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“Management and Managers”

(учебное пособие по английскому языку)

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Предисловие.

Учебное пособие «Management and Managers» предназначено для студентов образовательных учреждений высшего и среднего профессионального образования экономического профиля, изучающих английский язык в сфере менеджмента. Целью пособия является обучение чтению литературы по специальности, расширение лексического запаса и развитие навыков устной речи.

Пособие содержит аутентичные тексты, ряд послетекстовых заданий, а также тематический словарь. Тексты пособия не адаптированы. Их тематика охватывает следующие аспекты: развитие теории менеджмента, научная организация управления, работа руководителя, управленческая эклектика, планирование, организация и контроль.

Упражнения имеют целью проверку понимания прочитанного, формирование у обучающихся навыка понимания аутентичного текста по специальности, а также направлены на усвоение и закрепление лексического материала по тематикам раздела. Предлагаются следующие виды упражнений:

1. Ответить на вопросы по содержанию текста.
2. Найти и исправить неверные утверждения.
3. Вставить в предложения пропущенные предлоги.
4. Вставить в предложения пропущенные слова из приводимых в списке.
5. Перевести предложения на английский язык.
6. Сделать устное сообщение по теме раздела.

Упражнения рассчитаны как на выполнение их в аудитории под руководством преподавателя, так и на самостоятельную работу студентов. Последовательность выполнения упражнений может быть изменена по усмотрению преподавателя.

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Unit I. The Theory of Management

Text 1 The Development of Management Science

Read and translate the text.

Although the organisation of human beings for the **attainment** of common **objectives** is ages old, a science of management is just now developing. Since World War II there has been an increasing awareness that the quality of managing is important to modern life, and this has resulted in extensive analysis and study of the management process, its environment, and its techniques.

Analysis of business **failures** made over many years has shown that a very high percentage of these failures have been due to unqualified or **inexperienced** management. It has been found that companies succeed almost invariably to the extent that they are well managed. In the final analysis more than 90% of business failures are due to managerial incompetence and inexperience.

The importance of management is nowhere better dramatised than in the case of many developing countries. Review of this problem in recent years by economic development specialists has shown that **provision** of capital or technology does not bring development. The limiting factor in almost every case has been the **lack** of quality and **vigour** on the part of managers.

Unless we can learn to manage **human resources** and co-ordinate the activities of people, inefficiency and **waste** in **applying** technical discoveries will continue. One has only to look at the **incredible** waste of human and material resources, in the light of the **unfulfilled** social objectives, to realise that the social sciences are far from doing their job of guiding social policy and action.

Certain of the social sciences have progressed further than others. With all its deficiencies, economics, for example, has gone far toward explaining what courses of action will **yield** optimum **output** at the least **expenditure** of labour and capital. But economic principles **assume** that economic objectives can be **attained** through the co-ordination of human activity and that the enterprise, as well as groups of enterprises, will be well managed.

1.1. Find the equivalents for the following words and expressions in the text:

достижение общих целей, банкротство, неквалифицированное руководство, энергия (сила), неопытность, издержки, предоставление капитала, применение технических достижений, невыполненные цели, выпуск, общественные науки, трудовые ресурсы, процесс управления.

1.2. Answer the questions.

1. What was the study of management process induced by?
2. What has the analysis of business failures shown?
3. What are the main limiting factors in economic development?
4. What should be done to avoid inefficiency and waste?
5. What do economic principles assume?

1.3. Summarize the main ideas of the text.

Text 2

Management fundamentals

Read and translate the text.

The development of management thought has had a fairly long history. It **evolved** around the ideas of the introduction of science into the art of managing; the study of the managerial functions; analysis of, and experimentation with, the psychological aspects of people working in the organisation; the study of group **behaviour**; and the introduction of the concept of social systems.

Contributions to the growing thinking in this field have come from public administrators, much from business managers, a great deal from the behaviourists, and in more recent years a **considerable** amount from the systems scientists. Therefore, it should be stressed that the modern concept of management is the product of a long and **complicated** evolutionary process which is still under way. **Decision making** and problems of management are not an **invention** of our present age; they have always been, and will always remain, part of human experience.

The word “management” **denotes** a function but also the people who **discharge** it. It denotes a social position and rank, but also a discipline and field of study. Management does not seem to be adequate as a term, for institutions other than business, where we speak of management or managers, as a rule. Universities or government **agencies** have administrators, armed services have commanders, other institutions speak of **executives** and so on.

Yet, all these institutions have in common the management function, the management **task**, and the management work. In all of these there is a group of people whose function it is to “manage”, and who have legal **power** and **responsibility** as managers. In all of them there is the same task: making the institution perform. And in all of them this requires doing specific work: **setting** objectives, **goals** and **priorities**; organising; **staffing**; measuring results; communicating and decision making; and so on. All these institutions require management. In all of them, management is the effective and active organ.

2.1. Find the equivalents for the following words and expressions in the text:

эволюционный процесс, вклад (в науку и т. п.), принятие решений, поведение, должностное лицо, сложный, человеческий опыт, ответственность, область изучения, ставить задачи, кадровое обеспечение, правительственная организация, оценивать результаты, значительное количество, требовать (нуждаться).

2.2. Answer the questions.

1. What did the theory of management evolve from?
2. Who has contributed to the growing thinking in this field?
3. What does the word “management” denote?
4. What do all the institutions have in common?
5. What specific work is required in all the institutions?

2.3. Summarize the main ideas of the text.

Text 3

Scientific management

Read and translate the text.

The earliest contributions toward viewing general management from an intellectual and scientific **standpoint** came from experienced business managers. In recent years the **burgeoning** research by management scholars and practitioners has also added to the store of knowledge.

The primary emphasis of **scientific management** was on planning, standardising and **improving** human effort at the operative level in order to maximise output with minimum input. Now it is not a single element, but rather this whole combination, that constitutes scientific management which may be summarised as : science, not **rule of thumb**; harmony not **discord**; co-operation, not individualism; maximum output, in place of **restricted** output; the development of each man to his greatest efficiency and **prosperity**.

Scientific management requires that management plans, organises, and controls **performance**. It demands a new, more systematic **approach** to the process of management. Actually, managing makes use of **underlying** organised

knowledge -science - and applies it in the light of realities to gain a desired, practical result.

Executives who attempt to manage without theory, and without knowledge structured by it, must trust to luck, intuition, or what they did in the past; with organised knowledge, they have a far better opportunity to design a workable and sound **solution** to a managerial problem. However, more knowledge of principles or theory will not assure successful practice because one must know how to use them.

One of the common errors in **utilising** theory and science is to overlook the necessity of compromising, or blending, in order to achieve a total desired result. Managers may wisely **assign** employees more than one superior - breaking the principle of unity of command - if they are certain that this will improve the **total** results attained. The ability to compromise with the least amount of undesired consequences is the essence of art.

Another problem often results from the attempt to **remedy** a situation by applying a principle not designed to cover it. One of the difficulties of many management scholars and practitioners is that they try to force a principle into a situation it was not designed to explain.

3.1. Find the equivalents for the following words and expressions in the text:

научная точка зрения, научная организация управления (научные методы управления), разногласие, совершенствовать, выработать решение, систематический подход, практический метод, желательный результат, процветание, использовать теорию, полагаться на интуицию, исправить ситуацию, общие результаты.

3.2. Answer the questions.

1. What promoted the development of scientific management?
2. How can scientific management be summarised?
3. What does scientific management require?
4. When do executives have a better opportunity to design a solution to a managerial problem?
5. What are the most common errors and problems of managers?

3.3. Summarize the main ideas of the text.

Text 4

The task idea

Read and translate the text.

The most **prominent** single element in modern scientific management is the task idea. The work of every workman is fully planned out by the management at least one day **in advance**, and each man receives in most cases complete written instructions, describing in detail the task which he is to **accomplish**, as well as the **means** to be used in doing the work. And the work planned in advance in this way constitutes a task which is to be solved, as explained above, not by the workman alone, but in almost all cases by the **joint effort** of the workman and the management. This task specifies not only what is to be done but how it is to be done and the exact time allowed for doing it. And whenever the workman **succeeds** in doing his task right, and within the time limit specified, he receives an addition of from 30 per cent to 100 per cent to his ordinary **wages**. These tasks are carefully planned, so that both good and careful work are called for in their performance, but it should be **distinctly** understood that in no case is the workman called upon to work at a **pace** which would be **injurious** to his health. The task is always so regulated that the man who is well suited to his job will thrive while working at this rate during a long term of years and grow happier and more **prosperous**, instead of being overworked. Scientific management consists very largely in preparing for and **carrying out** these tasks.

No one workman has the **authority** to make other men co-operate with him to do faster work. It is only through **enforced** standardisation of methods, enforced **adoption** of the best **implements** and working **conditions**, and enforced co-operation that this faster work can be assured. And the duty of enforcing the adoption of standards and of enforcing this co-operation rests with the management alone. All of those who, after proper teaching, either will not or cannot work **in accordance with** the new methods must be discharged by the management. The management must also recognise the broad fact that workmen will not submit to this more **rigid** standardisation and will not work extra hard, unless they receive **extra pay** for doing it.

4.1. Find the equivalents for the following words and expressions in the text:

заблаговременно, известный, выполнить задачу, общие усилия, ясно понять, вредно для здоровья, полномочие, в соответствии с чем-л., темп, условия труда, научная организация управления, в соответствии с чем-л., оборудование, жесткие стандарты, дополнительная оплата.

4.2. Answer the questions.

1. What is the most prominent element in scientific management?

2. What is included into the task idea?
3. When can a workman receive extra pay?
4. How should the task be regulated?
5. How can faster work be assured?

4.3. Summarize the main ideas of the text.

Text 5

The task management.

Read and translate the text.

The most important law in its relation to scientific management, is the effect which the task idea has upon the efficiency of the workman. This, in fact, has become such an important element of the mechanism of scientific management, that by a great number of people scientific management has come to be known as “**task management**”.

The average workman will work with the greatest satisfaction, both to himself and to his **employer**, when he is given each day a **definite** task which he is to perform in a given time, and which constitutes a proper day’s work for a good workman. This **furnishes** the workman with a clear-cut standard, by which he can throughout the day **measure** his own progress, and the accomplishment of which affords him the greatest satisfaction.

Scientific management does not necessarily **involve** any great invention, nor the discovery of new or **startling** facts. It does, however, involve a certain combination of elements which have not existed in the past, namely, old knowledge so collected, analysed, grouped, and classified into laws and **rules** that it **constitutes** a science; accompanied by a complete change in the mental attitude of the working men as well as of those on the side of the management, toward each other, and toward their respective **duties** and responsibilities.

5.1. Find the equivalents for the following words and expressions in the text:

управление задачами, определенная задача, оценивать достижения, удивительные факты, снабжать стандартами, законы и правила, обязанность и ответственность, внутренняя позиция (отношение), составлять, работодатель, сочетание факторов.

5.2. Answer the questions.

1. What is the most important law in relation to scientific management?
2. What is task management?
3. When will a workman work with the greatest satisfaction?

4. What does the task furnish the workman with?
5. What does scientific management involve?

5.3. Summarize the main ideas of the text.

ex.1 Complete the sentences, using the appropriate words from the box:

complicated, performance, involve, wages,
accomplish, responsibility, output,
failures, task, remedy.

1. A very high percentage of these business ... have been due to unqualified or inexperienced management.
2. Managers have legal power and ...
3. Modern concept of management is the product of a long and ... evolutionary process.
4. Whenever the workman succeeds in doing his task right he receives an addition to his ordinary... .
5. The primary emphasis of scientific management was to maximise... .
6. The most prominent element in scientific management is the ... idea.
7. Scientific management requires that management plans, organises, and controls... .
8. Problems often result from the attempt to ...a situation.
9. A man receives complete written instructions, describing in detail the task which he is to... .
10. Scientific management does not necessarily ... any great invention.

ex.2 Read the following statements. Say whether they are true, if not correct them.

1. Companies succeed to the extent that they are well managed.
2. Social sciences can guide social policy and action.
3. Modern concept of management is the product of a complicated evolutionary process.
4. Decision making is an invention of our present age.
5. Scientific management is a single element.
6. Executives who manage without theory mustn't trust to luck and intuition.
7. The work of every workman is planned out by the management.
8. This task specifies only what is to be done.
9. The average workman works with the greatest satisfaction when he is given a definite task.

10. Scientific management usually involves the discovery of new facts.

ex.3 Fill in the necessary prepositions.

1. Scientific management consists very largely ... preparing ... and carrying ... the tasks.
2. The limiting factor ... every case has been the lack ... quality and vigour ... the part ... managers.
3. It can be attained ... the co-ordination ... human activity.
4. Contributions ... the growing thinking ... the field ... scientific management come ... business managers.
5. ... recent years the research ... management scholars and practitioners has also added .. the store ... knowledge.
6. The work ... every workman is planned the management ... least one day ... advance.
7. The duty ... enforcing the adoption ... standards rests ... the management.
8. Workmen will not submit ... more rigid standardisation unless they receive extra pay ... doing it.
9. Those who cannot work ... accordance ... the new methods must be discharged ... the management.
10. ... no case is the workman called ... to work ... a pace which would be injurious ... his health.

ex.4 Translate the sentences into English.

1. Большой процент банкротства предприятий происходит из-за неквалифицированного и неопытного руководства.
2. Пока мы не научимся управлять трудовыми ресурсами и координировать деятельность людей, неэффективность в применении технических достижений будет продолжаться.
3. Руководство планирует, организует и контролирует деятельность предприятия.
4. Слово «управление» обозначает не только деятельность, но также и людей, которые исполняют её.
5. Научная организация управления обозначает научный, а не практический метод, гармонию, а не разногласие, сотрудничество, а не индивидуализм, максимальный, а не ограниченный выпуск продукции.
6. Самая важная составная часть современной научной организации труда это плановая задача.
7. Человек получает письменные указания, детально описывающие ту задачу, которую он должен выполнить.
8. Работа менеджера состоит в установлении целей, задач и очередности, кадровом обеспечении, оценке результатов, общении и принятии решений.

9. Проблемы управления не являются изобретением современности, они всегда были и останутся частью человеческого опыта.
10. Экономические принципы предполагают, что экономические цели могут быть достигнуты посредством координации деятельности человека.

Unit II

The manager's jobs.

Text 6

The goal of all managers.

Read and translate the text.

The concepts of “management” and “managers” are often viewed upon, to a great extent, as synonymous. Management **presupposes** the people at the top who direct the work of others, do their work by getting other people to do theirs. Management is an organ, and organs can be described and **defined** only through their function. Management is the specific organ of the **business enterprise**. The enterprise can decide, act and behave only as its managers do - by itself the enterprise has no effective **existence**. Any business enterprise must have a management to be alive and functioning.

Ever since people began forming groups to accomplish goals they could not achieve as individuals, managing has been **essential** to assure the coordination of individual efforts. As society has come to rely increasingly on group effort and as many organised groups have become large, the task of managers has risen in importance. This is easy to understand, that it is the task of every manager to design and **maintain** an **environment** in which people working together in groups are led to perform effectively and efficiently toward the attainment of group goals. To study managers is to study how they perform their task - and to **summarise** knowledge useful for understanding managing so that this job may be done better.

Non-business executives sometimes say that top business managers have it easy - that **profit** is their goal. But profit is only a measure of the **surplus** of business **income** over **cost**. In a very real sense, the goal of all managers must be surplus. Their task is to establish the environment for group effort in such a way that individuals will contribute to group objectives with the least amount of such inputs as money, time, effort, discomfort, and materials. By the very definition of the task, this becomes the goal of managers. But if they are ever to know whether the efforts of those for whom they are responsible are effective and efficient - whether they are attaining goals with least costs - they **obviously** must know what group goals are. Not only must these goals be known to managers, and preferably to all those for whom they are responsible, but they should also be known in a **verifiable** way. Otherwise, managers can never measure either their own effectiveness and efficiency or the effectiveness and efficiency of their group.

Thus the goal of managers, as managers, is fundamentally the same in business and nonbusiness enterprises. It is also the same at every **level**. The

corporation president, the city administrator, the hospital department head, the government first-line supervisor, and the university president or dean, all, as managers, have the same goals. The **purposes** of their enterprise or their department may **vary**, and these purposes may be more difficult to define in one situation than in another, but their basic managerial goal remains the same.

Not all groups believe that they need managing. As a matter of fact, certain critics of modern management feel that people would work together better and with more personal satisfaction if there were no managers. They prefer to refer to the ideal group operation as a “team” effort. They apparently do not realise that in the most **rudimentary** form of team play, individuals playing a game have clear group goals as well as personal ones, are assigned to positions, follow certain rules and **guidelines**. Indeed, a characteristic of every effective group effort designed to attain group goals at the least cost of time, money, material, or discomfort is that it adopts the basic process, principles, and techniques of management.

6.1. Find the equivalents for the following words and expressions in the text:

торгово-промышленное предприятие, определять, достигать цели, прибыль, очевидно, поддающийся проверке, фактически (на самом деле), элементарная форма, поддерживать окружающую обстановку, существование, следовать правилам, некоммерческое предприятие, руководящие принципы, с наименьшими затратами, полагать (предполагать), обобщить знания.

6.2. Answer the questions.

1. What is management?
2. Why does a business enterprise need management?
3. What is the task of every manager?
4. What is a profit?
5. How can managers measure efficiency?
6. What is the main characteristic of every effective group effort?

6.3. Summarize the main ideas of the text.

Text 7

Why management?

Read and translate the text.

Managers never operate in a vacuum or in a system unaffected by outside influences. Quite the contrary. Whether they head a government, a company, a department, or a section within an organisation, managers must always **take into account** the many influences, both inside and outside the organisation, which affect their task. Can anyone imagine a sales manager, for example, trying to administer a group of salespeople without taking into account such **internal** factors as the company's engineering, manufacturing, and advertising, and such **external** influences as economic conditions, the market, the state of technology affecting a product, applicable government **regulations**, the vast area of social concerns and pressures, and the attitudes and other personality factors salespeople bring from their family, educational, and other **backgrounds**? Similarly, would a company president attempt to manage without taking into account the **multitude** of influences both inside and outside the company when making decisions or taking action?

Managing is essential in all organised co-operation, as well as at all levels of organisation in an enterprise. It is the function not only of the corporation president and the army general but also of the shop supervisor and the company commander. In working with many enterprises and organisations, one can hear it said repeatedly that the "trouble" with the enterprise is the "management", meaning persons at a higher level in the organisation. Even vice-presidents of a company have made this **observation**. While weaknesses and difficulties may appear at any level of management, effective and **perceptive** management demands that all those responsible for the work of others, at all levels and in any type of enterprise, regard themselves as managers.

There is no basic **distinction** between managers and executives, administrators, or supervisors. To be sure, a given situation may differ considerably between various levels in an organisation or various types of enterprise, the **scope** of authority held may vary, the types of problems dealt with may be considerably different, and a person in a managerial role may also be a salesman, engineer, or financier. But the fact remains that, as managers, all who **obtain** results by establishing an environment for effective group **endeavour** undertake the same functions.

7.1. Find the equivalents for the following words and expressions in the text:

принимать во внимание, внутренние факторы, внешнее воздействие, правительственные постановления, существенное различие, сфера полномочий, достигать результатов, множество влияний, старание (стремление).

7.2. Answer the questions.

1. What should managers take into account?
2. Where is management essential?
3. What does effective management demand?
4. Where can the difference of management be observed?
5. How do all managers obtain results?

7.3. Summarize the main ideas of the text.

Text 8

Managers and management.

Read and translate the text.

Every activity involving human effort possesses an element which **to some degree** brings unity and **cohesiveness** to the undertaking. We call this element management.

The manager, in contrast to management, is an individual who provides the appropriate environment conducive to the performance of acts by others to accomplish the undertaking. In the case of a **unilateral** undertaking, management is self-contained and the manager is involved with self-management.

When two or more individuals are **engaged** in a joint endeavour, however, management is no longer self-contained, and providing unity and cohesiveness to the undertaking is an external (**versus** self-contained) managerial function that varies widely in **complexity**. A manager in a simple situation may be little more than a receiver, storer, translator, and communicator of information **pertinent** to the effective performance of the undertaking. This receiving-storing-translating, nevertheless effects the cohesiveness desired and as such, causes the communicator to be known as a manager.

Many managerial undertakings, **on the other hand**, are rather complex and require more than mere communication; a basic knowledge and understanding of perhaps the technical aspects of an operation may be needed and the act of managing may also involve a more complex decision-making process.

Through the years, scientists have **attempted** to explain what these managers do - what their job is. Some explained it as a complex of administrative functions. Others have seen the manager simply as one who manipulates others to achieve ends -the human relations expert.

Manager as we know them today, however, cannot be classified under any one of the school of managerial thought previously discussed. None of the schools of managerial thought completely describe today's manager or **contemporary** management.

Management as we know it today has moved a great distance along the continuum of development from management as it **existed** in the previous century. The manager of that period had little or no **concern** for managerial philosophy or human relations. He was **concerned with** the things of management rather than the concepts of management. He was a doer in contrast to a thinker. In fact, it becomes **apparent** that because of the complex nature of modern management, no single school of management thought appears adequate for its description or analysis. Many different schools or theories describe with **precision** some aspect of the whole - but no theory **depicts** the totality.

8.1. Find the equivalents for the following words and expressions in the text:

до некоторой степени, односторонний, сложность, пытаться объяснить, связь, существовать, быть вовлеченным в совместные усилия, с другой стороны, несомненный (очевидный), четко описать, современный менеджмент, процесс принятия решений.

8.2. Answer the questions.

1. What is element management?
2. What is the difference between the manager and management?
3. What is external managerial function?
4. What do managerial undertakings require?
5. What is the main difference between the manager of the past and contemporary manager?

8.3. Summarize the main ideas of the text.

Text 9

Things managers do.

Read and translate the text.

Managers tend to be problem oriented. Managers need a great deal of knowledge. Yet managers are really people of action. They don't just talk about doing things, they get them done. Management books usually concentrate on management functions and processes. In fact, the **subject** of management **frequently** is defined in terms of the types of things managers do.

1. Managers make decisions, that is they develop a process by which a course of action is **consciously** chosen from **available** alternatives for the purpose of **achieving** a desired result.

2. Managers **focus on** objectives, set objectives.

3. Managers plan and set or make policies.

4. Managers organise and staff the positions, that is, they use a process by which the structure and **allocation** of job is determined and then place people in these jobs.

5. Managers communicate with **subordinates**, colleagues, and **superiors**, in other words, managers **transmit** ideas to other for the purpose of effecting a desired result.

6. Managers direct and **supervise**, that is, they secure actual performance from subordinates toward common goals and objectives.

7. Managers control activities, that is, they utilise processes that measure actual performance and guide it toward some **predetermined** goal.

These seven processes are closely **interrelated** and often **occur in** different **sequences** or **simultaneously**. The list helps to analyse mentally the different parts of a manager's job; it helps to **identify** just what management is and what managers do. The list can be **expanded** or contracted; some writers include co-ordinating, leading, motivating, and so on. To work according to scientific laws, the management must take over and perform much of the work which is now left to the men; almost every act of the workman should be **preceded** by one or more preparatory acts of the management which enable him to do his work better and quicker than he otherwise could. And each man should daily be taught by and receive the most friendly help from those who are over him, instead of being, **at the one extreme**, driven or **coerced** by his bosses, and at the other left to his own **unaided** devices.

Under scientific management the "initiative" of the workmen (that is, their hard work, their **good-will**, and their **ingenuity**) is obtained with absolute uniformity and to a greater extent than is possible under the old system; and in addition to this improvement on the part of the men, the managers assume new **burdens**, new duties, and responsibilities never dreamed of in the past. The managers assume, for instance, the burden of gathering together all of the traditional knowledge which in the past has been possessed by the workmen and then classifying, tabulating, and reducing this knowledge to rules, laws, and formulas which are **immensely** helpful to the workmen in doing their daily work. In addition to developing a science in this way, the management take on three types of duties which involve new and heavy burdens for themselves.

These new duties are grouped under four heads:

First. They develop a science for each element of a man's work, which replaces the old rule-of-thumb method. Second. They scientifically select and then train, teach, and develop the workman, whereas in the past he chose his own work and trained himself as best he could. Third. They heartily co-operate with the men so as to insure all of the work being done in accordance with the principles of the science which has been developed. Fourth. There is an almost **equal** division of the work and the responsibility between the management and

the workmen. The management take over all work for which they are better **fitted** than the workmen, while in the past almost all of the work and the greater part of the responsibility were thrown upon the men.

9.1. Find the equivalents for the following words and expressions in the text:

сознательно выбирать, достигнуть результата, сосредоточиваться на задаче, часто, имеющийся в распоряжении, подчиненный, передавать идеи, случаться, последовательно, начальник, направлять и руководить, принуждать, взаимосвязанный, заранее установленная цель, тесно связанный, одновременно, в одной крайности, рвение (готовность сделать что-л.), изобретательность (мастерство), чрезвычайно полезный, равномерное распределение работы.

9.2. Answer the questions.

1. What kind of people are managers? What do they need?
2. What types of things do managers do?
3. How does it help managers?
4. How can the list of things managers do be expanded?
5. What does it mean to work according to scientific laws?
6. What do managers assume now?
7. How can new duties of managers be grouped?

9. .3. Summarize the main ideas of the text.

ex.1 Complete the sentences, using the appropriate words from the box:

objectives, predetermined, superiors, burdens, precision, coerced, endeavour, surplus, internal, enterprise.

1. Management is the specific organ of the business
2. The goal of all managers must be... .
3. Managers should take into account such ... factors as the company's engineering, manufacturing, and advertising.
4. Managers obtain results by establishing an environment for effective group...
5. Many different theories describe with ... some aspect of the whole.
6. Managers set

7. Managers communicate with subordinates, colleagues and
8. The management take on three types of duties which involve new and heavy ... for themselves.
9. Each man should receive help from those who are over him, instead of being ... by his bosses.
10. Managers utilise processes that measure performance and guide it toward some ... goal.

ex.2 Read the following statements. Say whether they are true, if not correct them.

1. The enterprise has effective existence by itself.
2. To study managers is to study how they perform their task.
3. Profit is a measure of the surplus of business cost over income.
4. The goals must be known only to managers.
5. All groups believe that they need managing.
6. Managers must take into account influences inside and outside the organisation.
7. All schools of managerial thought completely describe contemporary management.
8. The manager of the previous century was concerned with human relations.
9. Managers don't just talk about doing things, they get them done.
10. There is no division of the work and the responsibility between the management and the workmen.

ex.3 Fill in the necessary prepositions.

1. Management is an organ defined only ... their function.
2. As society has come to rely ... group effort the task ... managers has risen ... importance.
3. Profit is a measure ... the surplus ... business income ... cost.
4. Not only must the goals be known ... managers but they should also be known ... a verifiable way.
5. Managing is essential ... all organised co-operation, as well as ... all levels ... organisation ... an enterprise.
6. Managers obtain results ... establishing an environment ... effective group endeavour.
7. ... the previous century the manager was concerned ... the things ... management.
8. The subject ... management is defined ... terms ... the types ... things managers do.
9. Managers develop a process ... which a course ... action is consciously chosen ... available alternatives ... the purpose ... achieving a desired result.

9. Managers focus ... objectives, communicate ... subordinates, guide activities ... predetermined goal.

ex.4 Translate the sentences into English.

1. Под управлением понимается, что люди, занимающие высокие должности, руководят работой других.
2. Без управления предприятие не может эффективно существовать.
3. Управление необходимо для координации усилий людей во всех предприятиях, а также на всех уровнях структуры предприятия.
4. Задачей каждого менеджера является создание и поддержание той среды, в которой люди, работающие вместе, работают эффективно, чтобы достичь общей цели.
5. Руководители всегда должны принимать во внимание многие воздействия, как внутри так за пределами предприятия, которые влияют на их задачу.
6. Многие годы ученые пытались объяснить, что делают менеджеры, в чем состоит их работа.
7. Предмет менеджмента часто определяется тем, что делают менеджеры.
8. Менеджеры принимают решения, определяют цели, вырабатывают политику, назначают на должности, руководят подчиненными и контролируют их деятельность.
9. В настоящее время менеджеры берут на себя новые нагрузки, новые обязанности и ответственности.
10. Человек должен получать дружескую помощь от руководителя, вместо того, чтобы принуждаться к действию начальством.

Text 10

Managerial eclecticism.

Read and translate the text.

The managing process is an eclectic unity - a **oneness** made up of a mixture of planning, organising, directing, and controlling - each intermixed and involved in an **inseparable** whole.

Every manager, of course, does not **employ** the same time mixture of these functions. A low-level manager such as a first-line supervisor may employ a mixture of, say, 10 per cent planning, 10 per cent organising, 50 per cent directing, and 30 per cent controlling; while a top-level manager such as a **corporate president** may have as his proportions 40 per cent planning, 35 per cent organising, 20 per cent directing, and 5 per cent controlling. Thus, while the

elements of the mass are constant regardless of the level on which managing is practical, the proportions of the elements vary for every managerial job and may even vary over time for the same job. Management cannot be viewed simply as an inert **compound**. Rather, it is a highly reactive compound that is not found twice in identical proportions.

Management in this new perspective consists of accomplishing objectives with the use of other **participants** by developing a physical and conceptual environment which will **elicit** their participation. In building this environment, managers perform an eclectic and unified process involving planning, organising and directing all **intertwined** with each other and with control. The effective performance of this managerial process in part or in whole is often dependent upon all of man's collective knowledge.

It may **call upon** technical knowledge for background information on which to make decisions; it may call upon quantitative theory to aid in placing parts in proper perspective for analysis and decision; it may **rely on** the physical sciences to aid in the development and **maintenance** of an acceptable physical climate; and it may rely completely on the behavioural sciences (sociology, psychology, anthropology, economics, and the like) to point the proper approach for the creation of the appropriate conceptual and emotional environment. All of these intended to **induce** co-ordinated associative action by participants for the effective achievement of individual as well as corporate objectives.

A manager, therefore, is not a specialist in the usual sense of the word. Instead, he is a composite specialist - one who sees and **comprehends** the totality of associative situations.

10.1. Find the equivalents for the following words and expressions in the text:

единство, президент корпорации, управленческая работа, правильный подход, участник, цель деятельности фирмы, единое целое, соотношение элементов, применять, сочетаться с контролем, вводная информация, полагаться на, понимать (осмысливать).

10.2. Answer the questions.

1. What is the managing process?
2. What is the difference in the mixture of functions of a low-level and a top-level manager?
3. What does management in a new perspective consist of?
4. What does effective performance of managerial process depend on?
5. What may it call upon and rely on?
6. What kind of specialist is a manager?

10.3. Summarize the main ideas of the text.

Text 11

The general manager.

Read and translate the text.

Just what is the task of a “**General Manager**” in an organisation large enough to **support** specialists responsible for the various functions of finance, production, personnel, markets, etc? Training for general management should consist of knowing enough about the functions to control them. The business schools are extending this concept to include “policy making” and more recently “corporate planning and strategy”. Many organisations are now setting up corporate **Planning Departments reporting to** the General Manager so creating another function, to be co-ordinated and controlled.

When observed, or asked, a General Manager seems to spend a great deal of his time **interacting with** people. Although he may employ a **Personnel Manager** to be responsible for the staffing practices and policies, it is more often the case that the General Manager is seen as the overall “boss” of all the men and women in an organisation, and he, not the Personnel Manager is usually regarded as the **ultimate** “father figure”. In this role all the interpersonal and social activities of the organisation appear to **stem from** him, he seems to set the “human tone” of the organisation, whether he accepts the responsibility or not.

So the function of the General Manager appears to be concerned with two extremes. On one side is the task of “organisation management” in its broadest sense, not only co-ordination of the moment but planning over a long **time span**. On the other is the highly detailed task of **interpersonal relationships** or man - management. There is abounding **evidence** that many good management ideas and proposals get **thwarted** in their introduction by **inept** explanation or **persuasion** of colleagues or staff. Many General Managers get criticised just because they do not walk around and talk enough with their staff. Good plans are continually **going astray** due to bad communications, poor interpersonal relations and **inadequate** co-operation.

Various attempts have been made to help the General Manager with his man -management tasks. The topic of good “communications” has been stressed as a major **requirement** for effective organisations. Then emphasis has been placed on “human relations” and more recently there has been seen the growth in courses concerned with “organisation development”. All these approaches bear considerably on the responsibility of the General Manager to increase the feeling of **wellbeing** and the motivation to work of the individuals making up the organisation. They all appear to **encourage** co-operative information giving and suggest ways to reduce **tension** and **suspicion** between individuals and groups at work.

11.1. Find the equivalents for the following words and expressions in the text:

планирование деятельности корпорации, генеральный управляющий, плановый отдел, отчитываться перед к.-л., начальник отдела кадров, кадровое обеспечение, временной диапазон, межличностные отношения, многочисленные доказательства (подтверждения), недостаточный, делать попытки, основное требование, благополучие, поощрять (поддерживать), ослабить напряжение.

11.2. Answer the questions.

1. What kind of training for general management do business schools provide?
2. What is the task of a General Manager?
3. Why are many General Managers criticised?
4. Why can good plans go astray?
5. How can the General Manager increase motivation?

11.3. Summarize the main ideas of the text.

Text 12

The manager's jobs.

Read and translate the text.

Managers plan and organise, make decisions and **resolve** crises. But the classical description is not enough. Most of them exercise **skill** in handling information, influencing people and deciding what to do.

What makes management different is the manager's position - his organisational setting - and the authority he is given for **running** a unit towards some specified end. Running a business has become a **complex** process, even for the small business manager. Central to most manager's jobs is, therefore, the ability to integrate many conflicting demands and **constraints** - some legal, some technical, some human.

More and more, the speed of change means that yesterday's solutions may not resolve today's problems. Everyone has problems to **cope with**, but the manager's problems are often **intractable** and hard to define. Many of the manager's tasks and methods need careful analysis. What constitutes a "satisfactory" **outcome** is often difficult to **specify**.

The manager's job may demand more **creativity, judgement** and initiative than the jobs of the people he leads, although these qualities are frequently important in his subordinates too. Often the manager has to see

beyond the immediate needs of the firm and its employees and find compromises between present and future objectives.

But most important of all is the way in which all these elements vary from job to job. What defines a manager's work most clearly may be its indefinable qualities. To be successful, the manager needs the ability to analyse complex situations and problems and the capacity **to bring to bear** the skills **relevant** to them.

Managers in different organisations may appear to occupy the same role when in fact their jobs are quite different. Firms vary a great deal in their approach to management and this has a lot to do with their size, the people in them, the kind of work they do and **external market** and **economic forces**.

Businesses like construction, producing one product or **small batch** products, tend to have shallower management structures, fewer specialists and less formal rules and procedures. With fewer management levels, **senior managers** are closer to the workforce and industrial relations tend to be better. The lack of formality gives individuals more **opportunity** to negotiate their own roles and define the boundaries to their jobs. They enjoy more **flexibility**.

In **processing** and mass production and mass production industries, there are more managers, more managerial levels and greater administrative controls.

12.1. Find the equivalents for the following words and expressions in the text:

разрешить кризис, использовать умения, найти выход (из ситуации), управлять подразделением, сложный процесс, трудная проблема, гибкость, справиться с проблемой, внешний рынок, благоприятная возможность, мелкая партия товаров, экономические факторы, творчество, старший менеджер, предоставлять возможность, обрабатывающая промышленность.

12.2. Answer the questions.

1. Where do managers exercise skill?
2. What is central to most manager's jobs?
3. What are manager's problems like?
4. What does manager's job demand?
5. What is necessary for the manager to be successful?
6. Why do jobs of managers in different organizations vary?
7. What businesses have fewer management and more flexibility? Why?
8. Where are there more managers?

12.3. Summarize the main ideas of the text.

Text 13

The managerial functions of planning and organising.

Read and translate the text.

Planning, of course, is not a separate recognisable act. It is a mixed part of every managerial act or function. A manager, for example, does not give a **directive** (or order) **based** solely **on** impulse or reflex. Instead, even a **casual** communication about needed action may well involve some planning along with the communication acts itself - it may even develop into planning about the future of the employee based upon his reaction to and **reception** of the manager's communiqué. Every managerial act, mental or physical, is **inexorably** intertwined with planning. It is a part of every managerial act.

We may, of course, conceptually separate planning for the purpose of theoretical discussion and analysis, but in practice it is neither a distinct entity nor is it capable of being separated. The planning function is mixed with other managerial function. It is spread throughout and is part of the whole of managing. For the purpose of analysis, however, let us mentally separate the managerial planning function and see how it is involved in managing.

Planning, as a conceptually separate managerial function, consists of looking ahead, "imagineering", conceptualising, **anticipating** probable future **events** and the actions needed to cope with them. It may be nothing more than a simple plan for employee vacations next year in relation to the probable vacation **schedule** of other plants in the community; or it may involve a plan of action to stay **competitive** and minimise the **impact** of a possible business **recession** eighteen months hence. Whatever the area of consideration, managers in the performance of the planning function systematically analyse the problem in light of probable future events and make decisions **regarding** the action they will take if certain events come about in the future. Planning in this sense, therefore, is a rational, economic, and systematic way of making decisions today which will **affect** the future.

A second managerial function is that of organising. Like planning, organising can be separate only in a conceptual sense because it, too, is intertwined with planning and other managerial functions. It is part of this mixed and inseparable whole which we call managing. If we were to **regard** it as conceptually separable, however, we might say that when managers attempt to create an acceptable physical and mental environment, they must bring some degree of order to the chaos that **happenstance** effects. This ordering process, involving planning, goes by several names, the most common being that of organising. In communicating, in directing, in fixing limits, and so on, a manager is involved with the organising as well as the planning processes. Thoughts, for example, must be organised to some degree before they are communicated; directing and **establishing** relationships or hierarchies demand

system and organisation; and physical environment conducive to participation shows order or organisation. Thus, a manager in generating the right environment for participation is a **constant** organiser. Organisation is involved in his every communication; organisation is part of his every plan; and organisation is a **vital** part of any attempt on his part to check or control **activities**.

13.1. Find the equivalents for the following words and expressions in the text:

руководящее указание (распоряжение), случайное общение, быть неумолимо связанным с ч.-л., постоянный организатор, прогнозировать будущие события, график отпусков, конкурентоспособный, экономический спад, относительно (касательно), влияние, случайность, установить отношения, необходимая часть, контролировать деятельность.

13.2. Answer the questions.

1. What is planning?
2. What is planning mixed with?
3. What does planning consist of?
4. What is organizing?
5. In what way is organizing important?

13.3. Summarize the main ideas of the text.

Text 14

The managerial function of directing and control.

Read and translate the text.

Over and above planning and organising, another apparent managerial function involves making objectives known to the participants. Like planning and organising, this function does not stand alone, but is intermixed with others. Every student of management knows that in one way or another the individuals involved in an organisational endeavour must be told what is expected of them. These communications may involve, for example, what their specific daily tasks are, or they may involve a **delineation** of firm and personal goals. They may **take the form** of writing, nodding the head, gesturing, frowning, or simply talking. Whatever their form, their purpose is to let the participant know the action needed on his part to achieve some goal. This managerial activity is frequently **referred to** as directing. It is not, however, simply or solely directing. It is instead, a planned and organised communication to create an environment conducive to participative action, and this communication which directs is also

inexorably intertwined with the planning and organising functions previously mentioned. Unplanned, **disorganised** directives would be **meaningless**. Every directive to be understood, therefore, must possess some degree of organisation, and organisation in and of itself **implies** a plan. Thus, the managerial functions include directing which, like the others, is not a separate entity but is intermixed with planning and organising.

The best laid plans sometimes go astray. This seems to be particularly true in managerial endeavours involving multiple individuals. In fact, the probabilities and possibilities for incorrect or inappropriate action seem to increase geometrically with an arithmetic **increase** in personnel. As a result, any person directing an overall undertaking must check on the actions of the participants as well as the results which they have achieved. If either the actions or results do not **comply with preconceived** or planned achievements, then planned and needed action must be communicated to the participants for them either to correct what they have done or to take **remedial** action during subsequent events. Frequently referred to as the control function, this action is likewise involved with the planning, organising, and directing activities previously discussed and cannot stand alone without involving these three.

This is readily apparent when we realise that a managerial control **comes into being** only as a result of some planned attainment which serves as a measuring device or **point of reference**. In like manner, a control to be effective must have organisation and system or it will be meaningless and ineffective. And finally, employees need to be directed as to the actions they must take to achieve the planned and organised control.

4.1. Find the equivalents for the following words and expressions in the text:

очевидная функция, личные цели, принимать форму, спонтанные указания, подразумевать (заключать в себе) план, каждодневные задачи, бессмысленный, увеличение штатов, контрольная точка, возникать, коррективные действия, соответствовать запланированному достижению, общее дело.

14.2. Answer the questions.

1. What is another managerial function above planning and organising?
2. What do communications involve?
3. What must every directive possess?
4. What must a person directing an overall undertaking do?
5. When does a managerial control come into being?

14.3. Summarize the main ideas of the text.

ex.1 Complete the sentences, using the appropriate words from the box:

Departments, skill, meaningless, recession, complex, batch, wellbeing, span, attempts, compound.

1. Management cannot be viewed simply as an inert
2. The task of “organisation management” is not only co-ordination of the moment but planning over a long time
3. Many organisations are now setting up corporate Planning
4. Various ... have been made to help the General Manager with his man-
-management tasks.
5. The responsibility of the General Manager is to increase the feeling of ... and the motivation to work.
6. Managers exercise ... in handling information, influencing people and deciding what to do.
7. Running a business has become a ... process.
8. Businesses producing small ... products tend to have shallower management structures.
9. Anticipating may minimise the impact of a possible business ... eighteen months hence.
10. Unplanned, disorganised directives would be

ex.2 Read the following statements. Say whether they are true, if not correct them.

1. The managing process is a oneness made up of a mixture of planning, organising, directing, and controlling.
2. A low-level manager may employ a mixture of 40 per cent planning, 35per cent organising, 20 per cent directing, and 5 per cent controlling.
3. The effective performance of the managerial process is often dependent upon all of man’s collective knowledge.
4. A Personnel Manager is responsible for the staffing practices and policies.
5. Managers plan and organise, make decisions and resolve crises.
6. A manager gives a directive based solely on impulse or reflex.
7. None of the manager’s tasks and methods need careful analysis.
8. Managers in different organisations occupy different role, when in fact their jobs are quite similar.
9. Organising is not intertwined with planning and other managerial functions.

10. The purpose of communication is to let the participant know the action needed on his part to achieve some goal.

ex.3 Fill in the necessary prepositions.

1. The elements are constant regardless ... the level .. which managing is practical, the proportions ... the elements vary ... every managerial job.
2. Management consists ... accomplishing objectives ... the use ... other participants.
3. Many organisations are setting ... corporate Planning Departments reporting ... the General Manager.
4. Many good management ideas get thwarted ... their introduction ... inept persuasion ... staff.
5. The manager has to see ... the immediate needs ... the firm and find compromises ... present and future objectives.
6. Firms vary ... their approach ... management and this has a lot to do ... their size, the people ... them.
7. Communication may develop ... planning ... the future ... the employee based ... his reaction ... and reception ... the manager's communiqué.
8. Managers ... the performance ... the planning function analyse the problem ... light ... probable future events.
9. The planning function is mixed ... other managerial function, spread ... and is part .. the whole ... managing.
10. A managerial control comes ... being only as a result ... some planned attainment which serves as point ... reference.

ex.4 Translate the sentences into English.

1. Планирование, организация, направление и контроль в процессе руководства представляют собой единое целое.
2. Каждый менеджер использует разное сочетание функций.
3. Начальник отдела кадров отвечает за кадровое обеспечение.
4. Многие хорошие управленческие идеи рушатся из-за неправильного объяснения или убеждения коллег.
5. Задачей генерального директора является повышение чувства благополучия и мотивации в работе людей в организации.
6. Управление предприятием стало сложным процессом даже для директора небольшого предприятия.
7. У каждого есть проблемы, с которыми необходимо справиться, но проблемы руководителя часто трудные и неясные.
8. У разных предприятий различный подход к управлению из-за их масштаба, людей, работающих на них, работы, которую они выполняют, внешнего рынка и экономических факторов.

9. Планирование – это рациональный, экономичный и систематический способ принятия сегодняшних решений, которые могут повлиять на будущее.
10. Незапланированные, спонтанные указания бессмысленны.

Vocabulary.

accomplish- совершать, выполнять; достигать; завершать
achieve - 1) добиваться, 2) доводить до конца, выполнять
activities- деятельность, активность
adoption- принятие; усвоение
affect- затрагивать, оказывать влияние
agency- орган, учреждение, организация
allocation - 1) размещение, распределение 2) назначение; 3) определение места
anticipate- ожидать, предвидеть, предчувствовать, предвосхищать, предугадывать, предупреждать
apparent- видимый, несомненный, открытый, очевидный, явный
apply- применять, использовать, употреблять
approach- подход
assign-1) назначать, определять, устанавливать 2) давать, отводить (что-л. кому-л.) 3) давать, задавать, поручать, распределять (задание, работу) 4) назначать на должность
assume- допускать, предполагать
at the one extreme- в одной крайности
attain – достигать
attainment - достижение; приобретение
attempt- пытаться, стараться, стремиться, прилагать усилия, пробовать, делать попытку
authority- полномочие
available - доступный; имеющийся в распоряжении, наличный
background- 1) задний план, фон; незаметная позиция 2) подоплека; подноготная (какого-л. события, явления) 3) условие, исходные данные; предпосылка (проблемы, теории и т. п.) 4) истоки, происхождение, биографические данные; связи, окружение
based on -базировать, обосновывать, основывать
behavior- поведение, образ действий
behaviourism -бихевиоризм
burdens-1) ноша, груз, тяжесть, бремя
burgeon- быстро расти, расцветать
business enterprise- торгово-промышленное предприятие
call upon- 1) взывать, апеллировать, обращаться
carry out- производить; выполнять, совершать; осуществлять
casual- случайный, бессистемный, нерегулярный, произвольный
coerce- заставлять, принуждать (к действию или выбору), осуществлять силой или угрозами; добиваться путем принуждения
cohesiveness- связь, свойство сцепления

come into being- возникать
competitive- конкурентоспособный
complex- трудноразрешимый, сложный; запутанный
complexity- запутанность, трудность, сложность
complicated -запутанный; сложный
comply with- соответствовать
compound - строение, структура, целостное образование
comprehend- понимать, постигать, осмысливать, соображать
concern - интерес, участие, заинтересованное отношение, забота, беспокойство
conditions- условия
consciously - сознательно, осознано
considerable- значительный; большой, немалый
constant- неизменный, неизменяемый, устойчивый, константный
constitute- составлять, основывать; учреждать, создавать
constraint- принуждение; оказывание давления (на кого-л., что-л.)
contemporary - новый, современный
contribution - вклад (в науку и т. п.)
cope with- справиться; выдержать, совладать
corporate president- президент корпорации
cost- расход (времени); затраты, издержки
creativity- творчество
decision making- принятие решений
define- определять, давать определение
definite- ясный, точный, определенный; назначенный, установленный; четко выраженный
delineation- 1) ограничение линиями, очерчивание 2) схема; набросок, очертание, эскиз, проект
denote- обозначать; значить, означать; символизировать
depict- изображать, рисовать описывать, изображать
directive- директива, указание, руководящее указание, распоряжение, инструкция
discharge - 1) увольнять, давать расчет; 2) выполнять, осуществлять (обязанности)
discord- разногласие, несовпадение, расхождение (во взглядах), противоречие
disorganised- неорганизованный, спонтанный, незапланированный
distinction- отличие, различие
distinctly- четко, ясно, определенно несомненно, бесспорно, очевидно
duty- долг, обязательство. служебные обязанности
economic forces- экономические факторы
elicit- 1) извлекать; вызывать, выявлять 2) делать вывод, устанавливать

employ- употреблять, применять, использовать
employer- предприниматель, наниматель, работодатель
encourage- ободрять; поощрять, поддерживать
endeavour- попытка, старание; стремление
enforce- оказывать давление, принуждать, заставлять; навязывать
engage in - заниматься чем-л., быть занятым чем-л.;
enterprise –предприятие
environment- окружение, окружающая обстановка; окружающая среда
equal- равный, одинаковый
essential- существенный; неотъемлемый; важнейший; необходимый;
 основной
establish- устанавливать, вводить
event- событие; ход дел, ход событий
evidence- факты, данные, доказательство, подтверждение; свидетельство
evolve- эволюционировать, развиваться
executive -должностное лицо, руководитель, администратор (какого-либо учреждения)
exist- существовать; иметься в природе
existence- существование
expand- растягивать(ся), расширять(ся); увеличивать(ся) в объеме, в размерах
expenditure- издержки, расход(ы)
external- внешний, наружный, поверхностный
external market- внешний рынок
extra pay- добавочная оплата, дополнительная оплата
failure- несостоятельность, банкротство, неудача, неуспех, провал
fit- подходить (к чему-л.)
flexibility- эластичность, гибкость, упругость
focus on - сосредоточиваться; концентрироваться
frequently - зачастую, часто
furnish- снабжать ; доставлять, предоставлять
General Manager- генеральный управляющий; директор предприятия
goal- задача, цель
go astray- заблудиться, сбиться с пути
good-will- рвение, готовность сделать что-л.
guidelines- руководящие принципы
happenstance- случайное происшествие, случайность
human resources- трудовые ресурсы
identify- устанавливать, опознавать, распознавать; определять
immensely- безмерно, весьма, очень, сильно, чрезвычайно
impact- воздействие; влияние
implements- инвентарь, оборудование

imply- предполагать, подразумевать, заключать в себе, значить
improve- улучшать(ся); совершенствоваться(ся); поправлять(ся), налаживать(ся)
in accordance with- согласуясь с чем-л., в соответствии с чем-л.
in advance- заблаговременно
in sequences- один за другим; последовательно
inadequate- неадекватный; не отвечающий требованиям; недостаточный
income- доход, приход, прибыль; заработок
increase- возрастание, рост; прибавление, прирост, размножение, разрастание, расширение, увеличение
incredible- невероятный, немыслимый, неслыханный, невообразимый, потрясающий
induce- 1) заставлять, побуждать, склонять, убеждать 2) вызывать; стимулировать; приводить (к чему-л)
inept- а) негодный, неподходящий, непригодный
inexorably- неумолимо, непреклонно; непоколебимо
inexperienced- неопытный, необученный
ingenuity- изобретательность, находчивость, искусство, мастерство
injurious- вредный (to); вредоносный, приносящий вред
inseparable- неотделимый, нераздельный, неразрывный; неразделимый; неотъемлемый, неразлучный, целостный
interact - взаимодействовать (with); влиять друг на друга
internal- внутренний
interpersonal relationships- межличностные отношения
interrelated - взаимосвязанный
intertwine - переплетаться, сплетаться, скручиваться; запутываться
intractable- упрямый, неподатливый; непокорный
invention - изобретение, выдумка, домысел, измышление
involve- включать в себя, содержать
joint effort- общие усилия
judgement- рассудительность; проницательность; взгляд, мнение
lack- недостаток, отсутствие (чего-л.)
level- ступень, уровень
maintain- поддерживать, удерживать, сохранять
maintenance- поддержание; сохранение
meaningless- бессмысленный; бесцельный
means- средство; способ, метод
measure- измерять, мерить; отмерять, отсчитывать
multitude- множество; большое число; масса
objective- задача, цель
observation- высказывание, замечание, наблюдение
obtain- получать; достигать, добывать; приобретать

obviously- очевидно

occur - происходить, случаться, совершаться

on the other hand - с другой стороны

oneness- единство, цельность

opportunity- удобный случай; благоприятная возможность

outcome- исход, итог, последствие, результат

output- выпуск; выработка; **annual output** — годовой объем производства, выпуск продукции за год **industrial output** — объем промышленного производства 2) производительность; мощность

pace- скорость,

participant- участвующий, участник

perceptive- восприимчивый, проницательный

performance- исполнение, выполнение, действие

Personnel Manager- начальник отдела кадров

persuasion- 1) а) убеждение (процесс) в) убедительный аргумент 2) обоснованность, убедительность 3) убежденность (в чем-л.)

pertinent - уместный; подходящий; имеющий отношение, относящийся к делу

Planning Department- плановый отдел

point of reference- контрольная точка

power- полномочия, уполномоченность, право

precede-предшествовать; предварять, предпосылать (with, by)

precision - точность; четкость, аккуратность; правильность, безошибочность

preconceived- заранее составленный

predetermined - заранее заданный; заранее установленный

presuppose- полагать, предполагать

priority- преимущество, приоритет, порядок срочности; очередность

processing- обрабатывающая

profit- прибыль, доход

prominent- выдающийся, знаменитый, известный

prosperity- преуспевание, процветание

prosperous- процветающий, преуспевающий; удачливый; благополучный, успешный

provision- обеспечение, предоставление; снабжение

purpose- назначение, намерение, цель; замысел, стремление, результат

reception- получение, принятие, прием

recession- регресс, спад; снижение, падение

refer to- приписывать, иметь отношение, относиться; касаться

regard- расценивать, рассматривать; считать

regulation – положение, правило, постановление, распоряжение, директива

relevant to- относящийся к

rely on -полагаться на
remedial- коррективный
remedy- исправлять (положение, вещь)
report to - сообщать, давать отчет, отчитываться, предоставлять отчет
requirement- требование; необходимое условие
resolve- разрешать (сомнения и т. п.); решать (задачу, проблему и т.п.)
responsibility- ответственность (за что-л.)
restricted- ограниченный
rigid- жесткий, твердый, строгий; суровый
rudimentary- элементарный , рудиментарный
rule of thumb- практический, эмпирический (способ, метод)
rule- правило, норма
run- руководить, управлять; вести (дело, предприятие и т. п.)
schedule -график, программа, план (работы)
scientific management- научная организация управления; научные методы управления
scope- границы, рамки, пределы , масштаб, предел, размах, сфера, область
senior manager- старший менеджер
set- ставить (задачу, цель и т. п.)
simultaneously- вместе, одновременно, совместно
skill- искусство, мастерство, умение; ловкость, сноровка
small batch- мелкая партия
solution- решение, разрешение (вопроса и т. п.)
specify- точно определять, устанавливать, предписывать; детально излагать
staffing- кадровое обеспечение
standpoint- точка зрения
startling- изумительный, поразительный, потрясающий, удивительный
stem (from)- происходить
subject - объект, предмет
subordinate- подчиненный
succeed- достигать цели, преуспевать (in); иметь успех
summarise- суммировать, резюмировать, подводить итог
superior- глава, начальник, руководитель, старший
supervise- смотреть, наблюдать (за чем-л.); надзирать; заведовать
support - поддерживать; помогать, содействовать, способствовать
surplus- избыток, излишек, остаток
suspicion- подозрения, сомнения, опасения
take into account- принимать во внимание, в расчет
take the form -принимать форму
task- задача
task management- управление задачами

tension- а) напряжение, напряженное состояние б) натянутость, неестественность, неловкость (ситуации и т. п.)
thwart- мешать; расстраивать, разрушать
time span- временной диапазон
to bring to bear- употреблять
to some degree- до некоторой степени; в известной мере
total- весь, целый; общий, совокупный, суммарный
transmit - передавать, проводить, сообщать
ultimate- 1) самый отдаленный 2) последний, конечный; завершающий, окончательный 3) максимальный; наибольший, наивысший
unaided- лишенный помощи; без (посторонней) помощи
underlying- основной; лежащий в основе
unfulfilled - невыполненный; неосуществленный
unilateral- односторонний
utilise- использовать, расходовать, употреблять
vary- 1) изменять(ся), менять(ся) 2) различаться; отличаться, различаться, расходиться
verifiable- поддающийся проверке; неголословный
versus- против, в сравнении с (лат.)
vigour- сила, энергия
vital- (жизненно) важный, насущный, существенный; необходимый
wages- заработок, доход, вознаграждение
waste- 1) растрачивание, расточительство; излишняя или ненужная трата 2) а) потери; порча, убыль, убыток, ущерб
wellbeing- благополучие; благосостояние, достаток, процветание
yield- давать, приносить

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