

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

Харківський державний університет харчування та торгівлі

А .О. Борисова, В. О. Архипова, О. М. Муравйова, О. Ф. Белікова

ENGLISH FOR MANAGEMENT AND MARKETING

Навчально-методичний посібник

для студентів економічних спеціальностей
денної та заочної форм навчання

ХДУХТ
2016

УДК 811.111-057.212 (075.8)
ББК 81.2 Англ.+65.291.6
А64

Рецензенти:
канд. пед. наук, проф. Сукнов М.П.,
канд. пед. наук, доц. О.М. Білик.

Рекомендовано до друку вченою радою Харківського державного університету харчування та торгівлі, протокол № 9 від 28.05.2016 р.

Борисова А. О.
А64 Англійська для менеджерів та маркетологів: навч.-метод. посібник / А. О. Борисова, В. О. Архипова, О. Ф. Белікова, О. М. Муравйова. – Х. : ХДУХТ, 2016. – 198 с.

Посібник містить автентичні навчальні тексти та систему різноманітних інтерактивних вправ, які сприяють розширенню термінологічного лексичного запасу, формуванню у студентів навичок усного мовлення у сфері професійного спілкування

УДК 811.111-057. 212 (075.8)
ББК 81.2 Англ. +65.291.6

© Борисова А. О., Архипова В. О.,
Белікова О. Ф., Муравйова О. М.,
2016
© Харківський державний
університет харчування
та торгівлі, 2016

3MICT

<i>Передмова</i>		3
CHAPTER I.	MANAGEMENT	6
UNIT 1	Introduction to management	6
	Text I. Definitions of management	8
	• <i>Self-study</i>	11
	Text 2. Why study management	11
UNIT 2	Basic functions of management	14
	Text 1. Planning	16
	• <i>Self-study</i>	20
	Text 2. Organizing	20
UNIT 3	Basic functions of management (continued)	23
	Text I. Directing	25
	• <i>Self-study</i>	29
	Text 2. Controlling	29
UNIT 4	Managerial Skills and the Organizational Hierarchy	32
	Text I. Managerial Skills	34
	• <i>Self-study</i>	37
	Text 2. Organizational Hierarchy	38
UNIT 5	Management goals	41
	Text I. The aim of all managers	43
	• <i>Self-study</i>	48
	Text 2. Productivity, Effectiveness, and Efficiency	48
UNIT 6	Managerial roles	51
	Text I. Interpersonal Roles	53
	• <i>Self-study</i>	57
	Text 2. Informational and Decisional Roles	57
UNIT 7	Company's structure	60
	Text I. The structure of the company	61
	• <i>Self-study</i>	65
	Text 2. The functions of an executive in business	66
CHAPTER II	MARKETING	68
UNIT 8	Definitions of marketing	68
	Text I. Defining of marketing	69
	• <i>Self-study</i>	73
	Text 2. Definitions of marketing: historical aspects	74
UNIT 9	The importance of marketing science	76
	Text I. What does the marketing concept mean?	77
	• <i>Self-study</i>	81
	Text 2. Why study marketing	81
UNIT 10	Marketing science and market identification	84

	Text I. Marketing mix	85
	• <i>Self-study</i>	89
	Text 2. Market identification	89
UNIT 11	Basic types of markets	91
	Text I. Basic types of markets	92
	• <i>Self-study</i>	96
	Text 2. The foreign exchange and capital markets	97
UNIT 12	Market segmentation	99
	Text I. Market segmentation	101
	• <i>Self-study</i>	104
	Text 2. Bases for market segmentation	105
UNIT 13	Products on the market	106
	Text I. Product classification	108
	• <i>Self-study</i>	111
	Text 2. New products	112
UNIT 14	Product life cycle	114
	Text I. Product life cycle	115
	• <i>Self-study</i>	119
	Text 2. Channels of Distribution	119
UNIT 15	Retailers and wholesalers	121
	Text I. Retailers	123
	• <i>Self-study</i>	126
	Text 2. Wholesalers	126
UNIT 16	Basics of price	128
	Text I. The role and definition of price	130
	• <i>Self-study</i>	134
	Text 2. Factors influencing pricing decisions	135
UNIT 17	Pricing strategies	137
	Text I. Pricing strategies	139
	• <i>Self-study</i>	142
	Text 2. Pricing in the product life cycle	144
UNIT 18	The communications process	146
	Text I. The marketing communications mix	148
	• <i>Self-study</i>	151
	Text 2. Advertising	156
	TEXTS FOR ADDITIONAL READING	158
	GRAMMAR REFERENCE	171

ПЕРЕДМОВА

Посібник “English for Management and Marketing” для студентів денної та заочної форми навчання економічних спеціальностей” створено відповідно до вимог програми з іноземних мов для студентів 1-2 курсів немовних вузів.

Мета, яку ставили перед собою автори посібника, полягає в підготовці майбутніх фахівців до самостійного опрацювання, читання та розуміння фахово спрямованого навчального матеріалу англійською мовою. Усі тексти посібника тематично співвідносяться з майбутніми професіями студентів.

Посібник складається з двох тематичних розділів: Chapter 1 – Management; Chapter 2 – Marketing. Усього посібник містить 18 уроків, які розбиті на дві частини: одна опрацьовується студентами під час аудиторної роботи (Class Assignments), а частина Self-study має на меті самостійне опрацювання студентами матеріалу, вивченого разом в викладачем.

Щодо самих текстів, то їх побудовано з дотриманням дидактичного принципу наростання лексико-граматичних труднощів. Це стосується як дібраних із фахових першоджерел і відповідним чином опрацьованих і адаптованих англійських текстів, так і створених авторами, з використанням тих чи інших джерел. Як ті, так і інші тексти опрацьовувались і вносились до підручника з метою виробити у студентів вміння читати, перекладати літературу зі свого майбутнього фаху, розуміти, орієнтуватися в ній і видобувати з неї необхідну фахову інформацію.

Поряд із основним завданням, що має вирішуватись за допомогою цього посібника – навчання читанню та розумінню фахово орієнтованої літератури, використання його служить також реалізації й іншої мети – вироблення навичок підготовленого і непідготовленого мовлення в межах засвоєної професійної тематики. Саме тому вправи у посібнику поділяються на мовні та вправи для самостійного опрацювання студентом (Self-study). Вправи для самостійного опрацювання виконуються вдома, деякі завдання спрямовують студентів до відповіді на будь-яке питання за текстом, ряд завдань виконується письмово і носить тестовий характер. Мовні завдання виконуються в аудиторії. Усього у посібнику близько 50 видів граматичних і лексичних вправ.

CHAPTER I

MANAGEMENT

UNIT 1

INTRODUCTION TO MANAGEMENT

CLASS ASSIGNMENTS

VOCABULARY

<i>to be involved (in smth)</i>	бути причетним (до чогось)
<i>effort</i>	зусилля
<i>attainment</i>	досягнення, набуття
<i>purposive</i>	цілеспрямований; рішучий
<i>pre-determined</i>	заданий; заздалегідь встановлений
<i>enterprise</i>	підприємство; фірма, компанія
<i>to launch</i>	починати (діяти), започатковувати, пускати в хід
<i>to achieve</i>	досягати; домагатися; здобувати
<i>to conduct surveys</i>	проводити опитування
<i>profit</i>	прибуток
<i>to put into use</i>	вводити в обіг
<i>conducive (to)</i>	сприятливий
<i>to ensure</i>	забезпечувати; гарантувати
<i>availability</i>	наявність; доступність
<i>wage</i>	заробітна платня
<i>salary</i>	платня, оклад; заробітна плата службовця
<i>regulations</i>	положення; правила; статут
<i>appropriate</i>	відповідний, підходящий; доречний
<i>wastage</i>	нераціональне використання ресурсів
<i>to execute</i>	виконувати; запроваджувати, здійснювати
<i>to provide (with)</i>	постачати; забезпечувати
<i>blend</i>	суміш; змішування
<i>approach</i>	підхід
<i>employee</i>	робітник; службовець; той, хто працює по найму
<i>to accept</i>	приймати; погоджуватися; реагувати позитивно
<i>to handle</i>	поратися; управляти; контролювати; розпоряджатися
<i>in this respect</i>	в цьому аспекті
<i>entire</i>	повний, цілий, весь
<i>staff</i>	штат; персонал, особовий склад, співробітники

I. Complete the table with the missing parts of speech.

noun	verb	adjective
communication		
	motivate	
	manage	
attainment		
		achievable
organization		
	effect	
		determined
	regulate	
	respond	

MEMORIZE !

Емфатична конструкція **It is (was) ... who (which, that, when)...**

вживається для надання емоційного забарвлення будь-якому члену речення, окрім присудка та найчастіше перекладається українським словосполученням САМЕ/НІХТО (НІЩО) ІНШИЙ+об'єкт.

Наприклад:

• It was John who told me about that- Ніхто інший як Джон розповів мені про це.

• It was in the garden that we met. (Порівняйте: We met in the garden.)

Ми зустрілись саме в саду.

• It is the knowledge that makes us strong.

Саме знання роблять нас сильними

II. Read and translate the following sentences into Ukrainian, paying attention to the emphatic construction.

1. It is only through effective management that companies are developing and executing their business's policies and strategies to maximize their profits and provide with the best of products and services. 2. It was Peter Drucker who first gave the definition of management. 3. It is a blend of both efficiency and effectiveness which makes a good management style. 4. It is in the top-down approach where the management makes the decisions, which the employees have no choice but to accept. 5. It is the four management concepts that allow any organization to handle the tactical, planned and set decisions. 6. It is in this respect that management is considered an art and a science as well. 7. It was at the ancient times when men started learning the art of organizing, strategizing (during wars) and simply planning.

III. Transform the sentences using 'It is (was) ... who (which, that, when)...' construction to emphasize the underlined words.

1. The foundation area of management is planning. 2. The manager must coordinate the activities of the entire system (organization) or one of the many

subsystems (departments) within the organization. 3. Working under the directing function helps the management to control and supervise the actions of the staff. 4. The classical approach was launched in the early 1990s. 5. A French industrialist, Henry Fayol, wrote in 1916 a classic definition of the manager's role.

IV. Look at the adjectives for describing managers. Find three of them in each list, which appear under the wrong heading.

Good managers:

approachable, charming, committed, cruel, decisive, disciplined, encouraging, enthusiastic, experienced, helpful, independent, insensitive, knowledgeable, motivated, optimistic, patient, professional, reliable, responsible, timid, trustworthy

Bad managers:

arrogant, careless, confident, deceitful, dishonest, efficient, lazy, indecisive, inexperienced, irresponsible, persistent, pessimistic, rude, unenthusiastic, unprofessional, unreliable, untrustworthy

V. Discuss the questions below.

1. What are the 5 best qualities for a manager to have? Why?
2. What are some specific things that good managers do? What are some specific things that good managers avoid doing?
3. What are the 5 worst qualities for a manager to have? What are some negative things that can happen if a manager has these qualities?
4. What are some specific things that bad managers do?
5. Why do you think bad managers are given management positions?
6. What is management? An instinct or a set of skills and techniques that can be taught?

VI. Read and translate the text. Find emphatic constructions in it.

TEXT 1

DEFINITIONS OF MANAGEMENT

Management is a universal phenomenon. It is a very popular and widely used term. All organizations - business, political, cultural or social are involved in management because it is the management which helps and directs the various efforts towards a definite purpose. According to Harold Koontz, "Management is an art of getting things done through and with the people in formally organized groups. It is an art of creating an environment in which people can perform as individuals and can co-operate towards attainment of group goals". According to F.W. Taylor, "Management is an art of knowing what to do, when to do and see that it is done in the best and cheapest way".

Management is a purposive activity. It is something that directs group efforts towards the attainment of certain pre-determined goals. It is the process of working with and through others to effectively achieve the goals of the

organization, by efficiently using limited resources in the changing world. Of course, these goals may vary from one enterprise to another. E.g.: For one enterprise it may be launching of new products by conducting market surveys and for other it may be profit maximization by minimizing cost.

Management involves creating an internal environment: - It is the management which puts into use the various factors of production. Therefore, it is the responsibility of management to create such conditions which are conducive to maximum efforts so that people are able to perform their task efficiently and effectively. It includes ensuring availability of raw materials, determination of wages and salaries, formulation of rules & regulations etc.

Therefore, we can say that good management includes both being effective and efficient. Being effective means doing the appropriate task i.e, fitting the square pegs in square holes and round pegs in round holes. Being efficient means doing the task correctly, at least possible cost with minimum wastage of resources.

NOTES

peg – кілочок, дерев'яний цвях

VII. Are these sentences true or false? Correct the false sentences:

1. Only several types of organizations are involved in management.
2. Management is an art of creating an environment in which people can work individually and in cooperation aiming to achieve group goals.
3. Management is an intentional activity with a clear purpose.
4. The goals of management are the same in every organization.
5. Management is responsible for creating effective working environment.
6. Creating an internal environment includes ensuring availability of raw materials, determination of wages and salaries, formulation of rules & regulations.
7. Good management includes nothing but being efficient.
8. Being effective means doing the right task, while being efficient means doing the task right.

VIII. Choose the correct alternative:

1. All organizations - business, political, cultural or social are **involved/considered** in management.
2. Management is an art of getting things done **thorough/through** and with the people in formally organized groups.
3. It is an art of creating an **environment/society** in which people can perform as individuals and can co-operate towards attainment of group goals.
4. Management is a **purposive/ unreasonable** activity.
5. Management is the **result/process** of working with and through others to effectively achieve the goals of the organization.
6. An enterprise is launching new products by **doing/conducting** market surveys.
7. Management involves creating an **internal/external** environment.
8. It is the management **whom/which** puts into use various factors of production.
9. Management must create conditions **important/conducive** to maximum efforts

of people.

10. Being **efficient/effective** means doing the appropriate task.

IX. Fill in the blanks with appropriate words:

regulations	attainment	launched	achieve	enterprise
pre-determined	conducive to	salary	to ensure	approach

1. Organization theory assumes that institutions are homogeneous and that therefore the entire _____ should be organized the same way.
2. They created an appropriate framework for investment and trade _____ sustainable development.
3. Order and discipline can be maintained by rules, _____, and standard operating procedures.
4. The new product must be _____ by January
5. Managers _____ the desired goals through the key functions of planning, organizing, directing, and controlling.
6. It's important to set goals both for your employees to achieve and for you to accomplish as the owner _____ a happy workplace.
7. Managers are ultimately responsible for the _____ of results through the specialized efforts of other people, whether individually, in groups, or in organizations.
8. A fitting _____ and benefit package for judges should be considered not only a reward for difficult and honest work, but also one measure to prevent corruption.
9. The behavioral _____ uses the concept of psychology, sociology, anthropology and other behavioral sciences to assist managers in understanding human behavior in the work environment.
10. Losses are always _____ so that I can measure my risk.

X. Match the words and their definitions.

1	wastage	A	a mixture of different substances or other things
2	to provide (with)	B	give an affirmative answer to an offer; say yes
3	blend	C	with no part left out; whole
4	profit	D	equip or supply someone with (something useful or necessary)
5	employee	E	a financial gain, especially the difference between the amount earned and the amount spent in buying, operating, or producing something
6	to accept	F	manage (a situation or problem)
7	to handle	G	the action or process of losing or destroying something by using it carelessly or extravagantly
8	to execute	H	all the people employed by a particular organization

9	entire	I	put (a plan, order, or course of action) into effect
10	staff	J	a person employed for wages or salary, especially at non-executive level

XI. Match the words in the right column with the words in the left column to make word combinations.

1	universal	a	wastage
2	to direct	b	a new product
3	to get	c	groups
4	formally organized	d	efforts
5	attainment of	e	a task
6	to use	f	things done
7	to launch	g	phenomenon
8	conduct	h	limited resources
9	perform	i	group goals
10	minimum	j	surveys

SELF-STUDY

I. The following are typical management tasks. Key words have been scrambled. Unscramble them.

1. mcocatmunie with staff _____
2. remacop results with targets _____
3. decide tyatsreg _____
4. empower staff to take oscidensi _____
5. ftiidyen needs _____
6. manage seursroce _____
7. set btivocejs _____
8. temivaot subordinates _____

II. Read the text and learn more about management tasks and their importance:

TEXT 2

WHY STUDY MANAGEMENT

The reasons for studying management are numerous, and its importance can hardly ever be doubted.

First and foremost management helps in achieving group goals. It arranges the factors of production, assembles and organizes the resources, integrates the resources in effective manner to achieve goals. It directs group efforts towards achievement of pre-determined goals. By defining objective of organization clearly there would be no wastage of time, money and effort. Management converts

disorganized resources of men, machines, money etc. into well-established enterprise. These resources are coordinated, directed and controlled in such a manner that enterprise works towards attainment of goals.

The second reason is that management provides optimum utilization of resources. It utilizes all the physical and human resources productively. This leads to efficacy in management. Management provides maximum utilization of scarce resources by selecting its best possible alternate use in industry from out of various uses. It makes use of experts, their professional skills and knowledge, which leads to their proper utilization and avoids wastage. If employees and machines are producing their maximum there is no under employment of any resources.

Effective management also aims at reducing costs. It gets maximum results through minimum input by proper planning and by using minimum input and getting maximum output. Management uses physical, human and financial resources in such a manner which results in best combination. This helps in cost reduction.

Proper Management establishes sound organization with no overlapping of efforts (smooth and coordinated functions). To establish sound organizational structure is one of the objectives of management which is in tune with objective of organization as a whole. For fulfilment of this, management establishes effective authority and responsibility relationship i.e. who is accountable to whom, who can give instructions to whom, who are superiors and who are subordinates. Management fills up various positions with right persons, having right skills, training and qualification. All jobs should be cleared to everyone.

Furthermore, management establishes equilibrium. It enables the organization to survive in changing environment. It keeps in touch with the changing environment. With the change of external environment, the initial co-ordination of organization must be changed. So it adapts organization to changing demand of market / changing needs of societies. It is responsible for growth and survival of organization.

Finally, management is essential for prosperity of society as a whole. Efficient management leads to better economical production which helps in turn to increase the welfare of people. Good management makes a difficult task easier by avoiding wastage of scarce resources. It improves standard of living. It increases the profit which is beneficial to business therefore enabling society to get maximum output at minimum cost by creating employment opportunities which generate income in hands. Organization comes with new products and researches beneficial for society.

III. Are these sentences true or false? Correct the false sentences:

1. The importance of studying management is disputable.
2. Defining clear objectives helps to save resources.
3. Effective use of resources helps in cost reduction.
4. The task of management is to fill up various positions with appropriate employees.

5. Management aims to keep the organization unchanged in a changing environment.
6. Proper management is conducive to prosperity of people.

IV. Find and write in the table below 9 verbs collocating with the word *resources* in the text. The initial letters of the verbs are given

Managers	a _ _ _ _ _	resources
	o _ _ _ _ _	
	i _ _ _ _ _	
	c _ _ _ _ _	
	c _ _ _ _ _	
	d _ _ _ _ _	
	c _ _ _ _ _	
	u _ _ _ _ _	
	u _ _	

V. Choose the correct variant a, b, c or d to fill in the gaps:

1. Management _____ disorganized resources of men, machines, money etc. into well-established enterprise.
 a) helps b) converts c) promotes d) improves
2. If employees and machines are producing their _____ there is no under employment of any resources.
 a) efforts b) goods c) maximum d) services
3. Effective management also _____ at reducing costs.
 a) leads b) monitors c) aims d) introduces
4. To _____ sound organizational structure is one of the objectives of management which is in tune with objective of organization as a whole.
 a) compile b) estimate c) enhance d) establish
5. With the _____ of external environment, the initial co-ordination of organization must be changed.
 a) appearance b) change c) introduction d) reduction

VI. Translate the following sentences into English using emphatic construction:

1. Саме менеджмент відповідає за створення внутрішнього середовища, сприятливого для досягнення цілей організації.
2. Ніщо інше, як ефективне використання недостатніх ресурсів, допомагає менеджерам зменшити витрати на виробництво.
3. Саме чітке планування є найважливішою складовою адміністративної роботи.

4. Ніхто інший, як американський письменник Пітер Дракер, описав найсуттєвіші функції менеджерів.
5. Класичний підхід до менеджменту був започаткований саме на початку 1990 років.

UNIT 2

BASIC FUNCTIONS OF MANAGEMENT. PLANNING AND ORGANIZING

Managers achieve the desired goals through the key functions of (1) planning, (2) organizing, (3) directing, and (4) controlling. Some would include leading as a managing function, but for the purposes of this discussion, leading is included as a part of directing.

These key functions of management are applied throughout an organization regardless of whether it is a business, a government agency, or a church group. At each level of management, the four key functions of planning, organizing, directing, and controlling are included.

CLASS ASSIGNMENTS

VOCABULARY

<i>to assess</i>	оцінювати
<i>upcoming</i>	майбутній, очікуваний
<i>to implement</i>	виконувати, здійснювати; запроваджувати в життя
<i>to occur</i>	траплятися, відбуватися; зустрічатися
<i>to assemble</i>	монтувати, збирати
<i>to concern</i>	стосуватися, мати відношення
<i>to oversee</i>	здійснювати нагляд; спостерігати за
<i>acquire</i>	здобувати; досягати; опановувати (знаннями)
<i>contingency</i>	імовірність, можливість; непередбачена обставина
<i>clientele</i>	клієнтура; постійні покупці
<i>ample</i>	рясний; багатий (на ресурси); (цілком) достатній
<i>benefit</i>	перевага, привілей; користь, благо; вигода
<i>to fit into</i>	точно підходити, вписуватися (в певні рамки)
<i>to allow</i>	дозволяти; давати можливість
<i>supplier</i>	постачальник
<i>rapidly</i>	швидко, стрімко
<i>warehouse</i>	склад, складське приміщення; товарний склад
<i>inventory</i>	наявні товари; запас, резерв
<i>interim</i>	тимчасовий; попередній; проміжний
<i>provisional</i>	тимчасовий; попередній, умовний
<i>scope</i>	масштаб, сфера, поле (діяльності)

<i>target</i>	мішень, ціль; об'єкт
<i>to set out</i>	(докладно) викладати (напр., свої міркування)
<i>to adopt</i>	приймати; засвоювати; вибирати

I. Match management functions with their definitions

1	Planning	<i>a</i>	Job analyzing, recruitment, and hiring individuals for appropriate jobs
2	Organizing	<i>b</i>	Checking progress against plans
3	Staffing	<i>c</i>	Determining what needs to be done in a situation and getting people to do it
4	Leading/Directing	<i>d</i>	Deciding what needs to happen in the future (today, next week, next month, next year, over the next 5 years, etc.) and generating plans for action.
5	Controlling/Monitoring	<i>e</i>	Stimulating employees to work effectively and perform to their maximum
6	Motivating	<i>f</i>	Implementation; making optimum use of the resources required to enable the successful carrying out of plans

II.* All the words in the box concern planning. Match each term with the correct definition (2-11). The answers include the word plan eight times.

action	budget	business	contingency	interim	tactical
objectives	strategie	operational	planning	provisional	

1. A plan that focuses on the whole organization, internal and external factors; and actions necessary to reach long-term goals. strategic plan
2. A process that focuses on the future of an organization and how to reach certain targets. _____
3. The results or targets that management thinks are desirable. _____
4. A plan for a specific part of the wider organization, usually narrower in scope and over a shorter time period. _____
5. A specific short-term plan to realize a narrow single objective. _____
6. A short term and temporary plan. _____
7. A trial plan, which may or may not be adopted permanently. _____
8. A plan which explains a new commercial activity or new company and how to start it. _____
9. A plan of what to do, often indicating individual responsibilities, often short-term. _____

10. A plan which sets out the forecast costs of a project or activity.

11. A reserve plan which will only be used if necessary. _____

III. Find English equivalents of the following phrases in the text.

Основна сфера; на даний час; доречна лінія поведінки; виробниче підприємство; складання модульних будинків; загальне функціонування; безкінечний процес; внутрішні та зовнішні чинники; сильні та слабкі сторони, можливості та загрози; виконувати призначені завдання; первісні плани; сусідній постачальник; повний запас каркасного круглого лісу; продовжити будівництво; попередній постачальник.

IV. Discuss the questions below.

1. What is planning? Is it important to plan your activity?
2. Do you usually plan your working days/weeks or some special events? If yes, in what way?
3. What actions and steps should organizational planning include?

V. Read and translate the text.

TEXT 1

PLANNING

No matter what you are doing, you have to plan it out first. You have to set your goals straight and decide how you are going to achieve them. You have to decide how much money or time you will invest and how many people you will employ. On this step you are doing simply what the name of the step means, you are planning.

Planning is the foundation area of management. It is the base upon which all areas of management should be built. Planning requires administration to assess where the company is presently set, and where it would be in the upcoming. From there an appropriate course of action is determined and implemented to attain the company's goals and objectives. Planning in any organization occurs in different ways and at all levels. A top-level manager, e.g. the manager of a manufacturing plant, plans for different events than does a manager who supervises, say, a group of workers who are responsible for assembling modular homes on an assembly line. The plant manager must be concerned with the overall operations of the plant, while the assembly-line manager or supervisor is only responsible for the line that he or she oversees. Planning is unending course of action.

Planning could include setting organizational goals. This is usually done by higher-level managers in an organization. As a part of the planning process, the manager then develops strategies for achieving the goals of the organization. In order to implement the strategies, resources will be needed and must be acquired.

The planners must also then determine the standards, or levels of quality, that need to be met in completing the tasks.

In general, planning can be strategic planning, tactical planning, or contingency planning. *Strategic planning* is long-range planning that is normally completed by top-level managers in an organization. Examples of strategic decisions managers make are what the customer or clientele should be, what products or services should be sold, and where the products and services should be sold. In strategic planning, management analyzes inside and outside factors that may affect the company and so objectives and goals. Here they should have a study of strengths and weaknesses, opportunities and threats. For management to do this efficiently, it has to be very practical and ample.

Short-range or tactical planning is done for the benefit of lower-level managers, since it is the process of developing detailed strategies about what needs to be done, who should do it, and how it should be done. To return to the previous example of assembling modular homes, as the home is nearing construction on the floor of the plant, plans must be made for the best way to move it through the plant so that each worker can complete assigned tasks in the most efficient manner. These plans can best be developed and implemented by the line managers who oversee the production process rather than managers who sit in an office and plan for the overall operation of the company. The tactical plans fit into the strategic plans and are necessary to implement the strategic plans.

Contingency planning allows for alternative courses of action when the primary plans that have been developed don't achieve the goals of the organization. In today's economic environment, plans may need to be changed very rapidly. Continuing with the example of building modular homes in the plant, what if the plant is using a nearby supplier for all the lumber used in the framing of the homes and the supplier has a major warehouse fire and loses its entire inventory of framing lumber. Contingency plans would make it possible for the modular home builder to continue construction by going to another supplier for the same lumber that it can no longer get from its former supplier.

NOTES

assembly line - складальний конвеєр

lumber - пиломатеріали; розпиляний або розколотий ліс; круглий ліс

VI. Are these sentences true or false? Correct the false sentences:

1. Planning requires administration to assess where the company is now, and where it would be in the future.
2. Planning in any organization occurs in similar ways at top levels.
3. Planning is everlasting course of action.
4. Setting organizational goals is usually done by higher-level managers in an organization.
5. Resources will be needed and must be acquired in order to implement the strategies.
6. SWOT analysis is used in strategic planning.

7. Contingency planning is the process of developing detailed strategies about what needs to be done, who should do it, and how it should be done.
8. The short-range plans fit into the strategic plans and are necessary to implement the strategic plans.

VII. Choose the correct alternative:

1. Planning requires **administration/staff** to assess where the company is presently set, and where it would be in the upcoming.
2. A top-level manager plans for **similar/different** events than a line manager does.
3. Setting organizational goals is usually done by **higher/lower**-level managers in an organization.
4. The manager **organizes/develops** strategies for achieving the goals of the organization.
5. The planners must also determine the standards, or **layers/levels** of quality, that need to be met in completing the tasks.
6. In strategic planning, management analyzes inside and outside factors that may **affect/conflict** the company and so objectives and goals.
7. Tactical planning is done for the benefit of lower-level managers, **science/since** it is the process of developing detailed strategies.
8. Clear plans must be made so that each worker can **complicate/complete** assigned tasks in the most efficient manner.
9. Contingency planning **allows/leads** for alternative courses of action when the primary plans that have been developed don't achieve the goals of the organization.
10. In today's **economic/economical** environment, plans may need to be changed very rapidly.

VIII. Fill in the blanks with appropriate words:

overall	base	possible	resources	clientele
oversee	implemented	primary	benefit	opportunities

1. Planning is the _____ upon which all areas of management should be built.
2. After assessing the company an appropriate course of action is determined and _____ to attain the company's goals and objectives.
3. The plant manager must be concerned with the _____ operations of the plant.
4. In order to implement the strategies, _____ will be needed and must be acquired.
5. Examples of strategic decisions managers make are what the customer or _____ should be, what products or services should be sold, and where.
6. Managers should have a study of strengths and weaknesses, _____ and threats.

7. Short-range planning is done for the _____ of lower-level managers.
8. Tactical plans can best be developed and implemented by the line managers who _____ the production process rather than managers who sit in an office and plan for the overall operation of the company.
9. Contingency planning allows for alternative courses of action when the _____ plans that have been developed don't achieve the goals of the organization.
10. Contingency plans would make it _____ for an organization to continue production by going to another supplier if some problems with the initial supplier occurred.

IX. Match the words and their definitions.

1	supplier	A	to happen
2	occur	B	an activity undertaken based on strategic objectives such as reduced cycle time, reduced cost, and customer satisfaction
3	alternative	C	degree to which an activity or initiative is successful in achieving a specified goal; degree to which activities of a unit achieve the unit's mission or goal
4	assessment	D	choice out of two or more options
5	effectiveness	E	a person or company that provides goods
6	efficiency	F	any effort to gather, analyze and interpret evidence which describes organizational effectiveness
7	goal	G	a prescribed, written sequence of actions to achieve a goal, usually ordered in phases or steps with a schedule and measureable targets
8	improvement	H	a specific intended result of a strategy; often used interchangeably with objective.
9	model	I	a representation of a set of components of a process, system, or subject area, generally developed for understanding, analysis, improvement, and/or replacement of the process
10	plan	J	degree of capability or productivity of a process, such as the number of cases closed per year; tasks accomplished per unit cost

X. Match the words in the right column with the words in the left column to make word combinations.

1	an appropriate course	<i>a</i>	outside factors
2	manufacturing	<i>b</i>	plant
3	higher-level	<i>c</i>	the production process
4	in the most efficient	<i>d</i>	managers

5	fit	e	into
6	oversee	f	benefit of
7	overall	g	opportunities and threats
8	inside and	h	manner
9	for the	i	operation of the company
10	strengths and weaknesses,	j	of action

SELF-STUDY

Organizing is the function of management which follows planning. It is a function in which the synchronization and combination of human, physical and financial resources takes place. All the three resources are important to get results.

I. The following are the steps with the help of which a manager performs organizing function. Key words have been scrambled. Unscramble them.

1. fnideicioatni of activities _____
2. artepmdallyent organizing the activities _____
3. classifying the tyuoraith _____
4. co-ordination between authority and sibrtyoniliesp _____

II. Find English equivalents of the following words and phrases in the text:

у тому випадку, коли; в основному; внутрішня адміністративна конфігурація; загальна схема; докладно; описувати; підрозділ; дбати про що-небудь; узгодження персоналу; виконувати завдання; передавати повноваження.

III. Read and translate the text.

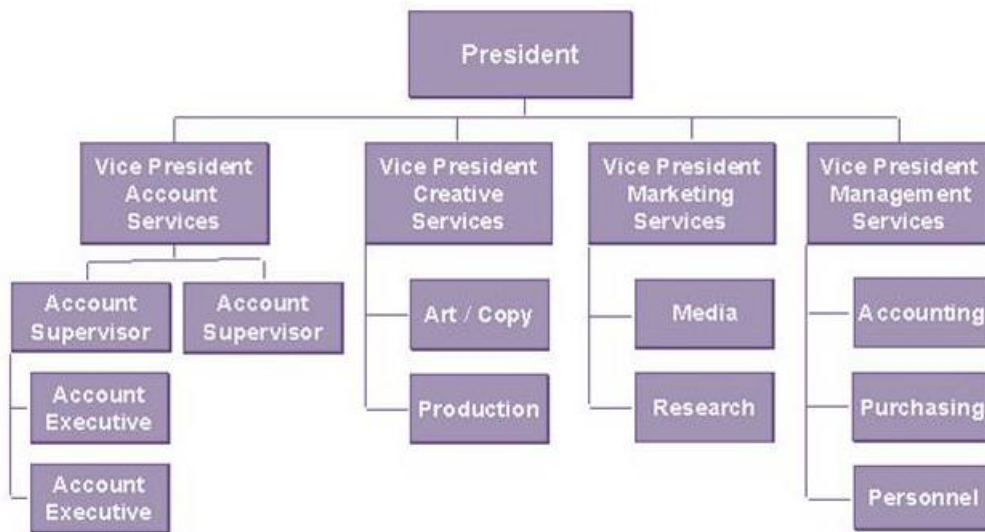
TEXT 2

ORGANIZING

The second function of management is getting prepared, getting organized. On this step, you have to organize yourself to achieve what you have decided to achieve in the first step. You need to start gathering the resources, to decide who will do what (in case when more people are involved) and basically prepare everything so you can start working. Through this process, management will now determine the inside directorial configuration; establish and maintain relationships, and also assign required resources.

Organizing refers to the way the organization allocates resources, assigns tasks, and goes about accomplishing its goals. In the process of organizing, managers arrange a framework that links all workers, tasks, and resources together so the organizational goals can be achieved. The framework is called

organizational structure, which can be discussed extensively. Organizational structure is shown by an organizational chart.



Pic. 1 Sample organizational chart

The organizational chart that depicts the structure of the organization shows positions in the organization, usually beginning with the top-level manager (normally the president) at the top of the chart. Other managers are shown below the president.

There are many ways to structure an organization. It is important to note that the choice of structure is necessary for the type of organization, its clientele, and the products or services it provides – all which influence the goals of the organization.

While determining the inside directorial configuration, management ought to look at the different divisions or departments. They also see to the harmonization of staff, and try to find out the best way to handle the important tasks and expenditure of information within the company. Management determines the division of work according to its need. It also has to decide for suitable departments to hand over authority and responsibilities.

IV. Are these sentences true or false? Correct the false sentences:

1. Through the process of organizing, management will determine the inside directorial configuration.
2. In the process of planning, managers arrange a framework that links all workers, tasks, and resources together so the organizational goals can be achieved.
3. The framework that links all workers, tasks, and resources together so the organizational goals can be achieved is called organizational structure.
4. The organizational chart shows positions in the organization, usually leaving the top-level manager (normally the president) out of the chart.

5. There is a single way to structure an organization.
6. While determining the inside directorial configuration, management need to look at the different divisions or departments.

V. Choose the correct variant a, b, c or d to fill in the gaps:

1. You need to start _____ the resources, to decide who will do what and basically prepare everything so you can start working.
a) gather b) find c) gathering d) improving
2. Organizing _____ to the way the organization allocates resources, assigns tasks, and goes about accomplishing its goals.
a) refers b) means c) implies d) supposes
3. Managers arrange a framework that links all workers, tasks, and resources together so the _____ goals can be achieved.
a) universal b) personal c) minor d) organizational
4. The _____ of structure is necessary for the type of organization, its clientele, and the products or services it provides.
a) matter b) choice c) built d) alternative
5. Management has to decide for suitable departments to hand _____ authority and responsibilities.
a) out b) away c) over d) apart

VI. Translate the following sentences into English using the dictionary:

1. Планування – головна функція менеджменту, яка передбачає прогнозування, визначення цілей, стратегії, політики і завдань певного формування; означає свідомий вибір рішення що роботи, як, кому і коли.
2. Організація як функція менеджменту спрямована на формування управлінських систем, а також зв'язків і відносин між ними, забезпечуючи упорядкованість технічної, економічної, соціально-психологічної і правової сторін діяльності кожного суб'єкта господарювання.
3. Оперативне планування і управління виробництвом передбачає: розробку оперативних планів; складання завдань; збір інформації про виконання робіт; розподіл матеріальних і трудових ресурсів; контроль та регулювання виробництва; розробку оперативних рішень, контроль за виконанням прийнятих рішень.
4. Кожний орган та підрозділ управління у межах своєї компетенції діє відповідно до своїх функцій управління та проводить певну роботу зі збирання, систематизації, опрацювання та аналізу інформації, з підготовки та прийняття рішень, доведення їх до конкретних виконавців.

UNIT 3

FUNCTIONS OF MANAGEMENT: DIRECTING AND CONTROLLING

CLASS ASSIGNMENTS

VOCABULARY

<i>to supervise</i>	спостерігати; наглядати; завідувати; керувати
<i>to assist</i>	допомагати, сприяти
<i>to accomplish</i>	виконувати; досягати (чого-небудь); завершувати
<i>to carry out</i>	доводити до кінця, завершувати; виконувати (план)
<i>taskmaster</i>	бригадир, десятник; виконроб; доглядач
<i>to bark out</i>	«вигавкувати», гаркати, грубо наказувати
<i>support</i>	підтримка
<i>sense of ownership</i>	відчуття причетності, особистої відповідальності
<i>to take pride</i>	пишатися
<i>performer</i>	виконавець, працівник
<i>obvious</i>	явний, очевидний; зрозумілий; банальний
<i>empowerment</i>	доручення; (у)повноваження
<i>provoke</i>	збуджувати; спонукувати
<i>to surpass</i>	перевершувати; обганяти
<i>incentive</i>	заохочувальний, стимулюючий
<i>to gear</i>	направляти за певним, заздалегідь наміченим планом; (to) пристосовувати
<i>to maintain</i>	підтримувати, зберігати (у належному стані)
<i>flowchart</i>	блок-схема, графік
<i>alteration</i>	зміна, перебудова (процес)
<i>outcome</i>	результат, наслідок
<i>feedback</i>	зворотний зв'язок; відповідна реакція; зв'язок виробника зі споживачем
<i>delay</i>	затримка
<i>insufficient</i>	недостатній
<i>straightforwardly</i>	прямо, відкрито, відверто, безпосередньо
<i>disallow</i>	відмовляти; заперечувати; забороняти; анулювати
<i>consequence</i>	наслідок
<i>to evaluate</i>	оцінювати
<i>ultimate</i>	остаточний, кінцевий; основний, первинний

I. Match the words from two columns to make up minor management functions. Decide to which of the four key functions they belong.

1.	communicating with	a)	take decisions
2.	comparing results	b)	strategy
3.	deciding	c)	needs
4.	empowering staff to	d)	quality standards
5.	time	e)	staff
6.	identifying	f)	in place
7.	managing	g)	objectives
8.	monitoring	h)	with targets
9.	putting systems	i)	supervision
10.	setting	j)	new staff
11.	taking on	k)	management
12.	team-building	l)	resources

II. Study the following table with *causative* verbs "*let*," "*make*," "*have*," and "*get*."

form	meaning	example
<i>let</i> + person + verb	to allow someone to do something	- John let me drive his new car. - Will your parents let you go to the party? - I don't know if my boss will let me take the day off
<i>make</i> + person + verb	to force someone to do something	- My teacher made me apologize for what I had said. - Did somebody make you wear that ugly hat? - She made her children do their homework.
<i>have</i> + person + verb	to give someone the responsibility to do something	- Dr. Smith had his nurse take the patient's temperature. - Please have your secretary fax me the information. - I had the mechanic check the brakes.
<i>get</i> + person + to + verb	- to convince to do something; - to trick someone into doing something	- Susie got her son to take the medicine even though it tasted terrible. - How can parents get their children to read more? - The government TV commercials are trying to get people to stop smoking.

III. Fill in the gaps with the necessary forms of the verbs *let*, *make*, *have*, and *get*

1. Sam really wanted a dog, but his parents wouldn't ____ him have a pet.

2. I can't believe she _____ you look at her vacation pictures again last night. We have to look at those stupid pictures every time we go to her house.
3. I don't know how you convince your children to clean up their rooms. I couldn't _____ my children to clean up their rooms if my life depended on it.
4. Professor Shpak _____ each of her students write an essay describing their future goals in life.
5. Professor Shpak _____ her students use a dictionary while they were taking the test.
6. Debbie's husband hates the opera. But after days of nagging, she finally _____ him to go see the new production of La Boheme.
7. Rebecca Smith requested a copy of that expense report, so I _____ the courier take one over to her last week.
8. Marcus _____ me drive his new BMW. I couldn't believe how quickly it picked up speed.
9. My boss _____ me get him coffee, pick up his dry cleaning and buy presents for his wife. He can't do anything by himself!
10. The contract was very detailed, and it was essential that the wording be absolutely correct. Therefore, I _____ the translator recheck his work several times to make sure there would be no misunderstandings.
11. Cheryl didn't want to wash her car, so with a little smooth talk she _____ her boyfriend to wash it for her.
12. The news coverage of the recent tornado was incredibly moving. The interview with the little boy who lost his family in the tragedy _____ everyone cry.

IV. Discuss the questions below.

1. Think of a famous leader you know and respect in any field (education, politics, or social life). What instruments and techniques does he/she use to guide and direct people?
2. What is more important for directing people: being a strong, charismatic personality or having excellent communication skills?
3. What risks might a manager face while performing the directing/leading function?

V. Read and translate the text. Pay attention to the use of causative verbs.

TEXT 1

DIRECTING

Since you know what you want to do and since you know how you are going to do it and you're ready to do it, let's do it! On this step, you need to start leading people to your goal. You need to motivate them and yourself as well, to achieve your goal. On this step, it is very important to communicate with people who are helping you (directly or just with information). You need to set "sub-leaders" or so called lower management and make sure that smaller teams under you work as a

team and communicate with each other good enough. It is very important to set up teams correctly, that means to put the right person into the right team.

Directing is the third function of management. Working under this function helps the management to control and supervise the actions of the staff. It helps them to assist the staff in achieving the company's goals and also to accomplish their personal or career goals which can be powered by motivation, communication, department dynamics, and department leadership.

Directing is the process that many people would most relate to managing. It is supervising, or leading workers to accomplish the goals of the organization. In many organizations, directing involves making assignments, getting workers to carry out assignments, interpreting organizational policies, and informing workers of how well they are performing. To carry out this function, managers must have leadership skills in order to have workers perform effectively.

Some managers direct by empowering workers. This means that the manager doesn't stand like a taskmaster over the workers barking out orders and correcting mistakes. Empowered workers usually work in teams and are given the authority to make decisions about what plans will be carried out and how. Empowered workers have the support of managers who will assist them to make sure the goals of the organization are being met. It is generally thought that workers who are involved with the decision-making process feel more of a sense of ownership in their work, take more pride in their work, and are better performers on the job.

By the very nature of directing, it should be obvious that the manager must find a way to get workers to perform their jobs. There are many different ways managers can do this in addition to empowerment, and there are many theories about the best way to get workers to perform effectively and efficiently.

Employees those which are highly provoked generally surpass in their job performance and also play important role in achieving the company's goal. And here lies the reason why managers focus on motivating their employees. They come about with prize and incentive programs based on job performance and geared in the direction of the employees requirements.

It is very important to maintain a productive working environment, building positive interpersonal relationships, and problem solving. And it can be done only with effective communication. Understanding the communication process and working on area that needs improvement, lets managers become more effective communicators. The finest technique of finding the areas that require improvement is to ask themselves and others at regular intervals, how well they are doing. It leads to better relationship and helps the managers for better directing plans.

VI. Are these sentences true or false? Correct the false sentences:

1. Managers need to set "sub-leaders" and make sure that smaller teams under them work as a team and communicate with each other good enough.
2. Directing helps managers to assist the staff in achieving the company's goals and also to accomplish their personal or career goals.
3. Planning means supervising, or leading workers to accomplish the goals of the

organization.

4. Managers must have poor leadership skills in order to have workers perform effectively.
5. Empowering workers means giving them authority to make decisions about what plans will be carried out and how.
6. Empowerment is the best way to get workers to perform effectively and efficiently.
7. Employees those which are highly provoked play important role in achieving the company's goal.
8. Effective communication is the right way to maintain a productive working environment, building positive interpersonal relationships, and problem solving.

VII. Choose the correct alternative:

1. It is very important to **communicate/argue** with people who are helping you (directly or just with information).
2. Directing is the process that many people would most **associate/relate** to managing.
3. Directing involves **doing/making** assignments, interpreting organizational policies, and informing workers of their performance.
4. Some managers direct by **empowerment/empowering** workers.
5. Empowered workers have the **support/authority** of managers who will assist them to make sure the goals of the organization are being met.
6. Workers who are involved with the decision-making process feel more of a sense of **ownership/belonging** in their work.
7. There are many theories about the best way to **make/get** workers to perform effectively and efficiently.
8. It is very important to **maintain/sustain** a productive working environment.
9. Understanding the communication process and working on area that needs **escalation/improvement**, lets managers become more effective communicators.
10. Communication leads to better **relationship/conversation** and helps the managers for better directing plans.

VIII. Fill in the blanks with appropriate words:

perform	technique	surpass	powered	obvious
authority	set up	taskmaster	incentive	pride

1. It is very important to _____ teams correctly, that means to put the right person into the right team.
2. Achieving the company's goals can be _____ by motivation, communication, department dynamics, and department leadership.
3. To carry out directing function, managers must have leadership skills in order to have workers _____ effectively.

4. The manager doesn't stand like a _____ over the workers barking out orders and correcting mistakes.
5. Empowered workers usually work in teams and are given the _____ to make decisions.
6. Workers who are involved with the decision-making process take more _____ in their work, and are better performers on the job.
7. By the very nature of directing, it should be _____ that the manager must find a way to get workers to perform their jobs.
8. Highly provoked employees generally _____ in their job performance and also play important role in achieving the company's goal.
9. Managers come about with prize and _____ programs based on job performance and geared in the direction of the employees requirements.
10. The finest _____ of finding the areas that require improvement is to ask themselves and others at regular intervals, how well they are doing.

IX. Match the words and their definitions.

1	empowerment	A	to help
2	directing	B	a change in smth that makes it better
3	to assist	C	to do and complete a task
4	team	D	supervising or leading
5	to maintain	E	a group of people working together
6	improvement	F	smth that encourages and motivates you to do smth
7	incentive	G	giving the authority to do something
8	obvious	H	working conditions
9	environment	I	Easy to see or understand
10	to carry out	J	to keep smth in a good condition, to preserve

X. Match the words in the right column with the words in the left column to make word combinations.

1	finest	a	mistakes
2	productive	b	programs
3	to perform	c	plans
4	to carry out	d	working environment
5	to bark out	e	policies
6	sense	f	effectively
7	incentive	g	technique
8	effective	h	of ownership
9	organizational	i	orders
10	to correct	j	communication

SELF-STUDY

On the final step, you need to control how people are working, and to make sure that everyone is doing their best and also to replace them if their best is not good enough for you. On this step, you need to check if you have planned well and if you have managed to achieve your goals.

I. Complete the dialogue with suitable words from the box.

action	alterations	communication	constant	feedback
flowchart	goals	goal-setting	measure	monitoring
objectives	outcomes	performance	process	setting

Student: So, we've looked at different areas of management control. How actually does a manager carry out the control function in his or her job?

Trainer: Good question! Well, control is a (1) p r o c e s s.

Student: Of course.

Trainer: Management is dynamic, change is a constant. So control is also a (2)_____. Management control is a process of (3)_____ and (4)_____ organizational activities to meet organizational (5)_____. This process involves constant (6)_____ (7)_____ is very important.

Student: Is it possible to construct a (8)_____ at all levels, so to illustrate the process?

Trainer: Yes; I think we can. First we have the desired (9)_____. These are part of agreed (10)_____. The manager then establishes (11) ___ plans, and ways to monitor (12)_____.

Student: And so we (13)_____ performance.

Trainer: Correct. And the next step?

Student: We compare performance with targets and make any necessary (14)_____. We may also change aspects of the work.

Trainer: Yes. We can complete a loop here, through feedback. This informs future action and (15)_____.

II. Find English equivalents of the following words and phrases in the text:

Коригуючі та профілактичні дії; встановлювати робочі стандарти; працівники, що спричиняють затримку; недостатня кількість; безперервний процес; зовнішні фактори; превентивні міри щодо негативних наслідків; подальші проблеми розвитку.

III. Read and translate the text.

TEXT 2

THE FINAL FUNCTION: CONTROLLING

Control, the last of four functions of management, includes establishing performance standards which are of course based on the company's objectives. It also involves evaluating and reporting of actual job performance. After these points are studied by the management and actual performance is compared to the objectives, further corrective and preventive actions are necessary. It is the process of determining if the company's goals and objectives are being met. This process also includes correcting situations in which the goals and objectives are not being met. There are several activities that are a part of the controlling function.

Managers must first *set standards of performance* for workers. These standards are levels of performance that should be met. For example, in the modular home assembly process, the standard might be to have a home completed in eight working days as it moves through the construction line. This is a standard that must then be communicated to managers who are supervising workers, and then to the workers so they know what is expected of them.

After the standards have been set and communicated, it is the manager's responsibility *to monitor performance* to see that the standards are being met. If the manager watches the homes move through the construction process and sees that it takes ten days, something must be done about it. The standards that have been set are not being met. In this example, it should be relatively easy for managers to determine where the delays are occurring. Once the problems are analyzed and compared to expectations, then something must be done *to correct the results*. Normally, the managers would take corrective action by working with the employees who were causing the delays. There could be many reasons for the delays. Perhaps it isn't the fault of the workers but instead is due to inadequate equipment or an insufficient number of workers. Whatever the problem, corrective action should be taken.

In an effort of solving performance problems, management should higher standards. They should straightforwardly speak to the employee or department having problem. On the contrary, if there are inadequate resources or other external factors which disallow standards from being attained, management has to lower their standards as per requirement. The controlling processes in comparison with other three functions, is an ongoing continuous process. It helps managers in taking necessary preventive measures against negative consequences. Management can also recognize any further developing problems that need corrective actions.

Effective and efficient management leads to success, the success where it attains the objectives and goals of organization. Of course for achieving the ultimate goal and aim managers need to work creatively at problem solving in all the four functions.

IV. Are these sentences true or false? Correct the false sentences:

1. Control includes establishing performance standards which are based on the company's objectives.

2. Further corrective and preventive actions are necessary after actual performance is compared to the objectives.
3. The process of organizing includes correcting situations in which the goals and objectives are not being met.
4. It is beyond the manager's responsibility to monitor performance to see that the standards are being met.
5. Normally, the employees would take corrective action by working with the managers who were causing the delays.
6. If there are inadequate resources or other external factors which disallow standards from being attained, management has to lower their standards as per requirement.

V. The verb *set* is a synonym of the verb *organize*. Match the following verbs and nouns with the correct definitions:

1	set up (v.)	a	postpone/delay smth.
2	set-up (n.)	b	start and probably continue
3	set back (v.)	c	keep for a special purpose
4	set-back (n.)	d	an organization arrangement
5	set about (v.)	e	smth. that slows/impedes progress
6	set in (v.)	f	begin a task with a particular aim
7	set out (v.)	g	establish a business or organization
8	set against (v.)	h	write, make a record of
9	set aside (v.)	i	oppose; compare in negative way
10	set down (v.)	j	begin an undertaking of some kind

VI. Complete the following sentences, using suitable verbs and nouns from the left-hand column above:

1. When the Managing Director _____ to change the management structures, no one thought he had a chance of succeeding.
2. The strike of our shop floor workers _____ production for at least three months.
3. It looks as if a recession is about to _____. No one seems to have any money at the moment.
4. The new Marketing Manager doesn't understand the _____ of our department yet.
5. It is a common practice of companies to _____ certain business losses _____ taxes.
6. One of our competitors has _____ a distribution network covering the whole country. How annoying!
7. How on earth are we going to _____ reducing our costs?
8. Most companies _____ a part of their profits for future investment. The money is kept in their reserves.
9. We had a big _____ last year when our warehouse caught fire and our stock was destroyed.
10. If an employee has an accident at work, he or she has to _____ what happened in a report.

VII. Translate the following sentences into English using the dictionary:

1. Контроль – важлива функція менеджменту, застосування якої дає керівнику слідкувати за виконанням управлінських рішень і вносити корективи.
2. Основне завдання контролю – забезпечити досягнення цілей і місії організації.
3. Контроль в умовах ринкових відносин, коли вимагається розкриття всіх резервів працівника, має бути інструментом управління і мотиватора високої продуктивності праці.
4. Самоконтроль стимулює у співробітників почуття власної відповідальності за результати, потребує менше часу і витрат, ніж будь-які інші види контролю.

UNIT 4

MANAGERIAL SKILLS AND THE ORGANIZATIONAL HIERARCHY

CLASS ASSIGNMENTS

VOCABULARY

<i>to possess</i>	володіти; мати
<i>skill</i>	уміння, навичка
<i>verbal praise</i>	усна похвала
<i>complaint</i>	скарга
<i>to follow through</i>	доводити до кінця
<i>memo</i>	пам'ятка, письмова довідка, лист-нагадування
<i>recipient</i>	одержувач
<i>to aspire (to, after, at)</i>	прагнути, домагатися
<i>concisely</i>	стисло, виразно; влучно
<i>vital</i>	життєво важливий, насущний
<i>diversity</i>	розмаїтість; різноманіття; своєрідність
<i>commonplace</i>	звичайна подія; звичайна річ
<i>meaningful</i>	значний, істотний, змістовний
<i>to keep up with</i>	не відставати
<i>warehouse</i>	складське приміщення
<i>to necessitate</i>	вимагати; робити необхідним
<i>to allocate</i>	призначати; розподіляти; розміщати
<i>to prioritize</i>	віддавати перевагу; приділяти першочергову увагу; встановлювати або визначати пріоритети

<i>to simplify</i>	спрощувати, полегшувати
<i>interruption</i>	тимчасове припинення; затримка, втручання, перешкода
<i>sequence</i>	послідовність
<i>hierarchy</i>	ієрархія
<i>to resemble</i>	нагадувати, мати схожість, бути подібним
<i>respectively</i>	відповідно; у вказаному порядку
<i>headache</i>	головний біль
<i>specifications</i>	специфікація, технічні умови (на продукцію)
<i>shareholder</i>	акціонер
<i>competition</i>	конкуренція
<i>conformance</i>	відповідність; однаковість; погодженість, узгодженість
<i>to inspire</i>	надихати

I. The following are typical skills of a manager. Key words have been scrambled.

a) Unscramble them.

1. cityrtieav _____
2. emotional stenthrg _____
3. fexilitylib _____
4. good coatimunmicon skills _____
5. knledgoweability _____
6. leiprshade skills _____
7. mtalne skills _____
8. senessnvesiti to others _____
9. sialoc skills _____
10. tecalnich skills _____

b) Give examples of situations in management activity where each of the skills above is needed.

II. Fill in the gaps in the text with the words from the box.

share	depreciation	calculate	explain
important	technique	fundamental	consider

Valuation is a/an (1) _____ skill that all good managers have. When they (2) _____ a major investment project, clear valuation is essential. They must be able to (3) _____ to their (4) _____ holders how, for instance, they (5) _____ the (6) _____ of fixed assets or the value of intangible assets such as goodwill. Whatever (7) _____ they use to value their company, it is (8) _____ that they are honest, because regulation is now much tighter than before.

III. Find English equivalents of the following phrases in the text.

По мірі росту та розвитку технології; поділятися на загальні категорії; проводити зустрічі та наради; регулярно; формулювання політики компанії; писати чітко та ясно; набуття розуміння; не відставати від змін; вміло користуватися технологією; спричиняти головний біль; на вигляд; мати справу з втручаннями.

IV. Discuss the questions below.

1. What are managerial skills? How are they different from other professional skills?
2. Do all organizations require the same set of managerial skills from their managers?
3. What management skills can be learned in the classroom and which of them can be best acquired through work experience?

V. Read and translate the text.

TEXT 1

MANAGERIAL SKILLS

To be an effective manager, it is necessary to possess many skills. Not all managers have all the skills that would make them the most effective manager. As technology advances and grows, the skills that are needed by managers are constantly changing. Different levels of management in the organizational structure also require different types of management skills. Generally, however, managers need to have communication skills, human skills, computer skills, time-management skills, and technical skills.

Communication Skills. Communication skills fall into the broad categories of oral and written skills, both of which managers use in many different ways. It is necessary for a manager to orally explain processes and give direction to workers. It is also necessary for managers to give verbal praise to workers. Managers are also expected to conduct meetings and give talks to groups of people.

An important part of the oral communication process is listening. Managers are expected to listen to their supervisors *and* to their workers. A manager must hear recommendations and complaints on a regular basis and must be willing to follow through on what is heard. A manager who doesn't listen is not a good communicator.

Managers are also expected to write reports, letters, memos, and policy statements. All of these must be written in such a way that the recipient can interpret and understand what is being said. This means that managers must write clearly and concisely. Good writing requires good grammar and composition skills. This is something that can be learned by those aspiring to a management position.

Human Skills. Relating to other people is vital in order to be a good manager. Workers come in about every temperament that can be imagined. It takes

a manager with the right human skills to manage this variety of workers effectively. Diversity in the workplace is commonplace. The manager must understand different personality types and cultures to be able to supervise these workers. Human skills cannot be learned in a classroom; they are best learned by working with people. Gaining an understanding of personality types can be learned from books, but practice in dealing with diverse groups is the most meaningful preparation.

Computer Skills. Technology changes so rapidly it is often difficult to keep up with the changes. It is necessary for managers to have computer skills in order to keep up with these rapid changes. Many of the processes that occur in offices, manufacturing plants, warehouses, and other work environments depend on computers and thus necessitate managers and workers who can skillfully use the technology. Although computers can cause headaches, at the same time they have simplified many of the tasks that are performed in the workplace.

Time-Management Skills. Because the typical manager is a very busy person, it is important that time be managed effectively. This requires an understanding of how to allocate time to different projects and activities. A manager's time is often interrupted by telephone calls, problems with workers, meetings, others who just want to visit, and other seemingly uncontrollable factors. It is up to the manager to learn how to manage time so that work can be completed most efficiently. Good time-management skills can be learned, but managers must be willing to prioritize activities, delegate, deal with interruptions, organize work, and perform other acts that will make them better managers.

Technical Skills. Different from computer skills, technical skills are more closely related to the tasks that are performed by workers. A manager must know what the workers who are being supervised are doing on their jobs or assistance cannot be provided to them. For example, a manager who is supervising accountants' needs to know the accounting processes; a manager who is supervising a machinist must know how to operate the equipment; and a manager who supervises the construction of a home must know the sequence of operations and how to perform them.

VI. Are these sentences true or false? Correct the false sentences:

1. As technology advances and grows, the skills that are needed by managers stay unchanged.
2. Different levels of management in the organizational structure also require different types of management skills.
3. Managers use oral and written communication skills in many different ways.
4. Managers are also expected to avoid giving talks to groups of people.
5. Managers are expected to listen to their supervisors but not to their workers.
6. Reports, letters, memos, and policy statements must be written in such a way that the recipient can interpret and understand what is being said.
7. Human skills are best learned by working with people.
8. Time-management skills require an understanding of how to allocate time to

different projects and activities.

VII. Choose the correct alternative:

1. Communication skills fall into the broad **categories/aspects** of oral and written skills, both of which managers use in many different ways.
2. A manager must hear recommendations and complaints on a regular **ground/basis** and must be willing to follow through on what is heard.
3. Good writing requires good grammar and **communication/composition** skills.
4. **Diversity/difference** in the workplace is commonplace.
5. Gaining an **understanding/vision** of personality types can be learned from books, but practice in dealing with diverse groups is the most meaningful preparation.
6. It is often difficult to **speed/keep** up with the technological changes.
7. A manager's time is often **distracted/interrupted** by telephone calls, problems with workers, meetings, others who just want to visit, and other factors.
8. Good time-management **abilities/skills** can be learned.
9. Technical skills are **close/closely** related to the tasks performed by workers.
10. A manager who is supervising a machinist must know how to **guide/operate** the equipment.

VIII. Fill in the blanks with appropriate words:

accounting	concisely	aspiring	time	relating
necessary	personality	listen	headaches	busy

1. Generally, managers need to have communication skills, human skills, computer skills, _____-management skills, and technical skills.
2. It is also _____ for managers to give verbal praise to workers.
3. A manager who doesn't _____ is not a good communicator.
4. Managers must write clearly and _____.
5. Good writing skills can be learned by those _____ to a management position.
6. _____ to other people is vital in order to be a good manager.
7. The manager must understand different _____ types and cultures to be able to supervise these workers.
8. Although computers can cause _____, at the same time they have simplified many of the tasks that are performed in the workplace.
9. Because the typical manager is a very _____ person, it is important that time be managed effectively.
10. A manager who is supervising accountants' needs to know the _____ processes.

IX. Match the words and their definitions.

1	hierarchy	A	make (something) easier to do or understand
2	time-management	B	serious, important, or worthwhile
3	interrupt	C	the expression of approval or admiration for someone or something
4	praise	D	the ability to use one's time effectively or productively, especially at work
5	complaint	E	a person's or animal's nature, especially as it permanently affects their behaviour
6	recipient	F	stop (someone speaking) by saying or doing something.
7	meaningful	G	a system in which members of an organization are ranked according to relative status or authority
8	necessitate	H	a person or thing that receives or is awarded something
9	temperament	I	a statement that something is unsatisfactory or unacceptable
10	simplify	J	make it necessary for (someone) to do something

X. Match the words in the right column with the words in the left column to make word combinations.

1	constantly	a	categories
2	organizational	b	concisely
3	broad	c	changes
4	verbal	d	structure
5	on a regular	e	praise
6	clearly and	f	types
7	different personality	g	changing
8	prioritize	h	uncontrollable factors
9	rapid	i	activities
10	seemingly	j	basis

SELF-STUDY

An organizational structure indicates the method that an organization employs to delineate lines of communication, policies, authority and responsibilities. It determines the extent and nature of how leadership is disseminated throughout the organization as well as the method by which information flows. Traditional organizations commonly adapt hierarchical structure. A hierarchical organization follows the layout of a pyramid. Every employee in the organization, except one, usually the CEO, is subordinate to someone else within the organization. The

layout consists of multiple entities that descend into the base of staff level employees, who sit at the bottom of the pyramid.

I. Match the job title with the best definition.

1.	Chief Executive Officer(CEO)	a)	Manager responsible for buying.
2.	Information Systems Director	b)	Person who designs computer networks.
3.	Purchasing Director	c)	British English term for senior manager of a company.
4.	Human Resources Director	d)	Manager responsible for the process of creating goods or services for sale to customers.
5.	Systems Analyst	e)	American English term for the top manager of a company.
6.	Managing Director	f)	Person responsible for setting up training opportunities for employees.
7.	Marketing Director	g)	The person responsible for computer operations in a company.
8.	Production Director	h)	Person responsible for managing product development, promotion, customer service, and selling.
9.	Customer Service Manager	i)	Person responsible for markets in other countries.
10.	Staff Development Officer	j)	Manager responsible for personnel issues.
11.	Finance Director	k)	Person responsible for relationships with customers.
12.	Exports Manager	l)	Person responsible for presentation and control of profit and loss.

II. Find English equivalents of the following words and phrases in the text:

Бути схожим на піраміду, ймовірні посади, рада директорів, генеральний директор, відігравати значну роль, акціонери, керівник філіалу, присвячувати більше часу, в узгодженні з політикою компанії, надавати керівництво, розробка та впровадження, система заохочень.

III. Read and translate the text.

TEXT 2

ORGANIZATIONAL HIERARCHY

Levels of management

In organizations, there are generally three different levels of managers: first-level managers, middle-level managers, and top-level managers. These levels of managers are classified in a hierarchy of importance and authority, and are also

arranged by the different types of management tasks that each role does. In many organizations, the number of managers in every level resembles a pyramid, in which the first-level has many more managers than middle-level and top-level managers, respectively. Each management level is explained below in specifications of their different responsibilities and likely job titles.

Top-Level Managers

Typically consist of Board of Directors, President, Vice President, Chief Executive Officers, etc. These individuals are mainly responsible for controlling and overseeing all the departments in the organization. They develop goals, strategic plans, and policies for the company, as well as make many decisions on the direction of the business. In addition, top-level managers play a significant role in the mobilization of outside resources and are for the most part responsible for the shareholders and general public.

According to Lawrence S. Kleiman, *the understanding* of how factors such as competition, world economies, politics, and social trends influence the effectiveness of the organization *is needed at the top managerial level*.

Middle-Level Managers

Typically consist of General Managers, Branch Managers, Department Managers, etc. These individuals are mainly responsible to the top management for the functioning of their department. They devote more time to organizational and directional functions. Their roles can be emphasized as executing plans of the organization in conformance with the company's policies and the objectives of the top management, they define and discuss information and policies from top management to lower management, and most importantly they inspire and provide guidance to lower level managers towards better performance. Middle managers are responsible for:

- Designing and implementing effective group and intergroup work and information systems.
- Defining and monitoring group-level performance indicators.
- Diagnosing and resolving problems within and among work groups.
- Designing and implementing reward systems that support cooperative behavior.

First-Level Managers

Typically consist of Supervisors, Section Officers, Foreman, etc. These individuals focus more on the controlling and direction of management functions. For instance, they assign tasks and jobs to employees, guide and supervise employees on day-to-day activities, look after the quantity and quality of the production of the company, make recommendations, suggestions, and communicate employee problems to the higher level above, etc. They are responsible for:

- Basic supervision.
- Motivation.
- Career planning.
- Performance feedback.

In this level, managers are the "image builders" of the company considering they are the only ones who have direct contact with employees.

IV. Are these sentences true or false? Correct the false sentences:

1. In organizations, there are generally two different levels of managers.
2. The number of managers in every level resembles a pyramid, in which the top-level has many more managers than middle-level and first-level managers, respectively.
3. Top-level managers develop goals, strategic plans, and policies for the company, as well as make many decisions on the direction of the business.
4. First-level managers are for the most part responsible for the shareholders and general public.
5. Middle managers inspire and provide guidance to lower level managers towards better performance.
6. First-level managers are the "image builders" of the company considering they are the only ones who have direct contact with employees.

V. Choose the correct variant a, b, c or d to fill in the gaps:

1. Levels of managers are classified in a _____ of importance and authority, and are also arranged by the different types of management tasks that each role does.
a) order b) hierarchy c) line d) queue
2. Chief Executive _____ are mainly responsible for controlling and overseeing all the departments in the organization.
a) Managers b) Officials c) Officers d) Specialists
3. Middle managers more time to organizational and directional functions.
a) spend b) waste c) devote d) pay
4. Their roles can be emphasized as executing plans of the organization in conformance _____ the company's policies and the objectives of the top management.
a) to b) about c) - d) with
5. First-level managers communicate employee problems to the _____ level above.
a) lower b) higher c) up d) taller

VI. Translate the following sentences into English using the dictionary:

1. Ефективність управління підприємством багато в чому залежить від його керівників і фахівців, які загалом є менеджерами.
2. Менеджери повинні мати спеціальні знання і володіти здатністю використовувати їх в щоденній роботі з управління персоналом.
3. Здібність до високоефективного керівництва обумовлено наявністю певних особистих цінностей і якостей.
4. Організаційна структура управління – це форма розподілу управлінської праці, що закріплює певні функції управління за структурними підрозділами апарату управління.

5. Організаційна структура управління повинна забезпечувати досягнення цілей організації з найменшими витратами трудових, матеріальних, фінансових ресурсів.

UNIT 5

MANAGEMENT GOALS

CLASS ASSIGNMENTS

VOCABULARY

<i>to attempt</i>	намагатися, пробувати; зробити спробу; намагатися перебороти (що-небудь)
<i>deadline</i>	граничний кінцевий термін
<i>to attach</i>	прикріплювати, приєднувати; зв'язувати, додавати
<i>to impact</i>	впливати
<i>division</i>	розподіл; поділ; підрозділ; відділ, розділ
<i>to outline</i>	окреслювати; викласти коротко, намітити загалом
<i>concurrently</i>	одночасно
<i>to recognize</i>	усвідомлювати; бачити; виражати визнання
<i>to contribute</i>	робити внесок; сприяти
<i>superordinate</i>	який переважає за класом, ступенем
<i>to shoot for</i>	полювати (за чим-небудь); націлюватися (на що-небудь)
<i>stand out</i>	виділятися, виступати (на тлі чого-небудь); вигідно відрізнятися
<i>to neglect</i>	нехтувати (чим-небудь); не звертати уваги (на кого-небудь, що-небудь); не помічати; ігнорувати
<i>fruitful</i>	плідний; вигідний, корисний
<i>incremental</i>	що поступово збільшується, нарощує обсяги
<i>adjust</i>	приспосовувати; регулювати; настроювати; встановлювати
<i>dimension</i>	вимі; обсяг; розмах; важливість
<i>yardstick</i>	мірка, мірило, критерій
<i>versus</i>	на відміну від; у порівнянні з; або (як альтернатива); у протигагу
<i>morale</i>	моральний стан, бойовий дух
<i>the ranks</i>	армія; військова служба; рядовий, сержантський склад
<i>insurance</i>	страхування
<i>cost cutting</i>	зниження витрат, економія коштів
<i>stakeholders</i>	зацікавлена сторона

<i>executive</i>	виконавча влада; виконавчий орган; адміністрація
<i>customization</i>	модифікація у відповідності до вимог замовника
<i>diminish</i>	зменшувати(-ся), скорочувати(-ся); послабляти
<i>inertia</i>	інертність; інерційні властивості; бездіяльність
<i>eliminate</i>	усувати, виключати; ліквідувати; ігнорувати

I. Match the words with their meanings:

1	Goal	A	<i>the overall purpose of an action; something that one's efforts or actions are intended to accomplish; is measurable as it deals with a very specific outcome; an action plan</i>
2	Aim	B	<i>reason for some action; what you want to achieve when you do something; the reason you do or plan something, and the thing you want to achieve</i>
3	Objective	C	<i>a specific material aim; the exact result that a person or organization intends to achieve by doing something, often the amount of money they want to get; a particular amount or total that you want to achieve</i>
4	Target	D	<i>the object of a specific ambition; a subset of aims; is more or less defined but lacks specific measurability; is a statement that has a purpose and distant outcome in mind</i>
5	Purpose	E	<i>direction or intention; a broad term used to describe a future expectation in its most vague form. It is not measurable in a direct sense, but is meant to outline and organize intentions</i>

II. Fill in the gaps with one of the terms from the above table.

1. What is your _____ in life?
2. What was the _____ of this exercise?
3. Our _____ is to increase sales by half a million dollars.
4. The _____ of our company is becoming the biggest seller of furniture in Europe.
5. Helping people is the _____ of my job.

III. Study these examples of rendering “for-to-infinitive” construction into Ukrainian:

1. For me to see you is the happiest minute in my life	– Побачити тебе – для мене найщасливіша мить у житті/є для мене найщасливішою хвилиною...
2. It is not for you to make terms.	– Це не тобі ставити умови/Не ти ставиш умови.

3. We are waiting for the boys back from Hanoi.	– Ми чекаємо повернення/ на повернення наших хлопців з Ханоя.
4. She had only to express a wish for him to fulfil.	– Варто було їй тільки виголосити якесь (своє) бажання, він негайно ж виконував його.
5. I left something under your door for you to read it.	– Я дещо залишив тобі під дверима, щоб ти почитав/тобі почитати.

III. Translate the sentences below into Ukrainian.

1. Achieving a fruitful relationship with your customer is an extremely important goal *for you to set* as the manager. 2. It seemed a good opportunity *for Julia to get away*. 3. It would be better *for us to leave* him. 4. There was need *for him to be economical*. 5. It is *for me to thank you*. 6. “The simplest thing,” said Fleur “is *for him to resign* at once”. 7. “That is *for me to decide*, is it not?” 8. He wants me to do something pleasant *for him to feel better*. 9. Rosemary looked *for a place to sit*. 10. He sat there in the little hot office waiting *for one of us to speak*. 11. I sometimes think it is a shame *for people to spend so much money* this way. 12. I bought something *for you to read*. 13. It’s not a bad thing *for you to judge* others by yourself. 14. Arrangements are being made *for the girl to be taken back* to her own country. 15. Tactical goals outline the steps necessary *for each department within the organization to contribute* to the larger strategic goals.

IV. Find English equivalents of the following phrases in the text.

Чітко визначені помірні завдання; повинні бути узгодженими; концепція та місія компанії; позиція на ринку; гранична припустима прибутковість; в межах відведеного часу; управління організацією; розподілятися на рівні відділів та підрозділів; визнавати участь окремих людей та відділів; налагоджений бізнес; взаємна користь; на першому місці; сфера обслуговування; плідні взаємини з клієнтами; призводити до збільшення продаж; відстежувати інформацію щомісячно.

V. Discuss the questions below.

1. How many goals should a manager have? How many goals are too many?
2. How do you define goal setting?
3. What features of goal setting are important, if you want to ensure they are more likely to be successfully achieved?
4. What kinds of goals are more likely to make you motivated to achieve them?
5. Why do goals matter?
6. How do you set personal goals?

VI. Read and translate the text. Pay attention to the use of “for-to-infinitive” construction.

TEXT 1

THE AIM OF ALL MANAGERS

Companies establish various management goals for company growth and improvement.

A goal is a result one is attempting to achieve. Management goals or objectives are a system of plans a company communicates to its employees to achieve. Management goal types are specific and clearly defined measurable objectives, which have a system of regulating progress, and are created to be achievable and have to be agreed upon. The goals set need to be realistic and have a deadline attached to them.

Strategic goals are goals made to achieve and support the mission and vision of the company. Strategic goals effect and focus on an entire company and not just a department or work function within the company. Strategic goals include goals relating to innovation, market standing, productivity, efficiency in utilizing company resources in the form of workforce and finances, bottom line profit, management development and performance, employee conduct and morale, and public, and social responsibility. Strategic goals are set by organization leaders and apply to everyone within the organization to work on concurrently and will often benefit both the employee as well as the organization when goals are completed within the assigned time frame.

Operational management goals are goals set to impact the running of an organization, where management skills, technology and resources can be utilized in the most efficient ways possible. Operational goals are determined at the lower management level within an organization and are specific to certain employees or a department in the company versus the entire company.

Tactical management goals relate to the strategic goals set by the company. Tactical goals are broken into divisions or department levels and outline the steps necessary for each department within the organization to contribute to the larger strategic goals. Tactical goals are usually short term goals that contribute to the long-term company goal and can be analyzed and measured more easily.

Superordinate management goals help to motivate individuals across different departments and are used to solve conflicts and establish relationships within the company. Superordinate goals allow employees and managers to work together at achieving strategic goals and recognize each person or department's part in the overall objective. Value is added to the employee or department when the mutual benefits of each is recognized and praised.

Thus, when you act as your small company's owner and manager, it's important to have another set of management goals and objectives. While you have a number of aims to shoot for as the manager, there are a few that stand out if you want to achieve a successful and smooth-running business:

One of your goals as a manager is to achieve high morale among the ranks. *Employee motivation* should be at the top of the list when it comes to the goals for your company to achieve success. There are organizations that talk a lot about the customer and then completely neglect the people that deal with the customer – the

employees. It is important to set goals both for your employees to achieve and for you to accomplish as the owner to ensure a happy workplace.

Making your customers happy is another key management objective. Whether you work directly with clients regularly in a service field or you sell products in an online store, achieving a fruitful relationship with your customer is an extremely important goal for you to set as the manager. Setting high standards for your customer service not only can act as a marketing tool, but it also can lead to incremental sales. For example, if you take the time to work through an issue with an insurance client, you could end up selling him a bigger and better insurance package to meet your needs, which leads to better revenues for your business.

Another ongoing goal you should have as a manager is *increasing* your *profits* in each period, whether you track this information on a weekly, monthly, quarterly or yearly basis. Keep in mind that maximizing profit is a matter of keeping your costs down while increasing sales – so you have to manage two goals at once. The process of increasing sales involves a number of tasks, including adjusting the marketing plan, improving the sales force and even making changes to the current offering. Cost cutting can occur on many levels, but one key way to achieve your cost-cutting goals is to manage your projects more efficiently. All in all, project management has several dimensions and criteria that determine the effectiveness of the manager and one of the most important of these yardsticks is the phenomenon of cost-cutting.

VII. Are these sentences true or false? Correct the false sentences:

1. The goals set need to be optimistic and have no deadline attached to them.
2. Strategic goals effect and focus merely on a department or work function within the company and not an entire company.
3. Operational goals include goals relating to innovation, market standing, productivity, efficiency in utilizing company resources in the form of workforce and finances.
4. Tactical goals are usually short term goals that contribute to the long-term company goal and can be analyzed and measured more easily.
5. Superordinate goals allow employees and managers to work together at achieving strategic goals and recognize each person or department's part in the overall objective.
6. Employee motivation should be at the bottom of the list if you want to achieve success.
7. Achieving a fruitful relationship with your customer is an extremely important goal for you to set as the manager.
8. Maximizing profit is a matter of keeping your costs down while increasing sales – so you have to manage two goals at once.

VIII. Choose the correct alternative:

1. Management goals or objectives are a system of plans a company

wants/communicates to its employees to achieve.

2. The goals set need to be realistic and have a **timeline/deadline** attached to them.
3. Strategic goals are **set/made** by organization leaders and apply to everyone within the organization.
4. Operational goals are determined at the lower management level within an organization and are specific to **certain/common** employees or a department in the company.
5. Superordinate management goals help to motivate individuals across different departments and are used to **decide/solve** conflicts and establish relationships within the company.
6. Value is added to the employee or department when the **mutual/binary** benefits of each is recognized and praised.
7. There are organizations that talk a lot about the customer and then completely **neglect/offend** the people that deal with the customer – the employees.
8. Making your customers happy is another key management **feature/objective**.
9. Setting high standards for your customer service not only can act as a marketing tool, but it also can lead to **incredible/incremental** sales.
10. The process of increasing sales involves a number of tasks, including adjusting the marketing plan, improving the sales force and even **doing/making** changes to the current offering.

IX. Fill in the blanks with appropriate words:

standing	monthly	efficient	clearly	relationships
vision	employees	occur	outline	shoot

1. Management goal types are specific and _____ defined measurable objectives.
2. Strategic goals are goals made to achieve and support the mission and _____ of the company.
3. Strategic goals include goals relating to innovation, market _____, productivity, management development and performance, employee conduct and morale, and public and social responsibility.
4. Operational management goals are goals set to impact the running of an organization, where management skills, technology and resources can be utilized in the most _____ ways possible.
5. Tactical goals _____ the steps necessary for each department within the organization to contribute to the larger strategic goals.
6. Superordinate management goals help to motivate individuals across different departments and are used to solve conflicts and establish _____ within the company.
7. While you have a number of aims to _____ for as the manager, there are a few that stand out if you want to achieve a successful and smooth-running business.

8. It is important to set goals both for your _____ to achieve and for you to accomplish as the owner to ensure a happy workplace.
9. Another ongoing goal you should have as a manager is increasing your profits in each period, whether you track this information on a weekly, _____, quarterly or yearly basis.
10. Cost cutting can _____ on many levels, but one key way to achieve your cost-cutting goals is to manage your projects more efficiently.

X. Match the words and their definitions.

1	cost cutting	A	relating to or denoting an increase or addition, especially one of a series on a fixed scale
2	incremental	B	able to be measured
3	deadline	C	not pay proper attention to; disregard
4	revenue	D	the latest time or date by which something should be completed
5	neglect	E	the reduction of costs, especially in a business
6	contribute	F	income, especially when of an organization and of a substantial nature
7	motivation	G	an arrangement by which a company or the state undertakes to provide a guarantee of compensation for specified loss, damage, illness, or death in return for payment of a specified premium
8	measurable	H	desire or willingness to do something; enthusiasm
9	concurrently	I	at the same time; simultaneously
10	insurance	J	give (something, especially money) in order to help achieve or provide something

XI. Match the words in the right column with the words in the left column to make word combinations.

1	mission and	<i>a</i>	of the list
2	market	<i>b</i>	standing
3	bottom	<i>c</i>	benefits
4	employee conduct	<i>d</i>	line profit
5	within the assigned	<i>e</i>	time frame
6	mutual	<i>f</i>	relationship
7	smooth-running	<i>g</i>	an issue
8	at the top	<i>h</i>	and morale
9	fruitful	<i>i</i>	business
10	to work through	<i>j</i>	vision

SELF-STUDY

I. a) Study the list of words with well. Try to guess or look up their meaning.

well-advised	well-done	well-meaning
well-balanced	well-disposed	well-spoken
well-being	well-informed	well-timed
well-bred	well-known	well-tried

b) Complete the following sentences, using suitable words from the list above:

1. The president's speech last night was _____.
2. My mother always gives _____ advice.
3. The man on the stage had a _____ voice.
4. You would be _____ to see the doctor about that pain.
5. While conducting these experiments we used _____ methods.
6. You should stick to a _____ diet.
7. The warm summer always gives me a sense of _____.
8. It is a _____ gesture.
9. That girl seems to be a _____ one.
10. He reads many newspapers and watches many TV programs every day. He is a _____ man.
11. I prefer to have my steak cooked _____.
12. All the books in his library were written by _____ authors.

II. Find English equivalents of the following words and phrases in the text:

продуктивність праці; плутати з чим небуть; заданий стандарт часу; націлений на результат; своєчасна доставка; здатність до швидкого пристосування; споживачі та постачальники; прихильність зацікавленої сторони; мінімальна гранично допустима лінія ефективності; визначати ефективність системи; визначити корінь проблем.

III. Read and translate the text.

TEXT 2

PRODUCTIVITY, EFFECTIVENESS, AND EFFICIENCY

Productivity is an overall measure of the ability to produce a good or service. More specifically, productivity is the measure of how specified resources are managed to accomplish timely objectives as stated in terms of quantity and quality. Productivity may also be defined as an index that measures output (goods and services) relative to the input (labour, materials, energy, etc., used to produce the output).

There are two major ways to increase productivity: increase the numerator (output) or decrease the denominator (input). Of course, a similar effect would be seen if both input and output increased, but output increased faster than input; or if input and output decreased, but input decreased faster than output.

Organizations have many options for use of this formula, labour productivity, machine productivity, capital productivity, energy productivity, and so on.

Productivity is often confused with efficiency. Efficiency is generally seen as the ratio of the time needed to perform a task to some predetermined standard time. However, doing unnecessary work efficiently is not exactly being productive. It would be more correct to interpret productivity as a measure of effectiveness (doing the right thing efficiently), which is outcome-oriented rather than output-oriented.

The words efficiency and effectiveness are often considered synonyms, along with terms like competency, productivity, and proficiency. However, in more formal management discussions, the words efficiency and effectiveness take on very different meanings. Efficiency is viewed as doing things right, and effectiveness is doing the right things. Efficiency and effectiveness can both improve speed, on-time delivery, and various other process baselines. A travel application which has six signatures (as opposed to two) causes the travel application process to be inefficient and ineffective.

Measures of efficiency, effectiveness, and capability for rapid adaptation are of great interest to all stakeholders: process owners, internal and external customers and suppliers, and executives. Inefficient processes are costly in terms of dollars, waste, rework, delays, resource utilization, and so on. Ineffective processes are costly as well because they are not reliable. They don't do what they are supposed to do. Processes that are not capable of rapid adaptation (flexibility and innovation) are costly because they are not capable of rapidly responding to customers' needs in terms of customization and rapid decision making. The greatest risk is that stakeholder loyalty will diminish.

In order to make processes more efficient, more effective, and more capable of rapid adaptations, people should ask themselves what, who, where, when, and how questions.

Perhaps the first question about a process is “why do it at all”. Many steps exist simply because of organizational inertia (“We have always done it that way”). The second question might be “why do we do it this way”. Then you might consider questions like these: “What is being done?”, “What should be done?”, “What can be done?”, “When should it happen?”, and so forth. These questions, and the concepts of efficiency and effectiveness, apply to all processes, all jobs, all types of organizations, all industries.

Organizations should establish baselines for efficiency, effectiveness, and adaptability metrics. In other words, they should determine their current performance levels. Then they should benchmark best-in-class or world-class organizations and set aggressive goals or targets for improvement. Finally, they should determine root causes of problems and eliminate them or minimize their impact.

IV. Are these sentences true or false? Correct the false sentences:

1. Productivity is the measure of how specified resources are managed to accomplish timely objectives as stated in terms of quantity and quality.
2. There are two major ways to decrease productivity: increase the output or decrease the input.
3. Productivity is often confused with effectiveness.
4. In formal management discussions, the words efficiency and effectiveness are synonyms.
5. Inefficient processes are costly in terms of dollars, waste, rework, delays, resource utilization, and so on.
6. To establish baselines for efficiency, effectiveness, and adaptability metrics means to determine one's current performance levels.

V. Choose the correct variant a, b, c or d to fill in the gaps:

1. Productivity may also be defined as an index that measures _____ (goods and services) relative to the input (labour, materials, energy, etc., used to produce the output).
a) outcome b) result c) output d) product
2. Efficiency is generally seen as the _____ of the time needed to perform a task to some predetermined standard time.
a) ratio b) rational c) quality d) percent
3. Efficiency is viewed as doing things right, and effectiveness is doing the _____ things.
a) proper b) correct c) vital d) right
4. The greatest risk is that stakeholder _____ will diminish.
a) love b) loyalty c) interest d) friendship
5. Organizations should _____ best-in-class or world-class organizations and set aggressive goals or targets for improvement.
a) find b) show c) benchmark d) recognize

VI. Translate the sentences using the for-to-infinitive constructions.

1. Мені легко бути вільним.
2. Мені зараз важко обговорювати цю проблему, тому що мені потрібно мати свіжий погляд на реальні можливості переселення.
3. Йому достатньо набрати 10 тисяч голосів.
4. Тому мені важко визначити, що таке київська література.
5. Немає сенсу чекати, аби країни Третього Світу зрозуміли, що у захисті доквілля їм доведеться обмежуватися місцевими діями.
6. Є шанс, що рішення буде схвалено.
7. Однак є ще шанс, що корпорація виживе.
8. Для того, щоб вони вчинили так, потрібний прецедент.
9. Не мені про це судити.

UNIT 6

MANAGERIAL ROLES

CLASS ASSIGNMENTS

VOCABULARY

<i>to assume roles</i>	приймати, брати (на себе) ролі
<i>agile</i>	рухливий, моторний, швидкий; кмітливий
<i>engage in</i>	займатися (спортом, наукою); брати участь
<i>circumstances</i>	обставини, умови, стан справ
<i>to enact</i>	здійснити, вчинити
<i>of ceremonial nature</i>	формального, строго офіційного; протокольного характеру
<i>to overlook</i>	нехтувати, ігнорувати; недооцінювати
<i>commitment</i>	зобов'язання
<i>assembly</i>	монтаж; зборка
<i>campus</i>	територія університету, коледжу; школи-інтернату (включаючи парк)
<i>to obtain information</i>	отримати інформацію
<i>prospective</i>	майбутній, очікуваний, передбачуваний, ймовірний
<i>disseminator</i>	розповсюджувач (інформації)
<i>transmit</i>	повідомляти, передавати
<i>peer</i>	рівня, одноліток
<i>to implement</i>	виконувати, здійснювати; запроваджувати в життя
<i>impending</i>	який насувається, неминучий; запланований
<i>to loom</i>	маячити; приймати загрозливі розміри; загрожувати
<i>layoffs</i>	припинення або призупинення виробництва
<i>occasionally</i>	зрідка, часом; час від часу, іноді
<i>on behalf (of)</i>	від імені (кого-небудь)
<i>to lobby</i>	тиснути на посадову особу
<i>appealing</i>	благаючий; зворушливий; привабливий, чарівний
<i>disturbance handler</i>	улагоджувач конфліктів
<i>kiln</i>	промислова піч для сушіння або випалу
<i>negotiator</i>	особа, яка веде переговори, яка бере участь у переговорах; посередник
<i>unwelcome pressure</i>	небажаний тиск
<i>to renege</i>	зраджувати своєму слову
<i>day-to-day matter</i>	щоденні справи
<i>abundance</i>	велика кількість, надлишок; безліч
<i>to strive</i>	намагатися, докладати зусилля; змагатися
<i>appropriately</i>	відповідно, відповідним чином

I. Match management terms with their definitions

1	agile manufacturing	A	removing one level of management from a company
2	best-practice benchmarking	B	organizing production so the work is done by groups of workers who all have a range of skills and can do any part of a job a cell needs to work on
3	cellular manufacturing	C	giving workers responsibility for the quality of their own production
4	organizational delayering	D	describes the purpose of a company in terms of what its values are, who its main clients are and what responsibilities it has to those clients
5	downsizing	E	setting up processes, tools and training that enable a company to react quickly to a client's needs or to major changes in the market
6	employee empowerment	F	what is to be achieved - should be SMART in an MBO environment
7	measurable outcome	G	managers rethink and change the way production is organized in order to improve the quality, cost, service and speed of their production processes
8	mission statement	H	comparing the way your business operates with a standard, set by good examples in business
9	performance objective	I	having results that can be measured in some way
10	process engineering	J	the aim of modern production: nothing wrong in the finished product
11	zero defects	K	reducing the number of staff in a company

II. a) Study the words in box. Find the prefix and try to work out the meaning in each case.

decentralize	disorganized	non-hierarchical	overcentralized
deskill	dissatisfied	non-labour-	overconfident
delayer	discredited	intensive	overproduction
		non-specialized	
reorganize	unrelated	under-represented	
reschedule	unscheduled	undertrained	
restructure	unauthorized	under-performing	

b) Complete each sentence with a word from the box. Sometimes more than one answer is possible.

1. In a bureaucratic company, power is often _____.

2. We are _____ in the European market, so we need to open more branches in Europe.
3. I'm sorry, but I can't make our Friday meeting. Can we _____ it for next Monday?
4. In an emergency, managers will often hold _____ meetings.
5. _____ employees may be threatened with the sack.
6. Our company is _____: no one really cares about how important anybody is.

III. Find English equivalents of the following phrases in the text:

за різних обставин; привітання відвідувачів на вході; прямо або опосередковано; безпосередній контакт з підлеглими; відповідальність за прийняття рішень; наявні товари; отримання інформації ззовні; мережа міжособистісних контактів; інформаційний центр зв'язку; визначити можливості та загрози; світська бесіда.

IV. Discuss the questions below.

1. What is a management role? Do all managers perform the same roles? Why or why not?
2. Do you agree with the saying "Managerial roles are actually expectations of managers by others". Comment on your answer.
3. Playing what role do you feel most comfortable/ challenging as a future manager?

V. Read and translate the text.

TEXT 1

To meet the many demands of performing their functions, managers assume multiple roles. A role is an organized set of behaviors. The roles are divided into three groups: interpersonal, informational, and decisional.

The informational roles link all managerial work together. The interpersonal roles ensure that information is provided. The decisional roles make significant use of the information.

INTERPERSONAL AND INFORMATIONAL ROLES

Three of the manager's roles come into play when the manager must engage in **interpersonal** relationships. The three roles of figurehead, leader, and liaison are each necessary under differing circumstances. Adopting one or another of the three interpersonal roles is made easier by the formal authority the manager obtains from the organization.

The *figurehead* role is enacted when activity of a ceremonial nature is required within the organization. A baseball manager attending a minor league all-star game, the head chef of a prominent restaurant greeting customers at the door, and the president of a bank congratulating a new group of trainees are all examples of the figurehead role. While the figurehead role is routine, with little serious

communication and no important decision making, its importance should not be overlooked. At the interpersonal level, it provides members and non-members alike with a sense of what the organization is about and the type of people the organization recruits.

The second interpersonal role, the *leader* role, involves the coordination and control of the work of the manager's subordinates. The leader role may be exercised in a direct or an indirect manner. Hiring, training, and motivating may all require direct contact with subordinates. However, establishing expectations regarding work quality, decision-making responsibility, or time commitments to the job are all outcomes of the leader role that are indirectly related to subordinates.

Quite often, managers are required to obtain information or resources outside their authority. The *liaison* role is enacted when managers make contact with other individuals, who may or may not reside in the organization, in order to complete the work performed by their departments or work units. An auto assembly plant supervisor may telephone a tire supplier to determine the amount of inventory available for next week; or a college professor may meet with professors in a separate department on campus to obtain information on a prospective doctoral student. Ultimately, the liaison role enables a manager to develop a network for obtaining external information which can be useful for completing current and future work activities.

Monitor, disseminator, and spokesperson are the three informational roles that a manager may assume. These informational roles are created as a result of enacting the set of interpersonal roles already described. A network of interpersonal contacts with both subordinates and individuals outside the work unit serves to establish the manager as an informational nerve center of the unit, responsible for gathering, receiving, and transmitting information that concerns members of the work unit.

A manager assumes the *monitor* role by continually scanning the environment for information or activities and events that may identify opportunities or threats to the functioning of the work unit. Much of the manager's gathering of information is achieved through the network of contacts that has been established through the interpersonal roles. Hearing small talk at a banquet about a competitor's planned marketing program, learning through casual conversation at a ball game about the negative medical evaluation of an unsigned ball player, or daily reading of a business periodical are all examples of the kinds of information gathering involved in the monitor role.

The information a manager gathers as a monitor must be evaluated and transmitted as appropriate to members of the organization. The transmittal of information by a manager activates the *disseminator* role. Privileged information may be disseminated to subordinates, peers, or superiors in the organization. The manager may inform the marketing vice-president about the specific marketing strategy a competitor is planning to implement. A baseball manager may inform the team owner that an impending trade should be canceled because of the

unfavorable medical report on one of the players. Or reading The Wall Street Journal may inform the manager that a shipping strike is looming and thus enable her to inform subordinates that temporary layoffs may occur next month.

Occasionally, a manager must assume the *spokesperson* role by speaking on behalf of the work unit to people inside or outside the organization. This might involve lobbying for critical resources or appealing to individuals who have influence on activities that affect the work unit. A top manager asking the board of directors to keep the work unit together during a reorganization period or a corporate president speaking to a college audience on the role the company plays in education would both constitute engaging in the spokesperson role.

VI. Are these sentences true or false? Correct the false sentences:

1. The importance of figurehead role should not be overlooked.
2. The liaison role involves the coordination and control of the work of the manager's subordinates.
3. Managers are never required to obtain information or resources outside their authority.
4. The liaison role enables a manager to develop a network for obtaining external information.
5. Interpersonal roles are created as a result of enacting the set of informational roles.
6. Hearing small talk at a banquet about a competitor's planned marketing program is an example of the monitor role.
7. The transmittal of information by a manager activates the disseminator role.
8. A top manager asking the board of directors to keep the work unit together during a reorganization period is engaged in the spokesperson role.

VII. Choose the correct alternative:

1. The three roles of figurehead, leader, and liaison are each necessary under differing **cases/circumstances**.
2. The figurehead role is enacted when activity of a **ceremonial/protocol** nature is required within the organization.
3. Hiring, training, and motivating may all require **indirect/direct** contact with subordinates.
4. The liaison role is enacted when managers make contact with other individuals in order to **complicate/complete** the work performed by their departments or work units.
5. Monitor, disseminator, and spokesperson are the three **interpersonal/informational** roles that a manager may take upon himself.
6. Manager is responsible for gathering, receiving, and transmitting information that **deals/concerns** members of the work unit.
7. Much of the manager's gathering of information is achieved through the network of contacts that has been **established/known** through the interpersonal roles.

8. The information a manager gathers as a monitor must be evaluated and transmitted as appropriate to **visitors/members** of the organization.
9. **Privileged/irrelevant** information may be disseminated to subordinates, peers, or superiors in the organization.
10. Occasionally, a manager must **assume/admit** the spokesperson role by speaking on behalf of the work unit to people inside or outside the organization.

VIII. Fill in the blanks with appropriate words:

non-members	inventory	informational	assume	transmittal
authority	lobbying	plays	periodical	competitor

1. The roles are divided into three groups: interpersonal, _____, and decisional.
2. Adopting one or another of the three interpersonal roles is made easier by the formal _____ the manager obtains from the organization.
3. At the interpersonal level, it provides members and _____ alike with a sense of what the organization is about.
4. Adopting the liaison role, an auto assembly plant supervisor may telephone a tire supplier to determine the amount of _____ available for next week.
5. Monitor, disseminator, and spokesperson are the three informational roles that a manager may _____.
6. Daily reading of a business _____ is an example of information gathering involved in the monitor role.
7. The _____ of information by a manager activates the disseminator role.
8. The manager may inform the marketing vice-president about the specific marketing strategy a _____ is planning to implement.
9. The spokesperson role might involve _____ for critical resources or appealing to individuals who have influence on activities that affect the work unit.
10. A corporate president speaking to a college audience on the role the company _____ in education would constitute engaging in the spokesperson role.

IX. Match the words and their definitions.

1	circumstance	A	the interruption of a settled and peaceful condition
2	implement	B	polite conversation about unimportant matters
3	disturbance	C	cause smth to pass on from one person / place to another
4	lobby	D	put (a decision, plan, agreement, etc.) into effect
5	spokesperson	E	Seek to influence (a legislator) on an issue
6	small talk	F	a person who distributes information
7	disseminator	G	a condition connected with an event or action
8	subordinate	H	the action or process of changing the way in which something is organized

9	transmit	I	a person under the authority or control of another within an organization
10	reorganization	J	a person who makes statements on behalf of a group or individual

X. Match the words in the right column with the words in the left column to make word combinations.

1	of a ceremonial	<i>a</i>	directors
2	decision	<i>b</i>	of contacts
3	direct contact	<i>c</i>	commitments
4	time	<i>d</i>	making
5	work	<i>e</i>	layoffs
6	to obtain	<i>f</i>	with subordinates
7	the network	<i>g</i>	nature
8	small	<i>h</i>	information
9	temporary	<i>i</i>	units
10	board of	<i>j</i>	talk

SELF-STUDY

I. Match the terms and definitions.

1	capital-intensive	A	a reason for giving your best at work
2	flexible	B	a project needing a lot of money to succeed
3	labour-intensive	C	able to change as situations change
4	motivation	D	a project needing a lot of workers to succeed
5	run continuously	E	staff with special training or knowledge
6	skilled workers	F	to work without stopping, e.g., a production line
7	specialized	G	things produced in exactly the same way
8	standardized products	H	having certain skills that others do not have

II. Find English equivalents of the following words and phrases in the text:

прагне покращити; застосування нових методів; процес сушіння керамічної плитки; початківець змін; повернути стабільність в організацію; залагодити непорозуміння; керівник відділу кадрів; тимчасове безробіття працівників; фрукти, що швидко псуються; в умовах нестачі ресурсів; копіювати документи; просуватися вгору в ієрархії управління.

III. Read and translate the text.

TEXT 2

DECISIONAL ROLES

Both interpersonal and informational roles are really preludes to what are often considered to be a manager's most important set of roles: the decisional roles of entrepreneur, disturbance handler, resource allocator, and negotiator.

The *entrepreneur* role comes into action when the manager seeks to improve the work unit. This can be accomplished by adapting new techniques to fit a particular situation or modifying old techniques to improve individual or group activity. Managers usually learn of new or innovative methods through information gathered in the monitor role. As a result, a supervisor purchases a new kiln which will shorten the drying process for ceramic tiles; a director of a youth club trains staff in the use of personal computers to increase file access; or a president establishes a new pension plan to improve employee morale.

Whereas the entrepreneur role establishes the manager as the initiator of change, the *disturbance handler* role establishes the manager as a responder to change. Organizations, unfortunately, do not run so smoothly that managers are never called upon to respond to unwelcome pressures. In these cases, the manager is required to act quickly to bring stability back to the organization. A law partner must settle a disagreement among associates in the firm on who will present a case before a judge; a personnel director must negotiate with striking employees dissatisfied with the procedures for laying off employees; or a cannery first-line manager must respond to a sudden shortage of cans used to package perishable fruit because the supplier has reneged on a contract.

When a manager is placed in the position of having to decide to whom and in what quantity resources will be dispensed, the *resource allocator* role is assumed. Resources may include money, time, power, equipment, or people. During periods of resource abundance, this role can be easily performed by a manager. In most cases, however, organizations operate under conditions of resource scarcity; thus, decisions on the allocation of resources can be critical for the success of the work unit, division, or organization. As a decision maker, the manager must strive not only to appropriately match resources with subordinates but also to ensure that the distribution of resources is coordinated to effectively complete the task to be performed. An office manager must provide secretaries with appropriate equipment to generate and duplicate documents. A manager of a fast-food restaurant must coordinate work shifts to have the maximum number of employees working during the lunch hour. Corporate presidents may provide their administrative assistants with decision-making responsibility for day-to-day matters.

In addition to decisions concerning organizational changes, disturbances, and resources, the manager must enact a *negotiator* role. The process of negotiation is possible only when an individual has the authority to commit organizational resources. Hence, as managers move up the managerial hierarchy and obtain control over more resources, they become more involved in the negotiator role. For example, the president of a record company may be called in to discuss terms of a possible contract with a major rock group; a production manager

must negotiate with the personnel department to obtain employees with specialized skills; or a college dean must negotiate with department heads over course offerings and the number of faculty to be hired.

IV. Are these sentences true or false? Correct the false sentences:

1. Managers usually learn of new or innovative methods through information gathered in the disseminator role.
2. The disturbance handler role establishes the manager as a responder to change.
3. Organizations, fortunately, run smoothly and managers are never called upon to respond to unwelcome pressures.
4. In cases of unwelcome pressures the manager is required to act quickly to bring stability back to the organization.
5. As a decision maker, the manager must ensure that the distribution of resources is coordinated to effectively complete the task to be performed.
6. The process of negotiation is possible only when an individual has the desire to commit organizational resources.

V. Choose the correct variant a, b, c or d to fill in the gaps:

1. The entrepreneur role comes into _____ when the manager seeks to improve the work unit.
a) performance b) result c) action d) production
2. Whereas the entrepreneur role establishes the manager as the _____ of change, the disturbance handler role establishes the manager as a responder to change.
a) innovator b) initiator c) regulator d) producer
3. During periods of resource _____, this role can be easily performed by a manager.
a) abundance b) shortage c) scarcity d) allocation
4. Corporate presidents may provide their administrative assistants with decision-making _____ for day-to-day matters.
a) responsibility b) chance c) choice d) facility
5. In addition to decisions _____ organizational changes, disturbances, and resources, the manager must enact a negotiator role.
a) dealing b) having c) doing d) concerning

VI. Translate the sentences.

1. Головний керівник - символічний голова, в обов'язки якого входить виконання звичайних завдань правового чи соціального характеру.
2. Лідер відповідальний за мотивацію і активізацію підлеглих, за добір, підготовку працівників і пов'язані з цим обов'язки.
3. В ролі розповсюджувача інформації менеджер передає дані, отримані із зовнішніх джерел або від інших підлеглих, членам організації; частина цих даних має суто фактичний характер, інша потребує інтерпретації окремих факторів для формування установок організації.

4. Менеджер відповідальний за розподіл всіх можливих ресурсів організації, що фактично веде до прийняття чи схвалення всіх значних рішень в організації.

UNIT 7

COMPANY'S STRUCTURE

CLASS ASSIGNMENTS

VOCABULARY

to hold a position	займати посаду
an employee	службовець
senior	головний
Board of Directors	рада директорів
middle	середній
a department	відділ
personnel, staff	штат, персонал
an objective	задача, ціль
culture	тип взаємовідношення
tough-minded	практичний, матеріаліст
fulfillment	виконання
to adhere	дотримуватися
requirement	вимоги
to value	оцінювати
to conform	узгодити; відповідати, задовольняти

MEMORIZE !

- Префікс **over** ['əʊvə] надає слову значення надмірності певного стану чи якості: **do** робити—**overdo** перестаратися.

I. Read and translate the following words:

overabundant, overachieve, overbalance, overcapitalisation, overdeduction, overgrow, overpaid, overestimate

II. Translate the following word-combinations:

an increase in real wages; to have an incentive to expand; to lay off workers; senior management; to hire employees; to restore profitability and economic growth; the authorized fund; to get out of the limits; a joint venture; to meet the requirements

III. Translate the words with common roots:

employ, employer, employee, employment, employing; supply, supplied, supplying; decide, decision, decided, deciding; relate, relation, relative, relating, related.

IV. Define tense, number and voice of the predicate. Translate the sentences:

1. Your business is receiving the tax benefits. 2. The losses have been distributed unequally. 3. Last year we invested all our money into this company. 4. Our assets liabilities and net worth were checked by the Board of Directors. 5. Their corporation has limited liability.

V*. Define part of speech and syntactical functions of the words in bolt type. Translate them:

1. The process of **increasing** sales involves a number of tasks, **including** adjusting the marketing plan, **improving** the sales force and even making changes to the current **offering**. 2. Operational management goals are goals set to impact the **running** of an organization, where management skills, technology and resources can be utilized in the most efficient ways possible. 3. This requires an **understanding** of how to allocate time to different projects and activities. 4. A manager must know what the workers who are **being** supervised are **doing** on their jobs. 5. An important part of the oral communication process is **listening**.

VI. Discuss the questions below.

1. What makes an organization structure?
2. How can most firms be classified?
3. What are main positions in a typical company structure?
4. What are the main types of organization cultures?

VII. Read and translate the text.

TEXT 1

THE STRUCTURE OF THE COMPANY

Organization structure in business is very important. People in a company, its employees, hold different positions. The relationships between those employees with different positions make an organization structure. At present most firms are divided into three major parts: capital (shareholders), management, labor.

Let's take a typical company. There is a director who is a senior manager. He is in the Board of Directors under the authority of the President of the company. The Board of Directors decides what company policy and expenditure must be.

The chief executive officer is the link between the Board of Directors and senior management. As for middle managers, they run departments of a firm. They account to senior management for their area of work done.

There is a difference between executive director and non-executive one. The directors who run their firms on day-to-day basis are called executive directors.

Those who sit on the Board of Directors and do not run the firm directly are called non-executive directors. In modern American English they use also the term inside directors for executive and outside directors for non-executive ones.

Different firms have four main distinctions in organization cultures.

1. *Power Cultures*. In these cultures self-reliant and highly competitive self-development provides the basis of relations. Manager's success is related to his character and influence, rather than his knowledge and experience. The style of the chief executive is the model for other managers. In organizations of this type managers shall be tough-minded and aggressive.
2. *Role Cultures*. In these cultures manager's role is completely related to his place within a centralized system. His success depends on how well this manager adheres to rules, procedures, and precedents. Individualism and aggression are not valued in these cultures. Employees in these organizations should not get out of the limits of their roles.
3. *Task Culture*. In organizations of these type they value everything that makes it possible "to get the work done". The main concern in these organizations is with successful fulfillment of their projects. Manager's success is related to his knowledge and experience required to achieve tasks, rather than to meet the requirements of his role.
4. *Individual Cultures*. In organizations of this type the most possible freedom of expression is valued. Effectiveness of any activity in these organizations is rated by how much the activity satisfies the staff, rather than by how well it conforms to business plans. Independence, creativity, and experiment are also valued in these organizations.

VIII. Are these sentences true or false? Correct the false sentences:

1. People in a company, its employees, hold different positions.
2. At present most firms are divided into three major parts: capital (shareholders), management, labor.
3. The President of the company decides what company policy and expenditure must be.
4. A director who is a senior manager is in the Board of Directors under the authority of the President of the company.
5. The chief executive officer is the link between the Board of Directors and middle management.
6. Senior managers run departments of a company.
7. The directors who run their firms on day-to-day basis are called executive directors.
8. The directors who sit on the Board of Directors and run the firm directly are called non-executive directors.
9. In power cultures manager's role is completely related to his place within a centralized system.
10. Individualism and aggression are not valued in role cultures.

IX. Choose the correct alternative:

1. The relationships between the **employers/employees** with different positions make organization structure.
2. In a typical company there is a director who is a **middle/senior** manager.
3. The **shareholders/Board of Directors** decides what company policy and expenditure must be.
4. The **President/chief executive officer** is the link between the Board of Directors and senior management.
5. The **middle managers/Board of Directors** account to senior management for their area of work done.
6. The directors who run their firms on day-to-day basis are called **non-executive/executive** directors.
7. In power cultures self-reliant and highly competitive self-development provides the basis of the **company's structure/relations**.
8. Manager's **role/success** is related to his character and influence, rather than his knowledge and experience.
9. Employees in these **departments/organizations** should not get out of the limits of their roles.
10. Effectiveness of any activity in these organizations is rated by how much the activity satisfies the **chief executive officer/staff**, rather than by how well it conforms to business plans.

X. Fill in the blanks with appropriate words:

non-executive	chief executive	expenditure	
departments	shareholders	successful	
authority	staff	executive	employees

1. At present most firms are divided into three major parts: capital (_____), management, labor.
2. The director is in the Board of Directors under the _____ of the President of the company.
3. The Board of Directors decides what company policy and _____ must be.
4. As for middle managers, they run _____ of a firm.
5. The directors who run their firms on day-to-day basis are called _____ directors.
6. In modern American English they use also the term inside directors for executive and outside directors for _____ ones.
7. The style of the _____ is the model for other managers.
8. _____ in these organizations should not get out of the limits of their roles.
9. The main concern in these organizations is with _____ fulfillment of their projects.
10. Effectiveness of any activity in these organizations is rated by how much the activity satisfies the _____, rather than by how well it conforms to business

plans.

XI. Put the words in the correct order to make sentences.

1. different/ hold/ employees/ a company/ its/ positions / people/ in/
2. and/ company/ decides/ Directors/ what/ policy/ must/ of/ be/ Board/ the/ expenditure/
3. executive/ between/ chief/ the/ officer/ of/ Directors/ and/ management/ the/ is/ Board/ link/ senior/ the/
4. area/ senior/ of/ they/ management/ for/ their/ work/ account/ done/ to/
5. non-executive/ there/ a/ between/ executive/ and/ one/ is/ difference/ director/
6. of/ non-executive/ sit/ the/ do/ directly/ those/ on/ the/ Directors/ and/ not/ run/ firm/ called/ directors/ who/ Board/ are/
7. in/ firms/ have/ main/ cultures/ distinctions/ organization/ different/ four/
8. competitive/ relations/ these/ cultures/ and/ highly/ self-development/ the/ basis/ in/ self-reliant/ provides/ of/
9. are/ cultures/ and/ aggression/ not/ these/ individualism/ valued/ in/
10. these/ and/ valued/ independence/ also/ experiment/ are/ organizations/ creativity/ in/

XII. Match the words and their definitions.

1	employee	A	the person who has overall responsibility for the management of that company
2	shareholder	B	the power or right to give orders, make decisions, and enforce obedience
3	management	C	workers, especially manual workers, considered collectively
4	chief executive officer	D	as good as or better than others of a comparable nature
5	expenditure	E	an amount of money spent
6	authority	F	the process of dealing with or controlling things or people
7	director	G	an owner of shares in a company
8	competitive	H	a division of a large organization such as a government, university, or business, dealing with a specific area of activity
9	department	I	a person employed for wages or salary, especially at non-executive level
10	labour	J	a person who is in charge of an activity, department, or organization

XIII. Match the words in the right column with the words in the left column to make word combinations.

1	organization	<i>a</i>	of a firm
2	under the	<i>b</i>	basis
3	to hold	<i>c</i>	organization cultures
4	the President of	<i>d</i>	the basis of relations
5	to run departments	<i>e</i>	the limits
6	on day-to-day	<i>f</i>	different positions
7	main distinctions in	<i>g</i>	structure
8	to provide	<i>h</i>	the work done
9	to get out of	<i>i</i>	authority of
10	to get	<i>j</i>	the company

SELF-STUDY

I. Open the brackets and choose the necessary word:

1. We work eight (o'clock, hours) a day. 2. They finish the work at four (o'clock, hours) on Friday. 3. This contract is (very, very much) profitable. 4. You've read this text (well, good). 5. It is a very (well, good) bank. 6. Have they got (much, many) claretmoney for the project?

II. Insert prepositions where necessary:

1. Planning _____ any organization occurs _____ different ways and _____ all levels.
2. The role _____ advertising is to inform potential users that the product or service is available and to persuade people to try it _____ pointing _____ the benefits it offers.
3. You use some products _____ paying the full price _____ them.
4. Services are used _____ _____ the time they are provided.
5. The tactical plans fit _____ the strategic plans and are necessary to implement the strategic plans.

III. Make up sentences corresponding to the Ukrainian ones using the words given in brackets:

1. Менеджери встановлюють цілі та вирішують, як їх організація може досягти їх. (how, decide, their, can, managers, set, and, organization, achieve, objectives, them by)
2. Менеджери вищої ланки призначаються на посаду та звільняються радою директорів компанії. (appointed, company's, managers, and, dismissed, a, are, Board of Directors, by, top)
3. Адміністратори IBM не створюють продукти та не пишуть програмне забезпечення. (software, and, IBM, don't, products, write, executives, design).

IV. Find the sentences in which "if" is translated as «якщо» and then — as particle «чи»:

1. If you find the price that is “right” for the target market, your product or service will have a better chance to be profitable. 2. It's very interesting to know if they have signed the contract with this company today. 3. If customer care is so important, why do so many businesses not pay enough attention to it? 4. They will investigate this case again if the results of the experiment are not satisfactory. 5. If an economic theory has been accepted as valid, we can use it.

V. Read the text and translate it using the dictionary.

TEXT 2

THE FUNCTIONS OF AN EXECUTIVE IN BUSINESS

The top officers in many companies are called administrators, executives or managers. These words are interchangeable and they really are not different in many companies. The next highest groups are the vice presidents, the heads of major departments and branch plant managers. The group below consists of managers. They are general managers and foremen. So every organization has a number of positions and some people have more authority than others.

It would be interesting to know about the functions of an executive. He makes a lot of important decisions. He sets objectives, coordinates work, delegate authority, makes hiring, firing, evaluating and just general leading. It is evident that making careful decision in business is the basis of good management. One more important function of an executive is to hire a good employee.

An executive as an employer has several options to consider when he wants to hire a new employee. First of all, he may look within his own company. But if he cannot find anybody suitable for the position he will have to look outside the company. If there is a personnel office in the company, he can ask them to help him to find a qualified applicant.

The employer can also use another valuable sources, for example, employment agencies, consulting firms, placement offices and professional societies. He can advertise in a newspaper or in a magazine and request candidates send in resumes. The employer has two sets of qualifications to consider if he wants to choose from among the applicants. He must consider both professional qualifications and personal characteristics. A candidate's education, experience and skills are included in his professional qualifications. So an executive ought to be competent, creative, enthusiastic and punctual to keep his company in success.

VI. State which of the sentences are true and which are false:

1. The top officers in many companies are called administrators, executives or managers.
2. A foreman sets objectives, coordinates work, delegate authority, makes hiring, firing, evaluating and just general leading.
3. It is evident that making careful decision in business is the basis of good management.
4. One more important function of an executive is to hire good general managers.

5. The employee can also use another valuable sources, for example, employment agencies, consulting firms, placement offices and professional societies.

VII. Choose the correct variant a, b, c or d to fill in the gaps:

1. So every organization has a number of _____ and some people have more authority than others.
a) duties b) functions c) positions d) requirements
2. It would be interesting to know about the _____ of an executive.
a) responsibilities b) qualifications c) qualities d) functions
3. One more important function of an executive is to hire a good _____.
a) subordinate b) employee c) candidate d) worker
4. An _____ as an employer has several options to consider when he wants to hire a new employee.
a) director b) foreman c) executive d) vice president
5. The employer has two sets of qualifications to consider if he wants to choose from among the _____.
a) applicants b) candidates c) professionals d) experts

VIII. Translate the following sentences into English:

1. Правильне здійснення функції контролю вимагає дотримання єдності трьох його стадій: встановлення фактів, їх критична оцінка, пропозиція заходів щодо впливу на керований об'єкт у потрібному напрямі.
2. Менеджери сфери готельно-ресторанного бізнесу досить часто повинні давати особисту оцінку отриманій інформації, інтерпретувати важливість отриманої інформації й встановлювати кореляцію щодо запланованих і фактично досягнутих результатів.
3. У зв'язку з виникненням у сфері готельно-ресторанного бізнесу України нових форм власності в процесі контролю використовуються такі показники, що характеризують розвиток підприємств і перспективи розширення їх діяльності.
4. Сферою функції контролю у менеджменті є насамперед бізнесова діяльність та різні форми підприємництва: виробнича (поширюється в основному на виробництво й споживання продукції та послуг), комерційна (обмін, розподіл, реалізація), фінансова (обмін вартості, діяльність на фондових біржах, у комерційних банках).

CHAPTER II

MARKETING

UNIT 8

DEFINITIONS OF MARKETING

CLASS ASSIGNMENTS

VOCABULARY

standard of living	рівень життя
advertising	реклама
delivery	доставка, поставка
obvious	явний, очевидний, помітний
broad	широкий, певний, помітний
to anticipate	очікувати, передбачати
free of charge	безкоштовно
support	підтримка
flow	потік
to identify	встановлювати, виявляти, визначати
persuading	переконання
warranty	гарантія якості
to take over	переїмати, успадковувати

I. Read and translate the sentences. Define the syntactical function of the –ing form.

1. **Reading** is useful. 2. I like his rapidly **reading**. 3. The **reading** man is my friend. The man **reading** a book is my friend. 4. **Reading** a book I didn't hear when the telephone rang. 5. He stood nearby **reading** a book. 6. His favourite occupation is **reading**. 7. I like your idea of **reading** this book. 8. After **reading** I began to prepare my lessons. 9. We can't gain knowledge without **reading**.

II. Translate the sentences:

I. The job involves managing all aspects of public relations, publicity, etc. 2. You will be responsible for developing and executing brand strategies and market initiatives for an assigned product line to meet revenue, profitability and budget targets. 3. Respondents said they want the phone to be small and last a long time without breaking. 4. We need to think about scheduling a meeting to discuss our pricing strategy for our new cable Internet package.

III. Define which of the sentences have gerund. Translate the sentences:

1. Our typical customer is health-conscious and enjoys keeping fit. 2. I'm also attaching an outline of what I'd like to talk about. 3. Be sure to check your spelling using an online dictionary or the spellcheck function of your email programme. 4. We need to decide what we should be charging for our services. 5. You will be responsible for managing specific global, multinational and national retailers as well as identifying and exploiting new business opportunities.

IV. In what sentences ing-forms are substantivized nouns:

1. But he people in our purchasing department are very thorough, and I'm sure that they will find the best supply for us. 2. Sales and purchasing are all part of producing and delivering goods or services to a customer. 3. Planning meals for the week ahead is most important in food budgeting. 4. The planning of a slimming diet is a matter of individual preference.

V. Translate the sentences:

1. Consulting clients is an essential part of a clerk's job, 2. She wants being consulted by Mr. Jacobson. 3. The manager remembers having consulted this businessman at the insurance company. 4. Jane remembers having been consulted at this bank.

VI. Make –ing forms out of the following infinitives:

to supply, to have produced, to be sold, to have been promoted

VII. Discuss the questions below:

1. How can you define marketing?
2. What is a micro-level definition of marketing?
3. What is a macro-level definition of marketing?
4. What is the aim of marketing?

VIII. Read and translate the text.

TEXT 1

DEFINING MARKETING

Some people think of marketing too narrowly as “selling and advertising.” The other define marketing as “creation and delivery of a standard of living.” That definition is too broad.

An important difference between the two definitions may be less obvious. The first definition is a micro-level definition. It focuses on activities performed by an individual organization. The second is macro-level definition. It focuses on the economic welfare of a whole society.

Which view is correct? Is marketing a set of activities done by individual firms or organizations? Or is it a social process?

The answer to our question is that marketing is both a set of activities performed by organizations and a social process. In other words, marketing exists

at both micro and macro levels. Micro-marketing looks at customers and the organizations that serve them. Macro-marketing takes a broad view of our whole production-distribution system.

Micro-marketing is the performance of activities that seek to accomplish an organization's objectives by anticipating customer or client needs and directing a flow of need-satisfying goods and services from producer to customer or client.

To begin with, this definition applies to both profit and nonprofit organizations. Profit is the objective for most business firms. Customers or clients may be individual consumers, business firms, nonprofit organizations, government agencies, or even foreign nations. While most customers and clients pay for the goods and services they receive, others may receive them free of charge or at a reduced cost through private or government support.

In fact, the aim of the marketing is to identify customers' needs – and meet those needs so well that the product almost “sells itself.” This is true whether the product is a physical good, a service, or even an idea. If the whole marketing job has been done well, customers don't need much persuading. They should be ready to buy. And after they do buy, they'll be satisfied and ready to buy the same way again the next time.

Marketing should begin with potential customer needs – not with the production process. Marketing should try to anticipate needs. And then marketing, rather than production, should determine what goods and services are to be developed – including decisions about product design and packaging; advertising and sales policies; and, after the sale, installation, customer service, warranty, and perhaps even disposal policies.

This does not mean that marketing should try to take over production, accounting, and financial activities. Rather, it means that marketing – by interpreting customers' needs – should provide direction for these activities and try to coordinate them. After all, the purpose of a business or nonprofit organization is to satisfy customer or client needs. It is not to supply goods and services that are convenient to produce and might sell or be accepted free.

When marketing helps everyone in a firm really meet the needs of a customer both before and after a purchase, the firm doesn't just get a single sale. Then, in the future, when the customer has the same need again – or some other need that the firm can meet – other sales will follow. That's why marketing concerns a flow of need-satisfying goods and services to the customer. Often, that flow is not just for a single transaction but rather is part of building a long-lasting relationship that is beneficial to both the firm and the customer.

IX. Are these sentences true or false? Correct the false sentences:

1. A micro-level definition of marketing focuses on activities performed by an individual organization.
2. Marketing is both a set of activities performed by organizations and a social process.
3. Profit is the objective for most customers and consumers.

4. Micro-marketing is only selling and advertising.
5. While most customers and clients pay for the goods and services they receive, others may receive them free of charge.
6. The purpose of a business or nonprofit organization is to determine what goods and services are to be developed.
7. If the whole marketing job has been done well, customers don't need much persuading.
8. Marketing should begin with the production process – not with potential customer needs.
9. Marketing should try to take over production, accounting, and financial activities.
10. In the future, when the customer has the same need again – or some other need that the firm can meet – other sales will follow.

X. Choose the correct alternative:

1. A micro-level definition focuses on activities **conducted/performed** by an individual organization.
2. **Micro/Macro-marketing** looks at customers and the organizations that serve them.
3. Micro-marketing is the performance of activities that seek to accomplish an organization's objectives by **investigating/anticipating** customer or client needs and directing a flow of need-satisfying goods and services from producer to customer or client.
4. Profit is the objective for most **government agencies/business firms**.
5. In fact, the aim of the marketing is to **satisfy/identify** customers' needs – and meet those needs so well that the product almost “sells itself.”
6. If the whole marketing job has been done well, customers don't need much **assuring/persuading**.
7. Marketing should begin with potential customer needs – not with the **distribution/production** process.
8. Marketing should try to **anticipate/forecast** needs.
9. After all, the purpose of a business or nonprofit organization is to satisfy customer or client **objectives/needs**.
10. That's why **distributing/marketing** concerns a flow of need-satisfying goods and services to the customer.

XI. Fill in the blanks with appropriate words:

purchase	support	production	
identify	customers	marketing	satisfy
consumers	welfare	accounting	

1. Macro-level definition focuses on the economic _____ of a whole society.

2. _____ is both a set of activities performed by organizations and a social process.
3. Customers or clients may be individual _____, business firms, nonprofit organizations, government agencies, or even foreign nations.
4. While most customers and clients pay for the goods and services they receive, others may receive them free of charge or at a reduced cost through private or government _____.
5. In fact, the aim of the marketing is to _____ customers' needs – and meet those needs so well that the product almost “sells itself”.
6. If the whole marketing job has been done well, _____ don't need much persuading.
7. Marketing should begin with potential customer needs – not with the _____ process.
8. This does not mean that marketing should try to take over production, _____, and financial activities.
9. After all, the purpose of a business or nonprofit organization is to _____ customer or client needs.
10. When marketing helps everyone in a firm really meet the needs of a customer both before and after a _____, the firm doesn't just get a single sale.

XII. Put the words in the correct order to make sentences.

1. of/ standard/ the/ creation/ other/ marketing/ as/ and/ a/ of/ define/ delivery/ living/
2. micro/ exists/ at/ and/ macro/ marketing/ levels/ both/
3. whole/ it/ economic/ society/ focuses/ on/ the/ a/ welfare/ of/
4. both/ this/ nonprofit/ definition/ profit/ and/ applies/ organizations/ to/
5. agencies/ customers/ business/ clients/ may/ be/ consumers/ firms/ nonprofit/ government/ or/ individual/ organizations/
6. need/ customers/ if/ been/ the/ whole/ job/ done/ don't/ persuading/ marketing/ well/ much/ has/
7. begin/ potential/ marketing/ with/ needs/ should/ customer/
8. should/ to/ needs/ try/ marketing/ anticipate/
9. needs/ nonprofit/ the/ client/ purpose/ of/ a/ or/ organization/ to/ customer/ or/ business/ satisfy/ is/
10. are/ marketing/ to/ services/ determine/ what/ and/ be/ should/ developed/ goods/

XIII. Match the words and their definitions.

1	firm	A	a written promise that the dealer or manufacturer will repair or replace any defective parts free of charge for a certain period of time
2	develop	B	to acquire by paying money

3	profit	C	to settle, to define
4	support	D	the process of identifying, measuring and communicating economic information
5	charge	E	an aim or goal
6	determine	F	to elaborate on, to expand
7	objective	G	an excess of income over expenditure
8	warranty	H	a business concern, especially one involving a partnership of two or more people
9	accounting	I	to bear the cost of providing for
10	to purchase	J	the price to be paid for goods or services

XIV. Match the words in the right column with the words in the left column to make word combinations.

1	a standard of	a	process
2	to focus on	b	objectives
3	economic	c	customer or client needs
4	a social	d	charge
5	production-distribution	e	support
6	to accomplish an organization's	f	welfare
7	to pay for	g	activities
8	free of	h	system
9	private or government	i	living
10	to satisfy	j	goods and services

SELF-STUDY

I. Give all gerund forms you know of the following verbs and translate them:
to manufacture, to buy, to finance

II. Give all known to you participles and translate them:
to produce, to increase, to supply, to provide

III. Define ing-forms. Translate the sentences:

1. Being asked a lot of questions is a typical routine for a candidate. 2. Jack remembers having been sent that interesting information. 3. On having discussed the details of the contract we made a decision to cooperate with this company on a regular basis. 4. Our CEO insists on the clauses of the contract being performed correctly.

IV. Choose the appropriate ing-form from those given below:

1. I knew specific parts of the offer _____ for two hours, (having been negotiated; being negotiated) 2. Jane saw Mr. Johnson _____ himself a copy of the contract,

(having made; making, being made) 3. He found the order _____ before meeting Mr. Smith. (having been delivered; being delivered; delivering; having delivered)
4. They informed us about _____ a letter of credit. (being sent; sending; having sent)

V. Read the text and translate it using the dictionary.

TEXT 2

DEFINITIONS OF MARKETING: HISTORICAL ASPECTS

Before presenting the definition of marketing, it's worth looking at the term as it has evolved historically.

The earlier definitions tend to describe marketing in economic terms. The first definition was developed in 1947. According to it, marketing is considered as one of the three functions of a country's economic system. These functions consist of production, marketing, and consumption. Thus, marketing is the economic function which delivers manufactured or produced products to society. This definition shows that there is a direct correlation between a country's standard of living and its marketing system: the better the system, the better the standard of living.

The definition of the American Marketing Association was developed in 1960. It added the concept that marketing consists of business activities. The association defined marketing as the "performance of business activities that direct the flow of goods and services from producer to consumer".

Another widely used definition of marketing was associated with merchandising. Thus, it is the role of the retailers to get the right goods and services to the right people at the right place at the right time and at the right price.

Later definitions added the concept of consumer satisfaction.

In 1971, Stanton defined marketing as a "total system of interacting business activities designed to plan, price, promote, and distribute want-satisfying goods and services to present and potential customers". The emphasis was again made on business activities and the distribution of goods and services. Though, two important concepts were added: system and want-satisfying goods and services. Marketing was viewed as a system; and customers' needs and wants became a fundamental part of marketing.

In the 1970s, the concept of exchange was added to the definition of marketing. Exchange involves two or more parties who voluntarily agree to enter into a trading relationship. The trade may consist of the exchange of a product or service for money, a product for a product, a product for a service, or a service for a service.

Today, marketing is considered as a coordinating system of business activities. Its aim is to provide products and services that satisfy the needs and wants of customers through exchange process.

VI. State which of the sentences are true and which are false:

1. According to the first definition, marketing is considered as one of the three functions of a country's economic system.
2. This definition shows that there is a direct correlation between a country's standard of living and its economic system: the better the system, the better the standard of living.
3. The American Marketing Association defined marketing as the "performance of business activities that direct the flow of goods and services from producer to consumer".
4. It is the role of the producers to get the right goods and services to the right people at the right place at the right time and at the right price.
5. Today, marketing is considered as a coordinating system of business activities.

VII. Choose the correct variant a, b, c or d to fill in the gaps:

1. Thus, marketing is the economic _____ which delivers manufactured or produced products to society.
a) feature b) function c) characteristics d) activity
2. Another widely used definition of marketing was associated with _____.
a) manufacturing b) advertising c) merchandising d) distributing
3. Thus, it is the role of the _____ to get the right goods and services to the right people at the right place at the right time and at the right price.
a) producers b) distributors c) marketers d) retailers
4. The emphasis was again made on business activities and the _____ of goods and services.
a) promotion b) distribution c) advertising d) production
5. Exchange involves two or more parties who voluntarily agree to enter into a _____ relationship.
a) economic b) barter c) trading d) partnership

VIII. Translate the following sentences into English:

1. Економіка, в якій товарно-грошові відносини є пануючими, в літературі отримала назву "ринкової економіки". 2. Ринкові відносини суттєво відрізняються в різних країнах за ступенем розвитку, особливостями модифікації, рівнем зрілості, історичними, соціальними та іншими ознаками. 3. Конкуренція охоплює відносини між підприємцями й споживачами. 4. Оскільки в ринкові відносини вступають різні суб'єкти, а до сфери обміну надходять різноманітні товари й послуги, то в країні формується досить складна ринкова структура, яка включає найрізноманітніші види ринків.

UNIT 9

THE IMPORTANCE OF MARKETING SCIENCE

CLASS ASSIGNMENTS

VOCABULARY

effort	зусилля, спроба
output	продукція; випуск
shortage	недостача, брак; дефіцит
to carry out	виконувати
to offer	пропонувати
warehouse	товарний склад; оптовий магазин
to be concerned with	цікавитися, займатися
input	внесок; вкладення
sales representative	торгівельний представник
salespeople	продавці, агенти зі збуту, комівояжери
to manage	управляти
fence	огорожа

I. Make two adjectives with each word using the suffixes *-less* and *-ful* and translate them:

Job, use, harm, home, help, fruit, price

II. Define prefixes in the following words and translate them:

dismantle, overdependence, subdivide, unpayable, uncalculated, reanalyse

III. Replace clauses by gerunds:

1. **When Mr. Murdock met** our sales representative, he decided to place an order. 2. **While the secretary was typing** the letter, she made some mistakes. 3. Jane is glad that **she has been granted** a consumer credit. 4. We don't mind **if you offer** a discount on large orders.

IV.* Open the brackets using the necessary forms of participles:

1. After placing the order, Linda received an email (to confirm) the shipment and delivery date. 2. The article on the current economic problems of the developing countries (to publish) in this journal was written by Professor Thompson. 3. Does your company have a website (to offer) customer service? 4. (To receive) the letter of credit the accountant-general rang the manager up.

V. Translate the sentences:

1. Brainstorming is a technique used by marketers during product naming or product development. 2. Launching new products is a risky business. 3.

Responsible purchasing is another way that a company can build or maintain a good reputation. 4. We can create an opportunity by strengthening our communication and informing consumers about our new services. 5. Even in formal negotiations, it is felt that relationship-building can insure a successful outcome.

VI. Discuss the questions below:

1. What does the marketing concept mean?
2. What are three basic ideas of the marketing concept?
3. What is a production orientation?
4. What is a marketing orientation?

VII. Read and translate the text.

TEXT 1

WHAT DOES THE MARKETING CONCEPT MEAN?

The marketing concept means that an organization aims all its efforts at satisfying its customers – at a profit. The marketing concept is a simple but very important idea.

The marketing concept is not really a new idea – it's been around for a long time. But some managers act as if they are stuck at the beginning of the production era – when there were shortages of most products. They show little interest in customers' needs. These managers still have a production orientation – making whatever products are easy to produce and then trying to sell them. They think of customers existing to buy the firm's output rather than of firms existing to serve customers and – and more broadly – the needs of society.

Well-managed firms have replaced this production orientation with a marketing orientation. A marketing orientation means trying to carry out the marketing concept. Instead of just trying to get customers to buy what the firm has produced, a marketing-oriented firm tries to offer customers what they need.

Three basic ideas are included in the definition of the marketing concept: (1) customer satisfaction, (2) a total company effort, and (3) profit – not just sales – as an objective. These ideas deserve more discussion.

“Give the customers what they need” seems so obvious that it may be hard for you to see why the marketing concept requires special attention. However, people don't always do the logical and the obvious – especially when it means changing what they've done in the past. In a typical company 35 years ago, production managers thought mainly about getting out the product. Accountants were interested only in balancing the books. Financial people looked after the company's cash position. And salespeople were mainly concerned with getting orders for whatever product was in the warehouse. Each department thought of its own activity as the center of the business with others working around “the edges.” No one was concerned with the whole system. As long as the company made a

profit, each department went merrily on – doing its own thing. Unfortunately, this is still true in many companies today.

Ideally, all managers should work together as a team because the output from one department may be the input to another. And every department may directly or indirectly impact short-term and long-term customer satisfaction. But some managers tend to build “fences” around their own departments. There may be meetings to try to get them to work together – but they come and go from the meetings worried only about protecting their own turf.

We used the term production orientation as a shorthand way to refer to this kind of narrow thinking – and lack of a central focus – in a business firm. But keep in mind that this problem may be seen in sales-oriented sales representatives, advertising-oriented agency people, finance-oriented finance people, directors of nonprofit organizations, and so on. It is not a criticism of people who manage production. They aren’t necessarily any guiltier of narrow thinking than anyone else.

The “fences” come down in an organization that accepted the marketing concept. There are still departments, of course, because specialization often makes sense. But the total system’s effort is guided by what customers want – instead of what each department would like to do.

The marketing concept provides a guiding focus that all departments adopt. It should be a philosophy of the whole organization, not just an idea that applies to the marketing department. It helps the organization work as a total “system” rather than a lot of separate parts. The marketing concept, however, is more complete than many system-oriented ideas. It actually specifies a high-level objective – customer satisfaction – that is logical for each and every part of the system. It also specifies a profit objective, which is necessary for the system’s survival.

VIII. Are these sentences true or false? Correct the false sentences:

1. The marketing concept means that an organization aims all its efforts at satisfying its customers – at a profit.
2. Some marketers still have a production orientation – making whatever products are easy to produce and then trying to sell them.
3. Well-managed firms have replaced this production orientation with a marketing orientation.
4. Marketers think of customers existing to buy the firms output rather than of firms existing to serve customers and – and more broadly – the needs of society.
5. Instead of just trying to get customers to buy what the firm has produced, a marketing-oriented firm tries to offer customers what they need.
6. Accountants looked after the company’s cash position.
7. Salespeople were mainly concerned with getting orders for whatever product was in the warehouse.
8. Ideally, all managers should work together as a team because the output from one department may be the input to another.
9. But the total system’s effort is guided by what managers want – instead of what

each department would like to do.

10. The marketing concept actually specifies a high-level objective – customer satisfaction – that is logical for each and every part of the system.

IX. Choose the correct alternative:

1. Some **managers/marketers** show little interest in customers’ needs.
2. These managers still have a **marketing/production** orientation – making whatever products are easy to produce and then trying to sell them.
3. Well-managed firms have **substituted/replaced** this production orientation with a marketing orientation.
4. A marketing orientation means trying to **fulfill/carry** out the marketing concept.
5. Three basic ideas are included in the definition of the **production/marketing** concept.
6. In a typical company 35 years ago, **sales/production** managers thought mainly about getting out the product.
7. **Financiers/Accountants** were interested only in balancing the books.
8. **Salespeople/Finance people** were mainly concerned with getting orders for whatever product was in the warehouse.
9. But some managers tend to build “fences” around their own **companies/departments**.
10. The total system’s effort is guided by what **managers/customers** want – instead of what each department would like to do.

X. Fill in the blanks with appropriate words:

customer	profit	marketing	
manage	financial	concept	satisfaction
department	production	output	

1. The marketing _____ is not really a new idea – it’s been around for a long time.
2. Some managers still have a _____ orientation – making whatever products are easy to produce and then trying to sell them.
3. Well-managed firms have replaced this production orientation with a _____ orientation.
4. Each _____ thought of its own activity as the center of the business with others working around “the edges”.
5. All managers should work together as a team because the _____ from one department may be the input to another.
6. It is not a criticism of people who _____ production.
7. And every department may directly or indirectly impact short-term and long-term customer _____.
8. The marketing concept specifies a high-level objective – _____

satisfaction – that is logical for each and every part of the system.

9. It also specifies a _____ objective, which is necessary for the system's survival.
10. _____ people looked after the company's cash position.

XI. Put the words in the correct order to make sentences.

1. grains/ cereal/ are/ component/ a/ major/ of/ diet/ man's/ world/ throughout/ the/
2. wheat/ grain/ the/ distribution/ within/ the/ not/ uniform/ of/ nutrients/ is/
3. milling/ losses/ similar/ of/ and/ vitamins/ in/ the/ of/ rice/ minerals/ occur/
4. the/ varies/ composition/ of/ of/ these/ each/ flours/
5. flour/ also/ than/ more/ fibre/ brown/ or/ flour/ wholemeal/ contains/ dietary/ white/
6. to/ gluten/ a/ make/ large/ loaf/ quality/ flours/ should/ of/ good/ contain/ sufficient/
7. cereals/ a/ substantial/ to/ the/ intake/ of/ nutrients/ particularly/ calcium/ niacin/ thiami/ and/ dietary/ fibre/ also/ make/ contribution/ many/ other/
8. diet/ wheat/ of/ bread/ flour/ cakes/ biscuits/ together/ with/ other/ cereals/ provides/ more/ than/ a/ quarter/ of/ energy/ protein/ and/ iron/ in/ the/ carbohydrate/ average/ in/ the/ form/ the/ total/
9. of/ protein/ minerals/ and/ vitamins/ in/ the/ germ/ and/ of/ grain/ the/ concentration/ is/ higher/ outer/ layers/
10. is/ the/ of/ thiamin/ in/ baking/ about/ 15/ cent/ loss/ per/ bread/

XII. Match the words and their definitions.

1	concept	A	a person skilled in keeping accounts
2	salespeople	B	to make one's own (an idea, custom that belongs to or comes from someone else)
3	shortage	C	money in the form of coins or paper, ready money
4	replace	D	business activities that direct the movement of goods and services from producers to consumers or users
5	accountant	E	a person wishing to make a purchase from a store or firm
6	department	F	to fill the place of (smb or smth) with another
7	customer	G	a distinct branch of a whole
8	cash	H	those whose job is to sell
9	adopt	I	a thought or opinion, general notion or idea
10	marketing	J	the fact that there is less of smth than is required

XIII. Match the words in the right column with the words in the left column to make word combinations.

1	satisfying its	a	special attention
2	to show little	b	the marketing concept
3	to have a production	c	in mind
4	to serve customers	d	with smth.
5	to carry out	e	as a team
6	to require	f	interest in
7	to balance	g	diet
8	to be concerned	h	orientation
9	working together	i	customers
10	to keep	j	the books

SELF-STUDY

I. Translate the following word combinations:

ефективно задовольняти потреби клієнтів; планування маркетингової стратегії; розвинуті економіки; маркетингові витрати; повсякденне життя; реклама; маркетингова кампанія; споживач; роботодавець; можливості; економічний розвиток

II. Translate the following sentences. Define "ing-forms":

1. When meeting a customer, make eye contact within ten seconds. 2. Meetings are an important tool for building your customer base. 3. Good customer-oriented telephone technique starts with being courteous. 4. Selling happens between people, in face-to-face communication. 5. Using electronic ordering systems is really great.

III. Read and translate the following text using a dictionary.

TEXT 2

WHY STUDY MARKETING?

Marketing is an important part of any economic system. In fact, any country in which the people enjoy a comfortable standard of living relies on marketing in order to bring products and services to the population.

Every organization needs to think about its markets and how effectively it meets its customers' or clients' needs. Organizations that don't satisfy their customers sooner or later disappear – and usually it's sooner rather than later. Conversely, organizations that find new and better ways to meet needs prosper and grow. Be sure that it's better to prosper than to fail and disappear.

So, there's hardly any issue that's more important than figuring out how to satisfy customers – whether old ones an organization has served in the past or new ones it hopes to attract. At its essence, that's what marketing and marketing strategy planning is all about.

One reason for studying marketing is that you – as a consumer – pay for the cost of marketing activities. In advanced economies, marketing costs about fifty cents of each consumer's dollar. For some goods and services, the percentage is much higher.

Another important reason for learning about marketing is that marketing affects every aspect of your daily life. All the goods and services you buy, the stores where you shop, and the radio and TV programs paid for by advertising are there because of marketing. Even your job resume is part of a marketing campaign to sell yourself to some employer! Some courses are interesting when you take them but never relevant again once they are over. Not so with marketing – you'll be a consumer dealing with marketing for the rest of your life.

Still another reason for studying marketing is that there are many exciting and rewarding opportunities in marketing. Marketing is often the route to the top. You can find opportunities in sales, advertising, product management, marketing research, distribution, and other areas. Even if you're aiming for a nonmarketing job, you'll be working with marketing people. Knowing something about marketing will help you understand them better. It will also help you do your job better. Marketing relates to lots of other functional areas. Remember that marketing is important to the success of every organization. A company that can't sell its products doesn't need accountants, financial managers, production managers, personnel managers, computer programmers, or credit managers.

Even if you're not planning a business career, marketing concepts and techniques apply to nonprofit organizations too. Many nonprofit organizations have a marketing manager. And the same basic principles used to sell soap are also used to “sell” ideas, politicians, mass transportation, health care services, conservation, museums, and even colleges.

An even more basic reason for studying marketing is that marketing plays a big part in economic growth and development. Marketing stimulates research and new ideas – resulting in new goods and services. Marketing gives customers a choice among products. If these products satisfy customers, fuller employment, higher incomes, and a higher standard of living can result. An effective marketing system is important to the future of all nations.

IV. State which of the sentences are true and which are false:

1. Any country in which the people enjoy a comfortable standard of living relies on marketing in order to bring products and services to the population.
2. In advanced economies, marketing costs about fifteen cents of each consumer's dollar.
3. Another important reason for learning about marketing is that marketing affects every aspect of your daily life.

4. Even if you're aiming for a nonmanufacturing job, you'll be working with marketing people.
5. Even if a company doesn't sell its products it needs accountants, financial managers, production managers, personnel managers, computer programmers, or credit managers.

V. Choose the correct variant a, b, c or d to fill in the gaps:

1. Every organization needs to think about its markets and how effectively it _____ its customers' or clients' needs.
a) satisfies b) faces c) studies d) meets
2. One reason for studying marketing is that you – as a _____ – pay for the cost of marketing activities.
a) producer b) consumer c) customer d) buyer
3. Even your job resume is part of a _____ campaign to sell yourself to some employer.
a) advertising b) manufacturing c) promoting d) marketing
4. You can find _____ in sales, advertising, product management, marketing research, distribution, and other areas.
a) possibilities b) opportunities c) options d) positions
5. Many _____ organizations have a marketing manager.
a) profit-oriented b) retail c) nonprofit d) wholesale

VI. Translate the following sentences into English:

1. Всі види ринків можуть бути зведені принаймні до чотирьох економічних утворень: ринок товарів і послуг; ринок грошей; ринок цінних паперів; ринок робочої сили.
2. Процес функціонування ринкового механізму визначає ступінь ефективності ринкової економіки.
3. Ідея "вільного ринку" належить класику політичної економії А.Сміту.
4. Одним з важливих законів ринкової економіки є закон грошового обігу.
5. Ринок визначається як місце, де здійснюється купівля та продаж товарів, де взаємодіють продавці та покупці.

UNIT 10

MARKETING SCIENCE AND MARKET IDENTIFICATION

CLASS ASSIGNMENTS

VOCABULARY

to interact	взаємодіяти; впливати один на одного
interdependent	взаємозалежний; залежний один від одного
to provide	постачати; забезпечувати; надавати
to deliver	передавати, вручати; розносити, доставляти
marketing mix	комплекс маркетингу
location	місце розташування
development	розвиток; розробка
product life cycle	життєвий цикл товару
maturity	зрілість
decline	падіння, спад
regarding	щодо, стосовно

I. Define the tense of the predicate in the following English sentences:

She has been preparing a financial report for two hours.	Вона готує фінансовий звіт (вже) дві години.
She had been preparing a financial report for two hours when you called.	Вона готувала фінансовий звіт (вже) дві години, коли ви подзвонили.

II. Copy the following pairs of sentences. Underline predicates and define the difference between them. Translate the sentences:

1. Mr Jackson is handling the customer's complaint. He has been handling the customers' complaints for a month already. 2. They are discussing the details of the contract. They have been discussing the details of the contract for half an hour. 3. The accountant is preparing the annual report. The accountant is preparing the annual report for two days.

III. Ask questions to the words in bold type:

1. Once a target market has been identified, a company has to decide **what goods or service to offer**. 2. Promotion **groups** together advertising, publicity, sales promotion, and personal selling, while price includes the basic list price, discounts, the length of the payment period, possible credit terms and so on. 3. **Companies** have to identify market opportunities by market segmentation: doing market research, finding a target market, and producing the right product.

IV. Read and translate the following word-combinations:

business activity, interacting and interdependent parts, to offer products and services, to deliver goods to the customer, to promote goods and services, telephone sales, research and development of a new product or service, newspapers ads, "product life cycle".

V. Discuss the questions below:

1. What are four major aspects of marketing?
2. What does promotion include?
3. What are the stages of a "product life cycle"?
4. What P should be carefully considered as well?

VI. Read and translate the text:

TEXT 1

MARKETING MIX

Marketing is considered to be a coordinated system of business activities. Its aim is to provide products and services that satisfy the needs of customers.

Marketing can be described as a coordinated system, consisting of interacting and interdependent parts functioning as a single whole.

Any company has at least four major aspects of marketing: products and services to offer, the prices at which they should be sold, the manner in which they will be delivered to the customer, and the way they will be promoted. These four main parts of marketing are often called the Marketing Mix. They are often called the four P's of marketing: Product, Price, Place, and Promotion.

Place means the location of certain goods and services as well as distribution of them.

Promotion includes all kinds of communication in marketing such as advertising, sales, direct mail, free additions, testers, fairs and shows to advertise new products and services, telemarketing with telephone sales, newspapers ads, etc. Promotion is considered to be, perhaps, the most complex element in the Four P's. It should be kept in mind that different groups and sections of people have different likings and dislikings. You have to take it into account making all goods and services appeal to different customers.

The third element in marketing mix is product (service). It is often related to the research and development of a new product or service, testing its quality, searching for the potential markets and, after all, introducing it to the market. Each product has its own "product life cycle". These cycles are different for different products; however, there are four stages of "life cycle" of each product. They are: introduction, growth, maturity, and decline. It should be noted that Product is the most controllable of the four elements of the marketing mix.

The most changeable element of all the four is Price. The definition of a price is exchange of something of value for something else. It is very simple and it

is very important for customers. As prices rise we can buy fewer things or only things of lesser quality. On the contrary, as prices fall customers can buy more things of better quality.

Still one should remember that the people and personnel aspect of any business is also important to marketers. All parts of the marketing mix are operated and managed by people. Thus, there is one more P that must be carefully considered by marketers – People.

One should remember that he cannot make a decision regarding one aspect of the mix without affecting another. Even though one may discuss and decide about each aspect separately, all must be coordinated for effective marketing.

VII. Are these sentences true or false? Correct the false sentences:

1. The aim of marketing is to manufacture products and services that satisfy the needs of customers.
2. Marketing can be described as a coordinated system, consisting of interacting and interdependent parts functioning as a single whole.
3. These four main parts of marketing are often called the marketing mix.
4. Marketing mix includes all kinds of communication in marketing such as advertising, sales, direct mail, free additions, testers, fairs and shows to advertise new products and services, telemarketing with telephone sales, newspapers adds, etc.
5. It should be kept in mind that different groups and sections of people have different likings and dislikings.
6. Each product has its own "product life cycle".
7. These cycles are similar for different products; however, there are four stages of "life cycle" of each product.
8. The most controllable element of all the four is Price.
9. The definition of a price is exchange of something of value for something else.
10. All parts of the marketing mix are operated and managed by people.

VIII. Choose the correct alternative:

1. Marketing can be described as a **controllable/coordinated** system, consisting of interacting and interdependent parts functioning as a single whole.
2. Place means the **situation/location** of certain goods and services as well as distribution of them.
3. **Price/Promotion** is considered to be, perhaps, the most complex element in the Four P's.
4. Each product has its **own/same** "product life cycle".
5. As prices **fall/rise** customers can buy fewer things or only things of lesser quality.
6. All parts of the **product/marketing** mix are operated and managed by people.
7. The aim of marketing is to **provide/promote** products and services that satisfy the needs of customers.
8. Any company has at least four major aspects of marketing: products and

services to offer, the prices at which they should be sold, the manner in which they will be **presented/delivered** to the customer, and the way they will be promoted.

9. The third element in marketing mix is often **appropriate/related** to the research and development of a new product or service.
10. One should remember that the people and personnel aspect of any business is also important to **managers/marketers**.

IX. Fill in the blanks with appropriate words:

customers	development	exchange	
maturity	business	marketers	promotion
distribution	"life cycle"	marketing mix	

1. Marketing is considered to be a coordinated system of _____ activities.
2. These four main parts of marketing are often called the _____.
3. Place means the location of certain goods and services as well as _____ of them.
4. _____ is considered to be, perhaps, the most complex element in the Four P's.
5. You have to take it into account making all goods and services appeal to different _____.
6. It is often related to the research and _____ of a new product or service, testing its quality, searching for the potential markets and, after all, introducing it to the market.
7. These cycles are different for different products; however, there are four stages of _____ of each product.
8. There are four stages of a "product life cycle": introduction, growth, _____, and decline.
9. The definition of a price is _____ of something of value for something else.
10. Thus, there is one more P that must be carefully considered by _____ – People.

X. Put the words in the correct order to make sentences.

1. be/ business/ is/ to/ coordinated/ considered/ of/ activities/ marketing/ a/ system/
2. of/ are/ these/ Marketing/ four/ marketing/ often/ the/ Mix/ main/ parts/ called/
3. as/ distribution/ place/ goods/ means/ the/ of/ and/ well/ of/ services/ them/ location/ certain/ as/
4. in/ Four/ be/ promotion/ to/ the/ complex/ is/ element/ the/ P's/ considered/ most/
5. appeal/ into/ you/ to/ goods/ take/ it/ all/ services/ to/ customers/ have/ account/ different/ and/ making/
6. product/ own/ each/ product/ has/ cycle/ its/ life/
7. growth/ they/ introduction/ are/ decline/ and/ maturity/

8. of/ exchange/ the/ else/ value/ definition/ of/ a/ is/ of/ something/ something/ for/ price/

9. fewer/ only/ can/ as/ things/ prices/ we/ things/ or/ of/ quality/ rise/ buy/ lesser/

10. by/ are/ parts/ the/ mix/ operated/ and/ all/ managed/ marketing/ of/ people/

XI. Match the words and their definitions.

1	to provide	A	the series of developments that take place in it from its beginning until the end of its usefulness
2	interdependent	B	someone whose job involves marketing.
3	marketing mix	C	the state of being fully developed
4	distribution	D	the imparting or exchanging of information by speaking, writing, or using some other medium
5	product life cycle	E	a gradual and continuous loss of strength, numbers, or value
6	promotion	F	the action or process of supplying goods to retailers
7	decline	G	the publicizing of a product, organization, or venture so as to increase sales or public awareness
8	maturity	H	(of two or more people or things) dependent on each other
9	marketer	I	to make available for use; supply
10	communication	J	the combination of marketing activities it uses in order to promote a particular product or service

XII. Match the words in the right column with the words in the left column to make word combinations.

1	to provide	a	new products and services
2	to satisfy the needs of	b	a single whole
3	interacting and interdependent	c	likings and dislikings
4	to function as	d	research and development
5	to advertise	e	the market
6	people have different	f	products and services
7	to take it into	g	life cycle
8of a new product or service	h	account
9	introducing it to	i	parts
10	product	j	customers

SELF-STUDY

I. Form and translate the nouns:

- a) **-ment**: supply, employ, advertise, develop, improve, require;
- b) **-ness**: rigid, competitive, cold, wasteful, weak;
- c) **-ance(-ence)**: exist, occur, accept, rely, important, differ, resist

II. Translate the words having the same roots:

change, changed, exchange, exchanging, changeable; rely, relying, reliance, relied, reliability; supply, supplying, supplied, supplement; reduce, reduced, reducing

III. Translate the following word combinations:

market identification, target markets, purchasing power, to make up a market, to influence, marketing concept, to determine the needs and wants, to satisfy customers, consumer's ability to pay for smth., consumer market, industrial market

IV. Use the verbs in brackets in the appropriate tense:

1. They (to find) a new supplier who is less expensive than A's company. 2. If you buy more than 200 articles, we (to give) you a seven per cent discount. 3. They (to negotiate) the offer at the moment. 4. We (to use) an integrated business system to handle orders for three months. 5. When working with foreign companies, what (to be) the most difficult aspects in placing orders?

V. Read and translate the text using the dictionary.

TEXT 2

MARKET IDENTIFICATION

The marketing concept states that a business tries to determine the needs and wants of target markets and to satisfy customers in those markets. Customers are people: individuals, groups, and organizations. A market always includes people who are the key element in market identification.

These people must have needs and wants that are not satisfied. Also they must have the purchasing power to buy the products and services satisfying them. For example, a consumer who wants a high priced car but has no money does not constitute a complete market. The missing part of this market is the consumer's ability to pay for the car. The purchasing power is not there. Therefore, a definition of a market includes people with the purchasing power and the willingness to buy specific products and services.

A market may include one person or a large group of people who have similar needs and wants or who buy together. Marketers are always interested in how many people are available to become part of a market.

Purchasing power means that people have the money to spend in order to get what they want. In the case of organizations, purchasing power is used by a person who has the authority to spend the organization's money. The marketer must study the characteristics of people by trying to determine which people make up a

market, where they are located, and what influences their behaviour. Classifying people by types of markets is a step forward.

Marketers design products and services in order to meet the demands of many different types of markets. Identification of the type of market directly influences the marketing strategies that may be used to reach that market. Marketing practice requires the identification of two basic types of markets, usually called the consumer market and the industrial market.

VI. State which of the sentences are true and which are false:

1. The marketing concept states that a business tries to determine the needs and wants of target markets and to satisfy customers in those markets.
2. A consumer who wants a high priced car but has no money can constitute a complete market.
3. Therefore, a definition of a market includes people with the purchasing power and the willingness to buy specific products and services.
4. A market may include one person or a large group of people who have different needs and wants or who buy together.
5. Identification of the type of market indirectly influences the marketing strategies that may be used to reach that market.

VII. Choose the correct statement:

1. The marketing concept states that a business tries to _____ the needs and wants of target markets and to satisfy customers in those markets.
a) define b) determine c) satisfy d) study
2. The missing part of this market is the consumer's _____ to pay for the car.
a) ability b) willingness c) desire d) power
3. Purchasing power means that people have the money to _____ in order to get what they want.
a) pay b) afford c) expend d) spend
4. Classifying people by types of _____ is a step forward.
a) abilities b) needs c) markets d) behaviour
5. _____ design products and services in order to meet the demands of many different types of markets.
a) producers b) sellers c) manufacturers d) marketers

VII. Translate the following sentences into English:

1. Ринкові відносини разом з іншими економічними відносинами пов'язують економічну систему суспільства в єдине ціле. 2. Ринок має стимулюючий вплив на економіку, оскільки спонукає виробників до прискорення науково-технічного прогресу та економії часу. 3. Функціонування ринкового господарства базується на конкуренції між товаровиробниками і покупцями. 4. Отримання прибутку або його відсутність зумовлюють дві речі: загальний прибуток, що отримується фірмою від продажу свого продукту; загальні витрати його виробництва.

LESSON 11

BASIC TYPES OF MARKETS

CLASS ASSIGNMENTS

VOCABULARY

to design	проекувати; створювати
to reach	проникати, досягати
identification	визначення, ідентифікація
consumer market	споживчий ринок
industrial market	промисловий ринок
personal use	особисте використання
criterion	критерій, ознака
to deal with	мати справу з, займатися
contractor	підрядник
sales volume	реалізація продукції; обсяг продажу
consumer products	споживчі товари
to constitute	складати
to be made up of	складатись з
bond	облігація
stock market	фондова біржа
to determine	визначати, встановлювати
liquid assets	ліквідні активи; ліквідні кошти
to facilitate	полегшувати, допомагати, сприяти

I. Translate the sentences paying attention to the tense of the predicate:

1. Директор повідомив, що їхнє підприємство вдало провело рекламну кампанію і тому обсяги продажу цього товару зросли. 2. Він був упевнений, що компанія отримає великі прибутки від продажу цього обладнання. 3. Директори комерційних фірм використовують капітал і робочу силу, щоб максимально підвищити продуктивність праці. 4. Тарифи захищатимуть вітчизняну промисловість протягом певного часу.

II. Read and translate the sentences. Pay attention to rendering the words *for* and *since* into Ukrainian:

a) 1. If the client has understood the benefits, and also trusts the seller, he/she will start to develop desire for the product or service. 2. We expect a five per cent discount for we have ordered more than 100 articles. 3. The manager is meeting with long-term clients who have not bought anything from our company for the last year.

b) 1. Since the focus for any successful salesperson is building relationships with clients, small talk is an important tool for doing this. 2. Our company has placed just two orders with that firm since the beginning of the fiscal year.

III. Define the word stems of the following words and translate them:

development, improvement, consumption, useless, mixture, requirement, growth, gradually, intensity, delivery, activity, reliable, dependence, dismiss

IV. Read and translate the word combinations:

to design products and services; to buy products and services for personal use and satisfaction; a consumer product; to meet social needs of people; specialists in buying procedures; purchase contracts; sales volume; principal types of markets; factors of production; level of unemployment; stock markets; bond markets

V. Discuss the questions below:

1. What are the two basic types of markets?
2. What is the difference between a consumer product and an industrial product?
3. What are the major members of the industrial market?
4. What are another three principal types of markets?

VI. Read and translate the text using the dictionary.

TEXT 1

BASIC TYPES OF MARKETS

Marketers design products and services in order to meet the demands of many different types of markets. Identification of the type of market directly influences the marketing strategies that may be used to reach that market. Marketing practice requires the identification of two basic types of markets, usually called the consumer market and the industrial market.

The consumer market is made up of people who buy products and services for personal use and satisfaction.

The consumer's reason for the purchase is a very important criterion in determining which type of market a person is dealing with. For example, one who purchases a calculator to use at home for personal use is part of the consumer market for calculators. In this situation, the calculator is a consumer product. If that same calculator were purchased by a business person for use in an insurance office, it would be used in the industrial market.

The consumer market is the largest market as for number of members.

The business firm that purchased a calculator for use in its office provides a good example of a member of industrial market. The organizations in this market do not buy products for personal use. They use products and services to make a profit or, in the case of non-profit organizations, to meet social needs of people.

The industrial market is made up of businesses and organizations that use products and services to resell or to produce other products and services.

The major members of the industrial market are producers, trade industries, governments, and non-profit organizations. Non-profit organizations such as schools and social societies should be included in this market if they meet social needs but not primarily the personal needs of their members. Other industrial market members include manufacturers, contractors, financial institutions, etc.

The industrial market is an important potential market. However, as with the consumer market, the marketer needs to determine carefully the reasons for the purchase of a product or service. In fact, industrial market buyers are specialists in buying procedures. Their salaries and jobs often depend on purchase contracts that eventually produce a profit. The industrial market is larger in sales volume than the consumer market because most products are bought and sold in several industrial markets before being sold as consumer products.

Product markets, factor markets, and financial markets constitute another three principal types of markets. In the real world there are many microeconomic markets falling into each of these three categories.

The product market is a market for all the newly produced goods and services in the economy. This market takes the centre stage among the major forces determining the level of activity in the system.

The market for factors of production is also a very important macroeconomic market. Private citizens, politicians, and the news media are all concerned with the level of unemployment.

Financial markets facilitate the exchange of liquid assets. Most investors prefer investing in two markets, the stock markets and the bond markets.

VII. Are these sentences true or false? Correct the false sentences:

1. Identification of the type of market indirectly influences the marketing strategies that may be used to reach that market.
2. Marketing practice requires the identification of two basic types of markets, usually called the consumer market and the industrial market.
3. The product market is made up of people who buy products and services for personal use and satisfaction.
4. The business firm that purchased a calculator for use in its office provides a good example of a member of industrial market.
5. The consumer market is made up of businesses and organizations that use products and services to resell or to produce other products and services.
6. The major members of the industrial market are producers, trade industries, governments, and non-profit organizations.
7. In fact, product market buyers are specialists in buying procedures.
8. The industrial market is larger in sales volume than the consumer market because most products are bought and sold in several industrial markets before being sold as consumer products.
9. The consumer market is a market for all the newly produced goods and services

in the economy.

10. Financial markets facilitate the exchange of liquid assets.

VIII. Choose the correct alternative:

1. Marketers **create/design** products and services in order to meet the demands of many different types of markets.
2. Marketing **strategy/practice** requires the identification of two basic types of markets, usually called the consumer market and the industrial market.
3. For example, one who **produces/purchases** a calculator to use at home for personal use is part of the consumer market for calculators.
4. The **product/consumer** market is the largest market as for number of members.
5. The major members of the **finance/industrial** market are producers, trade industries, governments, and non-profit organizations.
6. The **producer/marketer** needs to determine carefully the reasons for the purchase of a product or service.
7. Their salaries and jobs often depend on purchase contracts that eventually produce a **profit/interest**.
8. The **consumer/product** market is a market for all the newly produced goods and services in the economy.
9. The market for factors of production is also a very important **microeconomic/macroeconomic** market.
10. Financial markets facilitate the exchange of **stocks/liquid assets**.

IX. Fill in the blanks with appropriate words:

profit	consumer	constitute	purchase
industrial	reach	members	
personal use	resell	identification	

1. Identification of the type of market directly influences the marketing strategies that may be used to _____ that market.
2. Marketing practice requires the _____ of two basic types of markets, usually called the consumer market and the industrial market.
3. The consumer market is made up of people who buy products and services for _____ and satisfaction.
4. The consumer market is the largest market as for number of _____.
5. The consumer's reason for the _____ is a very important criterion in determining which type of market a person is dealing with.
6. They use products and services to make a _____ or, in the case of non-profit organizations, to meet social needs of people.
7. The industrial market is made up of businesses and organizations that use products and services to _____ or to produce other products and services.
8. The major members of the _____ market are producers, trade industries, governments, and non-profit organizations.

9. However, as with the _____ market, the marketer needs to determine carefully the reasons for the purchase of a product or service.
10. Product markets, factor markets, and financial markets _____ another three principal types of markets.

X. Put the words in the correct order to make sentences.

1. for/ services/ made/ the/ who/ market/ is/ up/ people/ products/ and/ use/ and/ satisfaction/ consumer/ of/ buy/ personal/
2. market/ number/ is/ for/ the/ market/ of/ members/ consumer/ the/ largest/ as/
3. other/ resell/ organizations/ use/ market/ is/ up/ of/ and/ that/ products/ and/ to/ or/ to/ produce/ and/ services/ industrial/ the/ businesses/ made/ services/ products/
4. buyers/ procedures/ in/ industrial/ are/ in/ buying/ fact/ market/ specialists/
5. industries/ producers/ of/ members/ non-profit/ the/ market/ trade/ and/ the/ organizations/ major/ industrial/ are/ governments/
6. financial/ include/ industrial/ members/ manufacturers/ institutions/ other/ etc/ market/ contractors/
7. potential/ important/ the/ market/ an/ market/ industrial/ is/
8. constitute/ product/ and/ factor/ markets/ markets/ another/ principal/ of/ markets/ markets/ types/ financial/ three/
9. economy/ produced/ for/ the/ newly/ in/ market/ a/ market/ all/ the/ and/ services/ the/ product/ is/ goods/
10. of/ markets/ the/ liquid/ facilitate/ financial/ assets/ exchange/

XI. Match the words and their definitions.

1	to reach	A	a person or company that does work according to a written agreement
2	consumer market	B	a person or organization that buys stocks or shares, or pays money into a bank in order to receive a profit
3	industrial market	C	a business or company which makes goods in large quantities to sell
4	marketing strategy	D	consists of the general activity of buying stocks and shares, and the people and institutions that organize it
5	contractor	E	a person employed to select and purchase stock or materials for a large retail or manufacturing business
6	liquid assets	F	a strategy or plan for marketing activities
7	buyer	G	cash, or investments which can be quickly converted into cash
8	manufacturer	H	the customers who buy consumer goods
9	investor	I	to attain or extend to (a specified point, level, or condition)

10	stock market	J	customers who buy goods to be used in production
-----------	--------------	----------	--

XII. Match the words in the right column with the words in the left column to make word combinations.

1	marketers design	<i>a</i>	for the purchase
2	identification of	<i>b</i>	and satisfaction
3	to reach	<i>c</i>	a profit
4	for personal use	<i>d</i>	the reasons
5	the consumer's reason	<i>e</i>	buying procedures
6	to make	<i>f</i>	products and services
7	to meet social	<i>g</i>	production
8	to determine carefully	<i>h</i>	needs of people
9	specialists in	<i>i</i>	the market
10	factors of	<i>j</i>	the type of market

SELF-STUDY

I. Define "ing-forms". Translate the sentences:

1. They know that this supplier has difficulties in delivering on time.
2. This company is in a restructuring process, and therefore they cannot agree to a long-term contract.
3. Jane is writing to complain about the latest delivery of her order.
4. So our goal for the coming year is to improve the quality of our after-sales services.
5. Winning a new client is much harder and a lot more expensive than keeping an existing one.
6. Marie Claire is reviewing its marketing strategy in an attempt to attract a wider audience.

II. Fill in the blanks with "what", "which", "when", "who":

1. _____ kind of promotional operations, such as direct mail, will work best for the product?
2. Up-to-date technology means that _____ you return to a site you have visited before, they will remember your name, your profile, and _____ you bought last time.
3. Call centres can no longer afford to have agents _____ just read off scripts.
4. The delay was due to an unexpected computer problem protein in the delivery department _____ interrupted our usual efficient service.
5. _____ I got your invoice though, I was completely shocked to see that the UK phone calls are twice as expensive as before, with my old phone service.

6. Recently we have been getting a lot of complaints from customers _____ are annoyed with the quality of our customer service.

III. Read and translate the text using a dictionary:

TEXT 2

THE FOREIGN EXCHANGE AND CAPITAL MARKETS

The foreign exchange market is a market for converting the currency of one country into that of another country. An exchange rate is simply the rate at which one currency is converted into another. Without the foreign exchange market international trade and international investment on the scale that we see today would be impossible; companies would have to resort to barter. The foreign exchange market is the lubricant that enables companies based in countries that use different currencies to trade with each other.

The rate at which one currency is converted into another typically changes over time. Currency fluctuations can make seemingly profitable trade and investment deals unprofitable, and vice versa.

In addition to altering the value of trade deals and foreign investments, currency movements can also open or shut export opportunities and alter the attractiveness of imports. While the existence of foreign exchange markets is a necessary precondition for large-scale international trade and investment, the movement of exchange rates over time introduces many risks into international trade and investment. Some of these risks can be insured against by using instruments offered by the foreign exchange market, such as the forward exchange contracts

Thus, the foreign exchange market serves two main functions. The first is to convert the currency of one country into the currency of another. The second is to provide some insurance against foreign exchange risk, by which we mean the adverse consequences of unpredictable changes in exchange rates. To explain how the market performs this function, we must first distinguish among spot exchange rates, forward exchange rates, and currency swaps.

A capital market brings together those who want to invest money and those who want to borrow money. Those who want to invest money are corporations with surplus cash, individuals, and non bank financial institutions (e.g., pension funds, insurance companies). Those who want to borrow money are individuals, companies, and governments. In between these two groups are the market makers. Market makers are the financial service companies that connect investors and borrowers, either directly or indirectly. They include commercial banks and investment banks.

Commercial banks perform an indirect connection function. They take deposit from corporations and individuals and pay them a rate of interest in return. They then loan that money to borrowers at a higher rate of interest, making a profit from the difference in interest rates. Investment banks perform a direct connection

function. They bring investors and borrowers together and charge commissions for doing so.

IV. State which of the sentences are true and which are false:

1. The foreign exchange market is a market for converting the currency of one country into that of another country.
2. The rate at which one currency is converted into another typically does not change over time.
3. In addition to altering the value of trade deals and foreign investments, currency movements can also open or shut import opportunities and alter the attractiveness of exports.
4. A capital market brings together those who want to invest money and those who want to borrow money.
5. Investment banks take deposit from corporations and individuals and pay them a rate of interest in return.

V. Choose the correct variant a, b, c or d to fill in the gaps:

1. The foreign _____ market is a market for converting the currency of one country into that of another country.
a) stock b) securities c) exchange d) bond
2. _____ fluctuations can make seemingly profitable trade and investment deals unprofitable, and vice versa.
a) cash b) money c) finance d) currency
3. Some of these risks can be insured against by using instruments offered by the foreign exchange market, such as the forward exchange _____.
a) agreements b) contracts c) deals d) arrangements
4. A _____ market brings together those who want to invest money and those who want to borrow money.
a) money b) stock c) finance d) capital
5. Commercial banks take from corporations and individuals and pay them a rate of interest in return.
a) credit b) finance c) deposit d) loan

VI. Translate the following sentences into English:

1. Досвід країн, в яких функціонує ринкова економіка, свідчить про те, що вона являє собою ефективно працюючий механізм.
2. Міжнародний туризм для країн, що розвиваються, є джерелом надходження іноземної валюти й створення робочих місць.
3. Ринок розуміється як поєднання попиту і пропозиції, або як місце, де відбувається купівля-продаж товарів.
4. Процес функціонування ринкового механізму визначає ступінь ефективності ринкової економіки.

LESSON 12

MARKET SEGMENTATION

CLASS ASSIGNMENTS

VOCABULARY

total market	загальний об'єм ринка
to divide	ділити, розділяти; ділитися
recreation	відпочинок, відновлення сил; розвага
to face	зустрітися; стикатися; поставати
reachable	той, що можна досягнути
responsive	чутливий; який швидко реагує
to measure	вимірювати; оцінювати; визначати
market share	питома вага на ринку даного товару
profitability	прибутковість, рентабельність
variable	змінна (величина)
benefit	перевага; користь, благо; вигода
to appeal (to)	приваблювати, цікавити

I. Study the following sentences:

We know that Jane is a good accountant. Ми знаємо, що Джейн - хороший бухгалтер.	We know Jane to be a good accountant. Ми знаємо, що Джейн - хороший бухгалтер.
--	--

II. Study the ways of translating different types of infinitives in complex object constructions:

They know this manager (him) to prepare good presentations.	Ми знаємо, що цей менеджер (він) готує хороші презентації.
They know this manager (him) to have prepared good presentations.	Ми знаємо, що цей менеджер (він) підготував хороші презентації.
They know presentations (them) to be prepared well only by this manager.	Ми знаємо, що ці презентації (вони) готуються добре лише цим менеджером.
They know presentations (them) to have been prepared well by this manager.	Ми знаємо, що ці презентації (вони) підготовлені добре цим менеджером.

III. Find complex object in the following sentences:

1. They know him to be a very good broker. 2. Mr. Banch remembers this supplier to have provided quality raw material. 3. The financial consultant wanted

Miss Johns to be following his advice accurately. 4. He wants his order to be delivered on CIF terms.

IV. Compare the following sentences:

The subordinates saw the Head of the department enter the office.	Підлеглі бачили, що завідувач відділом входить до офісу.
She heard somebody knock at the door.	Вона чула, як хтось стукав у двері.
The manager watched the shop assistant serve foreign customers.	Менеджер спостерігав, як продавець обслуговує іноземних покупців.

V. Find complex object in the following sentences and translate them:

1. Director General expects the translation of the contract to be finished quickly.
2. James would like the preparations for the advertising campaign to be made in time.
3. Jack felt somebody touch him on the shoulder.
4. We knew him to be fond of German automobiles, so we couldn't imagine him to argue about Chinese ones.

VI. Compare the following sentences. Pay attention to the syntactical function of the words in bold type:

I watched her make the copy of the agreement. I watched her making the copy of the agreement.	Я спостерігав, як вона робить копію угоди.
They expected the company's commodity turnover increase rapidly. They expected the company's commodity turnover increasing rapidly.	Вони очікували, що товарообіг компанії швидко зростатиме .

VII. Find complex object in the following sentences and translate them:

1. When Director entered the conference room he saw the marketing department team preparing for the presentation
2. I can't help admiring her when I watch her working.
3. Nobody heard her submitting the company's financial report.
4. Through the open doors everybody could hear personnel managers interviewing new candidates.

VIII. Discuss the questions below:

1. What is market segmentation?
2. What do people who make up each market segment have in common?
3. What is a marketer faced with when selecting a good segment and the bases for segmentation?
4. What criteria can marketers use for selecting market segments?

IX. Read and translate the text using the dictionary.

TEXT 1

MARKET SEGMENTATION

Market segmentation is the process of dividing the total market into smaller parts which include customers with similar characteristics. Each segment is made up of people, who are similar in behaviour, lifestyles, and goals. For example, all consumers seek some form of recreation. This idea places all consumers in a total market, but consumers relax and have fun in many different ways. There are many alternatives for the consumer. As for the marketer, he is faced with many decisions concerning the criteria for selecting a good segment and the bases for segmentation.

Marketers can use four criteria for selecting market segments. The marketer should answer one or more of the four questions:

- Is the segment measurable?
- Is it large enough?
- Is it reachable?
- Is it responsive?

The best segment would produce positive answers to all these questions.

Measurable. Some important bases for segmentation are easily identified and measured. Population figures, income groups, size and number of families, occupations, and educational levels are examples of measurable characteristics. People personalities and lifestyles have to be analyzed, but these factors are very difficult to measure.

Large enough. A segment must have enough numbers of potential customers to be able to generate a profitable sales volume. Another factor is competition and possible market share. The critical size factor is the number of customers you can pull to your product or service.

Reachable. The most reachable segment for a marketer would be made up of consumers who are not buying from the marketing channels this marketer uses. Any segment is potentially reachable, but marketers must be able to answer two questions: "How can we communicate with this segment?" and "How much will it cost?" Of course, the final test is profitability.

Responsive. This criterion relates to one element of the definition of a market: "Are the people in the segment willing to buy?" The challenge to the marketer is to learn what consumers need and want but are not able to buy and then design a product or service to bridge that difference. Consumers are responsive when their needs and wants are satisfied.

X. Are these sentences true or false? Correct the false sentences:

1. Market segmentation is the process of dividing the total market into smaller parts which include customers with similar characteristics.
2. Each segment is made up of people, who are different in behaviour, lifestyles, and goals.
3. As for the marketer, he is faced with many decisions concerning the criteria for selecting a good segment and the bases for segmentation.
4. Marketers can use four criteria for dividing market segments.

5. People personalities and lifestyles are examples of measurable characteristics.
6. A segment must have enough numbers of potential customers to be able to generate a profitable sales volume.
7. The critical size factor is competition and possible market share.
8. The most reachable segment for a marketer would be made up of consumers who are not buying from the marketing channels this marketer uses.
9. The challenge to the marketer is to learn what consumers need and want but are not able to buy and then design a product or service to bridge that difference.
10. Consumers are responsive when their needs and wants are not satisfied.

XI. Choose the correct alternative:

1. Market **division/segmentation** is the process of dividing the total market into smaller parts which include customers with similar characteristics.
2. Each **share/segment** is made up of people, who are similar in behaviour, lifestyles, and goals.
3. All consumers seek some form of **relaxation/recreation**.
4. This idea places all **customers/consumers** in a total market, but consumers relax and have fun in many different ways.
5. As for the marketer, he is faced with many decisions concerning the **parameters/criteria** for selecting a good segment and the bases for segmentation.
6. Some important bases for segmentation are easily **determined/identified** and measured.
7. People personalities and lifestyles have to be analyzed, but these factors are very difficult to **identify/measure**.
8. A segment must have enough numbers of potential **sellers/customers** to be able to generate a profitable sales volume.
9. The critical size factor is the number of customers you can **appeal/pull** to your product or service.
10. Consumers are **sensitive/responsive** when their needs and wants are satisfied.

XII. Fill in the blanks with appropriate words:

sales volume	reachable	segmentation	
responsive	recreation	selecting	
segment	profitability	behaviour	measurable

1. Each segment is made up of people, who are similar in _____, lifestyles, and goals.
2. Market _____ is the process of dividing the total market into smaller parts which include customers with similar characteristics.
3. All consumers seek some form of _____.
4. As for the marketer, he is faced with many decisions concerning the criteria for selecting a good _____ and the bases for segmentation.

5. Marketers can use four criteria for _____ market segments.
6. Population figures, income groups, size and number of families, occupations, and educational levels are examples of _____ characteristics.
7. A segment must have enough numbers of potential customers to be able to generate a profitable _____.
8. The most _____ segment for a marketer would be made up of consumers who are not buying from the marketing channels this marketer uses.
9. The final test is _____.
10. Consumers are _____ when their needs and wants are satisfied.

XIII. Put the words in the correct order to make sentences.

1. with/ into/ dividing/ which/ market/ is/ the/ process/ of/ the/ market/ parts/ include/ similar/ characteristics/ segmentation/ total/ smaller/ customers/
2. who/ behavior/ made/ each/ is/ up/ people/ in/ and/ goals/ segment/ of/ similar/ lifestyles/ are/
3. good/ for/ bases/ the/ concerning/ marketer/ is/ with/ many/ the/ selecting/ a/ the/ segment/ and/ segmentation/ faced/ decisions/ criteria/ for/
4. can/ segments/ criteria/ use/ four/ for/ market/ marketers/ selecting/
5. families/ figures/ size/ of/ occupations/ and/ levels/ are/ examples/ groups/ of/ measurable/ income/ and/ characteristics/ population/ number/ educational/
6. sales/ have/ customers/ profitable/ enough/ a/ be/ must/ numbers/ of/ to/ able/ to/ a/ volume/ segment/ potential/ generate/
7. service/ customers/ pull/ factor/ the/ size/ is/ the/ of/ can/ to/ your/ or/ critical/ number/ you/ product/
8. segmentation/ identified/ important/ for/ are/ and/ some/ bases/ easily/ measured/
9. marketer/ buying/ consumers/ from/ would/ the/ most/ for/ a/ marketer/ be/ up/ of/ who/ not/ the/ channels/ this/ uses/ segment/ reachable/ made/ are/ marketing/
10. satisfied/ are/ needs/ their/ responsive/ when/ and/ are/ consumers/ wants/

XIV. Match the words and their definitions.

1	market share	A	to separate or be separated into parts
2	marketer	B	each of the parts into which something is or may be divided
3	variable	C	carefully choose as being the best or most suitable
4	profitable	D	reacting quickly and positively
5	to divide	E	the portion of a market controlled by a particular company or product
6	to measure	F	(of a business or activity) yielding profit or financial gain
7	responsive	G	to assess the importance, effect, or value of (something)
8	to select	H	activity done for enjoyment when one is not

			working
9	segment	I	someone whose job involves marketing
10	recreation	J	(of a quantity) able to assume different numerical values

XV. Match the words in the right column with the words in the left column to make word combinations.

1	to divide the total market	a	measurable characteristics
2	each segment is	b	to all these questions
3	criteria for selecting	c	lifestyles
4	to produce positive answers	d	share
5	examples of	e	difference
6	people personalities and	f	into smaller parts
7	to generate a profitable	g	the marketing channels
8	possible market	h	sales volume
9	to bridge the	i	a good segment
10	to buy from	j	made up of people

SELF-STUDY

I. Use the correct form of the infinitive in the Complex Object constructions:

1. I saw the accountant (to turn) to the secretary and (to say) something. 2. The personal assistant didn't expect Director (to come) earlier than she did. 3. Jane never heard him (to speak) so much before. 4. The parties considered the matter (to settle).

II. Use the infinitive or the participle in the Complex Object constructions:

1. CEO found them (to discuss) the contract we signed the day before yesterday. 2. Everybody felt the situation (to change), the competition at the market (to get) stronger. 3. The Deputy Director wanted the letter (to post) immediately. 4. They consider him (to be) an expert on securities markets. 5. When will you have our annual report (to prepare)?

III. Complete the following sentences using the Complex Object constructions:

1. John like to deal with people 2. They expected us to 3. Did any of you see Mr Smith ... ? 4. Our Sales Manager didn't expect the partners to

IV. Read the text and translate it using the dictionary.

BASES FOR MARKET SEGMENTATION

Identifying effective market segments can be difficult. Marketing practice includes the relatively simple of trial, error, intuition and copying what other marketers do. These methods may produce very good segments, but they often are ineffective. Markets are complex and constantly changing. Marketers need to use the best methods available to identify segments. Although no single method is best, four bases of segmentation are commonly used: demographic, geographic, psychographic, and behavioral.

Demographic segmentation. In this case, the market is divided into groups on the basis of variables such as population, age, sex, households, families, income, occupation, and education. These are the most commonly used variables for identifying segments.

Geographic segmentation is probably the most obvious form of market segmentation. Where consumers live greatly affects needs, wants and behaviour. Subdivisions, cities, counties, states, regions, and nations become the bases for geographic segmentation. Products are often related to geographic regions. Magazines are printed with special copies for certain geographic regions; marketers' advertisements are included to appeal to that region.

Psychographic segmentation includes such factors as lifestyle, personality, self-concept and other psychological influences on consumer behaviour. For example, lifestyle research determines peoples' activities, interests and opinions. Although difficult to measure, psychographic variables are useful and important for marketers.

In *behavioral segmentation* consumers are grouped according to their responses to product or service features and benefits desired. Another commonly used factor is the rate of use of a product or service by customers.

This kind of segmentation through the use of desired benefits is the most effective method of segmentation.

V. State which of the sentences are true and which are false:

1. Although no single method is best, four bases of segmentation are commonly used: demographic, geographic, psychographic, and behavioral.
2. Demographic segmentation is probably the most obvious form of market segmentation.
3. Subdivisions, cities, counties, states, regions, and nations become the bases for geographic segmentation.
4. Psychographic segmentation includes such factors as population, age, sex, households, families, income, occupation, and education.
5. Lifestyle research determines the rate of use of a product or service by customers.

VI. Choose the correct variant a, b, c or d to fill in the gaps:

1. Marketers need to use the best methods available to _____ segments.
a) determine b) identify c) distinguish d) divide
2. These are the most commonly used _____ for identifying segments.
a) indices b) determinants c) variables d) factors
3. _____ segmentation includes such factors as lifestyle, personality, self-concept and other psychological influences on consumer behaviour.
a) geographic b) demographic c) behavioral d) psychographic
4. In behavioral segmentation _____ are grouped according to their responses to product or service features and benefits desired.
a) markets b) buyers c) customers d) consumers
5. Although difficult to _____, psychographic variables are useful and important for marketers.
a) identify b) estimate c) measure d) determine

VII. Translate the following sentences into English:

1. Досвід країн, в яких функціонує ринкова економіка, свідчить про те, що вона являє собою ефективно працюючий механізм.
2. Міжнародний туризм для країн, що розвиваються, є джерелом надходження іноземної валюти й створення робочих місць.
3. Ринок розуміється як поєднання попиту і пропозиції, або як місце, де відбувається купівля-продаж товарів.
4. Процес функціонування ринкового механізму визначає ступінь ефективності ринкової економіки.

UNIT 13

PRODUCTS ON THE MARKET

CLASS ASSIGNMENTS

VOCABULARY

product	продукт, продукція, виріб
effort	зусилля
item	окремий продукт
insurance	страхування
brand	торгова марка, бренд
test market	пробний ринок

I. Make the groups of the words according to the parts of speech and underline the suffixes:

Various, improvement, slightly, notification, renewable, successful, exclusive, optimize, maintenance, revision, comfortable, supply, growth, misadventure, busy, harmful, specify.

II. What words have the same root?

Unit, divided, credit, improve, occurrence, included, intense, union, different, creditworthy, improvement, intensify, occurred, include, unite, dividend, differ, division, intensification, occur, improving, difference

III. Open the brackets. Translate:

1. (To have been prepared) well for the examination, the student could answer all the questions the teacher asked him. 2. (To have lived) in that town all his life, he knew it very well. 3. (To be supply) with the goods the main store began to gain profit.

IV. Complete the sentences using Complex Object:

1. I have never seen ... (a) як проводиться гра на біржі; ... (б) як вона рекламує нову продукцію. 2. I would like ... (a) щоб ця фірма підписала з нами угоду; ... (б) щоб німецький федеральний банк надав нам довідку. 3. We didn't expect ... (a) що цей метод професійного навчання виявиться таким напорчуд ефективним; ... (б) продані акції виростуть у ціні.

V. Read the following words and expressions:

product	consumer product, convenience product (convenience good), shopping product, specialty product, unsought product, product of labour; product design; to make products;
shopping product	homogeneous shopping products, heterogenous shopping products;
item	impulse item, emergency item;
insurance	life insurance.

VI. Discuss the questions below:

1. How many groups of products do you know?
2. What do you buy for a personal use?
3. What is marketing strategy?
4. Why are many people willing to pay for branding products than for unbranded?

VII. Read the text and retell it according to a plan:

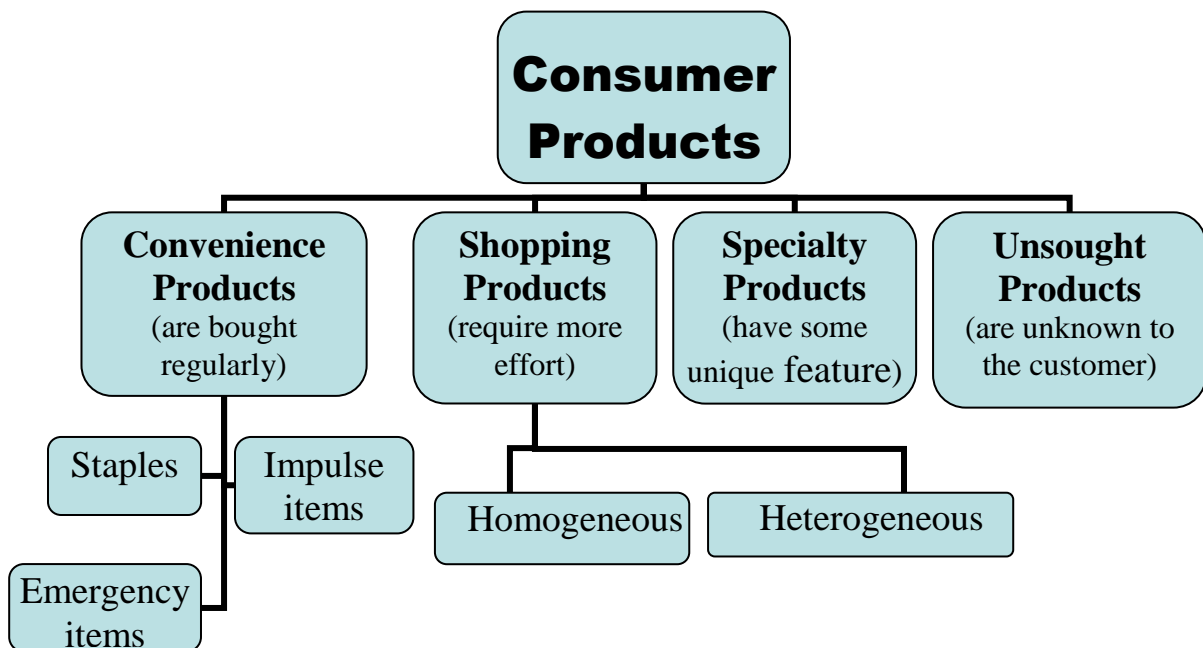
TEXT 1

PRODUCT CLASSIFICATION

Different marketing strategies are needed to market products with different classifications. Advertising, pricing, and selling techniques are affected by the nature of the product.

The most important product classification system is the identification of products as used by the consumer market or the industrial market.

A consumer product is an item that is purchased by a consumer for personal use. One of the many classification systems identifies consumer product as convenience, shopping, specialty, and unsought products. Convenience and shopping products are differentiated by the degree of shopping effort the consumer is willing to use. Specialty and unsought products are differentiated by the degree of preference a consumer has established for a product.



Convenience products (or convenience goods) are purchased by consumers regularly with a minimum of time and effort. They are inexpensive and are bought frequently. Marketers divide convenience into three types:

- Staples – products purchased on a routine basis practically without any decision making (milk, bread, etc.).
- Impulse items – products purchased without planning or searching efforts.
- Emergency items are purchased when the need is urgent, they are not planned (tire repairs, snow shovels, medical supplies are the examples).

Shopping products are purchased after a lot of searching effort. Consumers spend a lot of time comparing quality, styles, process, durability, and many other features. Furniture, appliances, fashion clothing, automobiles, different equipment are shopping products for most consumers. These products tend to be more durable, more expensive, and more socially visible than most convenience goods.

Marketing strategies are more effective if shopping products are divided into two types:

- Homogeneous shopping products are very similar in quality.

- Heterogeneous shopping products are perceived as having different features between brands. The consumer sees differences in appearance, functions, quality, and lots of other features.

Specialty products are perceived as unique in some way or other and are highly preferred by some consumers. General types of specialty goods are: luxury goods, brand and specific models, such as Lamborghini cars, the clothes designed by famous designer (e.g. by Christian Dior and Versace), etc.

Unsought products are those which consumers know within about or do not care to know about. In many cases, consumers know of these products but do not believe that the products would solve any of their consumer problems. Life insurance, fire and burglar alarms, encyclopedias, and water softeners are good examples.

NOTES

preference – перевага

staple – основний продукт харчування

durability – тривалість

to perceive – розуміти, сприймати

burglar alarm – охоронна сигналізація

water softener – пом'якшувач води, прилад для пом'якшення води

VIII. Are these sentences true or false? Correct the false sentences:

1. The most important product classification system is the identification of products as used by the consumer market or the industrial market.
2. Unsought products are very similar in quality.
3. Luxury goods, brand and specific models, such as Lamborghini cars, the clothes designed by famous designer (e.g. by Christian Dior and Versace), etc. are special types of general goods.
4. Convenience and shopping products are differentiated by the degree of shopping effort the consumer should use.
5. Different marketing strategies are needed to market products with different classifications.
6. Marketing strategies are more effective if shopping products are divided into two types.
7. Life insurance, fire and burglar alarms, encyclopedias, and water softeners are shopping products for most consumers.
8. Emergency items are not planned.
9. Consumers do not care to know about quality, styles, process, durability, and many other features.
10. Snow shovels, medical supplies are not usually purchased even when the need is urgent although they are highly preferred by some consumers.

IX. Choose the correct alternative:

1. Heterogeneous shopping products are **perceived/preferred** as having different features between brands.
2. Shopping products **turned/tend** to be more durable, more expensive, and

more socially visible than most convenience goods.

3. One of the many classification systems identifies consumer product as convenience, shopping, **speciality/specialty**, and unsought products.

4. Advertising, pricing, and selling techniques are **affected/effected** by the nature of the product.

5. Specialty and unsought products are differentiated by the degree of preference a **consumer/seller** has established for a product.

6. Convenience products are **inexpensive/expensive** and are bought frequently.

7. Unsought products are those which consumers know within about or do not **care/look after** to know about.

8. Impulse items – products **inherited/purchased** without planning or searching efforts.

9. Life **insurance/insurgency**, fire and burglar alarms, encyclopedias, and water softeners are good examples.

10. Marketing strategies are more effective if shopping products are **connected/divided** into two types.

X. Fill in the blanks with appropriate words:

item	clothing	needed	perceived	unique
tire	strategies	convenience	solve	routine

1. Staples – products purchased on a _____ basis practically without any decision making (milk, bread, etc.).

2. Heterogeneous shopping products are _____ as having different features between brands.

3. Specialty products are perceived as _____ in some way or other and are highly preferred by some consumers.

4. In many cases, consumers know of these products but do not believe that the products would _____ any of their consumer problems.

5. Marketing _____ are more effective if shopping products are divided into two types.

6. Marketers divide _____ into three types.

7. Different marketing strategies are _____ to market products with different classifications.

8. A consumer product is an _____ that is purchased by a consumer for personal use.

9. _____ repairs, snow shovels, medical supplies are the examples of emergency items.

10. Furniture, appliances, fashion _____, automobiles, different equipment are shopping products for most consumers.

XI. Put the words in the correct order to make sentences.

1	product	A	not recorded or reflected in economic statistics
---	---------	---	--

2	specialty	B	referring to an expensive thing which is not necessary but which is good to have
3	effort	C	a basic food or raw material
4	invisible	D	an act of using the mind or body to do something
5	luxury	E	electrical machines which are used in the home, e.g. washing machines
6	technique	F	mending or making good something which was broken
7	staple commodity	G	an article or substance that is manufactured or refined for sale
8	repair	H	a small copy of something made to show what it will look like when finished
9	domestic appliances	I	the specific business interest or specific type of product that a company has
10	model	J	a skilled way of doing a job

XII. Match the words in the right column with the words in the left column to make word combinations.

1	impulse	<i>a</i>	of shopping effort
2	product	<i>b</i>	classification system
3	selling	<i>c</i>	by consumers
4	purchase	<i>d</i>	items
5	convenience	<i>e</i>	a lot of time
6	to be highly preferred	<i>f</i>	features
7	life	<i>g</i>	techniques
8	spend	<i>h</i>	on a routine basis
9	comparing	<i>i</i>	insurance
10	degree	<i>j</i>	goods

SELF-STUDY

I. Make questions to the following answers:

1. They showed us a model of the new office building
 2. The nation's largest convenience store chain has expanded the range of bills it takes payments for to include gas and telephone services.
 3. Thanks to the efforts of the finance department, overheads have been reduced.
 4. We have a special technique for answering complaints from customers.

II. Read the text:

TEXT 2

NEW PRODUCTS

Customers demand change: new models, styles, colours, and ways of solving problems. All successful product brands must be modified, improved, or replaced. That's why marketers need to market new products with some regularity. Thousands of products are variations of an original innovation introduced by marketers as *new products*. But a real new product is any item that a marketer offers to customers for the first time.

Marketers may develop new products by using each aspect of the marketing mix: product, promotion, place, price, and information about people. Product changes include form, features, models, and innovations. There are many examples: ballpoint pens, televisions, instant coffee, digital quartz watches, electronic equipment, etc.

But new products are challenging to develop and there are some reasons why this development may be such a challenge. First, new products cost a lot. Of course, they are worth the cost if they sell and make a profit. Also, competition is always challenging for marketers. New products should try to catch up to the competition or try to get ahead. Next, consumers always want new products but are very difficult to satisfy. The analysis of consumer behaviour is challenging in itself.

Not many new products satisfy all or even most consumers. Marketers usually need to aim their new product ideas at smaller definite markets. Besides, marketers should think of the development of new products as a process, a sequence of steps leading to the introduction of the new product in a market.

The first step of developing new products is the generation of ideas from many sources. The second step is the screening of these ideas for their quality and potential value to the company. The third step is the analysis of the idea by using sales, cost, and profit estimates. The fourth step is the manufacture of a limited number of physical products. The fifth step is selling the product in test markets to get customer reactions. The sixth step is the introduction of the product in one or more markets with a complete marketing program.

Manufacturers tend to use all steps in the process, but they don't always use every step. For example, a product may be rushed to the market without test marketing, etc.

NOTES

to challenge – робити виклик

sequence – послідовність, черга, порядок

estimate – оцінка, оцінювання

to rush – швидко доставити

III. State which of the sentences are true and which are false:

1. Product changes include an original innovation introduced by marketers as new products.
2. Many new products satisfy all or even most consumers.

3. A real new product is any item that a marketer offers to customers for the first time.

4. Manufacturers always use every step.

5. Marketers should think of the development of new products as a process, a sequence of steps leading to the introduction of the new product in a market.

6. New products are worth the cost if they make a profit.

IV. Choose the correct variant a, b, c or d to fill in the gaps:

1. All successful product brands must be modified, improved, or

a) reorganized b) repaired c) replaced d) destroyed

2. First, new products a lot.

a) lost b) damage c) buy d) cost

3. New products should try to catch up to the competition or try to

a) back b) set up c) hand at d) get ahead

4. Marketers should think of the development of new products as a process, a of steps leading to the introduction of the new product in a market.

a) sequence b) existence c) consciousness d) majority

5. A product may be to the market without test marketing.

a) purchased b) sold c) rushed d) represented

V. Translate into English:

1. Петренко – менеджер. Він працює в компанії «Кока-кола».

2. Його компанія продає товари по всьому світу.

3. Михайлов часто зустрічається з представниками іноземних компаній.

4. Вони обговорюють ціни, умови оплати та доставки.

5. Петренко починає свій робочий день о дев'ятій ранку і закінчує о шостій вечора.

UNIT 14

PRODUCT LIFE CYCLE

CLASS ASSIGNMENTS

VOCABULARY

product life cycle (PLC)	життєвий цикл продукту
to maintain price level	підтримувати рівень цін
peak sales	пік продажу
alive	живий
maturity	зрілість
decline	занепад, зниження
saturation	насичення
steady	стійкий, постійний, рівномірний, неухильний
marketplace	ринок, місце для ринку; ринкова площа
channel of distribution (trade channel)	канал розподілу (канал збуту)
direct distribution channel	прямий канал розподілу
multiple channels	численні (різноманітні) канали
middlemen (intermediary)	посередники (посередник)
franchising	франчайзинг
franchiser	франчайзер (франчайзингова компанія)
franchisee	особа, яка отримала право самостійного представництва
franchise	франшиза
to grapple	зачепитися
ultimate	остаточний
misleading	вводити в оману

I. Compare the given sentences and their translation into English:

He is said to work here.	Кажуть , що він тут працює.
International business is known to face a number of problems.	Відомо , що міжнародний бізнес стикається з багатьма проблемами.

II. Pay attention to the form of a predicate:

They seem to study the theory of advertising.	Здається , вони вивчають теорію реклами.
The business proved to be profitable.	Виявилось , що бізнес був прибутковим.

III. Read and translate the following sentences:

He is supposed **to appoint him** a manager of the hotel.

He is supposed **to have appointed him** a manager of the hotel.

He is supposed **to be appointed** a manager of the hotel.

He is supposed **to have been appointed** a manager of the hotel.

IV.* Find Complex Subject and translate:

1. Some factors are supposed to affect the quality of products. 2. Direct distribution channel is known to take an important place in marketing. 3. He was expected to arrive in the evening. 4. The macro-marketing is known to be focused on the economic welfare of a whole society. 5. This production equipment appears to have been purchased by the finance department.

V. Discuss the questions below:

1. How to generate profit?

2. What periods in person's life do you know?

3. What does each period represent?

4. What sort of information might business need to run successfully?

VI. Read and translate the text using a vocabulary. Learn the underlined words. Retell the text:

TEXT 1

PRODUCT LIFE CYCLE

After the introduction of a new product, marketers hope to keep it alive for a long time. The marketer's goal is to develop a product that generates sales and produces a satisfactory profit during its life on the market. The stages that a product passes through from introduction to removal from the market are called a *product life cycle (PLC)*. PLC is a progression of a product through four stages: introduction, growth, maturity, and decline. If the product fails to provide a satisfactory return after a long period of rapidly declining sales, it is dropped, and marketing efforts are applied to new or successful products.

Introduction is a period of beginning sales that usually increase slowly without generating profits. The marketer would like a very short introductory stage because this always means rapidly increasing sales. The product needs a lot of promotion during this stage.

Growth is a period of rapid sales increase and high unit profits. The time, cost, and effort used to market the product are beginning to pay off.

Because one or more products are growing and successful in a given market, new competitors will enter the market. Competition begins to get tough. But in spite of this competition, marketers are able to maintain price levels because of overall increasing demand.

Maturity is a period of a decreasing rate of sales increase and a level of sales. Total profit peak early in this period and then start to decline. Some marketers call this the peak sales, or saturation, period. The product has reached a point at which customers are buying about as much of it as they need and want. The maturity stage constitutes the longest period.

Decline is a period when sales and profits decrease at a rapid rate. In some cases, the decline may be slow but steady over a long period. The decline stage is the time for the marketer to reduce costs and the number of models offered.

VII. Are these sentences true or false? Correct the false sentences:

1. The maturity stage constitutes the shortest period.
2. Introduction usually increases slowly without generating profits.
3. To develop a product that generates sales and produces a satisfactory profit during its life on the market is the marketer's goal.
4. Total profit peak early in the period of growth.
5. The stages that a product passes through from introduction to removal from the market are called growth stages.
6. Some marketers call maturity the peak sales, or saturation, period.
7. PLC is a progression of a product through four stages: introduction, growth, maturity, and decline.
8. If the product fails to provide a satisfactory return after a long period of rapidly declining sales, marketing efforts are applied to new or successful products.
9. The product needs a lot of promotion during a stage of decline.
10. Maturity is a period of beginning sales that usually increase slowly without generating profits.

VIII. Choose the correct alternative:

1. The product has **reached/achieved** a point at which customers are buying about as much of it as they need and want.
2. After the **presentation/introduction** of a new product, marketers hope to keep it alive for a long time.
3. In some cases, the decline may be slow but **stealthy/steady** over a long period.
4. Because one or more products are growing and successful in a given market, new competitors will **increase/enter** the market.
5. Competition begins to get **taught/tough**.
6. **In spite/despite** of this competition, marketers are able to maintain price levels because of overall increasing demand.
7. Maturity is a period of a **decreasing/increasing** rate of sales increase and a level of sales.
8. Decline is a period when sales and profits decrease at a **rapid/rancid** rate.
9. The decline stage is the time for the marketer to reduce costs and the number of models **ordered/offered**.
10. The product has reached a point at which **customers/employers** are buying about as much of it as they need and want.

IX. Fill in the blanks with appropriate words:

growth	marketers	increases	generates
removal	satisfactory	rapidly	
maturity	to pay off	saturation	

- The time, cost, and effort used to market the product are beginning _____.
- _____ is a period of rapid sales increase and high unit profits.
- If the product fails to provide a _____ return after a long period of rapidly declining sales, it is dropped, and marketing efforts are applied to new or successful products.
- The marketer's goal is to develop a product that _____ sales and produces a satisfactory profit during its life on the market.
- After the introduction of a new product, _____ hope to keep it alive for a long time.
- PLC is a progression of a product through four stages: introduction, growth, _____, and decline.
- Introduction usually _____ slowly without generating profits.
- The stages that a product passes through from introduction to _____ from the market are called a product life cycle (PLC).
- Some marketers call maturity the peak sales, or _____, period.
- The marketer would like a very short introductory stage because this always means _____ increasing sales.

X. Match the words and their definitions.

1	middlemen	A	the final stage in the life cycle of a product when the sales and profitability are falling off and the product is no longer worth investing in
2	decline	B	the act of selling a licence to trade as a franchise
3	saturation	C	a person who runs a franchise
4	franchise	D	the process of filling completely
5	franchisee	E	a businessperson who buys from the manufacturer and sells to retailers or to the public
6	e-marketplace	F	a license to trade using a brand name and paying a royalty for it
7	sales channel	G	a person who licenses a franchise
8	franchising	H	any means by which products can be brought into the marketplace and offered for sale, either directly to the customer or indirectly through retailers or dealers
9	steady	I	continuing in a regular way

10	franchiser	J	a network of connections that brings business-to-business buyers and sellers together on the Internet and enables them to trade more efficiently online
-----------	------------	----------	---

XI. Match the words in the right column with the words in the left column to make word combinations.

1	to keep	a	from the market
2	rate of	b	sales
3	reach	c	life cycle
4	to reduce	d	a point
5	marketing	e	efforts
6	product	f	to pay off
7	to maintain	g	sales
8	removal	h	costs
9	beginning	i	price level
10	to generate	j	alive

XII. Study the language of classifying information:

Classification of information			
According to its types		According to its parts	
<i>nouns</i>	<i>verbs</i>	<i>nouns</i>	<i>verbs</i>
types	classify as	parts	consist of
sorts	split into	elements	comprise
varieties	sort into	stages	contain
kinds	fall into	steps	involve
			be divided into
			be broken down into
			be made up of

XIII. The following sentences contain mistakes. Find the mistakes and then correct them:

1. The products can be divided in four types.
2. The market is consisting of four main categories of product.
3. The company's product line falls in two main kinds.
4. There are three level of the product.
5. The actual product comprises of five different characteristics.

SELF-STUDY

I. Use the correct form of the infinitive:

1. The work proved (to be) difficult (to do) within such a short period of time. 2. He is known (to graduate) from Oxford. 3. I am sure (to ask) this question at the examination tomorrow. 4. He seemed (to watch) the clock for a long time.

II. Translate the following sentences:

1. We heard him explaining something to his son. 2. They watched the company dealing with two different levels of the economy. 3. We saw the firms existing to serve customers and the needs of society. 4. I believe them to have come to an agreement. 5. I suppose the students to be taking examinations now.

III. Supply one of the known to you words of the same root. Make up sentences using these words:

classify, reduce, franchise, occur, market

IV. Translate into English using Complex Subject:

1. Відомо, що студенти складають іспити двічі на рік. 2. Здається, я знаю цю людину. 3. Вона виявилась гарним спеціалістом. 4. Цілком імовірно, що ви зможете отримати відсотки від продажу. 5. Можна вважати, що питання вирішено.

V. Read the text. Ask five questions on the text and render it in English:

TEXT 2

CHANNELS OF OF DISTRIBUTION

All small manufacturers and producers as well as large corporate firms grapple with decisions about getting their products into the marketplace. For this purpose there exist *channels of distribution* (or trade channels), which are involved in the process of moving products or services to the buyer. A channel of distribution consists of middlemen, sometimes called intermediaries, specializing in carrying out the transfer of a product between the manufacturer and the customer.

In a *direct distribution channel*, the manufacturer or producer sells to the ultimate consumer. For example, a bakery produces pies and cakes and sells them directly to the customer.

Indirect distribution channels require the use of middlemen in selling products and services or facilitating such sales.

An important method for establishing middlemen in distribution channels has become *franchising*. The franchiser (corporation) grants the franchisee (the individual or group) the exclusive right to use the franchiser's name in a certain territory, usually in exchange for an initial fee plus monthly payments. Both the agreement and the individual business are called a franchise.

As a place strategy a manufacturer may use dual channels. While the term is common in marketing terminology, it is a bit misleading. Actually the manufacturer uses multiple channels, that is, more than two distribution channels.

VI. State which of the sentences are true and which are false:

1. The franchisee (corporation) grants the franchiser (the individual or group) the exclusive right to use the franchiser's name in a certain territory, usually in exchange for an initial fee plus monthly payments.
2. A manufacturer may use dual channels.
3. Indirect distribution channel means that the manufacturer or producer sells to the ultimate consumer.
4. A channel of distribution consists of middlemen, sometimes called intermediaries.
5. A bakery produces pikes and cakes and sells them directly to the customer.
6. Trade channels are involved in the process of moving products or services to the buyer.

VII. Choose the correct variant a, b, c or d to fill in the gaps:

1. Indirect distribution channels require the use of middlemen in selling products and services or such sales.
a) fascinated b) fasciculated c) facilitating d) funding
2. The corporation grants the individual or group the exclusive right to use the franchiser's name in exchange for an initial plus monthly payments.
a) knee b) bee c) fee d) rate
3. An important method for establishing middlemen in distribution channels has become
a) franchisee b) franchising c) franchise d) franchiser
4. While the term is common in marketing terminology, it is a bit
a) misconstruction b) comfort c) stress d) misleading
5. Both the and the individual business are called a franchise.
a) agreement b) group c) mass d) company

VIII. Translate into English:

1. З ряду причин аналіз стає настільки складним, що з'являється тенденція втратити слід явища, яке ми відстежуємо.
2. Мікроекономічний аналіз передбачає ретельний аналіз індивідуальних рішень відносно окремих товарів.
3. При ринковій економіці споживач вирішує, що має вироблятися.
4. Коли фірми приватизовані, вони намагаються давати як можна більше прибутку.
5. Посередник отримує відсотки від продажу.

IX. Choose the necessary word and put it in the sentence:

1. They use both direct and indirect... of distributions.

2. Agent middlemen do not... to goods they deal in.
3. Usually wholesaling... stands between the producer and the consumer.

X. Make an oral presentation of the products you like.

UNIT 15

RETAILERS AND WHOLESALERS

CLASS ASSIGNMENTS

VOCABULARY

retail institution	роздрібна установа
small-scale business	малий бізнес
financial outlay	фінансові витрати
retailing	роздрібна торгівля
retailer	роздрібний торговець
online retailing	роздрібна торгівля за допомогою мережі Інтернет
non-shop retailing	форма роздрібної торгівлі без участі магазину
retail pricing	процес ціноутворення, коли роздрібний торговець продає товар за ціною, встановленою виробником
at a reasonable price	за розумною ціною
chain store	мережа магазинів
independent store	незалежний магазин
voluntary	добровільний
to persuade	переконати
to lack	бракувати, не вистачати (чого-небудь)
to occur	відбуватися
wholesaler	оптовий торговець
merchant wholesaler	покупець-оптовик
full-service wholesaler	оптовик з повним спектром послуг
limited-service wholesaler	оптовик з обмеженим обслуговуванням
national wholesaler	національний оптовик
regional (sectional) wholesaler	регіональний (секційний) оптовик
local wholesaler	місцевий оптовик
merchandise agent	агент з продажу товарів
broker	брокер
headquarter	штаб-квартира

mail order	замовлення поштою
door-to-door sale	спосіб продажу, коли товар пропонується торговими представниками, які приходять додому до потенційних покупців
outlet	ринок збуту; торгова точка

I. Look at the following marketing and advertising activities. can you add any?

doing market research	liaising with the sales department	providing support to customer service
drawing up a marketing plan	showing visitors around the company	writing press releases
commissioning advertising	creating advertisements	presenting at a trade exhibition
talking to customers	speaking to journalists	reading trade magazines

II. Now answer the questions.

1. Will all of these activities be done in your company?
2. Which of the activities will you be responsible for?
3. Who will you speak to in English? What about? What English texts will you read? Will you write in English?
4. What is the most difficult to do in English?

III. Give Ukrainian equivalents of the following:

Middleman, to store goods, to print on the product, mark-up amount, merchandise, to generate telephone orders, to obtain from the seller, business-to-consumer transaction, subordinated services, overall distribution strategy, to be out of reach, from producer to final consumer, to play important role, to buy in a large quantity, direct exchange of goods, individual lot, direct consumption, something of economic value, door-to-door sale, by extending credit, mail order, advertisement.

IV. Match and learn the synonyms:

A: commerce, to generate, to ship, merchandize, to comprise, middleman, to drive, entity, to allow, manufacturer;

B: to let, organization, dealer, producer, to manage, to include, goods, to create, trade, to transfer.

V. Match and learn the opposites:

A: non-shop retailing, primary, sale, necessary, to involve, subordinate, partial, to receive, convenient, mark up;

B: to send out, full, inconvenient, to exclude, discount, unnecessary, purchase, fundamental, shop retailing, ultimate.

VI. Discuss the questions below:

1. Why wholesalers and retailers are called middlemen?
2. What is retailing? What are the characteristic features of this process?
3. There are several ways in which consumer can receive goods from a retailer:
counter service, where goods are out of reach of buyers and must be obtained from the seller. This type of retail is common for small expensive items (e.g. jewellery) and controlled items like medicine and liquor.
 - delivery (commerce), where goods are shipped directly to consumer's homes or workplaces. Mail order from a printed catalogues was invented in 1744. Ordering by telephone is now common, either from a catalogue, newspaper, television advertisement or a local restaurant menu, for immediate service (especially for pizza delivery).
 - direct marketing, including telemarketing and television shopping channels, are also used to generate telephone orders.
 - online shopping started gaining significant market share in the 2000's.
 - door-to-door sales, where the salesperson sometimes travels with the goods for sale.
 - self-service, where goods may be handled and examined prior to purchase.

Which one would you like?

VII. Read and translate the text:

TEXT 1

RETAILERS

Over 80 per cent of all retail institutions are classified as small-scale businesses, they are small and specialized. The financial and legal requirements for opening a retail business are few. Small restaurants, produce shops, health food stores, service stations require small financial outlays. So, *retailing* consists of buying a satisfying assortment of products for some consumer market segments, making these products available at a reasonable price, and persuading the customers that the products will satisfy them. Retailing focuses on the final consumer, not focusing on industrial users.

Retailers can be classified by type of ownership such as:

- *chain stores* which consist of a group of centrally owned and managed stores and sell similar products;
- *independent stores* which are operated by a proprietor, partnership, or corporation;
- *voluntary chains* initiated and sponsored by a wholesaler to assure, that retail outlets exist for the products which the wholesaler handles;
- *franchises*: the franchised retailer has the advantage of national advertising, cooperative buying, and other benefits which the independent retailer lacks. The largest growth of franchises has occurred in service businesses.

VIII. Are these sentences true or false? Correct the false sentences:

1. Small restaurants, produce shops, health food stores, service stations require door-to-door sale.
2. Wholesalers can be classified by type of ownership such as chain stores which consist of a group of centrally owned and managed stores and sell similar products.
3. The franchised retailer has the advantage of national advertising, cooperative buying, and other lacks which the independent retailer needs.
4. The financial and legal requirements for opening a retail business are few.
5. The largest growth of franchises has occurred in service businesses.
6. National wholesalers are initiated and sponsored by a wholesaler.
7. Retailing focuses on the final consumer, not focusing on industrial users.
8. Independent stores are operated by a proprietor, partnership, or financial outlay.
9. Retail outlets exist for the products which the broker handles.
10. Retailing consists of buying a satisfying assortment of products for some consumer market segments, making these products available at a reasonable price, and persuading the customers that the products will satisfy them.

IX. Choose the correct alternative:

1. Small restaurants, produce shops, health food stores, service stations **acquire/require** small financial outlays.
2. **Retailing/Wholesaling** focuses on the final consumer, not focusing on industrial users.
3. **Chain/Chinese** stores consist of a group of centrally owned and managed stores and sell similar products.
4. Over 80 per cent of all retail **institutes/institutions** are classified as small-scale businesses, they are small and specialized.
5. **Voluntary/Vulnerable** chains initiated and sponsored by a wholesaler to assure, that retail outlets exist for the products which the wholesaler handles.
6. The financial and legal **requirements/requirements** for opening a retail business are few.
7. Independent stores which are operated by a **proprietor/prosecutor**, partnership, or corporation.
8. Retailing consists of buying a satisfying assortment of products for some consumer market **segments/outlets**.
9. The largest **growth/decline** of franchises has occurred in service businesses.
10. Retailer has to **lack/persuade** the customers that the products will satisfy them.

X. Fill in the blanks with appropriate words:

channels	voluntary	link	overall
provides	outlet	distribution	business-to-consumer
	delivery	ultimate	

1. Trade is the _____ exchange of goods, services, or both.
2. Commerce is a moving of goods from the man who wants to sell, to the man

who is willing to buy, or, as it is sometimes expressed, the exchange and _____ of goods and services.

3. There are different _____ of distribution of goods.
4. Wholesaling _____ channels of distribution, which help to bring goods to the market.
5. Retailing is selling goods and services to the _____ consumer.
6. The retailer is the final _____ from the producer to the consumer that is why this is the most expensive in the chain of distribution.
7. Retailing may include subordinated services, such as _____ .
8. Manufacturing marketers see the process of retailing as a necessary part of their _____ distribution strategy.
9. Online retailing, a type of electronic commerce used for _____ (B2C) transactions and mail order are forms of non-shop retailing.
10. The retailer also stores the goods in his _____ by having goods available.

XI. Match the words and their definitions.

1	retailing	A	a dealer who acts as a middleman between a buyer and a seller
2	chain store	B	a place where something can be sold
3	lack	C	the main office, where the board of directors meets and works
4	voluntary	D	to talk to someone and get them to do what you want
5	persuade	E	done freely without anyone forcing you to act; done without being paid
6	broker	F	working in a small way, with few staff and not much money
7	headquarter	G	the fact of not having enough
8	outlet	H	money spent, expenditure
9	small-scale	I	one store in a chain
10	outlay	J	the selling of full-price goods to the public

XII. Match the words in the right column with the words in the left column to make word combinations.

1	at a reasonable	a	store
2	merchandise	b	price
3	retail	c	retailing
4	door-to-door	d	sale
5	mail	e	of products
6	online	f	outlay
7	independent	g	institution
8	assortment	h	order

9	financial	i	chain
10	voluntary	j	agent

SELF-STUDY

I. Complete the sentences using the proper words from the list below:

Displays, market, cost-plus pricing, subordinated services, distribution strategy, ultimate buyer, advertising, aids to trade, middleman

1. Commerce involves trade and _____ which help in the exchange of goods and services.
2. A _____ is any person or firm that enters the distribution process between the manufacturer and _____ .
3. A mechanism that allows trade is called a _____
4. Retailing may include _____, such as delivery.
5. The pricing technique used by most retailers is _____ .
6. The retailer helps to promote the product through _____, _____ or sales people.
7. Manufacturing marketers see the process of retailing as a necessary part of their overall _____ .

II. Put questions to the bold part of the sentence:

1. **Commerce** is a division of trade or production which deals with the exchange of goods and services from producer to final consumer.
2. Wholesaling provides **channels of distribution**, which help to bring goods to the market.
3. Mail order from a printed catalogues was invented **in 1744**.
4. Sometimes a shopping street has a partial or full roof **to protect customers from precipitation**.
5. An indirect channel is used **to market manufactured consumer goods**.
6. Trade is also called **commerce or transaction**.
7. **Door-to-door sale** is the process when the salesperson sometimes travels with the goods for sale.

III. Read the text. Put 10 questions to cover all the text. Retell the text:

TEXT 2

WHOLESALEERS

Wholesaleers are not as visible as retailere. Nevertheless, they are important middlemen who play a large role in transferring possession of products to others, who buy them either for resale or for industrial use. The wholesaler does not usually sell to the ultimate consumer.

Wholesaleers can be classified into some groups: merchant wholesaleers and merchandise agents, and brokers.

Merchant wholesalers may be *full-service wholesalers* which handle either consumer or industrial products, and they may buy, sell, grade, store, assemble, transport, finance, take risks, and gather market information; or *limited-service wholesalers* who do not engage in all these activities.

As for *agent wholesalers*, they operate in many different fields, but typically they concentrate on such lines as foods, grain, cooper, steel, machinery, electronic supplies, and textiles.

Another useful classification of wholesalers is based on territory on which they operate. *National wholesalers* tend to operate on a national scale. Sales activity of *regional (sectional) wholesalers* is restricted to a limited number of regions. *Local wholesalers* limit their operations to a metropolitan area within the confines of a radius of 75 to 150 km of their headquarters.

IV. State which of the sentences are true and which are false:

1. Local wholesalers limit their operations to a metropolitan area within the confines of a radius of 75 to 150 km of their headquarters.
2. As for agent wholesalers, they operate in many different fields, but typically they concentrate on such lines as foods, grain, cooper, steel, machinery, electronic supplies, and textiles.
3. Brokers can be classified into some groups: merchant wholesalers and merchandise agents.
4. Wholesalers are not as visible as retailers.
5. The wholesaler usually sells to the ultimate consumer.
6. Merchant wholesalers may buy, sell, grade, store, assemble, transport, finance, take risks, and require market information.

V. Choose the correct variant a, b, c or d to fill in the gaps:

1. Limited-service wholesalers who do not in all these activities.
a) excite b) engage c) exchange d) range
2. Typically agent wholesalers concentrate on such lines as foods, grain, cooper, steel, machinery, electronic, and textiles.
a) surprise b) supplies c) rise d) surplus
3. Wholesalers are important middlemen who play a large role in possession of products to others, who buy them either for resale or for industrial use.
a) transferring b) transaction c) delivering d) delaying
4. Another classification of wholesalers is based on territory on which they
a) import b) plan c) operate d) persuade
5. Sales activity of regional (.....) wholesalers is restricted.
a) sectional b) additional c) industrial d) traditional

VI. Translate the sentences:

1. Ринок – це механізм, що дозволяє торгувати товарами та послугами.
2. Найдовшим каналом транспортування товарів та послуг від виробника до споживача є непрямий канал збуту.
3. Бартер – це простий обмін товарами і

він все ще існує в наші дні. 4. Гуртова та роздрібна торгівля відіграють важливу роль у процесі розповсюдження товарів. 5. Вихідною формою торгівлі був бартер, тобто прямий обмін товарами та послугами. 6. Роздрібна торгівля включає таку допоміжну послугу, як доставка.

UNIT 16

BASICS OF PRICE

CLASS ASSIGNMENTS

VOCABULARY

measure of value	міра вартості
superior product	продукт найвищого класу
competitive technique	конкурентоспроможна техніка
monetary	грошовий
discount	знижка
exchange transaction	біржова угода
communicative device	комунікативний пристрій
vulnerable	уразливий
to insulate	ізолювати
business executive	керівник
sales personnel management	управління персоналом продажів
internal business factor	внутрішній фактор бізнесу
environmental factor	фактор навколишнього середовища
cost	вартість
pricing objective	цінова мета
to survey	обстежити
pressure	тиск

I. Four consumers talk about different products. Read the extracts and decide which of the four Ps each consumer discusses – product, price, promotion or place:

A

I really wanted it, but when I tried to buy it, I just couldn't get it anywhere. My friend heard that it was in one shop and he queued up for ages, but they'd run out by lunchtime.

B

The company held a party on a river boat to launch their new campaign. It was absolutely fantastic. We also got a free gift at the end.

C

The shoes were really expensive but definitely worth it. I think the fact that they are so expensive really distinguishes them from the competition.

D

I've had this briefcase for 20 years and it still looks good. The material is high quality and long-lasting.

Model: Recently I have bought new plasma TV-set at a discount. It is reliable and of modern design. I think that price and product influenced my decision.

II. Think of some products you have bought recently. Why did you buy them? Which of the four Ps influenced your decision to buy?

III. Find equivalents:

to determine a value	низькі ціни
market economy	високі ціни
relatively stable	ринкова економіка
price system	ринкова рівновага
low prices	з цієї причини
adjustment process	визначати вартість
market equilibrium	цінова система
high prices	процес регулювання
to come about	відносно стабільний
for this reason	конкуренція
free enterprise	новий рівень цін
competition	вільне підприємництво
new level of prices	впливати на ціни
affect the prices	з'являтися

IV. Memorize the following word-combinations. Use them in the sentences of your own:

at a price /at a high cost – за високою ціною

contract price – договірна ціна

cost price – собівартість

free-market price – ціна за умов вільної конкуренції

price control – контроль над цінами

price level – рівень цін

prices and incomes policy – політика цін і доходів

pricing – калькуляція цін

purchase price – купівельна ціна

retail/wholesale price – роздрібна/оптова ціна

security price – курс цінних паперів

share/stock prices – курс акцій, біржовий курс
to keep the prices down – не допускати підвищення цін
to set/fix a price – призначати ціну

V. Translate the sentences paying attention to the italicized words:

1. He sold the house **at a good price**. 2. It must be done **at any price**. 3. You can't **put a price** on that sort of loyalty. 4. This restaurant is a bit **pricey** for me. 5. The government usually **sets prices** for public utility services. 6. Ask the builder to **give you a price** for the work. 7. I can't afford it **at that price**. 8. Fresh strawberries are now available **at a price**. 9. **The price** of cigarettes **is set** to rise again. 10. These goods **are priced too high**. 11. **What price** all your promises now? 12. You look absolutely **priceless** in that hat. 13. Supply and demand **determine prices** in a market economy. 14. In a free market **price is determined** by the market forces of demand and supply.

VI. Give the corresponding nouns to the following verbs:

a) to offer, to process, to supply, to change, to demand, to care, to price, to tax, to cost, to produce, to increase, to market, to state;
b) to consume, to differ, to select, to decide, to divide, to sell, to execute, to define, to depreciate, to lease, to operate, to pay, to analyze.

VII. Discuss the questions below:

1. Which factors does a price depend on?
2. How were prices set long ago?
3. In what way are agricultural prices decided?
4. How industrial products are usually priced?
5. How do companies handle pricing?
6. Why does the government usually set the prices for public utility services?
7. Who is responsible for setting prices – a buyer or a seller?
8. Does a lower price always mean higher sales?

VIII. Read and translate the text:

TEXT 1

THE ROLE AND DEFINITION OF PRICE

Price is one of the four Ps in the marketing mix, where it plays several important roles:

1. *Price is a communicative device.* Prices are one way in which marketers communicate with their customers. The prices charged by a marketer help create the image of the marketer's business in the eyes of the customer.

2. *Price is a measure of value.* It is often an indicator of value to the customer. There are many cases in which the higher-priced product is really a

superior product. The difference in price reflects the fact that better materials and more careful manufacturing techniques have been used to create the higher-priced product.

3. *Price is a competitive technique* that is why there are very few products or services on the market today that are not vulnerable to price competition from other sources. Even when the products or services involved are recognized brands representing quality, brand loyalty is seldom strong enough to insulate them from competition from less expensive products and services with similar value.

Now that we have examined the many roles that price plays in the marketing process, it is time to give the definition of price.

Price is the amount of money (or the equivalent amount in product or service values) for which anything is bought, sold, or offered for sale. Price is an important concept for both the buyer and the seller. It is the value that is placed on any product or service.

Price is influenced by the quantity and quality of the product or service purchased, the quantity of value (monetary and non-monetary) given up, the premiums or discounts that are offered and accepted, the exchange transactions, and the type of payment.

IX. Are these sentences true or false? Correct the false sentences:

1. Even when the products or services involved are recognized brands representing quality, brand loyalty is seldom strong enough to insulate them from competition from less expensive products and services with similar value.
2. Price is influenced by the quantity and quality of the product or service purchased, the quantity of value (monetary and non-monetary) given up, the premiums or discounts that are offered and accepted, the exchange transactions, and the type of payment.
3. Customers often do not use price as an indicator.
4. Prices are one way in which customers communicate with their marketers.
5. Price is the amount of money (it is not equal to product or service values) for which anything is bought, sold, or offered for sale.
6. The difference in price reflects the fact that better materials and more careful manufacturing techniques have been used to create the higher-priced product.
7. Price is an important concept for the buyer.
8. Price is a competitive technique that is why there are very few products or services on the market today that are not able to price competition from other departments.
9. The prices charged by a marketer help create the image of the marketer's business in the eyes of the customer.
10. There are no cases in which the higher-priced product is really a superior product.

X. Choose the correct alternative:

1. Price is one of the four Ps in the marketing mix, where it plays **several/severe**

important roles.

2. Price is a communicative **source/device**.

3. It is the **value/charge** that is placed on any product or service.

4. Price is the amount of money (or the equivalent amount in product or service values) for which anything is bought, sold, or **offended/bothered/offered** for sale.

5. The difference in price reflects the fact that better materials and more careful manufacturing techniques have been used to create the **higher-priced/lower-priced** product.

6. Price is influenced by the quantity and quality of the product or service purchased, the quantity of value (monetary and non-monetary) given up, the premiums or discounts that are offered and accepted, the exchange **transactions/translations/transitions**, and the type of payment.

7. Price is a **measure/mean** of value.

8. Price is an important **contempt/concept** for both the buyer and the seller.

9. Price is often an indicator of value to the **customer/seller**.

10. Even when the products or services involved are recognized brands representing quality, brand **loyalty/royalty/entity** is seldom strong enough to insulate them from competition from less expensive products and services with similar value.

XI. Fill in the blanks with appropriate words:

offered	reflects	charged	measure
purchased	device	concept	competitive
brand loyalty		superior product	

1. Even when the products or services involved are recognized brands representing quality, _____ is seldom strong enough to insulate them from competition from less expensive products and services with similar value.

2. There are many cases in which the higher-priced product is really a _____.

3. Price is a communicative _____.

4. The prices _____ by a marketer help create the image of the marketer's business in the eyes of the customer.

5. Price is the amount of money (or the equivalent amount in product or service values) for which anything is bought, sold, or _____ for sale.

6. Price is influenced by the quantity and quality of the product or service _____, the quantity of value (monetary and non-monetary) given up, the premiums or discounts that are offered and accepted, the exchange transactions, and the type of payment.

7. The difference in price _____ the fact that better materials and more careful manufacturing techniques have been used to create the higher-priced product.

8. Price is a _____ technique that is why there are very few products

or services on the market today that are not vulnerable to price competition from other sources.

9. Price is an important _____ for both the buyer and the seller.
 10. Price is a _____ of value.

XII. Match the words and their definitions.

1	monetary	A	the percentage by which the seller reduces the full price for the buyer
2	objective	B	something which you hope to achieve
3	personnel	C	an attempt to force a customer to buy something he or she does not really want
4	quantity survey	D	all the people who work for an organization or at a particular location
5	factor	E	the act of giving one thing for another; a market for shares, commodities, futures, etc.
6	discount	F	a person in a business who takes decisions, a manager or director
7	high-pressure sales technique	G	the process of calculating the amount of materials and cost of labour needed for a construction project
8	transaction	H	a purchase or sale of shares
9	exchange	I	referring to money or currency
10	executive	J	something which is important, or which is taken into account when making a decision; a number used in multiplication to produce another number

XIV. Match the words in the right column with the words in the left column to make word combinations.

1	charged	a	device
2	the difference	b	in price
3	to be vulnerable	c	from competition
4	recognized	d	to price competition
5	the exchange	e	by a marketer
6	to insulate smth.	f	technique
7	quantity	g	transactions
8	communicative	h	brands
9	competitive	i	payment
10	the type of	j	of value

SELF-STUDY

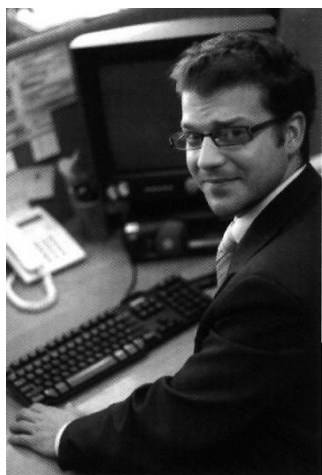
I. Translate the sentences into Ukrainian:

1. It is difficult to set prices without sound price policy.
2. I decided to buy a new car at this company because they offered the best trade-in allowance on my old model.
3. They must research supply and demand before they start to produce the new item.
4. The tape recorder that your store sells is inexpensive.
5. Many people are interested only in the low price and not in the extra services.

II. Choose the necessary modal verb (can, may, must, have to, to be to) and put it in the sentence:

1. Off-even pricing undoubtedly produce favourable psychological effect on a consumer.
2. I spoke to the chief. Now you change the credit term.
3. They are very talented specialists. I think they design the new line very quickly.
4. The situation has changed, so we start with especially low prices.
5. We choose price emphasis policy for this item.

III. Martin is organizing a meeting to discuss the prices for the cable Internet package. Put the following sentences in the correct order to complete email:



Hi team,

1. Could you have a look and let me know if there's anything you'd like to add or change?
2. As you probably know, we need to think about scheduling a meeting to discuss our pricing strategy for our new cable Internet package.
3. Hope you all had a nice weekend.
4. Please let me know if you can attend by the end of the day.
5. How about next Tuesday at 9 p.m.?
6. I'm also attaching an outline of what I'd like to talk about.

Thanks for your help.

Regards,
Martin

IV. Read the text and translate it using a dictionary:

FACTORS INFLUENCING PRICING DECISIONS

Pricing is a major marketing strategy. In the mid-1960s pricing was the sixth most important marketing activity out of 12 activities ranked by business executives. It was considered less important than product research and development, marketing research, sales personnel management, advertising and sales promotion planning, and customer services. However, when business executives were surveyed again in the mid-1970s, pricing was named the most important of the 12 activities.

Both internal business factors and environmental factors enter into pricing decisions.

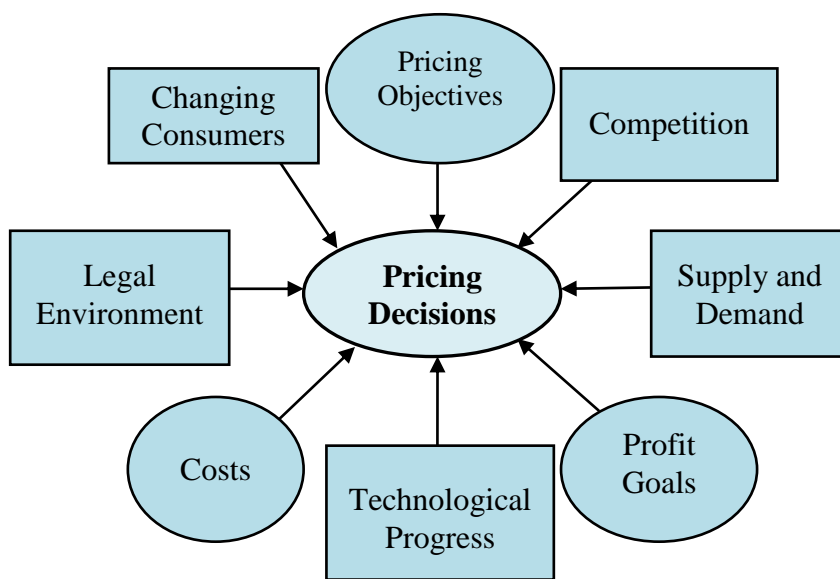


Illustration. *Influences of pricing decisions.*

Factors inside the firm that influence pricing decisions include costs, control, profit, pressures, and pricing objectives. These factors cause frequent changes in pricing decisions. They are interacting factors. Increasing costs may cause decreasing profits, a change in pricing objectives may cause an increase in costs, and profit pressures may cause a change in pricing objectives.

Environmental pricing factors include increased competition, rapid technological progress, changes in supply and demand, a changing legal environment, and better informed customers.

V. State which of the sentences are true and which are false:

1. Environmental pricing factors include increased competition, rapid technological progress, changes in supply and demand, a changing legal environment, and better informed customers.
2. Only internal business factors rather than environmental factors can enter into pricing decisions.

3. Decreasing costs may cause decreasing profits, a change in pricing objectives may cause an increase in costs, and pricing objectives may cause a change in profit pressures.
4. In the mid-1980s pricing was the sixth most important promotion activity out of 12 activities ranked by business executives.
5. Factors inside the firm that influence pricing decisions include costs, control, profit, pressures, and pricing objectives.
6. Pricing is a minor marketing strategy.

VI. Choose the correct variant a, b, c or d to fill in the gaps:

1. These interacting factors cause changes in pricing decisions.
a) vulnerable b) frequent c) invisible d) violent
2. Both business factors and environmental factors enter into pricing decisions.
a) internal b) external c) promotional d) pricing
3. Environmental pricing factors include increased competition, technological progress, changes in supply and demand, a changing legal environment, and better informed customers.
a) solid b) liquid c) vivid d) rapid
4. When business executives were again in the mid-1970s, pricing was named the most important of the 12 activities.
a) surveyed b) conveyed c) betrayed d) obeyed
5. It was considered less important than product research and development, marketing research, sales management, advertising and sales promotion planning, and customer services.
a) personal b) personnel c) PR d) CEO

VII. Translate the following sentences into English:

- A.**
1. Фірма могла запропонувати лише 40 факсів з негайною доставкою, ще 60 факсів фірма погодилась доставити трьома партіями по 20 факсів через рівні проміжки часу.
 2. Фірма може надати свої транспортні послуги.
 3. Умови влаштували Петрова, і у вівторок представники фірми підписали угоду.
 4. Моя секретарка розмовляла по телефону з містером Вайтом і домовилась з ним про нашу зустріч у п'ятницю о десятій ранку.
 5. Наш головний менеджер сам поїде до Лондона, щоб домовитись про ціни та умови поставки обладнання.
- B.**
1. Ціни відіграють важливу роль на всіх економічних ринках.
 2. За умов ринкової економіки ціни діють як сигнали.
 3. Цінова система в ринковій економіці напрочуд гнучка.
 4. Ціни на вільному ринку нейтральні.

5. На економічних ринках покупці та продавці мають протилежні наміри та надії.
6. Покупці бажають купувати за низькими цінами.
7. Продавці приходять на ринок із надією на високі ціни.

UNIT 17

PRICING STRATEGIES

CLASS ASSIGNMENTS

VOCABULARY

revenue	доходи, прибуток
to assess	оцінювати
regulatory	регуляторний
guideline	директива
target market	цільовий ринок
cost-oriented pricing strategy	стратегія ціноутворення, орієнтована на вартість
demand-oriented	орієнтований на попит
competition-oriented	орієнтований на конкуренцію
price floor	найнижча ціна
price ceiling	найвища ціна («цінова стеля»)
to utilize	використовувати
in accordance with	у відповідності до
product life cycle (PLC)	життєвий цикл продукту
marketing mix	комплекс маркетингу, набір основних компонентів маркетингового впливу
product area	товарний розділ, товарна сфера діяльності фірми
surplus	надлишок, прибуток
to reduce prices	знижувати ціни
volume	обсяг, випуск
at the marketer's disposal	у розпорядженні маркетолога, до послуг маркетолога
approach	підхід
to cut back	скоротити, зменшити
slightly	трохи
to remain	залишатися

I. Choose the necessary words and put them in the sentence:

1. One of the aims of market research is to indicate new... among people.
2. Advertising must... the consumer and make him buy the goods produced.

3. Often marketing is called ...
4. In order to sell a new product, a producer has to consider how to ... it.
5. The goods of this company are not sold very well, they must think about....
6. Sometimes it is difficult to influence ... through advertising.
7. If you want to produce something new, you should start with ...
8. A producer wants to ... the new trends and then tries to influence them.
9. ... includes product development and pricing among other things.

1. predict; 2. influence; 3. promote; 4. marketing; 5. trends; 6. distribution; 7. market research; 8. product planning; 9. consumer.

II. Study the following examples:

- a) If a company raises its price, it will actually sell more...
- b) The less elastic the demand, the more profitable it is for the seller to raise the price.

Now use the phrases below to complete the sentences:

Cause

companies raise wages
 production costs increase
 prices rise
 demand falls
 sales decrease

Effect

production costs increase
 prices rise
 demand falls
 sales decrease
 production falls

1. If the company raises wages,
2. The more the production costs increase,
3. If prices rise,
4. The more demand falls,
5. If sales decrease,

III. Match each term in Column A with its definition in Column B:

A	B
1. free enterprise	a. Money value of a good or service.
2. price system	b. A situation where the quantity demanded is greater than the quantity supplied.
3. shortage	c. An economic system based on the private ownership of property, competition and the profit motive.
4. market price	d. Economic system in which resources are allocated as a result of the forces of supply and demand.
5. surplus	e. A consumer's willingness and ability to buy a product or service at a particular time and place.

6. purchasing power	f. The price of a good or service at which the quantity demanded matches the quantity supplied.
7. price	g. A situation where the quantity supplied is greater than the quantity demanded.
8. market equilibrium	h. A situation where prices are relatively stable and there is neither a surplus nor shortage in the market.

IV. Fill in the blanks with prepositions or adverbs if necessary:

1. Prices play an important role ... all economic markets. 2. Prices act as signals ... a market economy. 3. A high price is a signal...producers to produce...and...buyers to buy 4. Prices serve as a link... producers and consumers. 5. Prices favour neither... the producer nor ... consumer. 6. Prices come... as a result...competition...buyers and sellers. 7. The price system ... a market economy is flexible. 8. Unforeseen events can affect... the prices...some... items. 9. The sellers come...the market hoping...high prices. 10. Market equilibrium is a situation where prices are stable and there is neither ... a surplus nor a shortage...the market.

V. Discuss the following questions:

1. What does the word "marketing" mean?
2. What elements does Marketing Mix include?
3. What does Place in the Four P's mean?
4. What does Promotion include?
5. What is the most complex element of Marketing Mix?
6. What does the so-called "product life cycle" include?
7. Why are pricing programs considered the most important of marketing programs?

VI. Read and translate the text:

TEXT 1

PRICING STRATEGIES

Price is perhaps the most important of the four Ps of marketing, since it is the only one that generates revenue for a company. Price is most simply described as the amount of money that is paid for a product or service. When establishing a price for a product or service, a company must first assess several factors regarding its potential impact. Commonly reviewed factors include legal and regulatory guidelines, pricing objectives, pricing strategies, and options for increasing sales.

It is important to remember that price is a major factor in determining how profitable a product or service can be. If you find the price that is “right” for the target market, your product or service will have a better chance to be profitable. There are three possible strategies that one may follow to determine the right price for the product.

1. When a *cost-oriented pricing strategy* is used, all costs for manufacturing

the merchandise, all service costs are computed first. Then the desired profit margin is added to determine the price.

2. *Demand-oriented pricing* utilizes consumer desires and demand in the setting of individual prices.

3. When a *competition-oriented pricing strategy* is used, price is set in accordance with the prices charged by competitors. These prices can be below, equal to, or higher than the prices of the competition, depending on the differences in the products or services involved.

4. *Combined-oriented strategies*. When prices are set, marketers often combine these three strategies when making their pricing decisions. The cost-oriented strategy can help them identify the price floor. They then can apply the demand-oriented strategy and “bracket” an acceptable price by determining the price ceiling. Finally, they can examine competitive pricing to be assured of selecting the right price.

VII. Are these sentences true or false? Correct the false sentences:

1. Price is described as the amount of money that is paid for a product or service.
2. When a cost-oriented pricing strategy is used, all costs for manufacturing the merchandise are not computed at all.
3. It is important to remember that price is a major factor in determining how profitable a product or service can be.
4. When prices are set, marketers never combine these four strategies when making their pricing decisions.
5. The cost-oriented strategy can help them identify the price ceiling.
6. Consumer-oriented strategies can determine competitive pricing to be assured of selecting the right price.
7. Volume is most simply described as the amount of money that is paid for a product or service.
8. When establishing a price for a product or service, a company must first assess several factors regarding its potential impact.
9. Legal and regulatory guidelines, pricing objectives, pricing strategies, and options for increasing sales include commonly reviewed factors.
10. If you find the price that is “right” for the target market, your product or service will have a better chance to be profitable.

VIII. Choose the correct alternative:

1. Price is perhaps the most important of the four Ps of marketing, since it is the only one that generates **revenue/loss** for a company.
2. The desired profit **margin/curve** is added to determine the price.
3. Combined-oriented strategies can examine **competent/competitive** pricing to be assured of selecting the right price.
4. Prices can be below, **equal/above** to, or higher than the prices of the competition, depending on the differences in the products or services involved.
5. Combined-oriented strategies can apply the demand-oriented strategy and

“bracket” an acceptable price by determining the price **ceiling/selling/sailing**.

6. When a competition-oriented pricing strategy is used, price is set in accordance with the prices **changed/charged** by competitors.

7. Demand-oriented pricing **utilizes/analyzes** consumer desires and demand in the setting of individual prices.

8. There are some strategies that one may follow to **concern/determine** the right price for the product.

IX. Fill in the blanks with appropriate words:

equilibrium	salesman	demand-oriented	margin
power			funded
ceiling	exceeds	gain	occur

1. The project is completely _____ by private enterprise.

2. A _____ should know the prices of all the products he is selling.

3. An economic surplus is related to money, and it reflects a _____ in the expected income from a product.

4. Purchasing _____ parity is used worldwide to compare the income levels.

5. The _____ price is the price of a good or service when the supply of it is equal to the demand for it in the market.

6. A shortage is a situation in which demand for a good or service _____ the available supply.

7. If the price _____ is set below the market price, then a "shortage" is created; the quantity demanded will exceed the quantity supplied.

8. Economic efficiency may be said to _____ when an action creates more benefits than costs.

9. The desired profit _____ is added to determine the price.

10. They then can apply the _____ strategy and “bracket” an acceptable price by determining the price ceiling.

X. Match the words and their definitions.

1	approach	A	more of something than is needed
2	maturity	B	an unofficial suggestion from the government as to how something should be done
3	four P's	C	the amount added to a normal price or rate for a product or service; free gift offered to a prospective purchaser as an inducement to make a purchase
4	utilize	D	to use something
5	guideline	E	an act of getting in touch with someone with a proposal
6	surplus	F	the price of a product or service that does not include any extras
7	volume	G	a simple way of summarizing the essentials of the marketing mix, which are Product, Price, Promotion and

			Place
8	basic price	H	the market in which a company is planning to sell its goods
9	premium	I	the third stage in a product life cycle when a product is well established in the market though no longer enjoying increasing sales, after which it will start to decline
10	target market	J	a quantity of items; the quantity of shares traded on a stock market

XI. Match the words in the right column with the words in the left column to make word combinations.

1	to generate	a	floor
2	the amount	b	of money
3	regarding	c	product or service
4	to establish	d	a price
5	profit	e	pricing
6	competition-oriented	f	revenue
7	to be charged	g	its potential impact
8	profitable	h	pricing strategy
9	price	i	by competitors
10	competitive	j	margin

SELF-STUDY

I. Look at the picture. What pricing consideration did the marketers use?



- * Alternative solutions: our stick packaging is unique
- * Base of comparison: easy to compare price but difficult to compare taste
- * Unique benefits / Unique Selling Points (USPs): quality of tea, stick format
- * Monetary significance: tea is cheap, but the innovative packaging has a high value
- * Demand: tea consumption is stable, but sales in speciality shops are on the rise
- * Price sensitivity: consumers are very price sensitive
- sales decrease when prices increase
- * Complementary costs: none - the customer doesn't even need a spoon!!

II. Complete the text using words from the box.

bargain	fair	premium	significance	unique
costs	points	sensitive	solutions	

When deciding on the price of a product or service you have to consider the product or service itself. For example, does it have _____ benefits? Does the consumer have any alternative _____? What is the monetary _____ of the product or service? You also have to think about the possibility of complementary _____, and how price _____ the consumers are to these and the product or the service cost.

Then you need to think about the pricing strategy and how this relates to the brand. For a luxury brand it is essential to follow a _____ pricing strategy in order to maintain a brand image. A low price would not be suitable for a brand such as Cartier.

Finally, you need to carry out a price test to check the price _____ you are considering. The _____ is the amount that the consumer is prepared to pay for the product or service. A _____ price is a low price that may be used during special offers or for promotional prices.

III. Replace the Ukrainian words and phrases by suitable English equivalents in the correct form. Retell the passage:

(Для того щоб купити) foreign products or services, or (інвестувати) in other countries, (компанії) and individuals may first (купити валюту) of the country with which they are doing business. Generally, (експортери) prefer to be paid for their (товари та послуги) either in their own (валюті) (Japanese in yen and Germans in marks) or in U.S. dollars, which are accepted (у всьому світі). For example, when the French buy (нафту) from Saudi Arabia, they may (платити) in U.S. dollars, not French francs or Saudi dinars, even though the United States is not involved in the transaction. The foreign exchange market, or "FX" market, is where (купівля та продаж) of different currencies takes place. (Ціна) of one currency in terms of another country's currency is called (валютний курс).

IV. Round-table discussion. The question on the agenda is «Prices in a market economy». Questions for discussion:

- the role of prices in a market economy;
- in a market economy prices act as signals;
- how prices answer the What, How and Who questions in a market economy;
- explain the Law of Diminishing Marginal Utility and give examples;
- the rationing effect of prices;
- the production-motivating function of prices.

V. Read the text and retell it:

PRICING IN THE PRODUCT LIFE CYCLE

Each product passes through what is known as a *product life cycle (PLC)* from the time when it is introduced on the market to the time when it is removed from the market. During its PLC, each product passes through four stages: introduction, growth, maturity, and decline. When the product no longer provides a satisfactory return, it is removed from the market, and the company's efforts are applied to new or more successful products.

Pricing plays a key role in the marketing strategies that are used for each product as it moves through its PLC, because each of the four PLC stages may require specific applications.

During the *growth* stage of the PLC, sales increase rapidly and costs for promotion and distribution decrease because they are spread over a larger volume. The marketer wants to keep products in the growth stage as long as possible. This is the time to improve product quality and offer new models, features, and styles to keep the product existing.

Maturity is the stage when people buy as much of the product as they want. The maturity stage is usually the longest; it is the real test of a marketer's ability to use the elements of the marketing mix effectively. Price is one of the tools at the marketer's disposal. Competition is very strong during maturity stage. If there is a lot of competition in a product area, there will be a surplus of that product. Such a surplus leads marketers to reduce prices so that they can maintain their existing market shares. As an alternative to price reductions, marketers can introduce lower-priced models of the same product, or, in a different approach, they can introduce a higher-quality version of the same product with a higher price.

During the *decline* stage, a product's sales decrease. During this stage in the PLC, marketers reduce the costs of producing the product and cut back on advertising and promotion. The price of the product may be reduced slightly or may remain the same.

VI. State which of the sentences are true and which are false:

1. Sometimes the product which provides a satisfactory return is removed from the market, and the company's efforts are applied to new or more successful products.
2. The growth stage is usually the longest; it is the real test of a marketer's ability to use the elements of the marketing mix effectively.
3. Promoting plays a key role in the marketing strategies that are used for each product as it moves through its Ps, because each of the four Ps may require specific applications.
4. As an alternative to price reductions, marketers can introduce lower-priced version of the same product with a higher price.
5. Each product passes the exam from the time when it is introduced on the market to the time when it is removed from the market.

6. If there is a lot of advertising in a product area, there will be a competition of that product.

VII. Choose the correct variant a, b, c or d to fill in the gaps:

1. Such a surplus leads marketers to prices so that they can maintain their existing market shares.

- a) cut off b) reduce c) cut down d) cut back

2. During this stage in the PLC, marketers reduce the costs of producing the product and cut back on and promotion.

- a) work b) merchandizing c) advertising d) analyzing

3. During the decline stage, a product's sales

- a) increase b) decline c) reduce d) decrease

4. Growth is the time to improve product quality and offer new models, features, and styles to keep the product

- a) transacting b) existing c) exhibition d) transiting

5. Price is one of the tools at the marketer's

- a) disposal b) proposal c) accuse d) discount

VIII. Translate into English:

1. Під час переговорів продавці дали нам знижку 2%, оскільки це було наше перше замовлення, і фірма була зацікавлена в торгових контактах з нами.

2. Ми були цілком задоволені переговорами і в майбутньому чекаємо гарних ділових стосунків з фірмою «Блек енд Ко».

3. Ми знали, що нам доведеться погодитись на умови фірми.

4. Директор фірми сподівається, що партнери погодяться на проведення переговорів наступного тижня.

5. Секретарка поцікавилась, хто має прийняти містера Брауна.

6. Рекреаційний «шопінг» – це розглядання вітрин, але не завжди покупка є його результатом.

7. Роздрібний торговець допомагає продавати товар за допомогою реклами та показів.

8. Замовлення товарів по телефону, з каталогів, газет, чи телевізійної реклами є дуже популярним сьогодні.

9. Посередник – це особа, яка працює в каналі розповсюдження товарів між виробником і кінцевим споживачем.

UNIT 18

THE COMMUNICATIONS PROCESS

CLASS ASSIGNMENTS

VOCABULARY

marketing communications mix	комплекс маркетингових комунікацій (поєднання маркетингових засобів , які використовуються для передачі повідомлення про товар)
promotional submix	рекламний субкомплекс
public relations (PR)	зв'язки з громадськістю
channel of distribution	канал поширення
offering	пропозиція
consumer-oriented	орієнтований на споживача
advertising (ads)	реклама
institutional advertising	інституційна реклама
loading dock (US) / loading bay (UK)	приміщення у магазині, з якого розсилаються, розповсюджуються та виносяться товари
storage area	зона зберігання
to persuade	переконати
tool	інструмент
regarding	щодо
to evaluate	оцінювати
to execute	виконувати
oral	усний
to notify	повідомити
to identify	ідентифікувати
goodwill	доброзичливість
to enhance	підвищувати
announcement	оголошення
nationwide	загальнонаціональний
pioneering	новаторський
comparison	порівняння
to elaborate	ретельно розробити, обдумати

I. Define what part of speech are these words and translate them:

facility, dangerous, include, attentive, strictly, rely, unique, effectively, sensitive, easily, prefer, active, helping, naturally, satisfy, equip, requirement

II. Match the two parts of the sentences:

1. Monsanto used a public relations company to promote their	a) policy-makers concerning regulations for exploiting reserves in Antarctica.
--	--

2. The report confirmed that lobbying does influence the political decision-making	b) interests in the EU. The firm organized a visit to the headquarters in the United States.
3. An opposition party spokesman fears the campaign	c) process in the UK.
4. The oil industry is lobbying government to influence	d) donations from big business influence government policy.

III. Choose the correct words from the brackets to complete the report from a pressure group:

We are continuing our campaign to (1) (mobilize/ advise/ corrupt) public opinion. Following the (2) (fact sheet/ rally/ outside lobbying) in the town centre, we are organizing a further letter-writing (3) (conference/ campaign/ release) to keep up pressure on our local politicians. Our press (4) (release/ contributions/ code) generated three articles in the local newspapers. We are getting advice on media (5) (training/ bribing/ testimony) so that we will be more convincing when speaking to the press.

IV. Read the following article from a magazine on public relations. Answer the questions:

1. What do you think of these tips? Can you think of any examples?
2. What tips can you add to this list?
3. Have you ever written press releases for your company? If so, what did you find easy/ difficult?

WRITING A KILLER PRESS RELEASE

You've all seen them: the press releases that would put any reader to sleep. You've barely glanced at the title before you're ready to curl up in bed. *Campbell Associates is moving into cutting-edge new headquarters!* 'But who cares about Campbell Associates? Who are Campbell Associates, anyway?' you ask yourself.

It takes more than an exclamation mark to catch a reader's attention. So read on for some tips on how to write a press release that will get read – and published!

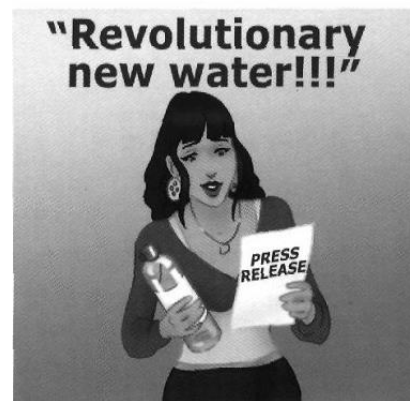
1. **Keep things real.** Do not exaggerate when you write. Instead, make sure you deal with the facts. Journalists get dozens of press releases a day and words like "revolutionary" and "ground-breaking" get old very quickly, especially when these words are describing very ordinary events.

2. **See the story from the reporter's point of view.** Present your news as a story. The focus doesn't have to be on your company. What you want is something that people will want to read about. So focus on the people who use your products and services, and that will make your story come to life.

3. **Create a headline that will grab your readers' attention.** Brainstorm four or five titles for an important press release, and then come back to them the next morning. See which one seems the most interesting to you.

4. **Proofread carefully.** A badly-written press release won't get read. Get help if you need it: there are a number of good, professional PR-agencies out there if you are not able to write perfect copy in English, for example.

5. **Keep it short.** Ideally, give the press release to someone who doesn't know anything about the topic, and have them look at it for fifteen seconds. When they give it back to you, can they tell you the most important points? If not, you need to revise what you've written.



V. Read and translate the text:

TEXT 1

THE MARKETING COMMUNICATION MIX

The marketing communications mix is divided into two submixes; the promotional submix and the public relations submix.

The Promotional Submix

The term “promotion” originates from the Latin term “promovere”, meaning “to move forward”. In marketing, it includes only communications. When products are moved forward from the loading dock into a storage area, this movement is not promotion. Thus, *promotion* is any communication activity whose purpose is to help move a product, service, or idea through a channel of distribution. Such communication activity is almost always persuasive.

Promotion is a tool of marketing. The major objective of promotion is to persuade buyers and consumers to purchase an offering. The promotional submix should be consumer-oriented, which means that all decisions regarding the promotional submix are reached with the potential customer’s satisfaction.

Public Relations

Public relations (PR) is defined as the management function that evaluates public attitudes, identifies the policies and procedures of an individual or organization with the public interest, and executes a programme of action to earn public understanding and acceptance. Public relations start with research, that is, the firm must evaluate public attitudes.

The “public” of PR consists of all groups with which the individual, group, or firm interacts or hopes to influence. Marketers use institutional advertising, press releases, oral presentations about the firm or its products, company tours, and involvement in community projects as public relation tools.

VI. Are these sentences true or false? Correct the false sentences:

1. Public relations (PR) is defined as the management function that evaluates public attitudes, identifies the policies and procedures of an individual or organization with the public interest.
2. Public understanding and acceptance cannot be earned by PR executes’ programme of action.
3. Marketing is a tool of promotion.
4. The term “promotion” originates from the Greek term “promovere”, meaning “to move forward”.
5. The marketing communications mix is divided into two submixes; the promotional submix and the public relations submix.
6. The “public” of PR consists of all groups with which the individual, group, or firm interacts or hopes to influence.
7. The major objective of promotion is to persuade buyers and consumers to put money on a deposit.
8. Promotion is any communication activity whose purpose is to help move a product, service, or idea through a channel of distribution.
9. Promotion is when products are moved forward from the loading dock into a storage area.
10. Public relations start with research, that is, the firm must affect public attitudes.

VII. Choose the correct alternative:

1. Marketers use **promotional/institutional** advertising, press relates, oral presentations about the firm or its products, company tours, and involvement in community projects as public relation tools.
2. The promotional **submix/mix** should be consumer-oriented, which means that all decisions regarding the promotional submix are reached with the potential customer's satisfaction.
3. Promotion is any communication activity whose purpose is to help move a product, service, or idea through a channel of **distribution/selling**.
4. The major objective of promotion is to **penetrate/persuade** buyers and consumers to purchase an offering.
5. The promotional submix should be **buyer-oriented/consumer-oriented**, which means that all decisions regarding the promotional submix are reached with the potential customer's satisfaction.
6. Public relations start with research, that is, the firm must **evaluate/negotiate** public attitudes.
7. When products are moved forward from the loading dock into a **keeping/storage** area, this movement is not promotion.
8. The marketing communications mix is **divided/included** into two submixes; the promotional submix and the public relations submix.
9. In marketing, promotion includes only **advertising/communications**.
10. Such communication activity is almost always **persuasive/perceive**.

VIII. Fill in the blanks with appropriate words:

persuasive	executes	promovere	interacts	promotion
------------	----------	-----------	-----------	-----------

1. Public relations (PR) is defined as the management function that evaluates public attitudes, identifies the policies and procedures of an individual or organization with the public interest, and _____ a programme of action to earn public understanding and acceptance.
2. The "public" of PR consists of all groups with which the individual, group, or firm _____ or hopes to influence.
3. The term "promotion" originates from the Latin term " _____ ", meaning "to move forward".
4. _____ is a tool of marketing.
5. Such communication activity is almost always _____.

IX. Match the words and their definitions.

1	communications	A	a means by which information or goods pass from one place to another
2	public relations	B	the business of announcing that something is for sale or of trying to persuade customers to buy a product or service

3	comparison	C	the good reputation of a business, which can be calculated as part of a company's asset value, though separate from its tangible asset value
4	channel	D	the act of comparing one thing with another
5	advertising	E	an action of stating that you are prepared to sell something at some price
6	nationwide	F	the part of a harbour where ships can load or unload
7	goodwill	G	the fact of being able to contact people or to pass messages
8	loading dock	H	an act of telling something in public
9	offering	I	is handling all publicity
10	announcement	J	all over a country

X. Match the words in the right column with the words in the left column to make word combinations.

1	marketing	<i>a</i>	public understanding
2	to move	<i>b</i>	forward
3	loading	<i>c</i>	advertising
4	channel	<i>d</i>	communications mix
5	to persuade	<i>e</i>	project
6	institutional	<i>f</i>	tools
7	to evaluate	<i>g</i>	dock
8	community	<i>h</i>	of distribution
9	public relation	<i>i</i>	public attitude
10	to earn	<i>j</i>	buyers

SELF-STUDY

I. Complete the news report using words from the box:

catching	coverage	graphics	hung	shelters	wrapped
----------	----------	----------	------	----------	---------

Commuters in Bristol were surprised by an invasion of out-of-home advertising last Tuesday. The opening of a new concert hall was announced by huge banners (1) on prominent sites around the city. Buses were (2) in the concert hall's logo and colours. Bus (3) were treated to new eye. (4) interactive ads that lit up and made noises as pedestrians walked past. A spokesperson for the new concert hall said that the public reaction had been good. 'We got greater (5)



..... than we had imagined' he added. One commuter said that she had been pleasantly surprised to find herself walking on floor (6) instead of the ordinary floor.

II. Make word combinations using a word from each box. Then use the correct forms of some of combinations to complete the sentences below:

chat	social
general	spread the
live up to	stealth
pass	target
peer to	word of

along	word
audience	public
mouth	peer
the hype	networks
marketing	room

1. City dwellers are increasingly buying food products direct from farmers. Sixty-six percent of customers said they had heard about the farm they use by
2. Three mothers created a line of clothing for kids called Mum's The Word in 2016. They dressed their own kids in Mum's The Word clothes; the kids became brand ambassadors and about a new brand.
3. One of the most difficult aspects of viral marketing is making sure the product or service and doesn't disappoint the consumers when they actually try it.
4. Advertisers are starting to use The brand sends a message to their network.

III. Match the two parts of the sentences:

1. Procter and Gamble has released viral	a) agents called CrewBlue Ambassadors.
2. In addition to launching Nocruf.org website, the campaign includes paid search ads, and two viral videos on the peer	b) rooms.
3. The Sony advert with paint exploding over a block of flats spread	c) along the airline's brand message on university campuses.
4. The general	d) public was allowed to attend the shooting of the new campaign and the film was released on the Bravia website.
5. The film has been uploaded onto peer to peer sites and widely discussed in chat	e) commercials that aim to persuade men to shave.
6. The JetBlue airline recruited a network of buzz	f) on the Internet.
7. Influential students pass	g) to peer site YouTube.com.
8. A portal allows ambassadors to share	h) networks.

ideas and communicate with other students in their social	
---	--

IV. Prepare short reports on the following topic using the basic expressions:

Marketers and consumers are people talking about sales promotions:

We run a **prize draw**, or competition, every year in the summer. It's **free to enter**, so we have to label the packs with **no purchase necessary** to show that consumers don't have to buy the product to enter. This year we are thinking of changing the rules. We'd like to include **an element of skill** by asking the **entrants** to answer a simple question in order to take part. This way we can require a **proof of purchase**, like a receipt, from the entrants.

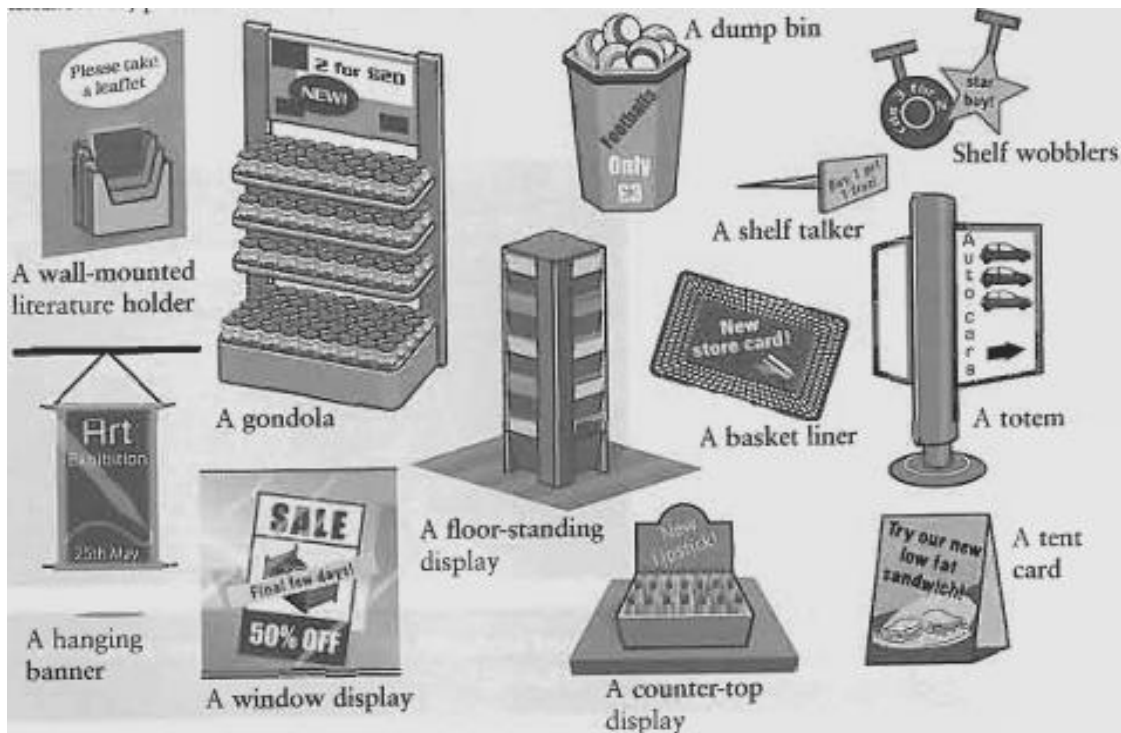
I bought these biscuits because I had a **money-off coupon**. Thirty pence off, now that's not bad. My son got it from the Internet. It's one of these new **e-coupons**. You know – an **online coupon**.

I always buy my shampoo when there is a **special offer**, like **three-for-two**. It's even better if its **buy one get one free**, or **BOGOF**.

As the marketing manager for a breakfast cereal, I like to use **gifts with purchase** to target children. We often put a small plastic toy inside the packet.

My local supermarket always goes crazy in the summer with **seasonal promotions** for sun cream and leg wax. Sometimes you can't find the milk because of all the **in-store promotions**.

V. Point of purchase (POP) or point of sale (POS) displays. Display units come in a variety of shapes and sizes. It is possible to display the products themselves and product advertising. Study the information:



VI. Make word combinations using a word or phrase from each box. One word can be used twice. Then use the word combinations to complete the sentences below:

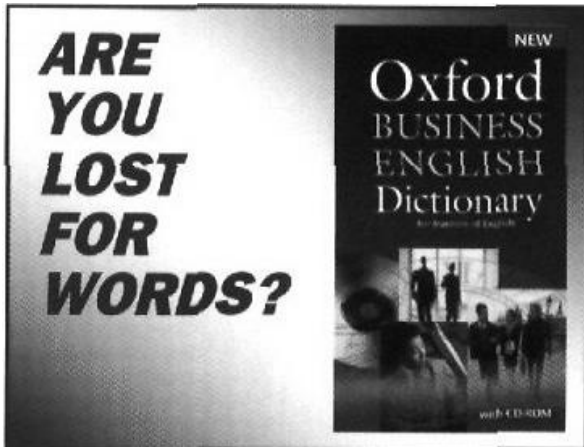
an element
money-off
no
online
seasonal
special
three for

coupons
offer
of skill
promotions
purchase
necessary
two

1. Some can be found on the Internet. These are called
2. When children go back to school after the long holidays they are always on pencils, paper and school bags.
3. If is written on the pack, you can enter the price draw without having to buy a product.
4. For some prize draws is needed to answer questions or complete a simple task.
5. is a popular type of as you get one free product.

VII. Look at the advertisement below and analyze it according to the AIDA model. Does it:

- catch the audience's **Attention**
- make them **Interested**



create **Desire**

and state the **Action** the audience should take (e.g. *Call now!*)?

Do you agree with this model of advertisement? Why or why not? Think of a few ads you've seen and analyze them according to the AIDA model.

VIII. Answer the questions:

1. Where do you see a lot of advertising?
2. What commercials do you like?
3. What can you not advertise on TV in your country?
4. When is it very expensive to advertise?

IX. How do you think advertisements vary between countries? Read the opinions below. Do any of them surprise you?



A. I can tell the difference between the German ad and a British one immediately. I find German advertising very direct, whereas British advertising tends to be much more subtle. You know, the British ad for a chocolate bar might be all about something that has nothing to do with chocolate, but which somehow manages to evoke the idea of self-indulgence: a woman in a bath, for example. A German ad for a chocolate bar will always have a chocolate bar in it.

B. Henry Ford said that a car can be any colour as long as it's black, and I feel the same way about advertising. A really good ad campaign will work across cultures and appeal to basic human needs – the only thing you need to change is the language.

C. I was in Japan a few years ago and was shocked to see how many famous Hollywood stars were advertising everyday products like cars and bath soap. They'd never do ads like that in the US because it would harm their reputation here. I'm not sure why it's OK to do it in Asia, though. But a friend from Kyoto

visited me recently, and she mentioned that these days, Japanese companies prefer to use Japanese actors in their ads. Apparently the West is losing its appeal!

D. Sure, something like fancy French perfume can be marketed in a similar way around the world: the only thing that changes is how sexy the ad is allowed to be! But the ad campaigns for our wines are completely different in, say, the US and France. American ads show a couple drinking wine in a very exclusive restaurant: it's clearly a special occasion. And French ads show a group of adults, obviously old friends, having a casual meal at home. The product is the same, but the 'packaging' is completely different.

X. Read and translate the following text:

TEXT 2

ADVERTISING

The word “*advertising*” comes from the French term “*avertir*” meaning “to notify”. Communication is necessary for notification. Advertising is simply the way a business (firm) talks to potential customers or clients about products or services. The role of advertising is to inform potential users that the product or service is available and to persuade people to try it by pointing out the benefits it offers. Advertising is marketing's most visible form of communication. Usually the marketers define advertising as “any paid form of nonpersonal presentation and promotion of ideas, goods, or services by a sponsor”. The four key elements in this definition are: 1) paid form, 2) nonpersonal presentation, 3) promotion of ideas, goods, or services, and 4) an identified sponsor.

Advertising may be classified according to purpose. The message is promotional if the purpose is to persuade potential buyers to select a specific product or service. But if the purpose is to generate goodwill or enhance a firm's image, the message is institutional.

There are two types of printed ads appearing in newspapers or magazines: 1) *classified* – small, usually containing a few lines of print advertisement, usually serving simply as an announcement indicating that particular goods or services are being offered for sale; and 2) *display* ads which are larger than classified ads and usually contain a persuasive message.

Another classification is based on the sponsor and the audience to which ads are directed. *Local* advertising is sponsored by local businesses and is directed at buyers within a town, city, or trading area. Advertising sponsored by a manufacturer or supplier of goods and services sold on a nationwide basis is referred to as *national* advertising.

Advertising also may be classified by level of demand influence. In the introductory stage of a product's life cycle, ads are classified as *pioneering* ads. *Competitive* ads stimulate selective demand and promote a specific brand. *Comparative* ads also attempt to stimulate selective demand, but they contain

comparisons between two brands. *Reminder* ads remind prospects to buy and do not elaborate on why they should buy.

Type of appeal may also be used to classify advertising. *Factual*, or rational, advertising is designed to appeal to rational thought process. The message simply contains facts about a product or service. *Emotional* advertising messages appeal to a prospective buyer's emotions as they are influenced by the individual's wants and needs.

XI. State which of the sentences are true and which are false:

1. Sometimes product or service does not offer the benefits and the role of advertising is to inform potential users about it.
2. If the purpose is to generate goodwill or enhance a firm's image, the message is promotional.
3. Advertising may be classified according to purpose.
4. Communication is not necessary for notification.
5. Advertising sponsored by a manufacturer or supplier of goods and services sold on a nationwide basis is referred to as national advertising.
6. Emotional advertising messages appeal to a prospective buyer's emotions as they are influenced by the individual's wants and needs.
7. Advertising is marketing's most visible form of regulation.
8. Advertising is simply the way a business (firm) talks to potential customers or clients about products or services. The four key elements in this definition are: 1) paid form, 2) nonpersonal presentation, 3) promotion of ideas, goods, or services, and 4) an identified sponsor.
9. The message simply contains facts about a product or service.
10. Display ads are larger than classified ads and usually contain an announcement indicating that particular goods or services are being offered for sale.

XII. Choose the correct alternative:

1. Local is sponsored by local businesses and is directed at buyers within a town, city, or trading area.
a) sponsoring b) volunteering c) advertising d) unpretending
2. Usually the marketers define advertising as "any paid form of presentation and promotion of ideas, goods, or services by a sponsor".
a) perfect b) personal c) traditional d) nonpersonal
3. In the introductory stage of a product's life cycle, ads are classified as ads.
a) customer b) shareholder c) franchising d) pioneering
4. Comparative ads also attempt to stimulate selective demand, but they contain between two brands.
a) comparisons b) gap c) difference d) drawback
5. Factual, or rational, advertising is designed to to rational thought process.
a) take b) come c) appeal d) deal

XIII. Translate into English:

1. Товар не було доставлено вчасно, оскільки у фірми було занадто багато замовлень.
2. Наступного року фірма збирається представити на світовий ринок нову модель комп'ютера.
3. Нашого менеджера запитали, чи використовується цей новий метод у промисловості.
4. Вам слід було прийти раніше, оскільки обговорення питання, яке Вас цікавить, уже почалося.
5. До пропозиції має бути додано каталог, а також технічні характеристики машини.

TEXTS FOR ADDITIONAL READING

Text 1. MANAGEMENT

Managers are continually challenged to motivate a workforce to do two things. The first challenge is to motivate employees to work toward helping the organization achieve its goals. The second is to motivate employees to work toward achieving their own personal goals.

Meeting the needs and achieving the goals of both the employer and the employee is often difficult for managers in all types of organizations. In health care, however, this is often more difficult, in part as a result of the complexity of healthcare organizations, but also as a function of the wide array of employees who are employed by or work collaboratively with healthcare providers in delivering and paying for care. The types of workers run the gamut from highly trained and highly skilled technical and clinical staff members to relatively unskilled workers. To be successful, healthcare managers need to be able to manage and motivate this wide array of employees.

MOTIVATION—THE CONCEPT

According to Webster's New Collegiate Dictionary, a motive is "something (a need or desire) that causes a person to act." Motivate, in turn, means "to provide with a motive," and motivation is defined as "the act or process of motivating." Thus, motivation is the act or process of providing a motive that causes a person to take some action. In most cases motivation comes from some need that leads to behavior that results in some type of reward when the need is fulfilled. This definition raises a couple of basic questions.

What are Rewards?

Rewards can take two forms. They can be either intrinsic/internal rewards or extrinsic/external ones. Intrinsic rewards are derived from within the individual. For a healthcare employee this could mean taking pride and feeling good about a job well done (e.g., providing excellent patient care).

Extrinsic rewards pertain to rewards that are given by another person, such as a healthcare organization giving bonuses to teams of workers when quality and patient satisfaction are demonstrated to be exceptional.

Who Motivates Employees?

While rewards may serve as incentives and those who bestow rewards may seek to use them as motivators, the real motivation to act comes from within the individual. Managers do exert a significant amount of influence over their employees, but they do not have the power to force a person to act. They can work to provide various types of incentives in an effort to influence an employee in any number of ways, such as by changing job descriptions, rearranging work schedules, improving working conditions, reconfiguring teams, and a host of other activities. While these may have an impact on an employee's level of motivation and willingness to act, when all is said and done, it is the employee's decision to take action or not. In discussing management and motivation, it will be important to continually remember the roles of both managers and employees in the process of motivation.

Is Everybody Motivated?

As managers, we often assume that employees are motivated or will respond to inducements from managers. While this is perhaps a logical and rational approach from the manager's perspective, it is critical to understand that this is not always the case. While the majority of employees do, in fact, want to do a good job and are motivated by any number of factors, others may not share that same drive or high level of motivation. Those folks may merely be putting in time and may be more motivated by other things, such as family, school, hobbies, or other interests. Keeping this in mind is useful in helping managers understand employee behaviors that seem to be counter-productive.

THEORIES OF MOTIVATION

Psychologists have studied human motivation extensively and have derived a variety of theories about what motivates people. This section briefly highlights the motivational theories that are regularly discussed in management textbooks. These include theories that focus on motivation being a function of 1) employee needs of various types, 2) extrinsic factors, and 3) intrinsic factors. Each set of theories will be discussed below.

Needs-Based Theories of Motivation

■ Maslow's Hierarchy of Need—Maslow (1954) postulated a hierarchy of needs that progresses from the lowest, subsistence-level needs to the highest level of self-awareness and actualization. Once each level has been met, the theory is that an individual will be motivated by and strive to progress to satisfy the next higher level of need.

The five levels in Maslow's hierarchy are

- *Physiological needs*—including food, water, sexual drive, and other subsistence-related needs;
- *Safety needs*—including shelter, a safe home environment, employment, a healthy and safe work environment, access to health care, money, and other basic necessities;

- *Belonging needs*—including the desire for social contact and interaction, friendship, affection, and various types of support;
- *Esteem needs*—including status, recognition, and positive regard;
- *Self-actualization needs*—including the desire for achievement, personal growth and development, and autonomy.

The movement from one level to the next was termed satisfaction progression by Maslow, and it was assumed that over time individuals were motivated to continually progress upward through these levels. While useful from a theoretical perspective, most individuals do not view their needs in this way, making this approach to motivation a bit unrealistic.

■ Alderfer's ERG Theory—The three components identified by Alderfer (1972) drew upon Maslow's theory, but also suggested that individuals were motivated to move forward and backward through the levels in terms of motivators. He reduced Maslow's levels from five to the following three:

- *Existence*—which related to Maslow's first two needs, thus combining the physiological and safety needs into one level;
- *Relatedness*—which addressed the belonging needs; and,
- *Growth*—which pertains to the last two needs, thereby combining esteem and self-actualization.

Alderfer also added his frustration-regression principle, which postulated that individuals would move in and out of the various levels, depending upon the extent to which their needs were being met. This approach is deemed by students of management to be more logical and similar to many individuals' world views.

■ Herzberg's Two Factor Theory—Herzberg (2003) further modified Maslow's needs theory and consolidated down to two areas of needs that motivated employees. These were termed

- *Hygienes*—These were characterized as lower level motivators and included, for example, “company policy and administration, supervision, interpersonal relationships, working conditions, salary, status, and security”.
- *Motivators*—These emphasized higher level factors and focused on aspects of work, such as “achievement, recognition for achievement, the work itself, responsibility and growth or advancement”.

Herzberg's is an easily understood approach that suggests that individuals have desires beyond the hygienes and that motivators are very important to them.

■ McClelland's Acquired Needs Theory—The idea here is that needs are acquired throughout life. That is, needs are not innate, but are learned or developed as a result of one's life experiences (McClelland, 1985).

This theory focuses on three types of needs:

- *Need for achievement*—which emphasizes the desires for success, for mastering tasks, and for attaining goals;
- *Need for affiliation*—which focuses on the desire for relationships and associations with others; and,
- *Need for power*—which relates to the desires for responsibility for, control of, and authority over others.

All four of these theories approach needs from a somewhat different perspective and are helpful in understanding employee motivation on the basis of needs. However, other theories of motivation also have been posited and require consideration.

Extrinsic Factor Theories of Motivation

Another approach to understanding motivation focuses on external factors and their role in understanding employee motivation.

The best known of these is:

■ **Reinforcement Theory**—**B.F. Skinner** (1953) studied human behavior and proposed that individuals are motivated when their behaviors are reinforced. His theory is comprised of four types of reinforcement. The first two are associated with achieving desirable behaviors, while the last two address undesirable behaviors:

■ **Positive reinforcement**—relates to taking action that rewards positive behaviors;

■ **Avoidance learning**—occurs when actions are taken to reward behaviors that avoid undesirable or negative behaviors. This is sometimes referred to as negative reinforcement;

■ **Punishment**—includes actions designed to reduce undesirable behaviors by creating negative consequences for the individual; and,

■ **Extinction**—represents the removal of positive rewards for undesirable behaviors.

The primary criticism of the reinforcement approach is that it fails to account for employees' abilities to think critically and reason, both of which are important aspects of human motivation. While reinforcement theory may be applicable in animals, it doesn't account for the higher level of cognition that occurs in humans.

Intrinsic Factor Theories of Motivation

Theories that are based on intrinsic or endogenous factors focus on internal thought processes and perceptions about motivation. Several of these are highlighted below:

■ **Adam's Equity Theory**—which proposes that individuals are motivated when they perceive that they are treated equitably in comparison to others within the organization (Adams, 1963);

■ **Vroom's Expectancy Theory**—which addresses the expectations of individuals and hypothesizes that they are motivated by performance and the expected outcomes of their own behaviors (Vroom, 1964);

■ **Locke's Goal Setting Theory**—which hypothesizes that by establishing goals individuals are motivated to take action to achieve those goals (Locke & Latham, 1990).

While each of these theories deals with a particular aspect of motivation, it seems unrealistic to address them in isolation, since these factors often do come into play in and are important to employee motivation at one time or another.

Management Theories of Motivation

Other approaches to motivation are driven by aspects of management, such as productivity, human resources, and other considerations. Most notable in this regard are the following:

■ **Scientific Management Theory**—Frederick Taylor's ideas, put into practice by the Gilbreths in the film *Cheaper by the Dozen*, focused on studying job processes, determining the most efficient means of performing them, and in turn rewarding

employees for their productivity and hard work. This theory assumes that people are motivated and able to continually work harder and more efficiently and that employees should be paid on the basis of the amount and quality of the work performed. Over time, this approach is limited by the capacity of employees to continue to increase the quantity of work produced without sacrificing the quality.

■ *McGregor's Theory X and Theory Y*—This approach again draws upon the work of Herzberg and develops a human resources management approach to motivation. This theory first classifies managers into one of two groups. Theory X managers view employees as unmotivated and disliking of work. Under the Theory X approach the manager's role is to focus on the hygienes and to control and direct employees; it assumes that employees are mainly concerned about safety. In contrast, Theory Y managers focus on Herzberg's motivators and work to assist employees in achieving these higher levels. In assessing this theory, researchers have found that approaching motivation from this either/or perspective is short-sighted.

■ *Ouchi's Theory Z*—This theory is rooted in the idea that employees who are involved in and committed to an organization will be motivated to increase productivity. Based on the Japanese approach to management and motivation, Theory Z managers provide rewards, such as long-term employment, promotion from within, participatory management, and other techniques to motivate employees (Ouchi, 1981).

While all of these theories are helpful in understanding management and motivation from a conceptual perspective, it is important to recognize that most managers draw upon a combination of needs, extrinsic factors, and intrinsic factors in an effort to help motivate employees, to help employees meet their own personal needs and goals, and ultimately to achieve effectiveness and balance within the organization. Managers typically take into account most of the aspects upon which these theories focus. That is, expectancy, goal setting, performance, feedback, equity, satisfaction, commitment, and other characteristics are considered in the process of motivating employees.

A BIT MORE ABOUT INCENTIVES AND REWARDS

Throughout this chapter we have discussed what motivates employees. As the previous discussion indicates, motivation for employees results from a combination of incentives that take the form of extrinsic and intrinsic rewards. These topics warrant a bit more discussion.

Extrinsic Rewards

There are a host of external things that managers can provide that may serve as incentives for employees to increase their productivity.

These include:

■ *Money*—in the form of pay, bonuses, stock options, etc.

■ *Benefits*—also in many different forms, including health insurance, vacation, sick leave, retirement accounts, etc. Increasingly benefits are offered under some form of cafeteria plans, allowing employees flexibility in what can be selected and in the management of their own benefit package.

■ *Flexible schedules*.

- *Job responsibilities and duties.*
- *Promotions.*
- *Changes in status*—conveyed either by changes in job titles or in new and different job responsibilities.
- *Supervision of others.*
- *Praise and feedback.*
- *A good boss.*
- *A strong leader.*
- *Other inspirational people.*
- *A nurturing organizational culture.*

As this list demonstrates, extrinsic rewards are all tangible types of rewards. Intrinsic rewards stand in marked contrast to these.

Intrinsic Rewards

Intrinsic rewards are internal to the individual and are in many ways less tangible. In fact, they are highly subjective, in that they represent how the individual perceives and feels about work and its value.

Five types of intrinsic rewards that have been summarized by Manion (2005) include:

- *Healthy relationships*—in which employees are able to develop a sense of connection with others in the workplace.
- *Meaningful work*—where employees feel that they make a difference in people’s lives. This is typically a motivator for people to enter and stay employed in the healthcare industry. This type of work is viewed as that in which the meaningful tasks outweigh the meaningless. This reinforces the mantra Herzberg first espoused in 1968, and revisited in a 2003 issue of the Harvard Business Review, in which he stated: “Forget praise. Forget punishment. Forget cash. You need to make their jobs more interesting.” As paperwork in health care has increased, managers need to be aware that such tasks detract from the meaningfulness quotient.
- *Competence*—where employees are encouraged to develop skills that enable them to perform at or above standards, preferably the latter.
- *Choice*—where employees are encouraged to participate in the organization in various ways, such as by expressing their views and opinions, sharing in decision making, and finding other ways to facilitate participatory approaches to problem solving, goal setting and the like.
- *Progress*—where managers find ways to hold employees accountable, facilitate their ability to make headway towards completing their assigned tasks, and celebrate when progress is made toward completing important milestones within a project.

Intrinsic rewards, coupled with extrinsic ones, lead to high personal satisfaction and serve as motivators for most employees.

MOTIVATIONAL STRATEGIES

The literature provides an array of strategies for managers to use in seeking to help motivate individuals. Some of these seem very obvious, while others represent the “tried and true” approaches to management. Still others represent innovations. No matter, they are worth enumerating here.

- *Expect the best.* People live up to the expectations they and others have of them. Henry Ford said it best: “Whether you think you can or you think you can’t, you’re right!” (Manion, 2005, p. 292).
- *Reward the desired behavior.* Make sure that rewards are not given for undesirable behaviors and be sure to use many different types of rewards to achieve the desired outcomes (Manion, 2005, p. 295).
- *Create a “FUN (Focused, Unpredictable, and Novel)” approach.* Atchison (2003, p. 21) suggests using money for a variety of creative employee rewards, such as giving \$50 gift certificates to a shopping center in recognition of employees’ exceeding expected patient outcomes.
- *Reward employees in ways that enhance performance and motivate them.* Don’t waste money on traditional types of recognition. Though these are viewed as being nice, they don’t motivate (Atchison, 2003). Money is better spent on true rewards for specific types of performance and outcomes.
- *Tailor rewards.* As mentioned in the previous section, Atchison (2003) steers managers away from standard types of rewards, such as giving the obligatory Thanksgiving turkey. Instead, he recommends finding more creative ways to spend the organization’s money and reward employees.
- *Focus on revitalizing employees.* Research shows that when employees are working on overloaded circuits motivation is diminished and productivity declines. This is particularly true in healthcare organizations. Hallowell (2005) suggests that managers can help to motivate employees by encouraging them to eat right, exercise regularly, take “real” vacations, get organized, and slow down.
- *Get subordinates to take responsibility for their own motivation.* This can be achieved by managers taking steps to deal with problem employees, to understand employees’ needs, to determine what motivates their employees, to engage employees in the problem-solving process, and to really work hard at resolving, rather than ignoring, difficult employee problems (Nicholson, 2003).
- *Play to employees’ strengths, promote high performance, and focus on how they learn.* This requires managers to know what their employees’ strengths and weaknesses are, to find out what will be required to get specific employees to perform, and to understand how to capitalize on the ways those employees learn as an alternative method of encouraging and motivating them (Buckingham, 2005).

POINTS FOR DISCUSSION

1. Compare and contrast needs-based theories of motivation. Which offers the most value to healthcare managers?
2. Discuss any limitations of the management approaches to motivation.
3. Which types of rewards are more important—intrinsic or extrinsic?
4. Does the importance of different types of rewards change over time as one progresses through one’s career?
5. What motivational strategy would you apply with an employee who you think is capable of doing the work, but is underperforming?

6. What motivational strategy would you apply with a highly effective employee who you want to keep performing at a very high level?

Text 2. MARKETING

The Ps

The marketing mix is the combination of techniques used to market a brand. The techniques are often called the Ps.

Originally there were four Ps:

Product (or service): what you sell, and the variety or range of products you sell. This includes the quality (how good it is), branding, and reputation (the opinion the consumers have) of the product. For a service, support for the client after the purchase is important. For example, travel insurance is often sold with access to a telephone helpline in case of emergency.

Price: how much the product or service costs.

Place: where you sell the product or service. This means the location of your shop, or outlet, or the accessibility of your service – how easy it is to access.

Promotion: how you tell consumers about the product or service. The promotional mix is a blend of the promotional tools used to communicate about the product or service – for example, TV advertising.

Today some marketers talk about an additional four Ps:

People: how your staff (or employees), are different from those in a competitor's organization, and how your clients are different from your competitor's clients.

Physical presence: how your shop or website looks.

Process: how your product is built and delivered, or how your service is sold, delivered and accessed.

Physical evidence: how your service becomes tangible. For example, tickets, policies and brochures create something the customers can touch and hold.

Marketing strategy vs. marketing plan

A company's marketing strategy describes how it will position itself and the products it sells or the services it provides in the competitive marketplace. The strategy includes a discussion of target markets, product and pricing policies, and proposed marketing and promotional initiatives.

The company's marketing plan is the written document which details the marketing methods selected (advertising, price promotions, etc.) and specific marketing actions or marketing activities (for example, a back-to-school promotional offer). It also examines the resources needed (both financial and human) to achieve specific marketing objectives, such as an increase in sales or a successful product launch, over a given period of time.

Social marketing

Social marketing is the use of marketing techniques to convince people to change their behaviour for their own good or for the benefit of society. Encouraging smokers to stop smoking or persuading people to eat more fresh fruit and vegetables are examples. The aim of social marketing is to minimize social problems such as crime or poverty.

Corporate social responsibility (CSR)

The advantages for a company of being socially responsible – that is, taking positive actions for the benefit of its staff and society as a whole – include enhanced brand image, and greater ease in attracting staff. There are different ways for a company to show corporate social responsibility (CSR).

Cause related marketing (CRM) is when a company donates money to a charity, a non-profit organization or a good cause, such as UNICEF or Oxfam. The brand is then associated with the charity.

Green marketing is the development and distribution of eco-friendly, or environmentally friendly, goods – for example, washing powder that is not harmful to the environment.

Responsible purchasing is another way that a company can build or maintain a good reputation. Companies can refuse to buy materials or goods made using child labour or that have been tested on animals. As well as showing concern for human rights and animal testing, a company can implement a policy of sustainable purchasing and only buy products that come from renewable sources.

The macro environment: STEP analysis

A STEP analysis (also known as a PEST analysis) looks at sociological, technological, economic and political factors in the market environment on a macro level – often looking at a particular country or region.

Legal aspects of marketing

Legal definitions

The World Intellectual Property Organization gives the following definitions:

Intellectual property refers to creations of the mind: inventions, literary and artistic works, and symbols, names, images and designs used in commerce. Intellectual property is divided into two categories:

1 *Industrial property* includes patents, which give the exclusive right to make, use and sell an invention in a given geographical area; trademarks (words or symbols that differentiate a company); and industrial designs. A granted patent gives patent protection for 20 years in the UK. After that time you must renew the patent. In order to trademark, or register your trademark, you will need to complete a registration process.

2 *Copyright* protects literary and artistic works. Copyright protected work includes novels, plays, films, musical works, artistic works such as drawings, photographs, and architectural designs. Copyright protected work is said to be subject to copyright.

Note: The copyright symbol: ©

The trademark symbol: ™

The registered trademark symbol: ®

Legal problems

Legal problems may arise if another person has used copyright protected work without the copyright owner's (or holder's) permission. The UK Patent Office says: 'Intellectual property (IP) crimes include counterfeiting and piracy. Counterfeiting is

deliberate or wilful trademark infringement and piracy is wilful copyright infringement. Infringement means reproducing copyrighted work without permission from the IP owner.’

If a trademark or copyright holder believes that another person has made unauthorized use of a trademark or copyright, then this may lead to a lawsuit, where one company takes another to court to enforce the trademark or copyright. The infringer, the person who has broken the copyright, may have to pay damages or compensation to the trademark holder, normally financial.

Most company websites include a page called terms and conditions or copyright information. Visitors to the site must agree to the terms and conditions. The terms and conditions usually contain what a visitor may download or take from the web page and post or upload to the web page, and a disclaimer to say the company is not legally responsible for the misuse of its web pages.

The Consumer Protection Act

The Consumer Protection Act is a law in the UK that protects the consumer from faulty or defective products, or products that are not as safe as they are generally expected to be. Consumers are legally entitled to goods of a satisfactory quality. Producers, suppliers and importers are liable for – that is, responsible for – the products they sell. Death, personal injury – involving physical damage to a person – and damage to private property are covered under the act.

Enforcement of the act – that is, making sure the act is respected – is the job of the trading standards officer. Businesses need to monitor and control their produce to make sure they are fulfilling, or carrying out, all safety regulations.

A central part of the law is product liability, which means that any person who is injured or physically hurt by a defective product does not have to prove a manufacturer negligent – that is, at fault – before suing, or taking the manufacturer to court.

Types of research

Marketing research is the process of gathering information about a market, analysing it and interpreting it. Although the term market research is often used to mean the same thing, technically it only refers to research into a specific market. Consumer research – used to discover behaviour patterns (how people act) and customer needs – is an essential element of marketing research. Motivation research investigates the psychological reasons why individuals buy specific types of merchandise, or why they respond to specific advertising appeals.

There are two main methods of consumer research:

- *desk (desktop) research or secondary research*: an analysis of the information you can find easily without leaving your desk. Examples include the internet, books, newspapers, magazines, and government statistics.
- *field research or primary research*: involves talking to people and finding out what they think about a market, a product, a business sector, etc. It is usually carried out by market research institutes.

Consumer research can be either qualitative or quantitative. In qualitative research,

small group discussions or in-depth interviews with consumers are used to understand a problem better. Quantitative research involves collecting, or gathering, large samples of data (for example, on how many people use different products), followed by statistical analysis – examining, or analysing, the data. Quantitative research is often used to investigate the findings from qualitative research.

New product development

Idea generation

Idea generation is the systematic search for new product ideas. It is the first step in the new product development (NPD) process. NPD is essential for companies to stay competitive. Ideas for product innovation can come from many sources – for example, internal brainstorming, distributors, or increasingly from customers. Many companies are adopting a customer-driven or customer-centric marketing approach, focused on identifying customer demands (what customers are asking for) and understanding consumer needs (what customers require to solve a particular problem).

Market research techniques are used to identify gaps in the market.

Throughout the NPD process, marketers work closely with research and development (R&D) to create original products or to modify or improve existing products. New recipes (for example, Vanilla Coke) and limited or special editions (for example, Christmas tea) are examples of product improvements and product modifications. The product innovation may target a mass market or a specific niche market – products for left-handed people, for example.

Idea screening

Launching new products is a risky business, so new product ideas are screened to select, or spot, potentially successful product ideas. A company has to assess which ideas are viable (will survive in a competitive marketplace), technically feasible (the company has the skills and resources to produce them), and profitable (will make money). The company also considers overall demand – how much they can expect to sell.

Concept development and testing

An attractive idea is developed into several different product concepts. Concept testing measures customer response to a new product – what customers think of it – and gives an indication of the level of consumer acceptance – that is, how readily consumers will use the product. The objective is to successfully introduce the new product onto the market or penetrate the market, and to minimize the research and development costs.

Marketing strategy and business analysis

The marketing strategy describes how to penetrate the market. You must decide which route to market is best for your product or service. You can produce it yourself, you can sell the idea, or you can license the product to another company to produce and market. Before moving on to the product development phase, businesses need to assess the financial attractiveness of the new product idea. Companies estimate the sales volume (how much they will be able to sell), the selling price (what consumers will pay for the product or service) and revenue expectations (how much

income the product will generate).

1. Who is a marketer? Develop the points you find the most important.

- it is one that deals in a market;
- it is one that promotes or sells a product or service;
- it is one that sells goods or services in or to a market;
- it is one that markets a specified commodity;
- it is someone who promotes or exchanges goods or services for money;
- it's a trafficker;
- it's a vender (vendor);
- it's a seller.

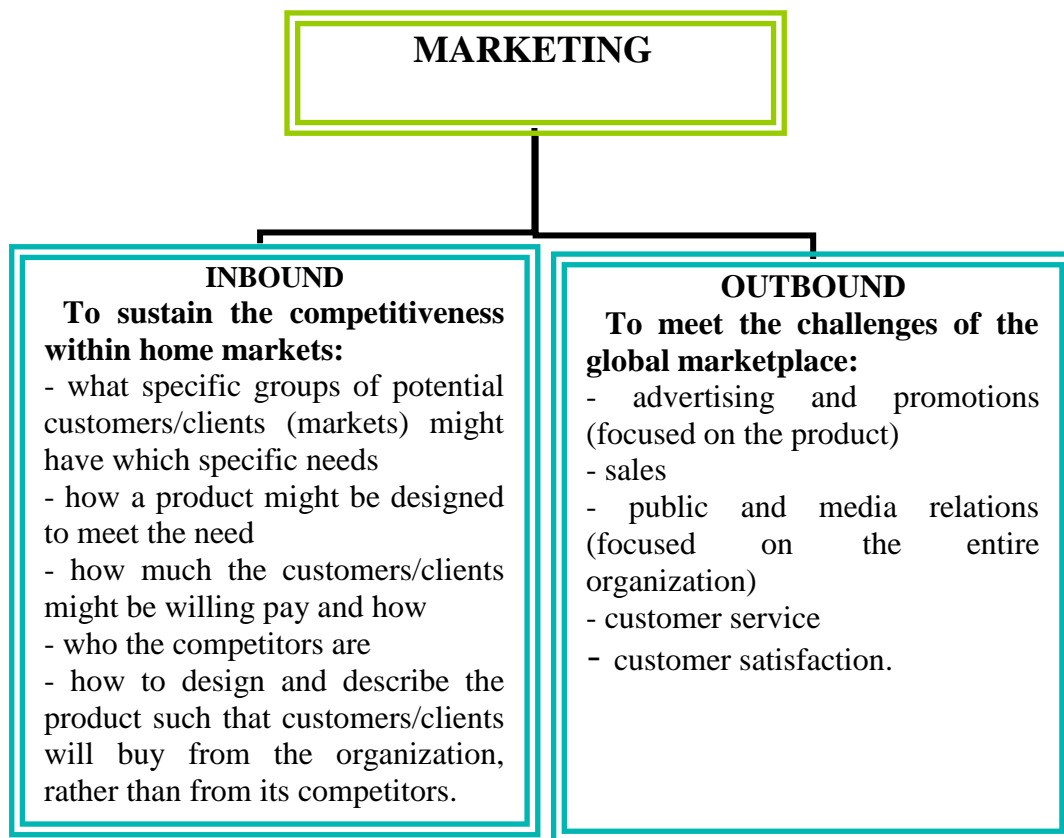
2. Find out what the following people do. Study the words in the box below. If you don't know their meanings, look them up in your dictionary. Match the professions in the box to these definitions. Note that some jobs may have one or even more synonyms.

a) booking clerk;	b) huckster;	c) underseller;
d) selling agent;	e) ticket agent;	f) merchandiser (merchant);
g) cosmetician;	h) cheap-jack;	i) fruiterer;
j) hawker;	k) packman;	l) peddler (pedlar);
m) pitchman;	n) flower girl;	o) dealer.



1. Someone who sells tickets (e.g., theater seats or travel accommodations).
2. Someone who sells or applies cosmetics.
3. A woman who sells flowers in the street.
4. A person who sells fruit.
5. A seller of shoddy goods.
6. A businessperson engaged in retail trade.
7. Someone who travels about selling his wares (as on the streets or at carnivals).
8. Someone who sells goods (on commission) for others.
9. Someone who buys and sells some commodity; a seller of illicit goods.
10. A person who sells at a lower price than others do.

3. Before you'll learn more about marketing, you should get a basic impression of what marketing is. Basically, you might look at marketing as the wide range of activities involved in making sure that you're continuing to meet the needs of your customers and are getting appropriate value in return. Think about marketing as "inbound" and "outbound". Which one would you like to choose in future?



4. Recent approaches in marketing can be the following:

Orientation	Profit driver	Western European timeframe	Description
Relationship marketing / Relationship management	Building and keeping good customer relations	1960s to present day	Emphasis is placed on the whole relationship between suppliers and customers. The aim is to give the best possible attention, customer services and therefore build customer loyalty.
Business marketing / Industrial marketing	Building and keeping relationships between organizations	1980s to present day	In this context, marketing takes place between businesses or organizations. The product focus lies on industrial goods or capital goods rather than consumer products or end products. A different form of marketing activities like promotion, advertising and communication to the customer is used.
Social marketing	Benefit to society	1990s to present day	Similar characteristics as marketing orientation but with the addition that there will be a decrease in any harmful activities to society, in product, production, or selling

Branding Brand value 2000s to present day methods. In this context, “branding” is main company’s philosophy and marketing is considered an instrument of branding philosophy.

Which of them are represented in modern Ukraine?

5. Give a brief summary of the text.

GRAMMAR REFERENCE

Іменник (The Noun)

-s	a shop – shops; a day – days
-es	після “y” з попередньою приголосною, при цьому “y” змінюється на “i”: a country – countries
	після “o”: a tomato –tomatoes; але a piano – pianos; a photo – photos
	після –s, – ss, – ch, – sh, – tch, –x, –z: a box – boxes; a dress – dresses; a wish – wishes; a bench – benches
	після –f, –fe, при цьому –f, –fe змінюються на “v”: wife – wives; a life – lives; a shelf – shelves; a wolf – wolves; a thief – thieves; a calf –calves; a knife – knives; a half –halves; a leaf – leaves; a loaf – loaves. Усі інші іменники на –f, –fe по загальному правилу: a safe – safes; a roof – roofs

Винятки	a man – men, a woman – women, a foot – feet, a child – children, a tooth – teeth, an ox – oxen, a goose – geese, a mouse – mice
Однина = множина	a swine – swine, a sheep – sheep, a deer – deer
Іменники грецького і латинського походження	a curriculum – curricula; a datum – data; a phenomenon – phenomena; a basis – bases; a thesis – theses; a crisis – crises; a radius – radii; a nucleus – nuclei; a stimulus – stimuli; an index – indices
Складові іменники	a mother -in law – mothers-il-law; a fellow-worker – fellow-workers; a commander-in-chief – commanders-in-chief; a forget-me-not – forget-me-nots

Відмінок (The case)

Однина	Множина
Tim's dog. Собака Тіма. St. Paul's cathedral. Собор Святого Павла.	The Bakers house. Будинок Бейкерів.

Іменники (істоти) (Animate Nouns)

a girl's hat – капелюх дівчинки a cat's tail – хвіст кішки	girls hats – капелюхи дівчаток cats tails – хвости кішок
---	---

Іменники (неістоти) (Inanimal Nouns)

що означають час і відстань	
a minute's walk – хвилинка прогулянка a kilometre's distance – відстань в один кілометр	a five minutes' walk – п'ятихвилинна прогулянка a three kilometres' distance – відстань в три кілометри
що означають назви країн, міст, суден	
a Ukrainian's pupil – український учень Kyiv's square – площа Києва the "Taras Shevchenko's" crew – команда корабля "Тарас Шевченко"	
збірні іменники	
a company's office – офіс компанії the government's decision – постанова уряду the family's tradition – сімейна традиція	companies' offices – офіси компаній the governments' decisions – постанови урядів the families' traditions – сімейні традиції

Прикметник (The Adjective)

Види прикметників	Основна форма	Вищий ступінь	Найвищий ступінь
Односкладові	long big hot	longer bigger hotter	the longest the biggest the hottest
Двоскладові прикметники, що закінчуються на -y, -er, -le, -ow	easy narrow simple	easier narrower simpler	the easiest the narrowest the simplest
Двоскладові	concise	conciser	the concisest

прикметники наголосом на другому складі	3 polite severe	politer severer	the politest the severest
Багатоскладові прикметники	Beautiful important	more beautiful more important	the most beautiful the most importans
Виняток	good (хороший) bad (поганий) little (маленький) much, more (багато) far (далекий)	better (краще) worse (гірше) less (менше) more (більше) further, farther (більш далекий)	best (найкращий) worst (найгірший) least (найменший) most (більше всього) furthest, farthest (самий далекий)

Числівник (The Numeral)

дати	May 9, 1945 – May the ninth (the ninth of May); nineteen forty-five; 1900 – nineteen hundred; 1905 – nineteen o (ou) five; 2000 – two thousand
дробові числівники	$\frac{1}{2}$ – a (one) half, $\frac{1}{4}$ – a (one) quarter/fourth, $\frac{2}{3}$ – two thirds, $2\frac{3}{7}$ – two and three sevenths, 0.5 – (naught) point five, 3.751 – three point seven five one
номера телефонів, сторінок, глав і т.ін.	366038 – three double six o (ou) three eight 5446 – five four four six page twenty-five – сторінка двадцять п'ята part three – частина третя chapter six – глава шоста room ten – кімната десята size thirty-seven – розмір тридцять сьомий

Займенник (The Pronoun)

Особові	Називний відмінок	I	you	he	she	it	we	you	they
		Я	ти	він	вона	воно (він, вона)	ми	ви	вони

	Об'єктний відмінок	me мене, мені	you тебе, тобі	him його, йому	her її, їй	it його, йому, її, їй	us нас, нам	you вас, вам	them їх, їм
Присвійні	Залежна форма	my мій, моя, моє, мої	your твій, твоя, твоє	his його	her її	its його, її	our наш, наша, наше	your ваш, ваша, ваше	their їхній, їхня, їхнє, їхні
	Незалежна форма	mine мій, моя, моє, мої	yours твої	his його	hers її	its його, її	ours наші	yours ваші	theirs їхні
	Зворотньо-ударні	myself сам, сама	yourself сам, сама	himself сам	herself сама	itself сама, сам	ourselves самі	yourselves самі	themselves самі
	Взаємні	each other, one another							
	Вказувальні	this (these), that (those), such, the same							
	Питальні	who, whom, whose, what, which							
	Відносні і з'єднувальні	who, whom, whose, which, that							
	Неозначені і заперечні	some, any, one, ale, each, every, other, another, both, many, much, few, little, lither, no, none, neither							

Дієслово (The Verb)

Дієвідміна дієслова *to be* в теперішньому часі

Стверджувальна форма		
Особа	Число	
	Однина	Множина
1-а	I am	we are
2-а	you are	you are
3-я	he she it } is	they are
Питальна форма		
1-а	am I?	are we?
2-а	are you?	are you?
3-я	is { he she it	are they?

<i>Заперечна форма</i>		
1-а	I am not	we are not
2-а	you are not	you are not
3-я	he she it } is not	they are not

Неозначені часи (Indefinite Tenses)

The Present Simple Tense		
I / you / we / they work in this office five days a week.	I / you / we / they do not (don't) work in this office five days a week.	Do I / you / we / they work in this office five days a week?
He / she / it often goes to the park.	He / she / it often does not (doesn't) often go to the park.	Does he / she / it often go to the park ?
The Past Simple Tense		
I / you / he / she / it / we / they walked in the park yesterday.	I / you / he / she / it / we / they did not (didn't) walk in the park yesterday.	Did I / you / he / she / it / we / they walk in the park yesterday?
I / you / he / she / it / we / they went for a walk yesterday.	I / you / he / she / it / we / they did not (didn't) go for a walk yesterday.	Did I / you / he / she / it / we / they go for a walk yesterday ?
The Future Simple Tense		
I / we shall ('ll) write a test tomorrow.	I / we shall not (shan't) write a test tomorrow.	Shall I / we write a test tomorrow ?
You / he / she / it / they will ('ll) go to the forest in summer.	You / he / she / it / they will not (won't) go to the forest in summer.	Will you / he / she / it / they go to the forest in summer?

Дієвідміна дієслова to be в теперішньому часі

<i>Стверджувальна форма</i>		
Особа	Число	
	Однина	Множина
1-а	I am	we are
2-а	you are	you are
3-я	he she it } is	they are
<i>Питальна форма</i>		
1-а	am I?	are we?
2-а	are you?	are you?
3-я	is { he she it	are they?

<i>Заперечна форма</i>		
1-а	I am not	we are not
2-а	you are not	you are not
3-я	he she it } is not	they are not

Дієвідміна дієслова **to have** в теперішньому часі

Особа	Число	
	Однина	Множина
1-а	I have a ball.	We have a ball.
1-а	You have a ball.	You have a ball.
3-я	He She It } has a ball.	They have a ball.
<i>Питальна форма (дієслово to have може утворювати питальну форму без допомоги дієслова to do)</i>		
1-а	Have I ball?	Have we a ball?
2-а	Have you a ball?	Have you a ball?
3-я	Has { he she it } a ball?	Have they a ball?
<i>Дієслово to have може утворювати питальну форму за допомогою дієслова to do</i>		
1-а	Do I have a ball?	Do we have a ball?
2-а	Do you have a ball?	Do you have a ball?
3-я	Does { he she It } have a ball?	Do they have a ball?
<i>Заперечна форма</i>		
1-а	I have not a ball.	We have not a ball.
2-а	You have not a ball.	You have not a ball.
3-я	He She It } has not a ball.	They have not a ball.

Дієвідміна дієслова **to do** в теперішньому часі

Особа	Число	
	Однина	Множина

<i>Стверджувальна форма</i>		
1-а	I do morning exercises.	We do morning exercises.
2-а	You do morning exercises.	You do morning exercises.
3-я	He She It } does morning exercises.	They do morning exercises.
<i>Питальна форма</i>		
1-а	Do I do morning exercises?	Do we do morning exercises?
2-а	Do you do morning exercises?	Do you do morning exercises?
3-я	Does { he she it } do morning exercises?	Do they do morning exercises?
<i>Заперечна форма</i>		
1-а	I do not do morning exercises.	We do not do morning exercises.
2-а	You do not do morning exercises.	You do not do morning exercises.
3-я	He She It } does not do morning exercises.	They do not do morning exercises.

Тривалі часи (Continuous Tenses)

The Present Continuous Tense		
I am going to the Zoo.	I am not going to the Zoo.	Am I going to the Zoo?
You are going ...	You are not (aren't) going ...	Are you going ...?
He She is going ... It	He She is not (isn't) going It	he Is she going ... ? It
We are going ...	We are not (aren't) going ...	Are we going ...?
They are going ...	They are not (aren't) going ...	Are they going ...?
The Past Continuous Tense		
I He } was going She } It }	I He } was not going She } (wasn't) It }	I Was he } going ? she } it }
We You } were going They }	We You } were not going They } (weren't)	we Were you } going ? they }
The Future Continuous Tense		

I shall be going We ('ll)	I shall not be going We (shan't)	Shall I be going ? we
You He She will be going It ('ll) They	You He She will not be going It (won't) They	you he Will she be going ? it they

Доконані часи (Perfect Tenses)

The Present Perfect Tense		
I / you / we / they have just moved to a new flat.	I / you / we / they have not (haven't) just moved into a new flat.	Have I / you / we / they just moved into a new flat ?
He / she / it has already come home.	He / she / it has not (hasn't) come home yet.	Has he / she / it already come home ?
The Past Perfect Tense		
I / you / he / she / it / we / they had finished work by the end of the last week.	I / you / he / she / it / we / they had not (hadn't) finished work by the end of the week.	Had I / you / he / she / it / we / they finished work by the end of the week ?
The Future Perfect Tense		
I / we shall have written the test by 5 p.m. tomorrow.	I / we shall not (shan't) have written the test by 5 p.m. tomorrow.	Shall I / we have written the test by 5 p.m. tomorrow?
You / he / she / it / they will have returned home by the end of the month.	You / he / she / it / they will not (won't) have returned home by the end of the month.	You / he / she / it / they will have returned home by the end of the month.

Пасивний стан (The Passive Voice)

	Indefinite	Continuous	Perfect	Perfect Continuous
--	-------------------	-------------------	----------------	---------------------------

Present	-am } -is } asked -are } (Питають взагалі, звичайно, завжди)	-am } -is } being asked -are }	-have } -has } been asked (вже спитали)	-
Past	-was } -were } asked (спитали колись)	-was } -were } being asked (питали у той момент)	had been asked (до того моменту вже спитали)	-
Future	-shall } -will } be asked (спитають коли- небудь)	-	-shall } -will } have been asked (спитають до того часу)	-
Future- in-the- Past	-should } -will } be asked (спитають коли- небудь)	-	-should } -would } have been asked (спитають до того часу)	-

Модальні дієслова та їх еквіваленти

Модальне дієслово	Функція	Приклад
can, could	1. Фізична чи розумова якість, вміння	She can do it. Вона може це зробити. I can swim. Я вмію плавати.
	2. Дозвіл / заборона	Can I come in? Можна увійти?
	3. Припущення (в тв.)	She can have done it. Можливо, вона це зробила.
	4. Сумнів, недовіра (в питал. і запереч.)	Can she have done it? Невже вона це зробила?
to be, able (to)		She will be able to do it. Вона може це зробити.
may, might	1. Дозвіл / заборона	May I speak to you? Можна з вами побалакати?
	2. Припущення з часткою невпевненості	She may do (have done) it. Можливо, вона це робить (зробила).
	3. Докір (might)	You might be more attentive. Ти міг би бути уважніше.
to be allowed (to)		He was allowed to go there. Йому дозволили йти туди.

must	1. Обов'язок, необхідність, наказ, порада	She must do it. Вона повинна це зробити. You must consult the doctor. Ви повинні порадитись з лікарем.
	2. Припущення з великою часткою впевненості	He must be an engineer. Мабуть, він інженер.
to have (to)		She had to do it. Вона повинна була це зробити.
to be obliged (to)		I will be obliged to call the police. Я повинен буду телефонувати в поліцію.
to have (to)	Необхідність під впливом обставин	You will have to go home. Вам прийдеться піти додому. I have to get up at 6 a.m. Мені приходится вставати в 6 годин ранку.
need	Необхідність (в питал. і запереч.)	You needn't hurry. Не варто поспішати.
should, ought (to)	1. Моральний обов'язок, порада, рекомендація	You should visit her. Вам необхідно відвідати її.
	2. Припущення з часткою впевненості	They should be a happy family. Вони, повинно бути, щаслива сім'я.
to be (to) в Present Indefinite, Past Indefinite	1. Обов'язок за планом, розписом, графіком, попередньою домовленістю	The lessons are to begin at 9 a.m. Заняття повинні початися в 9. We are to meet at the corner. Ми повинні зустрітись на розі.
	2. Наказ, інструкція.	You are to go to bed! Лягайте спати!
Shall	1. Наказ, попередження, угроза, застереження	You shall not run away from me! Ти від мене не втечеш!
	2. Питання для отримання розпорядження, вказівки	Shall I turn on the lights? Виключити світло?
will, would	1. Воля, бажання, наміри	We will help you. Ми допоможемо вам (охоче)
	2. Ввічливе прохання, запрошення	Would you like some coffee? Не бажаєте кави?
	3. Вказівка на те, що предмет не виконує свої функції (в запереч.)	The knife won't cut. Ніж не ріже.

Форми інфінітива. (The Forms of the Infinitive)

Форми	Active	Passive
Indefinite	to help I am glad to help him. Я рад допомогти йому.	to be helped I am glad to be helped. Я рад, що мені допомагають.
Continuous	to be helping I am glad to be helping him. Я рад, що допомагаю йому зараз.	—
Perfect	to have helped I am glad to have helped him. Я рад, що допоміг йому.	to have been helped I am glad to have been helped. Я рад, що мені допомогли.
Perfect Continuous	to have been helping I am glad to have been helping him. Я рад, що допомагав (допомагаю) йому (на протязі деякого часу).	—

Пряма і непряма мова (Direct and Indirect Speech)

Пряма мова	Непряма мова
She said to him, «Come at 3 o'clock» He said to me, « Don't go there»	She asked him to come at 3 o'clock. He told me not to go there.
He said, «I know it». He said to me, «I shall do it tomorrow».	He said that he knew it. He told me that he would do it the next day.
She asked me, «Have you written the paper?» He asked me, «Where do you live?» this (these) now here today yesterday tomorrow ago next week	She asked me if (whether) I had written the paper. He asked me where I lived. that (those) then there that day the day before the next day before the following week

Герундій. (The Gerund)
Форми герундія (The Forms of the Gerund)

	Active	Passive
Indefinite	ASKING He likes asking questions. Він полюбляє ставити запитання.	BEING ASKED He likes being asked. Він любить, коли його питають.
Perfect	HAVING ASKED I remembered having asked her about it. Я згадав, що я вже запитував її про це.	HAVING BEEN ASKED I remembered having been asked about it. Я згадав, що мене вже питали про це.

Умовні речення (The Conditional Sentences)

Тип умови	Підрядне умовне речення	Головне речення
I тип реальна умова	<i>Present Indefinite</i> If he works hard, Якщо він буде старанно працювати,	<i>Future Indefinite</i> he will pass his exam. він здасть екзамен.
II тип моральна умова	<i>Past Indefinite</i> If he worked hard, Якщо би він працював старанно,	<i>would (could, might) + Indefinite Infinitive</i> he would pass the exam. він здав би екзамен.
II тип нереальна умова	<i>Past Perfect</i> If he had worked hard last term, Якщо він би працював старанно в минулому семестрі,	<i>would (could, might) + Perfect Infinitive</i> he would have passed his exam. він би здав екзамен.

IRREGULAR VERBS

Infinitive	Past Simple	Participle II
be	was , were	been
bear	bore	born
beat	beat	beaten
become	became	become
befall	befell	befallen
begin	began	begun
bend	bent	bent
beseech	besought	besought
bind	bound	bound
bite	bit	bit(ten)
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
build	built	built
burn	burnt	burnt
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
cleave	clove	cloven
cling	clung	clung
clothe	clothed	clothed
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
dare	durst	dared
deal	dealt	dealt
dig	dug	dug

do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
dwell	dwelt	dwelt
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fling	flung	flung
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
gild	gilt	gilt
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hew	hewed	hewn
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt

knit	knit	knit
know	knew	known
lay	laid	laid
lead	led	led
lean	leant	leant
leap	leapt	leapt
learn	learnt	learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mishear	misheard	misheard
mislead	misled	misled
mistake	mistook	mistaken
mow	mowed	mown
pay	paid	paid
put	put	put
read	read	read
rebuild	rebuilt	rebuilt
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
saw	sawed	sawn
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set

sew	sewed	sewn
shake	shook	shaken
shave	shaved	shaven
shear	sheared	shorn
shed	shed	shed
shine	shone	shone
shoe	shod	shod
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelt	smelt
sow	sowed	sown
speak	spoke	spoken
speed	sped	sped
spell	spelt	spelt
spend	spent	spent
spill	spilt	spilt
spin	span	spun
spit	spat	spat
split	split	split
spoil	spoilt	spoilt
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk [
stride	strode	stridden

strike	struck	struck
string	strung	strung
strive	strove	striven
swear	swore	sworn
sweep	swept	swept
swell	swelled	swollen
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
thrust	thrust	thrust
tread	trod	trodden
unbend	unbent	unbent
understand	understood	understood
undertake	undertook	undertaken
upset	upset	upset
wake	woke	woken
wear	wore	worn
weave	wove	woven
weep	wept	wept
win	won	won
wind	wound	wound
withdraw	withdrew	withdrawn
write	wrote	written

Навчальне видання

БОРИСОВА Аліна Олексіївна
АРХИПОВА Вікторія Олександрівна
МУРАВЬОВА Олена Миколаївна
БЄЛІКОВА Ольга Федорівна

**ENGLISH FOR MANAGEMENT
AND MARKETING**

Навчально-методичний посібник
для студентів денної та заочної форми навчання
економічних спеціальностей
Англійською мовою

Відповідальний за випуск: зав. кафедри іноземних мов А. О. Борисова

В авторській редакції

План 2016 р., поз. 110

Підп. до друку 22.12.16. Формат 60×84 1/16. Папір офсетний
Друк офсет. Ум. друк. арк. 11,4.
Тираж 100 прим.

Видавець і виготівник
Харківський державний університет харчування та торгівлі
вул. Клочківська, 333, м. Харків, 61051.
Свідоцтво суб'єкта видавничої справи
ДК №4417 від 10.10.2012 р.