

ЛІДЕРСТВО:

**ефективна комунікація
та взаємодія
в умовах воєнного часу**

МІНІСТЕРСТВО ОСВІТИ І НАУКИ
ДЕРЖАВНИЙ ВИЩИЙ НАВЧАЛЬНИЙ ЗАКЛАД
«ДОНБАСЬКИЙ ДЕРЖАВНИЙ ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ»
ГОРЛІВСЬКИЙ ІНСТИТУТ ІНОЗЕМНИХ МОВ

ЛІДЕРСТВО:
ефективна комунікація та взаємодія
в умовах воєнного часу
в межах реалізації I етапу Програми
«Професійне спілкування англійською»

Навчально-методичний посібник

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Навчально-методичний посібник з розвитку і вдосконалення англомовної комунікативної компетентності призначено для слухачів курсів підвищення кваліфікації за програмою «Лідерство: ефективна комунікація та взаємодія в умовах воєнного часу» в межах реалізації її першого етапу «Професійне спілкування англійською». Володіння англійською мовою необхідно фахівцям для міжкультурної комунікації у процесі формування риторичних навичок мовленнєвої діяльності в межах базових реєстрів міжособистісного спілкування в умовах воєнного стану, під час зустрічей із зарубіжними фахівцями, а також на міжнародних семінарах, конференціях, симпозіумах і конгресах, що сприятиме формуванню практичних навичок успішного ділового спілкування.

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ПЕРЕДМОВА

Навчально-методичний посібник «Лідерство: ефективна комунікація та взаємодія в умовах воєнного часу» в межах реалізації її першого етапу «Професійне спілкування англійською» є частиною програми прикладного наукового дослідження. Лідерство – це активна позиція людини, її свідомий вибір відповідальності за саму себе й готовність брати на себе відповідальність за інших, здатність вести за собою людей, які вірять у неї і довіряють їй, надихаються її розумінням мети і здатністю використати інтелект та професійні якості членів колективу для досягнення поставленої мети в умовах воєнного стану.

Багаторічний досвід засвідчує, що саме лідерський стиль управління державною установою, підприємством, організацією, закладом освіти допомагає досягати успіху, сприяє зростанню їх конкурентоспроможності на сучасному ринку послуг, зменшує витрати часових і людських ресурсів, запобігає втраті висококваліфікованих кадрів і створює дружну команду для досягнення довгострокових цілей в умовах воєнного стану.

Структура посібника дозволяє слухачам курсів опанувати навчальний матеріал у повному обсязі, допомагає сформуванню чіткого уявлення про державну службу, органи державної влади та місцевого самоврядування, Європейську інтеграцію України тощо.

Кожен модуль має послідовну, логічну структуру та спрямований на отримання нових знань слухачами, їхнє засвоєння та практичне закріплення. У посібнику містяться завдання з усіх видів мовленнєвої діяльності: читання, аудіювання, говоріння та письма.

Програма цього курсу спрямована на підготовку спеціалістів, які демонструють комунікативну компетенцію на рівні А2 / В1 у всіх видах мовленнєвої діяльності (читанні, говорінні, аудіюванні та письмі), і котрі здатні досягати порозуміння зі співрозмовниками і обговорювати широке коло питань, пов'язаних зі спеціалізацією; готувати публічні виступи з фахових питань, застосовуючи відповідні засоби вербальної комунікації та адекватні форми ведення дискусій і дебатів в умовах воєнного стану; знаходити нову текстову, графічну, аудіо та відео інформацію, що міститься в англійськомовних галузевих матеріалах (в електронному вигляді), користуючись відповідними пошуковими методами і термінологією; аналізувати англійськомовні джерела інформації для отримання даних, що є необхідними для виконання професійних завдань та прийняття професійних рішень в умовах воєнного стану; вести ділове листування, демонструючи міжкультурне порозуміння; перекладати англійськомовні професійні тексти на рідну мову, користуючись двомовними термінологічними словниками, електронними словниками тощо.

МЕТА ТА ЗАВДАННЯ КУРСУ «ПРОФЕСІЙНЕ СПІЛКУВАННЯ АНГЛІЙСЬКОЮ»

Мета: удосконалення іншомовної професійної комунікативної компетентності слухачів, зокрема, формування риторичних навичок мовленнєвої діяльності в межах базових реєстрів міжособистісного спілкування в умовах воєнного стану; удосконалення знань про лексичні та граматичні норми офіційно-ділового стилю, що сприятиме формуванню практичних навичок успішного ділового спілкування в умовах воєнного стану.

Програму курсу спрямовано на розвиток наступних компетенцій слухачів:

- *загальні:*

1) здатність аналізувати й оцінювати сучасні нвукові досягнення у комунікативній галузі;

2) здатність планувати та вирішувати завдання власне особистісного та професійного розвитку;

3) здатність здійснювати пошук, обробку, систематизацію, контекстуалізацію та інтерпретацію загальнонаукової інформації з різних джерел, генерувати нові ідеї для вирішення наукових і практичних завдань, зокрема у міждисциплінарних галузях;

4) здатність працювати у професійній та/ або науковій групі, дотримуючись етичних норм професійної діяльності та академічної доброчесності.

- *фахові:*

1) здатність застосовувати знання у діловому спілкуванні в умовах воєнного стану;

2) здатність висловлюватися англійською в усній та письмовій формі в ситуаціях, зумовлених професійними потребами в умовах воєнного стану;

3) здатність коректно використовувати мовний ресурс в різноманітних ситуаціях міжособистісного професійно-орієнтованого спілкування в усній та письмовій формах в умовах воєнного стану;

4) здатність здійснювати просвітницьку та професійну діяльність англійською мовою відповідно до запиту;

5) здатність дотримуватися норм професійної етики.

Перелік професійних компетентностей, на підвищення рівня яких спрямовано модуль:

- мовна компетентність;

- комунікативна компетентність.

Програма курсу спрямована на отримання наступних результатів навчання:

знання: англійської професійної лексики, правил її вживання відповідно до ситуацій професійно-орієнтованого спілкування, а також правил професійного та ситуативного спілкування в усній і письмовій формах;

уміння: читати, аудіювати і реферувати оригінальні тексти професійно-орієнтованої тематики, коректно використовувати професійну термінологію, готувати доповіді, висловлюватися в усній та письмовій формі в ситуаціях, зумовлених професійними потребами в умовах воєнного стану;

навички: коректного використання мовного ресурсу в різноманітних ситуаціях міжособистісного професійно-орієнтованого спілкування в усній та письмовій формах в умовах воєнного стану.

СТРУКТУРА ПРОГРАМИ

№ з/п	Назва теми	Кількість годин
1	<p>Тема 1. Теорія та практика державної служби (State Service)</p> <p><i>Reading:</i> Role and Functioning of the Secretaries-General in the Netherlands.</p> <p><i>Writing:</i> Curriculum Vitae (CV).</p>	6
2	<p>Тема 1. Теорія та практика державної служби (State Service)</p> <p><i>Reading:</i> The Internal Labor Market.</p> <p><i>Writing:</i> Cover Letter.</p>	4
3	<p>Тема 2. Органи державної влади і місцевого самоврядування (Local Government).</p> <p><i>Reading:</i> Local Government in England.</p> <p><i>Reading:</i> The municipal reforms in Ukraine.</p> <p><i>Writing:</i> Reports (assessment, informative, survey and proposal reports).</p>	10
4	<p>Тема 3. Європейська інтеграція України (Eurointegration).</p> <p><i>Reading:</i> Ukraine and the 'Western culture'.</p> <p><i>Writing 1:</i> How to write a business email.</p>	8
5.	Підсумковий контроль	2
6.	Всього	30

ЗМІСТ ПРОГРАМИ

Тема 1. Теорія та практика державної служби (State Service)

1. Reading 1: Role and Functioning of the Secretaries-General in the Netherlands.
2. Writing 1: Curriculum Vitae (CV).
3. Reading 2: The Internal Labor Market
4. Speaking: Discussing job specifications in British and Ukrainian civil service sector.
5. Writing 2: Cover Letter.

Тема 2. Органи державної влади і місцевого самоврядування (Local Government)

1. Reading 1: Local Government in England.
2. Reading 2: The municipal reforms in Ukraine.
3. Writing: Reports (assessment, informative, survey and proposal reports).

Тема 3. Європейська інтеграція України (Eurointegration)

1. Reading: Ukraine and the 'Western culture'.
2. Writing: How to write a business email.

Оцінювання і форми поточного, підсумкового контролю

Критерії оцінювання та їх питома вага у підсумковій оцінці (%)

Максимальна оцінка за проходження курсу – 100 %:

Проміжний контроль – 60 %

Підсумковий контроль – 40 %

Форма підсумкового контролю – тестування

Слухач одержує сертифікат у разі виконання всіх завдань на 60% і більше відсотків.

Загальна оцінка за курс визначається як середнє арифметичне з оцінок за кожен з шести змістовних тем.

Слухач одержує сертифікат у разі виконання всіх завдань на 60 % і більше відсотків.

MODULE 1

STATE SERVICE

Lead-in

COMPANIES

A. *Do the companies quiz. Discuss your answers with a partner.*

Which company:

1 began in 1865 as a forestry and power business?

- a) Ericsson
- b) Nokia
- c) Motorola

2 produces the most successful toy in history?

- a) Disney
- b) Fisher-Price
- c) Mattei

3 has its head office in San Francisco?

- a) Levi-Strauss
- b) Nike
- c) Calvin Klein

4 buys more sugar than any other company in the world?

- a) Nestle
- b) Coca-Cola
- c) Suchard

5 employs more people than any other company?

- a) Wal-Mart
- b) Siemens
- c) General Motors

6 has the largest factory in the world?

- a) Boeing
- b) Ford
- c) Sony

7 was started by Ray A. Kroc in 1957

- a) Burger King
- b) Kentucky Fried Chicken

c) McDonald's

B. *What famous companies come from your country? What do they do or make?*

LISTENING.

UNIPART

The Unipart Group of Companies (UGC) is a service provider for clients like Vodafone, Jaguar, Airbus and HP. It is one of the largest private companies in the UK.

John M. Neill CBE is Group Chief Executive of UGC. Listen to the first part of the interview and complete these notes about the company's values.

The company's values are:

- a clear guiding philosophy: to understand ¹ the real and perceived ² of our customers better than anyone else, and ³ them better than anyone else;
- a corporate ⁴ that requires us to deliver outstanding personal customer ⁵ to all of our customers;
- a very strong ⁶ which demands that we, as individuals at every level in the company, work very hard to inspire all of our stakeholders to want to have a lifetime ⁷ with our company.

Now listen to the second part of the interview and answer these questions.

- 1** What was Peter Drucker's warning?
- 2** When did UGC build its own company university?
- 3** What is the university's mission?
- 4** Why does UGC help employees reskill themselves?

LANGUAGE FOCUS 1

Present continuous

- We use the present continuous to talk about temporary actions and situations that are happening now.

*The factory **is working** seven days a week.*

*We **are selling** in 72 different countries.*

*What **is** Jackie doing? She **is talking** to a customer.*

- The present continuous is formed with *be* and the *-ing* form of the main verb.

A Complete these sentences with the present continuous form of the verbs in brackets.

- 1 BMW *is selling* (sell) Minis in China now.
- 2 People (work) in the factory 51 weeks a year.
- 3 I (call) about a problem.
- 4 Many Chinese people (learn) English.
- 5 She (attend) a course on presentations.
- 6 He (not work) in the office today.
- 7 They (entertain) some foreign guests.

B Complete the article below about the food group Pret A Manger. Use the present continuous form of the words from the box.

increase	export	plan	expand	translate
----------	--------	------	--------	-----------

The number of Pret A Manger (PAM) shops *is increasing* ¹ not only in London, but also in other parts of the UK. At present, PAM ² its overseas business, particularly in China. Currently it ³ its advertising material into Chinese. PAM ⁴ its winning formula to Hong Kong and Japan. PAM ⁵ to open new shops in New York.

Vocabulary

Describing companies

A These sentences describe two companies, Autotech and Green Fingers. Choose pairs of sentences which describe similar things and match them with the correct company.

AUTOTECH

A large car-parts company

GREEN FINGERS

A small garden-products company

John Smith started Autotech in 1960.

George and James Hawkins began Green Fingers in the 1920s

- 1 John Smith started Autotech in 1960.
- 2 It has a workforce of 2,500.
- 3 Autotech exports to over 12 countries.
- 4 It manufactures car parts.
- 5 It introduces one or two new components each year.
- 6 It employs about 35 people.
- 7 Green Fingers sells some of its products abroad.
- 8 It makes garden products.

- 9 George and James Hawkins began Green Fingers in the 1920S.
- 10 Green Fingers supplies the gardening industry.
- 11 It launches 12 new products a year.
- 12 Autotech provides components for the car industry.

B Now underline the verbs which mean the same thing in each pair of sentences in the table in Exercise A.

John Smith started Autotech in 1960.

George and James Hawkins began Green Fingers in the 1920s

C Use verbs from Exercise A which you underlined to complete this company profile.

GKS

GKS Services *began* ¹ 1989 when Dieter Norland left his job as an engineer in the computer industry. The company ² high-tech security alarms and ³ its products all over the world. It ⁴ 150 people at its factory near Rotterdam, although the company's head office is in Amsterdam and ⁵ a staff of 20. The company ⁶ a number of new products each year: GKS Services ⁷ products to the security industry and ⁸ domestic alarms for the general public.

D Now write a similar profile for your company or a company you know well.

E In small groups, discuss these questions.

- 1 What kind of products are often advertised as 'natural'?
- 2 In your country, what is important for people when they buy cosmetics and things like soap, shampoo or toothpaste?
- 3 Nowadays, many companies want to be 'ethical', i.e. to behave in a morally right way. What do you think that means in practice?

Reading

Before you read the article, match the words (1-6) to their meanings (a-f).

1 toiletries

a) a group of products of the same type that a company makes

2 sophisticated

b) the money a company has after paying tax and other costs

3 revenues

4 a range

5 biodegradable

6 net income

c) who knows a lot about fashion and the modern world

d) that you can destroy without making the environment dirty

e) things like toothpaste, soap, shampoo, etc.

f) money that a business gets from selling goods over a period of time

A Look through the article below and complete this fact file.

Name: *Natura*

Location:

Chief Executive:

Type of products:

Number of products:

Revenues:

Natura aims to expand internationally

By Peter Marsh

Natura is a fast-growing Brazilian cosmetics and toiletries company which started as a small laboratory in a garagem in Sao Paulo 37 years ago. Today, it is trying to go international.

Natura picked France as the first country outside Latin America to try out its ideas.

'We wanted to choose a sophisticated market where people want things to be very good,' says Alessandro Carlucci, Natura's Chief Executive. 'We wanted a test that was tough.'

Mr Carlucci says the experiment was successful. Within five years, he says, Natura wants to have 'at least' 10 per cent of its revenues coming from outside Brazil, compared with 3 percent now. Apart from Brazil and its small operation in France, Natura currently sells its cosmetics in a few other South American countries.

It sells a range of 600 soaps, shampoos, skin-care lotions and similar products. All of them are based on about 900 natural ingredients, sourced mostly from farmers in the Amazon rainforest.

The company promotes itself as an 'ethical' company that works with growers who harvest their products in an environmentally sensitive way. It also uses biodegradable packaging' What makes them different from other companies is their corporate values. They really want to make the world a better place,' says Mauro Cunha, Chief Investment Officer at Franklin Templeton Investimentos Brasil.

Results are good. In the first nine months, revenues were up 21 per cent to R\$2.7bn (US\$1.3bn). Net income rose 33 per cent to R\$344m.

Answer these questions.

- 1 Where does Natura sell its products?
- 2 What is the company's target for the next five years?
- 3 Where does the company get the ingredients for its products?
- 4 What makes Natura an 'ethical' company?
- 5 Why did Natura choose France to find out how successfully it could expand abroad?

B Match the words (1-5) to the nouns (a-e) to make word partnerships used in the article.

- | | |
|------------------|----------------|
| 1 a fast-growing | a) values |
| 2 chief | b) ingredients |
| 3 corporate | c) lotion |
| 4 skin-care | d) executive |
| 5 natural | e) company |

C Make a note of two facts about Natura that you find particularly interesting. Then compare and discuss your ideas in pairs.

STATE SERVICE

Lead-in

1. What is the chief executive position in your department? What duties does the person who holds this position have? Does he:

head the department? supervise the work of his subordinates? guide the work of the officials?

coordinate the operational management of the Department? manage finances?

assist senior officials in their work? hold responsibility for 'service delivery'? establish a good functioning of the Department? provide senior officials with advice? implement the policy of the Government?

Choose the 5 functions that are of primary importance for the position you hold. Rank them in order of importance and explain your choice.

2. Look at the dictionary definitions. What do you think the missing words are? Choose the terms for the definitions from the box below.

Official Service Subordinate Executive Management
--

1. someone who has a lower position and less authority than someone else in an organization.

2. someone who is in a position of authority in an organization.

3. the activity of controlling and organizing the work that a company or organization does.

4. a manager in an organization or company who helps make important decisions.

5. the official system for providing something, especially something that everyone in a country needs to have, or the official organization that provides it.

3. Match the words / phrases in the chart to the definitions.

1 to guide a) to direct or control a business or department and the people, equipment, and money involved in it.

2 to provide b) to be in charge of an activity or person, and make sure that things are done in the correct way.

- | | | |
|---|--------------|---|
| 3 | to manage | c) to show someone the right way to do something, especially something difficult or complicated |
| 4 | to supervise | d) to make it easier for someone to do something. |
| 5 | to establish | e) to give something to someone or make it available to them, because they need it or want it |
| 6 | to assist | f) to start a system, etc. that is intended to exist or continue for a long time |

4. Complete the questions with the words from the chart. Answer the questions.

1. Who must _____ the work of the subordinates?
2. Why is it necessary to _____ finances?
3. Is this the duty of the subordinate to _____ senior officials with advice?
4. How does the official _____ the operational _____ of his department?
5. What must a civil servant know to _____ the work of the officials?

Reading 1: Text A

Role and Functioning of the Secretaries-General in the Netherlands

Read the text paying attention to the words and word-combinations in bold type

1. To better comprehend the role and functioning of Dutch secretaries-general, it is useful to look briefly at the historical development of this function. Central government departments in the Netherlands are a legacy of the French era (1798 - 1813). This French system was maintained after the establishment of the Kingdom of the Netherlands. From 1823, it was decreed that each department should be headed by a secretary-general. This early system, however, was quite complicated, as the secretary-general could face competition from other leading civil servants who were in command of governmental and departmental branches. Over the course of time and due to the ongoing process of bureaucratization of central government, the secretary-general became in fact the chief executive officer in most of the departments. This unifying principle was threatened in the post-World War II era. Direct relations between political office holders and top policy advising units (the director-general) outside of the supervision of the secretary-general became standard practice. This was reinforced by the rapidly expanding extent and level of specialization within central government departments.

2. These developments led to pressure on the position of secretary-general as the central administrative office holder within the department. Only in 1988 did the secretary-general formally become the highest civil servant in a department. A Royal Decree was issued, that covers the function and responsibilities of the secretary-general as chief executive officer. According to this regulation, each department should be headed by a secretary-general, who within the directions and guidance of the minister, is charged with leading all ministerial tasks and duties. This involves the coordination of policy in general, personnel management, financial management, organizational issues, operational management and ministerial responsibility. At present, the secretary-general is assisted by a deputy, who usually has responsibility for internal management tasks. A bureau assists the secretary-general specifically as to intra-ministerial coordination and political-administrative advice.

3. Given the nature of the Dutch government system with its equality of ministers there is no real head of the civil service. The secretary-general of the Prime Minister's department has a position equal to others. Yet there exists a so-called council of secretaries-general, which from the 1990s onwards has increased its importance, mainly as an informal coordination body, and as a forum for initiating central government reform.

4. As managers, secretaries-general hold responsibility for service delivery as promised by the minister through establishing a good functioning of the ministry. As for their policy-advisory role, secretaries-general see a clear distinction between their role as personal, non-partisan advisor to the minister and the role of the minister's personal political assistant. A secretary-general is the administrative leader of the department and is not only able to provide the minister with advice that goes beyond the interest of actors external to the administration, but also stand above the sectoral interests of the different directorates-general. The latter indicates the integrating role of the secretary-general within the department.

5. The role of the secretaries-general is further outlined through the implementation of the performance management system. The performance agreement between the minister and the secretary-general denotes the different components being perceived as crucial to the secretary-general's function, that is

- (1) ensuring 'service delivery' and timely realization of the minister's policy priorities as agreed upon by the political parties in the coalition agreement;
- (2) managing the department, taking up responsibility for the modernization programme and for personnel cuts in the department as part of central government-wide reform; and
- (3) personal development.

The performance agreements are thus much in line with the traditional tasks of the secretaries-general: managing the departmental organization, providing reliable advice to the minister and seeing that policies are implemented.

(Abridged from "Time Steen Fruits, Van der Meer. Public service bargains in Dutch top civil service")

1. Match the titles A-E with the paragraphs (1 - 5).

- A. Uniting the efforts of all the secretaries-general
- B. Outlining the tasks of secretaries-general
- C. Finding the role in the ministerial office
- D. Historical Background
- E. Normalizing of the secretary-general's functions and responsibilities

2. Mark the statements as true or false.

1. The Dutch government departments take their roots in the German era.
2. In the course of its development the early government system in the Netherlands underwent the process of bureaucratization.
3. In 1988 the secretaries-general lost their position as the highest civil servant in the department.
4. Each Dutch government department is headed by a secretary-general.
5. The head of the civil service is Prime-Minister.
6. The secretaries-general play the role of the personal, nonpartisan advisor to the minister.
7. The secretaries-general do not perform any integrating role within the department.
8. The secretaries-general are not responsible for personnel cuts in the department.

Language focus 1

Pronunciation: word-stress and reading aloud

NOUN - compre'hend, ' secretaries-'general, development, 'central government, departments, 'legacy, Netherlands, establishment, compe'tition, com'mand, officer, supervision, 'servant, regulation, coordination, 'management, 'issue, responsi'bility, e'quality, de' livery, a 'ssistant, implemen'tation.

ADJECTIVE - compli'cated, govern'mental, depart'mental, e'xecutive, uni'fying, ad'ministrative, minis'terial, fi'nancial, organi'zational, ope'rational, internal, re'liable.

VERB - main'tain, dec'ree, rein'force, 'issue, in'crease, 'indicate, inte'grate, per'ceive, en'sure.

Language focus 2

Word-combinations: Adjective-noun (A-N)

Complicated system. Civil servants, governmental and departmental branches, ongoing process, unifying principle, standard practice, ministerial tasks,

financial management, organizational issues, operational management, ministerial responsibility, clear distinction, integrating role, personal development, internal management

Adjective-adjective-noun (A-A-N)

chief executive officer

Noun-Noun (N-N)

Secretary general, office holder, personnel management, coordination body, government reform, service delivery

Noun-Noun-Noun (N-N-N)

central government department, performance management system

Verb-Noun (V-N)

reinforce the idea, comprehend the role, to maintain the system, to head the department, to cover functions, to face - competition, involve coordination, increase importance, hold responsibility, establish functioning

Verb-Adverb (V-D)

to look briefly, to expand rapidly,

Language focus 3

Prepositions

1. Choose the prepositions and fill in the blanks

for	beyond	in	in	above	through	with	with
-----	--------	----	----	-------	---------	------	------

To stand __ the sectoral interests, to be __ line with, to provide sth __ advice, to be charged __ tasks, to hold responsibility __, __ service delivery, to go __ the interest, to be outlined __, __ implementations, to be __ command of

2. Complete the sentences from the text with the necessary words.

1. The Dutch government departments _____ of the French era.
2. The secretaries-general became the chief _____ officers in many Dutch departments.
3. The Government _____ the idea of establishing direct relations between political office holders and top policy advising units.
4. The Decree on secretaries-general _____ their function and responsibilities.
5. Leading ministerial tasks and duties _____ the coordination of policy in general, operational, personnel, financial and _____ organizational issues, operational management and ministerial responsibility.
6. The Deputy secretary-general is responsible _____ management tasks.
7. The Council of secretaries-general _____ its importance in the 90s.

8. The secretaries-general _____ the minister _____ advice.

9. _____ 'service delivery' and realization of the minister's policy priorities are perceived as crucial to the secretary-general's functions.

Fill in the chart with the functions of the secretary general.

You are talking to a Secretary General of the State Department in the Netherlands. Ask 10 questions about his functions. Use the terms given below.

1.	Secretary-general	Генеральний секретар, провідний секретар
2.	Central Government Departments	Центральні відомства
3.	Political advisor	Радник з політичних питань
4.	Political assistant	Помічник з політичних питань
5.	Administrative leader	Адміністративний керівник
6.	Directorates-general	Генеральний директорат
7.	Performance management system	Система управління ефективністю діяльності
8.	Performance agreement	Угода з ефективності діяльності
9.	Civil servant	Державний службовець
10.	Governmental branches	Гілки урядової влади
11.	Departmental branches	Гілки відомчої влади
12.	Chief executive officer	Перший керівник, головний керівник, генеральний директор, виконавчий директор
13.	Top policy advising units	Консультативні підрозділи на вищому політичному рівні
14.	Central administrative office holder	Головна адміністративна посадова особа
15.	Political office holder	Посадова особа в політиці
16.	Personnel management	Управління персоналом

17.	Financial management	Фінансовий менеджмент
18.	Organizational issues	Організаційні питання
19.	Operational management	Оперативне керівництво
20.	Ministerial responsibility	Відповідальність на рівні міністерства
21.	Internal management tasks	Питання управління всередині установи
22.	Intra-ministerial coordination	Координація всередині міністерства
23.	Service delivery	Надання послуг
24.	Department management	Управління департаментом
25.	Modernization programme	Програма модернізації
26.	Personnel cuts	Скорочення персоналу
27.	Central government-wide reform	Реформа на рівні центрального уряду
28.	Personal development	Особистісний розвиток
29.	Departmental organization	Відомчі організації

Writing 1

Write part of your personal Curriculum Vitae (CV) concerning your work experience.

Skills and Achievements

Effective communication

- Able to communicate effectively with a wide range of clients and colleagues, by showing interest, carefully listening to needs and appropriately adjusting my message, as demonstrated during my time at Finsbury's Supermarket.
- Strong presentation skills and confidence demonstrated by experience of delivering presentations in different languages to groups of five to fifty.

Customer service

- Ability to quickly build rapport with customers and calmly deal with any problems as shown during my retail experience in high pressure environments.
- Capacity to maintain professional relationships through email and other written correspondence, for example, at Audigest in Madrid, where I built longstanding business relationships with customers and colleagues across the globe.

Teamwork

- At Top Choice Holidays demonstrated excellent teamwork skills in a busy financial environment, such as an ability to listen to clients and managers, perform my role to a high level and support
 - colleagues, resulting in promotion.

Administration

Excellent ability to plan ahead and manage time effectively, for example, managing complex roles during my internship at Top Choice Holidays.

Gathered data from a wide range of sources during my dissertation whilst balancing my other studies and two jobs, resulting in a 3%_grade

Experience of travellers' needs

- Recent travel consultancy experience gives me an in-depth understanding of the expectations of holiday customers and the competitive nature of the industry.
- International travel experience and language ability give me an empathy with travellers and a passion for helping them find a unique holiday experience.

Initiative

- Self-funding an evening course in bookkeeping during my first accountancy role demonstrated my ability to plan ahead and take control of my career.
- Successful study and work in Spain and Mexico show that I can creatively develop my skills and experience and adapt to new and different environments.

Sales knowledge

- Wide experience of financial roles gives me an awareness of the tight monetary pressures which drive UK service industries.
- Raised sales at The Dogs Protection League by 12% by up

Reading 2

Read the text about the British labor market and copy out the words which stand for:

Types of employment

Types of jobs

Types of public services provided to people

THE INTERNAL LABOR MARKET

The classic definition of what constitutes the British civil service is that provided by the Tomlin Royal Commission of 1929 – 31 which stated that it comprised "servants of the Crown, other than holder of political or judicial offices, who are employed in a civil capacity and whose remuneration is paid wholly and directly out of moneys voted by parliament" (Tomlin Report 1931).

On 1 April 1995, there were 561 893 permanent civil servants of whom 474 876 were non-industrial staff, and 42 017 were industrial staff. The distinction between non-industrial and industrial civil servants, in general terms, is the same which exists in the private sector between white and blue collar workers. The largest employer of industrial staff is the Ministry of Defense, which employs about 87 per cent of tire total. Civil servants constitute about 2 per cent of the working population in employment, and about 10 per cent of all public sector employees. There are many community services such as health, education, local government, personal social services, defense, and policing which are largely provided by other public servants, though civil servants are often involved in the formulation of policy for such services.

Many civil servants are engaged in providing services to the public such as staffing job centres, paying pensions and benefits, issuing driving licenses, among other roles. Others provide policy advice, including economic and statistical advice, and internal departmental services and service-wide support functions.

About 90 per cent of the post-entry training given by the service was provided at departmental level. As for direct entry recruitment, except for the leading administrative, executive, and specialist posts, which remained the remit of the Civil Service Commission, this had also become primarily a departmental responsibility. In terms of status, the Fulton Committee removed the distinction between established and unestablished civil servants, thus enabling all civil servants to have rights in relation to the non-contributory pension scheme. Legislation in 1972 granted index linked pensions to the civil service, meaning that they were inflation proof (Fry 1985).

For many years, the British government had a coherent strategy for change. Further, the government got unified, so that by 1986 it embraced

- Grade 1 (permanent secretary),
- Grade 1A (second permanent secretary),
- Grade2 (deputy secretary), and
- Grade3 (under secretary), but also

- Grade 4 (executive directing bands),
- Grade 5 (assistant secretary),
- Grade 6 (senior principal), and
- Grade 7 (principal)

and, of course, their corresponding professional and scientific grades, forming the open structure at the other end of the service.

It was also decided to rename the clerical officer and clerical assistant grades and to call them administrative officer and administrative assistant respectively. Except to confuse future historians of the British civil service there was no useful purpose served by this change, which was accompanied by yet another across-the-board pay settlement.

(Abridged from "Civil Service Systems in Western Europe")

Speaking

Speak on the job specifications in British civil service sector. Compare these with the jobs in Ukrainian civil service sector. Use the comparison and contrasting phrases given below:

Key words commonly used to express comparison include:

<i>like</i>	<i>similar</i>	<i>as</i>			
<i>same</i>	<i>in the same way</i>	<i>too</i>			
<i>both</i>	<i>most important</i>	<i>have in common</i>			
<i>the same as</i>	<i>similarly</i>	<i>as well as</i>			
<i>although</i>	<i>however</i>	<i>differ</i>	<i>unlike</i>	<i>even</i>	<i>though</i>
<i>yet</i>	<i>but</i>	<i>instead</i>	<i>on the contrary</i>	<i>on the other hand</i>	
<i>whereas</i>	<i>while</i>	<i>unless</i>	<i>contrary</i>	<i>to the reverse</i>	

Writing 2

COVER LETTER

Cover letter is a letter of introduction attached to, or accompanying another document such as a resume or curriculum vitae.

The body of the cover letter generally has four parts

Part	Content	Example
Opening	Tell (1) that you are applying for a job and (2) the source of your information	<i>I read about a job opening for an administrative assistant on the Global Market Web site</i>
Focus	Tell why you are suited for the job	<i>I am a recent graduate of Kyiv State University, and I was in the top of my class/ I am looking for a challenging</i>

*work environment like that
at Global Market*

Action	Tell what you plan to do	<i>I will call you next Monday to discuss my enclosed resume</i>
Closing	Be positive	<i>I look forward to meeting you soon</i>

Look at the example of a cover letter. Pay attention to the parts of the body of the letter and the other elements of the text.

Return Address You must put your personal contact information here	<i>Nataliia Kryvun 3-16 Vodna Str Cherkasy 18001 Tel: +38 0501232323 Fax: + 38 472 445637</i>
Date	<i>December, 4, 20</i>
Inside address	<i>Jeff Grilliot Human Recourse Specialist GlobalMarket Ltd. Bowling Green, OH 43403-0001 USA</i>
Salutation Use a colon after the name	<i>Dear Mr. Grilliot:</i>
Opening	<i>I read about a job opening for an International Office assistant manager on the Global Market Website.</i>
Focus	<i>I am a recent graduate of New York International School of Business (distance study course), and I was in the top of my class, I am looking for a challenging work environment like that at Global Market.</i>
Action Closing	<i>I will call you next Monday to discuss my enclosed resume.</i>
Complimentary Close	<i>I look forward to meeting with you soon. Sincerely yours</i>
Signature	<i>3'k3fy«,,</i>

Typed name *Nataliia Kryvun*

Enclosure *Enclosure*

Add this if you are sending something with the letter

Practice 1

Fill in the blanks in the salutations and the openings in a cover letter for the following jobs. Don't forget the colon. Follow the example given in the letter.

Position	Source	Contact
1. Administrative Assistant	August 23 <i>Daily Mail</i>	Margaret Jeckings
2. Executive Officer	Link Together Website	Human Resource Department
3. Personnel Department Manager	Word-of-mouth	Li Chee Wu

Opening

1. *Dear Ms.*

I saw your advertisement in the for an

2. *Dear Specialist:*

I am applying for the position of announced on the ... /

3. *Dear*

Your colleague, Jane Brown, told me about the

Practice 2

*Write a cover letter for the job position in the advertisement. Mind, that you write **Sincerely yours** in a complementary! close if you know the name of the addressee. If you don't know it you must write **Faithfully yours**.*

SUNDAY NEWS

September 3, 20-Assistant Secretary wanted. Must have Bachelor Degree. Send resume to the Human Resource Office, PrimeWay, 80 Pymont Street, Sydney, New South Wales 2009, Australia

MODULE 2

LOCAL GOVERNMENT IN UKRAINE

The Web

“I designed it for a social effect - to help people work together.”

Tim Berners-Lee, inventor of the World Wide Web

Starting up

A What do people use the Internet for? Complete the activities below with words from the box. Add some other activities to the list.

<i>keeping researching buying shopping booking doing using getting</i>
--

- 1 ... *booking* ... airline tickets
- 2 _____ books and CDs
- 3 _____ for food
- 4 _____ chat rooms
- 5 _____ in touch with family and friends
- 6 _____ news and sports results
- 7 _____ a project
- 8 _____ a course

B What do you use the Internet for? How often do you use it? What sites do you recommend?

C What do you think the following people use the Internet for? Talk about your ideas in pairs.

Mathilda,

19-year-old Swedish psychology student in London

Brad,

34-year-old American Sales Manager for a drug company in Paris ***Derek,***

70-year-old retired British architect

e.g. I think Mathilda uses it for studying

D Now listen to the three people talking about the Internet. Note down what they use it for.

<i>Mathilda</i>	<i>Brad</i>	<i>Derek</i>
<i>researching a project</i>		

Read this paragraph about e-commerce. Match the words in blue (1-12) with their explanations or synonyms (a-l) below.

A typical e-commerce transaction¹ begins when you browse² through a website³ and select an item you want to buy. You place an order for that item by clicking a button that puts it in your shopping cart⁴. The software then takes you to a new screen. This screen displays⁵ the total amount you have to pay and asks you to key⁶ your credit card details. Your computer then sends this information to the seller's server, which verifies⁷ all the details. The transaction can be 'approved'⁸ or 'denied'⁹. If it is approved, the shopping-cart program sends an e-mail to the seller telling them to fulfill¹⁰ the order, and an e-mail confirmation of the sale to you. Finally, the bank credits¹¹ the seller's account and debits¹² yours.

- a) takes money out of
- b) shows
- c) rejected
- d) pay money into
- e) look for information
- f) enter
- g) checks
- h) carry out
- i) accepted
- j) trolley
- k) a place on the Internet containing information
- l) business deal

B. What do you buy on the Internet? What problems do you have when shopping on the Internet? What are your favourite websites?

LISTENING

Effective websites

A You are going to hear an interview with David Bowen, a website consultant. Effective websites. Before you listen, complete the definitions below with the words from the box.

break down

deliver

draw up

fulfil

1. If you _____ a list, a plan, etc., you think about it carefully and then write it down.
2. When cars, machines, etc. _____, they stop working properly.
3. If you _____ a role, a task, an obligation, etc., you complete it.
4. If you _____ something, you do what you promised to do or what people expect you to do .

B Complete these sentences about what people need to do for a business website to be effective using the verbs from Exercise A.

- a) They must make sure that the website is easy to use, and it doesn't _____ over time.
- b) They need to build a site that can _____ the necessary tasks, looking from the different viewpoints of a number of different users.
- c) They need to _____ a list of tasks that they want their site to produce.
- d) They need to understand what a website can _____ – what it's good at, and what it's not so good at.

C Now listen to the first part of the interview and list the points (a-d) in Exercise B in the order that David mentions them.

1 _____ 2 _____ 3 _____ 4 _____

D Work in small groups. Tell each other about a good business website that you know, and what you like about it.

E Listen to the second part of the interview and complete this extract.

The Otis elevator or lift company has a very interesting website because it actually helps people decide _____¹ lifts they want, _____² they should be, and what capacity they need to be. So it's using the _____³ strengths of the Web to actually help people _____⁴.

F Listen carefully to the last part of the interview. Decide whether these statements are true or false.

- 1 Television commercials and print media don't have an advantage over business websites.
- 2 If the message you want to communicate is complicated, use a website.

- 3 Television is much better than websites at getting across short messages.
- 4 The print media aren't very good at displaying high-quality images.
- 5 It's more difficult to make an image look beautiful on a computer screen than in a quality magazine.

LANGUAGE FOCUS 1

Talking about future plans

• We often use the present continuous to talk about appointments and meetings.

What are you doing on Friday?

She is visiting the suppliers next week.

• We also use going to for future arrangements and plans (when we have already decided to do something).

We're going to launch a new website.

I'm not going to study computing next year.

A Complete these sentences using *going to*.

1 What you do?

2 Well, I not sell the company.

B Complete these sentences using the present continuous form of the verb in brackets.

1 What they next week? (do)

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

C Complete these sentences using the present continuous form of the verb in brackets.

I'm meeting (meet)¹ Mr Yamashiro next week. He² (arrive) on Tuesday night. On Wednesday, I³ (take) him to the factory. I⁴ (not see) him on Thursday. But I⁵ (drive) him to the airport on Friday.

D Listen to Kazumi and David talking about their plans for next year. Decide whether these sentences about their plans are true or false.

1 Kazumi is going to change her job. *true*

2 Kazumi is going to stay in the city.

3 She is going to save some money.

4 David is going to change his job.

5 He is going to take a computer course.

6 He is going to go abroad.

E Tick the plans below which are true for you. Add four more plans to each list.

- | Next week | Next year |
|-------------------------|--------------------------|
| ✓ Go on a business trip | ✓ Go abroad |
| ✓ Have a meeting | ✓ Design my own web page |
| ✓ Do my homework | ✓ Give up smoking |
| ✓ Phone my parents | ✓ Change my job |

F Work in pairs. Tell your partner about your plans for the future

READING

Net-a-Porter

In small groups, discuss these questions.

- 1 Why would you (or wouldn't you) buy clothes on the Internet?
- 2 A large number of people worldwide visit fashion retailers' websites. Why do you think that is? Make a list of three reasons.

Look through the article about Net-a-Porter and complete this fact file.

Name of web store: *Net-a-Porter*.....
Workforce:
Founded in:
Annual turnover:
Location of distribution centres: and

Online business model dressed to kill

By Vanessa Friedman

When Natalie Massenet was trying to raise money for her Internet start-up, Net-a-Porter, a luxury online fashion boutique, no one was interested. 'People were throwing millions of pounds at almost any web company then. But they heard "women" and "fashion" and "Internet" and said those words didn't go together,' says Ms Massenet.

But Net-a-Porter, founded in 2000, can now claim to be 'the world's first truly global luxury fashion retailer'.

It doubles its revenues every year, and sales are now at £37m. It has a distribution centre in London and one in New York, and employs almost 300 people. The web store attracts an average of 90 new customers a day from 101 countries (including Fiji and Greenland), who each spend an average of £400.

According to Forrester Research, luxury brands 'won't survive without an online sales channel'. Over 40m Europeans buy clothes online, and this number will continue to increase. Experts predict it will grow to over 70m by 2009.

The website combines content with commerce: it is designed as a magazine, and everything is for sale and delivered worldwide within 48 hours.

Net-a-Porter is expanding very fast. Ms Massenet says: 'Because we have no physical limit to the amount of designers we stock, we can offer a very wide range. But everything we offer has to be trendsetting fashion.' We e-mail information about new products to customers regularly, according to their favourite designers. 'You couldn't do that in an offline store,' she points out. 'That's the beauty of this business. And customers spend a lot of money in that kind of environment. Seven or eight years ago, nobody believed that.'

FINANCIAL TIME

Read the article again and choose the best answers to these questions.

1 It was difficult for Natalie Massenet to raise money for her Internet start-up because people ...

- a) had no money for web companies.
- b) did not think she had a good business idea.

2 Net-a-Porter can say it is a truly global fashion retailer because ...

- a) its revenues double every year.
- b) its customers are from over 100 different countries.

3 Forrester Research suggests luxury brands need an online sales channel ...

- a) because the number of people who buy clothes online will grow rapidly.
- b) if they want to compete successfully with Net-a-Porter.

4 Net-a-Porter offers a very wide range because ...

- a) customers e-mail information about all the designers they like.
- b) it can stock as many designers as it wants.

Vocabulary

Time expressions

Complete the future time expressions below with words from the box.

<i>tomorrow</i>	<i>end</i>	<i>after</i>	<i>weeks'</i>	<i>near</i>	<i>next</i>	<i>now</i>	<i>weekend</i>
-----------------	------------	--------------	---------------	-------------	------------------------	------------	----------------

1 Sales of luxury cars will double by ...*next*... year.

2 In two time, we'll review the budget.

3 We're entertaining the suppliers evening.

4 They will introduce the new marketing strategy in the future.

5 She wants us to increase exports before the of June.

- 6 Our launch deadline is the week next.
- 7 He's going to rebuild the website at the
- 8 Your flight will board a couple of hours from

LANGUAGE FOCUS 2

Will

- We use will + infinitive to talk about future events and predictions.

Sales will continue to grow.

- We also use will + infinitive for offers.

You're busy. I'll finish the report for you.

- The negative is will not or won't.

Our company will not (won't) survive without an online sales channel.

A Read these sentences from a chairperson's IT plan. Put *will* in the correct position in each line.

- 1 All our catalogues will be online by next year.
- 2 In ten years, 80% of our sales be online.
- 3 Most of our customers order their products at their computers.
- 4 Customers open one account to make all their purchases.
- 5 Security not be a problem.
- 6 As a result, efficiency improve.

B Match the statements (1-5) to the offers (a-e).

Statements

Offers

- | | |
|--|---|
| 1 I haven't got a hard copy the report | a) I'll carry ne for you. |
| 2 I can't find Susan's address. | b) I'll print out for you. |
| 3 I think it's time to go home. | c) I'll get you a drink from the machine. |
| 4 These boxes are so heavy. | d) I'll give you a lift to the station. |
| 5 I'm very thirsty. | e) I'll e-mail it to you. |

C Work in groups. You have been asked to organise the launch of your new website. The launch will be in your office, and you have only a small budget. Offer to do as many things as possible.

Here is a list of things to think about. Can you add any more?

- | | |
|--------------------------|---------------------------|
| • inform the local media | • order snacks and drinks |
| • design the invitations | • make a welcome speech |

- send out the invitations
- give a presentation about the website

OK. I'll inform the local media. I know a lot of people in town, I'm sure they'll help.

Skills: Making arrangements

A Listen to four people making arrangements by phone. Match the call (1-4) to the situation (a-d).

- | | |
|-----------------|---|
| 1 <u> c </u> | a) changing an existing appointment |
| 2 <u> </u> | b) apologising for missing an appointment |
| 3 <u> </u> | c) making an appointment |
| 4 <u> </u> | d) suggesting an alternative day |

B Work in pairs. Role-play the situations

1 The Managing Director of Alpha Printing calls a customer to arrange a meeting next week. The MD suggests a time and date. The customer agrees.

2 The MD calls a supplier and suggests a meeting on Friday 20 March. The date and time are not suitable for the supplier. The supplier suggests another date and time. The MD agrees.

3 A customer leaves a message for the MD. The customer was ill and missed a meeting at 11 a.m. The customer will call the MD later in the day.

LOCAL GOVERNMENT IN UKRAINE

Before reading the text concerning the local government sector analysis answer the following questions:

1. What does the system of administrative/ territorial division of Ukraine consist of?
2. What levels may local self-government bodies be found in Ukraine?
3. What does the municipal level refer to?
4. What does the regional level self-government consist of?

READING 1

Read the text below and decide whether these statements are true or false.

1. The system of two-tier local government was introduced in the 1970s.
2. Legislation concerning local government in England is decided by the Local Government Commission.
3. England is subdivided into twelve regions each having an elected Assembly and Mayor.
4. Below the region level England has two different patterns of local government: country councils and district councils.
5. A district may be divided into several parishes.
6. County councils, district councils, parish and town councils are equal in their legal status.
7. In shire counties upper tier authorities are responsible for strategic and local planning
8. In Greater London upper tier authorities are responsible for transport, police, housing, tax collection and consumer protection.
9. Education, libraries and social services are provided by lower tier authorities.
10. Councils are treated as natural persons and can undertake whatever activities they wish to.

LOCAL GOVERNMENT IN ENGLAND

Background

Prior to the 1970s, the UK had had a mixed system of local government, with some areas being covered by a county council and a more local district council, while large towns had only a single tier of authority (in England and Wales these were termed county boroughs, and in Scotland 'counties of cities'). The Acts abolished the existing county boroughs or counties of cities, and created a uniform two-tier system of government with regions or counties, and districts.

1990s UK local government reform

The structure of local government in the United Kingdom underwent large changes in the 1990s. The system of two-tier local government introduced in the 1970s by the Local Government Act 1972 and the Local Government (Scotland) Act 1973 was abolished in Scotland and Wales on April 1, 1996, and replaced with unitary authorities. In England, some areas remained two-tier but many unitary authorities were created. No changes were made to local government in Northern Ireland.

The Local Government Commission for England was established under the Local Government Act 1992, allowing the Secretary of State to order the Commission to undertake 'structural reviews' in specified areas, to create unitary authorities in the two-tier shire counties. After much political debate, the Commission's proposals resulted in the abolition of the counties of Avon, Cleveland, Hereford and Worcester and Humberside, created in 1974, the county council of Berkshire, and the creation of unitary authorities covering many of the larger urban districts of England.

The pattern of **local government in England** is complex, with the distribution of functions varying according to the local arrangements. Legislation concerning local government in **England** is decided by the **Parliament and Government of the United Kingdom**, because England does not have a devolved parliament or regional assemblies.

Principal authorities

England had since 1994 been subdivided into nine **regions**. One of these, **London**, has an elected **Assembly** and **Mayor**, but the others have a relatively minor role, with **unelected boards** and **Regional Development Agencies** due to be abolished in 2012. Below the region level and excluding London, England has two different patterns of local government in use. In some areas there is a **county council** responsible for services such as education, waste management and strategic planning within a **county**, with several **district** councils responsible for services such as housing, waste collection and local planning. These councils are elected in separate elections. Some areas have only one level of local government, and these are dubbed **unitary authorities**. The **City of London** and the **Isles of Scilly** are *sui generis** authorities, pre-dating recent reforms of local government.

There are 193 District Councils in two-tier areas including the two-tier "shire" counties, metropolitan districts, London boroughs and unitary authorities.

Parishes

Below the district level, a district may be divided into several **civil parishes**. Typical activities undertaken by a **parish council** include allotments, parks, public clocks, and entering Britain in Bloom. They also have a consultative role in planning. Councils such as districts, counties and unitaries are known as **local principal authorities** in order to differentiate them in their legal status from parish and town councils, which are not uniform in their existence. Local councils tend

not to exist in metropolitan areas but there is nothing to stop their establishment. For example, Birmingham has a parish, New Frankley. Parishes have not existed in Greater London since 1965, but from 2007 they could legally be created. In some districts, the rural area is parished and the urban is not – such as the Borough of Hinckley and Bosworth, where the town of Hinckley is unparished and has no local councils, while the countryside around the town is parished. In others, there is a more complex mixture, as in the case of the Borough of Kettering, where the small towns of Burton Latimer, Desborough and Rothwell are parished, while Kettering town itself is not. In addition, among the **rural parishes**, two share a joint parish council and two have no council but are governed by an annual **parish meeting**.

Local Government in England en.wikipedia.org/wiki/Local_government_in_England

Functions and powers

	Upper tier authority	Lower tier authority
<i>Arrangement</i>	waste management, education, libraries, social services, transport, strategic planning, consumer protection, police, fire	housing, waste collection, council tax collection, local planning licensing, cemeteries and crematoria
<i>Shire counties</i>		
<i>Unitary authorities</i>	housing, waste management, collection, education, libraries, social services, transport, planning, consumer protection, licensing, cemeteries and crematoria, police and fire come under shire councils	housing, waste collection, council tax collection, education, libraries, social services, transport, planning, consumer protection, licensing, police, fire, cemeteries and crematoria
<i>Metropolitan Greater London</i>	libraries, social services, local planning, consumer protection, licensing, cemeteries and crematoria	

Councils also have a general power to "promote economic, social and environmental well-being" of their area. However, like all public bodies, they are limited by the doctrine of *ultra vires**, and may only do thing that common law or an Act of Parliament specifically or generally allows for – in contrast to the earlier incorporated municipal corporations which were treated as natural persons and could undertake whatever activities they wished to. Councils may promote Local Acts in Parliament to grant them special powers.

* sui generis (Lat.) – of a peculiar kind, unique.

* ultra vires (Lat., Law) - beyond or exceeding the legal authority or power.

Follow up

1. Answer the following questions:

1. What does a two-tier system of government in the UK mean?
2. How did 1990s UK local government reform change the structure of local government?
3. Who is legislation concerning the local government in England decided by?
4. Are county and district councils elected in the same elections?
5. What are the responsibilities of county and district councils?
6. How may a district be divided below the district level?
7. What councils are known as principal local authorities?
8. What limits the power of local councils?

2. Read the text about Local Government in Ukraine filling in the gaps with the appropriate words from the box:

municipal corresponding delegated autonomous local executive gromadas

The system of administrative-territorial division consists of the (1) Republic of Crimea, oblasts (24), raions (490), cities (446), city districts, townships and villages.

Within the administrative-territorial structure of Ukraine, local self-government bodies may be found at the (2) and regional levels. The municipal level refers to local self-governments in individual administrative units, such as cities, city districts, townships and villages. (3) self-government in these units consists of local councils, which form the representative branch of local authority, and executive committees, which compose the (4) branch.

The regional level is defined as oblasts and raions; local self-government at this level consists of oblast and raion councils, which represent the common interests of territorial (5) (communities of citizens) such as villages, townships and cities. Oblast and raion councils delegate their executive authorities to their (6) local public administrations. All local self-government powers in Ukraine can be subdivided into (7) authorities and own authorities.

Ukraine Local Government Assessment pdf.nsa.gov/pdf_docs/PNADK4 61 pdf

3. Compare the structure of local government in England and Ukraine. Comment on the features of similarity and difference in their patterns and responsibilities.

Language focus 1

1. Match the English words with their Ukrainian equivalents:

- | | |
|----------------------|------------------------------|
| 1. to appoint | a. контролювати |
| 2. to be constrained | b. встановлювати |
| 3. to control | c. вкладати капітал |
| 4. to devolve | d. завершувати, виконувати |
| 5. to establish | e. виривати силою |
| 6. to exercise | f. призначати |
| 7. to fulfil | g. стримувати, обмежувати |
| 8. to fund | h. здійснювати, виконувати |
| 9. to introduce | i. передавати (повноваження) |
| 10. to wrest | j. увести, запровадити |

2. Give Ukrainian equivalents for the following word-combinations:

1. to appoint governors
2. to be constrained in the resources
3. to control expenditures
4. devolved responsibilities
5. to establish taxes
6. to exercise authority
7. to fulfil obligations
8. to fund the infrastructure improvements
9. to introduce new budget procedures
10. to wrest full control

3. Complete the sentences using the above-mentioned word-combinations:

1. Governors _____ considerable informal _____ using influence over budgetary transfers.
2. Unfortunately, city mayors _____ they can use to address the host of problems they face.
3. It seems that almost all the companies lack the _____ budget needed to maintain current standards.
4. Managers _____ to meet current operational costs.
5. Education and health are two areas in which cities have _____ service delivery.
6. The large cities are eager _____ of service management from the central authorities.
7. Central authorities _____ on the value of property.
8. The President _____ of the oblasts.
9. Central authorities _____ revenues and of the cities.
10. Small raion cities have no sufficient resources needed _____ their _____ current service.

4. Match the words from a) and b) to make phrases and then use them to fill in the gaps:

a) unitary, financial, local, limited, administrative, communal, economic, current, political, foreign;

b) stability, management, government, state, investment, development, authority, services, conditions, reform.

1. Ukraine is an independent _____.

2. Territorial / _____ is technically complex and politically controversial.

3. The functions and responsibilities of _____ need to be clearly defined.

4. Local governments continue to exercise _____ very over their finances.

5. Water supply, residential heating and public lighting are the core _____ run by private and state-owned companies.

6. The infrastructure improvements are crucial to both the standards of living and _____.

7. Under _____ Ukraine will likely have to depend in large measure on domestic investment.

8. Ukraine's oblast jurisdiction cities have assets and opportunities for _____.

9. Ukraine's highly centralized Unitarian state continues to have stark effects on local government _____.

10. Under current conditions Ukraine is unlikely to attract significant _____.

Reading 2

The municipal reforms in Ukraine

You are going to read a report about the municipal reforms in Ukraine. Choose the most suitable heading from the list A - G for each part (1 - 5) of the report. There is one extra heading which you do not need to use. There is an example at the beginning (0).

A Communal Service and Infrastructure.

B Comprehensive Municipal Tax Base.

C Municipal Management of Currently Devolved Services and Functions.

D Financial Management and Budget.

E The Association of Ukrainian Cities.

F Economic Development.

G Territorial Division and Administrative / Territorial Reform.

0. Territorial Division and Administrative / Territorial Reform

Territorial reform of Ukraine's inherited Soviet system of oblasts, towns and regions is unlikely to take place soon, both because it is technically complex and politically controversial.

Whether looked at from a political or technical / administrative perspective, almost everyone we spoke with said that some form of administrative is a necessity at some point if a decentralization policy is to be successful. Raions have elected local councils, but no elected executive officers. Executive authority locally is unclear and rests mainly with central government administrative officials from the ministries. The governors of the oblasts are appointed by the President, but have limited direct authority over the regions. Governors exercise considerable informal authority, using their influence over budgetary transfers. Many of the smaller towns and settlements do not have the technical or financial capacity to manage their own affairs and are considered unviable as political units. Consolidation of units is considered desirable, but such a process threatens vested interests almost everywhere. How to best restructure oblasts and regions is still an unsolved problem.

1.

The all-important principle governing effective decentralization and local government autonomy is that responsibilities for assigned functions and service delivery at the various levels of national and sub-national government need to be clearly defined.

The implications of Ukraine's highly centralized unitary state continue to have stark effects on local government financial management and budgeting. The existing local-national government structure is further complicated by the fact that it is not always clear where some lines of authority lie, and capricious ad hoc decisions are often permitted to stand. It is also uncertain where officials would turn to adjudicate a dispute between levels of government, as judicial remedies are not readily available within the current framework.

Even with informal attempts at devolution and a movement for legislative relief, local governments continue to exercise very limited control over their finances. Most of their expenditures are centrally mandated and the great majority of their revenues are still derived from national budget flows.

Despite a dysfunctional system, the more progressive and wealthier oblast jurisdiction cities have begun to capture a modicum of "home rule" power, even if only informally. This latitude is not available or practical for the small rayon jurisdiction local governments as currently structured, and their future viability problematic.

2.

As the term is commonly understood in developed economies, there is no comprehensive municipal tax base for Ukrainian cities. Actual tax-levying legislative authority rests with the national government in the Verkhovna Rada. Local governments collect a "tax" on the "value" of property (not what we in the U.S. would consider a real property tax) as established by central authorities, but most other revenues are national government transfer payments to cover mandated services. These funds are augmented by a host of fees

on business services and licensure and the lease or sale of city property, which together constitute the majority of discretionary monies available to local governments. Rents and property sale proceeds can sometimes be significant.

Many large cities have the necessary property, housing, industrial operations and retail commerce to form the core of a rational tax base, but the existing over-centralized system prevents such treatment of a city's natural and built assets. Cities need clearly established taxing authority they can exercise independent of the central government.

3.

As with the budget and to some degree because of it, the number and scope of truly decentralized administrative functions is very limited. The large cities have begun to exact some control of service management from the central authorities and appear eager to wrest full control, but their success is a matter of politics and personality rather than law. For example, education and health are two areas in which cities have devolved service delivery responsibilities, but almost all the funding and the directed use of funds come down to cities from central government flows and directives.

Unfortunately, even willing and well-intentioned mayors are constrained in the resources they can bring to bear to address the host of problems they face. Their own administrative staffing levels are limited by the centre and, as discussed, their revenues and expenditures are controlled as well. The oblast jurisdiction cities seem to have found ways to improve management despite these obstacles, but the small rayon cities as presently structured never will have the critical mass needed to fulfil their current service obligations.

4.

Water supply and wastewater treatment, residential heating, public lighting, mass transit and sanitation are the core services any local government provides. In Ukraine these are devolved to so-called communal services run by "private" (albeit city-owned) and state-owned companies. Their success and not infrequent failure are central to the standard of living of almost every Ukrainian. Given their budgets, large number of employees and centrality of sendees, it can even be argued that the success of these communal services operations is as important as a functioning local government itself, particularly with education, health and public safety essentially ran from the centre.

Given how important communal services are, it is intriguing that they also provide an opportunity for significant local control. Management, staff, services offered, budgets, even tariffs all appear to be controlled locally. Most communal services are at best inefficient and many are not effective at all, failing to deliver developed country standards.

Most worryingly, it seems that almost all of the companies lack the budget to fund the infrastructure improvements needed to maintain current standards, let alone improve them. Most impose tariffs that return less revenue than required to meet current operational costs even though the tariff reform law calls for full cost recovery.

Managers in many cases understand these grave issues and have engaged citizens to begin taking the measures necessary to address them. Tariff increases have been approved through public hearing processes; new budget procedures are being introduced; many are studying long-term borrowing to meet capital needs; and modern engineering standards are being introduced. Given the centrality of these services, their improvement is crucial to both the standard of living and political stability.

5.

Ukraine's oblast jurisdiction cities have economic development assets and opportunities, but it may be that these largely untapped markets will remain underutilized until systemic national economic reform makes investment a more certain proposition.

The cities have tried a number of strategies, including a significant use of one-stop shops, but even these cannot realize their true potential without national administrative reform that would allow the actual permits to be issued in a uniform manner. Cities are willing to experiment and make land lease or purchase deals but they cannot, for example, experiment on their own with tax incentives or other revenue formulas that would make their projects more attractive.

The banking sector is being rationalized. However, the poor creditworthiness of most cities is a major constraint, and cities will find it difficult to borrow the long-term funds needed to make many of the capital improvements potential developers look for. It is unclear whether, under current conditions, the available risk premiums are sufficient to attract the significant foreign funds needed, and Ukraine likely will have to depend in large measure on domestic investment.

Ukraine Public Administration Country Profile
un.org/intrados/groups/public/documents/un/npan023227.pdf

Follow-up

1. Read the text again and be ready to answer the following questions:

1. Why is administrative/ territorial reform a necessity in Ukraine?
2. What authority do Governors exercise?
3. What is the all-important principle governing effective decentralization and local government autonomy?
4. What continues to have stark effects on local government financial management and budgeting and in what ways?
5. Is there a comprehensive municipal tax base for Ukrainian cities? What do local governments collect?
6. What prevents the formation of the core of a rational municipal tax base?
7. What are the areas in which cities have devolved service delivery responsibilities?

8. Why are mayors constrained in the resources they can bring to bear to address the host of problems they face?

9. What cannot Ukrainian cities realize their true potential without and why?

10. Why will Ukraine likely have to depend in large measure on domestic investment?

2. Discussion

- Highlight the main ideas of Text 1.
- Express your opinion of the problems brought up in the text.
- Discuss the problems as they appear in your city. What similar or different trends can you trace?
- Think of possible solutions of these problems.

Writing

REPORTS

A report is an informative form all piece of writing concerning a particular person, place, plan, etc; it is addressed to one's superior/ colleagues, members of a committee, etc., and is response to a request or instruction.

There are various types of reports, such as:

a) assessment reports which present and evaluate the positive and/or negative features of a person, place, plan, etc.; they also include your opinion and/or recommendation;

b) informative reports which present information concerning a meeting that has taken place, progress made on a project, etc.;

c) survey reports which present and analyze information gathered from door-to-door surveys/questionnaires, including conclusions drawn from this information and suggestions or recommendations;

d) proposal reports which present plans, decisions or suggestions concerning possible future courses of action for approval by one's superior at work, a bank manager, members of a committee, etc.

A successful report should consist of:

a) an introductory paragraph which clearly states the purpose and content of the report;

b) a main body in which the relevant information is presented in detail under suitable subheadings; and

c) a conclusion which summarizes the information given, and may include an opinion and/or suggestion/recommendation.

Points to consider

- Reports should be written in a formal style (complex sentences, non-colloquial English, frequent use of the passive, linking words/phrases).

- Before you write your report you should think of who the report is being written by and who the report is addressed to.
- Give your report an appropriate subject title, then carefully plan the information you will present. Think of suitable subheadings, then decide on the information you will include under each subheading. Use linking words to join your ideas.

To: .!.

From:

Subject:

Date:

Introduction

Paragraph 1

state the purpose and content of your report.

Main Body

Paragraphs 2-3-4-5 (The exact number and division of paragraphs will depend on the specific instructions of each report task).

Present each aspect of the subject under separate subheadings (positive/negative points of each aspect are presented in same paragraph).

Conclusion

Final Paragraph

general assessment opinion and/or suggestion/ recommendation.

Useful Language

• **To begin reports:**

The purpose/aim/intention of this report is to ...

As requested, this is a report concerning/regarding ...

The report, etc. contains/outlines/examines/assesses ...

• **To end report:**

To conclude / To sum up/in conclusion / On the whole ...

On the basis of the points mentioned above, it would seem that...

It is (therefore) felt/believed/apparent/obvious (that) ...

I/We conclude/recommend/would suggest (that) ...

My/Our recommendation is that ... should be ...

Proposal Reports

1. Fill the spaces in each paragraph of the model proposal report below with the appropriate verb, making sure that you use the correct tense form. Then, read the model again and identify the specific proposals which the writer makes.

You represent the "Players" drama company and have submitted a request to the council asking to rent an old disused theatre. Write a proposal report in support of your request, outlining what you intend to do.

You could include the following points:

- lack of and need for a theatre in the town
- plans to renovate the interior and/or exterior of the building

To: *Mr Edwin Hobbes, Chairman, Lansborough Town Council* From: *Sarah Hinds, Director, Players Drama Company* Subject: *Request to rent the Foley Theatre* Date: *6* March, 1997*

Purpose

As 1) _____, I 2) _____ a formal proposal 3) _____ the possible use of the Foley Theatre building by the Players Drama Company. This proposal 4) _____ the company's plans and intentions, and our reasons for wanting 5) _____ the building.

concern - outline - rent - request - submit

Need for theatre

Since the Foley Theatre 6) _____ five years ago, Lansborough 7) _____ a suitable venue for drama productions. We 8) _____ to make the theatre available to theatrical groups in the area, of which there are a great number and variety, in addition to staging performances 9) _____ by our company.

close - intend - lack - produce

Renovation of the Building

If our request is 10) _____, we do not 11) _____ to alter the exterior in any way other than to repair and paint it. The interior, on the other hand, would 12) _____ from extensive renovation. We also plan to install additional seating and create a further exit in order to 13) _____ with recently 14) _____ safety regulations.

benefit - comply - grant - introduce - propose

Proposed Programme

Should the Players re-open the Foley Theatre, the programme would 15) _____ production by a range of companies. As well as the Players' usual choice of light classics or comedy, performances of many different types would be 16) _____ by those groups which 17) _____ keen interest in our venture.

express - include - stage

Profits and Payment

We 18) _____ the theatre to make a prof within the first year. Since the Arts Council 19) _____ to give our group a sizeable grant, subject to our 20) _____ suitable premises, sufficient funds are available 21) _____ running costs and pay a monthly rent.

agree - cover - expect - find

Conclusion

In conclusion, we 22) _____ that our proposed plans for 23) _____ the Foley Theatre would bring a number of benefits to Gainsborough. Not only would the building be restored and 24) _____, but the regularity and variety of performances would 25) _____ the theatre-going public and make a valuable contribution to the cultural life of the town.

believe - delight - improve - rent

2. Look at the following writing tasks and identify the type of report each asks for. Suggest a subject title and sub-headings for each, then list the points you will mention in each section. Finally choose one of the writing tasks below and write your report in about 300 words.

a) You are the secretary of a Residents' Association, which is campaigning to ban motor vehicles from your area. Write a report to the local authorities outlining the present situation and suggesting the benefits of a pedestrianized area.

b) You have recently bought an old property in the center of your town or city. Write a report in support of your request for permission to change the use of the building, outlining your plans for the property and indicating how your project may be of benefit to the community.

c) As the secretary of a charity organization you have been asked to write a report on facilities for the disabled in your town. Write your report for the local authorities, outlining the present situation and any proposals you have for improvements.

3.

a) Write an **assessment report** evaluating municipal policy to support local economic development in your city (town, village).

b) Write an **informative report** presenting information about progress made on a project concerning communal service reform in your city (town, village).

c) Write a **survey report** analyzing information about the territorial gromada activities in your city (town, village).

d) Write a **proposal report** presenting suggestions concerning local control over communal services in your city (town, village).

MODULE 3

EUROINTEGRATION

CULTURES

“We don't see things as they are, we see things as we are”
Attributed to Anais Nin (1903-1977), French-born American writer

Lead-in

A Look at the tips below for visiting a different country or doing business there. Use the words from the box to complete the tips.

date	clothes	hours	book	customs
money	card	food	sport	language

- 1 Find out about the most popular sport in the country.
- 2 Always take _____ in US dollars.
- 3 Find out about the normal working _____.
- 4 Be careful how you write the _____.
- 5 Find out about the most important _____ and festivals.
- 6 Learn how to speak a little of the local _____.
- 7 Read a _____ about the history of the country.
- 8 Eat some of the _____ before you go.
- 9 Wear formal _____.
- 10 Translate your business _____ into the local language.

B Which of the tips in Exercise A do you think are:

a) very useful? b) useful? c) not useful?

C Which tips are good advice for your country? Add some others.

It is important to learn how to greet people in their language

VOCABULARY

Company cultures

A Different companies have different cultures and ways of working. Complete these sentences with the items in brackets. One of the items cannot be used.

Dress (*uniforms; ~~casual Fridays~~; weekend clothes*)

1 We don't have to wear business suits at the end of the week. My company has a system of casual Fridays .

2 In many banks, staff can't wear what they like. They have to wear _____.

Timekeeping (flexible hours; part-time; shift work)

3 For two weeks each month, I work at night. I can't sleep during the day. I hate _____.

4 We have a system in our office. Some people work from 9 a.m. to 5 p.m.; _____ others work from 10 a.m. to 6 p.m.

Time off (childcare; annual leave; public holiday)

5 I am so busy at the moment that I worked on New Year's Day, which is a(n) _____.

6 How many days' _____ do you get in your company?

Reporting procedures (written report; face to face; e-mail)

7 We often speak on the phone, but never _____.

8 He sends us a(n) _____ in the post each month.

Types of meeting (informal; formal; social)

9 Our department starts every day with a(n) _____ meeting. It is very relaxed.

10 Companies have an Annual General Meeting (AGM) once a year. It is a very _____ meeting, with a lot of people.

Names (job title / first name / family names)

11 In some countries, the company culture is formal. Staff use _____ when they speak to each other.

12 What's your _____ now? Are you 'Chief Executive'?

B Would you like to work for an organization which has:

- uniforms?
- a lot of formal meetings?
- casual Fridays?
- flexible hours?

C Match each phrase (1-5) with its explanation (a-e).

A positive company culture ...

1 empowers employees.

2 supports innovation.

3 is customer focused.

4 rewards good performance.

5 encourages trust at all levels.

a) New ideas and change are welcome.

b) Relationships between employees and managers are open and honest.

c) Staff have a lot of control over their work.

d) The needs and wants of the customers always come first.

e) There is an incentive scheme for efficient employees.

D Work in pairs. Discuss the five characteristics in Exercise C and put them in order of importance for you

LISTENING

Cultural mistakes

Four people talk about cultural mistakes.

A Listen to John's story and answer these questions.

- 1 What meal was he invited to? *Dinner*
- 2 What did John look at?
- 3 What was his mistake?
 - a) John talked during an important silence.
 - b) John talked about his host's table.
 - c) John didn't want a gift.

B Listen to Cameron's story and answer these questions.

- 4 Where was Peter's new job?
- 5 What was his mistake?
 - a) He did not use first names.
 - b) He did not speak French.
 - c) He did not use family names.
- 6 How did the staff feel when Peter used first names?

C Listen to Susan's story and answer these questions.

- 7 Where did Susan make her mistake?
- 8 Who did she go out for a meal with?
- 9 What was her mistake?
 - a) Susan poured her own drink.
 - b) Susan did not laugh.
 - c) Susan poured too many drinks.
- 10 What did she forget to do?

D Listen to Rob's story and answer these questions.

- 11 Where did Rob make his mistake?
- 12 Who did he go out for a meal with?
- 13 What was his mistake?
 - a) He said he was not hungry.
 - b) He did not leave anything on his plate.
 - c) He asked for some more food.
- 14 How did his host react?

E It is easy to make mistakes in other cultures. What other examples do you know?

Language focus 1

- We use *should* and *shouldn't* to give advice and make suggestions.
We should wear formal clothes to the dinner.
He shouldn't be late for meetings .
- We often use *I think* or *I don't think* with *should* to say something is or isn't a good idea.
I think you should go on a training course.
I don't think you should interrupt her.
Do you think I should learn to speak the local language?
Yes, I do. / No, I don't

A Complete the sentences below using *should* or *shouldn't* and a phrase from the box

- speak to our boss buy an expensive computer be late
develop a better website stay three days

- 1 Our online business is bad. We ... *should develop a better website* ...
- 2 Our team is working too many hours. We
- 3 The meeting is very important. We
- 4 She wants to visit a lot of customers in Spain. She
- 5 We have to cut costs. You

B Give the opposite advice by using *should*, *shouldn't* or *I don't think*

- 1 I think he should go to Paris next week.
I don't think he should go to Paris next week.
- 2 You should buy a franchise.
- 3 She shouldn't take the customers to an expensive restaurant.
- 4 I think we should launch the new product now.
- 5 My boss thinks it is too late to send the report now.
- 6 We should order online.

C Use the notes to write suggestions to a colleague going on a business trip for the first time.

➤ write on business cards X

- ✓ shake hands
- ✓ use surnames
- be late **X**
- ✓ give an expensive gift

e.g. You shouldn't write on business cards.

READING

Wal-Mart in Germany

A In small groups, discuss these questions.

1 What are the most successful supermarkets in your country? What makes them so successful?

2 What kind of cultural differences could make it difficult for a foreign retailer to be successful in your country?

B Look through the article. Does it mention any of the cultural differences you discussed?

Wal-Mart finds its formula doesn't fit every culture

BY MARK LANDLER AND MICHAEL BARBARO

Wal-Mart is probably the most successful US-based general goods retailer in the world. Yet, after nearly a decade of trying, it pulled out of Germany. It realized that its formula for success—low prices and a wide choice of goods—did not work in markets with their own discount chains and shoppers with different habits.

'It is a good, important lesson,' says Beth Keck, a spokeswoman for Wal-Mart. Among other things, Wal-Mart has learned to deal with different corporate cultures with more sensitivity.

In Germany, it stopped requiring sales clerks to smile at customers, because some of the shoppers interpreted this as flirting. It also stopped requiring staff members to sing the Wal-Mart chant every morning.

'People found these things strange. Germans just don't behave that way,' says Hans Martin Porschmann, the secretary of the Verdi union, which represents 5,000 Wal-Mart employees. In addition, Wal-Mart 'didn't want to have anything to do with unions,' he says. 'They didn't understand that in Germany, companies and unions are closely connected.'

Wal-Mart's German experience also taught it to use local management. The company initially installed American executives, who had little feel for what German consumers wanted. 'They tried to sell packaged meat, when Germans like to buy meat from the butcher,' says Mr Porschmann. A customer, Roland Kogel,

54, says he never bought groceries at Wal-Mart because food is cheaper at German discount chains. He also did not visit the store often because it was on the edge of town and he does not own a car.

Finally, Wal-Mart also learned to care less whether its foreign stores carry the name derived from its founder, Sam Walton, as the German Wal-Marts did. Seventy per cent of Wal-Mart's international sales come from outlets with names like Asda in Britain, Seiyu in Japan or Bompreco in Brazil.

Adapted from the New York Times

C Read the article again. Decide whether these statements are true or false.

1 Wal-Mart tried to establish itself in Germany for over ten years. *False*

2 The fact that Germany has its own discount chains was one of Wal-Mart's problems.

3 According to Wal-Mart's spokeswoman, the company can learn very little from the difficulties it experienced in Germany.

4 The unions refused to co-operate with Wal-Mart.

5 The American executives were unable to understand local needs.

6 Some customers found that the Wal-Mart store was too far away from the town centre.

7 More than half of Wal-Mart's international sales come from outlets which are not called Wal-Mart.

D What three 'lessons' can be useful for Wal-Mart when it works in different cultures in future?

E Work in pairs. What practical advice would you give a foreign retailer wishing to establish themselves in your country? Make a list of three points.

Language focus 2

could / would

- We often use *could* or *would* to make a request.
Could I use your mobile phone, please?
Would you open the window, please?
- We often use *would* you like to make an offer.
Would you *like* a brochure?

A These questions were asked on a plane journey. Which does a flight attendant ask, and which does a passenger ask?

- 1 Could I have another drink, please? passenger
- 2 Would you put your seat up, please?
- 3 Would you like a newspaper?
- 4 Could you show me how to turn on the light, please?
- 5 Would you like another drink?
- 6 Could I have some mineral water, please?
- 7 Would you like coffee or tea?
- 8 Could you fasten your seat belt, please?
- 9 Could you help me find the movie channel, please?
- 10 Would you like any duty-free goods?

B Which of the questions in Exercise A are offers and which are requests?

C You are at a hotel reception desk. Use the verbs in brackets to make polite requests.

- 1 You want to make a phone call. (use)
Could I use the phone, please?
- 2 You didn't hear that. (say)
- 3 You want a taxi. (call)
- 4 You don't know the way to the station. (tell)
- 5 You want to pay by credit card. (pay)
- 6 You want to go to a good restaurant. (recommend)
- 7 You need a map of the city. (have)

SKILLS

Identifying problems and agreeing action

A Project Manager is in a meeting with one of her project team leaders, Francis. They are talking about Rick Hermand, a foreign consultant hired by Head Office to work on the project.

Listen to the conversation.

Decide whether these statements are true or false.

- 1 Francis is not happy with the progress his team is making.
- 2 Francis thinks that the consultant should work harder.
- 3 Francis sends e-mails to Head Office every day as well.
- 4 Francis doesn't think the consultant likes working in a team.
- 5 The consultant is going to have a meeting with all the team members first.

B Work in pairs. Imagine you are the project manager. What advice are you going to give Rick? Make a list of three points.

C Complete these sentences (1-4) with suitable endings (a-d).

- | | |
|------------------------|--------------------------------------|
| 1 The problem is | a) to have a meeting with him first. |
| 2 I think you should | b) he doesn't communicate a lot. |
| 3 The best thing to do | c) talk to him first. |
| 4 OK. So you're going | d) is to explain things clearly. |

D Role-play this situation. Two managers meet to discuss some problems they have with an employee, Jim Long.

Useful language

Opening

There's something I'd like to talk to you about.

I need to talk to you about something.

Could I have a word with you?

Stating the topic

There's a problem with ...

The problem is ...

Suggesting action

We could ...

One thing we could do is ...

We should / shouldn't ...

I think / don't think we should ...

The best thing to do is ...

Responding to suggestions

I agree. We'll ...

Fine. Let's ...

Yes. I think that would be very helpful.

I'm not sure that's a good idea.

Well, I'm not sure about that.

Mmm. I don't think that's a good idea

EUROINTEGRATION

Lead-in

Which of the following spheres in Ukraine has a more European feel?

- business
- culture
- politics
- religion
- history

Discuss the suggested points in small groups

Reading

Some influential business and political figures of Ukraine were asked the question: What is common and what is different between Ukraine and the 'Western culture'? Is Ukraine part of the Western world?

1. Read the two texts below and decide in which text the writer...

1. ... thinks that Ukrainians remained open-minded despite the unfavorable conditions.

2. ... thinks that Ukraine doesn't affect the world enough.

3. ... thinks that people who studied/ worked abroad bring in anymore western approach into their jobs when they return.

4. ... thinks that young people are more "western-minded" than the older generation.

5. ... thinks that Ukraine has been following the European traditions in Culture and Education for several centuries.

6. ... thinks that one of the most important ways for eurointegration is to guarantee the possibility to study and work abroad.

Text A

Yulia Postova

Today, one can often hear discussions about whether or not Ukraine is a part of Europe. Speaking of this, we should pursue a systemic approach of Ukraine's implantation not only in Europe, but in the modern world on the whole as Ukraine considers itself part of this world rather conditionally. Ukraine is quite a separate state that has not been integrated enough information-wise; it has only achieved a few breakthroughs in the economic sphere and in research. But it doesn't mean that Ukraine lacks intellect.

Just consider the 'brain drain' of our most talented individuals to Europe and the US where, as a matter of fact, they are able to find highly paid jobs. In addition, the problems Europe is confronted with, as well as the world's problems in general, are covered narrowly and sketchily in our country. Let us just

watch the news on our TV: there are catastrophes and wars without any explanation or consideration of their causes; there are also a lot of pictures of disasters with little context. This is all that our 'window onto the world' is able to provide. Ukraine's citizens feel little of the world's influence and think little of the influence we could potentially exert on the world, too. Beyond any doubt, in this situation we must fundamentally change such type of information policy when its holders are able to control the authorities. And, this situation is possible only in the case of a change in thinking of mass-media holders, when they come to realize the necessity of transition to European standards.

There is a certain level of interaction among the elites, of course: foreign businessmen invest in our economy, Western scientists come to our country and show interest in our major scientific projects; many young people go to study abroad. Further improvement of accessibility for study or temporary work abroad should form one of the priority directions in the bilateral relations between Ukraine and the EU. Everyone who has 'inhaled this air' and got systematized knowledge about the EU's vital activities becomes an agent of influence and change in the finest sense of the phrase. Such a person comes back equipped with those standards that are accepted in the civilized world, and at the micro-level he or she tries to apply these norms to the work of either a scientific research institute, a business-office, an art-gallery or a mass-media company that he or she represents.

There are many people in our country who are trying to work using the strategies, methods, principles, and conventions developed in Europe, – particularly in Kyiv and especially in business sector.

Certainly, these people are Ukrainian yuppies who are trying to be in line with the economic standards existing in Europe. The process of the wild primary capital accumulation is now coming to an end: today even those who have been engaged in business racket are trying to purchase Oblenergos, build hotels, open restaurants, and these people need qualified managers working according to European models. They are beginning to think about their reputation and realize that Ukraine's system of business must possess communicative mechanisms enabling it to establish normal economic relations with European partners. Unfortunately, this does not happen to everybody. Those people I have mentioned above exist not owing to the situation but in spite of it.

Text B

Natalia Yakorenko

This question implies a rather simplified approach to the problem that is much more complicated. In fact, from a scientist's critical point of view, we should first of all take into consideration the destructive legacy of totalitarianism while speaking of forms of self-organization of the society and political culture. On the other hand, there is no univocal definition of the 'Western culture'; that is, there is no comparative scale that would be objective.

If we conventionally take as a definition of "the West" the Christian cultural inheritance, then Ukraine, as a non-Muslim country, undoubtedly belongs to 'the West'. Moreover, most of its citizens are being the followers of the "exceptionally Western" churches: Greek Catholic, Roman Catholic or Protestant ones.

Reasoning from educational, cultural and artistic traditions, Ukraine's 'European choice' amounts to more than four centuries, and it has never been revised. If one is to take into consideration the level of urbanization and, on the whole, the weight of a city and widely interpreted urban culture in the society's life, then it will be easy to coordinate Ukraine with the idea of 'the West', too. Eventually, at the everyday level, Ukrainians have preserved their tolerant attitude toward those whose language or faith is 'different', despite isolationism and xenophobia cultivated by totalitarian propaganda in the Soviet era. In contrast to most other former Soviet republics, this openness allowed Ukraine to pass the period of disintegration of the USSR without any ethnic and denominational conflicts. To my mind, this circumstance also indicates a certain 'Westcomness' that is rational moderateness of the Ukrainian national mentality.

At the same time, the level of civil liability, forms of civil society, conscious handling of mechanisms of democracy, as well as other elements of European political culture which began to form in Ukraine at the turn of the 19th century simultaneously with the changes taking place elsewhere in Europe, were virtually eradicated as a result of the extermination policy. As a result, today we have to speak not so much of the reanimation of these components as a new remastering, starting with a clean political slate. And, in this sense, Ukraine relationship to 'the West' is more problematic, though, according to my observations, there are extremely encouraging processes and transformations taking shape among younger people, especially in the intellectual sphere.

Language focus 1

Pronunciation: word-stress and reading aloud NOUN – implan'tation, 'breakthrough, re'search, 'intellect, ad'dition, ca'tastrophe, expla'nation, conside'ration, di'saster, de'gree, 'influence, au'thority, ne'cessity, interpen'e'tration, e'lite, 'scientist, project, im'provement, accessi'bility, pri ority, di 'rection, re'lation, agent, influence, 'strategy, 'yuppie, 'racket, ap proach, 'legacy, 'totali 'tarianism, urbani'zation, 'attitude, iso'lationism, xeno'phobia, re'public, disinte'gration, conflict, 'circumstance, 'moderateness, lia'bility, society, mentality, 'mechanism, de'mocracy, re'animation, obser'vation.

ADJECTIVE - sys'temic, modem, 'separate, 'temporary, bi'lateral, des'tractive, uni'vocal, ob'jective, edu'cational, 'cultural, ar'tistic, 'tolerant, 'ethnic, denomi' 'national, 'rational, 'civil, inte'llectual

VERB – con'sider, a'chieve, con'front, e'xert, in'vest, im'ply, e'xist, e'stablish, po'ssess, be'long, co'ordinate, pre'serve, in'hale

PARTICIPLE - inte'grated, simplified, en'gaged, quali'fied, re'vised, e'radicated, e'quipped, civi'lized

ADVERB – con'ditionally, 'narrowly, 'sketchily, funda'mentally, con'ventionally, a'broad, un'doubtedly, e'xceptionally, simul 'taneously, 'virtually, 'hardly.

Language Focus 2

Word combinations:

Adjective-noun (A-N)

systemic approach, separate state, economic sphere, well-paid jobs, extreme degree, European standards, further improvement, bilateral relations, vital activities, economic standards, communicative mechanisms, economic relations, critical point of view, destructive legacy, political culture, comparative scale, cultural inheritance, univocal definition, cultural traditions, urban culture, everyday level, tolerant attitude, totalitarian propaganda, denominational conflicts, rational moderateness, civil liability, civil society, political culture, clean slate, intellectual sphere, simplified approach

1. Match the words from A and B to make phrases according to the structural patterns A-N or N-N:

- | | |
|----------------|---------------|
| 1. brain | a) jobs |
| 2. business | b) legacy |
| 3. research | c) liability |
| 4. well-paid | d) directions |
| 5. vital | e) drain |
| 6. univocal | f) institute |
| 7. economic | g) relations |
| 8. extreme | h) culture |
| 9. destructive | i) relations |
| 10. urban | j) activities |
| 11. civil | k) degree |
| 12. bilateral | l) definition |
| 13. priority | m) sector |

2. Complete the gaps in the following sentences using the word combinations from Ex.1:

1. The primary economic function of the *N-N* is the production of goods and services.

2. A new study from Georgetown says there are millions of *A-N* available for people without a four-year college degree.

3. Human capital flight, more commonly referred to as "*N-N*", is the large-scale emigration of individuals with technical skills or knowledge.

4. Founded in June 1973, the Harvard Ukrainian *N-N* (HURI) serves as a focal point for graduate and undergraduate students, fellows, and associates pursuing research in Ukrainian language, literature, and history as well

as in anthropology, archaeology, art history, economics, political science, sociology, theology, and other disciplines.

5. A *A-N* of the ten nanomaterial' is essential in EU legislation and regulations, particularly with regard to the management of potential risks of nanomaterials to humans and the environment.

6. We are honored to recognize the *A-N* and support that each of you contribute to local and global communities!

7. Ministry for Foreign *A-N*, Investments and Trade of the Republic of Uzbekistan has been established by Presidential Decree "On improvement of management system in foreign economic and trade relations, attracting foreign investment" from July 21, 2005.

8. The paper may have large pieces missing – though not to the *A-N* of an example which would grade Poor.

9. Friends, I have the feeling that we, humans, after thousands of years of development, are about to reap the *A-N* of our erratic evolution.

10. Smart on Crime in Waterloo Region provides new *N-N* for the Crime Prevention Council over the next four years.

11. The strategic goal of Swiss foreign policy in the recent past has been to optimize the defense of our interests through deepening and structuring our *A-N* and strengthening cooperation with the USA in areas of mutual interest.

12. Insurance (direct damage and third party *A-N* insurance) is placed with either one of the many national insurance pools which brings together insurance capacity for nuclear risks from the domestic insurers in the local country, or into one of the mutual insurance.

13. As a soaring stock market minted millionaires by the thousands, young Americans in the nation's teeming cities rejected traditional social mores by embracing a modern *A-N* of freedom — drinking illegally in speakeasies, dancing provocatively to the sexy rhythms of jazz music.

Language focus 3

1. Match the vocabulary items with their definitions:

- | | |
|-------------------------|--|
| 1 to come to realize | a) the emigration of highly trained or qualified people from a particular country |
| 2 conditional | b) taking everything into account; in general |
| 3 breakthrough | c) two-sided |
| 4 brain drain | d) an important development or achievement |
| 5 beyond any doubt | e) someone whose political actions and arguments are alleged to serve the interests of a foreign power |
| 6 to start with | f) to correspond to |
| 7 on the whole | g) allowing no uncertainty |
| 8 to exert influence on | h) a young city or suburban resident with a well-paid professional job and an affluent lifestyle |

- 9 agent of influence i) to ignore the past and start over again
 10 bilateral j) to begin to have an understanding
 11 yuppie k) to have impact on
 12 to be in line with l) subject to one or more conditions or requirements being met; made or granted on certain terms

2. Fill in the gaps with the suitable word or word combination from the box:

the agent of influence	conditional
to exert influence	breakthrough bilateral

1. Their support is _____ on his proposals meeting their approval.
2. The company looks poised to make a significant in _____ in China.
3. "What Britain can do if it wants to effectively help this process is _____ and encourage Turkey to be more accommodating on the talks' he said.
4. Speaking to media, the Foreign Minister underlined that _____-relations between Turkey and Spain.
5. The covert influence campaigns are the most potent if _____ is a senior government official or a respected public figure.

3. Fill in the gaps with prepositions:

1. After being imprisoned for 19 years it's not easy to start _____ a clean slate.
2. They knew _____ any doubt what made them happy.
3. Soil erosion is a major agent _____ environmental change.
4. _____ the whole, it was quite a good speech.
5. His suggestion was refused by the committee because it was not _____ line _____ - the party's way of thinking.

Language focus 4

1. Complete the sentences with the correct word or phrase

1. _____ used to show that you are mentioning a very different situation from the one you have just mentioned
2. _____ to maintain (something) in its original or existing state
3. _____ to destroy completely; put an end to
4. _____ to reconsider and alter something in the light of further evidence
5. _____ based on or in accordance with what is generally done or believed
6. _____ occurring, operating, or done at the same time
7. _____ think, understand, and form judgments logically

8. (of a word or term) having only one possible meaning; unambiguous definitions of reality: all of these themes are reflected upon and transformed in Hassan's work

9. to consider one thing to be the same as the other thing

10. intense or irrational dislike or fear of people from other countries

2. Fill in each gap with a word or phrase from the exercise above in an appropriate form:

1. A _____ morality has dictated their behaviour.

2. He had cause to _____ his opinion a moment after expressing it.

3. Racism and _____ are steadily growing in Europe

4. Colonial conventions, religious and state power, _____ definitions of reality: all of these themes are reflected upon and transformed in Hassan's work.

5. This disease has been _____ from the world.

6. _____ his predecessor, Bush had little appetite for foreign travel.

7. Humans do not _____ entirely _____ facts.

8. The banks have what _____ a monopoly.

9. All records of the past were zealously _____.

10. The theatre will provide _____ translation in both English and Chinese.

Speaking 1

Discuss the ideas expressed below. Make use of the suggested phrases.

a) In contrast to most other former Soviet republics, this openness allowed Ukraine to pass the period of disintegration of the USSR without any ethnic and denominational conflicts.

b) Everyone who has 'inhaled this air' and got systematized knowledge about the EU's vital activities becomes an agent of influence and [...] at the micro-level he or she tries to apply these norms to the work of either a scientific research institute, a business-office, an art-gallery or a mass-media company that he or she represents.

c) If we conventionally take as a definition of 'the West' as Christian cultural inheritance then Ukraine, as a non-Muslim country, undoubtedly belongs to 'the West'.

Useful Language Box

Partial agreement may be expressed by the following phrases:

I agree with you | up to a point (but...)

| in a sense (but...)

| in away (but...)

I see what you mean, but...

That may be true, but (on other hand)...

(Oh) yes, but...

Now here are some ways of softening disagreement:

Well,...

Personally,...

As a matter of fact,...

To disagree tactfully we may also use such expressions as:

Oh, I don't know. - usually in response to critical remarks.

I wouldn't say that.

I wouldn't call it/him... (exactly)

Do you (really) think so?

Interruptions

Can I add something here?

Is it okay if I jump in for a second?

If I might add something...

Can I throw my two cents in?

Sorry to interrupt, but...

(after accidentally interrupting someone) Sorry, go ahead. OR Sorry, you were saying...

(after being interrupted) You didn't let me finish.

Settling an argument Let's just move on, shall we?

Let's drop it.

I think we're going to have to agree to disagree.

(sarcastic) Whatever you say./ If you say so.

Writing 1

HOW TO WRITE A BUSINESS EMAIL

Writing business email is something that many people have difficulty with, as they aren't sure how formal they should be and what to include.

In general, writing business email is a less formal form of communication than business letters, but the degree of formality depends on the situation.

<i>Parts of an email</i>	<i>Recommendations</i>	<i>Example</i>
Subject (typed in the subject field)	This shows the reader the exact subject of the email, so it should be short and specific	Reminder of 10am Meeting Sched. 10/05 on the new ad campaign
Salutation	If you do not know the reader, use 'Dear' followed by the persons title and name (full name if possible - first and surname). In less formal contexts, 'Hello' or just 'Hi' + first name is acceptable	<i>Hi David</i>

Main Body	The main body should address the subject of the email quickly and concisely. Don't waste words and stick to the subject. Quickly state the information you want to send to the receiver or why you're emailing. Then explain what needs to be done by the receiver.	I just wanted to remind you about the meeting we have scheduled for Monday, October 5, at 10:00am. It's being held in conference room A, and we'll be discussing the new ad campaign. If you have any questions, feel free to get in touch.
Closing	End your email with something short like Best (short for ' Best Wishes '), ' Thanks ', ' Regards ' or ' Yours ' if you do not know the reader well.	Best
Signature	You can just use your first name as your full name will be in your email signature	Mark

Practice 1

Complete the emails below using the phrases a - h. Pay attention to the degree of formality in each

Subject: **the Smith account**
 Hi Tom,
 Listen, we've been working on the Smith account and
 1) _____? I need some inside information
 on recent developments over there 2) _____ 3) _____
 4) _____
 Peter

Subject: Time management courses
 Dear Sir/Madam,
 I saw your advertisement for a time management course in the local newspaper and 5) _____
 First of all, I would like to know more about the course dates and the fees. Could you also please tell me more about the content of the course? Finally, 6) _____ if you also ran part- time courses in the evening.

- a) I would be grateful if you could send me further information
- b) I look forward to receiving your reply
- c) I was wondering if you could give me a hand
- d) asap*
- e) I would appreciate it if you could let me know
- f) Do you think you could pass on any information you might have?
- g) Thanking you in anticipation of your kind attention
- h) Thanks

Writing 2

1 Complete the email with the words and phrases in the box. You will not need all of them.

are willing	inviting	very much hope	best wishes	meet you
wanted	faithfully	seeing you	would be delighted	invited
sincerely	would like to			

Dear Mr Ferreira,

We _____¹ invite you to attend our international sales conference, which is being held in Izmir this autumn. Your latest book on cross-cultural communication, *Bridges to Success*, has become a best-seller throughout the region.

Therefore, we _____² if you could deliver address at this a 30-minute keynote event.

The conference will be on Wednesday and Thursday, November 4-5, from 9.00 till 15.00.

If you _____³ to accept this invitation, could you please send us the abstract of your speech at your earliest convenience and also let us know what your fee is.

You are also cordially _____⁴ to the dinner which will be given in honour of the presenters and of our prominent guests on Thursday evening.

We _____⁵ that you can accept this invitation and look forward to _____⁶.

Yours . _____⁷
Erman Bayar

2 Write Mr Ferreira's reply to Erman Bayar.

- Thank Mr Bayar for the invitation.
- Explain briefly what your presentation is about and mention that the abstract is attached.
- Mention your fee.
- Explain why you cannot be there for the second day of the conference

HUDSON CORPORATION

A luxury luggage manufacturer is facing increased competition from cheaper imports. It must decide how to protect its brand and create new markets for its products.

Background

Hudson Corporation, based in New Jersey, USA, makes top-of-the-range luggage and Travel accessories. It is a well-known brand name in the USA. Its suitcases and bags are associated with high quality, traditional design and craftsmanship.

Hudson emphasises in its advertising that its products are 'made in America'. Recently, the company's market share in the USA has decreased.

One reason for this has been the increased competition from Asian companies selling similar products at much lower prices.

A year ago, the management decided to boost sales by entering the European market, focusing initially on Switzerland, Germany, France and Italy. They set up a branch office and warehouse facility in Zurich, which would be the base for their European expansion.

What problems do you think Hudson will face on entering the European market? Make a list of your ideas.

Market research

Hudson recently set up a series of focus groups to find out how consumers perceived the company's brand in the USA.

Which of the findings do you think may have contributed to the company's lower market share in its home market?

Do you think Hudson's luggage and bags are:	% of people answering 'yes'
expensive?	72
exclusive?	56
value for money?	48
good quality?	82
old-fashioned?	68
exciting?	15
innovative?	18

MARKETING STRATEGIES FOR EUROPE – OPTIONS

Reposition the brand

Sell Hudson suitcases and bags at medium price ranges.

Manufacture the products in a country where labour costs are low, *e.g. India or China*.

Do not promote the products as 'Made in America'.

Use a high-volume, low-cost strategy for Hudson's core products.

Develop the Hudson brand

Promote the Hudson products as an exclusive brand and keep the 'Made in America' tag.

Sell the products in the higher price ranges. Use product placement in films and television to support the brand. Hire a famous, sophisticated, influential man and woman to endorse the products. Two well-known French film stars have shown interest in endorsing a new range.

Hire a top designer

Employ a top designer to produce a new range of smaller suitcases and shoulder bags aimed at businesspeople travelling in Europe and at rich, younger, fashion-conscious buyers. Sell the products under a new label.

Develop a wider product range Sell a wider range of products under the Hudson label, *e.g. trolley-backpacks, document cases, briefcases, name-card holders, shoulder bags for men and women*. Sell at lower, competitive prices.

Stretch the Hudson brand Put the Hudson brand on high-quality watches and jewellery.

Put the Hudson brand on high-quality watches and jewellery. Make an agreement with the Swiss manufacturers of these top-of-the-range products.

Develop sales using e-commerce.

Sell the existing product lines via the Internet at very competitive prices.

TASK

1 Work in small groups as directors of the Hudson Corporation. Hold an informal meeting. Consider the advantages and disadvantages of each option listed above. Choose two of the marketing strategies which Hudson should focus on to expand sales in European markets.

2 Meet as one group and decide which two marketing strategies you will use to develop sales in European markets.

Writing

As the CEO of Hudson Corporation, write an e-mail to the head of European Marketing Associates, David Wright, summarising the actions you agreed to take at your meeting with your reasons. Suggest a time for a meeting with David Wright and his associates

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Укладач Круть О. В.

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