**Раздел 2. Структура компании.**

**Module 2 Company Structure.**

**ПР05. Company Structure. Making a career. Modern office and office equipment.**

**ПР05. Структура компании. Карьерная лестница. Современный офис и офисное оборудование.**

**Exercise 1.** Find in the dialogue words and expressions close in meaning to the following:

|  |  |
| --- | --- |
| 1. organization |  |
| 2. offer |  |
| 3. to hire |  |
| 4. to search |  |
| 5. to sell goods to another country |  |
| 6. to set up |  |
| 7. aim |  |
| 8. links |  |
| 9. advertising materials |  |

**Exercise 2.** Complete the dialogues.

**a)**

1. **Starkov:** Good morning, Mr. Williams. How are you?

2. **Williams:** …

3. **S.:** Very well, thank you. Could you tell us about your company, Mr. Williams?

4. **W.:** …

5. **S.:** What department will we work with?

6. **W.:** …

7. **S.:** Do you have any subsidiaries?

8. **W.:** …

**b)**

1. **Williams:** Have you got price-lists with you now?

2. **Starkov:** …

3. **W.:** All right. Let’s get down to business. What are you going to talk about today?

4. **S.:** …

5. **W.:** Right. And tomorrow we’ll be talking about packing and transportation. By the way, Mr. Starkov, do you want to visit our exhibition which will be held the day after tomorrow?

6. **S.:** …

7. **W.:** I hope so.

**Exercise 3. Read the keynotes and fill in the gaps with the words:**

*employ, activities, produce, responsibility, provide*

Companies have different 1\_\_\_\_\_\_\_\_\_and work in different ways. Some companies manufacture or 2\_\_\_\_\_\_\_\_goods, others 3\_\_\_\_\_\_\_\_services. Retailers sell goods to the general public. Companies 4\_\_\_\_\_\_\_\_people to work for them in many kinds of jobs. Each person has 5\_\_\_\_\_\_\_\_for a specific area of work and a role within the team or group that they work with.

**Exercise 4.Read the dialogues and fill in the missing phrases.**

**a)**

*manufacture, headquarters, work for, operations, multinational company, areas of business, side of business*

**A Manufacturing Company**

A: So, who do you 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

B: I work for a large 2\_\_\_\_\_\_\_\_\_\_\_\_ company called DAK group. We have five main 3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - construction, heavy industry, shipbuilding, motor vehicles and telecommunications.

A: And which 4\_\_\_\_\_\_\_\_\_\_\_\_\_\_ do you work in?

B: The motor vehicles division. I work in our Belgian factory. We 5\_\_\_\_\_\_\_\_\_\_\_ components for our car production plants in Europe.

A: Where are DAK 6\_\_\_\_\_\_\_\_?

B: In Seoul. But the company has 7\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in over fifty countries and thirty factories all over the world.

**b)**

*annual turnover, employ, technical people, workforce*

**Company Size**

A: How many people does your company 1\_\_\_\_\_\_\_\_\_\_?

B: We have sixty employees. We have about forty factory workers and 2\_\_\_\_\_\_\_\_\_\_\_ and the rest are admin and sales staff. We started off with only ten people so our 3\_\_\_\_\_\_\_\_\_\_ has grown a lot. What’s your 4\_\_\_\_\_\_\_\_\_?

A: It was over 2 million euro last year.

**Exercise 5.Complete the text with the correct form of verbs:**

*have begin manufacture provide export*

Sonara 1\_\_\_\_\_\_\_\_\_\_ in 1972 near Turin. Today, it 2\_\_\_\_\_\_\_\_\_\_\_ mainly aircraft engines, but in the 1970s it also 3\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the car industry with components. It 4\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a workforce of 2,000. Sonara 5\_\_\_\_\_\_\_\_\_\_\_\_\_75 % of its engines to other European countries. Last month, it 6\_\_\_\_\_\_\_\_\_a new type of engine which burns 15 % less fuel than other models.

**Exercise 6.Complete the sentence by an appropriate form of the highlighted word**

|  |  |
| --- | --- |
| 1.Selecting a career can be one of the most difficult ……….. in your life. | **DECIDE** |
| 2. To choose the right career, you will have to find the balance between …………. gain and personal fulfillment. | **FINANCE** |
| 3. Before you can make a career choice, you will also have to learn about yourself. Your values, interests and skills will make some careers suitable for you and some particularly ………. | **APPROPRIATE** |
| 4. You can use self-assessment tests to gather this information and to generate a list of ……….. that are considered appropriate. | **OCCUPY** |
| 5. A test like this could help you to narrow down your choice and ………. point you in the right direction. | **POSSIBLE** |
| 6. Even though it is important to choose a career early on, many people have switched careers late in the game and still became enormously ……… . Think it over and take a chance. | **SUCCESS** |

**Exercise 7. Make sentences about what Marco has and hasn't got.**

***Example:***Marco's *got a company car. Marco hasn't got a fax machine.*

1 a company car +

2 a fax machine -

3 a high salary +

4 a great boss -

5 a personal assistant +

6 a lot of free time -

7 two telephones +

8 free Internet access -

**ПР06.** **Working day. Employee responsibilities.**

**ПР06. План рабочего дня. Обязанности сотрудника.**

**Exercise 8. Read the text and answer the questions** **using sentences from the text, but from the 3rd person singular.**

1. Where does the girl work?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. What is her job?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. How did she find this job?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. What are her responsibilities?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My weekday starts at 6.30 in the morning when my alarm-clock rings. I am not an early bird, so it takes me a couple of minutes before I get out of my bed, especially in winter. I leave home early, at 8.00 to avoid the rush-hour traffic as I start my work at 9 o’clock.

I work in an office as a secretary for a big building corporation. It’s a Russian well-established company. I found this job 4 years ago through an employment agency.

The office is in the centre of the city. I usually get there by bus. I spend most of the time working at the computer. My usual duties are typing documents, preparing them for our managing director, answering phone calls and arranging business appointments. I am also responsible for giving new correspondence and fresh newspapers to the managing director, sending faxes or e-mails. Sometimes I translate letters from English into Russian. I am in charge of greeting visitors and offering them tea or coffee too. It is also my duty to arrange travel and hotel accommodation for the boss’s convenient business trips.

We have lunch at 1 o’clock and I usually go to a café which is situated in the next building. If I am not too busy I can have one or two short coffee-breaks during the day. I work full-time from Monday to Friday, so I am in my office until 5 p.m. At the end of every day I get new tasks and take notes for the next day from the managing director and ask him some possible questions.

I can’t say that my job is very interesting, sometimes it’s monotonous or stressful but I like meeting a lot of new people there, learning new ideas and communicating. I think that to apply for my job one needs good communication skills, the ability to work in a team under pressure and handle difficult situations without any assistance. I understand that my job is not prestigious and I have to climb the career ladder, that is why I am the third-year student at the university now and I am going to graduate from it in two years and become an accountant.

**ПР07.** **Workspace. Motivation. Creating a favorable climate in the team. Theories of motivation**.

**ПР07. Рабочая среда. Мотивация. Создание благоприятного климата в коллективе. Теории мотивации.**

**Exercise 9.** **Match the phrase with its translation**

|  |  |
| --- | --- |
| 1.Trust at all levels of leadership | 1. Структура организации |
| 2.The relationship between the people and the organization | 2. Поддержка и признательность за тяжелую работу |
| 3. Support and recognition for hard work | 3.Улучшение осведомленности о миссии компании |
| 4. The suitability of the work environment for the staff and the tasks they perform | 4. Отношения между людьми и организацией |
| 5. The structure of the organization | 5. Определить мотивационные факторы |
| 6. Identify current organizational climate | 6. Улучшить командную работу |
| 7. Raise awareness of the company’s mission | 7. Доверие на всех уровнях руководства |
| 8. Identify motivational factors | 8. Улучшить понимание делегирования задачи |
| 9. Improve understanding of task delegation | 9. Определить климат в организации на текущий момент |
| 10. Boost team cooperation | 10. Пригодность рабочей среды для персонала и задач, которые он выполняет |

**Exercise 10.** **Read the text about behaviour at work and the questions below. For each question 1-5, mark one letter (A, B, C or D) for the answer you choose.**

The rules for work are changing. We’re being judged by a new yardstick: not just by how smart we are, or by our training and expertise, but also by how well we handle each other. This yardstick is increasingly applied in choosing who will be hired and who will not, who will be let go and who retained, who passed over and who promoted. The new rules predict who is most likely to become a star performer and who is most prone to derailing. And, no matter what field we work in currently, they measure the traits that are crucial to our marketability for future jobs. They take for granted having enough intellectual ability and technical know-how to do our jobs and focus instead on personal qualities such as initiative and empathy, adaptability and persuasiveness.

Talked about loosely for decades under a variety of names, from ‘character’ and ‘personality’ to ‘soft skills’ and ‘competence’, there is at last a more precise understanding of these human talents, and a new name for them: ‘emotional intelligence’. Emotional intelligence is generally defined as the ability to monitor and regulate one’s own and others’ feelings, and to use feelings to guide thought and action. Emotional intelligence in work life comprises five basic elements: self-awareness, self-regulation, motivation, empathy and adeptness in relationships. It does not mean merely ‘being nice’. At strategic moments it may demand not ‘being nice’, but rather, for example, bluntly confronting someone with the uncomfortable truth. Nor does emotional intelligence mean giving free rein to feelings – ‘letting it all hang out’. Rather, it means managing feelings so that they are expressed appropriately and effectively, enabling people to work together smoothly toward their common goal.

More and more companies are seeing that encouraging emotional intelligence skills is a vital component of any organisation’s management philosophy-And the more complex the job, the more emotional intelligence matters – if only because a deficiency in these abilities can hinder the use of whatever technical expertise or intellect a person may have. To be sure, many people have risen to the top despite flaws in emotional intelligence, but as work becomes more complex and collaborative, companies where people work together best have a competitive edge. In the new workplace, with its emphasis on flexibility, teams, and a strong customer orientation, this crucial set of emotional competencies is becoming increasingly essential for excellence in every job and in every part of the world.

The good news is that emotional intelligence can be learnt. Studies that have tracked people’s level of emotional intelligence through the years show that people get better and better in these capabilities as they grow more adept at handling their own emotions and impulses, at motivating themselves, and at honing their empathy and social adroitness. There is an old-fashioned word for this: maturity. And although emotional intelligence is no magic bullet, no guarantee of more market share or a healthier bottom line, if the human ingredient is ignored, then nothing else works as well as it might.

However, simply being high in emotional intelligence does not guarantee a person will have learned the practical emotional skills that matter for work. For example, a person may be highly sensitive to others’ feelings, and yet not have learned the skills based on empathy that translate into superior customer service, top-flight coaching, or the ability to bring together a diverse work team.

|  |
| --- |
| **1. What changes with regard to work does the writer mention in the first paragraph?**  A. Intellectual and technical ability are no longer valued as highly as they were.  B. Employees now have higher expectations of each other.  C. The potential of employees is now assessed by new criteria.  D. Some of the inaccurate judgements that used to be made are no longer made. |
| **2. The writer says that the term ‘emotional intelligence’**  A. is unlikely to remain in fashion for long.  B. is very difficult to define.  C. has previously been misunderstood.  D. has replaced less suitable terms. |
| **3. According to the writer, emotional intelligence does not involve**  A. expressing your emotions all the time.  B. acting kindly towards others most of the time.  C. focusing on a single aim.  D. showing that you are angry with someone. |
| **4. Why, according to the writer, is emotional intelligence seen as vital?**  A Emphasis on it prevents the wrong people from being given senior positions.  B It enables people to meet the challenges set by changes in the nature of work.  C Lack of it makes the recruitment of good employees difficult.  D It can compensate for a lack of technical or intellectual ability. |
| **5. What does the writer say about emotional intelligence in the fourth paragraph?**  A. It is often seen as the cure for any problem a company faces.  B. It develops naturally in people.  C. Some people possess it more than others.  D. Understanding of it has increased over a period of time. |
| **6. The writer concludes in the final paragraph that emotional intelligence**  A. sometimes causes people to make unwise decisions at work.  B. is not particularly useful in certain areas of work.  C. will soon be valued even more highly than it is now.  D. may not enable someone to be good at their job. |

**Exercise 11.Complete these sentences using going to.**

1. What \_\_\_\_\_\_\_\_\_\_\_you \_\_\_\_\_\_\_\_\_\_\_\_ do?

2. Well, I \_\_\_\_\_\_\_\_\_\_\_\_not \_\_\_\_\_\_\_\_\_\_\_ sell the company.

**Exercise 12.** **Complete these sentences using the present continuous form of the verb**

**in brackets.**

1. What \_\_\_\_\_\_\_\_\_\_\_\_\_ they \_\_\_\_\_\_\_\_\_\_\_\_\_\_ next week? (do)

2. They \_\_\_\_\_\_\_\_\_\_\_\_\_ not \_\_\_\_\_\_\_\_\_\_\_. They're on holiday. (work)

**Exercise 13.Complete these sentences using the present continuous form of the verb**

**in brackets.**

I 1*\_\_\_\_\_\_\_\_\_\_\_\_* (meet) Mr Yamashiro next week. He 2\_\_\_\_\_\_\_\_\_\_\_\_ (arrive) on Tuesday night. On Wednesday, I 3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (take) him to the factory. I 4\_\_\_\_\_\_\_\_\_\_\_\_\_ (not see) him on Thursday. But I 5\_\_\_\_\_\_\_\_\_\_\_ (drive) him to the airport on Friday.

**ПР08. Team management models. Management. Qualities of an effective manager. Setting goals.**

**ПР08. Модели управления коллективом. Менеджмент. Качества, необходимые эффективному менеджеру. Постановка целей.**

**Exercise 14. Read the text and answer the question: which paragraph contains an answer to the following questions? (put the right number 1 or 2)**

**1.** What is the origin of the verb ― manage?\_\_\_

**2.** What is management? \_\_\_

**What is “management”?**

What is "management"? There are a variety of views about this term. Traditionally, the term ― management refers to planning, organizing, leading (directing) and controlling (coordinating) activities and to the group of people, involved in them. Another common view is that ― management is getting things done through other people. But to most employees the term ― management probably means the group of people (executives or other) who are responsible for making decisions in the organization.

It is interesting to know that the verb "manage" comes from the Italian "maneggiare" (that is "to handle" - especially a horse), which in turn derives from the Latin "manus" (that is "hand"). The French word "mesnagement" (later "mÄnagement") influenced the development in the meaning of the English word "management" in the 17th and 18th centuries. The Industrial Revolution began in the eighteenth century and transformed the job of a manager from owner-manager to professional, salaried manager. It is interesting to note that many of the management terms and techniques used today have their basis in military authority (for example: "superior", "subordinate", "strategy", "mission").

**Exercise 15. There are some skills and personal characteristics that are important for managers.** **Match the name of the skill with its definition.**

|  |  |
| --- | --- |
| 1. Leadership | a. ability to modify personal behavior to react objectively rather than subjectively to accomplish organizational goals |
| 2. Self-objectivity | b. ability to evaluate yourself realistically |
| 3. Analytic thinking | c. ability to express ideas clearly in words |
| 4. Behavioral flexibility | d. ability to create a good impression and instill confidence |
| 5. Oral communication | e. ability to perform under stressful condition |
| 6.Written communication | f. ability to influence others to perform tasks |
| 7. Personal impact | g. ability to perform in ambiguous situations |
| 8. Resistance to stress | h. ability to interpret and explain information |
| 9.Tolerance for uncertainty | i. ability to express clearly ideas in writing |