали из текста.**
2. **Ответьте на вопросы:**

1) What does the English word "leader" mean?
2) What is the difference between leadership and management?

Enumerate some principles of leadership.

3. **Дополните предложение своим вариантом:** A leader is a person who:

1. Shows enthusiasm
2. Supports other people
3. Recognizes individual effort
4. Listens to individuals' ideas and problems
5. Provides direction
6. Demonstrates personal integrity
7. Practices what he/she preaches
8. Encourages teamwork
9. Actively encourages feedback
10. Develops other people
11. Promotes other people's self-esteem (самоуважение)
12. Seeks to understand before making judgments
13. Treats mistakes as learning opportunities
14. Gives people doing the work the power to make decisions
15. Encourages new ways of doing things
16. Promotes understanding of the key issues
17. Looks at possible future challenges
18. Agrees targets
19. Takes decisions
20. Minimizes anxiety.

4. **Критическая реакция.** Чьи интересы отражает данный текст ?
5. **Отметьте ваш интерес к данному тексту и прокомментируйте его:**
1) очень скучный, 2) скучный, 3) полезный, 4) интересный, 5) очень интересный.
6. **Какие фрагменты текста вызвали у вас трудности в понимании и почему?**

Активная лексика (текст №8)

to bark out orders – выкрикивать команды
associates - союзники
slaves – рабы
beneficial – полезный, выгодный
subordinates – подчиненные
flexible – уступчивый
considerate – внимательный к другим
to make for – способствовать
to put in – исполнять

discreet – осторожный
to resent – негодовать
commitment – самоотдача
morale – моральное состояние
 tough – жёсткий
 digression – отступление

Перед чтением текста №8.

1. Прочитайте только заголовок. Назовите 5 лексических единиц, которые могут быть упомянуты в тексте.

2. Бегло просмотрите текст и сформулируйте главную идею текста.

3. Прочитайте и переведите некоторые международные слова:

Boss**,** authoritarian, instructions, status, formal, disciplinary system, permanent, consultants, secretary.

4. Строение слов. Переведите на русский язык:

To produce – productive – productively – production; benefit – beneficial; to relax – relaxed – relaxing – relaxation; frequent – frequently; to execute – executives – executor; to observe – observation – observer; late – lateness – lately; absent – absentee – absenteeism; to judge – judgement; to retire – retiring – retired – retirement – retiree.

Прочитайте и переведите текст №8.

Текст №8

HOW TO EFFECTIVELY MANAGE PEOPLE?

1. **A good manager is a leader, not a boss**. A boss gives orders, and workers obey because they have to, but that's all they do. Workers in boring jobs do better under a flexible, considerate boss. But those doing more complex jobs often function better under an authoritarian. *Theory*: when work is stressful, employees welcome orders and structure. A smiling boss makes for a happy and more productive employee. Research from the Journal of Applied Psychology suggests that a boss who gives instructions with a smile gets more results than one who barks out orders. *Caution*: smiles without specific instructions will only result in relaxed but confused workers.

2. **Respect the people who answer to you**. No executives stay on top for long without the loyalty of their employees. Remember that people work with you,

not for you. They like to be treated as associates, not as slaves. Criticize, if you must, only in private - and do it objectively. Never criticize anyone in public or in anger. Don't make personal attacks. Keep your promises, both important and less important. Don't order, ask and be polite. You should say "Good morning" when you come in and "Please" and "Thank you" at every opportunity.

3. **Occasional (not frequent) socializing with employees** is beneficial. It allows the owners to reveal their human side - or to provide special recognition. Business owners who frequently join in after-hours socializing with employees can put themselves into a no-win situation. Subordinates observe what owners do and what is said. Employees lose respect for the superior's status.

4. **Be discreet** when you're leaving the office for personal reasons. You may put in 14-hourdays, but if you need a few hours for a personal or family matter, you don't have to ask anyone's permission. *The reason*: employees may resent that they can't do the same, and might question your commitment to the business. The result could be a drop in employee morale and increase problems with excessive absences and lateness.

5. **Golden rule of discipline**: 95% of employees pose no significant discipline problems. Deal with the problem 5% firmly, but fairly. *Common fear*: that setting up a formal disciplinary system will cause an uproar among employees. *Reality*: the trouble-free 95% usually welcome it.

6. **Don't go into business with friends**. It can negatively affect personal relationships.

7. **Never hire your in-laws**. They aren't relatives and they aren't employees.

8. **Hire older workers**. They have less absenteeism, display sounder judgment, are more loyal and reliable and on average are more satisfied with their jobs than younger employees. Use this vast resource   by   hiring   older employees as permanent part-timers and company's retirees as consultants.

9. **Less painful firing**. Tell employees they are good at what they do, but those skills don't match the company's current needs. Be brief and fair. End by offering support in the job search.

10. **New clothes and shiny shoes** on employees who normally dress more casually often show that they are job-hunting. Another sign: someone who lacks clerical duties begins to write letters and use the office copier, especially during lunch hour.

11. **Ask for facts**. When you have got a tough decision to make, don't just ask for opinions. When you have all the facts, many decisions become automatic.

12. **Secretaries** can be most useful when they know where to *reach* you, even during short absences, who your *contacts* are.

13. **Schedule a meeting** with your employees, plan to keep it brief by scheduling it for the hour or half-hour before lunch. There will be fewer digressions from the topic if staff members are eager to get out for a meal.

В процессе чтения

1. Как вы думаете, автор текста пытается убедить читателя в чем-то или проинформировать о чем-то?
2. Выделите новые для вас слова или фразы.
3. Озаглавьте каждый параграф текста.
4. Сформулируйте главную идею каждого абзаца.

После прочтения текста

1. **Запишите в одном предложении, что вы узнали из текста.**
2. **Ответьте на вопрос:** What are the rules for effective management?
3. **Критическая реакция.** Чьи интересы отражает данный текст ?
4. **Отметьте ваш интерес к данному тексту и прокомментируйте его:**
1) очень скучный, 2) скучный, 3) полезный, 4) интересный, 5) очень интересный.
5. **Какие фрагменты текста вызвали у вас трудности в понимании и почему?**

Активная лексика (текст №9)

to recognize -признавать заслуги
to affect – воздействовать, влиять
sensitive – чувствительный, восприимчивый
approachable – доступный
appropriate – подходящий, присущий
praise – похвала
to maintain - поддерживать

Перед чтением текста №9.

1. Прочитайте только заголовок. Назовите 5 лексических единиц, которые могут быть упомянуты в тексте.

2. Бегло просмотрите текст и сформулируйте главную идею текста.

3. Прочитайте и переведите некоторые международные слова:

Business policy, constructive, cooperation, attacks, standards**.**

4. Строение слов. Переведите на русский язык:

To decide – decisive – decision; success – successful – successfully; to motivate – motivation; direct – directly – direction – director; to approach – approachable; to concern – concerning – concerned.

Прочитайте и переведите текст №9.

Текст №9

HOW TO MOTIVATE YOUR EMPLOYEES?

Successful managers know how to motivate their employees. When workers feel good about themselves, the work they do, the company they work for, it is much easier to get their cooperation.

Involve employees in decision-making process. If not deciding what is to be done, then how it is to be done, or when or in what way and by whom.

Keep employees informed about changes that can directly affect them such as business policy changes, product information changes, etc.

Be aware of morale level of your employees. Be sensitive to changes in morale.

Maintain an open-door policy. Be available, approachable, and interested, not distant.

Always treat your employees with respect. Be thoughtful and considerate of the person you are dealing with.

Be sure to listen. Always listen and try to understand what workers are communicating.

Recognize your employees. Give appropriate praise for work well done.

Give "constructive" criticism and never make personal attacks.

Ask for suggestions. Be sure to invite new suggestions and ideas from employees concerning work. Put good ideas into effect by making changes.

Maintain high standards of performance. You will build the pride and self-confidence.

В процессе чтения

1. Как вы думаете, автор текста пытается убедить читателя в чем-то или проинформировать о чем-то?
2. Выделите новые для вас слова или фразы.
3. Озаглавьте каждый параграф текста.
4. Сформулируйте главную идею каждого абзаца.

После прочтения текста

1. **Запишите в одном предложении, что вы узнали из текста.**
2. **Ответьте на вопрос:** What are the best steps for motivation of employees?
3. **Критическая реакция.** Чьи интересы отражает данный текст ?
4. **Отметьте ваш интерес к данному тексту и прокомментируйте его:**

1) очень скучный, 2) скучный, 3) полезный, 4) интересный, 5) очень интересный.

5. Какие фрагменты текста вызвали у вас трудности в понимании и почему?

Активная лексика (текст №10)

frustration – разочарование
peer – равный
to waste time – зря тратить время
lack – отсутствие, недостаток
deadline – крайний срок
urgent – срочный
time management – управление временем
career advancement – продвижение по службе
to occur – случаться, происходить
agenda – повестка дня

Перед чтением текста №10.

1. Прочитайте только заголовок. Назовите 5 лексических единиц, которые могут быть упомянуты в тексте.

2. Бегло просмотрите текст и сформулируйте главную идею текста.

3. Прочитайте и переведите некоторые международные слова:

Stop, tendencies, interesting, effectiveness, delegate, political, clients, correspondence.

4. Строение слов. Переведите на русский язык:

To create – creative – creator – creativity – creation; to advance – advancement – advanced; to interrupt – interruption – interrupting – interrupted; to load – loading – loaded – overloaded; to delegate – delegation – delegating – delegated; to reduce – reduction.

Прочитайте и переведите текст №10.

Текст №10

TIME MANAGEMENT

Time is constant. No matter what position a person has in a company, he cannot stop time, he cannot slow it down, and he cannot speed it up. Time must be managed well if a person wants to be creative. Time is wasted when it is used for things that are less important. A person with a clear set of objectives and priorities can identify important activities and plan the best way to use the time.

Sources of Problems in Time Management

A number of normal human tendencies make it more difficult to manage time well because of:
- Lack of clear objectives and priorities.
- People prefer to do things that are interesting and pleasant before doing things that are hard and unpleasant.
- People prefer to do easy things before doing extremely difficult things.
- People tend to wait until before a deadline to do a task.
- People tend to do things that are urgent before doing things that are not, because urgent things are usually initiated by others than by ourselves.

There are even some paradoxes:
- People who are very busy cannot find time for planning that would save more time than it takes.
- People who are able to find time to do things for others are likely to be asked to do even more things.
- People who tend to leave things out on their desk so they will not be lost or forgotten create such clutter that things are lost or forgotten.

Improving time management has a variety of benefits. Time management allows you to concentrate on the activities that are most important and in this way increase your effectiveness. Greater effectiveness is likely to increase work satisfaction and chances for career advancement and also reduces the frustration and stress resulting from being overloaded with work.

Common Time Wasters for managers are:

1) **Telephone Interruptions** The telephone is an important medium of communication and it can save time. But it can become a major form of interruption if not controlled:
- If you have a lot of calls, your secretary should screen them. For example, give the secretary a list of people who should be put through immediately or your secretary should inquire about the nature of their business.
- Delegate responsibility for answering some questions to your secretary or subordinates
- Set aside some periods each week when people know they can call you.

- Have materials and information ready for calls that you expect to receive.

2) **Drop-in Visitors** The managerial work requires many brief contacts with people, including subordinates, peers, superior, clients, and other outsiders. There are some possible ways out of this problem:

- let your secretary screen your visitors

- make yourself inaccessible during particular times of the week. Use a "Do Not Disturb" sign outside your door.

- prepare polite excuses to shorten visits (such as "I have to leave for a meeting", "I'm expecting an important call" and "Can I meet with you later?"

- meet with people in their offices instead of yours.

- set up regular meetings each week with members of your work unit

- have open office periods each week when you are available without an appointment for anybody who needs to see you for a few minutes.

- use non-verbal methods to signal that you are busy (for example, don't give eye contact to people who pass by, look frequently at your watch to show that a meeting is running too long, hold a telephone in your hand as someone comes in).

3) **Cluttered Office**

- Set priorities on incoming correspondence and paperwork. Sort your mail into categories including "read now", "handle now" and "read later". Read your mail at the same time each day.

- Have a person to screen and sort out your correspondence

- Delegate responsibilities to your subordinates to answer routine types of correspondence.

- Reduce the amount of required reports and memos from clients, subordinates, etc.

- Have a place for everything and put everything in its place.

4) **Unnecessary Tasks** The reasons are:

- Lack of clear objectives and priorities.

- Delegate less important tasks to the subordinates and your secretary.

- Inability to say "no" to requests. You should prepare tactful ways to say "no" to them and in case of a request by your boss you can ask a boss to decide which task is more important to him or her.

- Use political power to get some tasks transferred to someone else or to another unit in the organization.

- Best suggestion for saving time - schedule 10 minutes to do nothing. That time can be used to just sit and clear your mind

5) **Unnecessary or over-long meetings**

Unproductive meetings occur due to some causes, such as lack of clear purpose, absence of key people, late participants, unprepared participants, unnecessary socializing, interruptions, lack of skilled leadership, and deviation from the agenda. You should:

- prepare a clear agenda

- inform people about what they need to do to prepare for a meeting, and make sure they receive necessary information

- start meeting on time

В процессе чтения

1. Как вы думаете, автор текста пытается убедить читателя в чем-то или проинформировать о чем-то?
2. Выделите новые для вас слова или фразы.
3. Озаглавьте каждый параграф текста.
4. Сформулируйте главную идею каждого абзаца.

После прочтения текста

1. **Запишите в одном предложении, что вы узнали из текста.**
2. **Ответьте на вопросы:**

1) What are the sources of problems time management?
2) What are common time wasters for managers?

3. **Переведите на английский язык:**

1) Если менеджер хочет работать творчески, он должен управлять временем.
2) Время тратится зря, если оно используется на что-то ненужное или не очень важное.
3) Источником проблем в управлении временем является отсутствие ясных целей и приоритетов.
4) Кроме того, люди склонны ждать до последнего (пока не наступит крайний срок), чтобы начать выполнять задание.
5) Существуют разные пожиратели времени. Это долгие собрания, случайные посетители, приостановка работы из-за телефонных разговоров, беспорядок в офисе, неважные задания.
6) Менеджеру следует делегировать свои полномочия подчиненным.
7) Менеджеру следует тщательно готовить и проводить собрания.
8) Менеджеру следует четко определять цели и приоритеты и планировать свою деятельность.

4. **Критическая реакция.** Чьи интересы отражает данный текст ?
5. **Отметьте ваш интерес к данному тексту и прокомментируйте его:**
1) очень скучный, 2) скучный, 3) полезный, 4) интересный, 5) очень интересный.
6. **Какие фрагменты текста вызвали у вас трудности в понимании и почему**

PART II

CLOTHES AND APPEARANCE

Активная лексика (текст №1)

according to – согласно (чему-то), в соответствии с (ч-либо)
appearance – внешний вид, наружность
attire – одеяние, облачение; наряд
outfit – полный комплект одежды
confidence – уверенность, доверие
dress suit – мужской вечерний костюм
impact – сильное воздействие, влияние
look – выглядеть, казаться; внешность, облик
to make sure – убедиться
to matter – иметь значение; значить
neat – опрятный
pant suit – брючный костюм
pattern – рисунок, узор (на ткани); образец
skirt – юбка
tend – иметь тенденцию, склоняться к (чему-либо)
wardrobe – гардероб, одежда
to wear (**wore, worn**) – носить (одежду)
to warm up – быть расположенным
to inspire – внушать
to sneak a look at – посмотреть незаметно
pizzazz - стиль, шик
to opt for – выбирать
rust – рыжеватый
subtle - едва заметный
to slouch - горбиться

Перед чтением текста №1.

1. Прочитайте только заголовок. Назовите 5 лексических единиц, которые могут быть упомянуты в тексте.

2. Бегло просмотрите текст и сформулируйте главную идею текста.

3. Прочитайте и переведите некоторые международные слова:

Professional, comfortable, business presentations, investors, proportions, shocking, audience.

4. Строение слов. Переведите на русский язык:

To inspire – inspiration; to invest – investor – investment; conservative – conservatively; to behave – behaviour; to repair – repairment; to present – presentation;

Прочитайте и переведите текст №1.

Текст №1

DRESSING FOR BUSINESS – DRESSING FOR SUCCESS

1. *Appearance Matters*

According to studies, people will warm up easily to speakers who look very professional and comfortable in what they wear. According to experts, those who look uncomfortable in their clothes do not really inspire much confidence from his or her audience.

When doing business presentations to investors, your looks are just as important as your ideas. Whether you like it or not, appearance matters when meeting with investors so you need to look your best. Note that dressing well will make you look more intelligent and respectable. Always remember that you are selling yourself and your company during these meetings so make sure that you look good enough to demand a good price.

2. *Choosing the Right Type of Clothes*

Buying a suit can be an important investment when you are trying to improve your look for business. Before you go on a business presentation, you should first know who your audience would be. If your audience tends to be formal and conservative, dress conservatively. A nice dress suit will do nicely for men while a skirt conservatively. A nice dress suit will do nicely for men while a skirt or a pantsuit and jacket will look great on women.

3. *Some Things to Consider***:**

a. When dressing for a business presentation, you should make sure that your clothes are **neat and clean**. Clean your shoes and keep them in good condition. Although most of the people will be looking at your face as you speak, some of them will sneak a look at your feet too so make sure that your shoes are not at your feet too so make sure that your shoes are not soiled. Make sure your shoes are in good repair and complement your outfit. Give your business outfit more pizzazz by wearing scarves with different patterns and colors.

Take into consideration your size, your body proportions and the features you are trying to accent .

b. When it comes to **colours** of the clothes, forget about those shocking colors and opt for those dark blue or grey ones.

The lesser colors you have on your clothes, the better. Always remember that you are going to a business presentation meeting with investors not a holiday in the Caribbean. So don't choose the colorful shirts please and behave and

dress accordingly. Spice a gray or black suit up with such colors as burgundy, blue, violet, rust, green etc.

c. Your **hair** should be neatly styled when you make a presentation. For women with long hair, a neatly pulled back hairstyle would do nicely when doing a presentation for a conservative audience. For men, a clean look is very desirable too.

d. As for **make-up and jewelries**, wear less of both. Women should wear very subtle make up when making presentations to investors.

e. Make sure that you buy items for your business wardrobe that **coordinate well** with each other, saving you money and time.

f. Above all, mind your **posture and your manners** when meeting with your investors. Do not slouch. Even if you are nicely dressed, slouching will destroy the impact of the nice attire.

В процессе чтения

1. Как вы думаете, автор текста пытается убедить читателя в чем-то или проинформировать о чем-то?
2. Выделите новые для вас слова или фразы.
3. Озаглавьте каждый параграф текста.
4. Сформулируйте главную идею каждого абзаца.

После прочтения текста

1. **Запишите в одном предложении, что вы узнали из текста.**
2. **Ответьте на вопрос:** What is important in successful dressing for business?
3. **Отметьте те аспекты, которые кажутся Вам важными для той или иной профессии:**

a) architect
b) bank manager
c) personnel manager
d) designer
e) doctor
f) clerk
g) insurance salesman (страховой агент)
h) salesman
i) driver
j) researcher
k) school teacher
l) public administrator

4. **Критическая реакция.** Чьи интересы отражает данный текст ?

5. Отметьте ваш интерес к данному тексту и прокомментируйте его:
1) очень скучный, 2) скучный, 3) полезный, 4) интересный, 5) очень интересный.

6. **Какие фрагменты текста вызвали у вас трудности в понимании и почему?**

Активная лексика (текст №2)

underlying - лежащий в основе
to accept – принимать; соглашаться
acceptable – приемлемый; допустимый;
advertising agency – рекламное агентство
to except – исключать; кроме, за исключением
to expect – ждать, ожидать
possibly – возможно; может быть
quite – вполне, совершенно; полностью; всецело
to suit – подходить, устраивать
too – слишком, излишне, чересчур
impact – воздействие, влияние
self-confident – самоуверенный
reliable – надежный
to overcome – преодолевать
at variance – в противоречии с
frilly – вычурный
go-go – динамичная
suede – замша
eyesore – бельмо на глазу
string of pearls – нитка жемчуга
purpose – цель
"mantle of authority" – мантия, особая одежда
unconsciously – бессознательно
versus – против
pant suit – брючный костюм
as long as – поскольку
appropriate – соответствуюший
pinstripes – тонкая светлая полоска
awkward – неуклюжий
skin – кожа
plaid – шотландка
to be counteracted – уравновешивать
blending – сочетание
to keep up – быть наравне
inferiority – низкое положение

artificiality – искусственность
mod fashions – последний крик моды
navy knits – трикотажные изделия темно-синего цвета
headachy – причиняющий головную боль
hairdo – женская причёска
garish – очень яркий
sloppy – неряшливый

Перед чтением текста №2.

1. Прочитайте только заголовок. Назовите 5 лексических единиц, которые могут быть упомянуты в тексте.

2. Бегло просмотрите текст и сформулируйте главную идею текста.

3. Прочитайте и переведите некоторые международные слова:

Costume, message, competent, colleagues, conservative, career, uniform, symbolism, absolute, urban businessmen.

4. Строение слов. Переведите на русский язык:

To come – to overcome; to consider – consideration; conscious – consciously – unconscious – unconsciously – consciousness – subconscious; to appear – appearance; to execute – executive – executor – execution; to correspond – correspondence – corresponding – correspondingly – correspondent.

Прочитайте и переведите текст №2.

Текст №2

DRESSING FOR SUCCESS – FEMALE STYLE

a. *Underlying Symbolism*. The most important consideration for women is the underlying symbolism of clothing. In business you are not dressing to express your personal taste; you are dressing in a costume which should be designed to have an impact . If your clothes do not send the that you are, able, ambitious, self-confident, reliable, and authoritative, nothing you say or do, will overcome the negative signals coming from your clothes.
b. *Be Aware of the Uniform Concept.* A lot of women dress wholly at variance with their male colleagues. Your first step is to study the attire of men in your department. If the important men wear dark, conservative suits with ties, you should not wear extravagant hats, frilly blouses or mod fashions. You may be a genius at that business but probably you will never make a career. On the other

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hand, if you work for a go-go company where male executives have high-style Italian jeans, expensive leather boots and suede jackets as a uniform you are an eyesore if you wear navy knits with simple shoes and a simple string of pearls.

c. *Dresses Versus Suits.* When you think in terms of symbolism, it seems obvious that a man′s jacket is his "mantle of authority". The first thing a man does when preparing for a business meeting or visiting his boss is to put on his suit jacket. Many women unconsciously adopt this idea. Some wear dress costumes with a matching or contrast jacket; others wear sleeveless tunic, which seem to serve the same purpose. At any rate, a separate jacket or shoulder mantle of some nature gives a feeling of strength and control to women's appearance. A woman in business must avoid any kind of dresses which portray her as weak or indecisive.

d. *Skirt Suits Versus Pant Suits*. There is not any difference whether a woman chooses skirts or pants with her jacketed costume as long as the skirt is appropriate for her daily activities. Before buying your skirt, walk around in it to make sure you can get into a car, mount the bus, climb the stairs without looking awkward. Test it in a mirror. If your skirt distracts attention from business, it is not a work uniform. Once a woman starts wearing pant suits she finds it very difficult to go back to skirts and dresses. They give absolute freedom of motion. But pant suits must fit perfectly and you should feel comfortable in them as in a second skin.

e. **Colours Are Important**. Most businessmen find that dark blues, greys, pinstripes, and subtle plaids convey the symbol of authority most effectively. However, businesswomen can make a stronger impression with their colours. No man could wear a red suit, for example, but a woman dressed in the red colour has a definite air of confidence. Any such powerful colours must be counteracted with blending and softening blouses and scarves.

f. *Wear Shoes You Can Walk in*. A serious business cannot be delayed just because an executive's feet hurt. Urban businessmen do a lot of walking around, and women executives must be ready to join them and keep up with them.

g. ***Buy Clothes with Pockets and Dump your Handbag***.
Women need handbags to carry keys, money, cheque books, glasses, make-up, credit cards, note-books between home and office. The typical male outfit has an average of nine pockets, while women's clothes usually have none. Your clothes should have functional pockets. Slip your money, papers, comb and lipstick in your pocket. No pocket is an inferiority symbol.

h. *Other Accessories***.** *Jewellery*. There is one cardinal rule: don't wear anything that jingles or glitters. Men don't have many expensive decorations. So women should select with care what they put on.

Perfume. Whether cheap or expensive, perfume is headachy in a small office or a closed conference room. Try to use light, subtle fragrances.

Make up and Hair Style. Remember that your make-up and hairdo must correspond to a business day. It goes without saying that touch-ups, including lipstick, must be done in private. Naturalness, as opposed to painted artificiality, is the aim.

В процессе чтения

1. Как вы думаете, автор текста пытается убедить читателя в чем-то или проинформировать о чем-то?
2. Выделите новые для вас слова или фразы.
3. Озаглавьте каждый параграф текста.
4. Сформулируйте главную идею каждого абзаца.

После прочтения текста

1**. Запишите в одном предложении, что вы узнали из текста.**
2. **Ответьте на вопросы:**

1. What are the factors that influence the clothing habits of women/men?
2. Are dresses and skirts more appropriate for businesswomen?
3. What colours should a businesswoman/businessman wear?
4. What is the function of the handbag, women's favourite accessory?
5. Businesswoman's clothes mustn't be sexy, must they?
6. What kind of perfume, jewelry, make-up and hairstyle suits a businesswoman best?

3. **Отметьте истинные или ложные предложения:**

1. You should be aware of the underlying symbolism of your clothing.
2. In business you dress to express personal taste.
3. It is provocative for female staff to wear trousers at work.
4. Women should always wear feminine attire.
5. Women should avoid garish colours like red.
6. Always choose high heels to show the shape of your legs.
7. The bigger your handbag the better.
8. Have a great variety of jewelry to call attention to yourself.
9. Always wear your boss' favourite perfume.
10. Your make-up should be natural.

4. **Согласитесь или не согласитесь со следующими утверждениями:**

1. The way people dress at work usually indicates how competent they are at their jobs.
2. People should be allowed to wear exactly what they want at work.
3. Firms who want employees to wear particular clothes should pay for those clothes.
4. In most firms, the way you dress will affect your chances of promotion.
5. People work best in the clothes they feel most comfortable in.

6. People wearing unusual clothes to work give a bad impression to clients.

7. People who wear inappropriate clothes are likely to be unsuitable for responsible positions.

8. People who wear unusual clothes to work are generally more imaginative.

9. As long as a person is good at his / her job, it shouldn't matter what she / he wears.

10. It is old fashioned to expect people to wear certain clothes to work.

11. You are against senior female staff wearing trousers.

12. You are against junior female staff wearing trousers.

13. Sloppy clothes mean sloppy work.

14. You wouldn't trust a businessperson who wears jeans to work.

15. Men shouldn't be allowed to take off their jackets at work even in summer.

16. Bosses should always be smartly dressed.

17. Female bank managers should wear extravagant low neck blouses as a uniform.

18. Business style does not differ from everyday style.

19. A businesswoman's handbag should not be big and very bright.

20. The outfit may be great but if it does not accentuate your positive features or is not of the right colour, you will not look well.

21. Perfume is a necessary accessory for female staff.

5. **Критическая реакция**. Чьи интересы отражает данный текст ?

6. **Отметьте ваш интерес к данному тексту и прокомментируйте его:**
1) очень скучный, 2) скучный, 3) полезный, 4) интересный, 5) очень интересный.

7. **Какие фрагменты текста вызвали у вас трудности в понимании и почему?**

Активная лексика (текст №3)

to be engaged in smth – заниматься чем-либо
brain – мозг
creativity – творчество, креативность
to enable – позволять, допускать
to foster – воспитывать, обучать
IQ – коэффициент умственного развития
to offer / suggest – предлагать
research – научное исследование
study – исследование, изучение
to support – поддерживать
hoopla – шумиха, кутерьма
mode – способ

innate – врождённый
intelligence – умственные способности
overlap – частично совпадение
cross-cultural – межкультурный
to lack – недоставать, отсутствовать
counterparts – сверстники
exploration – исследование
to stress – подчеркивать, делать акцент
the only – единственный
divine gift – божий дар
to stifle – подавлять
detrimental – пагубный
to drop out of school – бросать школу
threshold – порог
inspiration – вдохновение
renowned – прославленный
masterpiece – шедевр
craftspeople – умельцы
persistent – настойчивый
iconoclast – возмутитель спокойствия
strain – напряженность
gadabout – непоседа
aloof – необщительный
stepping stones – трамплин
to get along with – ладить

Перед чтением текста №3.

1.Изучите определения «креативности» и «интуиции» , которые предлагает
*Longman Dictionary of Contemporary English***.**

«Creativity (creativeness) – the ability to produce new and original
ideas and things; imagination and inventiveness»
«Intuition – the power of knowing something without reasoning»

**2. Прочитайте только заголовок. Назовите 5 лексических единиц, которые
могут быть упомянуты в тексте.**

3. Бегло просмотрите текст и сформулируйте главную идею текста.

4. Прочитайте и переведите некоторые международные слова:

Universities, medical, potential, innovation, characteristics, typical period, social, standards.

5. Строение слов. Переведите на русский язык, обращая внимание на словообразовательные суффиксы:

To create – creative – creativity; art – artist; busy – business; active – activity; able – ability; to differ – different; free –freedom; America – American; Japan – Japanese; to explore – exploration; to exist – existing – existence; to provide – provision.

Прочитайте и переведите текст №3.

Текст №3

WHY ALL THIS HOOPLA ABOUT CREATIVITY?

Some people say that creativity is a privilege of artists and has certainly no role to play in business. Right? Wrong! Several universities, including Stanford, Syracuse and Harvard, offer creativity courses to business students. Creativity consultants help companies to explore.

Medical research that enables scientists to see the activity in the brain shows that both sides of the brain work when a person is engaged in creative thought. Studies support the theory that creativity is the ability to use different modes of thought (analytical, intuitive, verbal and emotional).

Some people have more innate potential to be creative than others but experts insist it is a skill that can – and should – be fostered.

Creativity and Innovation

Creativity and innovation are related but different phenomena. Creativity is an individual's ability to generate new ideas. Innovation is a managed effort to create new products or services or new uses for existing products and services.

Characteristics of Creative People. Everyone wants to be considered intelligent and hardworking. People like to feel they are creative. Unfortunately, not everyone is. Researchers have investigated relationship between intelligence and creativity and there appears to be little overlap between them. There is no difference in creativity between males and females.

On the other hand, there is an age effect. The typical period of greatest creativity for most people seems to be between ages of 30 and 40. Creative people also tend to be less sensitive to social influence than less creative people.

And there are cross-cultural differences. For example, though Japanese schools provide their children with more pure knowledge than do American

schools, Japanese children feel such strong pressure to meet high learning standards that they lack creativity. In contrast American children sometimes don't learn as much in school as their Japanese counterparts, but freedom of expression and exploration that they experience at school, provides more opportunities for creativity.

В процессе чтения

1. Как вы думаете, автор текста пытается убедить читателя в чем-то или проинформировать о чем-то?
2. Выделите новые для вас слова или фразы.
3. Озаглавьте каждый параграф текста.
4. Сформулируйте главную идею каждого абзаца.

После прочтения текста

1. **Запишите в одном предложении, что вы узнали из текста.**
2. **Ответьте на вопросы:**

1. What is "creativity"?
2. Is the term "innovation" similar to the term "creativity" or different from it?
3. Are all people really creative?
4. Who is more creative males or females?
5. What is the age of peak creativity?
6. Japanese children have better academic knowledge, don't they?
7. Are American or Japanese children more creative?
8. Why do Japanese children lack creativity?
9. Can we say that intelligent people are always creative people?

3. **Согласитесь или не согласитесь со следующими утверждениями:**

1) Modern education, which stresses logic, fosters creativity.
2) To be a creative thinker, a high IQ is more important than values and personality.
3) In most fields, creative inspiration works best after years of hard work.
4) One should follow the rules instead of wasting time questioning them.
5) Being practical leads to greatest efficiency.
6) Trying to find the ONLY right answer may stifle your creative impulses.
7) Creativity is a combination of thinking: analytical, logical, verbal, intuitive and emotional.
8) Creativity is a divine gift that cannot be explained, and therefore cannot be learnt.

4. **Дайте свои комментарии следующему:**

1) School doesn't necessarily help creativity. In fact, modern education, which stresses logic, seems to ruin creativity. Tests show that a child's creativity decreases 90 % between ages 5 and 7. And by the age of 40 most adults are about 2 % as creative as they were at 5. Some college education – two years, say – may foster creativity, but some experts believe that graduate school may be detrimental in some fields because it teaches old modes of thinking. Many innovators, in fact, dropped out of school altogether.

2) Studies show that a very high IQ is not required: the threshold for creativity is about 130. After that, IQ doesn't make much difference – such nonintellectual traits as values and personality become more important.

3) There may be such a thing as creative inspiration but it is not much help without years of hard work in most fields of knowledge. Nearly all people renowned for creativity spent years mastering their field. It took most great musicians and painters 10 years of hard work before they produced a masterpiece.

4) Some experts say that there are things interfering with creativity. They are: "Follow the Rules", "Be Practical", and "Always Find a Right Answer".

5) Creativity seems to be a combination of different types of thinking – analytical, verbal, intuitive and emotional – each controlled by a separate region of the brain. Few individuals have equal capacity for each type of thinking. One solution of this problem is so-called idea teams. The Other companies are setting up innovation centres: artists, craftspeople, se bring together groups of about seven people from different disciplines. technicians, and scientists under one roof.

4. **Выскажите свое мнение по следующим моментам:**

1. Creative types are generally highly motivated, independent and persistent people. They are also great risk-takers, great sceptics, iconoclasts but have a strong sense of humour.

2. Creative people are often hard to get along with.

3. Intuition, instincts, and emotions play big roles in their decision making.

4. Creative people usually don't have a dull, predictable childhood. Instead, childhood was marked by diversity.

5. Parents show greater-than-average cultural and intellectual interests and grant their children unusual freedom in exploring and making decisions.

6. Strains in family life – financial ups and downs or divorces – are common. Experts believe these hardships give children the ability to see issues and problems from different points of view.

7. Forget the old stereotype of the creative genius as a loner. The most gifted creators are real gadabouts.

8. They constantly exchange ideas and news with colleagues. Studies have shown that experts who talk most with their peers hold more patents, publish more papers, and produce more innovative work than their more aloof colleagues.

9. Creative problem solving is based on knowledge, logic, imagination and intuition and it gives the ability to see connections and distinctions between ideas and things.

10. It is advisable to ask "what if" questions. They make you use your imagination while solving a problem. The provocative responses can be stepping stones to developing new ideas.

5. **Критическая реакция.** Чьи интересы отражает данный текст ?

6. **Отметьте ваш интерес к данному тексту и прокомментируйте его:**
1) очень скучный, 2) скучный, 3) полезный, 4) интересный, 5) очень интересный.

7. **Какие фрагменты текста вызвали у вас трудности в понимании и почему?**

Активная лексика (текст №4)

approach – подход
to benefit – приносить пользу, выгоду
cross-cultural – относящийся к культуре разных народов
negotiations – переговоры
proposal – коммерческое предложение
team – команда, бригада
the Middle East – Ближний Восток
touch – прикосновение; касаться
to undertake – предпринимать
through – из-за, вследствие (чего-либо)
however – однако, тем не менее
by – предлог, указывающий на характер действия; посредством
due to – из-за; вследствие (чего-либо)
to tailor – подгонять
rival – соперник
sincerity – искренность
firm – крепкое
small talk – светская беседа
insult – оскорбление
to avoid – избегать
leather – кожа
to gain concessions – достичь уступок

to impose a deadline – навязать срок
to close a deal – заключать сделку

Перед чтением текста №4.

1. Прочитайте только заголовок. Назовите 5 лексических единиц, которые могут быть упомянуты в тексте.

2. Бегло просмотрите текст и сформулируйте главную идею текста.

3. Прочитайте и переведите некоторые международные слова:

Culture, cultural; presentation; person, personal, personnel; international; businessperson; business protocol; potential client; identical; to ignore; to train, training; etiquette; contact; Europe; America; distance; punctual, punctuality; sense; aggressive; address, to address; statistics; information and statistics; fact; graph; style; figure; concession; to analyze; negative.

4. Строение слов. Переведите на русский язык, обращая внимание на словообразовательные суффиксы:

To negotiate – negotia**tor** – negotiat**ion**; to train – train**ing** – train**er**; to decide – deci**sion**; to understand – **mis**understand – understand**ing** – **mis**understand**ing**; to compete – compet**ition** – competit**or**; effective – effective**ly**; to agree – **dis**agree – agree**ment** – **dis**agree**ment**; to communicate – communica**tion.**

Прочитайте и переведите текст №4.

Текст №4

CROSS - CULTURAL NEGOTIATIONS

The way in which people approach negotiations differs across cultures. Through cross cultural negotiation training, business personnel are given the knowledge that can help them prepare their presentations effectively. By tailoring their behaviour they will succeed in doing business.
Let us look at an example of how cross-cultural negotiation training can benefit the international businessperson.
There are two negotiators dealing with the same potential client in the Middle East. Both have identical proposals. One ignores the importance of cross-cultural negotiation training believing the proposal will speak for itself. The other undertakes some cross- cultural training. He / she learns about the culture,

values, beliefs, etiquette and approaches to business, meetings and negotiations. Nine times out of ten, the latter will succeed over the rival.

Topics Covered in Cross-Cultural Negotiation Training

1. Eye Contact: In the US, UK and much of northern Europe, strong, direct eye contact means confidence and sincerity. However, in some cultures such as the Japanese, prolonged eye contact is considered rude.

2. Personal Space & Touch: In Europe and North America, business people will usually leave a certain amount of distance between themselves when speaking. In South America or the Middle East, business people like to come up close. In Japan or China, people usually leave a distance of four feet when speaking. Touching only takes place between close friends and family members.

3. Meeting & Greeting: most international business people meet with a handshake. However, some people may view a weak handshake as a sign of weakness whereas others would consider a firm handshake as aggressive. How should people be addressed? Is it by first name, surname or title? Is small talk necessary or not?

4. Time: In Western countries "Time is money" and punctuality is very important. This is also the case in countries such as Japan or China where being late would be taken as an insult. However, in South America, southern Europe and the Middle East being on time for a meeting does not carry the same sense of urgency.

5. Information at Negotiations: Western businesspersons prefer clear and rationally argued business proposals using statistics and facts. Other business cultures such as the South Americans rely on similar information but with differences. They may prefer information presented through speech or using maps, graphs and charts.

6. Gift Giving: In the US or UK, gifts giving has negative meaning. Unlike them, it is very important in Japan and it usually happens at the end of a visit. Pens are a good idea or something not available in Japan. If you give flowers, avoid giving four or nine flowers as these are unlucky numbers.

Chinese people will probably refuse your gift several times, but it is polite to continue offering it to them. Do not give clocks to Chinese people as the Chinese word for "clock" is similar to the word "death". In the Middle East give gifts of higher quality leather, silver, or crystal. Remember to avoid alcohol and leather from pigs. Gift-giving is less formal in South America but still an important part of a culture. Avoid leather as many of the world's best leather products come from South America.

In Australia, Canada and Europe gift-giving is informal and not always expected. However, it is polite to bring someone flowers, chocolates or wine when visiting their house. But in some European countries you should avoid red flowers because they are associated with romance.

7. Negotiation Styles: The Japanese will negotiate in teams and decisions will be based upon consensual agreement. In Asia, decisions are usually made by the most senior figure or head of a family. In China, negotiators are highly trained in

the art of gaining concessions. In Germany, decisions can take a long time due to the need to analyze information and statistics in great depth. In the UK, pressure tactics and imposing deadlines are ways of closing deals.

All the above in one way or another will influence cross-cultural negotiation and can be learnt only through cross cultural training. Remember that doing or saying the wrong thing at the wrong time, poor communication and cross-cultural misunderstandings can all have negative effect.

В процессе чтения

1. Как вы думаете, автор текста пытается убедить читателя в чем-то или проинформировать о чем-то?
2. Выделите новые для вас слова или фразы.
3. Озаглавьте каждый параграф текста.
4. Сформулируйте главную идею каждого абзаца.

После прочтения текста

1. **Запишите в одном предложении, что вы узнали из текста.**
2. **Ответьте на вопрос:** What are the topics covered at cross-cultural negotiation training?
3. **Дайте английские эквиваленты следующим русским словам и словосочетаниям:**

Обучение ведению переговоров с учетом культуры разных народов; персонал предприятия; стили переговоров; дарение подарков; личное пространство; прикосновение; контакт взглядом; светская беседа; подготовить презентацию; поведение; преуспеть в бизнесе; бизнесперсона; потенциальный партнер; Европа; Северная Америка; Южная Америка; Ближний Восток; Япония; японский; Китай; китайский; Германия; близкий друг; член семьи; глава семьи; деловое предложение; полагаться на; предпочитать; встреча; обучение переговорам; слабое или сильное рукопожатие; имя; фамилия; неправильное понимание; отрицательный эффект; значение.

4. **Критическая реакция.** Чьи интересы отражает данный текст ?
5. **Отметьте ваш интерес к данному тексту и прокомментируйте его:**
1) очень скучный, 2) скучный, 3) полезный, 4) интересный, 5) очень интересный.
6. Какие фрагменты текста вызвали у вас трудности в понимании и почему?
7. **Перескажите текст, используя следующий план:**

1. The importance of cross-cultural negotiation training.

2. The main topics covered at cross-cultural negotiation training:
a) *eye contact;*
b) *personal space & touch*;
c) *time*;
d) *meeting & greeting;*
e) *information at negotiation*;
f) *negotiation styles*;
g) *gift-giving*

Активная лексика (текст №5)

flesh – плоть
alert – бдительный, внимательный
"jet lag" – сдвиг времени
shift work – работа в смену
to tire – уставать
policyholder – держатель страхового полиса

Перед чтением текста №5.

1. Обсудите следующее:
 1. Do you have good days and bad days?
 2. Have you ever made a terrible decision and wondered a few days later why you ever made it?

2. Прочитайте только заголовок. Назовите 5 лексических единиц, которые могут быть упомянуты в тексте.

3. Бегло просмотрите текст и сформулируйте главную идею текста.

4. Прочитайте и переведите некоторые международные слова:

To demonstrate, energies, biorhythms, airplane, zones, identification, surprise, physical, performance, cycle, coordinated, human, individual.

5. Строение слов. Переведите на русский язык, обращая внимание на словообразовательные суффиксы:

To surprise – surprising – surprised; to identify – identifying – identified – identification; to please – pleasant – pleasing – pleased – unpleasant – pleasure – to displease – displeased – displeasure; ill – illness; energy – energetic – energetically; intellect – intellectual; to follow – following – followed – follower.

Прочитайте и переведите текст №5.

Текст №5

BIORHYTHMS

At the beginning of this century, medical scientists made a surprising discovery: that we are built not just of flesh and blood but also of time. They were able to demonstrate that we all have an internal "body clock" which regulates the rise and fall of our body energies, making us different from one day to the next. These forces became known as biorhythms.

The idea of an internal "body clock" should not be too surprising, since the lives of most living things are dominated by the 24-hour night-and-day cycle. The most obvious feature of this cycle is the way we feel tired and fall asleep at night and become awake and alert during the day. If the 24-hour rhythm is interrupted, most people experience unpleasant side effects. For example, international airplane travellers often experience "jet lag" when traveling across time zones. People who are not used to shift work can find that lack of sleep affects their work performance.

As well as the daily rhythm of sleeping and waking, we also have other rhythms which last longer than one day and which influence wide areas of our lives. Most of us would agree that we feel good on some days and not so good on others.

Scientists have identified the following three biorhythmic cycles: physical, emotional and intellectual. Each cycle lasts approximately 28 days and each is divided into a high energy period and a low energy period of equal length. During the high energy period of a physical biorhythm we are more resistant to illness, better coordinated and more energetic; during the low energy period we are less resistant to illness, less well coordinated and tire more easily.

The 'critical' or weakest time is the time of changeover from the high energy period to the low energy period, or vice versa. This "critical" time usually lasts a day. On the critical day of a physical biorhythm, there is a greater chance of accident and illness.

Human experience is always individual and we each have our own biorhythmic experiences. Some people experience such enormous physical turbulence on their 'physically critical' days that they have to go to bed. Accidents appear to happen so frequently during turbulent biorhythms that some car insurance companies in Japan have issued biorhythm forecasts to policyholders in order to cut down the number of costly incidents.

В процессе чтения

1. Как вы думаете, автор текста пытается убедить читателя в чем-то или проинформировать о чем-то?
2. Выделите новые для вас слова или фразы.
3. Озаглавьте каждый параграф текста.
4. Сформулируйте главную идею каждого абзаца.

После прочтения текста

1. **Запишите в одном предложении, что вы узнали из текста.**
2. **Ответьте на вопросы:**

1. What problems can people have if their 24-hour rhythm is interrupted?
2. What three biorhythmic cycles have scientists identified?
3. How long does each cycle last?
4. How many high energy days and how many low energy days are there in one cycle?
5. Which is the weakest part of a cycle?
6. How would you explain to someone who asked: "why do I feel clumsy on some days and not on the others?"
7. What do you think happens when an artist or a writer has a "dry spell" ?
8. What sort of things would be unwise or waste of time to do when you are having:
a) physically critical day? b) emotionally critical day? c) an intellectually critical day?
9. Can you think of any disadvantages of calculating your body clock and knowing your critical days?

3. **Критическая реакция.** Чьи интересы отражает данный текст ?
4. **Отметьте ваш интерес к данному тексту и прокомментируйте его:**
1) очень скучный, 2) скучный, 3) полезный, 4) интересный, 5) очень интересный.
5. **Какие фрагменты текста вызвали у вас трудности в понимании и почему?**

PART III

PERSONNEL MANAGEMENT

Активная лексика (текст №1)

activity – деятельность
applicant – претендент, который желает получить должность
to attract – привлекать
be accountable to – быть подотчётным
business – фирма
expenses – расходы, затраты
CEO (**Chief Executive Officer**) – главный исполнительный директор предприятия
creative – творческий
effective workforce – высокопроизводительные работники
employee – работник; работающий по найму
to hire – нанимать на работу, *n* наем на работу
human resource department – отдел кадров
human resource management – управление кадровыми ресурсами
immediate superior – непосредственный начальник
in terms of – с точки зрения
interview – собеседование
line managers – ответственный специалист, руководитель линейного подразделения, руководитель среднего звена, непосредственный начальник
layoff – увольнение из-за отсутствия работы
morale – моральное состояние, боевой дух
participation – участие
to pay attention to – обратить внимание на
to pay – *v* платить, *n* оплата
poor planning – несовершенное планирование
per – на
to perform – исполнять, выполнять
performance – исполнение, работа
personnel – персонал, кадры, штат
to recruit – *v* принимать на работу; *n* недавно принятый на работу
relation – отношения
responsibility – ответственность
to result in – приводить к, повлечь за собой
to share – поделиться, распределять
skills – практические навыки, профессиональные знания, умения
success – успех
supervision – контроль, наблюдение
team – бригада, рабочая группа

to train (*syn*. **to coach**) – готовить, обучать
unemployment compensation (American English) – пособие по безработице
to maintain – сохранять, удерживать
spurts – неожиданное повышение
haphazard – бессистемный
screening – отсев
to oversee – наблюдать
impact – влияние

Перед чтением текста №5.

1. Прочитайте только заголовок. Назовите 5 лексических единиц, которые могут быть упомянуты в тексте.

2. Бегло просмотрите текст и сформулируйте главную идею текста.

3. Прочитайте и переведите некоторые международные слова:

Organizational activities, vice president, to motivate, candidates, final selection, dramatically.

4. Строение слов. Изучите информацию о суффиксах и словообразовательные модели, переведите на русский язык данные примеры:

Суффиксы существительных:

1) деятель **(-er/-or; -ant/-ent)**
2) тот, кто подвергается действию **(-ee)**
3) процесс, состояние, общее понятие, результат
(-ness; -ty/ity; -ment; -ion/-tion/-ation/-sion; -ing; -ance/-ence)

Models:

to employ (нанимать) – employ**er** (наниматель) – employ**ee** (работник); employ**ment** – занятость, работа
to study (учиться) – stud**ent** (студент)
to build (строить) – build**ing** (строительство; здание)
happy (счастливый) – happi**ness** (счастье)
safe (безопасный) – safe**ty** (безопасность)
to act (действовать) – act**ion** (поступок, действие)
to form (формировать) – form**ation** (формирование)
to assist (помогать) – assist**ance** (помощь)

To manage – manag**er** - manage**ment**; to depend – depend**ent**; to pay – pay**er** – pay**ee** – pay**ment**; to hire – hir**ing**; to train – train**ing** – train**er** – train**ee**; to pick – pick**ing**; to learn – learn**ing**; to participate – participat**ion**; to tax – tax**ation;** organiz**ation**; discriminat**ion**; attent**ion;** to relate – relat**ion**; to apply – applic**ant**; to perform – perform**ance**; import**ance**; compensat**ion**; to develop – develop**ment**; recruit**ment**; responsibil**ity**; activ**ity**; to present – present**er** – present**ee**.

Прочитайте и переведите текст №1.

Текст №1

HUMAN RESOURCE MANAGEMENT

Human resource management (HRM) (or personnel management) is the set of organizational activities directed at attracting, developing, and maintaining an effective workforce for the organization. It had once a second-class status but now its importance has grown dramatically.

Indeed, managers today realize that the effectiveness of their human resource function has a substantial impact on the performance of the firm. Poor human resource planning can result in spurts of hiring followed by layoffs – costly in terms of unemployment compensation payments, training expenses, and morale. Haphazard compensation systems do not attract, keep, and motivate good employees.

The chief human resource executive of most large businesses is a vice president directly accountable to the CEO (Chief Executive Officer), and more and more firms are developing strategic human resource plans and are integrating those plans with other strategic planning activities.

Even organizations with as few as 200 employees usually have a human resource manager and a human resource department charged with overseeing these activities.

However, responsibility for human resource activities is shared between the human resource department and line managers. The human resource department may recruit and do the initial screening of candidates, but the final selection is usually made by managers in the department where the new employee will work. The actual evaluating and training of employees is done by their immediate superiors.

В процессе чтения

1. Как вы думаете, автор текста пытается убедить читателя в чем-то или проинформировать о чем-то?
2. Выделите новые для вас слова или фразы.
3. Озаглавьте каждый параграф текста.

4. Сформулируйте главную идею каждого абзаца.

После прочтения текста

1. **Запишите в одном предложении, что вы узнали из текста.**
2. **Ответьте на вопросы:**

1) What is another name for "human resource management" (HRM)?
2) What are the activities of HRM directed at?
3) What does poor human resource management result in?
4) Who is the chief human resource manager accountable to?
5) Do all organizations have human resource departments?
6) Who do HR managers share the work of recruiting and hiring with?

3. **Критическая реакция.** Чьи интересы отражает данный текст ?
4. **Отметьте ваш интерес к данному тексту и прокомментируйте его:**
1) очень скучный, 2) скучный, 3) полезный, 4) интересный, 5) очень интересный.
5. **Какие фрагменты текста вызвали у вас трудности в понимании и почему?**

Активная лексика (текст №2)

assembly – сборка
participation – причастность
to mimic – имитировать
to be subjected – подвергаться
assembly-line – конвейер

Перед чтением текста №2.

1. Прочитайте только заголовок. Назовите 5 лексических единиц, которые могут быть упомянуты в тексте.

2. Бегло просмотрите текст и сформулируйте главную идею текста.

3. Прочитайте и переведите некоторые международные слова:

Training, interpersonal, psychological tests, recruits, technical, creative.

4. Строение слов. Переведите на русский язык:

To hire – hiring; to stress – stresses – stressful; personal – interpersonal; to participate – participation; immediate – immediately; to supervise – supervision.
Прочитайте и переведите текст №2.

Текст №2

MAZDA (MANAGEMENT IN PRACTICE)

Mazda cares about the people it hires. Its managers believe that the company's future success is dependent upon its employees, and they also feel that picking the right employee is a difficult task. That's why Mazda spent $40 million ($13,000 per employee) in hiring and training workers for its assembly plant in Flat Rock, Michigan. And the company is just as particular about whom it hires today.

Mazda stresses interpersonal skills, motivation, an aptitude for learning, and an interest in teamwork and participation. Applicants perform tasks that mimic jobs in the plant. They are subjected to some personality and psychological tests and must go through some interviews with several other workers and managers.

Once hired, recruits aren't put to work immediately. First they go through three weeks of skill-building training programs with a group of other new hires. These programs help them develop their abilities to work as part of a team, better understand interpersonal relations, and be more creative. Assembly-line workers then go through five to seven weeks of technical training and then practice three to four more weeks under direct supervision. Then, and only then, are they a part of the Mazda team.

В процессе чтения

1. Как вы думаете, автор текста пытается убедить читателя в чем-то или проинформировать о чем-то?
2. Выделите новые для вас слова или фразы.
3. Озаглавьте каждый параграф текста.
4. Сформулируйте главную идею каждого абзаца.

После прочтения текста

1. **Запишите в одном предложении, что вы узнали из текста.**
2. **Ответьте на вопросы:**

1) How much money does Mazda spend on hiring and training employees? And why?
2) What stages of selection do applicants have to go through to be employed?
3)) What stages of training do employees have to go through to become "a part of Mazda team"?

3. **Критическая реакция.** Чьи интересы отражает данный текст ?
4. **Отметьте ваш интерес к данному тексту и прокомментируйте его:**
1) очень скучный, 2) скучный, 3) полезный, 4) интересный, 5) очень интересный.
5. **Какие фрагменты текста вызвали у вас трудности в понимании и почему?**

Активная лексика (текст №3)

access – доступ
to advance – продвигаться вперёд, повышаться
area – область, зона
benefit – поощрения, льготы, неденежные выплаты
career opportunity – возможность карьеры
compensation – заработная плата, вознаграждение
to demand – требовать, потребовать
discharge – увольнение
employment opportunity – предложение вакантных должностей
to encourage – поощрять, содействовать
to enjoy – пользоваться; наслаждаться
environment – правовая среда
equal – равный, одинаковый
female – женщина, лицо женского пола
to forbid – запрещать
health – здоровье
illegal – незаконный, противозаконный
to improve – улучшать, усовершенствовать
in excess – выше чего-либо, в избытке
in recent years – в последние годы, за последние годы
law – закон**,** право
level – уровень
to lose (lost, lost) – терять
male – мужчина, лицо мужского пола
maternity leave – отпуск по беременности и родам
national minorities – национальные меньшинства
occupational safety – техника безопасности
overtime pay – сверхурочная оплата

position – должность
to prefer – предпочитать
promotion – продвижение по службе
to provide – предоставлять, давать
to quit – бросить, оставить
to rank – занимать какое-либо место, причислять
relations – трудовые отношения
to require – требовать, нуждаться в чем-либо
responsibility – обязанность, ответственность
various – различный, разнообразный
wage – зарплата рабочих
working conditions – условия работы
to include – включать
job title – название профессии
to circumvent – обойти
carcinogenic –канцерогенный

Перед чтением текста №3.

1. Прочитайте только заголовок. Назовите 5 лексических единиц, которые могут быть упомянуты в тексте.

2. Бегло просмотрите текст и сформулируйте главную идею текста.

3. Прочитайте и переведите некоторые международные слова:

To regulate, compensation, discrimination, sex, race, color, religion, discipline, status, machinery, carcinogenic chemicals.

4. Строение слов. Изучите словообразовательные модели с суффиксами отрицательного значения (dis, in, im, il, ir, non, un, de). Переведите на русский язык данные примеры:

Model: **un**happy – несчастливый; **dis**qualification – дисквалификация; **de**mobilization – демобилизация; **non**-metal – неметалл; **in**accurate – неточный; **im**moral – аморальный; **il**liberal – непросвещённый, малообразованный; **ir**responsible – безответственный.

Unfortunate, uncountable, uncertain, unprofitable, inefficient, impossible, illegal, irregular, disagree, discount, dishonest, distance, decrease, decentralize, nonsense, non-payment, non-resident, non-manager, non-managerial, non-standard, non-profit-making, non-stop, illogical, imbalance, immaterial, immature, irrational, irreparable.

5. Переведите на русский язык словосочетания, представляющие собой сочетание имен существительных. Изучите модель:
Model: pocket money – карманные деньги

Recruitment process; human resource activity; employee-employer relations; labor relations; employment relationship; overtime pay; head-of-household status; office manager; chemistry teacher; unemployment compensation payment; training expenses (затраты).

Прочитайте и переведите текст №3.

Текст №3

THE LEGAL ENVIRONMENT OF HUMAN RESOURCE MANAGEMENT (HRM)

There must be a number of laws to regulate various aspects of employee-employer relations, especially in the areas of equal employment opportunity, compensation and benefits, labor relations, and occupational safety and health. They must forbid discrimination on the basis of sex, race, color, religion or national origin in all areas of the employment relationship, including hiring, layoff, discharge, discipline, compensation, training and promotion. They must set a minimum wage and require overtime pay for work in excess of forty hours per week.

The laws must require that men and women be paid the same amount for the same jobs if the jobs demand equal skill, effort, and responsibility and are performed under the same working conditions. For instance, it is illegal to pay male chemistry teachers more than female chemistry teachers merely because of sex or head-of- household status. Attempts to circumvent the law by having different job titles and pay rates for males and females who perform the same work (she is the "head secretary", he is the "office manager") are also illegal.

Employers must provide safe working conditions to prevent accidents (such as being injured by a moving piece of machinery); to prevent occupational disease (due to long-term exposure to hazards such as excessive noise, carcinogenic chemicals). For example, there are standards that limit the concentration of cotton dust in the air, because it has been associated with lung disease in textile workers.

В процессе чтения

1. Как вы думаете, автор текста пытается убедить читателя в чем-то или проинформировать о чем-то?
2. Выделите новые для вас слова или фразы.

3. Озаглавьте каждый параграф текста.
4. Сформулируйте главную идею каждого абзаца.

После прочтения текста

1. **Запишите в одном предложении, что вы узнали из текста.**
2. **Ответьте на вопросы:**

1) What must there be to regulate various aspects of employee-employer relations?
2) What must these laws require?
3) What must employers provide?

3. **Дайте английские эквиваленты следующим русским словосочетаниям:**

     Правовая среда; ряд законов; отношения между работником и работодателем; равные предложения вакантных должностей; зарплата и льготы; трудовые отношения; наём на работу; запретить расовую дискриминацию; дискриминация по национальной принадлежности; увольнение из-за приостановки производства; увольнение; обучение и продвижение по службе; минимальная зарплата; требовать оплаты за сверхурочную работу; 40 часов в неделю; одинаковая работа / сумма; при одинаковых условиях работы; безопасные условия работы; предупредить заболевание; из-за; шум; химические вещества.

4. **Критическая реакция.** Чьи интересы отражает данный текст ?
5. **Отметьте ваш интерес к данному тексту и прокомментируйте его:**
1) очень скучный, 2) скучный, 3) полезный, 4) интересный, 5) очень интересный.
6. **Какие фрагменты текста вызвали у вас трудности в понимании и почему?**

Активная лексика (текст №4)

abilities – способность, умение, талант
availability – наличие
to consist of – состоять из
demand – спрос
duty – служебные обязанности, долг
equipment – машины и оборудование
forecasting – прогноз
internal (external) supply of labor – внутренняя (внешняя) обеспеченность рабочей силой

job analysis – изучение особенностей работы; анализ должностных функций
job description – должностная инструкция; описание рабочего задания
job requirements – должностные требования
job specification – квалификационные требования к исполнителю
job title – название профессии
laying off – временное увольнение
to predict – предсказывать
to quit – увольняться с работы
rates – тариф, расценка
to record – записывать, регистрировать
recruiting – набор штата
to rely on – полагаться на, надеяться на
to retire – выходить на пенсию
shortfalls – нехватка, дефицит
short-range planning – краткосрочное планирование
skills –профессиональные знания, навыки
staff – служебный персонал**,** кадры
supply – предложение
temporary worker (temp) – временный рабочий
tool – инструмент, станок
working conditions – условия работы
manual dexterity – сноровка
equitable – справедливый, соразмерный
to tempt – привлекать

Перед чтением текста №4.

1. Прочитайте только заголовок. Назовите 5 лексических единиц, которые могут быть упомянуты в тексте.

2. Бегло просмотрите текст и сформулируйте главную идею текста.

3. Прочитайте и переведите некоторые международные слова:

Information, procedure, collect, collection, analysis, material, specification, condition, manual, college, chauffeur, license, method, form, computer, human, resource, compensation, plan, recruit, organization, activity, systematic, result, effectiveness, manager, management, process, option, extra, business, standard, system, specification.

4. Строение слов. Изучите суффиксы и префиксы. Изучите приведенные словообразовательные модели. Переведите на русский язык данные примеры:

Суффиксы глагола: действие **(-ize; -ate)**

Приставки:
1) недо- , недостаточное количество **(under-)**
2) сверх- , избыток чего-либо **(over-)**
3) повторение действия **(re-)**
4) взаимо- ; интер- **(inter-)**

Суффиксы прилагательных: имеющий признак, качество **(-ive; -al; -ic)**

Models:

staffing (укомплектование персоналом) – **under**staffing (недостаточное укомплектование персоналом); **over**staffing – (излишняя рабочая сила);
to read (читать) – to **re**read (перечитать; прочесть заново)
crystal (кристалл) – crystall**ize** (кристаллизировать)
coordin**ate** – (координировать)
to act (действовать) – act**ive** (активный, деятельный); **inter**active – интерактивный
hero (герой) – hero**ic** (героический)
nation (нация) – nation**al** (национальный)

To effect (выполнять) – effect**ive** – effective**ness**; to organ**ize** – organiz**ation** – organization**al**; to real**ize** – realiz**ation**; to recogn**ize** – recogni**tion**; strategy – strateg**ic**; execut**ive**; expens**ive**; person – person**al** – **inter**person**al** – personal**ity**; to motiv**ate** – motiva**tion**; to employ – **un**employ**ment**; to produce – produc**er** – produc**tion** – **re**produc**tion** – **over**produc**tion** – **under**produc**tion**; to create – creat**ive**; to place – to **re**place; to national**ize** – **de**nationaliz**ation**; to make – to **re**make; to calcul**ate** – calcula**tion** – calculat**or**.

Прочитайте и переведите текст №4.

Текст №4

JOB ANALYSIS AND HUMAN RESOURCE PLANNING

Job analysis is a systematized procedure for collecting and recording information about jobs, such as job title, department, job description (major duties and responsibilities) and job specification.

The job description lists the duties of a job, its working conditions (inside, outside, hot, cold, dry, wet, noisy, dirty, etc.), qualifications, and the

tools, materials, and equipment used to perform it. Job descriptions focus on the *what*, *why*, *where* and *how* of the job.

The best way to develop job descriptions is to ask employees themselves to describe their jobs. A good employee may know more about the job than anyone else.

The job specification details the knowledge, education (a college degree, a chauffeur's license, etc.), qualities skills (such as typing, etc.) and abilities, such as manual dexterity needed to perform the job. The job specification should be used as the basis for recruiting.

Job analysis information is used in many human resource activities. For instance, it is necessary to know about job content and job requirements to develop and to set equitable compensation rates across jobs. Job analysis information is used in the development of training programs and also in human resource planning.

Human resource planning consists of forecasting future needs for employees in different jobs, forecasting the availability of such employees, and then taking steps to match supply and demand. Short- range planning (one to two years) to guide immediate recruiting needs is most common, but mid- and long-range planning (up to ten years) can also be helpful. More and more organizations are increasing their human resource planning activities. Systematic planning of this type results in improved efficiency and effectiveness throughout the organization.

Forecasting Human Resource Demand and Supply. Managers need a great deal of information to accurately forecast the organization's demand for employees. The manager needs to know trends in past human resource usage, future organizational plans, and general economic trends.

Matching the supply and demand for labor is always a tricky process. If you hire too many people then costs are high; if you hire too few people then important work may not be done. After comparing future demand and future internal supply of labor, managers can make plans to deal with predicted shortfalls or overstaffing.

If a shortfall is predicted, new employees can be hired from outside, present employees can be retrained and transferred into the understaffed area, individuals approaching retirement can be tempted by additional benefits to stay on, or labor-saving systems can be installed. If hiring will be needed, the forecast of the external supply of labor helps managers plan how to recruit.

If overstaffing is expected, the main options are transferring the extra employees, not replacing individuals who quit, encouraging early retirement, and laying people off. Many businesses today are relying on temporary workers to help smooth fluctuations in the demand for and supply of human resources.

В процессе чтения

1. Как вы думаете, автор текста пытается убедить читателя в чем-то или проинформировать о чем-то?
2. Выделите новые для вас слова или фразы.
3. Озаглавьте каждый параграф текста.
4. Сформулируйте главную идею каждого абзаца.

После прочтения текста

1. **Запишите в одном предложении, что вы узнали из текста.**
2. **Ответьте на вопросы:**

1) What is job analysis and why is it central to so many human resource activities?
2) How is job analysis related to human resource planning?

3. **Дайте английские эквиваленты следующим русским словосочетаниям:**

Программы обучения; работа с кадрами; совместить спрос и предложение; нанять слишком много или слишком мало людей; прогнозировать наличие таких работников; избыток кадров; средне- и долгосрочное планирование; заменять людей, которые увольняются с работы; переводить лишних рабочих; поощрять ранний выход на пенсию; многие предприятия полагаются на.

4. **Критическая реакция.** Чьи интересы отражает данный текст ?
5. **Отметьте ваш интерес к данному тексту и прокомментируйте его:**
1) очень скучный, 2) скучный, 3) полезный, 4) интересный, 5) очень интересный.
6. **Какие фрагменты текста вызвали у вас трудности в понимании и почему?**
7. **Напишите должностную инструкцию и квалификационные требования к представителям следующих профессий:** office worker, salesperson, checkout clerk (кассир в магазине самообслуживания), lifeguard и т.д.

Активная лексика (текст №5)

continental – континентальный
flexibility – манёвренность, гибкость
to add – добавить
temps – временные работники
to handle – иметь дело
to cover – работать вместо
feasible – оправданный

Перед чтением текста №5.

1. Прочитайте только заголовок. Назовите 5 лексических единиц, которые могут быть упомянуты в тексте.

2. Бегло просмотрите текст и сформулируйте главную идею текста.

3. Прочитайте и переведите некоторые международные слова:

Continental, balance, special projects, contract, permanent, programs.

4. Строение слов. Переведите на русский язык:
Time – overtime; flexible – flexibility; current – currently; side – inside – outside; economic – economically.

Прочитайте и переведите текст №5.

Текст №5

CONTINENTAL CORPORATION (MANAGEMENT IN PRACTICE)

Continental Corporation uses part-time and temporary workers to keep things in balance. Ed Bonk is a project manager at Continental. His group consists largely of computer science students from Drexel University and the University of Pennsylvania. Bonk's group writes programs for various special projects undertaken by the company. By using students, Bonk has tremendous flexibility to add workers when demand is high and cut back when things are slow.

Temporary, part-time, and contract workers, better known as temps, currently make up approximately one-third of the U.S. work force and number in the tens of millions. Companies hire such "outside" workers to handle special projects, cover for workers on vacation or leave, and do jobs when it is not economically feasible to hire permanent employees.

В процессе чтения

1. Как вы думаете, автор текста пытается убедить читателя в чем-то или проинформировать о чем-то?
2. Выделите новые для вас слова или фразы.
3. Озаглавьте каждый параграф текста.
4. Сформулируйте главную идею каждого абзаца.

После прочтения текста

1. **Запишите в одном предложении, что вы узнали из текста.**
2. **Ответьте на вопросы:**

1) Who constitutes the main workforce in Ed Bonk's group and why?
2) What role do temps play in the U.S. workforce? What do they do?

3. **Дополните предложения нужным вариантом:**

1. A listing of job duties, working conditions, and tools and equipment used on a job constitutes (составлять) a …

a. job description.
b. job specification.
c. human resource plan.
d. job evaluation.

2. The process of attracting individuals from outside the organization to apply for positions within a firm is …

a. employee selection.
b. internal recruiting.
c. external recruiting.
d. matching supply and demand.

3. A list of skills, abilities, and other credentials needed to perform the duties of a job constitute …

a. a job description.
b. human resource plans.
c. a job evaluation.
d. job specifications

4. Internal recruiting involves …

a. considering present employees as candidates for job openings.
b. hiring former employees for job openings.
c. hiring employees through employment agencies referrals.
d. considering applicants from employment agencies for job
openings.

4. **Критическая реакция.** Чьи интересы отражает данный текст ?
5. **Отметьте ваш интерес к данному тексту и прокомментируйте его:**

1) очень скучный, 2) скучный, 3) полезный, 4) интересный, 5) очень интересный.

6. **Какие фрагменты текста вызвали у вас трудности в понимании и почему?**

Активная лексика (текст №6)

job applicant – претендент на рабочее место
overqualified person – сверхквалифицированный человек
application form – анкета поступающего на работу
background – биографические данные
to meet the requirements – удовлетворять требованиям
the personal interview – личная встреча, беседа
physical examinations – врачебный/медицинский осмотр
reference – рекомендация, поручитель
aptitude – способности
achievements – достижения
intelligence – интеллект

Перед чтением текста №6.

1. Прочитайте только заголовок. Назовите 5 лексических единиц, которые могут быть упомянуты в тексте.

2. Бегло просмотрите текст и сформулируйте главную идею текста.

3. Прочитайте и переведите некоторые международные слова:

Information, individual, position, minimum, be dominated, selection process, personal, techniques, tests, physical examinations.

4. Строение слов. Переведите на русский язык:

To screen – screening; to enable – enabling; to qualify – qualified; to compare – comparing – compared – comparable – comparison; to describe – describing – described – description; to require – requiring – required – requirement; to assess – assessing – assessed – assessor – assessment.

Прочитайте и переведите текст №6.

Текст №6

SCREENING OF JOB APPLICANTS

The screening process provides information about an individual skills and knowledge enabling a potential employer to determine whether that person is suited to, and qualified for, the position. Experience has shown that hiring an overqualified person can be as harmful as an under qualified person.

The application form can be used to begin screening candidates for a job. It provides information on the person's background and training and is the first means of comparing the applicant with the job description. This will ensure that you don't waste time on applicants who clearly do not meet the minimum requirements for the job.

Generally, the following information is asked on an employment application form: name, address, telephone number, kind of work desired, work experience, education and references.

The personal interview is the second step in the screening process. During the interview, the manager learns more about the applicant. The interview should be guided, but not dominated, by the manager, as it is important to let the candidates speak freely. Whenever possible, the interviewer should ask questions that are directly related to the job. A list of questions helps to assess the applicant's qualifications that meet the specifications for the job.

Interviewing makes the selection process more personal and gives the interviewer an overall idea whether the applicant is appropriate for the job.

Besides interviewing screening techniques also include tests and physical examinations. Some employment tests measure aptitude, achievements, intelligence, personality and honesty.

If the screening process is thorough, selecting the best applicant for the job is easy. However, before making the final selection, one last step should be taken: the top candidate's references should be checked for accuracy. Checking can determine whether or not the applicant was truthful about his or her employment history.

В процессе чтения

1. Как вы думаете, автор текста пытается убедить читателя в чем-то или проинформировать о чем-то?
2. Выделите новые для вас слова или фразы.
3. Озаглавьте каждый параграф текста.
4. Сформулируйте главную идею каждого абзаца.

После прочтения текста

1. **Запишите в одном предложении, что вы узнали из текста.**
2. **Ответьте на вопросы:**

1) What does the screening process provide?
2) What is the first step in the screening process?
3) What is the second step in the screening process?
4) What other screening techniques are also possible besides interviewing?

3. **Критическая реакция.** Чьи интересы отражает данный текст ?
4. **Отметьте ваш интерес к данному тексту и прокомментируйте его:**
1) очень скучный, 2) скучный, 3) полезный, 4) интересный, 5) очень интересный.
5. **Какие фрагменты текста вызвали у вас трудности в понимании и почему?**

Активная лексика (текст №7)

to utilize – использовать
criterion (criteria) – критерий (критерии)
comparable – сравнимый

Перед чтением текста №7.

1. Прочитайте только заголовок. Назовите 5 лексических единиц, которые могут быть упомянуты в тексте.

2. Бегло просмотрите текст и сформулируйте главную идею текста.

3. Прочитайте и переведите некоторые международные слова:

Interview process, effectively, determining, talents, functions, criteria, proportional, analysis, collecting, based.

4. Строение слов. Переведите на русский язык:

To select – selecting – selected – selector – selection; effective – effectively; to base – basing – based; to grow – growing – grown – growth; to conduct – conducting – conducted – conductor; to consider – considering – considered – consideration; to specify – specifying – specified – specification.

Прочитайте и переведите текст №7.

Текст №7

HOW TO SELECT THE "RIGHT" PERSON

How to select the right person for the job? There is no perfect answer, but the interview process can be of great help if it is used effectively.

The key steps to finding the right person to fill a position include:

1) **Determining the need to hire a new employee**. Are the skills and talents of current employees properly utilized? Can your business growth support a new employee?
2) **Conducting a thorough analysis**. What are the job's essential functions and key performance criteria?
3) **Writing a job description and job specification for the position based on the job analysis**.
4) **Determining the salary for the position**. Is the salary comparable and proportional with the salaries and responsibilities of other positions inside your company as well as similar positions out in the marketplace?
5) **Deciding where and how to find qualified applicants**. What are the recruitment techniques to be used? What is the time frame for conducting your search? Remember, advertising is not the only, or necessarily the best , way to recruit.
6) **Collecting and reviewing a fair amount of applications and resumes** and then selecting the most qualified candidates for further consideration.
7) **Interviewing the most qualified candidates for the position, based on the job's description and specification.**
8) **Checking references.**
9) **Hiring the best person for the job.**

В процессе чтения

1. Как вы думаете, автор текста пытается убедить читателя в чем-то или проинформировать о чем-то?
2. Выделите новые для вас слова или фразы.
3. Озаглавьте каждый параграф текста.
4. Сформулируйте главную идею каждого абзаца.

После прочтения текста

1. **Запишите в одном предложении, что вы узнали из текста.**
2. **Ответьте на вопросы:**

   1) What are the steps in finding the right person to fill a position?
   2) What are the techniques of interviewing the applicant?

3. **Критическая реакция.** Чьи интересы отражает данный текст ?
4. **Отметьте ваш интерес к данному тексту и прокомментируйте его:**

1) очень скучный, 2) скучный, 3) полезный, 4) интересный, 5) очень интересный.

5. Какие фрагменты текста вызвали у вас трудности в понимании и почему?

Активная лексика (текст №8)

ad (advertisement) – реклама
to advertise – рекламировать
application blanks – анкета поступающего на работу, бланк заявления
approximately – приблизительно, примерно
to attract – привлекать
blue-collar workers – рабочий (голубые воротнички)
check – проверка
executive – управленец, ответственный сотрудник
executive search firms – фирма по подбору кандидатур на руководящие должности
external – внешний
to fire – увольнять с работы
goal - цель
to increase – увеличивать
internal – внутренний
opening – вакансия
selective – разборчивый
"ripple effect" – волновой эффект
incumbent – лицо, занимающее должность
"walk-ins" – случайные люди
teller – кассир
referral – направление

Перед чтением текста №8.

1. Прочитайте только заголовок. Назовите 5 лексических единиц, которые могут быть упомянуты в тексте.

2. Бегло просмотрите текст и сформулируйте главную идею текста.

3. Прочитайте и переведите некоторые международные слова:
Recruiting, process, individuals, selective, candidates, policy, system, to recommend, organization, public, private, agencies, specialize, talent, methods, analyses, bank, effective.

4. Изучите фразы, которые обычно вызывают трудности в переводе. Изучите примеры. Обратите внимание на пунктуацию.

although – хотя
for example/ for instance – например
however – однако; тем не менее
too – слишком; тоже
on the one hand – с одной стороны;
on the other hand – с другой стороны

1**) Too** many candidates; **too** few candidates; **too** little work; **too** much work; 2) These recruits are evaluated by line managers **too**. 3) Менеджер по работе с кадрами, **например**, считает, что квалификационные требования к рабочему заданию являются основой при наборе штата. 4) Анализ должностных функций, **например**, используется для того, чтобы установить зарплату. 5) Анализ должностных функций, **например**, используется при

разработке обучающих программ. 6) **Тем не менее**, ответственность делится между менеджерами-кадровиками и руководителями линейного подразделения. 7) **Хотя** существует несколько методов набора кадров … . 8) **С одной стороны**, существует несколько методов набора кадров, но **с другой стороны**, самыми популярными являются … .

5. Найдите антонимы и переведите их на русский язык:
(A) advantage, internal, outside, too many, expensive, permanent, hire, inexperienced
(B) experienced, external, experienced, inexpensive, inside, too few, temporary, disadvantage, fire / discharge

Прочитайте и переведите текст №8.

Текст №8

RECRUITING

Recruiting is the process of attracting individuals to apply for the jobs that are open. The goal is to attract qualified candidates. Attracting too few candidates is a problem, because those who are hiring either will not be very selective or will have to leave openings unfilled. On the other hand, attracting far too many candidates is also undesirable, because evaluating candidates is a costly and time consuming procedure, particularly when interviews or individual testing are used.
Sources for Recruiting. Where do recruits come from? Some recruits are found internally; others come from the outside.

Internal Recruiting. Internal recruiting means considering present employees as candidates for openings. Such a policy of promotion from within can help to build morale and keep high-quality employees from leaving the firm. For higher-level positions, a skills inventory system may be used to identify internal candidates, or superiors may be asked to recommend individuals who should be considered. One disadvantage of internal recruiting is its "ripple effect". When a current employee moves to a different post, someone else must be found to take her or his old job. In one organization, 454 job movements were necessary as a result of filling 195 initial openings! Although internal recruiting gives many employees a chance to move up, it also increases training costs and other problems associated with inexperienced incumbents.

External Recruiting. External recruiting involves attracting individuals outside the organization to apply for jobs. A number of methods and sources are available, including advertising, public or private employment agencies or executive search firms, referrals by present employees, and hiring "walk-ins". It is important to select the most appropriate methods. For instance, one would probably not go to the local state employment service office to find a nuclear physicist, but the state office could be used to find blue-collar workers. Private employment agencies can be a good source of clerical and technical employees, and executive search firms specialize in locating top-management talent. Newspaper ads are often used because they reach a wide audience. In selecting a recruiting method, both costs and results must be considered. Newspaper ads are quite inexpensive compared with executive search firms. Different methods also differ in terms of the quality or quantity of applicants generated.

A bank in New York City, for example, studied the quality of tellers hired through each of seven recruiting methods. Managers found that three of the methods (newspaper advertising, major private employment agency, and other agencies) produced tellers who were more likely to quit than those hired by the other recruiting methods (rehiring former employees, acting on referrals from high schools or present employees, and hiring walk-ins). Analyses showed that the bank could save over $ 50,000 per year in hiring and training costs by using only the four most effective recruiting methods. Recent estimates suggest that hiring the "wrong" operating employee – one who either quits or must be fired – generally costs the organization $ 5,000 in lost productivity and training. For a manager, the costs skyrocket to as much as $ 75,000.

Once the recruiting process has attracted applicants, the next step is to select whom to hire. The aim of the selection process is to gather from applicants information that will predict their job success and then to hire the candidates predicted to be most successful. Information about candidates can be collected in many ways, including application blanks, tests, interviews, and reference checks.

В процессе чтения

1. Как вы думаете, автор текста пытается убедить читателя в чем-то или проинформировать о чем-то?

2. Выделите новые для вас слова или фразы.

3. Озаглавьте каждый параграф текста.

4. Сформулируйте главную идею каждого абзаца.

После прочтения текста

1. **Запишите в одном предложении, что вы узнали из текста.**

2. **Ответьте на вопросы:**

1) What is recruiting? What is the goal of recruiting?

2) What are the sources for recruiting?

3) Characterize internal recruiting and external recruiting.

3. **Критическая реакция.** Чьи интересы отражает данный текст ?

4. **Отметьте ваш интерес к данному тексту и прокомментируйте его:**
1) очень скучный, 2) скучный, 3) полезный, 4) интересный, 5) очень интересный.

5. **Какие фрагменты текста вызвали у вас трудности в понимании и почему?**

Активная лексика (текст №9)

Human Resource department – отдел по работе с кадрами
position – работа, должность
to apply for – подавать заявление на…
letter of application=covering letter – заявление о приеме
curriculum vitae (CV) – автобиография
resume – краткие биографические данные
experience – опыт
application form – заявление о приеме на работу
motivation – побуждение, движущая сила, мотивация
recruitment agency (*амер.search firm)* – агентство по трудоустройству

Перед чтением текста №9.

1. Прочитайте только заголовок. Назовите 5 лексических единиц, которые могут быть упомянуты в тексте.

2. Бегло просмотрите текст и сформулируйте главную идею текста.

3. Прочитайте и переведите некоторые международные слова:

Company, section, details, services, recruitment agency, demonstrates, interesting, presentable, initiative, statistics, graphs.

4. Строение слов. Переведите на русский язык:

To advertise – advertising – advertised – advertiser – advertisement; to interest – interesting – interested; to invite – inviting – invited – invitation; to present – presenting – presented – presentation – presentable – presenter; to demonstrate – demonstrated – demonstration – demonstrative – demonstrator; to object – objecting – objected – objection – objective – objectivity – objector; to establish – establishing – established – establishment.

Прочитайте и переведите текст №9.

Текст №9

LOOKING FOR A JOB

When a company company needs to recruit or employ new people, it may decide to advertise the job or position in the "NEED HELP" section of a newspaper. People who are interested can then apply for the job by sending in a letter of application or covering letter (US cover letter) and a curriculum vitae or CV (in US – resume) containing details of their education and experience.

A company may also ask candidates to complete a standard application form. The company's Human Resources department will then select the most suitable applications and prepare a shortlist of candidates or applicants, who are invited to attend an interview. Another way for a company to hire is by using the services of a recruitment agency (in US – search firm), which provides a list of suitable candidates.

What should a CV be?

The CV (Curriculum Vitae – *lit*. record of life) is presenting your qualifications, skills and attributes to the employer. CV demonstrates the suitability of an applicant for the job. As well as providing an insight into the previous qualification and experience, it should show the employer the skills and qualities the applicant has, that will match the position being applied for. In compiling CV the applicant has one objective only – to get an interview in order to get the job.

A CV must be accurate, interesting and up-to-date. It must be presentable so that it makes the best impression possible and gets noticed. It should be relevant – targeted to the needs of each particular position.

How to compile a CV?

You need to bring together :

- Details of your qualification – education;
- Details of the job itself – job description;
- Details of the qualifications and skills required – person specification;
- Evidence from your personal profile that matches the employer's criteria. This information will help you to prioritize (уделять первостепенное внимание) the detail that should be included in your CV.

Style and layout

The CV must be accurate, brief and clear. Describe your skills and achievements as positively as possible. Applicants' skills and qualities that are most often sought by employers are listed below:

- **Communication.** Ability to communicate orally, in writing or via computer/electronic means.
- **Team work.** Working well with others in order to achieve a common objective.
- **Leadership.** Being able to motivate and encourage others, whilst taking the lead.
- **Initiative.** Ability to see opportunities and to set and achieve goals.
- **Problem solving.** Thinking things through in a logical way in order to determine key issues. Creative thinking is useful.
- **Flexibility/adaptability.** Ability to handle change and adapt to new situations.
- **Self-awareness.** Knowing your strengths and skills and having the confidence to put these across.
- **Commitment/motivation.** Having energy and enthusiasm in pursuing projects.
- **Interpersonal skills.** Ability to relate well to the others and to establish good working relationships.
- **Numeracy.** Competence and understanding of numerical data, statistics and graphs.

В процессе чтения

1. Как вы думаете, автор текста пытается убедить читателя в чем-то или проинформировать о чем-то?
2. Выделите новые для вас слова или фразы.
3. Озаглавьте каждый параграф текста.
4. Сформулируйте главную идею каждого абзаца.

После прочтения текста

1. **Запишите в одном предложении, что вы узнали из текста.**
2. **Ответьте на вопросы:**

   1) What is a CV (resume)?
   2) What should be mentioned in a good resume?
   3) What are the applicants' skills and qualities that are most often sought by employers?

3. **Критическая реакция.** Чьи интересы отражает данный текст ?
4. **Отметьте ваш интерес к данному тексту и прокомментируйте его:**
1) очень скучный, 2) скучный, 3) полезный, 4) интересный, 5) очень интересный.
5. **Какие фрагменты текста вызвали у вас трудности в понимании и почему?**
6. **Напишите резюме для получения должности:**

   1) Salesperson in a big department store
   2) Sales manager in a firm selling personal computers
   3) Accountant in a big production plant

Активная лексика (текст №10)

sequential – последовательный
panel – комиссия
overseas – за границей
hypothetical – предположительный, гипотетический

Перед чтением текста №10.

1. Прочитайте только заголовок. Назовите 5 лексических единиц, которые могут быть упомянуты в тексте.

2. Бегло просмотрите текст и сформулируйте главную идею текста.
3. Прочитайте и переведите некоторые международные слова:

To co-ordinate, method, integral, traditional interviews, specific, technical, initial.

4. Строение слов. Переведите на русский язык:

To coordinate – coordinating – coordinated – coordination; to increase – increasing – increasingly; to treat – treating – treated – treatment; to inform – informed – informer – informative – information.

Прочитайте и переведите текст №10.

Текст №10

TYPES OF INTERVIEWS: FACE-TO-FACE INTERVIEWS

One-to-one interviews. This is a meeting between the candidate and one interviewer. Try to develop understanding between yourself and the interviewer.

Sequential interviews. In this case you have several interviews in turn with different interviewers. Usually each interviewer asks questions to test different sets of competencies. However, this is not always the case. You may find yourself answering the same questions over and over. If this does happen make sure you answer each one as fully as the time before.

Panel interviews. In this type of interview several people sitting on a panel question you. The actual number of interviewers can vary, but there is usually a chairperson to co-ordinate the questions, a specialist who knows about the job in detail and a personnel manager.

Telephone interviews. Companies increasingly use telephone interviews as an integral part of the recruitment process. Most commonly they are used as a method of initial screening. The majority of companies inform in advance and usually pre-arrange the time of interview.

Video interviews. Video interviews are rare and are used particularly if a person has applied for a position overseas. As far as possible, you should treat them as traditional interviews; dress as you would for a conventional interview, address your answers to the interviewer (i.e. to the camera rather than the display screen) and listen carefully to the questions and instructions, asking the interviewer to repeat anything that you don't understand.

Chronological interviews. As the name suggests, these interviews take you chronologically through your life to date, and are likely to be based on CV or completed application form.

Competency-based interviews. The question asked at these interviews are structured to reflect the competencies sought by an employer for a particular job, often detailed in the recruitment information.

Technical interviews. If you have applied for a job, which requires specific technical knowledge (e.g. engineering or IT), it is likely that at some stage in the selection process you will be asked technical questions or have a separate technical interview to test what you know. Questions may focus on real or hypothetical technical problems.

В процессе чтения

1. Как вы думаете, автор текста пытается убедить читателя в чем-то или проинформировать о чем-то?
2. Выделите новые для вас слова или фразы.
3. Озаглавьте каждый параграф текста.
4. Сформулируйте главную идею каждого абзаца.

После прочтения текста

1. **Запишите в одном предложении, что вы узнали из текста.**
2. **Ответьте на вопросы:**

   1) What are the types of interviews? Describe them in brief.
   2) What are competency-based interviews?
   3) What are technical interviews?

3. **Критическая реакция.** Чьи интересы отражает данный текст ?
4. **Отметьте ваш интерес к данному тексту и прокомментируйте его:**
1) очень скучный, 2) скучный, 3) полезный, 4) интересный, 5) очень интересный.
5. **Какие фрагменты текста вызвали у вас трудности в понимании и почему?**

Активная лексика (текст №11)

annually – ежегодно
to be in charge of – быть ответственным за
to set the objective – ставить задачу, выполнять требование
to rely on – полагаться на
training and development – подготовка и усовершенствование
aging – стареющее
to remedy – исправлять, возмещать
prior to – до

Перед чтением текста №11.

1. Прочитайте только заголовок. Назовите 5 лексических единиц, которые могут быть упомянуты в тексте.

2. Бегло просмотрите текст и сформулируйте главную идею текста.

3. Прочитайте и переведите некоторые международные слова:

Individual, form of training, operational, technical, million, vice president, training plan, modified, effective.

4. Строение слов. Переведите на русский язык:

To refer – reference – referred; to participate – participating – participated – participation – participator; to define – defining – defined – definition; to include – including – inclusive – inclusion; to remedy – remedied; to evaluate – evaluated – evaluating – evaluation.

Прочитайте и переведите текст №11.

Текст №11

TRAINING AND DEVELOPMENT

After an individual is chosen for hiring or promotion, the next step is often some form of training. In human resource management, training usually refers to teaching operational or technical employees how to do the job for which they were hired. As we noted previously, Mazda relies heavily on training, especially for its new employees.

Development refers to teaching managers and professionals the skills needed for both present and future jobs. Most organizations provide regular training and development programs for managers and employees. For example, IBM spends $ 750 million annually on programs and has a vice president in charge of employee education. American business spends $ 30 billion each year on formal training and development programs. This figure doesn't include wages and benefits paid to employees while they are participating in such programs.

Assessing Training Needs. The first step in developing a training plan is to determine what needs exist. For instance, if employees do not know how to operate machinery required to do their jobs, a training program on how to operate the machinery is clearly needed. On the other hand, when a group of office workers is performing poorly, training may or may not be the answer. The problem could be motivation, aging equipment, poor supervision, or a deficiency of skills and knowledge. Only the last could be remedied by training.

The manager should assess the present level of skill and knowledge and then define the desired level of skill and knowledge in concrete form. For example, a manager might set the following objective for a training program in word processing: "Trainees will be able to type from handwritten copy at 60 words per minute with no more than one error per page." After the training is completed, trainee performance can be assessed against the objectives that were set prior to training. Training

programs should always be evaluated; they are costly and should be modified or discontinued if they are not effective.

В процессе чтения

1. Как вы думаете, автор текста пытается убедить читателя в чем-то или проинформировать о чем-то?
2. Выделите новые для вас слова или фразы.
3. Озаглавьте каждый параграф текста.
4. Сформулируйте главную идею каждого абзаца.

После прочтения текста

1. **Запишите в одном предложении, что вы узнали из текста.**
2. **Ответьте на вопросы:**

   1) What does the training in human resource management usually refer to?
   2) How much money does IBM annually spend on programs?
   3) What is the first step in developing a training plan?
   4) What should the manager assess?

3. **Дополните предложения нужной лексикой. Выберите верный вариант:**

1. The process of teaching operational or technical employees how to do their present jobs is …

a. training.
b. performance appraisal.
c. job analysis.
d. development.

2. The process of training managers and professionals how to do their present and future jobs is …

a. training.
b. performance appraisal.
c. job analysis.
d. development.

4. **Критическая реакция.** Чьи интересы отражает данный текст ?
5. **Отметьте ваш интерес к данному тексту и прокомментируйте его:**

1) очень скучный, 2) скучный, 3) полезный, 4) интересный, 5) очень интересный.

6. **Какие фрагменты текста вызвали у вас трудности в понимании и почему?**

Активная лексика (текст №12)

amount – сумма
average – средняя величина
point method – точечный метод
raises – прибавка
benefits – выплаты, пособия
cash – наличные деньги
compensation – заработная плата, вознаграждение
dependent – иждивенец
differential – разница в оплате труда
disability – нетрудоспособность
to earn – зарабатывать
employee services – услуги работающему персоналу
experienced – опытный
income - доход
insurance benefit – пособие по социальному страхованию
measure – мера
medical care – лечение
mental demands – психические требования
payroll – фонд заработной платы
physical demands – физические требования
to retain – удерживать
retirement benefits – пособие по выходу на пенсию
salary – зарплата служащих, оклад
seniority – трудовой стаж
sick leave benefits – денежное пособие по болезни
standard of living – уровень жизни
survey data – материалы обследования

the former … the latter – первый … последний из названных

vacation – отпуск
value – цена, оценка
wage grade / rate – тарифный разряд
wage structure – структура заработной платы
working conditions – условия работы
remuneration – вознаграждение

reasonable – обоснованный
commitment – обязательство
to seek – искать
plentiful – с избытком
to rank jobs – располагать в определенном порядке
janitor – уборщик, дворник, вахтёр
"compensable factors" – компенсируемый фактор
hazards – риски
scarce – недостаточный
sophisticated – сложный

Перед чтением текста №12.

1. Прочитайте только заголовок. Назовите 5 лексических единиц, которые могут быть упомянуты в тексте.

2. Бегло просмотрите текст и сформулируйте главную идею текста.

3. Прочитайте и переведите некоторые международные слова:

Critical, financial, compensation, to design, standard, geographic, industry, maximum, minimum, administrators, the president, "compensable factors", practical.

4. Строение слов. Переведите на русский язык:

To compensate – compensated – compensating – compensation; to relate – relating – related – relational – relation – relationship; to seek – seeking – sought; to attract – attracting – attracted – attractive – attraction; to determine – determined – determiner; to affect – affecting – affected – affection – affective; to assign – assigned – assignation – assignee – assignment.

Прочитайте и переведите текст №12.

Текст №12

COMPENSATION AND BENEFITS

(1) Another critical part of human resource management is compensation and benefits. **Compensation** is the financial remuneration given by the organization to its employees in exchange for their work. **Benefits** are other things of value provided by the organization to its workers.

(2) The Role of Compensation. Compensation is an important and complex part of the organization-employee relationship. Basic levels of compensation are necessary to provide employees with the means to maintain a reasonable standard of living. Beyond this, however, compensation is a measure of the value of the individual to the organization. If employees do not earn enough to meet their basic economic goals, they will seek employment elsewhere. Likewise, if they feel their contributions are undervalued by morale, and little commitment to the organization. Thus, it is clearly in the organization's best interests to design an effective compensation system.

A good compensation system can help to attract qualified applicants, retain present employees, and stimulate high performance at a cost that is reasonable for one's industry and geographic area. To set up a successful system, decisions must be made about wage levels, the wage structure, and the individual wage determination system.

(3) Wage-Level Decision. The wage-level decision is a management policy decision about whether the firm wants to pay above, at, or below the going rate for labor in the industry or the geographic area. Most firms choose to pay near the average. Large, successful firms may like to cultivate the image of being "wage leaders" by paying more than average and thus attracting and keeping high-quality employees. IBM, for example, pays top dollar to get the new employees it wants. The level of unemployment in the labor force also affects wage levels. Pay declines when labor is plentiful (high unemployment) and increases when labor is scarce (low unemployment).

Once the wage-level decision is made, outside information is needed to help to set actual wage rates. Administrators need to know what the maximum, minimum, and average wages are for particular jobs in the appropriate labor market. This information is collected by means of a wage survey. Survey data, however, do not provide enough information for making all wage decisions.

A common situation creating internal inequity arises when production workers earn as much as or more than their supervisors. This can happen when the former do a lot of overtime and the latter are on fixed salaries. The setting of pay differentials among different jobs within an organization is called the **wage structure**.

(4) Wage-Structure Decision. Wage structures are usually set up through job evaluation to assess the worth of each job relative to other jobs. Job evaluation is usually done by a committee made up of several managers and a few non-managerial employees. The simplest method is to rank jobs from those that should be paid the most (for example, the president) to those that should be paid the least (for example, a mail clerk or a janitor). In a small firm with few jobs, this method is quick and practical, but medium-size and large firms with many job titles require a more sophisticated approach. The most popular is known as the point method. To use this method, the committee first selects "compensable factors".

Examples of compensable factors might include the amount of formal education required, physical demands, working conditions and hazards,

responsibility, and skill. Jobs requiring more education would be assigned more points on the education factor than jobs requiring less education. Jobs performed under unpleasant or dangerous working conditions would be assigned more points on this factor than safe, comfortable jobs. Each job is carefully studied and evaluated on each factor, and then all the points are added up.

В процессе чтения

1. Как вы думаете, автор текста пытается убедить читателя в чем-то или проинформировать о чем-то?
2. Выделите новые для вас слова или фразы.
3. Озаглавьте каждый параграф текста.
4. Сформулируйте главную идею каждого абзаца.

После прочтения текста

1. **Запишите в одном предложении, что вы узнали из текста.**
2. **Ответьте на вопросы:**

   1) What is the compensation? What is its role?
   2) What is the help of a good compensation system?
   3) Characterize the wage-level decision.
   4) How are wage structures usually set up? What is the simplest way of job evaluation?
   5) What are "compensable factors"?

3. **Критическая реакция.** Чьи интересы отражает данный текст ?
4. **Отметьте ваш интерес к данному тексту и прокомментируйте его:**
1) очень скучный, 2) скучный, 3) полезный, 4) интересный, 5) очень интересный.
5. **Какие фрагменты текста вызвали у вас трудности в понимании и почему?**

Активная лексика (текст №13)

financial planning – управление финансами
to assign – назначать, приписывать, определять
sufficient – достаточный
to estimate – оценивать
to incur – подвергать
cash budget – бюджет в виде наличных денег
zero-base budgetting – система бюджетирования на нулевой основе
sales revenue – доход от продаж
equity capital – собственный (акционерный, уставный) капитал

debt capital – привлеченный капитал (заемный)
sale of assets – продажа активов

Перед чтением текста №13.

1. Прочитайте только заголовок. Назовите 5 лексических единиц, которые могут быть упомянуты в тексте.

2. Бегло просмотрите текст и сформулируйте главную идею текста.

3. Прочитайте и переведите некоторые международные слова:

Financial, determine, finally, process, realistic, budget, construction, individual, production, human resources, administration, departmental budgets, managers, monitor, firms, traditional, manipulation, dramatically, business operations.

4. Строение слов. Переведите на русский язык:

To identify – identifying – identified – identification; to translate – translating – translated – translator – translation; to proceed – proceeding – proceeded; to estimate – estimating – estimated – estimator – estimation – overestimated – overestimation – underestimated – underestimation; to construct – constructing – constructed – constructor – constructive – construction; to combine – combining – combined – combination; to reflect – reflecting – reflected – reflection – reflective – reflector; to reduce – reducing – reduced – reduction.

Прочитайте и переведите текст №13.

Текст №13

FINANCIAL PLANNING

Financial planning (like all planning) begins with the establishment of goals and objectives. Next, planners must assign costs to these goals and objectives. That is, they must determine how much money is needed to accomplish each one. Finally, financial planners must identify available sources of financing and decide which to use. In the process, they must make sure that financing needs are realistic and that sufficient funding is available to meet those needs.

THREE STEPS OF FINANCIAL PLANNING

1. Establishing Organizational Goals and Objectives. Establishing goals and objectives is an important management task. A goal is an end state that the organization wants to achieve. Objectives are *specific* statements detailing what the organization intends to accomplish within a certain period of time. If goals and objectives are not specific and measurable, they cannot be translated into costs, and financial planning cannot proceed. They must also be realistic. Otherwise, it may be impossible to finance or achieve them.

2. Budgeting for Financial Needs. A *budget* is a financial statement that projects income and/or expenditures over a specified future period of time. Once planners know what the firm's goals and objectives are for a specific period of time - say, the next calendar year- they can estimate the various costs the firm will incur and the revenues it will receive. By combining these items into a companywide budget, financial planners can determine whether they must seek additional funding from sources outside the firm.

Usually the budgeting process begins with the construction of individual budgets for sales and for each of the various types of expenses: production, human resources, promotion, administration, and so on. Budgeting accuracy is improved when budgets are first constructed for individual departments and for shorter periods of time. These budgets can easily be combined into a companywide *cash budget.* In addition, departmental budgets can help managers to monitor and evaluate financial performance throughout the period covered by the overall cash budget.

Most firms today use one of two approaches to budgeting. In the traditional approach, each new budget is based on the dollar amounts contained in the budget for the preceding year. These amounts are modified to reflect any revised goals, and managers must justify only new expenditures. The problem with this approach is that it leaves room for the manipulation of budget items to protect the (sometimes selfish) interests of the budgeter or his or her department.

This problem is essentially eliminated through *zero-base budgeting.*

Zero-base budgeting is a budgeting approach in which every expense must be justified in every budget. It can dramatically reduce unnecessary spending. However, some managers feel that zero-base budgeting requires too much time-consuming paperwork.

3. Identifying Sources of Funds. The four primary sources of funds are *sales revenue, equity capital, debt capital,* and *the sale of assets.* Future sales generally provide the greatest part of a firm's financing.

Sales revenue is the first type of funding.

The second type of funding is equity capital, which is money received from the sale of shares of ownership in the business. Equity capital is used almost exclusively for long-term financing. Thus it might be used to start a business and to fund expansions or mergers. It would not be considered for short-term financing needs.

The third type of funding is debt capital, which is money obtained through loans. Debt capital may be borrowed for either short- or long-term use.

The fourth type of funding is *the sale of assets*. A firm generally acquires assets because it needs them for its business operations. Therefore, selling assets is a drastic step. However, it may be a reasonable last resort when neither equity capital nor debt capital can be found. Assets may also be sold when they are no longer needed.

MONITORING AND EVALUATING FINANCIAL PERFORMANCE

It is important to ensure that financial plans are being implemented and to catch minor problems before they become major problems. Accordingly, the financial manager should establish a means of monitoring and evaluating financial performance. Interim budgets (weekly, monthly, or quarterly) may be prepared for comparison purposes. These comparisons point up areas that require additional or revised planning.

В процессе чтения

1. Как вы думаете, автор текста пытается убедить читателя в чем-то или проинформировать о чем-то?
2. Выделите новые для вас слова или фразы.
3. Озаглавьте каждый параграф текста.
4. Сформулируйте главную идею каждого абзаца.

После прочтения текста

1. **Запишите в одном предложении, что вы узнали из текста.**
2. **Ответьте на вопросы:**

1. What is a plan?
2. What is a financial plan?
3. What does financial planning begin with?
4. State the difference between goals and objectives.
5. List the three steps involved in financial planning.
6. In what case financial planning cannot proceed?
7. State the meaning of the word "budget".
8. Give the examples of various types of expenses which must be considered in budgeting process?
9. How can budgeting accuracy be improved?
10. What is the peculiarity (особенность) of the traditional approach to budgeting?
11. What is the problem with this approach?
12. What is the difference between the traditional budgeting approach and zero-base budgeting?

13. What is the problem with zero-base budgeting?
14. List the four primary sources of funding.
15. For what purpose is equity capital used?
16. Is selling assets a normal step?
17. In what case selling assets may be a reasonable last resort?
18. For what purpose may interim budgets be prepared?

3. **Переведите слова и словосочетания на русский язык:**

Basis of financial management; goal; objective; sources of financing; funding; step; important; task; financial performance; budgeting; expenditure; revenue; sales revenue; equity capital; debt capital; specific period; profit; assets; short-term borrowing; long-term borrowing; merger; companywide budget; cash budget; zero-base budgeting; income; source; share of ownership; to assign a cost; justify; to meet needs; to obtain; to implement; to modify; to establish; to reduce; to determine; to evaluate.

4. **Дайте английские эквиваленты следующим русским словам и словосочетаниям:**

Финансовый план; бюджет; составление бюджета; наличный бюджет; бюджет всей компании; промежуточный бюджет; доход (годовой); доход; доход от продаж; заемный капитал; работа фирмы; активы; бюджетная статья; расход; источник денежных средств; доля собственности; акционерный капитал; средство; последнее спасительное средство; радикальный шаг; финансовая деятельность; определять стоимость; решать; оценивать; оправдывать; осуществлять; удовлетворять потребности; нести издержки; финансировать; занимать (брать в долг).

5. **Дополните пробелы необходимой лексикой из текста:**

1. Financial planning begins with the establishment of ... and
2. A budget is a financial statement that projects ... and/or ... over a specified future period of time.
3. Usually the budgeting process begins with the construction of individual budgets for each of the various types of ... .
4. Budgeting accuracy is improved when budgets are first constructed for individual ... for shorter periods of time.
5. Departmental budgets can help managers .. . and financial performance throughout the period covered by the overall cash budget.
6. In the traditional approach, each new budget is based on the ... contained in the budget for the .. . year.
7. This approach leaves room for the manipulation of ... ...
to protect the interests of separate departments.
8. Zero-base budgeting is a budgeting approach in which every ... must be justified in every budget.

9. ...   ... are the first type of funding.
10. The second type of funding is ....
11. The third type of funding is ....
12. The fourth type of funding is the ... of ....
13. Selling assets is a ... .
14. The financial manager should establish a ... of monitoring and ... financial performance.

6. **Переведите с русского языка на английский:**

1. Финансовый план – это план получения и использования денег, необходимых для осуществления целей организации.
2. Финансовое планирование начинается с установления конечных целей и поэтапных целей.
3. Бюджет предусматривает доход и расходы за конкретный период времени.
4. Процесс составления бюджета (budgeting) начинается с составления отдельных бюджетов по продажам и по каждому виду расходов.
5. Эти бюджеты легко объединяются в наличный бюджет всей компании.
6. Многие фирмы используют один из двух подходов к построению бюджетов.
7. При традиционном подходе новый бюджет основывается на бюджете за предыдущий год и руководители обосновывают только новые расходы.
8. Это оставляет место для манипуляции бюджетными статьями.
9. Эта проблема в основном ликвидируется через бюджетирование нуля.
10. Четырьмя основными источниками финансирования являются: доход от продаж, акционерный капитал, заемный капитал и продажа активов.
11. Продажа активов — это последнее спасительное средство.
12. Финансовый руководитель должен обеспечить (establish) средство контроля и оценки финансовой деятельности.

7. **Критическая реакция.** Чьи интересы отражает данный текст ?
8. **Отметьте ваш интерес к данному тексту и прокомментируйте его:**
1) очень скучный, 2) скучный, 3) полезный, 4) интересный, 5) очень интересный.
9. **Какие фрагменты текста вызвали у вас трудности в понимании и почему?**

Активная лексика (текст №14)

accounting – бухгалтерский учет
to rely on – полагаться на, опираться
the balance sheet – балансовый отчет, баланс
the income statement – отчет о доходах, декларация о доходах

transaction – сделка, соглашение
bookkeeping – бухгалтерия, счетоводство
revenues – доходы, доходные статьи
costs – затраты, расходы
accounts receivables – дебиторская задолженность
amounts borrowed and owed – суммы позаимствованные и обязанные
profit – прибыль
return on investment – доход от инвестиций, окупаемость вложений
stockholders – акционеры
soundness of investments – эффективность инвестиций
to confirm payroll deductions – подтверждать вычет из зарплаты
assets – активы
liabilities – пассивы (денежные обязательства)
owner's equity – собственный капитал владельца

Перед чтением текста №14.

1. Прочитайте только заголовок. Назовите 5 лексических единиц, которые могут быть упомянуты в тексте.

2. Бегло просмотрите текст и сформулируйте главную идею текста.

3. Прочитайте и переведите некоторые международные слова:

A business operation, information, results, collecting systematically, financial, organization, industry, credit risks, department, algebraically.

4. Строение слов. Переведите на русский язык:

To represent – representation – representative; to confirm – confirming – confirmed – confirmation; to refer – referring – referred – reference; to cover – covering – covered – coverage; to obtain – obtaining – obtained – obtainable; to control – controlling – controlled – controllable – controller.

Прочитайте и переведите текст №14.

Текст №14

ACCOUNTING

1. GENERAL DEFINITION OF ACCOUNTING

Today, it is impossible to manage without accurate and timely accounting information. Managers and employees, lenders, suppliers, stockholders, and

government agencies all rely on the information contained in two financial statements. These two reports – the balance sheet and the income statement – are summaries of a firm's activities during a specific time period. They represent the results of perhaps tens of thousands of transactions that have occurred during the accounting period.

Accounting is the process of systematically collecting, analyzing, and reporting financial information. The basic product that an accounting firm sells is information needed for the clients.

Many people confuse *accounting* with *bookkeeping*. Bookkeeping is a necessary part of accounting. Bookkeepers are responsible for recording (or keeping) the financial data that the accounting system processes.

The primary users of accounting information are managers. The firm's accounting system provides the information dealing with revenues, costs, accounts receivables, amounts borrowed and owed, profits, return on investment, and the like. This information can be compiled for the entire firm; for each product; for each sales territory, store, or individual salesperson; for each division or department; and generally in any way that will help those who manage the organization. Accounting information helps managers plan and set goals, organize, motivate, and control. Lenders and suppliers need this accounting information to evaluate credit risks. Stockholders and potential investors need the information to evaluate soundness of investments, and government agencies need it to confirm tax liabilities, confirm payroll deductions, and approve new issues of stocks and bonds. The firm's accounting system must be able to provide all this information, in the required form.

2. THE BASIS FOR THE ACCOUNTING PROCESS

The basis for the accounting process is the accounting equation. It shows the relationship among the firm's assets, liabilities, and owner's equity.

Assets are the items of value that a firm owns – cash, inventories, land, equipment, buildings, patents, and the like.

Liabilities are the firm's debts and obligations – what it owes to others.

Owner's equity is the difference between a firm's assets and its liabilities — what would be left over for the firm's owners if its assets were used to pay off its liabilities.

The relationship among these three terms is the following:

Owners' equity = assets - liabilities

(The owners' equity is equal to the assets *minus* the liabilities)

For a sole proprietorship or partnership, the owners' equity is shown as the difference between assets and liabilities. In a partnership, each partner's share of the ownership is reported separately by each owner's name. For a corporation, the owners' equity is usually referred to as *stockholders' equity* or *shareholders' equity.* It is shown as the total value of its stock, plus retained earnings that have accumulated to date.

By moving the above three terms algebraically, we obtain the standard form of the *accounting equation:*

Assets = liabilities + owners' equity

(The assets are equal to the liabilities *plus* the owners' equity)

3. A BALANCE SHEET

A balance sheet (or statement of financial position), is a summary of a firm's assets, liabilities, and owners' equity accounts at a particular time, showing the various money amounts that enter into the accounting equation. The balance sheet must demonstrate that the accounting equation does indeed balance. That is, it must show that the firm's assets are equal to its liabilities plus its owners' equity. The balance sheet is prepared at least once a year. Most firms also have balance sheets prepared semi-annually, quarterly, or monthly.

4. AN INCOME STATEMENT

An income statement is a summary of a firm's revenues and expenses during a specified accounting period. The income statement is sometimes called the *statement of income and expenses.* It may be prepared monthly, quarterly, semiannually, or annually. An income statement covering the previous year must be included in a corporation's annual report to its stockholders.

5. THE IMPORTANCE OF THE ABOVE TWO STATEMENTS

The information contained in these two financial statements becomes more important when it is compared with corresponding information for previous years, for competitors, and for the industry in which the firm operates. A number of financial ratios can also be computed from this information. These ratios provide a picture of the firm's profitability, its short-term financial position, its activity in the area of accounts receivables and inventory, and its long-term debt financing. Like the information on the firm's financial statements, the ratios can and should be compared with those of past accounting periods, those of competitors, and those representing the average of the industry as a whole.

В процессе чтения

1. Как вы думаете, автор текста пытается убедить читателя в чем-то или проинформировать о чем-то?
2. Выделите новые для вас слова или фразы.
3. Озаглавьте каждый параграф текста.
4. Сформулируйте главную идею каждого абзаца.

После прочтения текста

1. **Запишите в одном предложении, что вы узнали из текста.**
2. **Ответьте на вопросы:**

1. What is accounting? Give a short definition.
2. Is it possible to manage a business operation without accurate and timely accounting information?
3. Who needs accounting information? Explain why.
4. What is the basis for accounting process?
5. State *(изложите)* the standard form of the accounting equation.
6. What is a balance sheet? Give a short definition.
7. What must a balance sheet show?
8. What is an income statement?
9. What can be computed from the information contained in a balance sheet and an income statement?
10. Do the ratios computed from this information provide a picture of a firm's profitability and its financial position?
11. Is this information for competitors?

3. **Переведите слова и словосочетания на русский язык:**

Accounting; bookkeeping; accounting information; lender; stock; stockholder; financial statement; balance sheet; income statement; assets; liabilities; owners' equity; bond; debt; annual report; profitability; accounting period; return on investment; soundness of investment; issue of stocks and bonds; revenue; profit; account receivable; transaction; amount; own; owner; relay on; report; borrow; deal with; confirm; approve; provide; compare.

4. **Дайте английские эквиваленты следующим русским словам и словосочетаниям:**

Бухгалтерский учет *(бухучет);* точная и своевременная информация; акционер; кредитор; ведомство *(агентство)*; отчет *(доклад)*; балансовый отчет; отчет о доходах; отчетный период; счетоводство *(бухгалтерия);* финансовая информация; прибыль *(доход);* выгода *(прибыль);* дебиторская задолженность; обязательство; денежное обязательство*(пассив);* платежная ведомость; акция *(ценная бумага);* активы; долг; счет прибылей *(и убытков);* ежегодный отчет; доходность; собственный акционерный капитал; одобрять; сравнивать; подтверждать; занимать *(брать взаймы);* обрабатывать *(информацию).*

5. **Дополните пробелы необходимой лексикой из текста:**

1. Managers, lenders, suppliers and government agencies relay on the information contained in two ....

2. These two reports – the balance sheet and ... – are summaries of a firm's activities during a specific time period.

3. The basis for the accounting process is ....

4. Assets are the ... that a firm owns.

5. Liabilities are the firm's debts and ....

6. Owners' equity is the difference between a firm's ... and its liabilities.

7. A balance sheet is ... of a firm's assets, liabilities, and owners' equity accounts at a particular time.

8. A balance sheet must demonstrate that the accounting ... does indeed balance.

9. An income statement is a summary of a firm's revenues and ... during a specific accounting period.

10. The information in these two financial statements becomes more important when it is... with corresponding information for previous years or past... periods.

6. **Переведите с русского языка на английский:**

1. Бухгалтерский учет это процесс систематического сбора и сообщения финансовой информации.

2. Балансовый отчет и отчет о доходах являются основой процесса бухучета.

3. Балансовый отчет (или отчет о финансовом положении) – это обобщенный отчет об активах фирмы, пассивах и собственном акционерном капитале.

4. Отчет о доходах – это обобщенный отчет о доходах и расходах за (during) конкретный отчетный период.

5. Основой процесса бухгалтерского учета является бухучетное уравнение.

6. Согласно (according to) бухучетному уравнению активы равны пассивам *(денежным обязательствам)* плюс собственный акционерный капитал.

7. Собственный акционерный капитал – это разность между активами и пассивами.

8. Балансовый отчет должен показывать, что бухучетное уравнение балансируется.

9. Результаты (results) балансового отчета должны сравниваться (be compared) с результатами за (for) прошлый отчетный период.

10. Эта информация дает картину доходности фирмы, ее финансового положения и ее деятельности в области (area) дебиторской задолженности, товарных запасов и долгового финансирования.

7. **Критическая реакция.** Чьи интересы отражает данный текст ?

8. **Отметьте ваш интерес к данному тексту и прокомментируйте его:**

1) очень скучный, 2) скучный, 3) полезный, 4) интересный, 5) очень интересный.

9. **Какие фрагменты текста вызвали у вас трудности в понимании и почему?**

Appendix A
Texts for additional reading

What is a business plan? (Text №1) (brief version)

A business plan is a document used to detail plans for a start-up or existing business. This document is used to describe business goals and strategies, as well as provide a blueprint of financing and marketing plans. Essentially, it provides detailed information about where a company is going and how it will get there. Many experts consider such a plan critical to the success of a business.

Often, a business plan is required when seeking a business loan or investment capital. Investors and loan officials need to know what a business owner hopes to accomplish and the steps he or she plans to take to meet goals. Business plans help those in the position to loan money determine whether or not a business is likely to succeed, based on information provided by the owner or owners. A company backed by a well-thought-out business plan is a better loan or investment risk than one with a thrown together or incomplete plan.

A business plan is not just useful for obtaining financing. A carefully considered plan can serve as a veritable road map to success for the business owner and company employees. It can help all involved stay on task while striving to achieve goals. Furthermore, this type of plan may be reviewed and revised when necessary, allowing those operating a business to keep the strategies that work, eliminate those that don't, and change objectives as the business evolves.

Six Steps To A Great Business Plan

Start-up entrepreneurs often have difficulty writing out business plans. This discipline is going to help you in many ways so don't skip this planning tool! To make it easier, here are six steps that will produce a worthwhile plan:

- Write out your basic business concept.
- Gather all the data you can on the feasibility and the specifics of your business concept.
- Focus and refine your concept based on the data you have compiled.
- Outline the specifics of your business. Using a "what, where, why, how" approach might be useful.
- Put your plan into a compelling form so that it will not only give you insights and focus but, at the same time, will become a valuable tool in dealing with business relationships that will be very important to you.
- Review the sample plans we furnish and download the blank format to a MS Word document.

What is a business plan? (Text №2) (extended version)

A business plan is a written description of your business's future. That's all there is to it - a document that desribes what you plan to do and how you plan to do it. If you jot down a paragraph on the back of an envelope describing your business strategy, you've written a plan, or at least the germ of a plan.

Business plans can help to perform a number of tasks for those who write and read them. They're used by investment-seeking entrepreneurs to convey their vision to potential investors. They may also be used by firms that are trying to attract key employees, prospect for new business, deal with suppliers or simply to understand how to manage their companies better.

So what's included in a business plan, and how do you put one together? Simply stated, a business plan conveys your business goals, the strategies you'll use to meet them, potential problems that may confront your business and ways to solve them, the organizational structure of your business (including titles and responsibilities), and finally, the amount of capital required to finance your venture and keep it going until it breaks even.

Sound impressive? It can be, if put together properly. A good business plan follows generally accepted guidelines for both form and content.

There are three primary parts to a business plan:

- **The first is the** *business concept*, where you discuss the industry, your business structure, your particular product or service, and how you plan to make your business a success.
- **The second is the** *marketplace section*, in which you describe and analyze potential customers: who and where they are, what makes them buy and so on. Here, you also describe the competition and how you'll position yourself to beat it.
- **Finally, the** *financial section* contains your income and cash flow statement, balance sheet and other financial ratios, such as break-even analyses. This part may require help from your accountant and a good spreadsheet software program.

Breaking these three major sections down even further, a business plan consists of seven key components:

1. Executive summary
2. Business description
3. Market strategies
4. Competitive analysis
5. Design and development plan
6. Operations and management plan
7. Financial factors

In addition to these sections, a business plan should also have a cover, title page and table of contents.

How Long Should Your Business Plan Be?

Depending on what you're using it for, a useful business plan can be any length, from a scrawl on the back of an envelope to, in the case of an especially detailed plan describing a complex enterprise, more than 100 pages. A typical business plan runs 15 to 20 pages, but there's room for wide variation from that norm.

Much will depend on the nature of your business. If you have a simple concept, you may be able to express it in very few words. On the other hand, if you're proposing a new kind of business or even a new industry, it may require quite a bit of explanation to get the message across.

The purpose of your plan also determines its length. If you want to use your plan to seek millions of dollars in seed capital to start a risky venture, you may have to do a lot of explaining and convincing. If you're just going to use your plan for internal purposes to manage an ongoing business, a much more abbreviated version should be fine.

Who Needs a Business Plan?

About the only person who doesn't need a <u>business plan</u> is one who's not going into business. You don't need a plan to start a hobby or to moonlight from your regular job. But anybody beginning or extending a venture that will consume significant resources of money, energy or time, and that is expected to return a profit, should take the time to draft some kind of plan.

Startups. The classic business plan writer is an entrepreneur seeking funds to help start a new venture. Many, many great companies had their starts on paper, in the form of a plan that was used to convince investors to put up the capital necessary to get them under way.

Most books on business planning seem to be aimed at these startup business owners. There's one good reason for that: As the least experienced of the potential plan writers, they're probably most appreciative of the guidance. However, it's a mistake to think that only cash-starved startups need business plans. Business owners find plans useful at all stages of their companies' existence, whether they're seeking financing or trying to figure out how to invest a surplus.

Established firms seeking help. Not all business plans are written by starry-eyed entrepreneurs. Many are written by and for companies that are long past the startup stage. WalkerGroup/Designs, for instance, was already well-established as a designer of stores for major retailers when founder Ken Walker got the idea of trademarking and licensing to apparel makers and others the symbols 01-01-00 as a sort of numeric shorthand for the approaching millennium. Before beginning the arduous and costly task of trademarking it worldwide, Walker used a business plan complete with sales forecasts to convince big retailers it would be a good idea to

promise to carry the 01-01-00 goods. It helped make the new venture a winner long before the big day arrived. "As a result of the retail support up front," Walker says, "we had over 45 licensees running the gamut of product lines almost from the beginning."

These middle-stage enterprises may draft plans to help them find funding for growth just as the startups do, although the amounts they seek may be larger and the investors more willing. They may feel the need for a written plan to help manage an already rapidly growing business. Or a plan may be seen as a valuable tool to be used to convey the mission and prospects of the business to customers, suppliers or others.

Plan an Updating Checklist

Here are seven reasons to think about updating your business plan. If even just one applies to you, it's time for an update.

1. A new financial period is about to begin. You may update your plan annually, quarterly or even monthly if your industry is a fast-changing one.
2. You need financing, or additional financing. Lenders and other financiers need an updated plan to help them make financing decisions.
3. There's been a significant market change. Shifting client tastes, consolidation trends among customers and altered regulatory climates can trigger a need for plan updates.
4. Your firm develops or is about to develop a new product, technology, service or skill. If your business has changed a lot since you wrote your plan the first time around, it's time for an update.
5. You have had a change in management. New managers should get fresh information about your business and your goals.
6. Your company has crossed a threshold, such as moving out of your home office, crossing the $1 million sales mark or employing your 100th employee.
7. Your old plan doesn't seem to reflect reality any more. Maybe you did a poor job last time; maybe things have just changed faster than you expected. But if your plan seems irrelevant, redo it.

Finding the Right Plan for You

Business plans tend to have a lot of elements in common, like cash flow projections and marketing plans. And many of them share certain objectives as well, such as raising money or persuading a partner to join the firm. But business plans are not all the same any more than all businesses are.

Depending on your business and what you intend to use your plan for, you may need a very different type of business plan from another entrepreneur. Plans differ widely in their length, their appearance, the detail of their contents, and the varying emphases they place on different aspects of the business.

The reason that plan selection is so important is that it has a powerful effect on the overall impact of your plan. You want your plan to present you and your business in the best, most accurate light. That's true no matter what you intend to use your plan for, whether it's destined for presentation at a venture capital conference, or will never leave your own office or be seen outside internal strategy sessions.

When you select clothing for an important occasion, odds are you try to pick items that will play up your best features. Think about your plan the same way. You want to reveal any positives that your business may have and make sure they receive due consideration.

Types of Plans

Business plans can be divided roughly into four separate types. There are very short plans, or miniplans. There are working plans, presentation plans and even electronic plans. They require very different amounts of labor and not always with proportionately different results. That is to say, a more elaborate plan is not guaranteed to be superior to an abbreviated one, depending on what you want to use it for.

- *The Miniplan.* A miniplan may consist of one to 10 pages and should include at least cursory attention to such key matters as business concept, financing needs, marketing plan and financial statements, especially cash flow, income projection and balance sheet. It's a great way to quickly test a business concept or measure the interest of a potential partner or minor investor. It can also serve as a valuable prelude to a full-length plan later on.

  Be careful about misusing a miniplan. It's not intended to substitute for a full-length plan. If you send a miniplan to an investor who's looking for a comprehensive one, you're only going to look foolish.

- *The Working Plan.* A working plan is a tool to be used to operate your business. It has to be long on detail but may be short on presentation. As with a miniplan, you can probably afford a somewhat higher degree of candor and informality when preparing a working plan.

  A plan intended strictly for internal use may also omit some elements that would be important in one aimed at someone outside the firm. You probably don't need to include an appendix with resumes of key executives, for example. Nor would a working plan especially benefit from, say, product photos.

  Fit and finish are liable to be quite different in a working plan. It's not essential that a working plan be printed on high-quality paper and enclosed in a fancy binder. An old three-ring binder with "Plan" scrawled across it with a felt-tip marker will serve quite well.

  Internal consistency of facts and figures is just as crucial with a working plan as with one aimed at outsiders. You don't have to be as careful, however, about such things as typos in the text, perfectly conforming to business style, being consistent

with date formats and so on. This document is like an old pair of khakis you wear into the office on Saturdays or that one ancient delivery truck that never seems to break down. It's there to be used, not admired.

- ***The Presentation Plan.*** If you take a working plan, with its low stress on cosmetics and impression, and twist the knob to boost the amount of attention paid to its looks, you'll wind up with a presentation plan. This plan is suitable for showing to bankers, investors and others outside the company.

  Almost all the information in a presentation plan is going to be the same as your working plan, although it may be styled somewhat differently. For instance, you should use standard business vocabulary, omitting the informal jargon, slang and shorthand that's so useful in the workplace and is appropriate in a working plan. Remember, these readers won't be familiar with your operation. Unlike the working plan, this plan isn't being used as a reminder but as an introduction.

  You'll also have to include some added elements. Among investors' requirements for due diligence is information on all competitive threats and risks. Even if you consider some of only peripheral significance, you need to address these concerns by providing the information.

  The big difference between the presentation and working plans is in the details of appearance and polish. A working plan may be run off on the office printer and stapled together at one corner. A presentation plan should be printed by a high-quality printer, probably using color. It must be bound expertly into a booklet that is durable and easy to read. It should include graphics such as charts, graphs, tables and illustrations.

  It's essential that a presentation plan be accurate and internally consistent. A mistake here could be construed as a misrepresentation by an unsympathetic outsider. At best, it will make you look less than careful. If the plan's summary describes a need for $40,000 in financing, but the cash flow projection shows $50,000 in financing coming in during the first year, you might think, "Oops! Forgot to update that summary to show the new numbers." The investor you're asking to pony up the cash, however, is unlikely to be so charitable.

- ***The Electronic Plan.*** The majority of business plans are composed on a computer of some kind, then printed out and presented in hard copy. But more and more business information that once was transferred between parties only on paper is now sent electronically. So you may find it appropriate to have an electronic version of your plan available. An electronic plan can be handy for presentations to a group using a computer-driven overhead projector, for example, or for satisfying the demands of a discriminating investor who wants to be able to delve deeply into the underpinnings of complex spreadsheets.

(***Source:*** *The Small Business Encyclopedia*, *Business Plans Made Easy*, *Start Your Own Business* and *Entrepreneur* magazine).

What is a business letter?

It is used for various purposes like introducing a business, offering a business deal to other organization, accepting an offer, denying an offer, introducing new schemes for customers, extending business contracts, canceling a deal, correcting mistakes in invoices, returning goods, offering help, giving good and bad news, apologizing, etc.

It should be concise yet detailed. Being concise does not mean you must use several numbers of short sentences. It will sound unprofessional and would become difficult to compile them and understand the context. Unless you are conveying clear and complete message, the readers would not be able to fathom the matter. Also important is that the letter should not have any typographical and grammatical error.

Take a look at the following points that will help you in drafting a business letter:

- Make sure that the letter is typed even if have the best handwriting. Use MS word for typing so that you can correct spelling mistakes while typing and even spell check it after finishing. More importantly, select a readable font such as Arial, Verdana, Times New Roman.
- Print the letter on a letter head bearing company logo, name and address.
- If you don't have a letter head, then type your name, designation and address at the top of the page. For authenticity, you must stamp it.
- Mentioning the date in a letter is a must as it serves the purpose of reference in further letter regarding the same topic.
- After the date, you need to write full name, designation and full address of the recipient.
- Insert greeting to the person whom the letter is written. You have to use formal language even though the recipient is your fast-friend. This formal salutation is accepted in business communication - Dear Mr. Brown followed by a colon or a comma.
- Now, you can actually begin to write the main message of the letter. In the first paragraph, you have to introduce yourself if the receiver does not know you. You could begin with a sentence like "We had recently met in a conference", or "I had purchased a SIP from your company two months back."
- After that you have to clearly mention the purpose of the letter. Suppose you are writing the letter for complaining about a product you recently purchased. Mentioned the product name and model, date of purchase, and the warranty it carries. Including complete details will create a ground for carrying the communication forward.
- Mention the reason of complaining or the types of problems the product is giving you in the next paragraph. Whether the problem is one or more than one, include them all either with number or a bullet for each.

- Next, specify how you intend to get rid of the problem. If the problem is due to any manufacturing defect and the product is still under warranty, ask for a replacement. If the warranty period of over, request them to send a service man immediately to rectify the problem.
- End the letter with a complimentary close such as sincerely, thanking you, regards, etc.
- The last thing is you need to type your name and sign the letter.

Let's hope that we have made the definition of a business letter clear. Also the extra information about drafting the letter would help you accomplish your goal.

Types of Business Letters

Business letter is an old form of official correspondence. A business letter is written by an individual to an organization or an organization to another organization or to their clients. It is written for diverse reasons. One writes a letter to inquire information, apply for a job, acknowledge someone's work, and appreciate one's job done, etc.

As the motive of writing the letter is different, the style of the letter changes and you get different types of business letters. No matter what is the motive of writing the letter, accuracy is essential. If you are able to achieve it, you can surely receive a timely response from the people the letter is sent to.

Let's have a look at the most common ***types of business letters:***

Acknowledgement Letter: This type of letter is written when you want to acknowledge someone for his or her help or support. It can be used to express your gratitude towards someone for being with you in the time of trouble, or the financial, emotional and moral support you received from them.

Apology Letter: An apology letter is written for a failure in delivering the desired results, and any mistake that has caused trouble for others. With the letter, you can confess your wrong doings and put your stand in a firmer manner on rectifying them.

Appreciation Letter: An appreciation letter is written to appreciate some one's work in the organization. This type of letter is written by a superior to his junior. An organization can also write it to other organization, thanking the client for doing business with them.

Complaint Letter: A complaint letter is written to express you displeasure against some product or service delivered to you by others. You can also use it to show that you are not happy for the price charged to you on the invoice, or the service quality.

Inquiry Letter: It is clear from the title itself that the letter of inquiry is written to make an inquiry. The inquiry could be about a product or service, renting an office

or a residential place, business terms, etc. If you have ordered a product and yet not received it then you can write a letter to inquire when you will be receiving it.

Order Letter: This letter as the name suggests is used for ordering products and services. It should contain correct information about the thing you are ordering with the desired quantity and expected price. It is used as a legal document to guarantee the transaction between customers and businesses.

Letter of Recommendation: This type of letter is written to recommend a person for a job position. It states positive aspects of the applicant's personality and how he/she would be an asset for the organization. It is also used for promoting a person in the organization, recommending a supplier, vendor or a contractor to a company.

These are the common types of a business letter. The number may even increase since there are several reason a company or an individual would need to write it.

Sections of a Business Letter

Business letter has to be organized logically so that it is clear, complete and cohesive. Its holds a great importance in the business world and is used as a legal document to present a proof for any kind of disputes in the future. It serves as a representation of the company and its business ethics and professionalism. It should look simple yet elegant, and exude the feeling as if written by a professional.

To make it sound professional and appear cohesive, it is necessary to understand the sections of a business letter. All the parts have to be neatly drafted so that the letter appears organized.

Take a look at the following points about various sections of the letter:

Heading: Business letter should always be written on a letterhead. The letterhead should be printed with company name, logo, address and contact details. The heading of the letter gives the receiver an idea about who has sent the letter. If there is no letterhead, type the heading.

Date: The date has to written exactly below the letter head. The date is important part of a letter and can be used as a reference. The date has to be written in full with day, month and year. Take a look at this example: 20 October 2005 or October 20, 2005 Reference: While the need to use the reference part would depend on the writing purpose, you can use it to refer to the invoice number, complain number in case you are writing it for a second time.

Addressee: The next important part is the receiver's address. You need to include the name of the receiver, his designation and complete address. The inside address and the address on the envelope should always be the same.

Salutation: This is the opening line of the letter. It should begin with a greeting. In a formal business letter, you need to write dear followed by Mr./Ms. with

his or her last name. You should never include only the first name of the person. It looks unprofessional.

Body: In the first line of the opening paragraph, clearly mention the message of your letter. The letter should be able to convey your message directly to the reader. It has to be concise but informative stating the reason for writing. The message you intend to forward must be received easily by the addressee.

In the next two paragraphs, discuss each point separately. Suppose the opening paragraph reads about ordering a product for home use, explain how you intend to make payment and where you want it to be delivered. The last paragraph should sum up the letter and ask the receiver to take an action based on your letter.

Complimentary Closure: In the end of the letter you have to use complimentary close. You can use words like "Yours Faithfully", or "Yours Sincerely". Comma has to be included after the close. You have to insert your full name at the end leaving few spaces to sign the letter.

After this is done, you can include the enclosures. Make sure that you proofread the letter before printing it finally.

(*Source:* www.bestsampleresume.com/letters/)