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Пособие предназначено для магистрантов экономических специальностей.  
Основной целью пособия является овладение профессионально  
ориентированным английским языком.

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## ВВЕДЕНИЕ

Данное учебное пособие предназначено для изучения дисциплины «Профессиональный иностранный язык» магистрантами экономических специальностей. Учебное пособие состоит из разделов, посвященных различным аспектам экономики, менеджмента и государственного управления. Все темы были отобраны авторами с помощью анализа практической значимости материала в профессиональной деятельности магистрантов. В пособии представлены аутентичные тексты общепрофессиональной направленности, а также разнообразные по форме и содержанию упражнения, направленные на активизацию изученного материала. Упражнения творческого характера имеют цель сформировать положительную мотивацию к изучению отдельной темы и дисциплины в целом, а также обеспечить формирование навыков устной и письменной коммуникации на иностранном языке.

Пособие состоит из тематических блоков, подчиненных единой внутренней структуре. В каждом блоке отрабатывается определенный лексический и текстовый материал: “Economic Issues”, “Management”, “Human Resources”, “Public Affairs”.

Каждый блок включает в себя словарь активной лексики и несколько тематических разделов.

Раздел начинается рубрикой “Vocabulary Focus”, который дает возможность отработать профессиональную лексику блока. Раздел состоит из вводного текста и ряда упражнений, направленных на развитие лексических навыков. Раздел продолжается рубрикой “Reading Focus”, в который включены пять текстов, сопровождающихся следующими заданиями:

- вопросами понятийного характера, приводимыми после текстов;
- системой упражнений, направленных на активизацию лексики;
- вопросами проблемного характера, представленными в рубрике “Text Discussion”;

Пособие рекомендуется к использованию как для аудиторной, так и для самостоятельной работы магистрантов заочной формы обучения.

## UNIT 1

### ECONOMIC ISSUES

#### *Vocabulary Focus*

**Economics** is a social science that studies the **production, distribution, and consumption** of goods and services. The term comes from the Greek for *oikos* (house) and *nomos* (custom or law).

Economics studies how people choose to use **resources**. Economics includes the study of **labour**, land, and **investments**, of money, **income**, and production, and of **taxes** and **government expenditures**.

Economics addresses the behaviour of individuals, businesses and industries, governments and countries, and the globe as a whole.

**Microeconomics** is that branch of economics which studies the behaviour of individual markets and of decision-makers – consumers and firms. Each individual market has its own unique characteristics, determined by the degree of government regulation.

**Macroeconomics** considers aggregate outcomes. Macroeconomics is concerned with the behaviour and functioning of the whole **economy**.

There are several basic questions that must be answered to solve the problems of economics. The scarcity problem, for example, requires answers to basic questions, such as *what* to produce, *how* to produce it, and *who* gets what is produced. An **economic system** is a way of answering these basic questions. Different economic systems answer them differently.

An economic system is a set of social institutions which deals with the production, distribution and consumption of goods and services in a society. The economic system is composed of people and institutions, including their relationships to productive resources, such as through the convention of property. Examples of economic systems include **market economies, planned economies, and mixed economies**.

In modern societies most of economic decisions are made through markets that link together consumers and producers (food markets), savers and investors (financial markets), employers and employees (labors markets) etc. One of the main laws of the market is the law of **supply and demand**.

The economy comprises people and firms, the government and local authorities, all taking decisions about **prices** and **wages**, what to buy, sell, produce, export and import. They play a prominent part in shaping the **business environment** in which firms exist and operate. The state of the economy is a major factor in the success of firms.

When the economy is enjoying a **boom**, firms experience high sales and general prosperity. At such times, **unemployment** is low and many firms invest funds to produce more. They do this because **consumers** have plenty of money to spend and firms expect high sales.

However, during periods of **recession**, people have less to spend and firms face hard times as their sales fall. At that time, total spending declines as income falls and unemployment rises. Consumers purchase cheaper items and cut **expenditure** on luxury items.

***1. Match the terms (1–12) to their definitions (a–l):***

- |                    |   |
|--------------------|---|
| 1. economy         | a. the amount of money you have to pay in order to buy something  |
| 2. production      | b. work that provides goods and services performed in return for money  |
| 3. labour          | c. the quantity of products that manufacturers or owners are willing to sell at different prices at a specific time                 |
| 4. tax             | d. the study of the nation's economy as a whole   |
| 5. supply          | e. a period of economic success with a lot of trade and business activity   |
| 6. demand          | f. the system by which a country's trade, industry and money are organized  |
| 7. price           | g. money paid (per hour, day or week) to manual workers   |
| 8. wage            | h. the study of the behaviour of people and organizations in particular markets   |
| 9. boom            | i. the process of making things in large quantities so that they can be sold  |
| 10. consumer       | j. a person whose needs are satisfied by producers  |
| 11. microeconomics | k. an amount of money you have to pay to the government that it uses to provide public services and pay for government institutions |
| 12. macroeconomics | l. the quantity of products that people are willing to buy at different prices at a specific time                                   |

**2. Which type of an economic system (planned, market, or mixed) does each passage describe?**

1. The state controls the share of the output through taxation and transfer payments and intervenes to supply essential items such as health, education and defense, while private firms produce cars, furniture, electrical items and similar, less essential products.
2. The government plays no role in the management of the economy, the government does not intervene in it.
3. The state decides precisely what the nation is to produce.
4. The system is based on private enterprise with private ownership of the means of production and private supplies of capital.
5. The state commands the use of resources (such as labour and factories) that are used to produce goods and services as it owns factories, land and natural resources.
6. The government takes all the decisions, the government decides production and consumption.
7. The economy adjusts automatically to meet changing demands. Thus, no planners need be employed, which allows more resources to be available for production.
8. Some resources are controlled by the government while others are used in response to the demands of consumers.
9. The government and the private sector interact in solving economic problems.
10. Each enterprise is set a production target to meet.

**3. Read the definitions. Which word is defined? Use the letters in bold to form the term. The first letter is capital.**

1. the study of how society chooses to employ scarce resources to produce various goods and services and distribute them for consumption among various competing groups and individuals nicocsoEm
2. the process of getting products to consumers urnsbDiotiti
3. the process of buying or using goods; the amount that people buy or use tpoonsuinCm
4. money used in a way that may earn you more money nvmIestnte
5. money that someone gets from working or from investing money onmeIc
6. the people who control a country, region, or town and make decisions about its laws and taxes nmervnteoG
7. money spent by a government, organization, or person xeitueprndE
8. a set of all actual and potential buyers of a good or service kMreat
9. the situation in which there are not enough jobs available for all the people looking for them nneptmlUoeym
10. A period when trade and industry are not successful and there is a lot of unemployment ocseiesnR

**4. Add the words that complete the following sentences to the wordbox.**

- |  |  |  |          |  |  |  |  |  |  |  |  |  |
|--|--|--|----------|--|--|--|--|--|--|--|--|--|
|  |  |  | <b>e</b> |  |  |  |  |  |  |  |  |  |
|  |  |  | <b>c</b> |  |  |  |  |  |  |  |  |  |
|  |  |  | <b>o</b> |  |  |  |  |  |  |  |  |  |
|  |  |  | <b>n</b> |  |  |  |  |  |  |  |  |  |
|  |  |  | <b>o</b> |  |  |  |  |  |  |  |  |  |
|  |  |  | <b>m</b> |  |  |  |  |  |  |  |  |  |
|  |  |  | <b>i</b> |  |  |  |  |  |  |  |  |  |
|  |  |  | <b>c</b> |  |  |  |  |  |  |  |  |  |
|  |  |  | <b>s</b> |  |  |  |  |  |  |  |  |  |

1. foreign debt
  - a. the total amount of money spent by a government on schools, roads, the army, etc.
2. public expenditure
  - b. money that a country owes to lenders abroad
3. recession
  - c. situation when a country sells more goods to other countries than it buys from other countries
4. subsidies
  - d. situation when a country pays more money for imports than it gets from exports
5. trade deficit
  - e. money that a government pays to make something cheaper to buy
6. trade surplus
  - f. a period when trade and business activity decreases

**6. Complete the sentences with the economic terms from Exercise 5.**

1. Industrial production is still decreasing. It seems that the country is heading for a \_\_\_\_\_.
2. Falling oil prices coupled with increased \_\_\_\_\_ are widening Venezuela's budget deficit.
3. This year, the US is expected to run \_\_\_\_\_ with China of as much as \$15 billion.
4. We must rebuild manufacturing so as to generate \_\_\_\_\_.
5. The country was able to repay some of its loans from abroad and so reduce its \_\_\_\_\_.
6. To help farmers, the EU has given out millions of euros in agricultural \_\_\_\_\_.

**7. Match the economic terms (1 –10) to their definitions (a –j):**

- |                                 |  |
|---------------------------------|--|
| 1. interest rate                | a. total value of goods and services produced in a country     |
| 2. exchange rate                | b. general increase in prices                                  |
| 3. inflation rate               | c. cost of borrowing money                                     |
| 4. labour force                 | d. price at which one currency can buy another                 |
| 5. tax incentives               | e. percentage of people without jobs                           |
| 6. government bureaucracy       | f. people working  |
| 7. GDP (gross domestic product) | g. low taxes to encourage business activity                    |
| 8. unemployment rate            | h. money from overseas   |
| 9. foreign investment           | i. official rules, regulations, or paperwork                   |
| 10. balance of trade            | j. difference in value between a country's imports and exports |

**8. Complete the sentences with appropriate economic terms from the box:**

balance of trade	exchange rate	government bureaucracy	inflation rate
tax incentives	unemployment rate	labour force	
interest rate	GDP	foreign investment	

1. If you plan to borrow money, you will want to know the \_\_\_\_\_.
2. In countries where the \_\_\_\_\_ is high, young people tend to study



more.

3. How many yen to the euro? Do you now the \_\_\_\_\_ by any chance?
4. According to a recent survey, 12% of the \_\_\_\_\_ are earning less than the minimum wage.
5. So many forms to fill in just to import one photocopier! Nobody needs all this \_\_\_\_\_.
6. The higher the \_\_\_\_\_ of a country, the richer its people are.
7. When the value of a country's exports is greater than the value of its imports, we say that \_\_\_\_\_ is 'favorable'.
8. Prices increased again last month, so the \_\_\_\_\_ rose to 5.3%.
9. Less government bureaucracy will encourage \_\_\_\_\_.
10. The government is offering attractive \_\_\_\_\_ to encourage foreign investment.

**9. Complete this economic profile without looking back at the terms in Exercise 8:**

The economy of the country is stable following the problems of the past three years. By following a tight monetary policy the government has reduced the (1) *i* \_\_\_\_\_ *r* \_\_\_\_\_ to 2%. After going up dramatically, the (2) *i* \_\_\_\_\_ *r* \_\_\_\_\_ is now down to 7%. The last six months has seen a slight improvement in the (3) *e* \_\_\_\_\_ *r* \_\_\_\_\_ against the dollar. The (4) *G* \_\_\_\_\_ has grown by 0.16%. Exports are increasing and the (5) *b* \_\_\_\_\_ of *t* \_\_\_\_\_ is starting to look much healthier.

The (6) *u* \_\_\_\_\_ *r* \_\_\_\_\_ is still a problem as it is 17%. In order to stimulate the economy and attract (7) *f* \_\_\_\_\_ *i* \_\_\_\_\_ the government is offering new (8) *t* \_\_\_\_\_ *i* \_\_\_\_\_ as well as making a renewed effort to reduce (9) *g* \_\_\_\_\_ *b* \_\_\_\_\_. Finally, a large skilled (10) *l* \_\_\_\_\_ *f* \_\_\_\_\_ means there could be attractive investment opportunities over the next five years.

**10. Match the verbs (1–9) with their Russian equivalents (a–i):**

- |                |                   |
|----------------|-------------------|
| 1. to afford   | a. происходить    |
| 2. to call for | b. конкурировать  |
| 3. to compete  | c. существовать   |
| 4. to cushion  | d. позволять себе |
| 5. to enter    | e. прекращать     |
| 6. to exist    | f. входить        |
| 7. to occur    | g. обеспечивать   |
| 8. to quit     | h. смягчать       |
| 9. to supply   | i. требовать      |

**11. Match the verbs (1–18) to the nouns (a–p) to form strong word partnerships. There may be more than one possibility:**

- |              |               |
|--------------|---------------|
| 1. to buy    | a. things     |
| 2. to afford | b. a price    |
| 3. to have   | c. an economy |

- |               |              |
|---------------|--------------|
| 4. to find    | d. an effect |
| 5. to sell    | e. workers   |
| 6. to pay     | f. benefits  |
| 7. to seek    | g. a profit  |
| 8. to set     | h. costs     |
| 9. to make    | i. quality   |
| 10.to control | j. a product |
| 11.to reduce  | k. a service |
| 12.to cut     | l. goods     |
| 13.to move    | m. materials |
| 14.to quit    | n. limits    |
| 15.to raise   | o. work      |
| 16.to produce | p. a job     |
| 17.to find    |              |
| 18.to cushion |              |

**12. Complete the sentences with the appropriate forms of the verbs from Exercises 10 and 11:**

- The new training programme launched by the Government helps to \_\_\_\_\_ the effects of unemployment.
- Business firms have to \_\_\_\_\_ in a commercial environment.
- This sort of work \_\_\_\_\_ a lot of patience.
- She \_\_\_\_\_ after only six months in the job.
- Due to recession our company \_\_\_\_\_ its size from about 50,000 employees to 35,000.
- Thanks to the success of our business, we can \_\_\_\_\_ a new car this year.
- Attracted by phenomenal rate of growth potential, more and new companies \_\_\_\_\_ the software market nowadays.
- The bank \_\_\_\_\_ interest of 9 per cent on savings.
- I am thinking of \_\_\_\_\_ my car.
- This computer supplier \_\_\_\_\_ very good after-sale service.

**13. Complete the text with appropriate forms of the verbs from the box:**

cushion	have	seek	enter	call for
quit	refer to	occur	find	move

## CATEGORIES OF UNEMPLOYMENT

There are four types of unemployment: frictional, structural, cyclical, and seasonal. Each type (1)\_\_\_\_ a different effect on the economy. New people wanting to enter the labor force are part of the frictionally unemployed. **Frictional unemployment** refers to those people who have (2)\_\_\_\_ work because they did not like the job, the boss, or working conditions and who have not yet (3)\_\_\_\_ a new

job. It also refers to those people who are (4)\_\_\_ the labor force for the first time (for example, new graduates) or are returning to the labor force. There will always be some frictional unemployment, because it takes some time to find a new job or a first job. Frictional unemployment has little negative effect on the economy.

There is a second important group called the structurally unemployed. **Structural unemployment** (5)\_\_\_ that unemployment caused by a mismatch between the skills (or location) of job seekers and the requirements (or location) of available jobs. For example, one finds coal miners in an area where the mines have been closed. A major cause of this type of unemployment is the decline of the manufacturing sector. Another cause is the replacement of workers by robots and other technology. Structural unemployment (6)\_\_\_ industry retraining programs to (7)\_\_\_ workers into growth industries.

A third kind of unemployment is **cyclical unemployment**. It (8)\_\_\_ because of a recession or a similar downturn in the business cycle. This type of unemployment lasts until the economy recovers and businesses begin rehiring.

The fourth type of unemployment is **seasonal unemployment**. It occurs where the demand for labor varies over the year, as with the harvesting of crops.

The government tries to (9)\_\_\_ the effects of unemployment by paying people unemployment benefits for a limited period while they (10)\_\_\_ new jobs.

#### ***14. Complete the text with the appropriate word:***

### THE MARKET ECONOMY

The market economy is sometimes called the *free market*. A free market is not controlled in any way by a (1) \_\_\_\_ . It is also free from the influence of custom or tradition. In a free market, the only reason why things are bought and sold is because there is a (2) \_\_\_\_ for them. Prices for goods and services are simply what people are prepared to pay. The market economy is not really controlled by anyone. It controls itself.

The role of the company in the free market is to supply what people want. However, companies need an incentive. The incentive is profit. There are two ways for companies to make a profit. The first way is to (3) \_\_\_\_ their prices. The second way is to reduce their production costs. And this brings us to two more (4) \_\_\_\_ of the market economy: *competition* and *technology*.

Competition exists in a free market because, theoretically, anyone can be a (5) \_\_\_\_ . This means that companies have to compete with each other for a (6) \_\_\_\_ of the market. Competition is good for consumers because it helps to control prices and quality. If customers aren't happy with a product or service, or if they can't (7) \_\_\_\_ it, they will go to a competitor.

Technology exists in a free market because producers need ways to reduce their (8) \_\_\_\_ . They cannot buy cheaper raw materials. Instead, they must make better use of time and labour. Technology is the use of tools and machines to do jobs in a better way. This helps companies produce more goods in less time and with less effort. The result is more profit.

People often think that most (9) \_\_\_\_ are free markets. However, at the macroeconomic level, a truly free market economy does not exist anywhere in the world. This is because all governments set (10) \_\_\_\_ in order to control the economy. Some governments set many of them, other governments set very few, but they all set some. For this reason, a true market economy is only theoretical. Nevertheless, many of the features of the market economy do exist in most societies today.

- |     |                |               |               |
|-----|----------------|---------------|---------------|
| 1.  | a) demand      | b) government | c) income     |
| 2.  | a) labour      | b) recession  | c) demand     |
| 3.  | a) raise       | b) rise       | c) arise      |
| 4.  | a) types       | b) features   | c) branches   |
| 5.  | a) producer    | b) product    | c) production |
| 6.  | a) boom        | b) income     | c) share      |
| 7.  | a) afford      | b) effort     | c) affirm     |
| 8.  | a) costs       | b) prices     | c) income     |
| 9.  | a) economics   | b) economists | c) economies  |
| 10. | a) limitations | b) limits     | c) limitary   |

***15. Translate the following sentences into English using the active vocabulary:***

1. Зарплата рабочих возросла на 4,5%.
2. Семьи тратят более 50% своего дохода на аренду жилья.
3. Джeneral Моторс делает попытки выйти на быстрорастущий рынок автомобилей в Азии.
4. Аналитики пришли к выводу, что США преодолет экономический спад и процентные ставки вырастут.
5. Стабильность в экономике может быть достигнута, если спрос и предложение находятся в равновесии.
6. Развитие новых отраслей промышленности требует больших капиталовложений.
7. Мы потеряли почти все свои сбережения во время экономического спада.
8. Уровень производства упал, что привело к росту уровня безработицы.
9. Надежды на экономический подъём не оправдались.
10. Высокий уровень безработицы объясняется спадом в экономике.
11. Высокие налоги могут снизить стимул к расширению производства.
12. Правительство должно обеспечить крупные субсидии, чтобы покрыть дефицит.

## ***Reading Focus***

### TEXT 1

***I. We live in uncertain times, both politically and economically. In your view, what are the greatest threats to the world economy? Write down what you consider to be the four key global issues from the list below or choose others that you believe to be even more important. Compare your views with your group-mates.***

- political instability
- mass unemployment
- massive trade deficits
- poverty in the Third World
- the collapse of communism
- a population explosion
- under-employment
- racial tension
- hyperinflation
- cheap labour markets
- the debt crisis
- environmental damage
- an ageing population
- trade wars

***Read the article and check your ideas.***

### THE DEATH OF ECONOMICS

The world economy is falling apart. And no one has a clue what's going wrong – least of all the economists.

Whereas, in the past, supply and demand usually had a way of evening themselves out, we now swing from hyperinflation to soaring unemployment as slump follows boom. The once predictable business cycles which drive the market economy have gone completely out of control. The economic statistics issued by governments every month seem more unreliable than ever. And, for the first time, politicians have started talking about 'the death of economies'.

#### **Recession and Collapse**

For all its industrial might, the United States can do nothing to close its trade gap with Japan. And yet, in spite of a healthy trade surplus, Japan is itself sliding deeper into recession. In Germany it's the same story. And almost before their economies have had a chance to recover from years of communism, many of the former Soviet bloc countries are on the verge of economic collapse.

#### **The unemployed underclass**

But it isn't crippling deficits in the West and post-communist chaos in the East which pose the greatest threat to the world economy. Neither is it the global arms build-up, political instability in the Third World or the Latin American debt crisis. No. The single biggest economic disaster at the end of the 20th century is the emergence throughout the industrialized nations of a vast and permanent underclass of unemployed.

### **Cheap labour from the East**

In the EU, official figures put the number of unemployed at more than five times what it was 20 years ago. In Central and Eastern Europe wages have fallen so far behind escalating inflation that immigration controls in the West have had to be tightened to prevent an influx of workers from the East. But this hasn't stopped Western companies exploiting cheap labour in Eastern Europe and putting their own employees out of work.

### **The working poor**

In the USA, where unemployment benefit is cut after six months and staying out of work is not an option, they claim to be creating jobs, but only at the cost of falling real incomes. For in many of the inner cities of the USA they have something approaching a Third World economy with millions of people working for far below the minimum wage. In Japan, the problem is also not so much unemployment as under-employment, with many of the Japanese, in fact, in low-paid dead-end jobs. If Europe has a growing army of unemployed, Japan and the States now have an army of working poor.

### **The disadvantaged minority**

The consequences of this are far-reaching. It goes without saying that a consumerist society depends on a plentiful supply of consumers. But consumers need to be earning money in order to consume. Eventually, a disadvantaged minority will undermine the whole social system.

### **The myth of economic growth**

Over the past decade it has been popular to talk about economic growth as if it were the answer to all our problems. But, even if there were any evidence that economic growth naturally leads to lower unemployment, which there isn't, the rate of growth amongst the world's richest nations has actually been steadily declining since the 1960s.

### **Economical with the truth**

Current government figures point to an economic recovery. But can we trust government figures? If they say our balance of trade has improved, how do we know that it is true? If you were the government, the pound was fragile and the announcement of a bad trade deficit could cause it to collapse, what would you do? Spend a billion supporting sterling or put out a set of massaged figures? As journalist Richard Northedge puts it, "it's often easier to be economical with the truth than truthful about the economy".

## ***II. Which of the following topics does the article discuss?***

1. The boom-bust economy
2. American foreign policy
3. Global recession
4. Political extremism
5. Re-training the unemployed
6. Consumerism
7. The black economy

8. Government cover-ups

**III. Complete the words by adding the vowels. Each word can follow the adjective “economic”.**

1. gr \_ wth
2. \_ nd \_ c \_ t \_ rs
3. cr \_ s \_ s
4. f \_ r \_ c \_ st
5. f \_ rc \_ s
6. th \_ \_ ry
7. p \_ l \_ cy
8. \_ \_ tl \_ \_ k
9. r \_ c \_ ss \_ \_ n
10. m \_ \_ s \_ r \_ s
11. d \_ v \_ l \_ pm \_ nt
12. r \_ \_ n
13. r \_ f \_ rm
14. str \_ t \_ gy
15. r \_ c \_ v \_ ry
16. \_ n \_ \_ n
17. s \_ nct \_ \_ ns
18. \_ \_ d

**IV. Complete the following sentences using some of the word partners from Exercise III:**

1. Economic \_\_\_\_\_ , such as the rate of inflation and the level of unemployment, are the signs that economists look for to help them produce their economic \_\_\_\_\_ .
2. Economic \_\_\_\_\_ is what a country faces if it builds up too great a national debt.
3. The prospects for a country's economic future might be called its economic \_\_\_\_\_ .
4. During a period of economic \_\_\_\_\_ the government is forced to take strong economic \_\_\_\_\_ to revitalize the economy.
5. Despite all the talk of political and economic \_\_\_\_\_ , Europe seems more divided than ever.

**V. Find the words and expressions in the article which mean:**

1. no one has any idea
2. industrial strength
3. are on the point of economic collapse
4. severe deficits
5. to be made stricter
6. a mass entry

7. jobs without prospects
8. it's obvious
9. the pound is in a weak position

### ***OVER TO YOU***

How strong is the economy in your country? Would you say it was about to enter a period of growth or decline?

## **TEXT 2**

### **DOES AMERICA NEED A RECESSION?**

#### ***I. Read the text about the recession in the USA.***

The late Rudi Dornbusch, an economist at the Massachusetts Institute of Technology, once remarked: “None of the post-war expansions died of old age. They were all murdered by the Fed.” Every recession since 1945, with the exception of the one in 2001, was preceded by a sharp rise in inflation that forced the central bank to raise interest rates. But today's Federal Reserve is no serial killer. It seems keener on blood transfusions than on bloodletting.

When the Fed cut its discount rate on August 17th 2007, it admitted for the first time that the credit crunch could hurt the economy. The markets are betting it will soon cut its main federal funds rate. Economists are arguing about how much damage falling house prices and the mortgage crisis will do. But there is one question that is rarely asked: even if a downturn is in the offing, should the Fed try to prevent it?

Most people think the question is stupid. According to received wisdom, the Fed should not cut interest rates to bail out lenders and investors, because this creates moral hazard and encourages greater risk-taking; but if financial troubles harm spending and jobs the Fed should immediately ease policy so long as inflation remains modest. Central bankers should be guided by the “Taylor rule” – and set interest rates in response to deviations in both output and inflation from desired levels.

But should a central bank always try to avoid recessions? Some economists argue that this could create a much wider form of moral hazard. If long periods of uninterrupted expansions lead people to believe that the Fed can prevent any future recession, consumers, firms, investors and borrowers will be encouraged to take bigger risks, borrowing more and saving less. During the past quarter century the American economy has been in recession for only 5% of the time, compared with 22% of the previous 25 years. Partly this is due to welcome structural changes that have made the economy more stable. But what if it is due to repeated injections of adrenaline every time the economy slows?

Many of America's current financial troubles can be blamed on the mildness of the 2001 recession. After its longest unbroken expansion in history, GDP did not even fall for two consecutive quarters, the traditional definition of a recession. It is



popularly argued that the tameness of the downturn was the result of the American economy's increased flexibility, better inventory control and the Fed's firmer grip on inflation. But the economy also received the biggest monetary and fiscal boost in its history. By slashing interest rates (by more than the Taylor rule prescribed), the Fed encouraged a house-price boom which offset equity losses and allowed households to take out bigger mortgages to prop up their spending. And by sheer luck, tax cuts, planned when the economy was still strong, inflated demand at exactly the right time.

Many hope that the Fed will now repeat the trick. Slashing interest rates would help to prop up house prices and encourage households to keep borrowing and spending. But after such a long binge, might the economy not benefit from a cold shower? Contrary to popular wisdom, it is not a central bank's job to prevent recession at any cost. Its task is to keep inflation down (helping smooth out the economic cycle), to protect the financial system, and to prevent a recession turning into a deep slump.

The economic and social costs of recession are painful: unemployment, lower wages and profits, and bankruptcy. These cannot be dismissed lightly. But there are also some purported benefits. Some economists believe that recessions are a necessary feature of economic growth. Joseph Schumpeter argued that recessions are a process of creative destruction in which inefficient firms die.

Another “benefit” of a recession is that it purges the excesses of the previous boom, leaving the economy in a healthier state. A recession now would reduce America's trade gap as consumers would at last be forced to trim their spending. Delaying the correction of past excesses by pumping in more money and encouraging more borrowing is likely to make the eventual correction more painful. The policy dilemma facing the Fed may not be a choice of recession or no recession. It may be a choice between a mild recession now and a nastier one later.

Central banks must stop recessions from turning into deep depressions. But it may be wrong to prevent them altogether.

Of course, even if a recession were in America's long-term economic interest, it would be political suicide. A central banker who mentioned the idea might soon be out of a job. But that should not stop undiplomatic economists asking whether a recession once in a while might actually be a good thing.

***II. Decide if the following statements are true (T) or false (F). Correct the false ones.***

1. The sharpest increase in inflation rate was observed in the USA shortly before the latest recession of 2001.
2. The Fed always used to say that credit problems could cause economic problems.
3. The majority view is that the Fed should raise interest rates to provide conditions for greater risk-taking.
4. The period of the latest recession in the USA was the shortest in its history.
5. The latest recession was modest due to America's flexible economy as well as the Fed's significant monetary injections.

6. The Central Bank is commonly believed to have to stop recessions by all means.
7. Although the consequences of recession are upsetting, it has evident positive effects as well.
8. The impending recession is in America's political interest.

***III. Look at the words in the table which come from the text.***

- 1. Decide what part of speech (noun, adjective or verb) each word is as they appear in the article.***
- 2. Look at the suggested meaning of each word and decide if it is appropriate in the context. Three of the meanings are incorrect.***

Word	Part of speech	Meaning
crunch	noun	a situation that is very difficult because you do not have enough money
bail out		to help an organization that is having financial problems.
hazard		something that could be dangerous or cause damage or accidents
welcome		unpleasant, unfavourable
tameness		mildness
prop up		to provide help, to support financially
slashing		increasing significantly
binge		
purported		proved to be real or true
purge		to remove a bad or unpleasant condition
trim		to cut, to reduce

***OVER TO YOU***

1. How would you describe the economic situation in the USA?
2. What has the Fed done to prevent recessions?
3. Do you think recessions may be a positive factor in an economic development?

### TEXT 3

#### ***I. Read the Text about Ford Company.***

#### **FORD'S 22-YEAR LOW REFLECTS ECONOMY CONCERN, CEO SAYS**

Ford slipped 3 cents to \$6.07 in New York Stock Exchange composite trading, the lowest since Jan. 14, 1986. (1)\_\_\_ Ford Motor Co.'s slide to a 22-year low in its stock price reflects "concern about the state of the U.S. economy," Chief Executive Alan Mulally said.

Clearly, most of the parameters of our economy are associated with a real slowdown, Mulally told reporters late yesterday at a dinner in Dearborn, Michigan. Everything has deteriorated more than we anticipated, "which puts a lot of pressure on confidence of consumers." He declined to say whether the U.S. was in a recession.

(2)\_\_\_ The company will adjust production to lower vehicle demand and remains committed to returning to profitability in 2009, he said.

Ford is cutting jobs, closing plants and developing new models after a record loss of \$12.6 billion in 2006. The company recruited Mulally, 62, that year from Boeing Co., where the executive headed commercial airline operations.

At Ford, Mulally wants to stabilize the U.S. share of its main Ford, Lincoln and Mercury brands at 14 percent to 15 percent. (3)\_\_\_ The automaker, based in Dearborn, was surpassed in 2007 by Toyota Motor Corp. for No. 2 in U.S. vehicle sales, behind General Motors Corp. (4)\_\_\_ Ford hasn't posted a U.S. market share gain since 1995, when it accounted for one in every four cars and trucks sold.

If the company achieves its 2009 profitability goal, Ford "will be rewarded," Mulally said.

Ford's sales in China rose 30 percent last year, helped by sales of the Focus sedan, Mulally said. The automaker later issued a statement saying its China sales totaled 216,324 vehicles last year.

***II. The following sentences (A-E) have been removed from the article. Decide in which numbered gap (1-4) each one should go. There is one extra sentence which you do not need to use.***

- A. The brands compose 14.8 percent of the domestic market in 2007.
- B. In 2005, corporate rating agencies downgraded the bonds of Ford.
- C. Ford first hit a 22-year low on Jan. 4, when it closed at \$6.13.
- D. Ford had held the slot since 1931 and hadn't been No. 3 or worse since 1905.
- E. Ford "wouldn't do anything different because of the stock price," Mulally said.

### ***III. Answer the questions.***

1. Why was January 9, 2008 one of the worst dates in Ford Motor Co's history?
2. What is Ford Motor going to do to cushion the effect of the economic slowdown on the company?
3. How successful was the company on the American market between 1905 and 2007?
4. How successful is the company on the American market now?
5. When is the management of the company planning to produce profit again?

## **TEXT 4**

### ***I. Read the article about the mixed economy and do the task.***

## **THE MIXED ECONOMY**

Most economists would say that there are no examples in the world today of a completely free market or a completely controlled economy. Instead, every country operates a mixture of the two systems. Even in the freest economies, like the USA, there is some government control; even in the strictest planned economy there is some free enterprise.

Economies mix government control and free market values in different ways. One way is to let privately owned businesses exist alongside state run industries. The economy becomes divided between the state sector and the private sector. The state sector often includes industries that the government thinks are important and need protection from the risks of the free market. These could include public transport, hospitals, schools and the postal service. The state sector can also include large industries that are important for a country's economic health, such as oil, steel or agriculture. These are sometimes called *primary industries* because they provide basic materials to manufacturers.

These state sector industries use money that the government collects in taxes. Often, they do not need to compete with other companies because no other company is allowed to provide the same product or service. However, many countries have recently started a process called *deregulation*. Deregulation means freeing up the economy to allow private businesses to compete with state-run industries. The state sector should then run more efficiently in order to compete in the free market and because it now has less government protection.

Deregulation of services like telecommunications, transport and banking has happened in many countries in recent years. People have generally accepted these changes. However, generally the public is less happy when governments start talking about deregulation in education and health services. Many people feel that profit motivation will harm these services rather than improve them.

Another way in which economies today are mixed is that governments put limits on free enterprise. For example, governments may decide to ban trade in certain goods if they are dangerous. They may also create laws to make sure companies trade honestly or to prevent *monopolies*. If a company has a monopoly, normal

market forces do not affect it. This is bad for consumers and the economy in general. Governments may also regulate methods of production. They do this to guarantee that products are safe for consumers and to protect the environment.

Many economists would argue that the mixed economy is the best system for consumers. This is because consumers have two ways to control the economy: by choosing to buy a company's goods or services and by choosing to give political parties their votes.

***II. For each question (1-5,) mark one letter (a, b or c) for the correct answer.***

1. What do most economists believe about economies in the world today?
  - a) There are a lot of free markets.
  - b) Some countries have a completely planned economy.
  - c) A mixed economy exists in some way in all countries.
2. Why do governments choose to run some industries?
  - a) So they can collect taxes.
  - b) Because they need to be protected from the risks of the free market.
  - c) To encourage a divided economy.
3. Why do governments deregulate some industries?
  - a) To make the industries more efficient.
  - b) To protect them.
  - c) Because there is too much competition.
4. According to the text, what is not very popular with the public?
  - a) Deregulation of public transport.
  - b) Deregulation of hospitals and schools.
  - c) Deregulation of telecommunications and banking.
5. What type of state control is *not* mentioned in paragraph 5?
  - a) Controlling the way companies do business.
  - b) Controlling what companies sell.
  - c) Controlling the prices companies set.

## TEXT 5

***Translate the text in written form. Consult a dictionary if necessary.***

### UNDERSTANDING THE GLOBAL CRISIS

**A looming recession in the United States and Europe has been the main cause of anxiety among investors this year. Will the U.S. manage to maintain an above-zero economic growth? Won't the U.S. economic slowdown bring about a global economic crisis? If such a crisis does break out, how will it affect stock markets around the world? Let's try to sort out the problem.**

In Europe, however, a recession is unlikely because the Eurozone's labor market is quite strong, inflation is lower than in the U.S., and the prerequisites

do not exist for local real estate markets to crash. For its part, the Japanese government has downgraded their economy in its March report for the second month in a row against a backdrop of growing risks for the corporate sector and fears of a slump in demand in the U.S. We share the opinion that Europe does not face the threat of a recession in the first half of this year. In the second half of 2008, everything will depend on how long the U.S. economic slowdown lasts. If it drags on for more than six months, Japan and Europe too could suffer.

In the U.S. early last week, financial markets were shocked by the virtual bankruptcy of global investment bank Bear Stearns, the nation's fifth largest investment bank. JPMorgan offered to buy Bear Stearns at \$10 per share, although 10 days earlier Bear Stearns shares had cost around \$70.

The Fed was quick to react to the lack of liquidity in the banking system. To stave off panic on the money market, the Fed took unprecedented measures. It announced a program of direct lending to primary dealers through the discount window. The Fed also lent lavishly to investment banks - a step taken for the first time since the Great Depression of the 1930s.

Many believe the Fed will continue to lower interest rates as needed to stimulate U.S. economic growth.

On the Russian stock market, most blue chips continue to experience a downturn, and there are no signs of turnaround. However, quite a few market players take advantage of any sharp decline to fill up their portfolios with securities that have become cheaper. Consequently the decline is almost certain to be followed by a surge. Right now, though, it's best for cautious investors to sit back and watch developments on the markets, and get ready for when the situation normalizes.

## UNIT 2

### MANAGEMENT

#### *Vocabulary Focus*

**Management** comprises **directing** and **controlling** a group of people or entities for the purpose of **coordinating** and **harmonizing** that group towards accomplishing a goal. Management often encompasses the use of **human resources**, **financial resources**, **technological resources**, and **natural resources**. Management can also refer to the person or people who perform the act(s) of management.

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**.

Each organization can be represented as a three-story structure or a pyramid. Each story corresponds to one of the three general levels of management: **top managers**, **middle managers**, and **lower managers**.

#### **Top-level management**

- Top-level managers require an extensive knowledge of management roles and **skills**.
- They have to be very aware of external factors such as markets.
- Their decisions are generally of a **long-term** nature.
- They are responsible for **strategic decisions**.
- They have to plan and see that their plans may be effective in future

#### **Middle management**

- Mid-level managers have a specialized understanding of certain **managerial tasks**.
- They **carry out** the decisions made by top-level management.
- They are responsible for **tactical decisions**.

#### **Lower management**

- This level of management **ensures** that the decisions and plans taken by the other two are carried out.
- Lower-level managers' decisions are generally **short-term** ones.
- They are responsible for **operational decisions**.

Management **operates** through various functions, often classified as **planning**, **organizing**, **leading (motivating)** and **controlling**.

- Planning: deciding what **needs** may happen in the future and **generating plans** for action.
- Organizing: making optimum use of the resources required to carry out plans.
- Leading (motivating): exhibiting skills in these areas for getting others to play an effective part in achieving plans.

- Controlling: monitoring – checking progress against plans, which may need modification based on **feedback**.

***1. Match the terms (1–10) to their definitions (a–j):***

- |                   |  |
|-------------------|--|
| 1. authority      | a) the people who control and operate a business or organization.          |
| 2. decision       | b) the ability or authority to act or decide one's own.                    |
| 3. feedback       | c) a system of people arranged in a graded order.                          |
| 4. hierarchy      | d) the power to make decisions or tell people what to do.                  |
| 5. management     | e) an employee under someone else's authority or control.                  |
| 6. need           | f) an instruction given by a superior to a subordinate.                    |
| 7. order          | g) a particular ability or capacity.                                       |
| 8. responsibility | h) a choice that you make after thinking.                                  |
| 9. skill          | i) something that is essential to human life.                              |
| 10. subordinate   | j) information given by managers to employees or by employees to managers. |

***2. Which of the resources that management encompasses (human, technological, financial or natural) does each phrase describe?***

1. advanced machines, equipment and scientific knowledge used by an organization for practical purposes.
2. valuable substances such as wood and oil that exist in a country's land and sea.
3. people, their skills and abilities.
4. funds that an organization uses to meet its obligations.

***3. Which management function (planning, organizing, leading or controlling) does each extract describe?***

1. Managers set objectives and decide how their organization can achieve them. This involves developing strategies and tactics, and allocating resources of people and money.
2. Managers measure the performance of their staff, to see whether the objectives set for the organization as a whole and for each individual member of it are being achieved.



3. Managers analyze and classify the activities of the organization and the relations among them. They divide the work into manageable activities and then to individual jobs. They select people to perform these jobs.
4. Managers make their staff work well, be productive and contribute to the organization. They make decisions about pay and promotion.

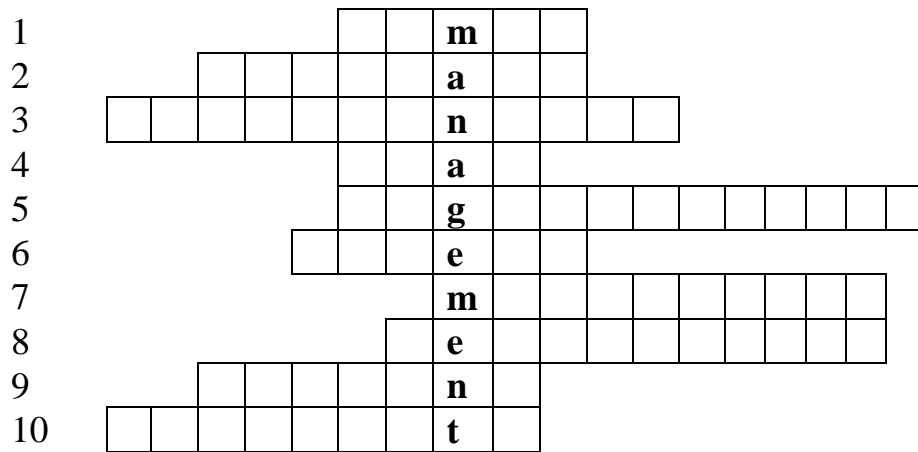
**4. Complete the following sentences with the words from the box:**

achieved	board of directors	communicate	
innovations	manageable	performance	resources
setting	supervise		

1. Managers have to decide how best to allocate the human, physical and capital \_\_\_\_\_ available to them.
2. Managers – logically – have to make sure that the jobs and tasks given to their subordinates are \_\_\_\_\_ .
3. There is no point in \_\_\_\_\_ objectives if you don't \_\_\_\_\_ them to your staff.
4. Managers have to \_\_\_\_\_ their subordinates, and to measure, and try to improve, their \_\_\_\_\_ .
5. Managers have to check whether objectives and targets are being \_\_\_\_\_ .
6. A top manager whose performance is unsatisfactory can be dismissed by the company's \_\_\_\_\_ .
7. Top managers are responsible for the \_\_\_\_\_ that will allow a company to adapt to a changing world.

**5. Add the words that complete the following sentences to the wordbox:**

1. The most important resources of any organization are its \_\_\_\_\_ resources – people.
2. The employees' comments about the new project provided valuable \_\_\_\_\_ to the manager.
3. Managers organize and supervise the work of their \_\_\_\_\_ .
4. To ... efficiently manager decides what needs may happen in the future and generates a \_\_\_\_\_ for action.
5. Most \_\_\_\_\_ have a hierarchical or pyramidal structure.
6. Managers should persuade their employees – not just give \_\_\_\_\_ .
7. The work of a manager can be divided into planning, organizing, \_\_\_\_\_ and controlling.
8. A top level manager is \_\_\_\_\_ for strategic decision.
9. Steve works as a middle manager for a large oil \_\_\_\_\_ .
10. In their work managers use their \_\_\_\_\_ – they take decisions and give orders.



**6. Match the verbs (1–2) with the nouns (a–s) to form strong word partnerships. There may be more than one possibility.**

- |                   |                     |
|-------------------|---------------------|
| 1. to allocate    | a. decisions        |
| 2. to communicate | b. information      |
| 3. to develop     | c. jobs             |
| 4. to make        | d. objectives       |
| 5. to measure     | e. people           |
| 6. to motivate    | f. performance      |
| 7. to perform     | g. resources        |
| 8. to set         | h. strategies       |
| 9. to supervise   | i. subordinates     |
| 10. to achieve    | j. responsibilities |
| 11. to employ     | k. standards        |
| 12. to modify     | l. relations        |
| 13. to take       | m. crises           |
| 14. to manage     | n. skills           |
| 15. to establish  | o. training         |
| 16. to deal with  | p. regulations      |
| 17. to require    | q. leadership       |
| 18. to get        | r. activities       |
| 19. to follow     | s. customers        |
| 20. to provide    |                     |
| 21. to coordinate |                     |

**7. Complete the sentences with appropriate forms of the verbs from Exercise 6:**

- Mark knows how to \_\_\_\_\_ difficult customers.
- Top managers consider the needs of the future and \_\_\_\_\_ responsibility for innovation.
- What is important to an organization is not the number of managers it employs but the ability of these managers to \_\_\_\_\_ the organization's objectives, and this ability requires a great skill.

4. Management \_\_\_\_\_ the resources of an organization to achieve the primary organizational goals.
5. Top managers \_\_\_\_\_ the firm's strategy and its major policies.
6. Managers have to \_\_\_\_\_ their subordinates and offer help and guidance where necessary.
7. Managers have to \_\_\_\_\_ the performance of their staff and compare it with objectives that have been established.
8. Setting objectives is easy; the hard part is to \_\_\_\_\_ them.
9. Perhaps the most important task of managers is to \_\_\_\_\_ the people who report to them, so that they continue to work well or even better.
10. Top managers have to \_\_\_\_\_ a company's long term objectives.

**8. Complete the text using the appropriate forms of the verbs from the box:**

achieve	allocate	balance	deal with	develop	employ	establish
follow	require	set				

### TOP MANAGEMENT

The top managers of a company have to (1)\_\_\_\_ objectives and then develop particular strategies that will enable the company to (2)\_\_\_\_them. This will involve (3)\_\_\_\_the company's human, capital and physical resources. Strategies can often be subdivided into tactics – the precise methods in which the resources attached to a strategy are (4)\_\_\_\_\_.

The founders of a business usually establish a "mission statement" – a declaration about what the business is and what it will be in the future. The business's central values and objectives will (5)\_\_\_\_from this. But because the business environment is always changing, companies will occasionally have to modify or change their objectives. It is part of top management's role to (6)\_\_\_\_ today's objectives and needs against those of the future, and to take responsibility for innovation, without which any organization can only expect a limited life. Top managers are also expected to set standards, and to (7)\_\_\_\_human resources, especially future top managers.

They also have to manage a business's social responsibilities and its impact on the environment. They have to (8)\_\_\_\_and maintain good relations with customers, major suppliers, bankers, government agencies, and so on. The top management, of course, is also on permanent stand-by to (9)\_\_\_\_ major crises.

Between them, these tasks (10)\_\_\_\_ many different skills which are almost never found in one person, so top management is work for a team. A team, of course, is not the same as a committee: it needs a clear leader, in this case the chairman or managing director.

**9. Complete the text about areas of management with the appropriate word:**

**AREAS OF MANAGEMENT**

An organizational (1) \_\_\_\_ can also be divided more or less horizontally into areas of management. The most common areas are finance, operations, marketing, human resources, and administration. Depending on its purpose and (2) \_\_\_\_, an organization may include other areas as well—research and development, for example, or risk management.

A **financial manager** is primarily (3) \_\_\_\_ for the organization's financial resources. Accounting and investment are specialized areas within financial management. Because financing (4) \_\_\_\_ the operation of the entire firm, many of the presidents of the largest companies are people who got their "basic training" as financial managers.

A **production manager** creates and manages the systems that convert resources into goods and services. Traditionally, production management is equated with the (5) \_\_\_\_ of goods. However, in recent years many of the techniques and procedures of production management have been (6) \_\_\_\_ to the providing services and to a variety of non-business activities. Like financial management, production management has given companies a good percentage of today's presidents.

A **marketing manager** is responsible for the (7) \_\_\_\_ of products between the organization and its customers or clients. Specific areas within marketing are marketing research, advertising, promotion, sales, and distribution.

A **human resources manager** is in charge of the organization's human resources programs. He or she (8) \_\_\_\_ in human resources planning, design systems for hiring, training, and appraising the (9) \_\_\_\_ of employees, and ensures that the organization follows government regulations concerning employment practices.

**General manager** is not associated with any specific functional area but provides overall administrative leadership. A hospital administrator is a good example of an administrative manager. He or she does not specialize in production, finance, marketing, or human resources management but (10) \_\_\_\_ coordinates the activities of specialized managers in all these areas.

- |     |                |                 |                |
|-----|----------------|-----------------|----------------|
| 1.  | a) scheme      | b) structure    | c) chart       |
| 2.  | a) mission     | b) tactics      | c) practice    |
| 3.  | a) involve     | b) in charge    | c) responsible |
| 4.  | a) affects     | b) affirms      | c) effects     |
| 5.  | a) manufactory | b) manufacturer | c) manufacture |
| 6.  | a) used        | b) employed     | c) applied     |
| 7.  | a) exchange    | b) change       | c) swap        |
| 8.  | a) deals       | b) operates     | c) engages     |
| 9.  | a) activity    | b) performance  | c) job         |
| 10. | a) apart       | b) instead      | c) despite     |

***10. Translate the following sentences into English using the active vocabulary:***

1. В крупной компании работа менеджеров низшего звена, однообразна и скучна.
2. Он будет руководить штатом в количестве 1.500 человек.
3. Менеджеры, особенно менеджеры высшего звена, должны определять цели компании и принимать решения о том, как их достичь.
4. Совет директоров принимает решение о назначении и увольнении топ менеджеров.
5. Очень мало женщин занимают руководящие позиции в компании.
6. Согласно современным теориям менеджмента основными стимулами к работе для людей являются не только деньги, но также хорошие условия работы, стабильность, приятные отношения с коллегами и возможность брать на себя ответственность.
7. Чтобы стать хорошим менеджером, нужно быть компетентным, т.е. в совершенстве знать свою работу и работу своих подчинённых.
8. Оценивать работу сотрудников – это одна из основных задач менеджера.
9. Он закончил колледж и сейчас ищет работу менеджера.
10. Банкротство большинства малых предприятий вызвано плохой работой руководства.
11. Как руководителю мне часто приходится принимать сложные решения.
12. Руководство компании проделало большую работу по улучшению условий труда.

## ***Reading Focus***

### **TEXT 1**

#### ***I. What makes a good manager?***

***1. Divide the following styles of behaviour into pairs of opposites and decide which five of the styles are generally preferable for managers.***

- b. being group oriented
- c. being cautious and careful
- d. being decisive and able to take rapid individual decisions
- e. being individualistic
- f. being assertive, authoritative, ruthless and competitive
- g. being happy to take risks
- h. being good at listening and sensitive to other people's feelings
- i. being intuitive
- j. being logical, rational and analytic
- k. liking consensus and conciliation

***2. Now look at the following list of qualities. Which are the most important for a manager?***

- l. being competent and efficient in one's job
- m. being friendly and sociable
- n. being a hard worker
- o. being persuasive
- p. having good ideas
- q. being good at communicating
- r. being good at motivating people
- s. being good at taking the initiative and leading other people

***3. Make a list of the five most important qualities from Parts 1 and 2.***

***II. Read the text and decide whether the different management functions described in the text require the qualities you selected in exercise I.***

### **WHAT IS MANAGEMENT?**

You want me to explain what management is? Well, I guess I can manage that! Actually, management as we understand it today is a fairly recent idea. Most economists in the eighteenth and nineteenth centuries, for example, wrote about factors of production such as land, labour and capital, and about supply and demand, as if these were impersonal and objective economic forces which left no room for human action. An exception was Jean-Baptiste Say, who invented the term "entrepreneur", the person who sees opportunities to use resources in more productive ways.

Entrepreneurs are people who are alert to so-far undiscovered profit opportunities. They perceive opportunities to commercialize new technologies and products that will serve the market better than it is currently being served by their competitors. They are happy to risk their own or other people's capital. They are frequently unconventional, innovative people. But entrepreneurship isn't the same as management, and most managers aren't entrepreneurs.

So, what's management? Peter Drucker, the well-known American business professor and consultant, suggests that the work of a manager can be divided into planning (setting objectives), organizing, integrating (motivating and communicating), measuring, and developing people.

#### *Planning*

Managers, especially senior managers, have to set objectives for their organization, and then work out how to achieve them. This is true of the managers of business enterprises, government departments, educational institutions, and sports teams, although for government services, universities and so on we usually talk about administrators and administration rather than managers and management.

#### *Organizing*

Managers analyze the activities of the organization and the relations among them. They divide the work into distinct activities and then into individual jobs. They select people to manage these activities and perform the jobs. And they often need to make the people responsible for performing individual jobs form effective teams.

#### *Integrating*

Managers have to be good at communication and motivation. They need to communicate the organization's objectives to the people responsible for attaining them. They have to motivate their staff to work well, to be productive, and to contribute something to the organization. They make decisions about pay and promotion. As well as organizing and supervising the work of their subordinates, they have to work with people in other areas and functions.

#### *Measuring*

Managers also have to measure the performance of their staff, and to ensure that the objectives and performance targets set for the whole organization and for individual employees are reached.

#### *Developing*

Furthermore, they have to train and develop their staff, so that their performance continues to improve.

Some managers obviously perform these tasks better than others. Most achievements and failures in business are the achievements or failures of individual managers.

Although the tasks of a manager can be analyzed and classified in this fashion, management is not entirely scientific. It is a human skill. Business professors obviously believe that intuition and 'instinct' are not enough; there are management skills that have to be learnt. Peter Drucker, for example, wrote over 20 years ago that 'Altogether this entire book is based on the proposition that the days of the "intuitive" manager are numbered', meaning that they were coming to

an end. But some people are clearly good at management, and others are not. Some people will be unable to put management techniques into practice. Others will have lots of technique, but few good ideas. Outstanding managers are rather rare.

**III. Look at the words in the table which come from the text.**

- 1. Decide what part of speech (noun, adjective or verb) each word is as they appear in the article.**
- 2. Look at the suggested meaning of each word and decide if it is appropriate in the context. Three of the meanings are incorrect.**

Word	Part of speech	Meaning.
objective	adjective	based only on facts and not influenced by personal feelings or beliefs
room		a part of a building with a floor, walls and a ceiling
alert		paying attention to what is happening and ready to react quickly if necessary
commercialize		develop something so that you can sell it and make a profit
enterprise		a business company or organization
team		a group of people who play a sport or game against another group
promotion		a move to a higher level in a company
measure		form an opinion about how good or bad something is
proposition		an offer or suggestion, especially involving business
techniques		skills needed to do a particular activities
outstanding		incomplete

**IV. Summarize the information of Text 1 in a paragraph of about 200 words.**

**TEXT 2**

**I. Before reading the text, answer the following questions:**

1. Which would you prefer to work for?
  - a) a male boss
  - b) a female boss
  - c) either – you don't have a preference
2. Do you think your response to question 1 is a typical one?



## ***II. Read the text about a female management style.***

### **SHE'S THE BOSS**

Business was invented by men and to a certain extent it is still “a boy's game”. (1)\_\_\_ Yet in Britain one in three new businesses are started up by women and according to John Naisbitt and Patricia Auburdene, authors of 'Megatrends 2000', since 1980 the number of self-employed women has increased twice as fast as the number of self-employed men.

#### **The Class Ceiling Syndrome**

Is it just a case of women whose career progress has been blocked by their male colleagues – the so-called 'glass ceiling syndrome' – being forced to set up their own businesses? Or do women share specific management qualities which somehow serve them better in self-employment? As many as 40% of start-ups fold within their first two years, but the failure rate of those run by women is substantially lower than that. (2)\_\_\_

#### **The Roddick Phenomenon**

Anita Roddick, founder of the Body Shop empire, is the perfect example of the female entrepreneur with her company growing from zero to £470 million in its first fifteen years. Perhaps the secret of her success was caution. (3)\_\_\_ Caution, forward planning and tight budgeting seem to be more female characteristics than male. They are also the blueprint for success when launching a new company.

#### **More Sensitive**

(4)\_\_\_ Less ruthlessly individualistic in their approach to business, women are more sensitive to the feelings of the group or team in which they work. They are generally more cooperative than competitive, less assertive, less prepared to lead from the front. Though they usually manage their time better than men and may even work harder, they are much less likely than their male counterparts to take risks. And, above all, it is risk-taking that makes corporate high fliers. As one male director put it, "I'm not paid to make the right decisions. I'm just paid to make decisions".

#### **Better communicators**

It's an overgeneralization, of course, but it remains true that men will more readily take the initiative than women. The female style of management leans towards consensus and conciliation. Women seem to be better communicators than men—both more articulate and better listeners. And perhaps it is women's capacity to listen which makes them particularly effective in people-oriented areas of business. (5)\_\_\_ But perhaps only the women will really be listening.

#### **The New Achievers**

And, as companies change from large hierarchical structures to smaller more flexible organizations, the communication skills and supportive approach of women are likely to become more valued. (6)\_\_\_ But it will be women who achieve the most in the 'caring 2000s' and beyond.

**III. The following sentences (A-G) have been removed from the article. Decide in which numbered gap (1-6) each one should go. There is one extra sentence which you do not need to use.**

- A. Rather than push ahead with the purchasing of new shops, Roddick got herself into franchising – the cheapest way to expand a business whilst keeping overheads down.
- B. When women join an existing company, it's a different story.
- C. The survey of 1,000 male and female middle and senior managers from across the UK is an indictment of the ability of men to function as leaders in the modern workplace.
- D. It was predominantly men who profited from the 'materialistic 80s', the age of the achiever.
- E. It is hardly surprising, therefore, that though male bosses tend to be reluctant to promote women, male bank managers seem only too happy to finance their businesses.
- F. In any mixed group of business people the ones doing most of the talking will almost certainly be the men.
- G. Less than 20% of the managers in most European companies are women, with fewer still in senior positions.

**IV. According to the article, are the following statements true or false?**

- 1. Women are at least as entrepreneurial as men.
- 2. Most female managers prefer task-based jobs to people-centred ones.
- 3. Women tend to be more conscientious than men.
- 4. Women who do succeed in business have to become even more ruthless than men.
- 5. Men aren't as financially aware as women.
- 6. Women are more likely to be the managers of the future than men are.

**V. Match each of the words in the first column with a word from the second column to make nine word partnerships from the article. There are some alternative partnerships, but there's only one way to match all nine.**

- |                  |                  |
|------------------|------------------|
| 1. senior        | a. budgeting     |
| 2. career        | b. structures    |
| 3. forward       | c. taking        |
| 4. tight         | d. progress      |
| 5. risk          | e. organizations |
| 6. high          | f. positions     |
| 7. hierarchical  | g. skills        |
| 8. flexible      | h. planning      |
| 9. communication | i. fliers        |

### **OVER TO YOU**

1. What is the style of male and female managers in companies in your country? Are they similar to the ones outlined in the text?
2. Do you think there is a difference in style between men and women or is any difference usually because of personality?
3. Do you know any men who have a 'female' style of working? or women who have a 'male' style of working?
4. Do you find it easier to work with men or women? Why?

### **TEXT 3**

***1. Read the interview with Gabriella Andrews and write each of the questions in the correct gap in the interview. (There is one extra question)***

1. How hard do you have to work?
2. What do you like about your job?
3. How long have you been in your present job?
4. What are your ambitions for the future?
5. What does your job consist of?
6. When were you first attracted by accountancy?

### **FORGET THE STEREOTYPE OF ACCOUNTANTS: THEY ARE NOW AMBITIOUS, SMOOTH-TALKING BUSINESS STRATEGISTS**

Gabriella Andrews is a finance manager with IMI Norgren. Born in Hungary, she came to the UK at 18 to study English, but stayed on to study European Business and Technology with German at Warwick. Following her graduation, with a first-class BSc Honours degree, she joined IMI as a trainee accountant. After various jobs with the firm, she became a finance manager with the company. She passed the final accountancy examinations in July 2002.

Q 1: \_\_\_\_\_

A: I first became interested in finance, or at least money matters, at school, where I was the class treasurer for four years.

Q 2: \_\_\_\_\_

A: I'm mainly interested in management accounting, so the accountancy qualification gives me the chance to work in other areas of the business and allows me to work in a more commercial environment. I like the interaction between various departments. And I get the opportunity to be involved in non-finance projects, too.

Q \_\_\_\_\_

3:

A: I have two divisional management accountants reporting to me. I'm a member of the local management team, so I get involved in regular discussions involving the performance of all three divisions. I have financial managerial responsibility for two of them. I'm involved in various other projects, as well as new product launches and new IT system introductions – both are high-profile projects within the Norgren Group. I produce reports and I supply financial information to all levels within the organization, from local management to the board of directors.

Q

4:

A: The working hours vary in our area; our busiest periods in the year are the end of the financial year, plus auditing, forecasting and any project-work deadlines. We are expected to work longer hours than usual then, so there's never a good time to take holidays. We still manage it, though, and I think the extra work should be seen as something that comes with a managerial position, really.

Q

5:

A: In the long term, I'd like to progress from a local office to a job at headquarters with responsibility for various offices. I would like to stay close to finance, but I'd consider a general business management role as well.

***II. Read the text in more detail and decide if the following statements are true (T) or false (F). Correct the false ones.***

1. Gabriella came to the UK in order to work.
2. She has always worked for the same company.
3. She looked after the financial affairs of her class at school.
4. She is only involved in the financial aspects of her company.
5. She has more junior staff working for her.
6. She gives financial information to the top level of management in her company.
7. She believes that sometimes she is asked to work too hard.
8. Her ambitions include going to work for a different organization.

***III. Find words or phrases in the text with the following meanings:***

1. someone who is training for a particular profession or job
2. someone who is in charge of the money that belongs to an organization
3. a degree or a diploma that you get when you successfully finish a course of study
4. the introduction of a new product onto the market
5. often seen in public, mentioned in newspapers, or appearing on television
6. a specific time or date by which you have to do something
7. to continue to develop

***IV. Discuss the following topics:***

1. Advantages and disadvantages of being a finance manager with a European company.
2. The job of a finance manager in Russia and European countries.

***V. Comment on the headline of the article.***

TEXT 4

***I. Read the article about business meetings.***

GETTING THE MOST OUT OF MEETINGS

One aspect of business life which many managers are unhappy with is the need to attend meetings. Research indicates that managers will spend between a third and a half of their working lives in meetings. Although most managers would agree that it is hard to think of an alternative to meetings, as a means of considering information and making collective decisions, their length and frequency can cause problems with the workload of even the best-organised executives.

Meetings work best if they take place only when necessary and not as a matter of routine. One example of this is the discussion of personal or career matters between members of staff and their line and personnel managers. Another is during the early stages of a project when the team members need to learn to understand and trust one another.

Once it has been decided that a meeting is necessary, decisions need to be taken about who will attend and about the location and length of the meeting. People should only be invited to attend if they are directly involved in the matters under discussion and the agenda should be distributed well in advance. An agenda is vital because it acts as a road map to keep discussion focused and within the time limit allocated. This is also the responsibility of the person chairing the meeting, who should encourage those who say little to speak and stop those who have a great deal to say from talking too much.

At the end of a well organized meeting, people will feel that the meeting has been a success and be pleased they were invited. They will know not only what

decisions were made but also the reasons for these decisions. Unfortunately, at the end of a badly organized meeting those present will leave feeling that they have wasted their time and that nothing worthwhile has been achieved.

Much thought has been given over the years to ways of keeping meetings short. One man who has no intention of spending half his working life in meetings is Roland Winterson, chief executive of a large manufacturing company. He believes that meetings should be short, sharp and infrequent. 'I try to hold no more than two or three meetings a week, attended by a maximum of three people for no longer than half an hour,' he says. 'They are clearly aimed at achieving a specific objective, such as making a decision or planning a strategy, and are based on careful preparation. I draw up the agenda for every meeting and circulate it in advance; those attending are expected to study it carefully and should be prepared to both ask and answer questions. Managers are best employed carrying out tasks directly connected with their jobs not attending endless meetings. In business, time is money and spending it in needless meetings that don't achieve anything can be very costly. Executives should follow the example of lawyers and put a cost on each hour of their time and then decide whether attending a long meeting really is the best way to spend their time.'

***II. For each question (1-6), mark one letter (a, b, c or d) for the correct answer.***

1. What do most managers think about meetings?
  - a) Meetings take up most of their working life.
  - b) Meetings allow them to monitor decision-making.
  - c) Meetings prevent them from establishing a routine.
  - d) Meetings are the only way they know of achieving certain objectives.
2. According to the writer, an example of a valuable meeting is one which
  - a) allows colleagues to achieve a better working relationship.
  - b) requires managers to discuss staffing needs with personnel.
  - c) selects a suitable group of people to work together as a team.
  - d) encourages staff to present ideas on improvements in management.
3. According to the writer the agenda is important because it
  - a) is seen by everybody before the meeting.
  - b) helps to give direction to the discussions.
  - c) contains items of interest to all those present.
  - d) shows who should speak at each stage of the meeting.
4. The writer says that people leaving a well organised meeting will understand
  - a) the reason for their invitation to attend it.
  - b) how the decisions taken were relevant to them.
  - c) the importance of proposals under discussion.
  - d) why certain courses of action were agreed upon.

5. What does Roland Winterson say about the meetings that he organizes?
- a) He aims to hold them on a regular basis.
  - b) He ensures they have a definite purpose.
  - c) He requires his managers to draw up the agenda.
  - d) He uses them to make decisions about strategy.
6. What is Roland Winterson's opinion about meetings?
- a) They can be a bad use of a manager's time.
  - b) Their importance is often underestimated.
  - c) They frequently result in wrong decisions.
  - d) Their effectiveness could be improved with better planning.

## TEXT 5

*Translate the text in written form. Consult a dictionary if necessary.*

### I WANT A LEADERSHIP TEAM NOT A MANAGEMENT TEAM

Keith Henry, 52, has been chief executive of National Power, the UK's biggest electricity company, since 1995.

I am very informal as a person. I don't like hierarchy and I don't like status. I wander around in my pullover. I sit in the canteen. I hate the term executive. The terms executive and manager imply status. I don't want managers, I want leaders. Soon after I arrived, I said that we would have a leadership team not a management team. By Stock Exchange rules you have to have the term chief executive, but I don't particularly enjoy it.

My background is construction and project management. I worked at Brown & Root where your assets really were your people. Your life is spent pulling teams together. If you are installing an oil platform, it is a 24-hour task. It can get extremely rough. Everything you do has to be as part of a team.

If you come from a construction background you have to be good with people. It is a skill you pick up. I enjoy being with the average worker. I like spending time on the shop floor finding out what people are thinking.

We have employee briefings. The first Monday of every month is open house. The first 25 people who e-mail my office are free to come. I speak and then there are questions and answers. The word gets out that I am a human being. Once people get over their nervousness, the questions they ask are very valid.

## UNIT 3.

### HUMAN RESOURCES

#### *Vocabulary Focus.*

#### RECRUITMENT AND SELECTION

##### **Recruitment**

**Recruitment** is the process of finding the right people for particular jobs. In American English it is called **hiring**. People who have been recruited are **recruits** or, in American English, **hires**. The company **employs** or **hires** them; they **join** the company.

The **vacancy** may be filled by an **internal candidate** who is usually promoted to the job. A company may recruit employees directly or use outside **recruiters**, **recruitment agencies** or **employment agencies**. Outside specialists called **headhunters** may be called on to **headhunt** people for very important **positions**, persuading them to leave the organizations they work for. This process is called **headhunting**.

##### **Applying for a job**

When a company recruits, people who are interested can apply for the job by sending a **letter of application** or **covering letter** (**cover letter** in American English) explaining why they want the job and why they are the right candidates for it and a **curriculum vitae** or **CV** (**resume** in American English) containing details of their education and experience. Candidates may also be asked to complete a standard **application form**.

##### **Selection procedures**

The department in a company responsible for recruitment and selection is known as **Personnel** or **Human Resources (HR)**. It selects the most suitable applications and prepares a **short list** of **candidates** or **applicants**, who are later invited to attend an **interview**. The HR specialists check their **references** by writing to their **referees**: previous employers or teachers that candidates have named in their applications. If the references are OK, they ask the candidates to come back for more interviews. Finally, they **offer** the job to someone with the right **qualifications** and **experience**, and if they **turn it down** they have to think again. If the candidate **accepts** the position, the company **hires** them.



**1. Match the words and phrases (1-13) with their definitions (a-m):**

- |                |   |
|----------------|---|
| 1. employer    | a) a person who asks questions in an interview.   |
| 2. employee    | b) a list of the few most suitable people for a job, chosen from all the people who were considered at first.   |
| 3. headhunter  | c) gaining controlled practical experience by a person who has nearly or recently finished professional training.   |
| 4. internship  | d) someone who is being interviewed for a job.  |
| 5. interviewee | e) an advertisement placed in a newspaper by a person or a company wishing to offer or to get employment.   |
| 6. interviewer | f) a person employed by someone else, working for money (salary or wages).  |
| 7. networking  | g) finding someone in a firm to recommend you; you find those people by asking friends, neighbours, family, and others if they know anyone who knows someone, and then you track those people down, interview them and seek their recommendation. |
| 8. portfolio   | h) a person who tries to attract specially able people to jobs.   |
| 9. reference   | i) walking in to firms and asking for an interview.   |
| 10. short list | j) a collection of business papers that exemplify one's work.   |
| 11. walk-in    | k) a recommendation concerning someone's character, ability, etc. when they are looking for employment.   |
| 12. want ad    | l) a person or organization employing people who work for money.  |
| 13. write-in   | m) writing to companies and sending a good cover letter and resume.   |

**2. Complete the chart to form words based around the word "employ". Use the suffixes and the prefix from the box.**

un-	-er	-able	-ee	-ment	-ed
-----	-----	-------	-----	-------	-----

EMPLOY

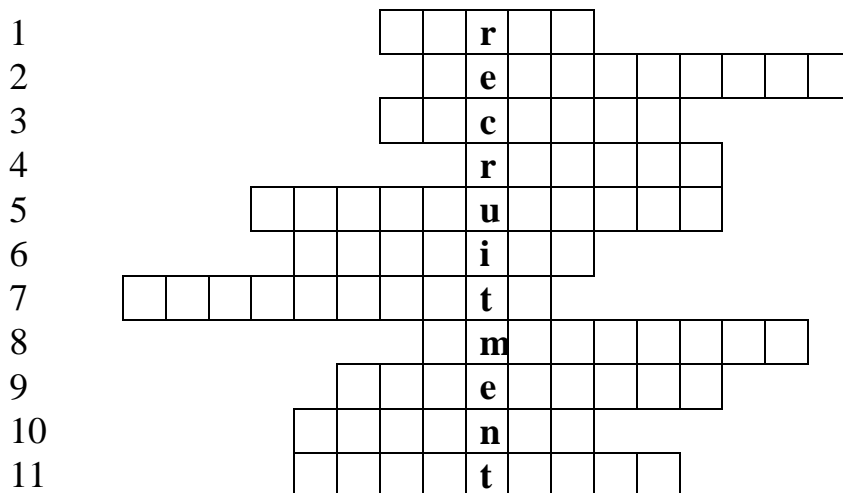
1. \_\_\_\_\_ (person who gives work)
2. \_\_\_\_\_ (person who works for 1)
3. \_\_\_\_\_ (in work; adjective)
4. \_\_\_\_\_ ( general noun)
5. \_\_\_\_\_ (opposite of 3)
6. \_\_\_\_\_ (opposite of 4)
7. \_\_\_\_\_ (not possible to employ; adjective)

**3. Read the definitions. Put the letters in the words in the correct order to form a word. The first letter of each word is in bold.**

1. To give someone a more important job and more money.  
 promote  
 metproo.....
2. Three words related to losing a job.  
 reif.....  
 cask.....  
 smidsiss.....
3. Two words for people being considered for a position.  
 nidcateda.....  
 plactapin.....
4. To fill in a form or write a letter for a job.  
 lypap.....
5. To find new workers to join a company.  
 crutrie.....
6. A person who has other people working for them.  
 leperomy.....
7. To stop doing a job because of age.  
 terrie.....

**4. Add the words that complete the following sentences to the wordbox.**

1. I phoned to check on my application, but they said they'd already \_\_\_\_\_ someone.
2. We will need to have \_\_\_\_\_ from your former employers.
3. Our department probably won't \_\_\_\_\_ anybody new this year.
4. She sent her \_\_\_\_\_ and a cover letter to American Express.
5. We found our new chief executive through a firm of \_\_\_\_\_ .
6. The selection process has lasted three months, but we are going to \_\_\_\_\_ someone next week.
7. There were over 200 \_\_\_\_\_ for that job; it took me a whole day just to reply to the unsuccessful ones.
8. The car industry is one of the biggest \_\_\_\_\_ .
9. The shortlisted candidates were invited for an \_\_\_\_\_ .
10. We are going to advertise the \_\_\_\_\_ in several newspapers.
11. We made a preliminary \_\_\_\_\_ of six people we wanted to interview.



**5. Match the verbs (1-9) with the words and phrases (a-j) to form strong word partnerships. There may be more than one possibility.**

- |                   |                          |
|-------------------|--------------------------|
| 1. to advertise   | a. an application form   |
| 2. to attend      | b. a covering letter     |
| 3. to complete    | c. a CV/resume           |
| 4. to draw up     | d. an interview          |
| 5. to fill in/out | e. new staff             |
| 6. to hire        | f. a post                |
| 7. to submit      | g. a probationary period |
| 8. to supply      | h. a reference           |
| 9. to write       | i. a short list          |
|                   | j. a vacancy             |

**6. Complete the text using the words in the box.**

promoted	applicant	short-listed	personnel	apply
application	curriculum vitae (CV)	interview	vacancies	agency
reference	job description	headhunters		

Employees who leave a company are not always replaced. Sometimes the company examines the (1)\_\_\_\_\_ for the position, and decides that it no longer needs to be filled. On other occasions the company will replace the person who resigns with an internal candidate who can be (2)\_\_\_\_\_ (or moved sideways) to the job. Or it will advertise the position in newspapers or trade journals, or engage an employment (3)\_\_\_\_\_ to do so. For junior management positions, employers occasionally recruit by giving presentations and holding interviews in universities, colleges and business schools. For senior positions, companies sometimes use the services of a firm of (4)\_\_\_\_\_, who already have the details of promising managers.

People looking for work or wanting to change their job generally read the (5)\_\_\_\_\_ advertised in newspapers. To reply to an advertisement is to (6)\_\_\_\_\_ for a job; you become an (7)\_\_\_\_\_ or a candidate. You write a/an (8)\_\_\_\_\_, or fill in the

company's application form, and send it, along with your (9)\_\_\_\_ (GB) or resume (US). You are often asked to give the names of two people who are prepared to write a (10)\_\_\_\_ for you. If you have the right qualifications and abilities, you might be (11)\_\_\_\_, i.e. selected to attend a/an (12)\_\_\_\_\_.

It is not uncommon for the (13)\_\_\_\_ department or the managers responsible for a particular post to spend eighty or more working hours on the recruitment of a single member of staff. However, this time is well-spent if the company appoints the right person for the job.

**7. Complete the text about human resource management with the appropriate word.**

## HUMAN RESOURCE MANAGEMENT

Human resource management (HRM), also called (1) \_\_\_\_ management, consists of all the activities undertaken by an enterprise to (2) \_\_\_\_ the effective utilization of (3) \_\_\_\_ toward the attainment of individual, group, and organizational goals. An organization's HRM function focuses on the people side of management. It (4) \_\_\_\_ of practices that help the organization to (5) \_\_\_\_ effectively with its people during the various phases of the employment cycle, including pre-hire, staffing, and post-hire. The pre-hire phase involves planning practices. The organization must decide what types of job (6) \_\_\_\_ will exist in the upcoming period and determine the necessary (7) \_\_\_\_ for performing these jobs. During the hire phase, the organization (8) \_\_\_\_ its employees. Selection practices include recruiting applicants, assessing their qualifications, and ultimately selecting those who are deemed to be the most qualified.

In the post-hire phase, the organization (9) \_\_\_\_ HRM practices for effectively managing people once they have "come through the door." These practices are designed to maximize the performance and satisfaction levels of employees by providing them with the necessary knowledge and skills to their jobs and by creating conditions that will energize, direct, and facilitate employees' efforts toward meeting the organization's objectives.

- |     |              |                   |               |
|-----|--------------|-------------------|---------------|
| 1.  | a) personal  | b) personnel      | c) person     |
| 2.  | a) ensure    | b) insure         | c) sure       |
| 3.  | a) employers | b) employees      | c) employment |
| 4.  | a) includes  | b) contains       | c) consists   |
| 5.  | a) deal      | b) manage         | c) solve      |
| 6.  | a) places    | b) descriptions   | c) openings   |
| 7.  | a) education | b) qualifications | c) conditions |
| 8.  | a) selects   | b) gets           | c) elects     |
| 9.  | a) deals     | b) develops       | c) works      |
| 10. | a) perform   | b) carry          | c) make       |

**8. What should applicants do to find a job? Find the logical sequence of the steps they should take:**

- get an invitation for an interview
- make an appointment with an employment agency counselor
- read the classified ads
- think what kind of job you want
- analyze your skills, personality traits and accomplishments
- get ready for the interview
- find out what employment agency you can use
- find out as much as you can about the company

**9. What should employers do to find the right candidate to fill a vacancy? Find the logical sequence of the steps they should take:**

- either hire a job agency (or for a senior post, a firm of headhunters), or advertise the vacancy
- establish whether there is an internal candidate who could be promoted (or moved sideways) to the job
- examine the job description for the post, to see whether it needs to be changed (or indeed, whether the post needs to be filled)
- follow up the references of candidates who seem interesting
- invite the short-listed candidates for an interview
- make a final selection
- receive applications, curricula vitae and covering letters, and make a preliminary selection (a short list)
- write to all the other candidates to inform them that they have been unsuccessful.

**10. Translate the following sentences into English using the active vocabulary.**

1. Сегодня после обеда я иду на собеседование.
2. Отдел кадров занимается подбором и обучением персонала.
3. Студенты часто устраиваются на временную работу, чтобы приобрести необходимый опыт.
4. При устройстве на работу кандидат должен подготовить резюме и сопроводительное письмо.
5. Сейчас кандидаты подготовлены к прохождению собеседования лучше, чем раньше.
6. Руководитель отдела кадров составил список наиболее подходящих кандидатов на собеседование из пяти человек.
7. Когда фирме нужен ведущий специалист, она обращается к услугам компаний, специализирующихся на подборе высококвалифицированных кадров.

8. При поступлении на работу его попросили заполнить анкету.
9. Прежде, чем пойти на собеседование, постарайтесь собрать как можно больше информации об истории и деятельности компании на современном рынке.
10. Я бы хотел получить должность менеджера в Вашей компании.

## ***Reading Focus***

### **TEXT 1**

***I. Look at the heading and the subheadings of the text. Decide what problems might the text deal with. Read the text and check your ideas.***

#### **RECRUITMENT AND SELECTION PROCESS**

Recruitment and selection is one of the important aspects of human resource planning. Human resource planning ensures that right kind and right quality of employees are employed so as to achieve the organizational goals.

The process of searching suitable candidates and attracting them to apply for the vacancies in the organization is termed as recruitment. It is the first step for selection and appointment of right employees for the organization. The organization publicizes in the organization through newspaper advertisements, online job portals, consultancy services etc.

Recruitment helps in creating a pool of suitable and interested job applicants, out of which few are chosen for the further selection process. Hence, it forms a base for selection process. If the recruitment process is carried out properly, it will help in employing workforce that suits the organizational requirements.

Selection of candidates begins where their recruitment ends. In other words, it is only after an adequate number of applications have been secured through different sources of recruitment – internal or external that the process of selection begins.

Selection involves a careful screening and testing of candidates who have put in their applications for a job in the enterprise.

The enterprise has to choose the best and the most promising people from among the applicants. In this sense, it may be said that while recruitment is a positive function in that it seeks to induce as many persons as possible to apply for a job in the enterprise. Selection is a negative function because it aims at eliminating those applicants who are not found suitable in one respect or the other.

The various processes involved are:

***Application Form*** The application form is designed to contain detailed information about the candidates. It also helps in comparing the merits of the applicants. The information required in the application form will include some or all of the following: post applied for; personal data; education; professional qualification(s); languages known; employment history of all jobs since leaving college or university; interests, hobbies, sports and other activities; anything else which an applicant may like to add; references.

***Interview*** An interview is the first face to face interaction between the candidate and the company representatives. It is a sine qua non for applicants who qualify in the first screening as probable ones having all the basic requirements. The objectives of selection interviews are to elicit information about the candidate's motives and behaviour, to assess personality, to check the factual

information already given by him and to inform him about the job and the company.

The interview aims at selecting the best out of the most probable candidates. It must be conducted in an objective manner. The interviewers should not permit their personal likes and dislikes and prejudices to come in the way of proper assessment of the candidates. They should not allow the filtering of information about the candidate through their own 'subjective screen of views, needs and prejudices'. They are supposed to pay the same degree of attention to all the candidates on similar aspects of performance.

**Employment Tests** As a method of selection, the employment tests are an exception rather than the rule. They may be used to supplement the information already collected through the application forms and interviews. The future performance of the candidate in a particular field may be predicted to some extent by the tests specially designed for the purpose. The disappointment which arises from failures and dropouts in training and later on the job can be avoided by the use of the tests of ability and potential of applicants. The five main groups of psychological tests are: intelligence tests, attainment tests, aptitude tests, interest tests, personality tests.

**References** References should be sought, after the selection is finalized. These may be either in a written form or checked over the telephone. If references are sought before the interview, they may bias the thinking of the members of the selection board. The opinions of the previous employers and other persons referred to by the candidate are only as reliable as the judgment of the person giving them. References may help in checking certain facts given by the candidate in the application form.

**Appointment Order** The selected candidates are issued letters of appointment after the recommendations of the selection board are approved by competent authority in the company. Appointments at senior positions such as the chief executives, general managers, financial advisors, etc. need the approval of the board of directors. The chief executive may be the approving authority in the case of other posts. An appointment order states the post offered, salary and perquisites, service conditions, duration of the post (permanent, temporary, contractual), reporting authority, time limit for communicating acceptance and joining the post, etc. It is duly signed by the employing authority and becomes the first basis of contractual relationship between the company and the candidate.

## ***II. Answer the questions***

1. What does the process of recruitment include?
2. Why is recruitment important for enterprises?
3. What does the process of selection involve?
4. What is the difference between recruitment and selection?
5. What information does the application form usually contain?
6. What are the purposes of selection interviews?
7. What are the advantages of employment tests?
8. Why are references important?
9. What information is usually given in an appointment order?



***III. Find the words or phrases in the text with the following meanings:***

1. makes certain that something happens or is done
2. a group of people who are available to work
3. testing people to find out if they have particular qualities or skills
4. likely to be successful or very good
5. removing people from a competition or election
6. advantages or good qualities that someone has
7. a condition that must exist before something can happen
8. manage to get information from someone
9. unreasonable opinions or feelings
10. add something extra in order to improve something
11. opinion that someone has after thinking carefully about something
12. extra benefit that you get from your job

***IV. Summarize the information of Text 1 in a paragraph of about 200 words.***

TEXT 2

***I. Before reading the text, answer the following questions:***

1. What functions do HR managers perform?
2. In your opinion, what personal qualities and professional skills are necessary for a good HR manager?

***II. Read the text and compare your answers with those given in the interview.***

INTERVIEW WITH HR MANAGER

*HR managers are responsible for the human resource policies of an organization, from recruitment and training to caring for employee benefits, according to government regulations.*

*Depending on the size of the organization, one or more HR managers may be in charge of employment programs, promotions, education, salary, etc. They advise other company managers on HR policies and procedures. Their duties may include creating policy manuals and handbooks.*

***Question:*** What personal characteristics make you a good HR manager?

***Answer:*** Human resource managers deal with personnel and must possess appropriate personal characteristics. You may speak about your interpersonal traits

and leadership skills. (1) \_\_\_\_ Evince initiative and creativity in decision-making by providing relevant examples of your ability to talk and negotiate.

**Question:** What have your hiring strategies been? How do you find talented people for the company?

**Answer:** Many things can be said here. You are expected to simply give a few examples of your strategies and tactics. You can talk about the larger issues of advertising campaigns. (2) \_\_\_\_ For example, how you examine overall competencies beyond impressive education and experience.

The employers will assess very carefully the personality of the candidate for traits of openness, honesty, integrity, sociability, initiative, flexibility, determination (as opposed to stubbornness), etc. (3) \_\_\_\_

**Question:** Why is employee training important to an organization?

**Answer:** Coaching employees is one key function of an HR manager. Different training sessions are possible, all with a different yet common purpose. Training familiarizes employees with company policies, work culture, and management. (4) \_\_\_\_ Other sessions are ice-breakers meant to make employees feel comfortable in the new environment.

**Question:** What can you tell me about motivation?

**Answer:** HR managers appraise performance and motivation and introduce necessary changes. It requires analytical thinking, independence and initiative, problem solving ability, and interpersonal sensitivity. Training is one way to improve motivation. (5) \_\_\_\_ You can give specific examples of how you've resolved a conflict (between employee and company or between several employees) which resulted in better motivation.

**Question:** How do you collaborate with other company departments in your role as HR manager and why?

**Answer:** To receive information, feedback, and coordinate decisions throughout the company for optimal efficiency, HR managers cooperate with other departments within the company. (6) \_\_\_\_ This way the employee feels adequately rewarded, while the company remains optimally faithful to its budget policies.

**III. The following sentences (A-G) have been removed from the article. Decide in which numbered gap (1-6) each one should go. There is one extra sentence which you do not need to use.**

- A. For example, they can cooperate with the accounting division to make salary decisions.

- B. If you personally conduct interviews, you can describe how you decide in favor of any particular candidate.
- C. The initial contact between candidates on the long-list and the organization can be done online.
- D. Say that it's not about attracting talented individuals, but about creating a talented community of employees with a common vision.
- E. It strengthens team work and gives a common vision to the organization as a whole.
- F. Conflict management is another.
- G. Written and oral communication and presentation skills are not difficult to demonstrate.

**VI. Look at the words in the table which come from the text.**

- 1. Decide what part of speech (noun, adjective or verb) each word is as they appear in the article.**
- 2. Look at the suggested meaning of each word and decide if it is appropriate in the context. Three of the meanings are incorrect.**

Word	Part of speech	Meaning
benefit		an advantage you get from a situation
manual		involving the use of your hands
issue		a magazine that is published at a particular time
coaching		teaching someone a special skill
ice-breaker		something that you say or do to make people feel more relaxed
performance		the process of doing a job
sensitivity		the situation in which something needs to be dealt with carefully because people could be offended
collaborate		work with someone in order to produce something
feedback		comments about how well or badly someone is doing something
budget		the amount of money a person or organization has to spend on something

**OVER TO YOU**

Read the questions of the interview again and think of your own answers. Discuss your answers with your group-mates.

## TEXT 3

***I. Read the text about organizing job interviews. Match the following headings (A-E) with the paragraphs (1-4). There is one extra heading.***

- A. Study the Candidate
- B. Decide on Roles
- C. Pick Effective Questions
- D. Prepare a Short List
- E. Know the Job Description

### HOW TO ORGANIZE A JOB INTERVIEW

It is not only the candidate who should organize and prepare for the interview – you need to be well-prepared too. According to the Bureau of Human Resources, structured interviews are twice as effective in predicting how well an employee will do for you. A structured interview, unlike a free-flowing unstructured interview, requires that you do your homework on the candidate and the position, and create a plan for the interview process.

(1) \_\_\_\_ Select an interviewer or interview panel. The person or people selected should be familiar with the job they are hiring for and trained in building rapport, asking questions and evaluating answers. The Vermont Department of Human Resources recommends using a panel interview when possible as they are more reliable and fair. The department suggests that a chairperson be selected to lead the search or committee, members should be diverse, and the panel should contain members of equal or higher position than the job being filled. Three to five members is ideal. Reserve interview times with the interviewer or panel members, then call candidates and offer available interview slots. According to the U.S. Department of State's Bureau of Human Resources, most interviews last 45 to 50 minutes.

(2) \_\_\_\_ You need to know what you are looking for before you walk into the interview. This means becoming very familiar with the job description. Read the job description and note the specific skills, qualities and experience the ideal candidate will need to succeed in the position. If you are not the direct supervisor of the position, schedule to meet with the position's supervisor to learn more about the responsibilities and needs of the position. This will guide you in preparing the right interview questions.

(3) \_\_\_\_ Learn as much as you can about the candidate in advance. This eliminates wasting time asking about information that is already listed on the resume or elsewhere. The resume might also provide some clues or inspire certain questions you should ask. For example, if you see an unexplained gap in employment or a desirable skill that is listed on the resume but not explained, you can ask for more information in the interview. This background information will

provide context in the interview and help you identify inconsistencies and strengths. Also consider researching the candidate on social networking sites. According to some surveys, forty-three percent of employers use social networking sites to get the real scoop on candidates, before they hire.

(4) \_\_\_\_Structured interviews require writing interview questions in advance. Prepare questions that are related to the position, ask about past behavior or hypothetical situations and allow the interviewee to answer in detail. According to the U.S. Office of Personnel Management, asking the candidates the same questions in the same order makes it easier to compare candidates and rank them. To avoid discrimination, ensure all questions are job-related and there is a business need to answer the question. Require that the interviewer or all panel members take notes to assist with the evaluation process later.

***II. According to the article, are the following statements true or false?  
Correct the false ones.***

1. Both the candidate and the employer have to prepare for a job interview.
2. An interview panel is more efficient than a single interviewer while conducting a job interview.
3. The optimal number of interviewers is five members.
4. The panel should include members of higher positions than the vacancy.
5. The position's supervisor can be consulted by the interviewer to get more information about the skills, qualities or experience the candidate requires to succeed.
6. More than half of employers get information about potential candidates on social networking sites before they interview them.
7. The best strategy to interview the candidate is to ask impromptu questions.
8. Each candidate should be asked the same questions in the same order for the interview to be most objective.

***III. Find the words or phrases in the text with the following meanings:***

1. a group of people who make decisions or judgments during a job interview
2. thinking carefully about something before making a judgment
3. a person in charge of the interview panel
4. time allocated for something
5. a list of all the things someone must do in their job
6. beforehand
7. something that does not match something else
8. important information about someone
9. put someone into a position according to their success or importance

## **OVER TO YOU**

1. Do you agree that preparation for a job interview must be done by both candidates and interviewers? Why?/Why not?
2. Do you agree that it is more efficient to interview by a panel rather than one person? Why?/Why not?
3. Do you agree that social networks give employers relevant and true information about candidates? Why?/Why not?
4. Do you agree that the practice of asking the same questions in the same order is helpful for the interviewer? Why?/Why not?

### **TEXT 4**

***1. Read the text. Robert Chambers, Personnel Manager at a PR counselling firm, is describing how they recruit University graduates in their company.***

***Interviewer:*** So, what do you usually look for in university graduates then?

***Robert Chambers:*** More than anything, we like them to have some professional experience but, of course, that's very rare.

***Int:*** You mean most business degree courses don't include a traineeship?

***R.C.:*** Unfortunately not. We also look for language abilities – French, German or Spanish, for example. Arabic, Russian, and Chinese are also very useful.

***Int:*** And are exam results important?

***R.C.:*** Not necessarily. We prefer candidates who have done other things besides studying, who can get passing grades while also doing something else, for example sports, especially team sports, travelling abroad, playing an active role in student associations, that sort of thing.

***Int:*** What about the application itself?

***R.C.:*** Yes, that's very important. A well-written and original motivation letter, which clearly shows that the candidate wants to achieve, is obviously an advantage.

***Int:*** And do you only employ university graduates?

***R.C.:*** Not at all. We also employ a lot of young people who have done an apprenticeship or some form of vocational training. They have much more practical experience than most people leaving university. But, of course, not many of them are high fliers or future top managers.

***Int:*** Do you test applicants?

***R.C.:*** By all means. We always give them a writing test for writing style, speed and accuracy.

***Int:*** What does the test consist of?

***R.C.:*** It includes several parts:

- Editing a paragraph to correct misspellings and misplaced pronouns, to eliminate unnecessary words, to improve and correct word usage.
- Writing a picture caption from a set of facts.

- Writing a 250-word press release on a new product.
- Correcting redundancies.
- Writing a news release on a speech.

**Int:** So what do you do with graduates then?

**R.C.:** Well, we have our own in-company training course. This begins with a short introduction period in which we explain the company's objectives and talk about our corporate culture.

**Int:** And then?

**R.C.:** And then there's a job rotation programme that lasts 18 months, so that our new trainees move from one department to another and get to see all the different parts of the business.

**Int:** And after that, your recruits stay in one department?

**R.C.:** By no means. We like to have flexible employees, so we have a continuing training programme. It's not unknown for people to switch departments after several years with the company.

***II. For each question (1-5), mark one letter (a, b, or c) for the correct answer.***

1. What graduates does the company prefer to hire?
  - a) Graduates with high grades
  - b) Graduates with work experience
  - c) Graduates with excellent references
2. Who does the company employ?
  - a) University graduates only
  - b) University graduates, current students as well as young people without a university degree who have professional experience
  - c) University graduates and young people without higher education who have professional diplomas
3. What task is NOT included into the writing test?
  - a) Writing a short story based on a set of pictures
  - b) Correcting mistakes in a text
  - c) Writing an official statement on an item the company is going to launch
4. What is NOT included into the in-company training course?
  - a) Introduction to the corporate culture
  - b) Workshops conducted by top management
  - c) Opportunity to try their hand in the company departments
5. What does continuing training programme mean?
  - a) Training employees to work in any department in the company
  - b) Increasing professionalism in a particular area of business

c) Team-building activities

***III. What are the terms for the following?***

1. A young person learning a skill by working in a company while also following some educational courses is an \_\_\_\_\_ .
2. A person with a university degree is a \_\_\_\_\_ .
3. A person being trained is a \_\_\_\_\_ .
4. A period of work experience is a \_\_\_\_\_ .
5. A period during which new employees work in different departments is a \_\_\_\_\_ .
6. A young employee expected to rise to a senior managerial position is a \_\_\_\_\_ .

TEXT 5

***I. Translate the text in written form. Consult a dictionary if necessary.***

**WHICH JOBS WILL BE IN DEMAND IN THE NEXT 10 YEARS?**

The Fourth Industrial Revolution is changing the work landscape across all industries, worldwide. The World Economic Forum reports that this could see the displacement of 75 million jobs due to the adoption of new technologies and structural changes in the labour market. However, it's not all doom and gloom, as the simultaneous emergence of 133 million new jobs has also been predicted. The key is to carve a career path that takes advantage of these technological changes but can't be replaced by them.

By 2030, roles in office support, food service, production and machine operations, and mechanical installation and repairs will have all but disappeared in the US, with similar trends happening in South Africa and the rest of the world. The jobs that will continue to be in demand include health professionals, STEM (science, technology, engineering and mathematics) specialists, creatives, managers, and those in education or workforce training.

You can also expect a rise in jobs that don't exist yet to meet new or growing needs, such as climate change and environmental issues, or to cater to the longer life expectancy of the global population. Imagine a career change to become a solar power or wind turbine specialist, or reinventing yourself as an urban farmer. Those are recognizable professions with a niche twist, but there are predictions that future roles such as AI psychologist, drone manager, or a quantum data analyst will also exist. There should also be significant growth in health and wellness professionals that can assist in taking care of an aging population, keeping everyone fit and healthy, and offering the special care and bedside manners missing from machines and robots.



## UNIT 4

### PUBLIC ADMINISTRATION

#### *Vocabulary Focus*

**Public administration** is the implementation of **government policies**. Today public administration often includes some **responsibility** for determining the policies and programs of **governments**, such as the **planning, organizing, directing, coordinating, and controlling** of **government operations**.

Public administration is a feature of all nations, whatever their system of government. Within nations public administration is practiced at the central, intermediate, and local levels.

In most of the world the establishment of highly trained administrative, **executive**, or directive classes has made public administration a distinct profession. The body of public administrators is usually called the **civil service**.

Traditionally the civil service is contrasted with other bodies serving the state full time, such as the military, the judiciary, and the police. A **civil servant** is a professional who is directly employed in the administration of the **internal affairs** of the **state** and whose role and status are not political, ministerial, military, or constabulary.

Certain characteristics are common to all civil services. Senior civil servants are regarded as the professional **advisers** to those who formulate state policy. In some countries entry **requirements** for a career in the higher civil service stress qualifications in technical fields such as accounting, economics, medicine, and engineering. In other countries legal training is deemed appropriate, and in others no specific technical or academic discipline is required among candidates for **senior posts**. Whatever their precise qualifications, senior civil servants are professional as their experience of **public affairs** provides them with the knowledge of the limits within which state policy can be made effective and of the administrative results of different courses of action. Civil servants in every country **advise, warn, and assist** those responsible for state policy and, when this has been decided, they provide the organization for **implementing** it. The responsibility for policy **decisions** lies with the political members of the executive (those members who have been **elected** or **appointed** to give political direction to government and, customarily, career civil servants). By custom, civil servants are protected from **public blame** or **censure** for their advice. Civil services are organized upon standard **hierarchy**, in which a command structure rises pyramid-fashion from the lowest offices to the highest. This command implies obedience to the lawful orders of a **superior**, and in order to maintain this system the hierarchy of offices is marked by fixed **positions**, with well-defined **duties**, specific **powers**, and **salaries** and **privileges** objectively assessed.

***1. Match the words and phrases (1-15) to their definitions (a-o):***

- |                      |   |
|----------------------|---|
| 1. appoint           | a. Someone who works for a government department  |
| 2. censure           | b. A fixed amount of money that you earn each month or year from your job                       |
| 3. duty              | c. Political issues that affect most people   |
| 4. elect             | d. A country's government departments and the people who work in them                           |
| 5. governments       | e. Severe criticism of something  |
| 6. hierarchy         | f. Legal obligations  |
| 7. position          | g. Events and activities existing or happening within a country                                 |
| 8. power             | h. A special benefit that is available only to a particular person or group                     |
| 9. privilege         | i. Choose someone by voting so that they represent you or hold an official position             |
| 10. salary           | j. A job in an organization or department   |
| 11. superior         | k. The ability to influence or control what people do or think                                  |
| 12. civil servant    | l. Someone who is senior to you in an organization or job                                       |
| 13. civil service    | m. A system for organizing people according to their status in an organization                  |
| 14. internal affairs | n. The people who control a country, region or town and make decisions about its laws and taxes |
| 15. public affairs   | o. Choose someone to do a particular job or have a particular position                          |

***2. Which function of a civil servant (advising, warning, or assisting) does each phrase describe?***

1. helping someone;
2. giving your opinion to someone about the best thing to do in a particular situation;
3. making other people conscious of a possible problem or danger.

***3. Choose the correct word in each sentence***

## DIFFERENCE BETWEEN CIVIL SERVICE AND PUBLIC SERVICE

Civil service and public service are services provided by the *government/society* to all citizens and to all individuals under the government's *affairs/jurisdiction*. Civil service is performed by the highest skilled individuals who have the *ability/responsibility* of implementing public policies, of providing services to the public and of serving the interests of the *country/government*. Conversely, public service is performed by individuals who do not need to be highly qualified and can be done on a *voluntary/paid* basis. Civil servants *provide/include* members of the government, members of various government's department and members of embassies and consulates. Public servants include firefighters and police officers, but also volunteers and privates that *provide/include* services to the community and to the *neediest/wealthiest* segments of society.

**4. Complete the following sentences with the words and phrases from the box.**

servants      governmental agencies      responsibilities      public sector  
public administration      bureaucrats      political party      policies  
government employees      public bodies

1. The civil service is a collective term for a sector of government composed mainly of career \_\_\_\_\_ hired on professional merit rather than appointed or elected, whose institutional tenure typically survives transitions of political leadership.
2. A civil servant is a person employed in the \_\_\_\_\_ \_\_\_\_\_ for a government department or agency.
3. Civil servants work for government departments, and answer to the government, not a \_\_\_\_\_ \_\_\_\_\_.
4. The extent of civil \_\_\_\_\_ of a state as part of the "civil service" varies from country to country.
5. In the United Kingdom only national \_\_\_\_\_ \_\_\_\_\_ are referred to as civil servants whereas country or city employees are not.
6. Many consider the study of service to be a part of the field of \_\_\_\_\_ \_\_\_\_\_.
7. Workers in "non-departmental \_\_\_\_\_ \_\_\_\_\_" may also be classed as civil servants for the purpose of statistics and possibly for their terms and conditions.
8. Civil servants earn high salaries and have more \_\_\_\_\_ than public servants.
9. Civil servants can become heads of key governmental departments and have a significant impact on the ways in which \_\_\_\_\_ are implemented.

10. The government appoints the best candidates in its various departments; as such, civil servants can work in various ministries, \_\_\_\_\_ and international governmental organizations (i.e. embassies, consulates, etc.)

**5. Match the verbs (1-16) with the nouns (a-p) to form strong word partnerships:**

- |                 |                   |
|-----------------|-------------------|
| 1. carry out    | a. a decision     |
| 2. come up with | b. a duty         |
| 3. comprise     | c. a function     |
| 4. deal with    | d. a job          |
| 5. delegate     | e. a policy       |
| 6. determine    | f. a problem      |
| 7. do           | g. a role         |
| 8. enhancing    | h. a solution     |
| 9. formulate    | i. a task         |
| 10. improve     | j. a technique    |
| 11. introduce   | k. accountability |
| 12. make        | l. authority      |
| 13. manage      | m. conditions     |
| 14. obtain      | n. efficiency     |
| 15. perform     | o. measures       |
| 16. play        | p. service        |

**6. Complete the sentences with appropriate forms of the verbs from Exercise 5:**

- Public administration attempts to explain how decisions in government are \_\_\_\_\_ as well as administrating projects to carry out those decisions.
- It is the daily government workers, or *bureaucrats*, who \_\_\_\_\_ the majority of governmental tasks and functions.
- Public officials must \_\_\_\_\_ up with the most effective and efficient solutions.
- Today public administration is often regarded as including some responsibility for \_\_\_\_\_ the policies and programs of governments.
- Senior civil servants are regarded as the professional advisers to those who \_\_\_\_\_ state policy.
- Civil servants are top class employees managing key governmental duties with the aim of \_\_\_\_\_ living conditions within the country and of ensuring the smooth delivery of all operational tasks.
- Civil service is performed by the most skilled individuals who \_\_\_\_\_ their job by passing several tests and exams and are only appointed on merit.
- Federal government employees \_\_\_\_\_ a vital role in assuring the smooth functioning of the United States government.

9. To deal effectively with some economic, social or technological problem a public executive \_\_\_\_\_ authority to the professionals who are experts in a large number of specialized occupational fields.
10. The future agenda of in-depth reform of the Russian civil service should comprise measures aimed at streamlining its institutional role, \_\_\_\_\_ its accountability and efficiency, transparency and responsiveness, political neutrality, adherence to the rule of law, and introduction of modern management techniques.

**7. Complete the text using the words in the box.**

has	visualize	do	involved	focuses	captures	depends
emphasize	lead	interact				

**THE ENVIRONMENT OF PUBLIC ADMINISTRATION**

When many people think of public administration as an activity, they (1) \_\_\_\_\_ large offices crammed with rows of faceless sitting at desks and producing an endless stream of paperwork. But this view (2) \_\_\_\_\_ only few of the important things that professional civil servants actually (3) \_\_\_\_\_.

Public administration also (4) \_\_\_\_\_ many more participants, such as the *executive, the legislature, the courts, and organized groups*, which are (5) \_\_\_\_\_ in the formulation and implementation of public policy. And if a public administrator (6) \_\_\_\_\_ the attention on only some of them then others may become neglected and that may (7) \_\_\_\_\_ to the jeopardy of the entire program.

Summing up what has been said, it is important to (8) \_\_\_\_\_ that the theory of public administration is very diverse and rapidly developing and it (9) \_\_\_\_\_ much on what we know about *why* humans behave as they do when they (10) \_\_\_\_\_ with each other.

**8. Complete the text with the appropriate word**

**PROFESSIONALISING THE GOVERNMENT**

The work of the Civil Service (1) \_\_\_\_\_ every citizen. It performs many of its tasks admirably, (2) \_\_\_\_\_ enormous challenges of delivery in a world of increasing public expectations. Civil servants are extremely committed. Yet there is an (3) \_\_\_\_\_ that Civil Service is not effective enough for the tasks it faces.

The Government clearly agrees that the skills of the service need to be (4) \_\_\_\_\_. The skills required by the Civil Service are not static. Changes in emphasis of Government policy, or in methods of public service provision, (5) \_\_\_\_\_ civil servants to develop new competences to reflect their shifting roles.

Today's civil servants (6) \_\_\_\_ with complex networks of customers and stakeholders. They oversee increasingly long and indirect delivery chains. Policy often involves trying to (7) \_\_\_\_ behavior. As Government continues to move towards a social market for public service delivery, fewer civil (8) \_\_\_\_ will be engaged directly in the delivery of services, and there will be a greater need for skilled specialists.

Professional Skills for Government that all senior civil servants should have (9) \_\_\_\_ six core skills: analysis and use of evidence; financial management; people management; program and project management; strategic thinking; communications and marketing.

A highly skilled Civil Service is not an end in itself. The aim is to improve (10) \_\_\_\_ of Government as a whole.

- |     |                |                |                 |
|-----|----------------|----------------|-----------------|
| 1.  | a) effects     | b) affects     | c) affirms      |
| 2.  | a) in spite    | b) instead     | c) despite      |
| 3.  | a) opinion     | b) offer       | c) availability |
| 4.  | a) proved      | b) improved    | c) approved     |
| 5.  | a) acquire     | b) inquire     | c) require      |
| 6.  | a) enact       | b) interact    | c) interfere    |
| 7.  | a) influence   | b) concentrate | c) focus        |
| 8.  | a) employees   | b) clerks      | c) servants     |
| 9.  | a) transfers   | b) lists       | c) writes       |
| 10. | a) performance | b) performers  | c) performs     |

***9. Translate the following sentences into English using the active vocabulary:***

1. Государственное управление – это деятельность органов государственной власти и должностных лиц по воплощению выработанного плана на благо общества и укрепление государства.
2. Современный государственный служащий должен хорошо разбираться в основах государственной службы, диагностировать социальные проблемы и т.д.
3. В российских вузах готовят будущих государственных служащих, которые становятся профессионалами в сфере государственного управления.
4. Профессия госслужащего востребована и дает возможность карьерного роста и профессионального развития.
5. Если вы хотите работать в органах государственного управления, то вам необходимы лидерские качества, коммуникационные навыки, умение управлять общественным мнением.
6. В обязанности госслужащего входят общение с гражданами и оказание им помощи, работа со средствами массовой информации, участие в деловых

переговорах, ведение статистики, прогнозирование, составление отчетов и деловой документации.

7. Выпускники могут устроиться на престижные должности в государственных организациях и сделать успешную карьеру.

8. Госслужащий – это посредник между гражданами и государством.

9. Начинающему госслужащему не стоит рассчитывать на получение высокой заработной платы, необходимо получить определенный опыт работы.

10. Важной обязанностью государственного служащего является умение выступать на различных публичных мероприятиях.

## ***Reading Focus***

### TEXT 1

***I. We live in the society which is sometimes labeled the “administered society”. Do you agree with this statement? Why?/Why not? Compare your views with your group-mates.***

***Read the article and check your ideas.***

## PUBLIC ADMINISTRATION

When people think about government, they think of elected officials. The attentive public knows the officials who live in the spotlight but not the public administrators who make governing possible; it generally gives them little thought unless it is to criticize “government bureaucrats”.

Yet, we are in contact with *public administration* almost from the moment of birth, when registration requirements are met, and our earthly remains cannot be disposed of without final administrative certification. Our experiences with public administrators have become so extensive that our society may be labeled the “administered society”.

Various institutions are involved in public administration.

Much of the policy-making activities of public administration is done by large, *specialized governmental agencies* (micro-administration). Some of them are mostly involved with *policy formulation*, for example, the Parliament or Congress.

But to implement their decisions public administration also requires numerous profit and nonprofit agencies, banks and hospitals, district and city governments (macro-administration).

Thus, public administration may be defined as a complex political process involving the authoritative implementation of legitimated policy choices.

Public administration is not as showy as other kinds of politics. Much of its work is quiet, small-scale, and specialized. A part of administrative process is even kept secret. The anonymity of much public administration raises fears that government policies are made by people who are not accountable to citizens. Many fear that these so-called faceless bureaucrats subvert the intentions of elected officials. Others see administrators as mere cogs in the machinery of government.

But whether in the negative or positive sense, public administration is policy making. And whether close to the centers of power or at the street level in local agencies, public administrators are policy makers. Elected officials are visible to the public, public administrators are anonymous specialists but without their knowledge, diligence, and creativity, the government would be ineffective and inefficient.

Large-scale administrative organizations have existed from early times. The ancient empires of Egypt, Persia, Greece, Rome, China, and later the Holy Roman Empire as well as recent colonial empires of Britain, Spain, Russia, Portugal, and France organized and maintained political rule over wide areas and large



populations using a sophisticated administrative apparatus and more or less skilled administrative functionaries.

The personal nature of that rule was great. Everything depended on the emperor. The emperor in turn had to rely on the personal loyalty of his subordinates, who maintained themselves by the personal support from their underlings, down to rank-and file personnel on the fringes of the empire. The emperor carried an enormous work load reading or listening to petitions, policy arguments, judicial claims, appeals for favors, and the like in an attempt to keep the vast imperial machine functioning. It was a system of favoritism and patronage.

In a system *based on personal preferment*, a change of emperor disrupted the entire arrangements of government. Those who had been in favor might now be out of favor. Weak rulers followed strong rulers, foolish monarchs succeeded wise monarchs – but they all were dependent on the army, which supplied the continuity that enabled the empire to endure so long. In the absence of institutional, bureaucratic procedures, government moved from stability to near anarchy and back again.

The modern administrative system is *based on objective norms* (such as laws, rules and regulations) rather than on favoritism. It is a system of *offices* rather than officers. Loyalty is owed first of all to the state and the administrative organization. Members of the *bureaucracy*, or large, formal, complex organizations that have appeared in recent years, are chosen for their qualification rather than for their personal connections with powerful persons. When vacancies occur by death, resignation, or for other reasons, new qualified people are selected according to clearly defined rules. Bureaucracy does not die when its members die.

## ***II. Answer the questions.***

1. Why can our society be called the “administered society”?
2. What governmental bodies operate on macro- and microlevels?
3. What fears may arise due to the anonymity of public administration?
4. Why are the activities of public administrators essential?
5. What are the main characteristic features of the system based on favoritism and patronage?
6. Why are the systems based on personal preferment vulnerable?
7. What are modern administrative systems characterized by?

## ***III. Find words or phrases in the text with the following meanings:***

1. People holding important positions in organizations
2. Organizations that work to help people rather than to make money
3. Causes concerns
4. Minor elements in organizations
5. Hard work
6. Support that someone always gives to someone else because of duty and love
7. People who are less important or have lower status in an organization
8. The process of giving someone a more important job or position

9. To suffer something unpleasant or difficult
10. Fact of leaving a job permanently

***IV. Summarize the information of Text 1 in a paragraph of about 200 words.***

## TEXT 2

***I. Before reading the text, discuss the quotation by Joseph A. Schumpeter with your group-mates. Do you agree with this statement? Why?/Why not? Read the text and see if it supports your ideas.***

### NATURE AND SCOPE OF PUBLIC ADMINISTRATION

*Bureaucracy is not an obstacle to democracy  
but an inevitable complement to it.*

Joseph A. Schumpeter

Public administration is the most important aspect of bureaucracies across the world; be it a democratic, socialist or capitalist state, more so in a socialist state, as all the aspects of the citizens' lives are influenced and decided by the government.

There has been a considerable shift in the way public administration was carried out in ancient and medieval times when initiatives were nothing more than sporadic administrative functions like maintaining the law and order and collecting revenues with little or no welfare activities. The people who carried out such activities were selected by monarchs.

With changing times, the objective of public administration also underwent significant changes. In the nineteenth century, an organized approach to public administration and public servants was adopted. This approach was based on an exhaustive legal framework that replaced the patriarchal and hereditary function with bureaucracy. This new approach to public administration appeared due to a number of reasons, the foremost being the Industrial revolution, when the government penetrated trade and commerce. It was followed by imperialism, nationalism and internationalism that added on to the widening avenues of government duties and responsibilities.

The times today are vastly different from what existed two centuries ago. The scope of public administration has also undergone a shift but it is difficult to decide whether it is paradigm or not. However, the increasing awareness among people especially in developing countries and an acquired knowledge of rights, privileges and laws among people in developed countries have thrown new challenges for public administrators and policy makers.

The demand for unified national services, the conflicting interests between various economic sectors, global migration and globalization, protection of multi-ethnic groups' interests keep public administrators occupied.

Administration matters a lot because it is not enough to make policies and laws on paper. The interpretation and translation of those policies and laws into actions and carrying them out is extremely difficult. Public administrators therefore have to play an important role in running the government as machinery. Bureaucracy has often been sneered and ridiculed at but if administrative work is stopped, nothing really would be happening.

Among the various important roles that public administration plays, the most important ones are implementing laws and policies and acting as their adjudicators. It is, therefore, important to approach the study of public administration with an open mind and without prejudices to appreciate the full nature, role, importance and relevance of the bureaucracy.

***Decide if the following statements are true (T) or false (F). Correct the false ones.***

1. The government equally affects people's lives in different political systems.
2. Predecessors of public administration in ancient and medieval times performed important welfare activities.
3. The organized approach to public administration took its modern shape in the XIX century as a result of the Industrial Revolution.
4. The activities of public servants and politicians have always been the same.
5. Although people mock bureaucracy, administrative work is vital for any country.
6. The most important roles of public administration are related to economics.

***III. Look at the words in the table which come from the text.***

1. ***Decide what part of speech (noun, adjective or verb) each word is as they appear in the article.***
2. ***Look at the suggested meaning of each word and decide if it is appropriate in the context. Four of the meanings are incorrect.***

Word	Part of speech	Meaning.
bureaucracy	noun	people employed to run government organizations
sporadic		regular and frequent
order		to tell someone to do something
objective		something that you plan to achieve
trade		the activities of buying and selling goods or services
avenue		a wide street or road
right		correct

matter		to be important
running		managing
approach		to deal with a problem

### TEXT 3

#### ***I. Before reading the text, answer the questions.***

***What is public administration? Is it an art or a science? An instinct or a set of skills and techniques? Read the text and find out.***

#### PUBLIC ADMINISTRATION: AN ART OR A SCIENCE

Apparently, it seems easier to accept public administration as an art. It is just the administration of government affairs and for most part it does not follow the laws of science like absence of normative value, predictability of behavior and universal application. (1) \_\_\_\_\_

There are many authors who ferociously defended it and argued that public administration as an area of study is indeed a science. The earliest of them was Lorenz von Stein, a German professor from Vienna, who said in 1855 that public administration is an integrated science and viewing it just as administrative laws was a restrictive definition. (2) \_\_\_\_\_ He emphasized that the objective of administrative study was to discover what government could properly and successfully do and how those things could be done efficiently with the least possible cost of money or energy.

After Woodrow Wilson another important argument came from Frederick Taylor, the author of the book *Principles of Scientific Management* (1911) in which he proposed to find the best way of doing things or operation to save time and energy.

L. Gulick and L. Urwick collectively published *Papers on the Science of Administration*. (3) \_\_\_\_\_ W. F. Willoughby stated that public administration has certain fundamental principles which can be generally applied and therefore it is a science.

However, there still remain certain aspects to be established before public administration can be classified as a science in real terms. First, the importance of normative values in public administration should be clearly defined. Besides, more efforts should be put into understanding the human nature and dynamics in public administration. (4) \_\_\_\_\_

Such experts as Frederick Taylor have opened the ways to exploration, experimentation, observation, collection of data and analysis based on which the principles and laws of public administration can be made. There is an increasing number of authors like Metcalfe, Fayol, Emerson, Follett, Mooney and, more recently, Drucker, who wrote on the subject of administration. (5) \_\_\_\_\_

With the changing times and more and more studies carried out in the field of social sciences, administration and human relations, the subject of public

administration can no longer take the shelter of an art and would have to emerge stronger with relevant and fundamental principles like that of a science.

***II. The following sentences (A-F) have been removed from the article. Decide in which numbered gap (1-5) each one should go. There is one extra sentence which you do not need to use.***

- A. In his book *The Age of Discontinuity* Peter Drucker introduced new public management theory which emphasized the market oriented management of the public sector.
- B. Nowadays, categorizing public administration as science has found favor with a number of scholars, the most important one being the father of American public administration, President Woodrow Wilson.
- C. The various important roles that public administration plays, the most important one are implementing laws and policies and acting as their adjudicators.
- D. Lastly, the principles of public administration should derive references from across the world cultures, types of states, etc. to make them universal and free of cultural, religious and political biases.
- E. So, does that mean we cannot list it into a respectable category of scientific subjects?
- F. The authors reaffirmed the status of public administration as a science.

#### TEXT 4

***I. Read the text about the functions of the government.***

#### FUNCTIONS OF GOVERNMENT

*Maintenance of Authority.* One of the principal functions of government is to remain in power. Governments do not relinquish their authority unless compelled to do so. Many of the actions of politicians and civil servants can be explained by the need to maintain and enhance their power. Every government strives to increase its legitimacy in the eyes of the people. It may identify itself with ancient traditions, with hope for the future, or with fear of a common enemy. Some governments employ repression, never relaxing their vigils against real or imagined opponents. Even democracies, when threatened, are likely to engage in a search for subversives and "enemies of the people."

When a regime draws its main support from a privileged class or group that decreases in numbers and strength, when a government becomes ineffective in handling domestic affairs or countering external threats, or when a society's consensus on the principles and goals of government evaporates, a government tends to lose authority. Governments tend, therefore, to foster widespread ideological commitment to the nation through patriotic ceremonies, propaganda,

and civic education; they employ armed forces and intelligence-gathering organizations for national defense; they maintain police and prison systems to ensure domestic order; and they undertake the administration of supervisory and regulatory functions to carry out national goals by establishing various bureaucracies to handle each complex function.

*Administration.* All governments recognize the principle that the public must be protected and served. The citizen, in effect, surrenders a degree of individual sovereignty to the government in return for protection of life and property and the delivery of essential services. Governments supervise the resolution of conflicting interests, the workings of the political process, the enforcement of laws and rights, and the monitoring of national income and international trade; they regulate economic and social relationships among individuals and private organizations; and they carry out enterprises such as production of military goods, provision of postal services, and ownership of power utilities and public works. Among the most basic services provided by government are the printing and coining of money, the provision of roads, sewers, water, education, and social and welfare services.

With the growth of the welfare state, governments began to provide services such as social security and health insurance. However, the scope of government regulation is now much broader. In the United States the government sets minimum wages, limits the rates charged by public utilities, buys farm commodities to keep prices up, forbids the sale of harmful foods and drugs, sets standards for gasoline consumption by automobiles, requires manufacturers to install antipollution devices, and monitors the safety of factories. Federal, state, and local governments in the United States also engage directly in economic activity. They impose taxes, produce and consume goods, sell electric power, lend money to farmers, and insure bank deposits.

In other countries governments intrude even further into the workings of the economy. In Western Europe governments own and operate telephone, radio, and television services, railroads, coal mines, and aircraft companies. In some countries, such as Sweden and Great Britain, the entire health system is also run by the state. In countries with Communist governments, such as the former USSR, North Korea, China, and Cuba, the state has attempted to control the entire economic life of the nation. All economic planning is centralized in the government and its bureaucracies. When the system fails to produce the goods and services expected by the people, the government is forced to increase the level of repression of its citizens in order to remain in power.

***II. For each question (1-5), mark one letter (a, b, or c) for the correct answer.***

1. What major function of the government is mentioned in Paragraph 1?
  - a) to achieve the economic growth of the country.
  - b) not to lose its authority.
  - c) to ensure the well-being of the population.

2. What attribute of a government weakness is NOT given in Paragraph 2?
  - a) The government fails to implement its foreign and internal policy.
  - b) The government loses its support from the privileged class.
  - c) The regime strengthens its political agreement with the society.
3. Why does the society surrender a part of its sovereignty to the government?
  - a) Because all governments must be protected and served.
  - b) Because it is impossible for people to perform such functions efficiently.
  - c) Because people prefer to give up their sovereignty in return for security.
4. With the growth of the welfare state in the USA, the scope of government regulation has
  - a) increased.
  - b) decreased.
  - c) remained the same.
5. Government intrusion into the economic life is the least in
  - a) the USA.
  - b) Sweden and Great Britain.
  - c) North Korea, China and CubaP

## TEXT 5

### ***I. Translate the text in written form. Consult a dictionary if necessary.***

#### PUBLIC ADMINISTRATION

Today public administration is often regarded as including also some responsibility for determining the policies and programs of governments. Specifically, it is the planning, organizing, directing, coordinating, and controlling of government operations.

Public administration is a feature of all nations, whatever their system of government. Within nations public administration is practiced at the central, intermediate, and local levels. Indeed, the relationships between different levels of government within a single nation constitute a growing problem of public administration.

In most of the world the establishment of highly trained administrative, executive, or directive classes has made public administration a distinct profession. The body of public administrators is usually called the civil service. In the United

States and a few other countries, the elitist class connotation traditionally attached to the civil service has been either consciously abandoned or avoided, with the result that professional recognition has come slowly and only partially.

Traditionally the civil service is contrasted with other bodies serving the state full time, such as the military, the judiciary, and the police. Specialized services, sometimes referred to as scientific or professional civil services, provide technical rather than general administrative support. Traditionally, in most countries, a distinction is also made between the home civil service and those persons engaged abroad on diplomatic duties. A civil servant, therefore, is one of a body of persons who are directly employed in the administration of the internal affairs of the state and whose role and status are not political, ministerial, military, or constabulary.

In most countries the civil service does not include local government or public corporations, such as, in the United Kingdom, the National Coal Board. In some countries, however, particularly those unitary states in which provincial administration is part of the central government, some provincial staffs are civil servants. In the United States, all levels of government have their own civil services, federal, state, and local, and a civil service is specifically that part of governmental service entered by examination and offering permanent tenure.



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