# SECOND YEAR
# ENGLISH

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**SECOND TERM**

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# UNIT 1
# ORGANISED ACTIVITIES AND MANAGEMENT

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## ORGANISED ACTIVITIES AND MANAGEMENT HAVE BEEN WITH US FOR THOUSANDS OF YEARS

Organised activities and management have existed for thousands of years. The Egyptian pyramids and the Great Wall of China are evidence that projects of tremendous scope, employing tens of thousands of people, were undertaken well before modern times. The pyramids are a particularly interesting example. The construction of a single pyramid occupied over 100,000 people for 20 years. Who told each worker what to do? Who ensured that there would be enough stones at the site to keep workers busy? The answer to such questions is management. Regardless of what managers were called at that time, someone had to plan what was to be done, organise materials to do it, and provide direction for the workers.

When you hear the name Michelangelo, what comes to your mind? Renaissance artist? Genius? How about manager? Recent evidence tells us that the traditional image of Michelangelo – the lonely genius painting the ceiling of the Sistine chapel – is a myth. Some 480 years ago, Michelangelo was actually running a medium-sized business. Thirteen people helped him paint the Sistine Chapel ceiling, about 20 helped crave the marble tombs in the Medici Chapel, and at least 200 men, under his supervision, built the Laurentian Library in Florence. Michelangelo personally selected his workers, trained them, assigned them to one or more teams, and kept detailed employment records. For example, he recorded the names, days worked, and wages of every employee every week. Meanwhile, Michelangelo played the role of the **trouble-shooting manager**. He would daily dart in and out of the various work areas under his supervision, check on workers' progress, and handle any problems that arose.

## MANAGERS AND MANAGEMENT IN TODAY'S CHANGING WORLD OF WORK

No successful organisation, or its management, can operate without understanding and dealing with the dynamic environment that surrounds it. Only a generation ago, successful managers valued stability, predictability and efficiency. But many yesterday's stars have faded because they did not adapt to ever-present technological, social, political, economic and legal changes. What common factors characterise the stars of the 2000s? They are lean, fast, and flexible. They are dedicated to quality and exhibit entrepreneurial skills when faced with change.

Management is concerned with the organisation and co-ordination of an organisation. The manager who conducts or supervises production, for example, may be a paid expert in administration, as opposed to the entrepreneur who originally conceived the operation and took the risk in mounting it. In modern companies, management and control tend to be separate from ownership.

## THE SIMPLEST FORM OF MANAGEMENT

The simplest form of management is the partnership. In Anglo-American common-law and European civil-law countries, every partner is entitled to take part in the management of the firm's business, unless he is a limited partner. However, a partnership agreement may provide that an ordinary partner shall not participate in management, in which case he is a dormant partner but is still personally liable for the debts and obligations incurred by the other managing partners.

## MORE COMPLEX FORMS OF MANAGEMENT STRUCTURES

The management structure of companies or corporations is more complex. The simplest is that envisaged by English, Belgian, Italian, and Scandinavian law, by which the **shareholders** of the company periodically elect a **board of directors** who collectively manage the company's affairs and reach decisions by a majority vote and also have the right to delegate any of their powers, or even the whole management of the company's business, to one or more of their number. Under this regime it is common for a **managing director** to be appointed, often with one or more assistant managing directors, and for the board of directors to authorise them to enter into all transactions needed for carrying on the company's business, subject only to the general supervision of the board and to its approval of particularly important measures, such as issuing shares or bonds or borrowing.

The U.S. system is a development of this basic pattern. By the laws of most states it is obligatory for the board of directors elected periodically by the shareholders to appoint certain executive officers, such as the **president**, vice-president, **treasurer**, and secretary. The latter two have no management powers and fulfill the administrative functions that in an English company are the concern of its secretary; but the president and in his absence the vice president have by law or by delegation from the board of directors the same full powers of day-to-day management as are exercised in practice by an English managing director.

## Unit Summary

*This unit has been about the terms, concepts and definitions of management and managers. Here are the key points from this unit.*

- ***Board of directors*** is a group of directors responsible for running a company and usually have legal responsibilities to it. They are elected by the shareholders.
- ***Management*** refers to the process of getting things done, effectively and efficiently, through and with other people.
- ***Manager*** refers to an individual in an organisation who directs the activities of others.
- ***Managing*** director is a company director who is responsible for the day-to-day running of a company.
- ***President*** is the chief officer of a company in the US. He is responsible for deciding and carrying out company policy. In the UK, it refers to a title sometimes given to a former chairman or managing director of a company.
- ***Shareholder*** is an owner of shares in a company, or a stockholder.
- ***Treasurer*** is a person who keeps records of the money obtained or spent by an organisation, and who is responsible for investing any surplus.
- ***Trouble-shooter*** is a person whose job is to solve major company problems, such as those caused by industrial disputes, machine faults, bad management, etc.

## Unit Questions

1. Describe the historical roots of contemporary management practices.
2. Identify common factors characterising the managers of the 2000s.
3. Explain the simplest form of management.
4. Describe the management structure of companies.
5. Explain the U.S. system.

## Multi-choice questions

**Use these questions to check your understanding of the chapter. For each question there is only one right answer, either (a) (b) or (c).**

1. *Trouble-shooting manager is:*
   (a) A person causing trouble and annoyance.
   (b) A person who checks on workers' progress and handles any problems that arise.
   (c) A person who traces faults, but does not bother to correct them.

2. *Only a generation ago, successful managers valued:*
   (a) Instability, predictability and efficiency.
   (b) Stability, unpredictability and efficiency.
   (c) Stability, predictability and efficiency.

3. *In Anglo-American common-law and European civil-law countries:*
   (a) Every partner is entitled to take part in the management of the firm's business, unless he is a limited partner.
   (b) Every partner is entitled to take part in the management of the firm's business, unless he is an unlimited partner.
   (c) Every partner is not entitled to take part in the management of the firm's business, unless he is a limited partner.

4. *A board of directors:*
   (a) Manage the company's affairs and reach decisions by a minority vote but do not have the right to delegate any of their powers, or even the whole management of the company's business, to one or more of their number.
   (b) Collectively manage the company's affairs and reach decisions by a majority vote, but also have the right to delegate any of their powers, or even the whole management of the company's business, to one or more of their number.
   (c) Individually manage the company's affairs and do not reach decisions by a majority vote, but have the right to delegate any of their powers, or even the whole management of the company's business, to one or more of their number.

## Vocabulary and grammar outcomes

**1. <u>DEFINING AND REPHRASING THE TERM</u>**

**(a) <u>Match the terms on the left-hand side with the definitions on the right-hand side.</u>**

| | | | |
|---|---|---|---|
| (a) | Trouble-shooter | (1) | An owner of shares in a company, or a stockholder. |
| (b) | Board of directors | (2) | It is concerned with the organisation and co-ordination of an organisation. |
| (c) | Vice-president | (3) | A person who checks on workers' progress and handles any problems that arise. |
| (d) | Shareholder | (4) | They collectively manage the company's affairs and reach decisions by a majority vote but also have the right to delegate any of their powers, or even the whole management of the company's business, to one or more of their number. |
| (e) | Management | (5) | An official ranking below and deputizing for a president. |

**(b) <u>Replace the expressions in boldface with expressions from the text which have the same meaning.</u>**

1. The Egyptian pyramids and the Great Wall of China **prove** that projects of **enormous** scope, **engaging** tens of thousands of people, were **started** well before modern times.
2. Michelangelo **himself** selected his workers, **taught** them, assigned them to one or more teams, and **maintained** detailed employment records.
3. He would **suddenly come in and out** of the various work areas under his ***control***.
4. He **used to examine carefully** workers' progress and **deal with** any problems.
5. But many yesterday's stars **have died out** because they did not **adjust to** ever-present technological, social, political, economic and legal changes.
6. Board of directors also have the right **to transfer authority to** one or more of their number.

**(c) Match the expressions on the left-hand side with the expressions on the right-hand side:**

| | |
|---|---|
| (a) Evidence | (1) To engage in, to apply oneself to, or to embark on |
| (b) To assign | (2) To set in motion, to launch |
| (c) Supervision | (3) To select for a duty or office, to appoint |
| (d) Ever-present | (4) To devise, to formulate, to plan, to form |
| (e) To conceive | (5) All together, one and all, as a team |
| (f) Collectively | (6) At all times, always |
| (g) To undertake | (7) Facts, data, grounds |
| (h) To mount | (8) Oversight, management |

**(d) Fill in the blanks in the text with these words.**

*The human side of enterprise*

| **management** | **manager** | **managing** | **managerial** | **manageable** |
|---|---|---|---|---|

In 1960, Douglas McGregor of the Massachusetts Institute of Technology published *The Human Side of Enterprise*, a classic book that had a major impact on subsequent ..... education and practice. McGregor challenged many of the prevailing ..... assumptions about worker motivation and behaviour. Out of the work of McGregor and others has evolved "participative .....," a process in which ..... consult with and involve subordinates in organisational problem solving and decision-making. The problems involved in ..... the people in working organisations were thus reduced and brought within ..... limits.

## 2. WORD STUDY: RELATED WORDS

**(a) After reading the below given example, fill in the blanks and make sentences of your own. The first one has been done for you.**

*E.g. supervise supervisor supervision supervising supervisory*

He has the authority to appoint and ***supervise*** administrative department heads.

The position of ***supervisor*** entails a lot of responsibility.

He was appointed to improve the ***supervision*** of banking business.

The local administration is responsible to the two ***supervising*** authorities.

His work is more ***supervisory***, rather than constructive.

1. *manage* ..... ..... ..... ..... .....

1. *To manage* a company, its shareholders elect a board of directors.
2. .....
3. .....
4. .....
5. .....
6. .....

2. *direct* ..... ..... ..... .....

1. He *directed* the company through a difficult time.
2. .....
3. .....
4. .....
5. .....

3. *administrate* ..... ..... ..... .....

1. He will be appointed *to administrate* all affairs.
2. .....
3. .....
4. .....
5. .....

## 3. ARTICLES: THE DEFINITE ARTICLE

- As you already know, articles in English signal definiteness (the) or indefiniteness (a, an) in certain nouns and help us to identify what information has already been given and what is new information. Still, you make more mistakes about the use of the definite and indefinite article than about almost any other of the English language complicated difficulties. To increase your powers of expressing yourselves in English with ease and in clear grammatical English, let us consolidate, step by step, what you have already learnt about the use of articles through revision.

- The definite article is used:
  (i) Before a noun which has become definite because it refers to a particular person or object.
  *E.g.* Send me ***the*** book.
  (ii) Before a noun which has become definite because it refers to a person well-known to a listener or reader.
  *E.g.* I saw ***the*** teacher.
  (iii) Before nouns of which there is only one.
  *E.g.* ***The*** earth moves round ***the*** sun.
  (iv) Before singular nouns used to represent a class of objects.
  *E.g.* ***The*** bee is busy. (All bees are busy.)
  (v) Before an adjective used to represent a class of persons.
  *E.g.* Clothes make ***the*** poor invisible.
  (vi) Before a noun which, by reason of locality, can represent only one particular thing.
  *E.g.* Tom is in ***the*** bank.
  (vii) Before superlatives.
  *E.g.* This is ***the*** best thing you can do.
  (viii) Before ordinal numbers, and *only*, used as adjectives or pronouns.
  *E.g.* It is ***the*** fourth day of my arrival here.
  *E.g.* ***The*** same to you.
  (ix) Before musical instruments.
  *E.g.* She learnt to play not only ***the*** violin, but also ***the*** cello.
  (x) Before names of buildings, institutions, cinemas, theaters, museums, hotels, ships, and alike.
  *E.g.* ***The*** University of Oxford is ***the*** oldest institution of higher learning.
  *E.g.* ***The*** first continuously published American newspaper was ***the*** *Boston News-Letter*.
  *E.g.* Although proclaimed unsinkable, ***the*** *Titanic* sank in less than three hours.
  (xi) Before names of seas, rivers, oceans, straits, canals, gulfs, chains of mountains and groups of islands, newspapers, magazines, plural names of countries.
  *E.g.* ***The*** Mediterranean Sea connects with ***the*** Atlantic Ocean through ***the*** Strait of Gibraltar.
  *E.g.* ***The*** Suez Canal opened to link ***the*** Mediterranean with ***the*** Gulf of Suez.
  *E.g.* We climbed ***the*** Alps.
  *E.g.* ***The*** United States of America is a country of central and northwest North America.
  However, note the following exceptions: ***the*** Netherlands, ***the*** Congo, ***the*** Sudan, ***the*** Vatican.

**(a) <u>Fill in the blank with the definite article or leave it blank to indicate that no article is necessary</u>.**

1. ..... whole world is fighting for peace.
2. Retailing is ..... business of selling products to ..... general public.
3. ..... breakfast they serve at ..... *Waldorf-Astoria* hotel is by far ..... best.
4. This is ..... third time he is abroad.
5. ..... Andes mountain chain is found in ..... South America.
6. I'm glad to know you enjoyed ..... books I sent you for ..... Christmas.
7. ..... Johnsons are my ..... best friends.
8. ..... Indian Ocean is south of ..... Asia and east of ..... Africa.
9. He goes to ..... baker's every day.
10. This is a home for ..... blind.
11. ..... village where he was born is pretty.
12. Louis Armstrong first learned to play ..... cornet.
13. ..... dog is a faithful animal.
14. ..... China is a country of eastern Asia.

**(b) <u>Fill in the blank with the appropriate article or leave it blank to indicate that no article is necessary</u>.**

*Management of human resources*

Personnel administration refers to ..... management of ..... people in working organisations. It is also frequently called *personnel management*, *industrial relations*, *employee relations*, and *manpower management*. It represents a major subsystem in ..... general management system, in which it refers to ..... management of human resources.

Personnel management begins with ..... definition of ..... required quantities of particular personal capabilities. Thereafter, people must be found, recruited, selected, trained or retrained, negotiated with, counselled, led, directed, committed, rewarded, transferred, promoted, and finally released or retired.

Individual personnel management departments may be assigned varying degrees of responsibility in a few, many, or all of these areas. Some of ..... responsibilities are essentially advisory: they are restricted to ..... recommendation and consulting activities.

## 4. ADVERBS AND PREPOSITIONS

- If you look at the words that appear in boldface in the sentences such as *I fell* **down** or *Would you like to come* **over**? or *I wanted to push him* **off**, you see that each of the words tells us more about the verb. **Down, over** and **off** are used as adverbs.
- However, if you look at the words that appear in boldface in the sentences and ask the questions: **Down** *what*? **Over** *what*? **Off** *what*?, you see that you have to supply in each sentence a noun: *I fell* **down the wall.** *Would you like to come* **over the river**? *I wanted to push him* **off his bicycle**. **Down, over** and **off** have now ceased to be adverbs because they no longer tell us anything on their own about the verb. So, what do we now call **down**, **over** and **off**? We call them *prepositions* because each one of them is placed *in front of* a noun.
- Not all words become prepositions by being placed in front of nouns. Very many prepositions concern movement or position: **up**, **down**, **in**, **out**, always, of course, followed by some thing (or person).
- But the relationship may be in time. *E.g.* She worked hard **before** the examination.

**Turn the adverbs in italic in the following sentence into prepositions by placing each of them before a noun. The first one has been done for you.**

| | |
|---|---|
| 1. My friend is waiting *outside.* | My friend is waiting ..... *outside the bank.* ..... |
| 2. I saw my sister re-appear *through.* | I saw my sister re-appear ..... |
| 3. They decided to send him *across.* | They decided to send him ..... |
| 4. An airplane was flying *above.* | An airplane was flying ..... |
| 5. As we came *into* we saw a man. | As we came ..... we saw a man. |
| 6. They have never seen each other *before.* | They have never seen each other ..... |

## 5. PREPOSITIONS

- If prepositions, such **as at, in, of, with, for, to, without, about, instead of, in spite of, by, before, after,** are followed by a verb, the verb ends in *–ing.*
  - *E.g.* How **about** go***ing*** to the theatre tomorrow evening?
  - *E.g.* She is good **at** tell***ing*** jokes.
  - *E.g.* He went to bed **instead of** study***ing*** for his exam.
  - *E.g.* ***After*** swimm***ing*** for an hour I felt exhausted.

**(a) Complete the sentences using *by, in, of, without, after, before, about, for* -ing. The first one has been done for you.**

**spend time with customers** **do the job** **decide** **go on courses** **~~get the production manager position~~** **join the company** **authorise her partner** **think about the consequences** **plan and control** **work**

1. He has no chance *of getting the production manager position*.
2. She spoke her mind .....
3. Production management, also called *operations management* consists ..... of industrial processes.
4. ..... I got on along well with my colleagues immediately.
5. We earned some more money ..... properly.
6. ..... you have client contact.
7. I always consider proposals overnight .....
8. He was interested ..... for the IBM.
9. She thought ..... to negotiate in her behalf.
10. Lifelong learning implies developing our knowledge .....

**(b) Supply the missing prepositions.**

*Production management*

Production management's responsibilities are summarised ..... the "five M's": (1) *men* referring ..... the human element ..... operating systems; (2) *machines* relating ..... the choice ..... machines to be used ..... the manufacture ..... the product or service; (3) *methods* dealing ..... planning and controlling the methods and procedures ..... their use;

(4) *materials* including the management ..... flow processes - both physical (raw materials) and information (paperwork); and (5) *money*, having to do ..... the importance ..... financing and asset utilisation ..... most manufacturing organisations.

## 6. PHRASAL VERBS

- As you already know, phrasal verbs are idiomatic combinations of a verb and adverb, or a verb and preposition (or verb with both adverb and preposition).
- Many verbs in English can be used together with an adverb or preposition.

  *E.g.* The boy walked down the street. (verb + preposition)

  *E.g.* She opened the door and looked inside. (verb + adverb)
- However, a verbal combination (verb + adverb or verb + preposition) can have not only its normal meaning, but can also mean something different.

  *E.g.* He **held up** his right hand and swore his oath of allegiance to the queen.

  *E.g.* American criminals, Bonnie and Clyde **held up** gas stations, restaurants, and banks. (*robbed*)
- There are three types of phrasal verb:

  (i) **Verb + adverb**

  *E.g.* I can't believe she was **taken in** by him. (*deceived*)

  (ii) **Verb + preposition**

  *E.g.* They **set about** solving the problem. (*started*)

  (iii) **Verb + adverb + preposition**

  *E.g.* We had to **put up with** the inconvenience. (*to endure without complaint*)

**Replace the verbs in boldface in these sentences with phrasal verbs using the verbs and particles from the boxes below. The first one has been done for you.**

| **turn, call, make, break, give** | **in, up, to, out, off** |
|---|---|

1. Fire **started** in the bank last night.

   *Fire **broke out** in the bank last night.*

2. The board of directors decided to **cancel** the meeting.

   .....

3. She **handed** her report to her boss yesterday.

.....

4. After I had lost my job I **went** to my sister for help.

.....

5. Hard work and diligence do not in themselves **constitute** effective managerial performance.

.....

## 7. THE GERUND

- You already know that either gerund or infinitive can be used after certain verbs. For example, after **begin, start** and **continue** you can use either gerund or infinitive without any difference. But if the verb following **begin**/**start** is a verb of **knowing** or **understanding,** it is usually put into infinitive.

  *E.g.* He ***started*** *providing* financial services *or*
  He ***started*** *to provide* financial services, but
  He ***began*** *to understand* the problems related to the provision of financial services.

- However, you also know that gerund *must be used*:

  (a) After certain verbs.
  *E.g.* He ***enjoys*** *telling* jokes.

  (b) After possessive adjectives.
  *E.g.* Excuse ***my*** *interrupting* you.

  (c) When the verb is placed immediately after a preposition.
  *E.g.* ***After*** *dropping out* of school he started his own business.

**Fill in the blank spaces in the text with correct verb forms (either gerund or infinitive).**

1. Entrepreneurship consists of ..... (OFFER) the most attractive opportunities to other market participants.
2. He began ..... (WRITE) at the age of forty.
3. There are various forms of management, such as production management that refers to ..... (PLAN) of industrial processes for ..... (ENSURE) their smooth movement at the required level.

4. There is no use ..... (CRY OVER) spilled milk.
5. Entrepreneurs find more effective means of ..... (COMMUNICATE) to consumers the availability and attributes of goods.
6. He attempted ..... (DO) the impossible.
7. In manufacturing operations, some managers are engaged in ..... (SUPERVISE) the workforce.
8. Would you mind ..... (HOLD ON) a few minutes?
9. They began ..... (UNDERSTAND) the extent of damage done by fire.

## 8. THE TENSES

**Fill in the blank spaces in the text with correct verb forms.**

*Management by objective: Hewlett-Packard*

*Hewlett-Packard* ..... (DEVELOP) its first computer in 1966. Early in the company's history the two founders ..... (ENDORSE) formal management procedures before many other ..... (DO). It ..... (BE) one of the first corporations to use the "management by objective" approach. They also ..... (CREATE) an informal workplace, encouraging the use of first names among employees, even for themselves. *Packard and Hewlett* also ..... (KNOW) for "management by walking around," i.e., visiting as many departments as possible without appointments or scheduled meetings and talking with line workers as often as with managers in order to understand how the company ..... (OPERATE). *Hewlett-Packard* (BECOME) one of the first businesses in the United States to endorse the idea that employees, customers, and the community have as valid an interest in company performance as do shareholders. As a result, it consistently ..... (RANK) among the best places to work for women and minorities. It also ..... (BECOME) one of the leading contributors to charitable organisations, donating as much as 4.4 percent of its pretax profits.

## Review and discussion questions

Some of you may be thinking, "Sure, personnel decisions are important. But aren't most of them made by people who specifically handle human resource issues?" It is true that, in many organisations, a number of the activities grouped under the label human resources management are done by specialists. However, not all managers have HRM staff support. Many small business managers frequently have to do their own hiring without the assistance of HRM specialists. Even managers in larger organisations are frequently involved in recruiting candidates, reviewing application forms, interviewing applicants, making decisions about employee training, and evaluating employees' work performance. Last, but not least, they are also involved in determining pay levels, which will be perceived as fair by all employees.

Consider the following case and try to answer the below given questions.

1. Whenever you put a group of employees together, disagreements and conflicts may arise. Still, no one possibly could have anticipated the events that occurred at the headquarters of the Connecticut State Lottery (CSL) office, at the hands of one employee, Matthew Beck.
2. Matthew Beck worked at the CSL accounting office. For the major part of his tenure at CSL, he had been a successful performer. Yet, sometime in 1997, problems arose for Beck. He had been questioning his pay. He didn't feel that his boss or other CSL officials were adequately compensating him for all the extra hours he had worked. Beck challenged company officials, and even had the support of his employees' association, which helped him in his dispute. But to no avail – Beck was unsuccessful in his challenge.
3. Upset over the decisions, Beck became stressed, unhappy, and had difficulty concerning his job. Nothing his boss did could ease Beck's feeling that he was being wronged. Finally, these feelings overwhelmed Beck, and company officials decided that he needed a stress leave.
4. For the next several months, Beck was away from work, with pay, to regain his composure and put this issue behind him. Four months later, he seemed fine, in good spirits and ready to resume his job. And his boss welcomed him back to CSL.
5. For most of his first week back, everything appeared normal. What happened that frightful Friday, March 6, 1998, however, may never be explained. Beck arrived at work and headed to the executive offices. Inside the building, he produced a weapon and shot his boss and two other CSL officials. Hearing the commotion and recognizing the threat to

all employees, the president of CSL attempted to get everyone out of the building. Confident that he had removed employees from the immediate threat, the president ran from the building. In hot pursuit was Matthew Beck. With police officers arriving in the parking lot, the president tripped and fell to the ground. In spite of pleas from the president not to kill him, Beck twice fired his 9-mm weapon. Moments later, Beck shot again – a self-inflicted wound that ended the horror.

6. We all know that there are no guarantees in life. Yet going to work should not be a game of chance. That frightful day in March proved that things do unexpectedly transpire – four CSL officials and Matthew Beck died at the scene.

## Questions

1. Do you believe that tragedy at the CSL office could have been prevented? Why or why not? Defend your position.
2. Stress interviews are designed to see how a job applicant reacts when faced with a pressure situation. Do you believe that stress interviews can help identify future employees who may have a potential for violence? Explain.
3. Matthew Beck's manager appeared to handle the situation properly. Beck had an opportunity to have his complaint heard, was suspended with pay for a period of time to "recollect" himself, and was welcomed back as a contributing member of the lottery team. In this instance, however, something went wrong. What would you recommend management of the Lottery office do differently to avoid this tragedy happening again?

# UNIT 2
# MANAGERS AND MANAGEMENT

## LEARNING OUTCOMES

### BUSINESS VOCABULARY OUTCOMES

**Topic Areas**

- Managers vs. Operative Employees
- Managers' Titles
- Management: Efficiency and Effectiveness
- Management Process

### VOCABULARY BUILDING AND GRAMMAR OUTCOMES

- Consolidation of the Previously Acquired Vocabulary
- Acquisition of Technical Vocabulary
- Articles: The Indefinite Article
- Word Study: Meanings and Patterns
- Word Formation: Creating a Noun from a Phrasal Verb
- Relative Pronouns: Defining And Non-Defining Relative Clauses
- Prepositions
- The Tenses

## WHO ARE MANAGERS AND WHERE DO THEY WORK?

Managers work in organisations, but not everyone who works in an **organisation** is a manager. For simplicity's sake, we can divide organisational members into two categories: **operatives** – people who work directly on a job or task and have no responsibility for overseeing the work of others; and managers – individuals in an organisation who direct the activities of others. Customarily classified as **top**, **middle**, and **first-line managers**, these individuals supervise both operative employees and lower-level managers, as shown below.


## WHAT TITLES DO MANAGERS HAVE IN ORGANISATIONS?

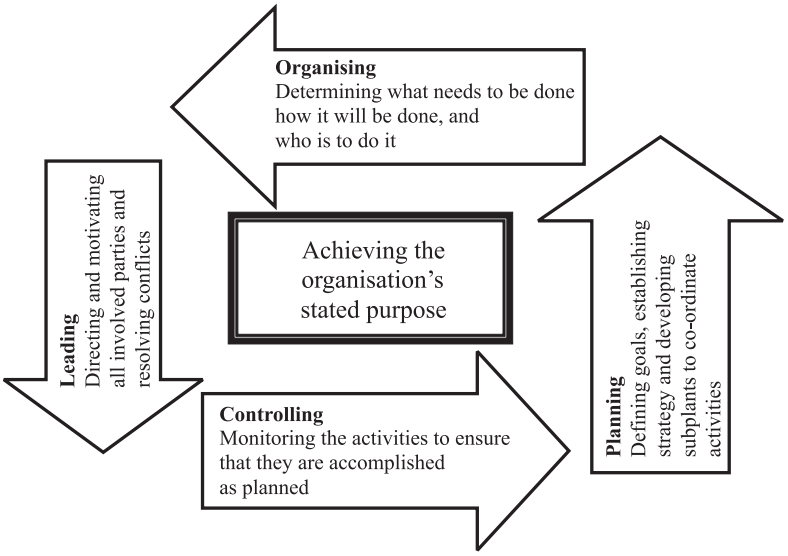
First-line managers are usually called supervisors. In your college, for example, the department chair would be a first-line supervisor overseeing the activities of the operatives. Middle managers represent levels of management between the supervisor and top management. These individuals manage other managers – and possibly some other operative employees – and are typically responsible for translating the goals set by top management into specific details that lower-level managers can perform. In organisations, middle managers may have such titles as *department* or *agency head*, *project leader*, *district manager*, *dean*, *bishop*, etc. At or near the top of an organisation are top managers. Top managers typically have titles such as *vice-president*, *president*, *managing director*, *chief operating officer* or *chief executive officer*, or *chairperson of the board*.

## HOW DO WE DEFINE MANAGEMENT?

Despite the fact that their titles vary widely, there are several common elements to their jobs – regardless of whether the manager is a head nurse in the intensive care unit of the Cedar Hospital who oversees a staff of 11 critical care specialists or the president of the 600,000-member General Motors Corporation. In looking at their commonalities, let us first see how we should define management and what the management processes are. The term management refers to the process of getting things done, **effectively** and **efficiently**, through and with other people. These three are the terms which warrant explanation. Effectiveness and efficiency deal with *what* we are doing and *how* we are doing it. Efficiency means doing the task correctly and refers to the relationship between inputs and outputs. For instance, if you get more output for a given input, you have increased efficiency. So, too, do you increase it if you get the same output with fewer resources. However, it is not enough to be simply efficient, for management is also concerned with completing activities. In management terms this ability is called effectiveness, meaning doing the right task, i.e. goal attainment. Hence, some government agencies are often attacked on the grounds that they are reasonably effective but extremely inefficient. That is, they accomplish their goals but do so at a very high cost.

## WHAT ARE THE MANAGEMENT PROCESSES?

Managers must be able to perform simultaneously four basic activities comprising the **management process**: planning, organizing, leading and controlling, as shown below.



The **planning** component encompasses defining an organisation's goals, establishing an overall strategy for achieving these goals, and developing a comprehensive hierarchy of plans to integrate and co-ordinate activities. **Organising** includes determining what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom, and where decisions are to be made. Since each organisation contains people, it is part of a manager's job to direct and co-ordinate people. Performing this activity is called **leading**. When managers motivate employees, direct the activities of others, select the most effective communication channel, or resolve conflicts among members, they are leading. And the final activity managers perform is **controlling**. After the goals are set, the plans formulated, the structural arrangements determined, and people hired, trained, motivated, something may still go amiss. To ensure that things are going smoothly, a manager must monitor the organisation's performance. This method of monitoring, comparing, and correcting is what is meant when reference is made to the controlling process.

## Unit Summary

*This unit has been about the terms, concepts and definitions of organisations, managers, operative employees, management processes, etc. Here are the key points from this unit.*

- ***Controlling*** has to do with the process of monitoring performance, comparing it with goals, and correcting any significant deviations.
- ***Effectiveness*** means doing the right task and refers to the goal attainment.
- ***Efficiency*** means doing the thing correctly and refers to the relationship between inputs and outputs. It seeks to minimise resource costs.
- ***First-lime managers*** are usually called supervisors. They are responsible for directing the day-to-day activities of operative employees.
- ***Leading*** includes motivating employees, directing the activities of others, selecting the most effective communication channel, and resolving conflicts.
- ***Management process*** refers to planning, organising, leading and controlling.
- ***Middle managers*** are individuals at levels of management between the first-line manager and top management.

- ***Operatives*** or operative employees are people who work directly on a job or task and have no responsibility for overseeing the work of others.
- ***Organisation*** is a systematic arrangement of people brought together to accomplish some specific purpose.
- ***Organising*** includes determining what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom, and where decisions are to be made.
- ***Planning*** includes defining goals, establishing strategy, and developing plans to co-ordinate activities.
- ***Top managers*** are individuals who are responsible for making decisions about the direction of the organisation and establishing policies that affect all organisational members.

## Unit Questions

1. Describe the difference between managers and operative employees.
2. Classify the three levels of managers and identify the primary responsibility of each group.
3. Explain what is meant under the term management.
4. Differentiate efficiency from effectiveness.
5. Can an organisation be efficient and yet not be effective? Explain.
6. Describe the four primary processes of management.

## Multi-choice questions

**Use these questions to check your understanding of the chapter. For each question there is only one right answer, either (a) (b) or (c).**

1. *Organisational members can be divided into:*
   (a) Two categories: operatives and supervisors.
   (b) Three categories: top, middle and first-line managers.
   (c) Two categories: operatives and managers.

2. *Middle managers may have such titles as:*
   (a) Department or agency head, vice-president, district manager, dean, etc.
   (b) Department or agency head, project leader, district manager, dean, etc.
   (c) Department or agency head, project leader, chief executive officer, dean, etc.

3. *Effectiveness and efficiency deal with:*
   (a) What we are doing and how we are doing it.
   (b) How we are doing and what we are doing.
   (c) What we are doing and why we are doing it.

4. *If you get more output for a given input:*
   (a) You have increased effectiveness.
   (b) You have increased efficiency.
   (c) You have decreased efficiency.

5. *Organising includes:*
   (a) Determining what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom, and where decisions are to be made.
   (b) Defining an organisation's goals, establishing an overall strategy for achieving these goals, and developing a comprehensive hierarchy of plans to integrate and co-ordinate activities.
   (c) Performing directing and co-ordinating activities.

## Vocabulary and grammar outcomes

**1. DEFINING AND REPHRASING THE TERM**

**(a) Match the terms on the left-hand side with the definitions on the right-hand side.**

| | |
|---|---|
| (a) Top managers | (1) People working directly on a job with no responsibility for over- seeing the work of others. |
| (b) Controlling | (2) Individuals at levels of management between the first-line manager and top management. |
| (c) Middle managers | (3) Directing and motivating all involved parties and resolving conflicts. |
| (d) Leading | (4) Monitoring the activities to ensure that they are accomplished as planned. |
| (e) Operatives | (5) Individuals responsible for making decisions about the direction of the organisation and establishing policies that affect all organisational members. |

**(b) Replace the expressions in boldface with expressions from the text which have the same meaning.**

1. **Task workers** work directly on a job or task and have no responsibility for **supervising** the work of others.
2. These three are the terms which **require** explanation.
3. **In the language peculiar to** management, this ability is called effectiveness, meaning goal **achievement**.
4. The planning component **embraces** defining an organisation's **objectives**, establishing a **comprehensive** strategy for achieving these goals, and developing **an all-inclusive** hierarchy of plans to integrate and co-ordinate activities.
5. After the goals are **laid down**, the plans **clearly and precisely expressed**, the structural arrangements determined, and people hired, trained, motivated, something may still go **wrong**.

**(c) Match the expressions on the left-hand side with the expressions on the right-hand side:**

| | |
|---|---|
| (a) To oversee | (1) A shared feature or attribute |
| (b) Title | (2) To go wrong |
| (c) To warrant | (3) To watch, keep track of, or check |
| (d) Commonality | (4) To deserve or to need |
| (e) To go amiss | (5) A name that describes someone's job or position |
| (f) To monitor | (6) To supervise, or to manage |

**(d) Match the "collar" phrase with the appropriate definition.**

| | |
|---|---|
| Blue-collar workers | an office worker |
| Gold-collar workers | a manual worker |
| Pink-collar workers | an elderly worker |
| White-collar workers | a female worker |

**(e) Complete the following. The first one has been done for you.**

1. Head of department *Department head*
2. Manager of human resources .....
3. Forms for application .....
4. Vacancies for jobs .....
5. Process of management .....
6. Policy of fringe benefits .....
7. Index of prices in retail .....
8. Large costs of enterprise .....
9. Costs of large enterprise .....

**(f) Use the given table to complete the below given passage.**

*Mintzberg's Managerial Roles*

| *Role* | *Description* | *Identifiable activities* |
|---|---|---|
| **Interpersonal** | | |
| *Figurehead* | Symbolic head; obliged to perform a number of routine duties of a legal or social nature. | Greeting visitors, signing legal letters. |
| *Leader* | Responsible for the motivation and activation of employees, for staffing, training, and associated duties. | Performing virtually all activities that involve employees. |
| *Liaison* | Maintains a self-developed network of outside contacts and informers who provide favours and information. | Acknowledging mail; performing other activities involving outsiders. |
| **Informational** | | |
| *Monitor* | Seeks and receives wide variety of special information; emerges as nerve centre of internal and external information about the organisation. | Reading periodicals and reports, as well as maintaining personal contacts |
| *Disseminator* | Transmits information received from other employees to members of the organisation – some information is factual, some involve interpretation. | Holding informational meetings or making phone calls to relay information. |
| *Spokesperson* | Transmits information to outsiders on organisation's plans, policies, results, etc. | Holding board meetings; giving information to media. |
| **Decisional** | | |
| *Entrepreneur* | Searches organisation and its environment for opportunities and initiates "improvement projects" to bring about change. | Organising strategy and review sessions to develop new programmes. |
| *Disturbance handler* | Responsible for corrective action when organisation faces important disturbances. | Organising strategy that involves disturbance and crises. |
| *Resource allocator* | Responsible for the allocation of organisational resources of all kinds – in effect, the making or approval of all significant organisational decisions. | Scheduling; performing any activity that involves budgeting and programming of employee's work. |
| *Negotiator* | Responsible for representing the organisation at major negotiations. | Participating in union contract negotiations or in those with suppliers. |

After a careful survey of five chief executives at work, Henry Mintzberg found that in addition to performing the four basic activities, they also engaged in a large number of varied, unpatterned, and short-duration activities. He concluded that managers perform ..... highly different but interrelated managerial ..... He grouped them under three primary headings: ..... (figurehead, leader, liaison), ..... (monitor, disseminator, spokesperson), and ..... (entrepreneur, disturbance handler, resource allocator, negotiator).

## 2. ARTICLES: THE INDEFINITE ARTICLE

- The forms of indefinite articles are ***a*** and ***an***.
- The form ***a*** is used before a word beginning with a consonant sound or a vowel sounding like a consonant. *E.g.* ***a*** manager, ***a*** company, ***a*** university, ***a*** euphemism.
- The form ***an*** is used before a word beginning with a vowel sound or words beginning with a mute **h**. *E.g.* ***an*** operative, ***an*** employer, ***an*** applicant, ***an*** organisation, ***an*** hour, ***an*** honourable man.
- The indefinite article is used:
  - (i) Before a singular noun which is countable when it is mentioned for the first time and represents no particular person or thing.
    *E.g.* ***A*** dog can catch ***a*** cat. ***An*** elephant is ***an*** animal. I see ***a*** car.
    ***A*** house has ***a*** roof.
  - (ii) Before a singular countable noun which is used as an example of a class of things.
    *E.g.* ***A*** cow has horns. (all cows have horns)
    ***A*** pine is ***an*** evergreen tree. (all pines are evergreen)
  - (iii) With a noun complement, including names of professions.
    *E.g.* He is ***a*** manager. She became ***a*** successful manageress.
    He is ***a*** good planner.
  - (iv) In numerical expressions. *E.g.* ***a*** *couple of days*, ***a*** *dozen*, ***a*** *hundred*, ***a*** *thousand*, ***a*** *million*, and ***a*** *lot of*, ***a*** *great deal of*, ***a*** *great many of.*
  - (v) In expressions of price, speed, ratio, etc. *E.g.* ***a*** dollar; ***a*** dozen, once ***a*** week, sixty miles ***an*** hour.
  - (vi) However, ***a***/***an*** and ***one*** are not usually interchangeable.
    *E.g.* ***A*** log is no good. (It is the wrong sort of thing.)
    *E.g.* ***One*** log is no good. (I need two or three.)
    Also, notice the use of ***a*** in these sentences.
    *E.g.* Rome was not built in ***a*** day. I never said ***a*** word.

(vii) With **few** (a small number) and **little** (a small quantity) to denote what the speaker considers a small number/small quantity.

*E.g.* He has ***a*** few friends. (Depending on the speaker it can mean two or three or twenty or thirty.)

However, if **few** and **little** are used *without* article, they can have an almost negative meaning, and can usually be replaced by **hardly any**.

*E.g.* **Few** people understood the problem. (Almost nobody understood it.)

*E.g.* We had **little** time for planning. (Almost no time at all.)

(viii) After **many**, **such**, **quite**, **rather**, **no less**.

*E.g.* **Many *a*** worker was disappointed with the company policy.

(ix) After **so**, **too**, **as**, when followed by adjective + singular noun.

*E.g.* He is **too** bad ***a*** manager.

**(a) <u>Fill in the blank with the indefinite or definite article.</u>**

1. ..... rose has ..... pleasant smell.
2. We used to have our English classes three times ..... week.
3. Some children suffer from ..... fear of ..... dark.
4. He was ..... lawyer by profession.
5. ..... Hague is ..... seat of ..... International Court of Justice.
6. He is ..... honourable man. You know him. He is ..... man you met yesterday.
7. She lives on fifty pence ..... day.
8. There is ..... beautiful tree in one of those gardens. ..... tree is in blossom.
9. In our history, ..... lot has been written about ..... courage of our soldiers.
10. The speed limit on this road is sixty miles ..... hour.
11. You should never say such ..... thing.
12. There is ..... boy standing at ..... door. ..... boy is young and fair looking.
13. She earns ..... little money and so she can buy ..... most necessary things.
14. ..... orange is rich in vitamins.
15. Do you know where Ann is? She is in ..... garden.

**(b) Fill in the blank with the indefinite or definite article.**

*What skills and competencies do successful managers possess?*

In addition to all ..... aforesaid, ..... manager needs to possess critical skills that are related to managerial competencies, which is defined as ..... cluster of knowledge, skills, and attitudes related to effective managerial performance. Skills may be viewed on two levels – general and specific skills. ..... four general skills necessary for becoming ..... successful manager are conceptual (..... ability to analyse and diagnose complex situations); interpersonal (..... ability to work with and understand others); technical (using ..... tools and techniques of ..... specialised field); and political (building ..... power base and establishing ..... right connections).

## 3. WORD STUDY: MEANINGS AND PATTERNS

These words are used as shown below.

- **RESPONSIBLE, RESPONSIBILITY (FOR, TO)**
  - *E.g.* The captain of the air liner is **responsible for** the safety of his passengers. (*to be responsible for something*)
  - *E.g.* Tom was unwilling to take the **responsibility for** the damage inflicted.
  - *E.g.* You are **responsible to** the board of directors. (*to be responsible to somebody*)
  - *E.g.* The MD has a **responsibility to** his employees.
- **FAMILIAR (TO, WITH)**
  - *E.g.* Are the names of Turner and Gainsborough **familiar to** you? (*Do you know them?*)
  - *E.*g. Tom is not **familiar with** the names of English landscape painters. (*He does not know them.*)
  - *E.*g. The voice of the girl in the next room sounds **familiar to** me. (*I think I know it, have heard it before.*)
  - *E.*g. If you use reference books **with** which you are **familiar** (*books from which you know how to get information quickly*), you will save a lot of time.
- **COMPARE (TO, WITH)**
  - *E.g.* Poets have often **compared** death **to** sleep. (*Used when one thing is like another.*)
  - *E.g.* The heart has often been **compared to** a pump.
  - *E.g.* **Compare** your translation **with** Mary's. (*Used when one thing is both like and unlike another.*)
  - *E.g.* **Compare** this copy of the painting **with** the original.

- **CONTINUOUS, CONTINUAL**

  *E.g.* We have had **continuous** cold weather for three weeks. (*Going on for a long time without a break.*)

  *E.g.* The Star Cinema: **Continuous** Performance, 2 p.m.-11.30 p.m.

  *E.g.* I am tired of your **continual** complaints. (*Going on for a long time with only a few breaks; repeated very often.*)

  *E.g.* **Continual** headaches made it impossible for her to study properly.

**In the space provided copy the correct form from within the parentheses. The first one has been done for you.**

1. *responsible to* Our department manager is directly (responsible for, responsible to) the vice-president of sales.
2. ..... We were kept awake for two hours by the (continuous, continual) buzz of bees around the tent.
3. ..... People are often (familiar to, familiar with) a brand name without being able to remember where they saw the product advertised.
4. ..... We are (responsible for, responsible to) actions performed in response to circumstances for which we are not responsible.
5. ..... How does business environment in Serbia (compare to, compare with) business environment life in the States?
6. ..... A doctor has a (responsibility for, responsibility to) his patients.
7. ..... His face seems (familiar to, familiar with) me, but I can't quite place him.
8. ..... (Compared to, Compared with) our small house, his house seemed like a palace.
9. ..... The management accepts no (responsibility for, responsibility to) massive lay-offs.
10. ..... Many organisations offer (continuous, continual) employee assistance programmes to their employees.

## 4. WORD FORMATION: CREATING A NOUN FROM A PHRASAL VERB

- You have already learnt that we often create nouns from verbs (*to attain → an attain**ment***; *to perform → a perform**ance***, *to motivate → a motivat**ion***, *to attend → an attend**ance***, etc.). Likewise, it is sometimes possible to create a noun from a phrasal verb, i.e. to make a noun from **verb + particle.**

| | |
|---|---|
| *E.g.* Oil prices ***dropped off*** sharply. | There was a noticeable ***drop-off*** in oil prices. |
| *E.g.* He ***turns over*** a million dollars a year. | There were several quick ***turnovers*** in leadership. |
| *E.g.* A notorious criminal ***broke in*** and stole a painting. | This is the third ***break-in*** this month. |
| *E.g.* The defending garrison ***held out*** for a week. | But the 10 remaining ***holdouts*** gave up earlier. |

- Note that the plural is formed by adding ***–s*** to the particle: *e.g. drop-off**s**, turnover**s**, break-in**s**, holdout**s**.*
- Verb + particle noun forms are sometimes written with a hyphen, *e.g.* ***break-in, drop-off, check-in;*** and sometimes without, *e.g.* ***turnover, checkout, holdout, crackdown.***
- However, some phrasal verbs have noun forms where the particle comes first, *i.e.* **particle + verb.**

| | |
|---|---|
| *E.g.* He ***set out*** in the morning for town. | He joined the fight for independence at its ***outset***. |
| *E.g.* They ***fell down*** dead from starvation. | The ***downfall*** of the government came in 1875. |

**Rewrite the below given sentences as to create a noun from a phrasal verb. The first one has been done for you.**

1. After economic restructuring, the company had to ***lay off*** a large number of workers.

   The company's economic restructuring led to massive ***lay-offs***.

2. Heavy workloads ***broke down*** the inexperienced manager.

   .....

3. We must ***run through*** the agenda to make sure that nothing has been missed.

   .....

4. The police ***cracked down*** on criminal activity.

   .....

5. The witness testified that the accused played a key role in efforts to ***cover up*** the involvement in drug traffic.

   .....

6. It is shameful to see so much food ***left over*** in restaurants.

   .....

## 5. RELATIVE PRONOUNS: DEFINING AND NON-DEFINING RELATIVE CLAUSES

- **Relative pronouns** introduce relative clauses: *defining* and *non-defining.*

*(a) Defining relative clauses*

*E.g.* A manager is a person *who directs the activities of others.*

*E.g.* An operative is a person *who works directly on a job or task.*

(i) If we omit the words in italics, we get explanations that are not satisfactory, even though the sentences are grammatically complete. The *persons* are defined, or distinguished from each other by the relative clause in italics – the relative clause is *defining.*

(ii) The defining relative clauses are not separated by commas in writing, or by a cause in speech.

- Relative pronouns used in defining relative clauses vary slightly according to whether they refer to persons or things according to their case. They are the same for singular and plural, masculine and feminine.

| For persons: | | For things: | |
|---|---|---|---|
| Nominative: | *who, that* | Nominative: | *which, that* |
| Possessive: | *whose* | Possessive: | *whose, of which* |
| Objective: | *whom, who, that* | Objective: | *which, that* |

*(b) Non-defining relative clauses*

*E.g.* The managing director, *who spoke with great conviction*, made a good impression on the board.

(i) If we omit the relative clause in italics, we are left with the statement 'The managing director made a good impression on the board'. The meaning of the main clause remains the same with or without the relative clause.

This relative clause gives additional information about the managing director, but does not define it: in this case it is called *non-defining.*

(ii) It is enclosed by commas in writing and a pause in speech. In this case the main clause and the relative clause could be presented as two separate statements.

*E.g.* The managing director made a good impression on the board. He spoke with great conviction.

- Relative pronouns used in non-defining relative clauses also vary a little according to whether they refer to persons or things according to the case. They are the same for singular and plural, masculine and feminine.

| For persons: | | For things: | |
|---|---|---|---|
| Nominative: | *who* | Nominative: | *which* |
| Possessive: | *whose* | Possessive: | *of which, whose* |
| Objective: | *whom, who* | Objective: | *which* |

**Read the information and complete each sentence. Use a relative clause Type 1 or Type 2. Use commas where necessary. The first one has been done for you.**

1. The shareholders of the company periodically elect a board of directors. They collectively manage the company's affairs.

   The shareholders periodically elect a board of directors *who collectively manage the company's affairs.*

2. This evening I met John. I did not see him for ages.

   .....

3. The CEO stayed at the Grand Hotel. A friend of ours recommended it.

   .....

4. The manager made a mistake. He is out of work now.

   .....

5. He had support of his employees' association. It helped him in his dispute.

   .....

6. Tom is a knowledge worker. His fundamental task is analysing and manipulating information.

   .....

   .....

7. My best friend works for a famous company. It deals with advertising.

   .....

## 6. PREPOSITIONS

- You already know that every preposition has an object; with its object and any modifiers, the preposition makes a prepositional phrase.

  *E.g.* **Behind** the table stood a man **with** a grey hat **on** his head. (objects: **table**, **hat**, **head**)

  *E.g.* **At** the end **of** the hour the teacher looked **about** the room, put her books **into** a bag, threw some papers **into** a basket **behind** her, and walked **out of** the room. (objects: **end**, **hour**, **room**, **bag**, **basket**, **him**, **room**)

  *E.g.* **In spite of** the heat, the food placed **in front of** us looked appetizing. (objects: **heat**, **us**)

- However, if we put the indirect object before the direct object, we can omit the prepositions to and for. We can easily illustrate this omission by constructing sentences like the following:

*E.g.* He assigned the hardest work **to** Jim. *or* He assigned **Jim** the hardest work.
E.g. I'll reserve a seat **for** Jane. *or* I'll reserve **Jane** a seat.

- The omission of **to** is possible after **take, bring, give, send, lend, promise, pay, offer, hand, pass, throw, tell, show, sing, play, tell.**
- The omission of **for** is possible after **get, find, keep, reserve, book, make, build, knit, buy, order, fetch.**
- Although the construction without preposition is more common of the two, it is not used when the direct object is a pronoun.

*E.g.* He assigned the hardest work **to** Jim. *or* He assigned **Jim** the hardest work.
*but* He assigned it **to** Jim. (no alternative)
*E.g.* I'll reserve a seat **for** Jane. *or* I'll reserve Jane a seat.
*but* I'll reserve it **for** Jane. (no alternative)

**(a) Use the construction without preposition (if possible) to rewrite the following sentences. The first one has been done for you.**

1. Richard showed his business plan **to** the investor.

   *Richard showed **the investor** his business plan.*

2. My boss found a challenging job for me.

   .....

3. He took it to the Agency in order to get approval.

   .....

4. The insurance companies always try to offer better services to their clients.

   .....

5. Our library ordered a new journal for our students.

   .....

6. The bank lent half a million dollars to my company.

   .....

7. A spokesperson gives relevant information to the media.

   .....

8. The managing director kept it for us.

   .....

**(b) Supply the missing prepositions.**

*Are U.S. executives overpaid?*

Does it frustrate you when you have to spend a couple ..... hours ..... a Department ..... Motor Vehicles Office to get your driving license renewed? or Are you perplexed when not one ..... the salespeople ..... a department store seems interested ..... helping you? These are but a few examples ..... problems that can largely be attributed to poor management. Moreover, it is said that good managers can turn straw to gold, and poor managers can do the reverse.

Are we paying U.S. executives too much? Is average salary ..... excess .....$ 60 million justifiable? There are two sides ..... the issue. One side ..... the issue believes that these executives have tremendous organisational responsibilities. They not only have to manage the organisation ..... today's environment, but they must keep it moving ..... the future. Their jobs are not 9-to-5 jobs, but rather 6 ..... 7 days a week, often ten ..... 14 hours a day. If jobs are evaluated ..... the basis ..... skills, knowledge abilities, and responsibilities, executives should be highly paid. Furthermore, there is the issue ..... motivation and retention. If you want these individuals to succeed and stay ..... the company, you must provide a compensation package that motivates them to stay. Incentives based ..... various measures also provide the impetus ..... them to excel.

..... the other hand, most ..... the research done ..... executive salaries questions the linkage ..... performance. Even when profits are down, many are handsomely paid. ..... fact, American company executives are regarded as some ..... the highest paid people ..... the world. ..... average, their salaries have increased ..... the last decade ..... more than 40% ..... year, amounting ..... $60 million, while the average worker's salary has increased only ..... 3% during the same time. Furthermore, U.S. executives make two ..... five times the salaries ..... their foreign counterparts. That's an interesting comparison, especially when you consider that a number of executives ..... Japanese and European organisations perform better. Do you believe that U.S. executives are overpaid?

## 7. THE TENSES

**Fill in the blank spaces in the text with correct verb forms.**

*Management skills: One manager's perspective*

In today's dynamic organisation, we continue ..... (HEAR) about management's need to be sensitive to others and ..... (TREAT) employees with kid gloves, but not all managers ..... (FOLLOW) this model. One such manager ..... (BE) Linda Wachner, CEO of Warnaco and Authentic Fitness, makers of sports and intimate apparel. (*e.g.* Christian Dior, Chaps, Olga, and Speedo).

If you ..... (ASK) others to describe her, you ..... (HEAR) less-than-flattering descriptions. She ..... (CHARACTERISE) as a screaming, combative, ruthless taskmaster who always ..... (GET) her way. She ..... (KNOW) for ..... (HUMILIATE) employees in front of their peers. She ..... (DISMISS) attacks on how she ..... (TREAT) organisational members by one simple motto: "You can't run a company with a 'bunch of babies.' If you don't like it, leave. This is not a prison." Her advice to senior managers ..... (BE) simple: Be tough. She ..... (ADVISE) them to show employees they ..... (BE) serious. How? By ..... (FIRE) a few employees to set an example.

In spite of that, she ..... (BE) an efficient manager – one who only ..... (REWARD) work performance. Since she ..... (BECOME) head of the company, profits and company stock prices ..... (SKYROCKET).

How does she see herself? As effective and good, with an excellent record. When she ..... (EARN) the title from *Fortune* magazine as one of the seven toughest bosses in the United States, she ..... (MAKE) no apologies.

## Review and discussion questions

Managers need to know and better understand differences in fundamental values, attitudes, behaviour of people, as well as cultural diversity. Recalling his first job in Japan, Mr. John Smith, the CEO of a very successful American company, relates to a class of managers his own experience that has to do with cultural differences. After reading it, try to answer the below given questions.

1. I was so excited. Appointed to our new Japan Office as the foreign sales manager, I was about to conclude a major sales contract with a Japanese customer. Upon my arrival I was shown to a rather small office with little furniture. The little man who greeted me said that we should wait for Mr. Tanaka, who was held at a meeting. He asked me if our business was prosperous and I bragged about our company's success. Although I thought that he was not very important, I tried to impress him with my expertise.
2. Then Mr. Tanaka came. We exchanged business cards and greetings. I cast a short glance before putting their cards in my pocket and stopped short. What a mistake! At least I impressed the right person – I thought. What made me a bit uneasy was the fact that both were studying my card very carefully. They couldn't have misspelled the company's name again back home – I thought. As we were not moving to a bigger office, as I assumed, I made myself comfortable and took off my jacket. The two men just raised their eyebrows and remained in their dark suits throughout the long hot afternoon.
3. The Japanese negotiators did not seem to be in a hurry. They went on and on about the weather, and gardens and other unimportant topics. I was getting impatient. When we finally got to business I felt like a fish in the water. I was tough and I delivered my point after a short time. But they just sat back in their chairs in complete silence. I got the point. They were not satisfied with my proposal. So I started talking again, even more eagerly than the first time, making a few concessions here and there. They were still silent. I was feeling quite uncomfortable by then. I made my final offer. It was really more than I should have offered, but I was determined to make a kill. They concluded the meeting and told me that they would inform me of their decision soon. All that talk for nothing. But at least they didn't say no – I reassured myself. I packed my briefcase, got up, shook their hands and thanked them for their hospitality.
4. I didn't sell the device. I realised only after I had spoken to HQ what blunders I had made. Fortunately, our company hasn't made any major embarrassments since, thanks to our Overseas Briefing Programme.

## Questions

1. Why did the assistant manager fail to sell the device? (Give at least five reasons.)
2. What would you do if you were (a) in Mr. Smith's place, (b) in Mr. Tanaka's place?
3. Consider the following case: Two businessmen, a North American and a Latin American, were negotiating an agreement. The gentleman from the South kept getting closer and closer to his counterpart from the North, who kept backing away. Both were offended. The meeting ended on the wrong foot. Why?
4. Or, take the case of a Chocolate Company that tried to sell its exquisite chocolate packed in luxury purple package in Latin America. Despite its carefully planned campaign, it sold nothing. Why?
5. What value do courses in economics, law, anthropology, philosophy, political science, psychology and sociology have for managers? Give an example of one application to management practice from each of these disciplines.

# UNIT 3
# MANAGERS AS CHANGE AGENTS, PLANNERS AND DECISION MAKERS

## LEARNING OUTCOMES

### BUSINESS VOCABULARY OUTCOMES

**Topic Areas**

- Change Agent
- Planning Classifications
- Decision-making Process
- Decision-making Styles
- Groupthink
- Power Distance

### VOCABULARY BUILDING AND GRAMMAR OUTCOMES

- Consolidation of the Previously Acquired Vocabulary
- Acquisition of Technical Vocabulary
- Word Study: Words Similar in Sound
- Articles: The Definite Article
- Word Formation: Suffixes
- Interrogatives: What and Which
- Conditional Sentences
- The Tenses

## HOW CAN A MANAGER SERVE AS A CHANGE AGENT?

If managers performed their jobs in organisations that never faced changes, there would be little need for planning, and decision-making would be simplified. However, organisations today operate in a world of dynamic change. Change within an organisation needs a catalyst – someone who initiates a change and who is responsible for managing the change process. What is the change process? In order to clarify it, let's use the "**calm waters**" and "**white-water rapids**" metaphors. The former envisions organisations as stable and predictable, disturbed only by occasional crisis and the latter views **change** as continuous and unpredictable. Managers, who can serve as **change agents**, must deal with ongoing and almost chaotic change.

Managing chaos has become the rule - not an exception. Thus, due to ever-present technological, social, political, economic and legal changes, contemporary managers must plan - and plan effectively.

## THE MOST POPULAR PLANNING CLASSIFICATIONS

The most popular planning classifications are those referring to plans in terms of their *breadth* (strategic versus tactical), *time frame* (long term versus short), *specificity* (directional versus specific), and *frequency of use* (single use versus standing). **Strategic plans**, which encompass broad issues and include the formulation of objectives, tend to cover an extended time period, usually five years or more, whereas **tactical plans**, which assume that objectives are already known and specify the details of how they are to be achieved, tend to cover shorter periods of time. For instance, an organisation's monthly, weekly and day-to-day plans are almost all tactical.

In reference to time frame, financial analysts traditionally describe investment returns as short and long term. The **short term** covers less than one year. Any time frame beyond five years is classified as **long term**.

It appears intuitively correct that **specific plans** are always preferable to **directional plans** because they have clearly defined objectives and leave no room for misinterpretation. However, they are not without drawbacks because they require clarity and predictability that often do not exist. On the other hand, directional plans are flexible and set out general outlines.

Some plans are meant to be used only once; others are used repeatedly. A **single-use plan** is used to meet the needs of a particular or unique situation. **Standing plans**, in contrast, are ongoing. They provide guidance for repeatedly performed actions in the organisation. For example, when you register for classes

for the coming semester, you are using a standing registration plan at your university. The dates change, but the process works in the same way semester after semester.

## DECISION-MAKING PROCESS

Almost all managers do requires them to make decisions, which is typically described as "choosing among alternatives". But this view is overly excessive because the making of decisions is a *process* rather than a simple act of choosing among alternatives. The **decision-making process** is a set of eight steps that begins with identifying a **problem**, moves through selecting an alternative that can alleviate a problem, and concludes with evaluating the decision's effectiveness.

## FOUR DECISION-MAKING STYLES

Every decision maker brings a unique set of personal characteristics to his or her problem-solving efforts. Consequently, individuals differ along two dimensions. The first is the way they think. The second focuses on their tolerance for ambiguity. The **directive decision-making style**, which is characterised by low tolerance for ambiguity combined with a rational way of thinking, represents someone who is logical and efficient, and typically makes fast decisions focusing on short term. The **analytic decision-making style**, which is characterised by a high tolerance for ambiguity with a rational way of thinking, describes individuals who have complete information before making a decision, and as a result carefully consider many alternatives. The **conceptual decision-making style**, which is characterised by a very broad outlook and a tendency to look at many alternatives, reflects an individual who tends to focus on the long run and often looks for creative solutions. The **behavioural decision-making style**, which is characterised by intuitive thinking and a low tolerance for uncertainty, depicts individuals who work well with others, are open to suggestions, and are concerned about the individuals who work for them.

## MAKING DECISIONS IN GROUPS

Managers make a lot of decisions in **groups**. It is a rare organisation that does not at some time use committees, task forces, review panels, work teams or similar groups as vehicles for making decisions. Individual and group decisions have their own set of strengths. Neither is ideal for all situations. While group decisions offer certain advantages, such as more complete information, more alternatives, increased acceptance of a solution, and greater legitimacy, they also have their drawbacks: they are time-consuming, can be dominated by a minority, create pressures to conform (**groupthink**), and cloud responsibility.

## POWER DISTANCE

Research shows that, to some extent, decision-making practices differ from country to country. For example, in India, **power distance** and uncertainty avoidance are very high, and only senior-level managers make decisions. Senior managers in Sweden encourage lower-level managers and employees to jointly take part in decisions that affect them (so-called **management by objective**). In Italy, managers tend to rely on tried and proven alternatives to resolve problems. Decision-making process in Japan is much more group oriented than in the United States. Before making decisions, Japanese CEOs collect a large amount of information, which is then used in consensus-forming group decisions called **ringisei**. Senior managers in France and Germany adapt their decision styles to their country's culture, i.e. while autocratic decision-making process is widely practiced in France, extensive rules and regulations are to be followed by German managers when decisions are made.

## Unit Summary

*This unit has been about the terms, concepts and definitions of change agents, planning classification, decision-making process, decision-making styles, groupthink, power distance, etc. Here are the key points from this unit.*

- ***Analytic decision-making style*** is characterised by a high tolerance for ambiguity combined with a rational way of thinking.
- ***Behavioural decision-making style*** is characterised by intuitive thinking and a low tolerance for uncertainty.
- ***"Calm waters" metaphor*** refers to a description of traditional practices in and theories about organisations that likens the organisation to a large ship making a predictable trip across a calm sea and experiencing an occasional storm.
- ***Change*** is an alteration of an organisation's environment, structure, technology, or people.
- ***Change agent*** is a person who initiates and assumes the responsibility for managing a change in an organisation.
- ***Conceptual decision-making style*** is characterised by a very broad outlook and a tendency to look at many alternatives.
- ***Decision-making process*** refers to a set of eight steps that, in brief, includes identifying a problem, selecting a solution, and evaluating the effectiveness of the solution.

- ***Directional plan*** refers to flexible plans that set out general guidelines.
- ***Directive decision-making style*** is characterised by low tolerance for ambiguity and a rational way of thinking.
- ***Groups*** refer to two or more interacting and interdependent individuals who come together to achieve particular objectives.
- ***Groupthink*** refers to the withholding by group members of different views in order to appear to be in agreement.
- ***Long-term plan*** extends beyond five years.
- ***Management by objective (MBO)*** is a system in which specific performance objectives are jointly determined by subordinates and their supervisors, progress towards is periodically reviewed, and rewards are allocated on the basis of that progress.
- ***Power distance*** is a measure of the extent to which a society accepts the fact that power in institutions and organisations is distributed unequally. A high power distance society accepts wide differences in power in organisations. Employees show a great deal of respect for those in authority. Titles and rank carry a lot of weight.
- ***Problem*** is a discrepancy between an existing and a desired state of affairs.
- ***Ringisei*** refers to consensus-forming group decisions.
- ***Short-term plan*** covers less than one year.
- ***Single-use plan*** is used to meet the needs of a particular or unique situation.
- ***Specific plan*** refers to plans that have clearly defined objectives and leave no room for misinterpretation.
- ***Standing plans*** is a plan that is ongoing and provides guidance for repeatedly performed actions in an organisation.
- ***Strategic plans*** refer to plans that are organisationwide, establish overall objectives, and position an organisation in terms of its environment.
- ***Tactical plan*** refers to plans that specify the details of how an organisation's overall objectives are to be achieved.
- ***"White-water rapids" metaphor*** is a description of the organisation as a small raft navigating a raging river.

## Unit Questions

1. Explain how managers can serve as agents of change.
2. Contrast the *calm waters* and *white-water rapids* metaphors for change.
3. State the most popular planning classification.
4. State when directional plans are preferred over specific plans.
5. Identify the four decision-making styles.
6. Describe the advantages and disadvantages of group decisions.
7. Does your country score low or high on power distance? Defend your position.

## Multi-choice questions

**Use these questions to check your understanding of the chapter. For each question there is only one right answer, either (a) (b) or (c).**

1. *If managers performed their jobs in organisations that never faced changes, there would be:*
   (a) Great need for planning, and decision-making would be simplified.
   (b) Little need for planning, and decision-making would be more complex.
   (c) Little need for planning, and decision-making would be simplified.

2. *The "calm waters" metaphor envisions organisations as:*
   (a) Stable and predictable, disturbed only by occasional crisis.
   (b) Unstable and predictable, disturbed only by occasional crisis.
   (c) Stable and unpredictable, disturbed only by occasional crisis.

3. *The most popular planning classifications are those referring to plans in terms of their:*
   (a) Strategic and tactical breadth, long-term and short-term breadth.
   (b) Breadth, time frame, specificity, and frequency of use.
   (c) Long-term and short-term plans, specificity and frequency of use.

4. *The decision-making process is:*
   (a) A simple act of choosing among alternatives.
   (b) A process concerned with the identification of a problem and choosing among alternatives.
   (c) A process of eight steps beginning with the identification of a problem, moving through selecting an alternative that can alleviate a problem, and concluding with evaluating the decision's effectiveness.

5. *Group decisions offer certain advantages, such as:*
   (a) More complete information, more alternatives, increased acceptance of a solution, and greater legitimacy.
   (b) More incomplete information, fewer alternatives, decreased acceptance of a solution, and greater legitimacy.
   (c) More complete information, more alternatives, increased waste of time, and pressures to conform.

## Vocabulary and grammar outcomes

**1. <u>DEFINING AND REPHRASING THE TERM</u>**

**(a) <u>Match the terms on the left-hand side with the definitions on the right-hand side.</u>**

| | |
|---|---|
| (a) Strategic plans | (1) It undermines critical thinking and harms the final decision. |
| (b) Task Force | (2) A system in which specific performance objectives are jointly determined by employees and their bosses. |
| (c) Groupthink | (3) Long-term plans that encompass broad issues and include the formulation of objectives. |
| (d) Management by Objectives | (4) A person who initiates and assumes the responsibility for managing the change process. |
| (e) Change Agent | (5) A group, usually of experts, formed for analysing, investigating, or solving a specific problem. |

**(b) Replace the expressions in boldface with expressions from the text which have the same meaning.**

1. If managers **carried out** their **activities** in organisations that never **encountered** changes, decision-making would be **easy**.
2. The "calm water" metaphor **envisages** organisations as **resistant to change** and **unchangeable**, disturbed only by **sporadic** crisis.
3. While directional plans set out **the essential features**, specific plans clearly define objectives and leave no room for **wrong representation**.
4. Group decisions have their **strengths** and **disadvantages**.
5. Group decisions **take up much time** and **blur** responsibility.

**(c) Match the expressions on the left-hand side with the expressions on the right-hand side:**

| | |
|---|---|
| (a) To face | (1) Owing to |
| (b) Ongoing | (2) Everyday, ordinary or usual |
| (c) Return | (3) Disadvantage |
| (d) Due to | (4) The amount of profit that you get from something |
| (e) Drawback | (5) To encounter, or to confront |
| (f) Day-to-day | (6) Continuous or continuing |

**(d) Fill in the missing words by choosing from the below given box.**

| |
|---|
| ***change process uncertainty management by objectives change certainty planning groupthink change agent plan decision-making process*** |

1. When decision makers have neither full knowledge of the problem nor a reasonable probability of what may happen, they must make their decisions under a condition of .....
2. ..... refers to the pressure to conform in groups or the withholding by group members of different views to appear to be in agreement.

3. Organisations today operate in a world of dynamic ..... and need a ..... to initiate a ..... and take the responsibility for managing the .....

4. Due to ever-present technological, social, political, economic and legal changes, contemporary managers must ..... effectively.

5. The ..... is a set of eight steps beginning with identifying a problem, moving through selecting an alternative that can alleviate a problem, and concluding with evaluating the decision's effectiveness.

6. In decision-making process ..... implies that a manager can make an accurate decision because the outcome of every alternative is well-known.

7. ..... is a system in which specific performance objectives are jointly determined by subordinates and their supervisors.

8. ..... is the process of determining objectives and assessing the way those objectives can be best achieved.

## 2. WORD STUDY: WORDS SIMILAR IN SOUND

- Although similar in sound **affect** and **effect** differ in their meaning.

  **Affect** means to have influence on or effect a change

  *E.g.* His forced jokes **affect** me unfavourably.

  **Effect** means something caused or produced; a result

  *E.g.* His humour has a bad **effect**.

- Exactly the same appears in other groups of words. Here are given some of them.

| | | |
|---|---|---|
| 1. | **accept** | I should like to **accept** your invitation. |
| | **except** | He took everything **except** the books. |
| 2. | **all ready** | They were **all ready** to go home. |
| | **already** | They had **already** left when we came. |
| 3. | **all together** | Now that we are **all together**, let us talk it over. |
| | **altogether** | They were not **altogether** pleased with the negotiations. |
| 4. | **canvas** | The gallery has a **canvas** by Paul Cézanne. |
| | **canvass** | The salesman wanted to **canvass** every person in his neighbourhood. |

| | | |
|---|---|---|
| 5. | **capital** | Paris is the **capital** of France. or The government is eager to attract foreign **capital**. |
| | **Capitol** | Workmen are painting the dome of the **Capitol**. |
| 6. | **cite** | He **cited** two good examples. |
| | **site** | He managed to get himself a job on a building **site**. |
| | **sight** | She has a good **sight** for someone of her age. or He faints at the **sight** of blood. |
| 7. | **complement** | This wine would be a nice **complement** to grilled dishes. |
| | **compliment** | It is easier to pay a **compliment** than a bill. |
| 8. | **desert** | This area of the country is mostly **desert**. |
| | **dessert** | We had ice-cream for **dessert**. |
| 9. | **dining** | We had lunch in our **dining** room. |
| | **dinning** | Stop **dinning** that song into my ears. |
| 10. | **formerly** | He was **formerly** a student at Oxford. |
| | **formally** | You must address the ambassador **formally** and respectfully. |
| 11. | **its** | Your plan has much in **its** favour. (possessive of *it*) |
| | **it's** | **It's** too late for apologies. (contraction of *it is*) |
| 12. | **later** | He came **later** than he thought. |
| | **latter** | Of the two books, I prefer the **latter**. |
| 13. | **lose** | They played so badly they deserved to **lose**. |
| | **loose** | The dog is **loose** again. |
| 14. | **personal** | I don't let anyone read my **personal** letters. |
| | **personnel** | All **personnel** must attend the meeting. |

**In the space before each sentence copy the italicised word that is correctly used in the sentence. The first one has been done for you.**

1. *it's* Try the door to see if *its/it's* unlocked.
2. ..... You have *all already/already* drunk too much coffee.
3. ..... The man was *formerly/formally* a lawyer.
4. ..... Overeating had no *affect/effect* on his health.
5. ..... She is responsible for recruiting *personal/personnel*.
6. ..... We could *site/cite/sight* many other famous authors.

7. ..... A *complement*/*compliment* is often only a polite lie.

8. ..... I sometimes *lose/loose* my car keys.

9. ..... The workmen finished painting the *dining/dinning* room.

10. ..... The tent is made of heavy *canvass*/*canvas*.

11. ..... My friend provided the *capitol/capital* for the venture.

## 3. ARTICLES: THE DEFINITE ARTICLE

- The definite article is **not** used:

(i) Before countries, towns and proper names.

*E.g.* She was born in *Germany* and her sister in *Sweden*.

*E.*g. Nowhere is one more alone than in big cities such as *New York*, *Paris* and *London*, and yet surrounded by crowds.

*E.*g. *Mr. Brown*, who works in the accounting department, advised me to see *Mr. Jones*.

Note the exceptions:

*E.g.* She was born in **the** Sudan, met her future husband in **the** Congo, and finally settled in **the** Netherlands. She has but one wish – to visit **the** Vatican.

*E.g.* The International Court of Justice sits in **the** Hague.

*E.g.* I don't want to see **the** Mr. Brown who works in the accounting department; I want to see **the** Mr. Brown who works in the sales department.

(ii) Before names of meals.

*E.g.* Life is unliveable to English people unless they have *pudding*.

*E.*g. After **dinner** rest a while, after **supper** walk a mile.

(iii) Before abstract nouns except when they are used in particular sense.

*E.g.* **Success** is somebody else's failure. *but*
**The success** of the firm is due to good management.

(iv) Before **home**. When **home** is used alone, **the** is omitted. But when it is preceded or followed by a descriptive word or phrase it is treated as any other noun as regards articles or prepositions.

*E.g.* I went **home**. She arrived **home** in the morning. They left **home**. I'll be **at home**.

*E.g.* We left **the bridegroom's home** in the evening.

(v) Before **bed**, **sea, work**,

*E.g.* He **goes to bed** early. I always read **in bed**. *but* I put my suitcase on **the bed**.

*E.g.* Thousands of fishermen were lost **at sea**. *but* My aunt lives near **the sea**.

*E.g.* I usually start **work** in the evening. I go to **work** every day.

(vi) Before **school**, **university**, **hospital**, **church**, **prison**, we omit **the** when we are thinking of the general idea of these places and what they are used for. However, we use **the** when we are thinking of a specific place.

*E.g.* My son goes **to school** every day. *but*
I went to **the school** to meet my son's teachers.

*E.g.* Why aren't you **at university** today? *but*
I can't find my way to **the university**.

*E.g.* The injured were taken **to hospital**. *but*
I went to **the hospital** to visit the injured.

*E.g.* They go **to church** every day. *but*
Where is **the church** that is being repaired?

*E.g.* Tom is **in prison** for burglary. *but*
His brother went to **the prison** to visit him.

**(a) <u>Fill in the blank with the appropriate article or leave it blank to indicate that no article is necessary</u>.**

1. ..... Smiths go to ..... church every Sunday.
2. ..... milk comes from ..... cow.
3. ..... lunch we had yesterday was superb.
4. ..... student at ..... back of ..... class is reading ..... newspaper.
5. ..... courage and ..... honesty often go together.
6. ..... Scots have ..... porridge for ..... breakfast.
7. My brother has just had ..... operation. He is still in ..... hospital.
8. I prefer watching ..... television to listening to ..... radio.
9. ..... chair is made of ..... wood.
10. I went to ..... church to see ..... carvings.
11. After looking for ..... job for months, she finally got ..... job she applied for.
12. Human beings have clearly changed ..... environment.
13. When .....Venus is favourably situated, it is ..... third brightest object in ..... sky.

**(b) <u>Fill in the blank with the indefinite or definite article or leave it blank to indicate that no article is necessary</u>.**

*Changing Mitsubishi*

Mitsubishi Motor's Corporation president, Katsuhiko Kawasoe, was ..... bearer of bad news. In ..... fiscal year 1997, his company had lost more than $800 million. Mitsubishi, ..... fourth largest automaker in ..... Japan, was suffering from weak truck and bus markets at home. Additionally, ..... company had been slow to take on Toyota and Honda in ..... hot minivan and sport-utility sectors.

Closer analysis suggests that Kawasoe's problems involve ..... lot more than its product line. ..... major problem lies in ..... roots of ..... larger system of which it is ..... part. Mitsubishi Corporation, ..... super-conglomerate, owns Mitsubishi Motors, ..... Bank of Tokyo, ..... world's largest bank), Mitsubishi Heavy Industries, and dozens of other businesses. ..... group's annual revenues of $370 billion equaled to 10% of Japan's GDP.

Much of ..... Mitsubishi empire is isolated in many ways from ..... real world of competition. Mitsubishi companies do things ..... way they have been doing them for more than ..... century. Executives, for ..... most part, pay little attention to ..... market, and ..... organisation's culture focuses on ..... past. For example, when a reporter asked ..... senior Mitsubishi executive why his company didn't follow such U.S. management practices as downsizing, ..... executive sternly replied: "Employment is more important than profits… If foreign investors don't see merit on our stock they can sell it." Mitsubishi executives believe that it would be un-Japanese to fire anyone or close down plants. And these same executives seem to lack incentives to respond to ..... sort of market pressures that might make their counterparts in North America or Europe change.

## 4. <u>WORD FORMATION: SUFFIXES</u>

- Little need be said about suffixes. Few, if any, are unaware of the meanings of the common suffixes. Perhaps, however, you have not been aware of how much we rely on suffixes to make thousands of words.
- As you already know, the classes of words that give meaning to sentences are the "naming" words (nouns and certain kinds of pronouns). Therefore, a **noun** names something, such as a person, a place, a thing, a quality, or an idea. Hundreds of nouns have distinctive endings,

suffixes that have been added to roots or to other words to form nouns. Here are some common ones that help us to recognise nouns: **-age** – post**age**; **-ance, -ence** (perform**ance**, differ**ence**); **-dom** (free**dom**); **-hood** (woman**hood**); **-ion** (exhaust**ion**); **-ism** (hero**ism**); **-ment** (achieve**ment**); **-ness** (good**ness**); **-or, -er** (debt**or**, advis**er**); **-ure** (pleas**ure**), etc.

- On the other hand, the "describing" words include adjectives and adverbs. An **adjective** is a word that describes or limits a noun or pronoun. There are several suffixes which, when added to other words or roots, form adjectives: **-able, -ible** (bear**able**, flex**ible**); **-al** (margin**al**); **-ant, -en** (wool**en**, gold**en**); **-ent** (observ**ant**, depend**ent**); **-ar** (muscul**ar**); **-ary** (element**ary**); **-ful** (doubt**ful**); **-ic, -ical** (histor**ic**, histor**ical**); **-ish** (fool**ish**); **-ive** (mass**ive**); **-less** (aim**less**); **-ous** (fam**ous**); **-y** (nois**y**), etc.
- Another "describing" word is the **adverb,** a word that modifies anything except a noun or pronoun. Most adverbs of manner and some adverbs of degree are formed by adding **–ly** to the corresponding adjective: nice**ly**, beautiful**ly**, dreadful**ly**, menacing**ly**, etc.
- A **verb** is word that expresses action, existence, occurrence, etc., by combining with a subject to make a statement, ask a question, or give a command. As you are already familiar with inflected forms of the verb and the common auxiliaries used in verb phrases, let's see what happens when suffix **–en** combines with nouns and adjectives that refer to or describe a quality or state in order to form verbs. Thus formed verbs describe the process of causing something to be in a particular state or to have a particular quality. For example, if a fire **blackens** a wall, the flames make the wall turn black, or if a river **deepens**, it becomes deeper than it was before.

**(a) <u>Complete the following list by adding the appropriate suffix. (Use the dictionary to complete the list successfully.) The first one has been done for you.</u>**

| VERB | NOUN | ADJECTIVE | ADVERB |
|---|---|---|---|
| **to assume** | *assumer* | *assumable* | *assumably* |
| | *assumption* | *assumed* | *assumedly* |
| | | *assuming* | *assumingly* |
| **to operate** | ..... | ..... | ..... |
| | ..... | ..... | ..... |
| | ..... | ..... | ..... |
| | ..... | ..... | ..... |
| | ..... | ..... | |
| | | ..... | |

| | | | |
|---|---|---|---|
| **to predict** | ..... | ..... | ..... |
| | ..... | ..... | ..... |
| | ..... | ..... | ..... |
| | | ..... | ..... |
| **to evaluate** | ..... | ..... | ..... |
| | ..... | ..... | |
| | | ..... | |
| **to force** | ..... | ..... | ..... |
| | ..... | ..... | ..... |
| | | ..... | ..... |
| | | ..... | ..... |
| | | ..... | ..... |
| **to decide** | ..... | ..... | ..... |
| | ..... | ..... | ..... |
| | ..... | ..... | ..... |
| | | ..... | |

**(b) <u>Here are 8 words with identifying part-of-speech label. In the spaces at the right you are to write related words of the part of speech indicated. (Do not use adjectives ending in *-ing* or *-ed*.) The first one has been done for you.</u>**

| | | |
|---|---|---|
| 1. **wide** (*adj.*) | *width* (*n.*) | *widen* (*v.*) |
| 2. **hasten** (*v.*) | ..... (*n.*) | ..... (*adv.*) |
| 3. **clearly** (*adv.*) | ..... (*n.*) | ..... (*v.*) |
| 4. **openness** (*n.*) | ..... (*v.*) | ..... (*adv.*) |
| 5. **pleasant** (*adj.*) | ..... (*n.*) | ..... (*v.*) |
| 6. **abound** (*v.*) | ..... (*n.*) | ..... (*adj.*) |
| 7. **short** (*adj.*) | ..... (*v.*) | ..... (*adv.*) |
| 8. **insistence** (*n.*) | ..... (*v.*) | ..... (*adj.*) |

## 5. INTERROGATIVES: WHAT AND WHICH

- **What** is used:
  (i) When the question asks for **a selection from an indefinite unknown number**.
  *E.g.* What reasons did she give for her absenteeism?
  *E.g.* What computer programmes do you know?
  (ii) When **no selection is possible because the answer must be specific**.
  *E.g.* What is your telephone number?
  *E.g.* What is the Italian word for "lunch"?
  *E.g.* What time does your plane leave?

- **Which** is used:
  (i) When the question asks for **a selection from a limited number**.
  *E.g.* Which word is in the wrong place in this sentence?
  *E.g.* Which bus are you taking, the 10.30 or the 12.30?
  *E.g.* Which of these writings is yours?
- However, if there is a wider choice, either **what** or **which** may be used, depending upon whether the speaker is thinking of all the possibilities or of only a limited number of them.
  *E.g.* **What** train shall we go by? (A speaker has in mind *an indefinite* number of possible trains.)
  *E.g.* **Which** train shall we go by? (A speaker has in mind *a limited* number of possible trains, perhaps the fastest.)

**Fill in *what* or *which*. The first one has been done for you.**

1. ***What*** subjects is he studying?
2. ..... Australian towns have you visited?
3. ..... classes did you enjoy most?
4. ..... would you like to eat?
5. ..... books do you enjoy reading most?
6. ..... is the name of that hotel you told me about?
7. ..... restaurant shall we go to?
8. ..... direction do we take once we reach the top of the hill?

## 6. CONDITIONAL SENTENCES

Conditional sentences have two parts: the **if-**clause and the main clause. There are three types of conditional sentences, each of which contains a different pair of tenses.

**(i)** **Probable condition** – the verb in the **if**-clause is in the *simple present tense* and the verb in the main clause is in the *simple future tense*.

*E.g.* If the CEO **approves** the plan, the company **will undergo** serious restructuring.
*Simple Present Tense* *Simple Future Tense*

The conditional clause in the above sentence represents an open condition, and implies that it is quite probable that the action in the **if**-clause will be performed. We make such statements when the action or event mentioned is being actively considered or appears likely to happen.

**(ii)** **Improbable condition** – the verb in the **if**-clause is in the *simple past tense* and the verb in the main clause is in the *present conditional tense*.

*E.g.* If the manager **explained** his decision, the employees **would support** him.
*Simple Past Tense* *Present Conditional Tense*

This type, like the first, refers to the present or future, and the past tense in its **if-clause** is not a true past tense but a subjunctive, which indicates improbability or unreality.

**(a)** This conditional sentence represents what is *possible*.

*E.g.* If she **sold** at a higher price, she **would realise** the profit.

**(b)** This conditional sentence represents something *hypothetical* or *imaginary*.

*E.g.* If he **had** more information, he **would make** a better decision.

**(c)** This conditional sentence represents something *contrary to the present fact*.

*E.g.* They **would help** if they **knew** how.

All the three sentences are grammatically identical; but contextually they are rather different. They represent three points on a scale of decreasing probability.

If we wish to express *possibility*, we can use **might** instead of **should/would**, and if we want to express *permission* or *ability*, we use **could**.

*E.g.* The company **might add** 500 jobs if the board of directors **approved** the plan.

*E.g.* If I only **knew**, I **could tell** you where to go.

**(iii)** **Impossible condition** – the verb in the **if**-clause is in the *past perfect tense* and the verb in the main clause is in the *perfect conditional tense*.

*E.g.* If he **had performed** his part of the contract, I **would have paid off** his debt.
*Past Perfect Tense* *Perfect Conditional Tense*

Here we know that that the *condition cannot be fulfilled* because the sentence refers only to past events, i.e. this sentence is completely *hypothetical*. The past perfect tense is used to indicate unreality – he didn't perform, so I didn't pay off.

We can also use **might** or **could** + **perfect infinitive** instead of **should/would** in the main clause. This modifies the meaning of the conditional sentence.

*E.g.* If someone **had been** with him, he **might not have been drowned**.

**(a) Put the verbs in brackets into the correct tense to complete the following conditional sentences. The first one has been done for you.**

1. He will arrive in time if he *catches* (CATCH) the 8 o'clock train.
2. If we stayed at a hotel, it ..... (COST) too much.
3. My boss ..... (FIRE) me if I am late for the meeting.
4. If he had known you were in hospital, he ..... (VISIT) you.
5. If I ..... (HAVE) money, I would travel round the world.
6. If Mary ..... (BE) more careful, the accident would not have happened.
7. If you come to Belgrade, I ..... (MEET) you at the station.
8. If she had not been abroad last winter, she ..... (GET) the job.

**(b) Read the situations and complete the conditional sentences. The first one has been done for you.**

1. We have to meet deadlines. If we all *pull together* (PULL TOGETHER), we *will finish* (FINISH) on time.
2. However minor changes had been introduced, the employees resisted them. If the change agent ..... (EXPLAIN) them to the employees, they ..... (NOT/REBEL).
3. If managers ..... (PERFORM) their jobs in organisations that never faced changes, there ..... (BE) little need for planning, and decision-making ..... (BE) simplified.
4. He is a natural-born manager. If he ..... (MANAGE) to achieve his goals through other people and by other people, he ..... (BE) a number one in management.

5. The company went into bankruptcy last year. If it ..... (INTRODUCE) the management by objectives process, it ..... (PULL THROUGH).

6. The company was faced with new production decreases and grievances, absenteeism, and job turnover increases. If the change manager ..... (LIST) the alternatives that ..... (SOLVE) the problems, the company ..... (DO) better.

**(c) <u>For each situation, write a sentence beginning with *If.* The first one has been done for you.</u>**

1. I wasn't thirsty, so I didn't drink anything.

   *If I had been thirsty, I would have drunk something.*

2. They don't visit their mother very often because she lives so far away.

   .....

3. The road accident happened because the driver fell asleep.

   .....

4. Tom got to the airport just in time to catch the plane.

   .....

5. I don't want his advice, and that's why I am not going to ask for it.

   .....

6. He was able to finish his work because the bank granted him a loan.

   .....

## 7. THE TENSES

**Fill in the blank spaces in the text with correct verb forms.**

*The aftermath of organisational change: Stress*

For many employees change ..... (CREATE) stress, which ..... (CAN CAUSE) by a number of stressors. A dynamic and uncertain environment that ..... (CHARACTERISE) by restructuring, downsizing, empowerment, and the like ..... (CAUSE) a large number of employees to feel overworked and ..... (STRESS OUT). What we ..... (MEAN) under the term stress? It is a force or influence a person ..... (FEEL) when she or he ..... (FACE) opportunities, constraints, or demands that he or she ..... (PERCEIVE) as to be both uncertain and important. Constraints and demands ..... (CAN LEAD) to potential stress. When they ..... (COUPLE WITH) uncertainty about and importance of the outcome, potential stress ..... (BECOME) actual stress. In Japan, worker stress ..... (IDENTIFY) in 70% of the workers. In fact, there ..... (BE) a Japanese term *karoshi*, which means sudden death from overworking, for employees who die after ..... (WORK) more than 3,000 hours the previous year. Over 2,300 individuals who ..... (DIE) each year ..... (HAVE) *karoshi* listed as their cause of death. Employees in Germany and Britain, too, ..... (SUFFER) the ill effects of stress – costing their organisations $65 billion and 11.4 billion, respectively.

## Review and discussion questions

It has been said that most people hate any change that does not jingle in their pockets. Why do people resist change? Why is an individual likely to resist change?

After reading the text, referring to one of the most famous studies on organisational change that took place in the late 1940s at a Harwood Manufacturing Company plant, try to answer the below given questions.

1. Harwood Manufacturing Company plant, where pajamas were made, employed about 500 people and had a long history of disruptions every time changes were made in the way work progressed. Although the changes were typically minor – for example, workers who had formerly folded the tops that went with prefolded bottoms would be required to fold the bottoms as well – the employees resisted. They would complain bitterly and refuse to make changes. Production decreased and grievances, absenteeism, and job turnover increased.
2. Harwood's management usually made these changes autocratically. Management would make the decisions and then announce the changes to employees at a group meeting. The changes would be implemented immediately. Then, as mentioned, the employees rebelled.
3. So Harwood's executives brought in a consultant as a change agent to help with their problem. As an experiment, the consultant arranged for the next change to be conducted in three groups, using three different methods. In the control group, the change was initiated in the usual manner – autocratically. The second group involved employee participation through selected representatives. These representatives, together with management, worked out the details of the change, then tried new methods and trained others in the new procedures. In the third group, all employees shared in the designing of the new methods with management.
4. The change agent gathered data over a 40-day period. What he found, strongly supported the value of participation. In the control group, resistance occurred as before: 17% of employees quit during the 40-day period, and grievances and absenteeism increased. However, in the representative and full-participation groups, there were no resignations, only one grievance, and no absenteeism. In the control group, output dropped from 60 units per hour to 48. The participation group generated 68 units per hour, and the full-participation group averaged 73 units per hour.

## Questions

1. Why is an individual likely to resist change? Explain.
2. Give your opinion on the following statement: "The more people have invested in the current system, the more they resist change." Defend your position.
3. What is necessary for a permanent change to occur without extensive resistance? Explain.
4. What are some techniques for reducing resistance to organisational change?

# CAREER MODULE

## CAREER: A PROFESSION, ADVANCEMENT, OR A LIFETIME SEQUENCE OF JOBS

The term career has a number of meanings. In popular usage, it can mean *advancement* ("his career is progressing nicely"), a *profession* ("she has chosen a career in management"), or a *lifetime sequence of jobs* ("my career has included 16 jobs in 7 organisations). For our purposes we shall choose the third.

In contrast to career development programmes twenty years ago designed to assist employees in advancing their work lives and used as a way for the organisation to attain and retain highly talented personnel, today downsizing, restructuring, re-engineering and alike have reshaped the organisation's role. Today, the individual – not the organisation – is responsible for his or her own career. Millions of employees have learned it the hard way. You, therefore, must be prepared to take responsibility for managing your career.

## MAKING A CAREER DECISION

The best career is whatever offers the best match between what you want out of life and what you need. A good match, then, is one in which you are able to develop a positive self-concept, to do work that you think is important, and to lead the kind of life you desire. Creating that balance is referred to as career planning. It assists you in becoming more knowledgeable of your needs, values, and personal goals. This knowledge can be achieved through a three-step self-assessment process.

First of all, you should identify and organise your skills, interests, work-related needs, and values. The best way to begin is by drawing up a profile of your educational record. List each school from high school on. What courses do you remember liking most and least? In what courses did you score highest and lowest? In what extracurricular activities did you participate? Are there any specific skills that you acquired? Are there other skills that you have gained proficiency? Then, begin to assess your occupational experience. List each job you have held, the organisation you worked for, your overall level of satisfaction, what you liked most and least about the job, and why you left. It is important to be honest in covering each of these points.

Next, convert this information into general career fields and specific job goals. What fields are available? In business? In government? In non-profit organisations? Your answer can be broken down further into areas such as education, financial, auditing, manufacturing, social services or health services. When you are able to identify a limited set of occupations that interest you, you can start to align

them with your abilities and skills. Will certain jobs require you to move? Do you have the educational requirements necessary for the job? If not, what additional schooling would be needed? Does the job offer the status and earning potential that you aspire to? What is the long-term outlook for jobs in this field? Because no job is without its drawbacks, have you seriously considered all the negative aspects? When you have fully answered questions such as these, you should have a relatively short list of specific job goals.

Lastly, test your career possibilities against the realities of the organisation or the job market by talking with knowledgeable people in the fields, organisations, or jobs you desire. These informational interviews should provide reliable feedback as to the accuracy of your self-assessment and the opportunities available in the fields and jobs that interest you.

## GETTING INTO THE ORGANISATION

One of the most stressful situations you will face is the job application process because there are no specific guidelines to success. However, several tips may increase your chances of finding employment. You should view getting a job as your job at the moment.

Competition for most jobs today is fierce. You can't wait until the last minute to enter the job market. You must start well in advance of when you start to work.

Seniors in college who plan to graduate in June, for instance, should start a job search around the previous September for two reasons: first, it shows that you are taking an interest in your career; and second, starting in the fall coincides with many companies' recruiting cycles.

## ADVERTISMENTS OR ANNOUNCEMENTS

If you see an advertisement and think there is a potential match between what you can offer and what the organisation wants, you need to throw your hat into the hiring ring.

Advertisements for employment appear in all media, including radio, television and the Internet. However, newspapers and magazines are usually the main source for vacancies. Most advertisements use abbreviated forms to announce conditions of employment, especially in "small ad" section for appointments. For example: *Wntd sec. full-time fr smll mnfg co. Gd slry. 5-day week, hrs 9-5 usl bnfts.* (Wanted, secretary for full-time employment for small manufacturing company. Good salary, five days a week, hours of work 09.00 to 17.00, and the usual benefits in terms of conditions and holidays.)

Other abbreviations that might appear include *clk* (clerk), *accnts* (accounts), *mngr* (manager), *asst* (assistant), *vacs* (vacations), etc.

## TWO DOCUMENTS MOST EMPLOYERS ASK FOR WHEN YOU APPLY FOR A JOB: CV OR RÉSUMÉ AND COVERING LETTER OR COVER LETTER

When you apply for a job, most employers ask for two important documents, a CV or a résumé, and a covering letter or a cover letter.

All job applicants need to circulate information that reflects positively on their strengths. That information should be sent to prospective employers in a format that is understandable and consistent with the organisation's hiring practices. In most instances it is done through the CV or résumé. (CV stands for the Latin words *curriculum vitae*, which mean a short written document that lists your education and previous jobs. (American equivalent is résumé.)

To accompany your CV, you need a covering letter or cover letter (American equivalent), which should tell the recruiter why you should be considered for the job. A covering letter sent with a CV is known as a letter of application.

Your letter of application is also a sales letter. The product it is selling is your CV. And your CV's job is very simple: to get you a job interview.

## HOW DO I PREPARE MY CV OR RÉSUMÉ?

No matter who you are or where you are in your career, you need a current CV or résumé, which is typically the only information source that a recruiter will use in determining whether to grant you an interview. When creating a CV, typical job description phraseology should be used because many companies today are using computer scanners to scan each CV for specific elements. Here are given the typical headings of information usually included within the framework of *European Curriculum Format/Europass Curriculum Vitae*.

**Personal information.** Write down your name, address, telephone, fax, e-mail and telephone number (and sometimes nationality, age/date of birth and marital status).

**Objective.** It is a headline that summarises the job opportunity you are seeking.

**Work experience.** State your previous employment in reverse chronological order – with most detail for your present or most recent job.

**Education and training.** Give details of secondary and university education in reverse chronological order – including the establishments and qualifications.

**Personal interests.** Demonstrate that you are a balanced, responsible member of a society with an interesting life outside work, inclusive of skills acquired in the course of life but not necessarily covered by formal certificates and diplomas (for example, reading, writing and verbal skills in other languages.)

**Social skills and competences.** Give a description of living and working with other people, in multicultural environments, in positions where communication is important and situations where teamwork is essential (for example, culture and sports).

**Organisational skills and competences.** State facts relevant to co-ordination and administration of people, projects and budgets; at work, in voluntary work (for example, culture and sports).

**Technical skills and competences.** Identify your skills regarding computers, specific kinds of equipment, machinery.

**Artistic skills and competences.** List your music, writing, design and other skills.

**Other skills and competences**. State skills and competences not mentioned above.

**Driving licence(s)**

**Additional information.** Give any other information that may be relevant, for example, contact persons, references, etc.

**Annexes.** List any enclosed annexes.

Therefore, a CV must be a sales tool giving key information that supports your candidacy, highlights your strengths, and differentiate you from other job applicants. An example of the type of information that should be included is shown in a *Sample CV*. Also, notice that voluntary experience is noted on the CV.

## HOW DO I PREPARE MY COVERING OR COVER LETTER?

However, when you send your CV to apply for a position, you should also include a short letter, i.e. a covering letter. You need to describe why you are a good candidate and how your greatest strengths can be useful to the company. You should also explain why the organisation getting your CV is of interest to you. An example of the type of information that should be included is shown in *A Sample Covering letter*. Covering letters should be carefully tailored to each organisation. Here is the typical format for your covering letter.

**Your address.** Put your address (telephone number, fax, e-mail) on the right-hand side.

**Date.** Write the date beneath your own address.

**Addressee.** Put the name of the person to whom you are writing, his/her job title, the company name and address on the left-hand side. This should be the same as on the envelope.

**Opening Salutation.** Remember that a letter in English always begins "Dear …" even if you do not know the person.

Moreover, note that covering letters should be addressed to a real person and not "To Whom It May Concern". Otherwise, the recruiter will assume that you are on a fishing expedition in hope of generating some positive response. This technique seldom works in job hunting. You may not always know the name and title, but with some work you can get it. You can telephone the company and ask for it, or go to the reference section in a library, or try to find it on the Internet. If everything else fails, send your covering letter and CV to one of the officers, preferably the officer in charge of employment or administration, or even to the president of the organisation.

**Body of the letter.** The letter itself consists of 3 to 6 paragraphs. In other words, it should include ***opening*** (*reference* and *information*); ***summary of details***; ***explanation of previous experience***; ***reasons you are applying***; and ***close***.

• **Opening.** If replying to an advertisement, it is better to simply state what you are doing, and remember to give a date of reference.

*(i) Reference.* You may say: *In reply to your advertisement in this month's edition of Economist, I should be grateful if you would consider my application for the post of Bank Trainee.*

If someone associated with the company suggested you write to them, you can say: *I was recommended by ..... who is currently working in/who has had a long association with your firm/who is one of your suppliers/customers, to write to you concerning a possible post in your /the ..... department.*

*(ii) Information.* Your CV should be mentioned in the second paragraph to a letter answering an advertisement. E.g. *I am enclosing my CV for the position of Bank Trainee* or *The enclosed CV is for the above post*, etc.

• **Summary of details.** You may begin your third paragraph as follows: You will see that I graduated from (name of university) in (date) where I acquired (degree; diploma; certificate).

If you have had a job or more than one job, you could explain why you left each position. This is often left for an interview. But you should never use explanations such as leaving for more money, better fringe benefits, etc. Also, you should not state that you were bored with the work you were doing. After all, you accepted the job. Explanations for leaving a company could include the following: *I left (name of firm) in (date) as (new employer) offered me a chance to use my skills (skills of specialised knowledge, e.g. languages, knowledge of computers, etc.)* or *I joined (name of company) in (date) as they offered an opportunity for advancement, being a much larger concern.*

• **Explanation of previous experience.** Most application letters give limited space to expand on previous duties in a company; what you did; how many people were involved, what your detailed responsibilities were, etc. Without elaborating too much or boasting, you should stress your responsibilities and authority in

the company(ies), projects you undertook, changes you effected, or schemes you introduced. E.g. During my time at (name of firm) I worked on several (description) schemes which were very successful as they meant (description) … or While I was at (name of company) I took responsibility for (title) and this meant (description); within (period of time) the firm/department was able to (description of improvements) …

• **Reasons you are applying.** All companies will want to know why you are applying for a particular position. This not only means explaining why you want the job, but also why you think your particular skills and experience would be valuable to the firm. E.g. I am particularly interested in the position you offer as I know my academic background, enthusiasm to learn, diligence and particular skills (list them) would be valuable in this area of (banking, accountancy, insurance, etc.), or I am sure I would be successful in this post as I have now gained the experience and skills that are required.

• **Close.** At the end of the body letter, look forward to the interview and offer to supply more information if necessary. E.g. I am looking forward to hearing from you. However, if there is any further information you require in the meantime, please contact me, or Please let me know if there are any other details you need. Meanwhile, I look forward to hearing from you, etc.

**Closing Salutation.** Remember that a *closing letter* in English ends "Yours sincerely".

**Your signature.** Do not forget to sign the letter!

**Your name.** Always type your name. E.g. *John Smith/Petar Petrovic*.

**Your title.** Write down your title (for example, B.S.Ec. - Bachelor of Science in Economics).

**Enclosures.** Indicate that one or more documents are enclosed by writing "Encls: 2" for two documents, for example.

## FORMAT

**Word-processed or hand-written?** Should your CV and the accompanying covering letter be word-processed or hand-written? In the English-speaking world, an employer would usually prefer to receive a CV and a covering letter that are word-processed for several reasons. Firstly, a hand-written CV and covering letter could be considered unprofessional. Next, many recruitment agencies and some employers like to electronically scan CVs. Lastly, it will be much easier for you to update and modify your CV to target it to a specific employer.

**How many pages?** It is usually best to limit your CV to a maximum of 1 to 2 pages, especially if you have no work experience. If you put more than this, the

employer has too much to read. In addition, if you put everything in your CV, you will have nothing new to say at the interview.

**What quality paper?** Remember that several people may read and handle your CV and covering letter. These will also be important documents during your interview. Choose a good quality, fairly heavy paper so that it will remain in good condition at all times.

**What sort of typeface?** The font should be easy to read (Times New Roman/ Ariel), the style must not be hard on the eyes (avoid script or italic font) so as to make the recruiter's job easier. Do not use all capitals! Capitals are very difficult to read and may be considered impolite in the English-speaking world. Also, your CV must be printed on a quality printer.

**Proofreading.** Irrespective of whether it is a paper copy or an electronic version, your CV and covering letter need proofreading, for errors can be deadly. Also, remember to proofread on the hard copy, not on the computer.

**Signing.** If you are using a paper version, sign each covering letter individually.

## INTERVIEW

Once you have made it through the initial screening process, you are likely to be called for an interview. Interviews play a critical role in determining whether you will get the job. Few individuals, if any, get a job without an interview. No matter how qualified you are for a position, if you perform poorly in the interview, you are not likely to be hired.

The reason interviews are so popular is that they help the interviewer determine if you are a good fit for the organisation in your level of motivation and interpersonal skills or not. Popularity aside, however, how interviews are conducted can be problematic. Although interviewer's mistakes or bias should not be part of your interview, it is important for you to know that they exist and that they can be overcome through a technique called impression management that attempts to project the sort of image that will result in a favourable outcome. For example, suppose that you find out in the early moments of the interview that your interviewer values workers who are capable of balancing work and personal responsibilities. Stating that you like to work but also reserve time to spend with your family and friends may create a positive impression. Also, you need to understand that interviewers have generally short and inaccurate memories. Research has shown that most only remember about half of what you say. Although taking notes can help them remember more, what they remember most will be the impression you make – both favourable and unfavourable.

## ARE THERE WAYS TO EXCEL AT AN INTERVIEW?

To increase your chances in excelling in your interview, first do some homework. Here are given some tips on how to excel at an interview.

**Learn all you can about an organisation or company.** Try to find out as much as you can so that your questions are sophisticated and knowledgeable during the interview. You can do a search for the company on the Internet – learn its history, markets, financial situation, etc.

**Prepare papers for the interview.** Make sure that you include extra copies of your CV, job reference lists, reference lists, recommendation letters, legal pad for taking notes, etc.

**Prepare to answer the interviewer's questions.** You have to be able to answer the critical question of why you would like to work for that employer – and not sound like you would take any job. Also, review a set of questions most frequently asked by interviewers. You can usually get a copy of these from the career centre at your college or university. Because you know that you may be asked these questions, you should develop responses beforehand. But let's add a word of caution here. The best advice is to be yourself. Do not go to an interview with a prepared text and recite it from memory.

**Prepare to put questions to the interviewer.** Always ask informed questions. Avoid asking questions that are clearly answered on the employer's web site and/ or any literature provided by the employer to you in advance.

**Turn up on time for the interview.** Don't arrive either late or early, but on time.

**Be full of energy.** The night before the interview, get a good night's rest.

**Dressing for the job interview**. Keep in mind that your appearance is going to be the first impression you make, so dress appropriately. For some studies suggest that the first impression is made in the first 27 seconds. Therefore, don't be too formal or too casual in your appearance.

**Be aware of your body language**. Give the recruiter a firm handshake; make eye contact and maintain it throughout the interview; sit erect and maintain good posture. For it is said that 80% of the interviewer's perception of you is based on your appearance and body language.

At this point you are probably as nervous as you have ever been. The best thing is to be yourself. When the interview ends, thank the interviewer for his/her time. But don't think that selling yourself has stopped there. As soon as you get home, send a thank-you letter to the recruiter for giving you the opportunity to discuss your job candidacy. You would be amazed at how many people fail to do this. This little act of courtesy has a positive effect – use it to your advantage.

## Sample Covering Letter

25 Westbound Road,
Borehamwood,
Herts,
WD6 1DX
8 September, 20__

Mrs. J. Hastings
Personnel Officer,
International Computing Services PLC,
City Road,
London EC3 4HJ

Dear Mrs. Hastings,

I would like to apply for the position advertised in *The Guardian* on 6 October for a Personal Assistant to the Sales Director.

As you will see from my CV, much of the work I do in my present position is that of a PA. I deal not only with the routine work of a secretary, but also represent the Assistant Director at small meetings and functions, and am delegated to take a number of policy decisions in his absence.

Your advertisement asked for knowledge of languages. In addition to speaking fluent French, I also have a very good working knowledge of Italian as I have regularly visited Belgium and Italy with the Assistant Director, acting as an interpreter and translator for him.

I am also familiar with the latest developments in Information Technology, having just completed a one-month course at The City College, in addition to previous day release courses I attended when I was with Johnson Bross.

I am particularly interested in the situation you are offering, as I would like to become more involved with an IT organisation. I am quite familiar with many of the software products that ICS manufacture for office technology.

As well as my secretarial skills and experience of running a busy office, I am used to working with technicians and other specialised personnel in the field of computers. I have a genuine interest in computer development and the people involved in the profession.

Please let me know if there is any further information you require. I look forward to hearing from you.

Yours sincerely,

Carol Brice

Enc. CV

## Curriculum Vitae

| | |
|---|---|
| **Date of Birth:** | 25 February, 19___ |
| **Name:** | Carol Brice |
| **Present address:** | 25, Westbound Road, Borehamwood, |
| Herts, WD6 1DX | |
| **Telephone number:** | 081 953 9914 |
| **Marital status:** | Single |

### Education and qualification:

| | |
|---|---|
| 2000-2002 | Hilltop Further Education College,<br>Kenwood Road, London NW7 3TM<br>Diploma in Business Studies |
| 1995-2000 | Mayfield School, Henley Road, Borehamwood,<br>Herts, WD6 1DX<br>GCE in English Language; French; History; Geography: and Art. |

### Work experience:

| | |
|---|---|
| Jan 2003 – present | National Auto Importers Ltd., Auto House, Sidmouth Street, London WC1H 4GJ |
| **Type of Company:** | Car importers |
| **Post:** | Secretary to Assistant Director |
| **Responsibilities:** | • Dealing with all correspondence;<br>• Taking minutes and writing up Assistant Director's reports;<br>• Receiving customers and suppliers;<br>• Dealing with home and overseas enquiries;<br>• Making decisions on behalf of A.D. in his absence and representing the company at various business functions. |
| Oct 2002 – Dec 2003 | Johnson Bross Plc, 51-55 Baker Street, London W1A 1AA |
| **Type of Company:** | Retail Chain Stores |
| **Post:** | Junior Secretary |
| **Responsibilities:** | • Secretarial work including typing, shorthandnotes;<br>• Tabulating data and filing;<br>• Answering customers' calls;<br>• Mail distribution and;<br>• General office duties. |

**Personal interests:**

| | |
|---|---|
| **Mother tongue:** | **English** |
| **Other Languages:** | While working I have also attended various evening courses for French and Italian.<br>**French**<br>• reading skills: excellent<br>• writing skills: excellent<br>• verbal skills: excellent<br>**Italian**<br>• reading skills: very good<br>• writing skills: very good<br>• verbal skills: very good |
| **Social skills and competences:** | While acting as interpreter, both at home and abroad, dealing with home and overseas enquiries and receiving customers and suppliers I have improved my communication skills and adjusted easily to working in multicultural environment. |
| **Organisational skills and competences:** | Being delegated to bring decisions in the absence of A.D. I have also shown that I am a resourceful and a highly responsible worker. |
| **Technical skills and competences:** | Practical knowledge to use a computer: *Microsoft Office* (*Word, Excel, Power Point*), *Internet Explorer* and *Microsoft Outlook*. Moreover, while working I have been on a special Information Technology course at the City College. |
| **Other skills and competences:** | My interests include tennis, badminton, swimming and reading. |
| **Driving licence:** | B category. |
| **References:** | Additional information available on request. |

# UNIT 4
# TECHNOLOGY AND OPERATIONS

## LEARNING OUTCOMES

### BUSINESS VOCABULARY OUTCOMES

**Topic Areas**

- Technology
- Transformation Process
- Technology and Productivity
- Technology and Worker Obsolescence
- Technology Transfer
- Information Technology
- Management Information System (MIS)
- Workflow Automation

### VOCABULARY BUILDING AND GRAMMAR OUTCOMES

- Consolidation of the Previously Acquired Vocabulary
- Acquisition of Technical Vocabulary
- Articles: The Indefinite Article
- Word Formation: Prefixes
- Prepositions
- Indirect Speech and Reporting
- The Tenses

## TECHNOLOGY AND ITS IMPACT ON TODAY'S ORGANISATIONS

In its purest form **technology** is how an organisation transforms its **inputs** into **outputs**. To understand better the impact of technology on most organisations today, let's focus on transformation process and productivity, the effect of technology on worker obsolescence and how technology transfer, information and operations technologies are influencing management and work process.

## TRANSFORMATION PROCESS

All organisations produce goods or services through the **transformation process**. In a very simplified fashion, every organisation has an operations system that creates value by transforming inputs into outputs. The system takes inputs – people, capital, equipment, materials – and transforms them into desired finished goods and services. For example, there is a transformation process operating in your university. Being a **service organisation**, University's administrators bring together instructors, books, journals, multimedia materials, computer labs, and similar resources to transform unenlightened students into educated and skilled individuals. The point is that the transformation process is as relevant to service organisations as it is to those in manufacturing. And the study and application of this transformation process to organisations is called **operations management**.

## TECHNOLOGY AND PRODUCTIVITY

All the new technologies in the workplace substitute machinery for human labour in transforming inputs into outputs. This substitution of capital for labour has been going on essentially nonstop since the Industrial Revolution in the 1880s. For instance, the introduction of electricity allowed textile factories to introduce mechanical looms that could produce cloth far faster and more cheaply than was previously possible when the looms were powered by individuals. But the computerisation of equipment and machinery in the last quarter has been the prime mover in reshaping the twentieth–century workplace. Automated teller machines, for example, have replaced tens of thousands tellers in banks. IBM has built a plant in Austin, Texas, that can produce laptop computers without a single worker. An increasing number of companies, small and large alike, are turning to multimedia and interactive technology for employee training.

**Productivity** is the name of the game! It is technology's ability to significantly increase productivity that is driving the technology bandwagon. In its simplest form, productivity can be expressed in the following ratio: Productivity = Outputs (Labour + Capital + Materials). In other words, because technology is the means by which inputs are turned into outputs, it is the primary focus of any management's efforts to improve productivity.

## TECHNOLOGY AND WORKER OBSOLECENCE

As the world continues to change, employees will also need to change if they are to survive. Rob Hanc was in his late twenties when he came face to face with new reality – his skills didn't match what employers needed. Hanc graduated from High School and followed in his father's footsteps by taking a job at the Dofasco steel foundry in Hamilton, Ontario. His job? He was a heavy labourer – doing lifting and carrying. At 21, he was making $47,000 a year. But Dofasco couldn't compete while paying such high wages for unskilled labour. Hanc lost his job. "My biggest problem is lack of education," says Hanc. "Me and school don't go together. I need to work with my hands." However, as Hanc now knows, "heavy labour is a dying breed".

Jeanette Chaney also has only a high school education. But unlike Rob Hanc, she has been changing with the times. Chaney went to work for the Fingerhut Co. in 1965. She answered the telephone, took orders, and wrote customer orders and payment schedules on index cards. When Fingerhut replaced the index cards with a mainframe computer, Chaney learned about computers. She learned so well, in fact, that she was promoted to supervisor. When the mainframe system was recently replaced with a group of work stations, she enthusiastically took training classes to learn new technology. She was recently promoted to a business analyst position, in which she advises Fingerhut's computer specialists on how to further develop the work stations to fit workers' needs.

Moreover, keep in mind that the obsolescence phenomenon does not exclude managers. Middle managers who merely acted as conduits in the chain of command between the top management and the operating floor are being eliminated. Their role of processing information and sending it upward is being replaced with by internal computer network. And new building skills are becoming absolute necessities for every manager.

Changes in technology have cut the shelf-life of most employees' skills. A factory worker or clerical employee in the 1950s could learn one job and be reasonably sure that his or her skills would be adequate to do that job for most of his or her work life. That certainly is no longer true. New technologies driven by computers, continuous improvement programmes, and flexible manufacturing systems are changing the demands of jobs and skills employees need to do them.

## TECHNOLOGY TRANSFER

Globe Silk, a Malaysian company that originally was in clothing business, decided to diversify. One such project was to buy the technology from an Australian firm that would enable them to make crash helmets for cyclists. Globe's Silk's management then added a feature to the helmets – a flashing light. By combining foreign technology with internal innovation, the company was able to create a highly successful and profitable new product.

In today's global village, both countries and individual organisations are concerned with **technology transfer**, the transfer of knowledge from one country to another for the development of new products or for improvements in a production process. For instance, Globe Silk's purchase of crash-helmet technology is an example of technology transfer for the purpose of creating a new product. When a manufacturer in Taiwan hires a Japanese firm to install state-of-the art robotic equipment in the Taiwanese manufacturing plant, you have an example of improvements in a production process.

Managers in companies, especially in developing countries, will increasingly be seeking strategies that will facilitate acquisition of new technologies. These will include mergers, joint ventures, hiring of foreign consultants, and sending staff to foreign markets to acquire new technological expertise. And they are likely to locate in those countries where government policies are most supportive.

## INFORMATION TECHNOLOGY

Today's organisations are information-processing machines. With new technologies available, managers need to understand how to best use the information they provide and to ensure that organisational activities are proceeding as planned. With a greater importance placed on efficiency, effectiveness, and productivity, managers must develop well-designed operating systems and tight controls to compete in a global economy.

Let us highlight, therefore, how technology is reshaping information systems and office workflows, changing the way internal communications are handled, and providing high-tech support for organisational decision-making.

## WHAT IS A MANAGEMENT INFORMATION SYSTEM (MIS)?

Although there is no universally agreed-upon definition for a **management information system**, it may be defined as a system used to provide management with needed information on a regular basis. In theory, this system can be manual or computer based.

The term system in MIS implies order, arrangement and purpose. Further, it focuses specifically on providing management with information, not merely data. These two points are important and require elaboration.

A library serves as a good analogy of the difference between data and information. Although it can contain millions of volumes, a library does not do users much good if they cannot find what they want quickly. That is why libraries spend a lot of time cataloguing their collections and ensuring that volumes are returned to their proper locations. When accessibility is enhanced, the data are able to be translated into useful information.

Organisations today are like well-stocked libraries: There is no lack of data. There is, however, a lack of ability to process the data so that the right information is available to the right person when he or she needs it. A library is almost useless if it has the book you want, but you cannot find it, or it takes a week to retrieve it from storage. On the other hand, MIS has organised data in a meaningful way and can access the information in a reasonable amount of time. **Data** are raw, unanalysed facts, such as numbers, names, or quantities. As data, these facts are relatively useless to managers. When data are analysed and processed, they become **information**.

## WHAT IS WORKFLOW AUTOMATION?

In the typical office, information spends most of its life moving from desk to desk. For instance, consider the creation of a marketing plan. The marketing director approves the creation of the plan. A product manager is given the responsibility for overseeing the plan's development. Staff marketing researchers gather the necessary data. A senior researcher then writes a first draft and sends it on to the product manager. This whole process requires documents to be passed along from one desk to another as the plan is developed, reviewed, edited and rewritten, until, eventually, a final document is agreed upon and approved. This process can take weeks or even months because the document can sit on someone's desk for days. One insurance company, for example, estimated that a life insurance application in its firm spent 22 days in process for only 17 minutes of actual work. Furthermore, it is estimated that gathering and transferring paper documents can take up as much as 90 per cent of the time needed to finish typical office tasks. **Workflow automation** can solve much of this delay because it greatly improves the process of creating and transferring documents by automating the flow of information.

## Unit Summary

*This unit has been about the terms, concepts and definitions of technology, transformation process, productivity, worker obsolescence, technology transfer, management information system, etc. Here are the key points from this unit.*

- ***Data*** refer to raw, unanalysed facts, such as numbers, names, or quantities.
- ***Information*** is analysed and processed data.
- ***Input*** in industry refers to something that is put into a business, a system, or a process, and has an effect on it. E.g. people, capital, equipment, materials, etc. In computing it refers to the information that is put into a computer.
- ***Management information system (MIS)*** is a system used to provide management with needed information on a regular basis.
- ***Operations management*** is the study and application of the transformation process.
- ***Output*** in industry refers to the quantity of goods produced by a worker, a machine or an organisation. E.g. finished goods and services. In computing it refers to the information produced by a computer.
- ***Productivity*** can be expressed in the following ratio: Outputs/(labour + capital + materials).
- ***Service organisation*** is an organisation that produces non-physical outputs such as educational, medical, or transportation services.
- ***Technology*** is concerned with how an organisation transforms its inputs into outputs.
- ***Technology transfer*** refers to the transfer of knowledge from one country to another for the development of new products or for improvements in a production process.
- ***Transformation process*** is the process through which an organisation creates value by turning inputs (people, capital, equipment, materials) into outputs (goods and services).
- ***Workflow automation*** is a method of improving the process of creating and transferring documents by automating the flow of information.

## Unit questions

1. Explain how technology can improve productivity?
2. Describe what the term management information system means.
3. State the difference between data and information using a library as an analogy.
4. Explain how workflow automation can solve much of the delay in a typical office.
5. Why will employees also have to change if they want to survive?

## Multi-choice questions

**Use these questions to check your understanding of the chapter. For each question there is only one right answer, either (a) (b) or (c).**

1. *In its purest form technology is:*
   (a) How an organisation transforms its outputs into inputs.
   (b) How an organisation transfers its inputs into outputs.
   (c) How an organisation transforms its inputs into outputs.

2. *Global village relates to:*
   (a) The world considered as the home of all nations and peoples living interdependently.
   (b) The village considered as the home of all nations and peoples living interdependently.
   (c) The world considered as the home of all nations and peoples living independently.

3. *The term management information system implies:*
   (a) Disorder, arrangement and purpose.
   (b) Order, arrangement and purpose.
   (c) Order, disarrangement and purpose.

4. *Data are:*

   (a) Raw, analyzed and processed facts, such as numbers, names, or quantities.

   (b) Raw, analyzed information, such as numbers, names, or quantities.

   (c) Raw, unanalyzed facts, such as numbers, names, or quantities.

5. *Workflow automation can solve much of the delay because:*

   (a) It greatly slows down the process of creating and transferring documents by automating the flow of information.

   (b) It greatly improves the process of creating and transferring documents by automating the flow of information.

   (c) It greatly improves the process of creating and transforming documents by automating the flow of information.

## Vocabulary and grammar outcomes

**1. DEFINING AND REPHRASING THE TERM**

**(a) Match the terms on the left-hand side with the definitions on the right-hand side.**

| | | | |
|---|---|---|---|
| (a) | Workflow | (1) | Analysed and processed data. |
| (b) | Mainframe | (2) | The use of computers and other electronic means to process and distribute information, the transfer of which can be done by using cables, satellite links or telephone lines. |
| (c) | Information | (3) | A system used to provide management with needed information on a regular basis. |
| (d) | Information technology | (4) | The amount of work to and from an office, department, or employee. |
| (e) | MIS | (5) | The centre of a computer network to which smaller computers are attached. |

**(b) Replace the expressions in bold-face with expressions from the text which have the same meaning.**

1. In its **theoretical** form technology is **the way in which** an organisation **turns** its inputs ***into*** outputs.
2. **For that reason**, **take under consideration** how technology is **modifying** information systems.
3. A library **is to no advantage to** users if it takes a week **to obtain** a book from storage.
4. Organisations today are like **well-provided** libraries. There is no **shortage** of data.
5. Hanc graduated from High School and **did as his father did before him**.
6. Rob Hanc was in his late twenties when he **was directly confronted with** new reality – his skills **did not meet** the **requests** of his employers.

**(c) Match the expressions on the left-hand side with the expressions on the right-hand side:**

| | |
|---|---|
| (a) Obsolescence | (1) Bank clerk |
| (b) To substitute | (2) A means by which something is transmitted |
| (c) State-of-the-art | (3) To make prominent or to emphasise |
| (d) Teller | (4) The highest level of development |
| (e) To highlight | (5) Extinction or dying out |
| (f) Conduit | (6) One that takes the place of another; a replacement |

**(d) Tick the sentence having the same meaning as the sentence taken from the text.**

1. *MIS focuses specifically on providing management with information, not merely data.*
   (a) MIS focuses specifically on providing management with information, not with data.
   (b) MIS focuses on providing management not merely with data, but also with information.
   (c) MIS focuses specifically on providing management with information, not only data.

2. *Hanc's skills didn't match what his employers needed.*

   (a) Hanc's skills were of matchless quality as compared to what his employers needed.

   (b) Hanc's skills didn't meet the needs of his employers.

   (c) Hanc's skills overmatched what his employers needed.

3. *Hanc now knows that heavy labour is a dying breed.*

   (a) Hanc now knows that he is dying of heavy labour.

   (b) Hanc now knows that the demand for heavy labour is decreasing.

   (c) Hanc now knows that he is a dying heavy labour breed.

4. *Changes in technology have cut the shelf-life of most employees' skills.*

   (a) Changes in technology have cut off the shelf-life of most employees' skills.

   (b) Changes in technology have reduced the shelf-life of most employees' skills.

   (c) Changes in technology have cut out the shelf-life of most employees' skills.

## 2. ARTICLES: THE INDEFINITE ARTICLE

- The indefinite article is **not** used.

  (i) Before plural nouns. As it has no plural forms, the plural of "**a** *student*" is "*students*", "**an** accountant" is "*accountants*", "**a** banker" is "*bankers*", etc.

  (ii) Before uncountable nouns. The following nouns are singular and uncountable: **advice**, **information**, **news**, **baggage**, **luggage**, **furniture**. They are often preceded by **some**, **any**, **a little**, **a lot of**, **a piece of**, etc.

  *E.g.* Long ago, my mother gave me **a piece of advice** I have never forgotten.

  *E.*g. There hasn't been **any news** of his whereabouts since he left home.

  Note that nouns such as **knowledge** and **hair** are considered uncountable. Yet when used in a particular sense they take an article.

  *E.g.* You need **knowledge** to do this job. *but*
  **A knowledge** of languages is an additional asset.

  *E.g.* She has blond **hair**. *but*
  I found **a hair** in my soup.

  (iii) Before materials: **glass**, **wood**, **iron**, **stone**, **paper**, **cloth**, **wine**, **coffee**, **tea**, etc. Although considered uncountable, many of these nouns can also denote one particular thing, and then take an article.

*E.g.* Windows are made of **glass**. *but*
She poured us **a glass** of wine each.

*E.g.* I need **paper** for my trade. *but*
I have to write **a paper** on life insurance.

*E.g.* **Steel** and **iron** are useful metals. *but*
He has a bicycle with **a steel** frame.

(iv) Before abstract nouns: **courage**, **beauty**, **honesty**, **fear**, **peace**, **hope**, **death**, etc., except when they are used in a particular sense.

*E.g.* **Courage** and **honesty** often go together. *but*
There is such **an honesty** about kids.

*E.g.* He was pale with **fear**. *but*
Not only children suffer from **a fear** from dark.

**(a) <u>Fill in the blank with the appropriate article or leave it blank to indicate that no article is necessary</u>.**

1. For ..... merchant, even ..... honesty is ..... financial speculation.

2. ..... Internet Shopping Network is one of ..... largest and most celebrated shopping sites on ..... Web.

3. Electronic commerce can occur between ..... user and ..... vendor through ..... online information service on ..... Internet.

4. ..... friend of mine is ..... consultant on ..... Internet security.

5. When you use ..... Internet, you leave ..... electronic trail, ..... record of ..... sites you visit.

6. ..... knowledge is and will be produced in order to be sold.

7. Electronic storefront is ..... business that displays its merchandise on ..... Internet and has provisions for contact or online sales.

8. ..... paper is usually sold by ..... ream in sheets of standard sizes.

**(b) <u>Fill in the blank with the appropriate article or leave it blank to indicate that no article is necessary.</u>**

*Technology can be used to improve customer service*

In ..... midst of the Christmas rush, ..... frazzled customer came into Silverman's, ..... men's apparel chain in North and South Dakota. "Do you know Benny Thompson?" she asked ..... saleswoman. "What does he like? What size does he wear? Help!" From ..... computer terminal on ..... sales floor, ..... saleswoman confidently checked Benny Thompson's record: "He wears size large, looks best in Polo rugby shirts and Levi Dockers (items he looked at recently but didn't buy), works as ….. financial analyst, and enjoys rafting. No problem," ..... saleswoman said. "I can take care of this gift for you. Sit down and have ..... cup of coffee." ..... few minutes later ..... relieved customer left ..... store with her gift and ..... satisfaction of knowing that Benny Thompson was going to get ..... Christmas gift he wanted and in ..... right size.

## 3. <u>WORD FORMATION: PREFIXES</u>

- In building thousands of words, we rely not only on suffixes, but also on prefixes, an element added at the beginning of the existing word. For example, **de-, dis-, il-, im-, in-, ir-, non-** and **un-** combine with existing words to produce derivative words with the opposite meanings (**de**activate, **dis**honest, **il**legal, **im**proper, **in**considerate, **ir**regular, **non**-human, **un**successful, etc.). Many other prefixes are combined with existing words to form new adjectives, verbs, and nouns. Here are some of them that enable us to recognise and understand a lot more words, even if we have never seen them before.

  *E.g.* Green tea continue **to *out*sell** black tea in the USA.

  *E.g.* Corporate ***down*sizing** continues at many other large companies as they try to maximise profits.

  *E.g.* He was ***over*-anxious** to keep an appointment.

  *E.g.* The king dies after a 27-year reign that has seen the ***re*opening** of his country to contact with the West.

- You must also bear in mind the fact that a large proportion of English words have come from Greek and Latin sources. Let us use for an example a word that you all know, *unpredictable*. The heart of the word is *dic*, from a Latin verb meaning "say". This root form, combined with two prefixes and one suffix, gives us the meaning "not" (*un*) "capable of" (*able*) "saying" (*dic*) "beforehand" (*pre*). Here are given but a few in the form in which they are most easily recognised in common English words: **a-**/**an-** meaning **without** (**a**theist, **an**archy); **bene-** meaning **well** (**bene**factor); **bi-** meaning **two** (**bi**cycle); **contra-** meaning **against** (**contra**dict); **mal-** meaning **bad, wrong** (**mal**practice); **non-** meaning **not** (**non**sense), **semi-** meaning **half** (**semi**finals); **trans-** meaning **over, across** (**trans**mit); **un-** meaning **not** (**un**do); **uni-** meaning **one** (**uni**corn), etc.
- However, some of these prefixes can be used with two different meanings. Prefix **anti-** combines with nouns and adjectives to form words which describe someone or something that is *opposed* to the thing referred to by the original noun or adjective. For example, if somebody is "**anti-**apartheid", they are opposed to apartheid. On the other hand, it also combines with nouns and adjectives to form words which describe one thing as being intended to *prevent* or *destroy* another. For example, an "anti-virus" software looks for and removes viruses in programmes and documents on your computer. Here are given some other prefixes: **pre-, extra-,** etc.

  *E.g.* The international **anti-apartheid** campaign was intensified. (*opposition*)

  *E.g.* He installed a good **anti-virus** software programme. (*prevention*)

  *E.g.* The two nations finally agreed to return to **pre-war** conditions. (*before*)

  *E.g.* Everyone has certain **preconceptions** of what a drug addict is. (*already*)

  *E.g.* He is an extra-bright child. (*very*)

  *E.g.* Many people believe that cats are capable of some kind of **extra-sensory** perception. (*outside* or *beyond*)

**(a) <u>Give opposites of the below given words by using a suitable prefix. The first one has been done for you.</u>**

| | | |
|---|---|---|
| ***in***secure | .....manageable | .....regular |
| .....official | .....similar | .....formally |
| .....patiently | .....relevance | .....literate |
| .....closure | .....certainly | .....considerate |

**(b) Prefix *anti-* can be used with two different meanings, and so can prefix *pre-*. Tick "A" if *anti-* means opposition, i.e. if *pre-* means before. Tick "B" if *anti-* means prevention, i.e. if *pre-* means already. The first one has been done for you.**

| | | A | B |
|---|---|---|---|
| 1. | She had become involved in ***anti****-war* movement. | ☑ | ☐ |
| 2. | The jury reached the decision that the killing was ***pre****meditated*. | ☐ | ☐ |
| 3. | There were many ***pre****-eighteenth* century paintings in the hall. | ☐ | ☐ |
| 4. | ***Anti****-sickness* tablets should be taken two hours before starting a journey. | ☐ | ☐ |
| 5. | The ***anti****-fraud* unit had now been set up. | ☐ | ☐ |
| 6. | John had invited us round early for a ***pre****-dinner* drink. | ☐ | ☐ |
| 7. | After fitting the ***anti****-theft* device to her car, she hoped it would be safe. | ☐ | ☐ |
| 8. | We had been given tickets to a ***pre****view* of the film. | ☐ | ☐ |

## 4. PREPOSITIONS

**Supply the missing prepositions in the below given text.**

*The place where tradition meets technology: The SiloCaf example*

..... the port ..... New Orleans, the largest coffee port ..... the United States, one company is handling an old fashioned-product ..... a new-fashioned way. Frederico Pacorini's SiloCaf, a fully computerised bulk-coffee storage handling and processing facility, is a place where tradition meets technology and where control is taking ..... a new perspective.

SiloCaf was founded ..... 1933 as a freight-forwarding company that moved products from one location ..... another. Today, however, the company primarily moves coffee, and the way it controls and monitors its entire processing operations is ..... as technologically advanced as possible. Why SiloCaf invested ..... technology ..... such a seemingly simple product? The primary reason is that consumers want the same

flavour each time they purchase a can ..... coffee. However, coffee is a natural product, and coffee beans may vary ..... crop ..... crop. Getting consistent flavour is difficult ..... some way to control the coffee blend. That is crucial ..... a big company like Folgers that demands consistency ..... taste. Nearly one third ..... all coffee processed ..... the United States comes ..... the New Orleans facility. ..... the technology, the company could not simply meet customer demands. As a result, SiloCaf is addressing these challenges ..... using information systems and computer technology.

Mossimo Toma is SiloCaf's systems and resources manager. He is responsible ..... overseeing the coffee-blending process. Each week, 10 million pounds ..... coffee come ..... SiloCaf's warehouse ..... all ..... the world. Once the coffee has been processed, it is loaded ..... bags or bulk containers; and shipped ..... a coffee-roasting company. ..... any one time, SiloCaf has from 35 to 40 million pounds ..... coffee ..... its facility ..... processing. If you consider the price ..... a pound ..... coffee, SiloCaf has an extremely valuable resource ..... its possession. Actually, SiloCaf never owns the coffee. Rather, it is owned ..... the roasting company or the dealer who delivers the coffee ..... the roasting company.

All the mechanical parts ..... SiloCaf's New Orleans facility have been brought ..... Italy, where the company first developed its technology. Frederico Pacorini, the son ..... the founder and manager ..... the New Orleans facility, says that technology ..... a business like theirs is important because it allows them to make all the blends they need ..... the coffee roasters and to optimise the process .....

making the various coffee blends. SiloCaf's employees receive continually updated statistical reports ..... each one ..... the scales used to blend coffee. ..... addition, the technology also helps employees to oversee the cleaning, sorting, and bagging ..... raw coffee beans ..... they are shipped ..... roasters.

You might think that this high-tech control would be expensive. It is not! SiloCaf's solution ..... the blend-consistency challenge is to use technology that is relatively simple and inexpensive. In fact, the company's investment was a mere 1 per cent ..... all plant investment expenditures.

## 5. INDIRECT SPEECH AND REPORTING

- The basic rules for forming indirect speech that you have learned so far are the basic structures that would predominate in the speech and writing. However, there are alterations of these basic rules that you also need to know if you want to express yourself in clear, grammatical and more mature and developed English language.
- **Indirect speech with modal auxiliaries.**
  (i) If the reporting verb is in a past tense, modals change where there is a "past" equivalent.
  *E.g.* **will** → *would* **can** → *could* **may** → *might*
  (ii) **Could**, **would**, and **might** do not change.
  *E.g.* Anne said: "I **might** be wrong." Anne said (*that*) she **might be** wrong.
  (iii) **Should**, changes to **would** if it is used as a first person form of **would**.
  *E.g.* Anne said: "I **should** love to see Tom."
  Anne said (*that*) she **would** love to see Tom.
  Otherwise it remains unchanged.
  *E.g.* My teacher said: "You ***should*** study more."
  My teacher said (*that*) I **should** study more.
  (iv) **Must** can be reported as either **had to** or remain as **must**.
- **Indirect speech with conditional sentences.**
  (i) After a past tense reporting verb, real situations include tense changes.
  *E.g.* Tom said: "If we **ask** him, he **will help** us."
  Tom said that if we **asked** him he **would help** us.

(ii) In reported hypothetical situations, tense changes are not made if the event has reference to a possible future.

*E.g.* Anne said: "If you **came back** *tomorrow*, I **would be able** to help you."
Anne said that if I **came back** *the next day* she **would be able** to help me.

(iii) If the event is clearly hypothetical and impossible, time changes are made.

*E.g.* Tom said: "If I **had** a book, I ***could read*** it."
Tom said that if I **had had** a book he **could have read** it.

- **Indirect speech and reporting verbs.**

(i) Verbs followed by **that + clause** (with* can be followed by a person). Examples are:

| | | | | |
|---|---|---|---|---|
| *add* | *confirm* | *feel* | *predict* | *say* |
| *admit* | *consider* | *hope* | *promise** | *state* |
| *agree* | *decide* | *imply* | *reassure** | *suggest* |
| *announce* | *deny* | *insist* | *reckon* | *suppose* |
| *argue* | *doubt* | *mean* | *remark* | *tell** |
| *believe* | *estimate* | *mention* | *repeat* | *think* |
| *claim* | *expect** | *object* | *reply* | *threaten** |
| *complain* | *explain* | *persuade* | *report** | *warn** |

(ii) Verbs followed by **person + to**. Examples are:

| | | | | |
|---|---|---|---|---|
| *advise* | *forbid* | *invite* | *persuade* | *tell* |
| *ask* | *instruct* | *order* | *remind* | *warn* |

(iii) Verbs which can be impersonal with **it**. Examples are:

| | | | |
|---|---|---|---|
| *agree* | *decide* | *imply* | *rumour* |
| *announce* | *estimate* | *know* | *say* |
| *believe* | *expect* | *predict* | *state* |
| *claim* | *fear* | *reckon* | *suggest* |
| *confirm* | *feel* | *recommend* | *suppose* |
| *consider* | *hope* | *report* | *think* |

(iv) Verbs describing a **function**. Examples are:

| | | | |
|---|---|---|---|
| *admit* | *complain* | *request* | *suggest* |
| *advise* | *invite* | *remind* | |
| *agree* | *persuade* | *threaten* | |

*E.g.* She said: "Look, if I **were** you I **would study** more."
She **advised** me **to study** more.

(v) Verbs describing **actions**. Examples are:

*accept* *congratulate* *decide* *greet* *interrupt* *introduce*

*E.g.* She said: "Hello, Tom, how are you doing? She **greeted** me.

**(a) <u>Complete each sentence with one suitable verb. Do not use say. The first one has been done for you.</u>**

1. Sorry, I wasn't being insulting. I simply *remarked* that you seem to be two heads taller than Tom.
2. I thought Bob would say something about his new girlfriend. But he didn't even _____ her.
3. The employees _____ that their boss was always checking up on them.
4. The witness _____ her name and address to the court before the cross-examination began.
5. Although he didn't say so directly, the CEO _____ that an agreement between the two parties was within reach.

**(b) <u>Rewrite the below given dialogue</u>.**

*A computer user seeking assistance*

*Employee:* "Ridge Hall computer assistance; may I help you?"
*Customer:* "Yes, well, I am having trouble with my computer."
*Employee:* "What sort of trouble?"
*Customer:* "Well, I was just typing along, and all of a sudden the words went away."
*Employee:* "Went away?"
*Customer:* "They disappeared."
*Employee:* "Hmm. So what does your screen look like now?"
*Customer:* "Nothing."
*Employee:* "Nothing?"
*Customer:* "It's blank; it won't accept anything when I type."
*Employee* "Are you still in on or did you get out?"
*Customer:* "How do I tell?"
*Employee:* "Can you see anything on the screen?"
*Customer:* "What is there to see?"

*Employee:* "Never mind, can you move your cursor around the screen?"

*Customer:* "There isn't any cursor: I told you, it won't accept anything I type."

*Employee:* "Does your monitor have a power indicator?"

*Customer:* "What's a monitor?"

*Employee:* "It is the thing with the screen on it that looks like a TV. Does it have a little light that tells you when it is on?"

*Customer:* "I don't know."

*Employee:* "Well, then look at the back of the monitor and find where the power cord goes into it. Can you see that?"

*Customer:* "Yes, I think so."

*Employee:* "Great. Follow the cord to the plug and tell me if it is plugged into the wall."

*Customer:* "… Yes, it is."

*Employee:* "When you were behind the monitor, did you notice that there were two cables plugged into the back of it."

*Customer:* "No."

*Employee:* "Well, there are. I need you to look back there again and find the other cable."

*Customer:* "… Okay, here it is."

*Employee:* "Follow it for me, and tell me if it plugged securely into the back of your computer."

*Customer:* "I can't reach."

*Employee:* "Uh huh. Well, can you see if it is?"

*Customer:* "No."

*Employee:* "Even if you put your knee on something and lean way over?"

*Customer:* "Oh, it is not because I don't have the right angle – it's because it's … dark."

*Employee:* "Dark?"

*Customer:* "Yes – the office light is off, and the only light I have is coming in from the window."

*Employee:* "Well, turn on the office light then."

*Customer:* "I can't."

*Employee:* "No? Why not?"

*Customer:* "Because there's a power failure."

*Employee:* "A power … a power failure? Aha. Okay, we have got it licked now."

**6. THE TENSES**

**Fill in the blank spaces in the text with correct verb forms.**

*Computer-aided design*

Technology also ..... (CONTINUE) to redefine how products ..... (DESIGN). For instance, computer-aided design (CAD) ..... (MAKE) manual drafting obsolete. Computational and graphics software ..... (ALLOW) designers to create and ..... (EVALUATE) designs quickly. CAD also dramatically ..... (CUT) the costs of developing prototypes and ..... (LET) engineers .....(PLAN) products, ..... (TEST) them on the computer screen, and ..... (DESIGN) tools to make products. At General Motors, for example, what ..... (USE) to take more than 20 feet of paper to display a drawing can now be displayed on a 17-inch computer monitor. In brief, CAD ..... (ENABLE) engineers to develop new designs in as little as a third of the time required for manual drafting.

## Review and discussion questions

By substituting computerised equipment and machinery for human labour and traditional machinery, technology allows organisations to achieve increased levels of output with less labour, capital and materials. After reading how technology has completely changed Brenda French's business, try to answer the bellow given questions.

1. Brenda French has used technology to totally reinvent her business. Starting part time in 1978, French had built French Rags into a multi-million-dollar-a-year business of manufacturing women's knitwear. Her garments were being sold at leading department stores such as Bonwit Teller and Bloomingdale's. From an outsider's perspective, the business looked healthy, but French knew otherwise. Retailers' slowness in paying for merchandise put pressures on her limited financial resources. In addition, she was frustrated by department store buyers who were often choosing to sell just a few of her styles, sizes, and colours. She felt that her knitwear product was reaching only a small percentage of its potential market.
2. Her financial and distribution problems were solved, and her business completely reshaped by two isolated events in 1989. First, a friend introduced her to an expert in knitting equipment who just happened to have acquired a German-made Stoll computerised knitting machine. This machine can produce as many as 24 garments for each one produced by a hand knitter. Second, she was forced to cut back production and sell only to the few stores willing to pay COD (cash on delivery). One loyal customer frustrated by not being able to buy her favoured French Rags garments, called French on the phone. On learning of French's money problems, the customer said: "You bring my clothes to my house, and I know 20 people who will buy them." Desperate, French went to the customer's home. To her surprise, she took an order for $80,000 worth of products (with a 50% deposit).
3. These two elements – the availability of a knitting expert with a computerised knitting machine and access to a new marketing channel – led Brenda French to reinvent her business. Today, French Rags mass produces knitwear and sells it directly to customers. Her distribution system no longer includes retail stores. She ships her merchandise directly to customers, usually within four to six weeks. French now owns 20 Stoll machines. Productivity in her business has doubled every year since 1990, and she now employs more than 100 people. By using a computerised knitting machine, an elaborate knit jacket that used to take a skilled craftsperson a day and a half to knit by hand can be produced in less than an hour.

4. And best of all, for a business that had consistently had money problems, French no longer has to worry about carrying inventories: "We have no inventory problems because we have no inventory," says French. "Everything we make is presold."

## Questions

1. Given Brenda French's case, explain how technology can improve productivity.
2. Describe the advantages of computer-aided designs.
3. What downside, if any, do you see for (a) the organisation and (b) employees of replacing humans with computerised technologies?

# UNIT 5
# INFORMATION TECHNOLOGY: BUSINESS AT THE SPEED OF THOUGHT

## LEARNING OUTCOMES

### BUSINESS VOCABULARY OUTCOMES

**Topic Areas**

- Digital Technology
- IT and Internal Communication
- Expert Systems, Neural Networks and Groupware in Support of Decision-making
- More Efficient Product Design - CAD
- Robotics
- IT and Customer Service Enhancement
- E-commerce

### VOCABULARY BUILDING AND GRAMMAR OUTCOMES

- Consolidation of the Previously Acquired Vocabulary
- Acquisition of Technical Vocabulary
- Deciphering Computers: Acronyms and Netcronyms
- Interrogatives: Who
- Word Study
  - **A** *Words Similar in Sound*
  - **B** *Words Similar in Meaning or Synonyms*
  - **C** *Words Opposite in Meaning or Antonyms*
- Prepositions
- Articles
- The Passive Voice

## WHY IS BUSINESS GOING TO CHANGE MORE IN THE NEXT TEN YEARS THAN IT HAS IN THE LAST FIFTY?

Business is going to change more in the next ten years than it has in the last fifty. If the 1980s were about quality and the 1990s were about **re-engineering**, then the 2000s will be about velocity. About how quickly the nature of business will change. About how quickly the business itself will be transacted. About how information access will alter the lifestyle of consumers and their expectations of business. These changes will occur because of a disarmingly simple idea: the flow of digital information.

## WHY HASN'T THE NATURE OF BUSINESS CHANGED AT A GREATER PACE?

We have been in Information Age for about thirty years, but because most of the information moving among business has remained in paper form, the process of buyers finding sellers remains unchanged. Most companies are using digital tools to monitor their basic operations: to run their production systems; to register their customers' **invoices**; to handle their accounting; to do their tax work. And very few are using **digital technology** for new processes that radically improve how they function, and almost no one is using information properly. Too many senior managers seem to take the absence of timely information as a given, because so many of them have worked for so long without information at their fingertips that they don't realise what they are missing.

Even companies that have made significant investments in information technology are not getting the results they could be. What is interesting is that the gap is not the result of a lack of technology spending. The typical company has made 80 per cent of the investment in the technology that can give it a healthy flow of information, yet is typically getting only 20 per cent of the benefits that are now possible.

The job that most companies are doing with information today would have been fine several years ago. But now, in the twenty-first century, the tools of the digital age give us a way to easily obtain, share, and act on information in new and remarkable ways, both internally and externally.

## HOW DOES INFORMATION TECHNOLOGY ENHANCE INTERNAL COMMUNICATION?

**Information technology** is reshaping communications within organisations. For example, it is significantly improving management's ability to monitor organisational performance and is providing employees with more complete information to make faster decisions. If we had to identify one of the most important developments in information technology in terms of its impact on internal organisational communications, it would probably be the wireless phenomenon.

Wireless products – such as cellular telephones, fax machines, and computers with modems – are making it possible for people in organisations to be fully accessible, at any time, regardless of where they are. Employees won't have to be at their desk with their computer turned on in order to communicate with others in the organisation.

## IN WHAT WAYS DOES IT ASSIST DECISION-MAKING?

Information technology is providing managers with a wealth of decision-making support. These include expert systems, neural networks, groupware, etc. **Expert systems** use software programmes to encode the relevant experience of an expert and allow a system to act like that expert in analysing and solving ill-structured programmes. Expert systems are being used in such diverse areas as medical diagnosis, mineral and oil exploitations, equipment-fault locating, credit approvals and financial planning. For instance, IDA Financial Services has encoded the expertise of its best financial-planning account managers in an expert systems programme. "Now even the worst of our 6,500 planners is better than our average planner used to be," said the company's manager.

**Neural networks** are the next step beyond expert systems. They use computer software to imitate the structure of brain cells and connections among them to provide a well-integrated flow of information to the right part of the organisation at the right time. Sophisticated **robotics** is using neural networks for its "intelligence". Neural networks have the ability to distinguish patterns and trends too subtle or complex for human beings. For example, people cannot easily assimilate more than two or three variables at once, but neural networks can perceive correlations among hundreds of variables. As a result they can perform many operations simultaneously, recognising patterns,

making associations, generalising about problems they haven't been exposed to before, and learning through experience. For instance, Mellon Bank uses neural networks to flag potential credit card fraud.

**Groupware** is a term used to describe the many software programmes that have developed to facilitate group interaction and decision-making. For instance, groupware allows management to conduct **electronic meetings** in which people make decisions that are networked together. Up to 50 people can sit around a table that is empty except for a series of computer terminals. Issues are presented to participants, and they type their responses onto their computer screens. Individual comments, as well as aggregate votes, are then displayed on a projection screen in the room. These electronic meetings allow participants to be brutally honest and still maintain their anonymity. If you have participated in chat-room sessions on the Internet or on one of the commercial on-line services, you are already familiar with conferencing.

## HOW CAN PRODUCTS BE DESIGNED MORE EFFICIENTLY?

Technology continues to redefine how products are designed. For instance, **computer-aided design** (*CAD*) essentially has made manual drafting obsolete. At General Motors, for example, what used to take more than 20 feet of paper to display a drawing can now be displayed on a 17-inch computer monitor. CAD enables engineers to develop new designs in as little as a third time of the time required for manual drafting. Lucas Diesel Systems, for instance, used its CAD system to design a new engine in half the time it traditionally took. This reduced design time is saving U.S. companies more than $40 million annually – globally more than $80 billion.

## IN WHAT WAYS CAN PRODUCTION PROCESSES BE ENHANCED?

Technological advances over the past 30 years have completely revolutionised the way products are manufactured. For example, traditional steelmaking uses a technology - hot and cold rolling - that wastes a lot of energy and floor space. The whole process takes about three hours. The Cremona mills uses a revolutionary technology that gets the same results in 15 minutes, uses one third the energy, employs only 400 people compared with the 1,200 workers in a traditional plant.

## IN WHAT WAYS CAN CUSTOMER SERVICE BE ENHANCED?

Technology can also be used to revitalise customer service. Managers are using technology to improve their customer service strategies in a number of ways. First of all, it can allow management to individualise service for each customer's unique needs. For instance, if, as a previous customer of a Domino' Pizza or L.L. Bean, you call to place an order, their computer system will already have data about your personal preferences recorded. This strategy enables the company to treat people as individuals rather than as objects, and it speeds the order-taking process.

Next, technology can provide the customer with additional support related to the acquisition or use of the product. Hertz used this strategy when it created its Gold Card service. Their computer has your credit card number for billing, your car style and size preference, insurance data, and driver's licence information. One short phone call makes your car reservation. When you arrive at your destination, an electronic sign with your name on it indicates where your car is located. The paperwork is already done, and your contract is sitting in your awaiting car. When your trip is complete, and you drop the car off, you bypass the line at the check counter. All you have to do is hand the keys and contract to the lot attendant, who records the time, date, and mileage in his hand-held computer, and you are off to your next destination in a couple of minutes.

Lastly, technology can transform your business. That is, it can assist an organisation to fundamentally develop new business practices and reinvent itself. One of the greatest phenomena we have witnessed in business today is the proliferation of activities over the Internet. These activities, commonly referred to as **e-commerce**, involve any computer transaction that occurs where data are processed and transmitted over the Internet. For instance, individuals today can make airline reservations, purchase a car, invest in the stock market, or even pay their taxes. Organisations, too, are using the Internet to enhance business-to-business transactions. At Dell Computer, for example, more than 80% of their corporate sales come through e-commerce. And let us not forget that the fastest growing stocks on Wall Street have been the Internet stocks – companies like Yahoo!, eBay, Amazon.com.

One of the greatest effects e-commerce will have on organisations is the realisation that customers will be empowered. Customers already have access to more information than they have had in any time in history. Moreover, without the assistance of a "human" they are able to do this 24 hours a day, 7 days a week. As a result, customer's expectations about convenience, speed, comparability, price, and service will be greatly changed. Organisations that continually adapt to meet customer's needs will succeed. Those that don't will likely fail.

## Unit Summary

*This unit has been about the terms, concepts and definitions of information technology, digital technology, neural networks, groupware, e-commerce, etc. Here are the key points from this unit.*

- ***Computer-aided Design (CAD)*** refers to computational and graphics software that allows the geometry of a product or component to be graphically displayed and manipulated on video monitors.
- ***Digital technology*** relates to the study and development of devices that store and manipulate numbers.
- ***E-commerce*** refers to any transaction that occurs when data are processed and transmitted over the Internet.
- ***Electronic meeting*** is a type of nominal group technique in which participants are linked by computer.
- ***Expert systems*** are software programmes intended to encode the relevant experience of an expert and allow a system to act like that expert in analysing and solving ill-structured problems.
- ***Groupware*** is a term used to describe software programmes developed to facilitate group interaction and decision-making.
- ***Invoice*** is a document stating the amount of money due to the organisation issuing it for goods or services supplied.
- ***Neural networks*** use computer software to imitate the structure of brain cells and connections among them.
- ***Re-engineering*** has to do with the design of new business processes, usually in conjunction with digital systems, to improve corporate responsiveness to changing business conditions.
- ***Robotics*** refers to the science or study of the technology associated with the design, fabrication, theory, and application of robots.

## Unit questions

1. What did the 1980s and the 1990s have to do with and explain what the 2000s will be about?
2. Given the fact that we have been in Information Age for about 30 years why hasn't the nature of business changed at a greater pace?
3. Identify how the tools of the digital age technology are benefiting managers.
4. Explain what is meant by the terms neural networks and groupware.
5. How can products be designed more efficiently?
6. In what ways can production process be enhanced?
7. What is robotics?
8. In what ways can customer services be improved?
9. Why is e-commerce one of the greatest phenomena in business today?

## Multi-choice questions

**Use these questions to check your understanding of the chapter. For each question there is only one right answer, either (a) (b) or (c).**

1. *Business is going to change more in the next ten years than it has in the last fifty:*
   (a) Because of a disarmingly simple idea: velocity.
   (b) Because of a disarmingly simple idea: the flow of digital information.
   (c) Because of a disarmingly simple idea: quality and re-engineering.

2. *Most companies are using digital tools:*
   (a) To monitor their basic operations.
   (b) To obtain, share, and act on information in new and remarkable ways.
   (c) For new processes that radically improve how they function.

3. *One of the greatest phenomena we have witnessed in business today is:*
   (a) Faster access to information.
   (b) E-commerce.
   (c) Making airline reservations, purchasing a car, investing in the stock market, etc.

4. *Neural networks:*
   (a) Enable a manager to be on top of some problems in the nick of time and enhance the production process.
   (b) Disable a manager to be on top of most problems in almost no time at all and enhance the production process.
   (c) Enable a manager to be on top of most problems in almost no time at all and enhance the production process.

5. *Groupware allows management:*
   (a) To conduct electronic meetings in which people sit around the table and make decisions.
   (b) To conduct electronic meetings in which people make decisions that are networked together.
   (c) To conduct meetings in which up to 50 people sit around the table and make decisions.

## Vocabulary and grammar outcomes

**1. DEFINING AND REPHRASING THE TERM**

**(a) Match the terms on the left-hand side with the definitions on the right-hand side.**

| | |
|---|---|
| (a) E-commerce | (1) A microcomputer suitable for a single user, with a localised hard storage disk and a microprocessor. |
| (b) Groupware | (2) The design of new business processes, usually in conjunction with digital systems, to improve corporate responsiveness to changing business conditions. |
| (c) Information access | (3) Software programmes that have developed to facilitate group interaction and decision-making. |
| (d) Re-engineering | (4) Any transaction that occurs when data are processed and transmitted over the Internet. |
| (e) Personal computer | (5) To get information from or put information into a computer. |

**(b) <u>Replace the expressions in boldface with expressions from the text which have the same meaning.</u>**

1. The 2000s will be about **speed** and about how information access will **change** the **mode of living** of consumers and their **anticipation** of business.
2. Most companies are using digital tools **to control** their basic operations.
3. Too many senior managers seem to take the **lack** of **prompt access to** information as **granted**, because so many of them have worked for so long without information **close at hand** that they don't realise what they **are failing to take advantage of**.
4. What is interesting is that the **discrepancy** is not the result of a lack of technology spending.
5. The tools of the digital age **enable** us to easily **acquire**, **use jointly with others**, and **act in accordance with** information in new and remarkable ways.
6. Information technology is **modifying** communications within organisations.
7. Companies will be able to react **more quickly** to problems and opportunities, and those that don't will **probably go to the wall**.
8. They not only enable a manager to be **fully informed about** most problems **without delay**, but also **improve** the production process.

**(c) <u>Match the expressions on the left-hand side with the expressions on the right-hand side:</u>**

| | |
|---|---|
| (a) To assimilate | (1) Deception, deceit, or trickery |
| (b) Velocity | (2) Instantly or readily available |
| (c) To alter | (3) Expert knowledge, skill, or know-how |
| (d) Fingertips | (4) A request for payment, or a written list showing how much you have to pay for services you have received |
| (e) To flag | (5) To change or to modify |
| (f) Expertise | (6) To translate, to put into code, or to cipher |
| (g) Fraud | (7) Difference, emptiness, or omission |
| (h) Bill | (8) To point to, to show, or to indicate |
| (i) To encode | (9) Speed, rapidity, or quickness |
| (j) Gap | (10) To take, to absorb, or to take in |

**(d) Fill in the missing words by choosing from the below given box.**

*Lands' End: enhancing customer service*

| ***product information features retailer on-line prior total current e-commerce experience launching sales assistant browsing*** |
|---|

*Lands' End*, the U.K. largest clothing ..... is ..... its U.K. ..... site next week. The ..... sales are expected to rise from 4.5% to 10% of ..... sales during the ..... financial year. The U.K. site includes *Shop with Friend* and *Lands' End Live* ...... The former allows customers to synchronise their ..... with a friend, thus recreating the ..... of going shopping with a family and friends. The latter provides a specially trained ....., who may provide a second opinion or additional ..... over the phone or online ..... to purchase.

## 2. DECIPHRING COMPUTERS.

**(a) Match the computerese's acronym on the left-hand side with the name on the right-hand side.**

| | | | |
|---|---|---|---|
| 1. | CADD | (a) | Open Financial Connectivity |
| 2. | CPA | (b) | Internet |
| 3. | MOTD | (c) | Decision Support System |
| 4. | OFC | (d) | Computer-assisted instruction |
| 5. | EDI | (e) | Message of the day |
| 6. | CAI | (f) | Internet Relay Chat |
| 7. | INET | (g) | Computer-aided design and drafting |
| 8. | DSS | (h) | Computer Press Association |
| 9. | IRC | (i) | Electronic Data Interchange |

**(b) Match the expression on the left-hand side with the explanation on the right-hand side.**

| | | |
|---|---|---|
| (a) Distance Learning | (1) | Data about data: *e.g.* the title, subject, author and size of a document constitute metadata about the document. |
| (b) Eating your own dogfood | (2) | Adam Smith's concept that a free and open market will enable buyer and seller to find one another and agree on the theoretically correct price for any goods or services. The wealth of information and connection enabled by Internet make it possible for buyers and sellers to approach the perfect price. |
| (c) Intranet | (3) | The idealised office in which information is entirely stored, manipulated and transferred digitally rather than on paper. |
| (d) Knowledge Worker | (4) | The principle that software should be simple enough that a user can do most transactions in less than 3 minutes, or about the time it takes to soft-boil an egg. |
| (e) Metadata | (5) | The new way of living and working that will become common as consumers and workers take advantage of digital devices. |
| (f) Paperless Office | (6) | Employees assigned to a single, repetitive task with little autonomy. |
| (g) Perfect Price | (7) | Employees fundamental task is analysing and manipulating information. |
| (h) Soft-boiled Egg Rule | (8) | The practice of a company using its own products internally as a final test of capability before selling the products to customers. |
| (i) Task Worker | (9) | A network designed to organise and share information and carry out digital business transactions within a company. |
| (j) Web Lifestyle/Workstyle | (10) | An educational system in which the teacher and students are separated in time and or space and use technology, such as the Internet to communicate. |
| (k) Avatar | (11) | A hidden feature of a computer program that may contain a hidden command, an animation, a humorous message, or a list of credits for the people who developed the program. |
| (l) Electronic mall | (12) | In virtual reality environments such as certain types of Internet chat rooms, a graphical representation of a user. |
| (m) Easter egg | (13) | A virtual collection of online businesses that affiliate with the intention of increasing the exposure of each business through the fellow businesses. |
| (n) Netspeak | (14) | The set of conventions for writing English in e-mail, IRC, and newsgroups. Netspeak is characterised by acronyms (such as IMHO or ROFL) and clarifying devices such as emotags and emoticons. Use of Netspeak should be governed by netiquette. |

**(c) <u>Decipher the netcronym after reading the example and write it in full in the space provided. The first one has been done for you.</u>**

1. **AAMOF**, I heard he was fired.

   *As a matter of fact,* I heard he was fired.

2. He didn't have a nerve to tell the truth **F2F**.

3. **FYI**, she was promoted yesterday.

4. I'm **SITD** as much as you are.

5. Thank you for your help. **HAND**.

6. **IMO**, you should take a vacation.

## 3. INTERROGATIVES: WHO

- **Who** has the form **whom,** used as direct and indirect object, and the possessive form **whose.**
  - *E.g.* **Who** is our greatest actor?
  - *E.g.* **Who** went to visit aunt Mary last week?
- **Who** is both singular and plural.
  - *E.g.* **Who** *is that man*?
  - *E.g.* **Who** *are those men*?
- **Who** is used when there is an unlimited choice, **which** when the choice is limited.
  - *E.g.* **Who** wants to go to Italy with me in my car?
  - *E.g.* **Which of you** can take turns at driving the car?
- The examples below illustrate the use of **who**, in spoken English, and where **whom** would be used in formal written English.
  - *E.g.* **Who** did you give the ticket to? *or* **Whom** did you give the ticket to?
  - *E.g.* **Who** are you talking about? *or* **Whom** are you talking about?
  - *E.g.* **Who** did you help? *or* **Whom** did you help?

  There is no difference in meaning but the first is more usual than the second.
- In formal written English the preposition is immediately followed by whom. But in ordinary spoken English it is more usual to move the preposition to the end of the sentence.
  - *E.g.* **With whom** did you go? **Who** did you go **with**?

- Whose is used without a following noun as a pronoun equivalent in meaning to the adjective whose. The examples below illustrate the use of whose.

  *E.g.* **Whose** are these? (*pron.*) **Whose** books are these? (*adj.*)

**(a) <u>Complete questions with the following interrogatives: *what, which* or *who*. The first one has been done for you.</u>**

1. ..*What*.. role will DLS and telecommunicating have on classroom activities?
2. ..... told you that he was hired as a computer programmer?
3. ..... course have you taken?
4. ..... other ways are there to improve customer service strategies?
5. ..... European language is the easiest to learn?
6. ..... did you give the award to?
7. ..... are the implications of worker obsolescence on a society?
8. ..... did she refer to in her yesterday's speech?

**(b) <u>Turn the following statements into questions, asking about the words in bold-face. The first one has been done for you.</u>**

1. **Software programmes** are used to encode the relevant experience of an expert.

   *What are software programmes used for?*

2. **Someone** has used my computer.

   .....

3. My friend has applied for **the job of computer programmer**.

   .....

4. I want to speak to **the managing director**.

   .....

5. **These** belong to me.

   .....

6. Our meeting was entirely about **downsizing**.

   .....

## 4. WORD STUDY

### A WORDS SIMILAR IN SOUND

- Although similar in sound **peace** and **piece** differ in their meaning.

  **Peace** means the absence of war or other hostilities

  *E.g.* Making **peace** is much harder than making war.

  **Piece** means an element of a larger thing; a portion

  *E.g.* I'd like another **piece** of pie.

- Exactly the same appears in other groups of words. Here are given some of them.

1. **instance** For **instance**, he was always late for class.
   **instants** As the car turned, those brief **instants** seemed like hours.
2. **past** It is futile to try to relive the **past**.
   **passed** She **passed** her examinations. *or* The years **passed** quickly.
3. **presence** We are **honoured** by your presence.
   **presents** She never asked for **presents**.
4. **principal** Mr. Brown is the **principal** of our school. *or* **Principal** is the amount of the loan still owed.
   **principle** He is a man of high **principles**.
5. **quiet** You must keep **quiet**.
   **quite** You have been **quite** good all day.
6. **shone** The cat's eyes **shone** in the dark.
   **shown** He hasn't **shown** us his best work.
7. **stationary** The **stationary** benches could not be moved.
   **stationery** He wrote the letter on hotel **stationery**.
   **statue** It was a **statue** of a hero.
   **stature** He was a short man who married a woman of similar **stature**.
   **statute** The law may be found in the latest book of **statutes**.
8. **than** She dances better **than** I.
   **then** She screamed; **then** she laughed.
9. **their** It wasn't **their** fault. (*possessive adjective*)
   **there** You won't find anything **there**. (*adverb of place*)
   **they're** **They're** sure to be disappointed. (contraction of *they are*)
10. **to** Be sure to speak **to** him. (*preposition*)
    **too** She is far **too** young for you. (*adverb*)
    **two** The membership fee is only **two** dollars. (*adjective*)
11. **whose** **Whose** book is this? *or* **Whose** are these?
    **who's** I wonder who's with her now? (contraction of *who is*)

**In the space before each sentence copy the italicised word that is correctly used in the sentence. The first one has been done for you.**

1. *stationery* Please get some *stationary/stationery* from the bookstore.
2. ..... As the day *passed/past*, he grew bolder.
3. ..... I think *there/their/they're* paintings are better.
4. ..... Exercise will give you the *statue/statute/stature* of an athlete.
5. ..... In this *instance/instants* you are wrong.
6. ..... You should not discuss business in his *presents/presence*.
7. ..... He asked everyone to keep *quiet/quite* while he spoke.
8. ..... I wonder *who's/whose* car is he driving now.
9. ..... She was *shone/shown* only the most expensive articles.
10. ..... He *to/too/two* is a student of philosophy.
11. ..... My mother spoke to the *principle/principal* of our school.
12. ..... I wish I had known *than/then* what I know now.

## B WORDS SIMILAR IN MEANING OR SYNONYMS

- Strictly speaking, there are no synonyms, since by definition synonyms are words having the same meaning. But no two words are identical or even so nearly identical that we could lose either without loss to the language. If we think of the meaning as the total impact of the word upon a reader or hearer, every word can do something that no other word could do. **Bad**, as either a sound or a sequence of three letters, can do more and less than **wicked, evil, wrong, corrupt, spoiled,** all of which are likely to appear in a list of synonyms for **bad.** Words assumed to be synonyms can refer to different ideas and/or notions or objects, make varying observations about these ideas and/or notions or object, and stir different picture and emotion in users of the language.
- Therefore, there are no synonyms in any exact sense, i.e. no words having the exact meaning, but words or phrases that can be used in a sentence in place of another word.

**(i) Match the words or phrases on the left-hand side with the word similar in meaning on the right-hand side.**

| | | | |
|---|---|---|---|
| (a) | Read between the lines | 1. | Alliance |
| (b) | Leisure | 2. | Faint |
| (c) | Pass out | 3. | Confidential |
| (d) | Legislative | 4. | Collapse |
| (e) | Partnership | 5. | Cause |
| (f) | Off the record | 6. | Conclude |
| (g) | Slump | 7. | Relaxation |
| (h) | Give rise to | 8. | Lawmaking |

**(ii) In the space before each sentence copy the italicised word that is correctly used in the sentence. (Use your dictionary.) The first one has been done for you.**

1. *work* A major new *performance/work/job/task* by one of the world's best computer programmers will be presented next month.
2. ..... His boss *denied/rebutted* him the opportunity to get the promotion.
3. ..... She is responsible for *acting/executing/doing* the company's reorganisation plan.
4. ..... Technological *motion / increases / advances* have revolutionised the way products are manufactured.
5. ..... The programmes are aimed at *qualifying/outfitting/ preparing* people who want to start up their own business.

## C WORDS OPPOSITE IN MEANING OR ANTONYMS

- And if there are no synonyms, how there can be antonyms? If no two words can be entirely alike, we should scarcely expect to find a collection of words precisely opposite to another word. **Down** as a direction is roughly opposite to **up** as a direction, but in no sense is it an antonym to the value of **up** in phrases like *grow **up*** or *double **up***, in *drink **up*** as against

*drink it **down***. Moreover, many words by their very nature can have no antonym. If **gun** has no precise synonym (**firearm, automatic weapon, rod,** or **recoilless rifle**, all of which are likely to appear in a list of synonyms for **gun**), still less does it have an antonym. For even *no-gun* would not be an exact antonym, if there is such a word.

- Therefore, there are no antonyms in any exact sense, i.e. no words having the exact opposite meaning, but words or phrases that can be used in a sentence in place of another word.

**(i) <u>Match the words or phrases on the left-hand side with the word opposite in meaning on the right-hand side. (Use your dictionary.)</u>**

| | |
|---|---|
| (a) Timidly | 1. Accidental |
| (b) Swift | 2. Tightly |
| (c) Take in | 3. Doubtfully |
| (d) Loosely | 4. Divergent |
| (e) Deliberate | 5. Differently |
| (f) Surely | 6. Boldly |
| (g) Parallel | 7. Slow |
| (h) Similarly | 8. Exclude |

**(ii) <u>In the space before each sentence copy the italicised word that is wrongly used in the sentence. (Use your dictionary.) The first one has been done for you.</u>**

1. *insufficient* He made *adequate/insufficient/ample* provision for his family.

2. ..... Under *weak/strong/sound* governments the people had enjoyed much security.

3. ..... Members of the jury must be *impartial/biased/just*.

4. ..... When he got out of the gym, his face was *soaking/dry/wet* with sweat.

5. ..... He is one of the most *dependable/unreliable/trustworthy* people in the company.

## 5. PREPOSITIONS

**Supply the missing prepositions.**

*What is robotics?*

Another means ..... assisting production ..... organisations has been widespread use ..... robots. Robots are machines that act and see like human beings. ..... the late 1970s, manufacturing firms began adding robots ..... assembly lines. General Dynamics uses robots to drill 500 holes ..... the tail ..... its F-16 jet fighter. ..... the Stryker Corporation (makers ..... orthopedic implants and surgical instruments), robots now perform the more labour-intensive tasks, enabling workers to be retrained ..... jobs requiring more skills. ..... the bakery industry, too, robots have been able to enhance productivity far beyond what is possible ..... human labour. For example, robots can handle ..... 1,000 ..... 15,000 products ..... minute, ..... wrapping ..... packaging. ..... those basic robots came industrial robotics, computer-controlled machines that manipulate materials and perform complex functions.

## 6. ARTICLES

**Supply the missing articles.**

*Internet Relay Chat*

..... service that enables ..... Internet user to participate in ..... conversation online in real time with other users is called ..... Internet Relay Chat. ..... IRC channel, maintained by ..... IRC server, transmits ..... text typed by each user who has joined ..... channel to all other users who have joined ..... channel. Generally, ..... channel is dedicated to ..... particular topic, which may be reflected in ..... channel's name. ..... IRC client shows ..... names of currently active channels, enables ..... user to join ..... channel, and then displays ..... other participants' words on individual lines so that ..... user can respond. IRC was invented in 1988 by Jarkko Oikarinen of Finland.

## 7. THE PASSIVE VOICE

- In First Year English you examined and learned that the passive verb is used when the doer of an action is either unknown or of little interest in the statement. When the passive verb is used, the subject is not a doer but a receiver of the action. A person who performs an action in a passive sentence is called the agent, and is introduced by **by**. The agent may or may not be mentioned.

  *E.g.* Active: Programmers **write** computer programmes.

  *E.g.* Passive: Computer programmes **are written** (**by** *programmers*).

  An object which causes something to happen is called an instrument, and is introduced by **with**.

  *E.g.* She **was hit** on the head **with** an umbrella.

- Most verbs with an object (transitive verbs) can be made passive. Common verbs not used in the passive include:

  *become, fit (be the right size), get have, lack, let, like, resemble, suit.*

  Some verbs have both transitive and intransitive meanings.

  *E.g.* They **arrived** at the airport at nine. (*cannot be made passive*)

  *E.g.* How **was** the answer **arrived at**? (*passive with a different meaning*)

- Verbs which have two objects can be made passive in two ways.

  *E.g.* Active: They *offered* **me a job**.

  *E.g.* Passive: **I** *was offered* **a job**. *or* **A job** *was offered* **to me**.

  Other common verbs of this type are:

  *bring, give, lend, pass, pay, promise, sell, send show, tell.*

- Some verbs have a noun or adjective which describes their object.

  *E.g.* Active: We elected Mary **university representative**.

  *E.g.* Active: Everyone *considered* him **the best programmer**.

  When these are made passive, the complement goes directly after the verb.

  *E.g.* Passive: Mary was elected **university representative**.

  *E.g.* Passive: He was considered **the best programmer**.

- As to translation, note that the uses of the passive in English and in other languages are not necessarily the same. Some languages, including Serbian, may use passive forms where English uses active ones, and *vice versa*.

- Although it is possible to form a wide range of passive tenses, the most used are present simple and continuous, past simple and continuous, present perfect simple, past perfect simple, *will* future, and future perfect. There are also present and passive infinitives.

**(a) <u>Correct any verb forms which are impossible or inappropriate. Write the correct answer in the space provided. The first one has been done for you.</u>**

1. A number of banks in the area have been being robbed by an armed gang.

   *A number of banks in the area **have been robbed** by an armed gang.*

2. As I passed the river, I could see that the old bridge was reconstructed.

   .....

3. Somehow without my noticing my pen had been disappeared.

   .....

4. You will be send a copy of the minutes of the meeting.

   .....

5. She is been questioned by the judge about the fraud.

   .....

6. There is nothing more annoying than been interrupted when you are speaking.

   .....

**(b) <u>Turn the following text into the passive voice</u>.**

*How does IT enhance the process of selecting job candidates?*

Every day we receive 600-900 curriculums from job applicants by postal mail, e-mail, etc. Our software automatically acknowledges every electronic submission and our database directly accepts information from curriculums. Then we scan and convert a paper curriculum into text that can go into database, and automatically match all curriculums with open job positions within 24-48 hours of receipt. Human Resources specialists search the database for promising candidates, consulting with hiring managers in person or over e-mail. They are using scheduling software to set up job interviews. Every interviewer receives a copy of the curriculum and any other background information in e-mail. After meeting with a prospect, each interviewer e-mails comments about the candidate to Human Resources, the hiring manager, and other interviewers, suggesting follow-up questions to later interviewers. This real-time sharing of interview information ensures that interviewers build on one another's work rather than duplicate it. As a result, it will free you from tons of old paper processes so that you will have the time to think about the relevant questions.

## Review and discussion questions

*Volkswagen Futuristic Factory* has been discussed as a revolution in the auto industry. It's likely to change the way cars will be built in the future all over the world. And it's being done by Volkswagen at its new Resende truck plant outside Rio de Janeiro, Brazil.

After reading the given text, try to answer the below given questions in order to further develop your diagnostic and analytical skills.

1. Assembling vehicles has traditionally followed a conventional process. Many parts were put together on assembly lines. The parts used typically came from suppliers who brought them to the assembly plant's loading dock. From there, these parts were moved either manually or in some automated fashion to the appropriate place on the assembly line. Finally, employees assembled what parts they could, and robots frequently did the rest.
2. At Resende, Volkswagen has essentially outsourced the entire assembly of its vehicles to its suppliers. This $250 million plant, which assembles 7- to 35-ton trucks, uses hundreds of suppliers who channel their materials through just seven final assemblers. Each of these assemblers is responsible for putting together one of the seven modules that makes up a finished truck. German instrument maker VDO Kienzle, for example, starts with the steel shell of a truck cab. Up to 200 VDO employees install everything from seats to the instrument panels in the interior of the truck. Then, they attached the finished cab to the chassis moving down the assembly line through various suppliers' spaces. In total, more than 1,400 workers are involved in the assembly process. None of them are Volkswagen employees.
3. As a result of this supply chain management, Volkswagen saves money in a number of ways. It has fewer employees for which it is directly responsible. Suppliers pay their own employees as well as for their tools and fixtures. Suppliers are also responsible for incurring their own inventory costs – minimised, however, by a sophisticated just-in-time inventory system, in which parts arrive just one hour before they are needed. Finally, management seeks the advice and co-operation of its suppliers in cutting costs and boosting productivity. The net result is that Volkswagen expects the Resende plant to use 12% fewer labour-hours per truck than traditional truck assembly operations. And Volkswagen doesn't pay for take delivery of the final product until all quality inspections have been completed and passed. The value of Volkswagen's approach is that it lets the company do what it believes it does best – designing and engineering vehicles, not assembling them, which others did better, faster, and cheaper!

4. Given some of the initial success of Volkswagen, other vehicle manufacturers are adopting VW's practices. For example, a strategic partnership between DaimlerChrysler and watchmaker SMH Swatch will be relying on a modular approach to build the Smart – a $10,000 urban car. The car is to be built in a new factory in western France, and the production run is divided into seven completed modules. Each of the seven completed modules will be finally assembled in the western France plant by suppliers. And in the United States, DaimlerChrysler is using this approach with its suppliers of the Dodge Dakota pickup truck.

## Questions

1. Describe how elements of supply chain management and just-in-time inventory systems are demonstrated in this story.
2. Costs of producing vehicles in modules appear to have significant cost saving. Do you believe that quality is also enhanced by such a process? Why or why not?
3. "Both Volkswagen and Daimler Chrysler are European-based and culturally influenced companies. These same processes would not work in an organisation and culture of a vehicle manufacturer like General Motors." Do you agree or disagree with the statement? Defend your position.
4. "High-tech manufacturing is going global. Satyan Pitroda, for instance, believes that developing countries can leapfrog into the upper ranks of high-tech manufacturing. By importing technology developed elsewhere, these countries can bypass stages of development. To illustrate, Pitroda used an all-Indian team to design a phone switch suited to India's heat, humidity, dust and frequent power failures. Inside the switch are chips from Motorola, Intel, and Texas Instruments, but Indian firms are designing and exporting the switches." Do you agree or disagree with the statement? Can your country do the same? Defend your position.

# UNIT 6
# ABOUT MARKETING AND MARKETING MIX, MARKETING COMMUNICATIONS AND PROMOTIONAL TOOLS

## LEARNING OUTCOMES

### BUSINESS VOCABULARY OUTCOMES

**Topic Areas**

- Marketing
- Marketing Mix
- Marketing Terms
- Marketing Communications
- Promotional Mix: Advertising, Sales Promotion, Personal Selling and Public Relations

### VOCABULARY BUILDING AND GRAMMAR OUTCOMES

- Consolidation of the Previously Acquired Vocabulary
- Acquisition of Technical Vocabulary
- Word Study: Improving Word Choice and Vocabulary
  - **(a)** *Synonyms and Antonyms*
  - **(b)** *Standard English*
  - **(c)** *Colloquialisms*
  - **(d)** *Slang*
- Prepositions
- The Tenses

## WHAT IS MARKETING ABOUT?

Marketing comes from the original concept of a marketplace, where buyers and sellers would come together to conduct transactions (or exchanges) for their mutual benefit. The aim of **marketing** is to ensure that customers will conduct exchanges with the marketer's organisation, rather than with the other "stallholders". To do this effectively, **marketers** must provide those customers with what they want to buy, at prices that represent value for money.

To the non-marketer, marketing often carries negative connotations; there is a popular view that marketing is about persuading people to buy things they do not want, or about cheating people. However, marketers are well aware that the average customer will not keep coming back to a firm that does not provide good products at an acceptable price, and without customers, there is no business.

Therefore, for companies to be successful, the management must put the customer first. Here is an example to illustrate this.

Tom Watson of IBM was once at a meeting where customer complaints were being discussed. The complaints were being categorised as engineering complaints, delivery complaints, servicing complaints, etc., perhaps ten categories in all. Finally, Watson went to the front of the room, swept all the paper into one heap, and said: "There aren't any categories of problems here. There is just one problem. Some of us aren't paying enough attention to our customers." And with that he swept out, leaving the executives wondering whether they still would have jobs in the morning. IBM salespeople are told to act at all times as if they were on the customer's payroll – which of course they are.

## MARKETING ON A DAY TO-DAY-BASIS – MARKETING MIX

Marketers deal with the **marketing mix**, which is described by the four Ps: product, place, promotion and price. **Product** should fit the task the target consumers want it for, it should work, and it should be what the consumers expected to get. It is more than just the sum of its physical characteristics, for it includes fringe elements such as the brand image, the way the product is packed and delivered, even the colour of the box it comes in. **Place** means that the product should be available from wherever the target group of customers find it easiest to shop – a High Street shop, order through a catalogue, or from a magazine coupon, or even a doorstep delivery. **Promotion** means that advertising, public relations, sales promotion, personal selling and all the other communications

tools should put across the organisation's message in a way that fits what the particular group of consumers and customers would like to hear, whether it be informative or appealing to the emotions. **Price** means that the product should always be seen as representing good value for money. This does not necessarily mean that it should be the cheapest available, for customers are usually willing to pay a little more for something that really works well for them.

However, with the increase in service provision the 4-P model does not provide a full enough picture. As a result, Booms and Bitner proposed a 7-P model, to include three additional factors. **People,** since virtually all services are reliant on people to perform them. For example, the demeanour of waiters in restaurants forms a crucial part of the total experience for the consumers; in a way, the waiter is a part of the product the consumer is buying. **Process**, since services are usually carried out with the consumer present, and the process by which the service is delivered is, again, part of what consumer is paying for. For example, there is a great deal of difference between silver-service meal in an upmarket restaurant and a hamburger bought from a fast-food outlet. **Physical evidence**, since almost all services contain some physical elements. For example, a restaurant meal is a physical thing, even if the bulk of the bill goes towards providing intangible elements of the service, such as the décor, the atmosphere, the waiters, even the dishwashers.

Therefore, it is important to recognise that the elements need to be combined as a mix. Like a recipe, one ingredient of the mix will not substitute for another, and each ingredient must be added in the right quantities at the right time if the mix is to prove successful in achieving consumer satisfaction, and therefore no two firms will follow exactly the same marketing approach.

## CLARIFICATION OF SOME MARKETING TERMS

**Customers** are the people or firms who *buy* products, **consumers** actually use the product, or consume it. Frequently, customers are also consumers, so the terms might be used interchangeably, but often the person who buys a product is not the one who ultimately consumes it.

A **need** is a perceived lack of something, implying that the individual not only does not have an item, but is also aware of not having it. It has nothing to do with necessity because human beings have needs that go far beyond mere survival. In wealthy Western countries, for example, most people eat for pleasure rather than from a fear that they might die without eating – the need for enjoyment comes long before there is a necessity for food.

A **want**, on the other hand, is a specific satisfier for a need. An individual might *need* food (hunger being awareness of the lack of food) and *want* a curry.

Wants become **demands** when the potential customer also has the means to pay for the product. Some marketers have made their fortunes from finding ways for people to pay for the products, rather than from merely producing the product. The demand for a given product is therefore a function of need, want and ability to pay.

A **product** is a bundle of benefits. This is a consumer-oriented view, because consumers will only buy a product if they feel it will be of benefit. For example, diners in a restaurant are not merely buying a full stomach - they are buying a pleasant evening out; also, customers in a bar are not buying fizzy water with alcohol flavourings in it – they are buying a social life. However, a distinction should be made between physical goods and services. For marketers both of these are products, since they may well offer the same benefits to the consumer. For example, an afternoon at a football match, or a case of beer, might serve the same morale-raising function for some men.

**Publics** are any organisations or individuals that have actual or potential influence on the marketing organisation.

**Markets** are the actual and potential buyers of the firm's products. Few firms can capture 100% of the market for their products; marketers more commonly aim for whichever portions of the market the firm can best serve. The remainder of the customers would go to the competition, or just be people who never hear of the products and therefore do not buy it. Even giant firms, such as Coca-Cola have less than half of the market for their product category. For this reason marketers usually break down the overall market into *segments* (groups of customers with similar needs and characteristics) and *niches* (very specific need and product categories).

**Price** is the amount of money a product is sold for. **Value** is what the product is worth to the customer or consumer. The value is always higher than the price, or no business would result, but individual customers will make a judgement as to whether the product is good value or poor value. If the product is poor value, the customer will try to find alternatives; if the product is good value, the customer will remain loyal. The decision about value for money is, of course, subjective; what one customer considers a great bargain, another customer may see as a waste of good money.

## MARKETING COMMUNICATIONS

**Communication** requires the active participation of both the sender and the receiver, so the messages not only have to contain the information the organisation wishes to convey, but must also be sufficiently interesting to the consumers (or the organisation's other publics) for them to pay attention.

Communication is always expensive. For example, full-page **advertisements** in Sunday supplements can cost upwards of £11,000 per insertion; a 30-second TV ad at peak time can cost £30,000 per station. It is, therefore, worthwhile spending time and effort in ensuring that message is comprehensible by the target audience.

Communications often follow the so-called **AIDA**. This implies that marketers must get the customer's *attention*. Clearly, if the receiver is not "switched on" the message will not get through. Secondly, the marketer must make the message *interesting*, or the receiver will not pay attention to it. This should, if the message is good lead to a *desire* for the product on the part of the receiver, who will then take *action*.

## COMMUNICATION TOOLS – PROMOTIONAL MIX

However, it is very difficult to get all four of these elements into one communication. For this reason, marketers usually use a mixture of approaches for different elements called the **promotional mix**. It consists of advertising, sales promotion, personal selling, and PR.

**Advertising**, as a paid message inserted in a medium, is often a non-personal communication, but always culturally based, in that it has to speak to a large number of people, so the message has to be clear for all the target audience to understand. It often works below the conscious level; people are often familiar with a brand name, and even know a lot about the product, without being able to remember where they saw the product advertised. Therefore, advertising is mainly about getting the consumer's attention and arousing interest (the A and I of AIDA).

To stimulate desire and action, marketers often link a special offer – **sales promotion** – to the advertisement. The purpose of sales promotion is to create a temporary increase in sales by bringing purchasing decisions forward and adding some immediacy to the decision-making process. However, care needs to be taken with sales promotions. If it is repeated too often it can become a part of the consumer's expectations. For example, UK fast-food restaurant Pizzaland's promotional offer of a second pizza for a penny was so widely used that some consumers would not go to Pizzaland unless they had a voucher for the penny pizza. Eventually, Pizzaland was taken over by a rival firm and now no longer exists.

**Personal selling** is probably the most powerful marketing tool the firm has. A salesperson sitting in front of a **prospect**, discussing the customer's needs and explaining directly how the product will benefit him or her, is more likely to get the business than any advertising, PR or sales promotion technique available.

Unfortunately, it is also the most expensive promotional tool for the firm. On average, a sales representative on the road will cost a firm around £50,000 p.a. and will probably only call on 1,600 prospects or so in that time, at best. Selling is therefore only used for high-order value or highly technical products that need a lengthy decision-making procedure.

**Public relations** or **PR** is about creating favourable images of the company or organisation in the minds of consumers. The PR managers have the task of co-ordinating all the activities that make up the public face of the organisation and, *inter alia*, include: organising press conferences, staff training workshops, events such as annual dinners, handling incoming criticisms or complaints, grooming senior management for the press or TV appearance, etc.

The basic routes by which PR operates are word-of-mouth, press and TV news stories, and personal recommendation. PR is not advertising because it is not paid for directly. Advertising can be both informative and persuasive, but PR is used for conveying information only.

Some organisations may rely mostly on advertising and public relations – both of which build sales long term. And some may emphasise sales promotion, often useful for low-value items, and personal selling, i.e. face-to-face communication between a salesperson and a customer - for making quick increases in sales. Therefore, no two firms will follow exactly the same approach.

## Unit Summary

*This unit has been about the terms, concepts and definitions of marketing, marketing mix, marketing communications, promotional tools, etc. Here are the key points from this unit.*

- ***Advertisement*** is a paid insertion of a message in a medium.
- ***Advertising*** is the act of making a product, a service, a job vacancy, an event, etc., publicly known. It needs to be planned and targeted to the right segment in order to avoid wasting money and effort on people who will not buy the product.
- ***AIDA*** is an acronym for Attention, Interest, Desire and Action – the four stages of response to communication.
- ***Communication*** requires the active participation of both the sender and the receiver. Communications work best when there is a feedback.

- ***Consumer*** is a person who uses things.
- ***Customer*** is a person who buys things.
- ***Demand*** is a want that can be paid for.
- ***Marketer*** is a person that sells goods or services in or to a market, especially one that markets a specified commodity.
- ***Marketing*** is about understanding what the consumer needs and wants, and seeing that the company provides it. In other words, it is the management process that identifies, anticipates, and supplies customer requirements efficiently and profitably.
- ***Marketing mix*** refers to the seven areas of activity with which marketers are most concerned: price, product, place, promotion, people, process, and physical evidence.
- ***Markets*** are groups of customers or consumers with similar needs and wants.
- ***Need*** is a perceived lack of something, e.g. food when one is hungry.
- ***People***, as one of the Booms and Bitner's additional 3-Ps, represent an integral part of the product because most services involve direct contact between the producer and the consumer; e.g. a hairdresser's personality affects trade in a way that the personality of a production-line worker does not.
- ***Personal selling*** is a person-to-person communication intended to meet a customer's needs at a profit.
- ***Physical evidence***, as one of the Booms and Bitner's additional 3-Ps, gives something to a consumer to refer to and to show other people if necessary. Since service products are usually intangible, the consumer of, say, an insurance policy will need some written evidence of its existence in order to feel confident in the product.
- ***Place*** refers to the location from wherever the customer finds it easiest to shop.
- ***Price*** is what something costs.
- ***Process***, as one of the Booms and Bitner's additional 3-Ps, refers to the usual presence of the consumer during all or part of the process of providing the service; e.g. Lufthansa's improved method of seating passengers (boarding window-seat passengers first and aisle-seat passengers last) makes the airline more pleasurable to fly with.

- ***Product*** is a bundle of benefits; it is only worth what it will do for the consumer.
- ***Promotional mix*** is the combination of PR, advertising, personal selling and sales promotion leading to purposeful marketing communications.
- ***Prospects*** refer to individuals who are prepared to talk to a salesperson about their needs.
- ***Public relations (PR)*** are activities intended to convey an organisation's messages to its public.
- ***Publics*** refer to those groups and individuals that have a direct or indirect impact on an organisation's activities.
- ***Sales Promotion*** is a temporary offer used to increase immediate sales.
- ***Value*** is what something is worth.
- ***Want*** is a specific satisfier for a need, e.g. a steak.

## Unit questions

1. Identify the original concept of marketing and explain what marketing is about.
2. Define the following marketing terms: customer, consumer, need, want, demand, product, market, price, value.
3. Explain the marketing mix concept.
4. Explain the reasons for proposing the 7-P model and describe the model.
5. Define marketing approach and explain why each organisation tends to have its own approach to the mix.
6. Explain advertising and public relations and state what they are intended to achieve.
7. Define sales promotion and personal selling.

## Multi-choice questions

**Use these questions to check your understanding of the chapter. For each question there is only one right answer, either (a) (b) or (c).**

1. *Marketing is about:*
   (a) What the consumer needs and wants, and seeing that the company provides it.
   (b) What the consumer needs and demands, and seeing that the company provides it.
   (c) What the consumer needs and values, and seeing that the company provides it.

2. *Demand is:*
   (a) A need that can be paid for.
   (b) A want that can be paid for.
   (c) A want that cannot be paid for.

3. *Markets are:*
   (a) Groups of customers or consumers with similar needs and wants.
   (b) Groups of customers or consumers with similar needs and demands.
   (c) Groups of customers or consumers with dissimilar needs and wants.

4. *The four Ps stand for:*
   (a) Product, process, publicity and price.
   (b) Product, place, people and price.
   (c) Product, place, promotion and price.

5. *Customers in a bar are not buying fizzy water with alcohol flavourings in it:*
   (a) They are also buying an evening out.
   (b) They are buying a social life.
   (c) They are buying a full stomach.

6. *AIDA stands for:*
   (a) Action, involvement, decision and aftercare.
   (b) Aversion, internalisation, deconstruction and acceptance.
   (c) Attention, interest, desire and action.

## Vocabulary and grammar outcomes

**1. <u>DEFINING AND REPHRASING THE TERM</u>**

**(a) <u>Match the terms on the left-hand side with the definitions on the right-hand side.</u>**

| | |
|---|---|
| (a) Public relations | (1) The combination of PR, advertising, personal selling and sales promotion leading to purposeful marketing communications. |
| (b) Brand image | (2) The seven areas of activity with which marketers are most concerned: product, place, promotion, price, people, process, physical evidence. |
| (c) Promotional mix | (3) A temporary offer used to increase immediate sales. |
| (d) Marketing mix | (4) A term, symbol or design that distinguishes one seller's product from its competitors. |
| (e) Sales promotion | (5) It refers to the investment in the quality of brands to which consumers will respond by asking for such goods by their brand names and by being willing to pay premium for them. |
| (f) Brand name | (6) Activities intended to convey an organisation's messages to its publics. |

**(b) <u>Replace the expressions in boldface with expressions from the text which have the same meaning.</u>**

1. **Often**, customers are also consumers, so the terms might be used **in the place of each other**.
2. A product is a **package** of benefits.
3. **People dining** in a restaurant are not **only** buying **food to stuff themselves** - they are buying **an enjoyable** evening out.
4. Product is more than **simply** the **aggregate** of its physical characteristics, for it includes **subsidiary** elements such as the brand image, etc.
5. Place means that the product should be **within reach** from **every place** the target group of customers find it easiest to shop – **the High**, order through a catalogue, or a **delivery to the door**.

6. Publicity and PR are probably the most **cost-efficient** promotional tools.
7. Customers are usually **ready** to pay a little more for something that really **runs well** for them.
8. The **bearing** of waiters in restaurants forms a **decisive** part of the total experience for the consumers.
9. There is a great deal of difference between silver-service meal in an **exclusive restaurant** and a hamburger bought from **an inexpensive restaurant**.

**(c) <u>Match the expressions on the left-hand side with the expressions on the right-hand side:</u>**

| | |
|---|---|
| (a) Connotation | (1) A document that can be exchanged for goods, money or services up to the amount shown |
| (b) To capture | (2) Someone who rents and keeps a market stall |
| (c) Fringe | (3) Bearing, deportment, or poise |
| (d) To conduct | (4) Spoken communication |
| (e) Insertion | (5) Expression of dissatisfaction or resentment |
| (f) On average | (6) Someone who is eating in a restaurant |
| (g) Voucher | (7) Additional |
| (h) To groom | (8) To carry out |
| (i) Demeanour | (9) To gain possession or control of |
| (j) Complaint | (10) Printed pages that are put inside a newspaper or magazine in order to advertise something |
| (k) Word-of-mouth | (11) The main or largest part of something |
| (l) Diner | (12) To prepare someone for an important job or position in society by training them over a long period |
| (m) Stallholder | (13) An idea that a word makes you think of that is more than its basic meaning |
| (n) Bulk | (14) On the whole, overall, or all in all |

**(d) Match the marketing job titles on the left-hand side with the job descriptions on the right-hand side.**

| | | |
|---|---|---|
| 1. Brand Manager | (a) | Controls media purchases, deals with advertising agencies, generally holds the flow of information to the company's customers and consumers. |
| 2. Salesperson | (b) | Responsible for all the decisions around a group of similar products within a firm. For example, a biscuit manufacturer might have one product manager in charge of chocolate-covered snack biscuits, and other in charge of savoury biscuits for cheese. |
| 3. Market Research Manager | (c) | Responsible for controlling, training and motivating the salesforce and sales back-up team. They often also have a role in the credit control, since they are in the best position to know the individual customers and can give an opinion on the customer's creditworthiness. |
| 4. Advertising Manager | (d) | Responsible for all the decisions concerning a particular brand, originally introduced at *Mars*, where they competed with each other as well as with other firms for market share in the chocolate bar market, even though they are all working for the same firm. |
| 5. Public Relations Manager | (e) | A person who finds out what each customer needs, and tries to arrange for it to be delivered. |
| 6. Product Manager | (f) | Monitors the company's public image and applies corrective measures if company is acquiring a bad reputation. |
| 7. Sales Manager | (g) | Collects evidence about what it is that consumers really need, and what they would really like to buy. Sometimes this also includes monitoring competitors' activity so that the company can take action early to counteract it. |

**(e) <u>Match the price name on the left-hand side with the product/service on the right-hand side.</u>**

| | | | |
|---|---|---|---|
| 1. | Rent | (a) | Membership in a trade union/association |
| 2. | Tuition | (b) | Having your tooth filled |
| 3. | Fee | (c) | Work done by a salesperson |
| 4. | Fare | (d) | Your flat |
| 5. | Rate | (e) | Work done by a worker |
| 6. | Interest | (f) | Insurance |
| 7. | Toll | (g) | Securing services of your lawyer |
| 8. | Premium | (h) | Money borrowed |
| 9. | Dues | (i) | Government/public services |
| 10. | Retainer | (j) | Work done by an executive |
| 11. | Salary | (k) | Education |
| 12. | Commission | (l) | Driving your car on a road |
| 13. | Wage | (m) | Local utilities (water, gas, electricity) |
| 14. | Income and other taxes | (n) | A ride on a bus |
| 15. | Subscription | (o) | Magazine |

## 2. <u>WORD STUDY: IMPROVING WORD CHOICE AND VOCABULARY</u>

- Effective communication through words depends partly on your choice of the words you use. Your speech or writing gains effectiveness if the words you use are:
- **Exact and concise instead of vague.**

  For example, instead of *saying It has been widely observed that any rock or stone, no matter how great or small, if it is not stationary, but habitually moving its position from one site to another, is very likely under those circumstances not to amass any appreciable supply of moss*, it is much better to use a simple proverb, *A rolling stone gathers no moss*.
- **Vivid instead of dull and trite.**

  When you listen to some speaker with the gift of eloquence, you think that his or her words are alive and sparkling, and you wonder just how he or she does it. To do the same, you must avoid trite worn-out phrases like *last but not least, sadder but wiser for his experience, the sad specimen of humanity*, and other like them.

- **Specific instead of general.**

  You may add life and freshness to your style by using specific instead of general words and occasionally by using a concrete example of a general or abstract idea. Instead of saying, *It does not any more suffice to make your customers feel content. What you must do is try to make them feel very happy*, it is more effective to say *It is no longer enough to satisfy your customers. You must delight them.*

- **Appropriate instead of inappropriate.**

  The vast majority of English words belong to what is called **Standard English**, and these are socially acceptable at all times and in every situation. Then there are a few words that educated society considers more appropriate to informal situations, such as informal conversation and informal writing. These words are the so-called **colloquialisms**. Finally, there are certain words and expressions called **slang**, which educated society considers appropriate only in situations of even greater informality. Moreover, some slang expressions are also associated with lower cultural level.

  If you still cannot see the logic that assigns a higher respectability to one word than to another, remember that there is no more bad logic in this than in manners. Why, do you think, people give you a hostile, appraising eye when you speak of a girl as a *dame* or a *broad*, a nose as *schnozzle*, or food as a *grub*? You might as well ask why you do not type wedding invitations, or attend a formal dinner in a sweater and slacks, or eat peas with a knife. The easiest way to understand this subject is to think of language as a social phenomenon, like dress or eating. It is governed by certain conventions, and the use of a wrong word at the wrong time is a social transgression, not a mortal sin.

  Here are given some words or expressions considered inappropriate in serious writing. Many of the words or expressions in parenthesis, marked **not**, are appropriate enough in informal conversation and in some informal papers. However, the expressions marked **substandard** should be avoided at all times.

**Ad.** Clipped forms of many words are used informally, such as **ad** (*advertisement*), **doc** (doctor), **exam** (*examination*), **gent** (*gentleman, man*), **gym** (*gymnasium*), **lab** (*laboratory*), **exec** (*executive*), etc.

**Ain't** Substandard for *am not, are not, is not, have not.*

*E.g.* Am I not a good (not *Ain't I*) a good citizen?

*E.g.* Instructions haven't (not *ain't*) been given yet.

**Among, between** **Among** is used with three persons or things as in *Tesla was **among** the most talented men of his age*, or *The estate was divided **among** his three sons.* **Between** usually refers to two things, as in *This is **between** you and me.* But **between** may also refer to more than two things when it brings the things severally and individually into the relation expressed, as in *A treaty **between** three nations.*

**And, etc.** Because **etc.** (*etcetera*) means *and so forth*, then **and etc.** would mean *and and so forth*.

**Anyplace, anywheres** Colloquial and dialectical for *anywhere*. Similar colloquial forma are **anyways** for *anyhow*, **every place** for *everywhere*, **no place** for *nowhere*, **some place** for *somewhere*.

*E.g.* I looked for my glasses *everywhere*. They must be hidden *somewhere*.

**Being that, being as how** Substandard for *because* or *since*.

**But what, but that** Colloquial for *that*.

*E.g.* Both sides had no doubt that (not *but what*) their cause for just.

**Cunning, cute** Colloquial when used for as a general term of approval, in the sense of *attractive*, *charming*, *pleasant*, etc.

**Fewer, less** **Fewer** refers to numbers, **less** to quantity, extent, degree.

*E.g.* **Fewer** (not *Less*) students are taking courses in marketing this year.
*E.*g. Food costs **less**, but we have **less** money to spend.

**Figure** Colloquial for *consider*, *think*, *believe*, *suppose*.

*E.g.* He must have thought (not *figured*) that nobody would lend him money.

**Fine** Colloquial, very widely used for *well*, *very well*.

*E.g.* The team played well (not *just fine*).

**In regards to** The correct form is *in regard to*.

**Kind of, sort of** Colloquial for *somewhat, in some degree, almost, rather*.

*E.g.* They felt somewhat (not *sort of*) depressed.

**Kinda, sorta** Undesirable forms.

**Lots of, a lot of** Colloquial in the sense of *many, much*.

*E.g.* Many (not *Lots of*) families lost everything during the war.
*E.*g. The floods caused us much (not *lots of*) trouble that spring.

**Mad** Colloquially it is often used to mean *angry*. In formal English, it means *insane*.

*E.g.* Why was she angry (not *mad*) because I did not lay the table.

**Most** Colloquial for *almost*. At the formal level it is the superlative form of *much* and *many*.

*E.g.* Almost (not *Most*) one-quarter of the state's workers are employed in service industries.

**(a) <u>In the column of figures at the left encircle the number or numbers of the correct answers. (Use your dictionary constantly for this exercise.) The first one has been done for you.</u>**

1. 1 **2** 3 **4** Which one of the following verbs is most specific? The captain (1. *spoke* 2. *rapped out* 3. *made known* 4. *gave*) a command.

2. 1 2 3 4 Which of the following expressions is the most specific? Tom was just swallowing the last mouthful of (1. *food* 2. *repast* 3. *fried chicken* 4. *nourishment*).

3. 1 2 3 4 Which two of the following expressions are trite? 1. Silence reigned supreme. 2. No one spoke. 3. He returned none the worse for wear. 4. He returned safely.

4. 1 2 3 4 Which of the words in parenthesis is most appropriate in this sentence? Mr. Jones made a practice of being (1. *dilatory* 2. *late* 3. *unpunctual* 4. *belated*) for his appointments.

5. 1 2 3 4 Which one of the following words means the opposite of the other three? 1. *divergence* 2. *similarity* 3. *distinction* 4. *variation*.

6. 1 2 3 4 Which two of the following are antonyms of **irksome**? 1. *engrossing* 2. *tedious* 3. *tiresome* 4. *absorbing*.

**(b) <u>Each sentence has two words or expressions italicized. If you think that a word or expression is unappropriate in serious writing, write the appropriate form at the left. The first one has been done for you.</u>**

1. *almost* As *most* every student knows, there have been *lots of*
   *many* attempts to settle international disputes without resort to war.

2. ..... I *figure* that thus far we haven't succeeded in getting
   ..... *anywheres* in our quest for universal peace.

3. ..... *Less* people are going to the cinema now.

4. ..... I don't know why she can't stand him. I like him. He is
..... *kind of cute.*

5. ..... They were not really going *anyplace*, for after a while they
..... stopped in spite of the fact that they *could of* gone farther.

6. ..... *Among* you and me, he was *mad* because he failed his *exam*
..... the first time he took it.

.....

**(c) <u>In the blanks provided write three synonyms for each of the words at the left. (Use your dictionary constantly.) The first one has been done for you.</u>**

| | | | | |
|---|---|---|---|---|
| 1. | angry | *enraged* | *infuriated* | *cross* |
| 2. | custom | ..... | ..... | ..... |
| 3. | perceive | ..... | ..... | ..... |
| 4. | market | ..... | ..... | ..... |
| 5. | differ | ..... | ..... | ..... |

**(d) <u>In the blanks provided write three antonyms for each of the words at the left. (Use your dictionary constantly.) The first one has been done for you.</u>**

| | | | | |
|---|---|---|---|---|
| 1. | joy | *grief* | *sorrow* | *sadness* |
| 2. | clear | ..... | ..... | ..... |
| 3. | hope | ..... | ..... | ..... |
| 4. | safety | ..... | ..... | ..... |
| 5. | admit | ..... | ..... | ..... |

## 3. PREPOSITIONS

**Supply the missing prepositions.**

*Lastminute.com*

Lastminute.com floated ..... the UK stock market ..... March 2000, ..... a valuation of £370m, ..... having been launched only ..... November 1998. Lastminute.com sells services such as theatre tickets, hotel rooms, flights, restaurant booking and even hairdressing appointments ..... the Internet. The essence ..... Lastminute.com is that customers can book the service ..... their choice instantly, ..... the date they want, right up ..... the last minute.

Of course, airlines and hotels have traditionally offered late-booking bargains: it is better to sell an airplane seat ..... a low price than have the airplane take off with seats unsold. The difference ..... Lastminute.com is that the process becomes virtually instantaneous due ..... the rapid communicating and processing powers ..... computers and the Internet.

The company's ethos is to "encourage spontaneous, romantic and sometimes adventurous behaviour ..... helping our users to live their dreams ..... unbearable prices". Given the pace ..... which many people live nowadays, Lastminute.com aims to enable people to make the most ..... their limited free time. This has meant recruiting a large number ..... partner companies; the firm's suppliers include 30 airlines, 500 hotels, 75 tour operators, 60 restaurants and 120 gift suppliers.

Part ..... the reason ..... the company's success is its care ..... choosing suppliers, for it intends to ensure that the final consumers always have a good experience. The company intends to extend its service further to include other service products, such as taxis, childminders, laundry services and other transport systems.

So far, the company has not been running long enough to generate a profit ..... any sort; this has made the analyst all the more surprised that this small company (less than 150 employees) is worth almost as much as some long-established retailers. Part ..... the reason ..... the high valuation is undoubtedly the "dot.com fever" that has gripped City investors, but there is little doubt that Lastminute.com has staked a claim ..... what would appear to be a very lucrative market ..... tremendous growth potential.

## 4. THE TENSES

**Fill in the blank spaces in the text with the correct verb forms.**

*O'Gara-Hess & Eisenhard Armouring Company*

O'Gara-Hess & Eisenhardt Armouring Company ..... (BE) the world's leading automobile security provider, supplying armoured cars for presidents, UN peace observers, corporate senior executives. The company ..... (COMMEND) by the UN after an O'Gara armoured Chevrolet Suburban ..... (RUN OVER) a 6-kg anti-tank land mine in Kosovo and ..... (FLIP OVER) by the blast. The UN observers inside ..... (SURVIVE) the incident unharmed.

O'Gara ..... (BEGIN) with standard luxury cars, such as Chevrolet Suburban, BMW, Volvo, Toyota Land Cruiser, Jaguar and Jeep Cherokee, and ..... (FIT) the armour inside the door panels, floor, roof, etc. Brakes and tyres all ..... (REINFORCE). It ..... (TEST) the vehicles by ..... (FIRE) AK-47 rifles and by ..... (HURL) hand grenades at it. The aim ..... (BE) to produce a luxury vehicle that ..... (PROTECT) the passengers from assassination, kidnap or murder; such vehicle ..... (BE) virtually indistinguishable from production-line model of the same car.

O'Gara also ..... (PROVIDE) peripheral services such as anti-terrorist driver training, which ..... (INTEND) to give corporate executives and others the skills they ..... (NEED) to drive themselves out of danger.

The company headquarters ..... (BE) Ohio, but it ..... (HAVE) manufacturing facilities in Brazil, France, Italy, Mexico, Russia and Philippines. After it ..... (CONCLUDE) an exclusive dealership agreement with Vattana Auto Sale and Service Co. Ltd. in Thailand, the company ..... (GIVE) a distribution network extending throughout South-East Asia.

With the ever-increasing threat of world terrorism, kidnapping of wealthy people, and the increasing need for VIPs to visit the world's trouble spots, it ..... (SEEM) as if O'Gara-Hess & Eisenhardt, at least, ..... (HAVE) a secure future.

## Review and discussion questions

*Every company must develop new products. However, products, like living things, have a natural life cycle (PLC), beginning with introduction, going through a growth phase, reaching maturity, then going into decline, and finally becoming obsolete. It is a useful description, but not much help in prediction. Therefore, for many managers a "snapshot" of what is happening now is more useful. The Boston Consulting Group (BCG) developed a matrix for making decisions in these circumstances, as shown below.*

**Relative Market Share**

| **Market Growth** | *High* | *Low* |
|---|---|---|
| *High* | **Star**<br>Products with rapid growth and a dominant share of the market. It may be difficult to judge whether a Star is going to justify all the money that is being poured in to maintain its growth and market share. The most prominent examples are Amazon and Lastminute.com.<br>★ | **Problem Child or Question Mark**<br>It has a small share of growth market and requires a lot of cash to hold its share, even more to increase it.<br>It might be built into a Star.<br>**?** |
| Low | Cash Cow<br>They are former Stars, having a dominant share of the market, but are now in the maturity phase of the life cycle and consequently have low growth. These products generate much of the firm's profits, such as Big Mac and Coca-Cola.<br> | Dog<br>They have a low market share and low growth prospects. The argument here is not whether the product is profitable; it almost always is. The argument is whether it is promising or not.<br> |

*However, the important point is to know the customer. After reading the examples try to answer the below given questions in order to better understand how big, powerful and global companies launched their products on market and which marketing efforts they have chosen to attract consumers.*

1. Mars is a market leader not only in candy, but also in pet food. In Germany, Mars has compiled the names of virtually every cat-owning German family by contacting veterinarians and also advertising a free booklet entitled

*How to Take Care of Your Cat*. Those who request the booklet, fill out the questionnaire, so Mars knows the cat's name, age, and birthday. Mars now sends a birthday card to each cat each year, along with a new-cat-food sample or money-saving coupons for Mars brands. Do the cat owners appreciate that? You bet!

2. Calyx & Corolla (C&C) is a direct floral retailer started by a visionary entrepreneur, Ruth M. Owades. Customers can order fresh flowers and bouquets from a four-colour catalogue by phoning 1-800-877-0998 or by placing an order on the Web site at www.calyxandcorolla.com, which also shows floral bouquets, plants, preserved designs, and corporate gifts. The fresh flower order goes immediately to one of the 25 growers in the C&C network, who picks and packages the flowers and ships them via FedEx. The flowers arrive fresher and last about 10 days longer than flowers ordered from store-based retailers. Owades credits her success to a sophisticated information system and her strong alliances with FedEx and the growers.

3. In Japan, 2 million teenagers carry NTT DoCoMo phones available from NTT (Nippon Telephone and Telegraph). They view manga cartoons, haiku poetry, and snow falling on the Hokkaido mountains. They spend a lot of time sending and receiving instant messages from friends. They can also use phones to order goods. A person wanting a new pair of running shoes can look up shoes, then Nike, then the style and size, and order a pair of shoes. The person's address in the system and the shoes will be sent to the 7-11 store nearest their home or office. The person can pick up shoes at that store or pay the store to deliver the shoes. Each month, the subscriber will receive a bill from the NTT listing the monthly subscriber fee, the usage fee, and the cost of all the transactions. The person can then pay the bill at the nearest 7-11 store.

4. Battered by competition from the sweeter Pepsi-Cola, Coca-Cola decided in 1985 to replace its old formula with a sweeter variation, dubbed the new Coke. Coca-Cola spent $4 million on market research. Blind taste tests showed that coke drinkers preferred the new, sweeter formula, but the launch of New Coke provoked a national uproar. Market research had measured the taste but failed to measure the emotional attachment consumers had to Coca-Cola. There were angry letters, formal protests, and even lawsuit threats, to force the retention of "The Real Thing". Then, weeks later, the company withdrew New Coke and re-introduced its century-old formula as "Classic Coke", giving the old formula even stronger status in the marketplace.

5. Canon has developed a system that allows customers to return spent printer cartridges at Canon's expense. The cartridges are then rehabilitated and sold as such. Canon makes it easy for customers to return used cartridges. All they need to do is drop the prepaid package off at a United Parcel Service collection station. Canon reported collection of 12,175 tons of toner cartridges worldwide in 1999, which represented a 100 per cent recycling ratio. The programme has helped build Canon's reputation as an environmentally friendly company.

6. Nicholas G. Hayek, Swatch's founder, launched Swatch watches in 1983. Within a few weeks, every German knew Swatch. Swatch is a lightweight, water-resistant, shockproof electronic analogue watch with a wide variety of colourful faces and bands celebrating famous artists, sports, and space events, and anniversaries. Over 200 million Swatches have been sold in over 70 markets worldwide. Here are some examples of Swatch's promotion and advertising.

   Swatch issues new watches throughout the year, but launches limited editions of "snazzy" watch designs only twice a year. Only Swatch Club members can bid to buy them. Swatch may produce only 40,000 units and yet receive orders from 100,000 or more collectors. The company will sponsor a drawing to choose the lucky collectors who can buy the watch.

   Christie's, the auction house, holds periodic auctions of early Swatch watches. One collector paid $60,000 for one of the rarer ones.

   Swatch continues to innovate and keep people buzzing about its state-of-the-art products. Alongside the standard plastic watches there are new developments such as the Irony (a metal Swatch), a light-powered Swatch Solar, and a melodious alarm clock called the Swatch Musical. Swatch has created the first pager in a wristwatch, the Swatch the Beep, as well as an "e-watch" equipped with electronic mail and Internet access.

   Swatch clearly has written the marketing book on how to build a cult following by supplying superior styling, merchandising, and promotion.

## Questions

1. Do you agree or disagree with the following statements about marketing? Explain and defend your position by referring to the above given examples.
   (a) Watch the product life cycle, but more important, watch the market life cycle.
   (b) Who should ultimately design the product? The customer, of course.
   (c) Today you have to run faster to stay in the same place.
   (d) Marketing is becoming a battle based more on information than on sales power.

2. What do you think about promotional measures of today's companies given the fact that advertisements cannot be escaped? They are everywhere, traveling by all ways possible, delivering their final messages through newspapers, television, direct mail, radio, magazines, business publications, window displays, free shopping-news publications, calendars, skywriting by airplanes, and even sandwich boards carried by people walking the streets. Are they overaggressive?

3. After reading the below given list of slogans, which some authors find among the best: (a) find the ones you like or dislike; (b) state what company, in your opinion, issues the most corrupt forms of advertising; and (c) say whether the ideals of a nation can be told by its advertisements.

| | |
|---|---|
| (1) British Rail | Let the train take the strain. |
| (2) Ford | Everything we do is driven by you. |
| (3) Timex Watch | Takes a licking and keeps on ticking. |
| (4) Michelin | Because so much is riding on your tyres. |
| (5) Burton Menswear | Everywear. |
| (6) West | Who is for West? |
| (7) Time Magazine | Understanding comes with Time. |
| (8) Time (cigarette brand) | Have a good time. |
| (8) IKEA | Make yourself at home. |
| (9) Yellow pages | Let your fingers do the walking. |

| | | |
|---|---|---|
| (10) | Jaguar | Don't dream it. Drive it. |
| (11) | Robert Powers (skin creams) | For women whose eyes are older than they are. |
| (12) | Avis | We're number two, so we try harder. |
| (13) | Lucky Strike | Get Lucky. |
| (14) | 7-Up | The Uncola. |

# UNIT 7
# SEGMENTATION, TARGETING AND POSITIONING

## LEARNING OUTCOMES

### BUSINESS VOCABULARY OUTCOMES

**Topic Areas**

- Segmentation
- Reasons and Bases for Segmenting
- Targeting
- Positioning

### VOCABULARY BUILDING AND GRAMMAR OUTCOMES

- Consolidation of the Previously Acquired Vocabulary
- Acquisition of Technical Vocabulary
- Word Study: Improving Word Choice and Vocabulary
- Adjectives and Adverbs: Recognition
- Phrasal Verbs
- Pronouns: Problems with Case
- Prepositions
- The Tenses

## SEGMENTATION

**Segmentation** is concerned with grouping consumers in terms of their needs in order to identify a group of people who have a need or needs that can be met by a single product, i.e. the process of categorising them into groups with similar needs. For example, if a manufacturer produces a standardised product by a mass-production method, the firm would need to be sure that there are sufficient people with a need for the product to make the exercise worthwhile.

## REASONS FOR SEGMENTING MARKETS

Each consumer is an individual with individual needs and wants. On the face of it, this creates a major problem for the marketer, since it would clearly be impossible to customise each product to the exact requirements of each individual.

Mass marketing or **undifferentiated marketing** in which a standard product is produced for all consumers will only be effective if the consumers concerned have little choice and do not already own the product that meets the main needs. For example, in 1930s Germany few families owned cars. The German people were promised that every family would own a car, so Porsche was commissioned to develop Volkswagen (literally *people's car*) as a basic vehicle, which could be cheaply produced for the mass market.

However, once car ownership was spread and the **core benefit** of the personal transportation was owned by most families, consumers demanded choices in features and design of their vehicles. Segmentation deals with finding out how many people are likely to want each benefit, roughly how much they will be willing to pay for it, and where they would like to buy it from.

Overall, the main purpose of segmentation is to enable a company to concentrate its efforts on pleasing one group of people with similar needs, rather than trying to please everybody and probably ending up pleasing nobody. Therefore, the assumptions underlying segmentation are:

- Not all buyers are alike.
- Sub-groups of people with similar behaviour, backgrounds, values and needs can be identified.
- The sub-groups will be smaller and more homogeneous than the market as a whole.
- It is easier to satisfy a small group of similar customers than to try to satisfy large groups of dissimilar customers.

## BASES FOR SEGMENTING

It is also important to look at the causes underlying segmentation. This enables the marketer to anticipate changes more easily and sometimes to verify that the segmentation base is correctly defined.

There are many bases for segmentation, but the following are the main ones: geographic, psychographic, behavioural, and demographic.

**Geographic** has to do with where the consumers live, the climate, the topology, etc. For example, cars in California almost always have air-conditioning; cars in Sweden have side-lights that stay on constantly because of the poor quality of the light for much of the year.

**Psychographic** is based on the personality type of the individuals in the segment. For example, the home insurance market might segment into those who are afraid of crime, those who are afraid of natural disasters, and those who are afraid of accidental damage to their property.

**Behavioural** approach examines the benefits, usage situation, extent of use and loyalty. For example, the car market might segment into business and private users. The private market might segment further to encompass those who use their cars primarily for commuting, those who use them for hobbies, such as surfing or camping, and those who use them for domestic needs, such as shopping or taking children to school. The business market might segment into "prestige" users, such as managing directors and senior staff, or high-mileage users, such as salespeople.

**Demographic** is concerned with the structure of the population in terms of ages, lifestyles and economic factors. For example, the housing market can be divided into first-time buyers, families with children, older retired people and elderly people in sheltered accommodations; equally, the market could be segmented according to lifestyle, with some accommodation appealing to young professionals, some appealing to country-lovers, and so forth.

## TARGETING

Having divided the market into segments, managers must decide which segment will be the best to target, given the firm's overall objectives. Normally, the managers will choose the most profitable segment, but equally a firm may decide to aim for a particular segment of the market that is currently neglected, on the grounds that competitors are less likely to enter the market. The process of selecting a segment to aim for is called **targeting**.

There are three basic options open to marketers. Concentrated marketing (single segment), also known as **niche marketing**; the Rock, Sock Shop and Knickerbox follow this approach. The niche marketer concentrates on being the very best within a single tiny segment. **Differentiated marketing** (multisegmented) means to concentrate on two or more segments, offering a differentiated marketing mix for each. Holiday Inn aims to attract business travelers during the week, but aims for the leisure market at weekend, and promote to families. At the weekend, the hotels often have events for children and special room rates for families. Undifferentiated marketing is about using a *scattergun* approach. The producers who do this are usually offering a basic product that would be used by almost all age groups and lifestyles. For example, the market for petrol is largely undifferentiated. Although oil producers have recently begun to differentiate their products by the use of various additives and detergents, the use of petrol is much the same for everybody. Such examples of undifferentiated products are increasingly rare. Even the producers of such basic commodities as salt and flour have made great strides forward in differentiating their products.

Assessing the target market is another issue that deserves attention. For a segment to be viable, it needs to be accessible *via* some communications medium or another: the segment may comprise people who read a particular magazine or watch a particular TV station. If there is no way to reach the segment, it cannot become a target market. In some cases segment is defined by the medium. For example, *Cosmopolitan* readers represent a group of independently minded women with career aspirations, usually with high disposable incomes or aspirations in that direction, and interests that are more likely to run to business issues than to knitting patterns. These women represent a valuable market segment in their own right, but can probably only be easily identified as a group because they read *Cosmopolitan*.

## POSITIONING

**Positioning** has been defined as the place a product occupies in a given market, as perceived by the relevant group of customers; that group of customers is known as the target segment of the market. Usually, positioning refers to the place product occupies in the consumer's **perceptual map** of the market; for instance, as a high quality item, or as a reliable one, or perhaps as a cheap version.

Consumers build up a position for a product based on what they expect and believe to be the most pertinent features of the product class. Marketers therefore need to find what the pertinent features of the products are in the target consumers' **perceptions**. The marketer can then adjust the mix of features and

benefits, and the communications mix, to give the products its most effective position relative to the other brands in the market. Sometimes the positioning is led by the consumers, sometimes by the marketers.

Ultimately, product positioning depends on the attitudes of the particular target market, so the marketer must either take these attitudes as they are and tailor the product to fit those attitudes, or must seek to change the attitudes of the market. Usually it is easier and cheaper to change the product than it is to change the consumers, but sometimes the market's attitudes to the product are so negative that the manufacturer feels constrained to reposition the product. For example, Skoda cars had to fight hard to throw off the negative connotations of the vehicle's Eastern European origins. Not wishing to be classed with Ladas, Yugos and Polski Fiats and thus share the perception of poor workmanship and unreliability, Skoda made great efforts to emphasise Volkswagen's takeover of the company and to position the car next to VW in the consumer's mind.

Skoda has pointed out that, under the auspices of VW ownership, the company's quality control and engineering procedures have been greatly improved. Skoda was, in any case, the jewel in the crown of Eastern European car manufacture, so the firm has been able to demonstrate that the cars are made to a high standard.

## Unit Summary

*This unit has been about the terms, concepts and definitions of segmentation, targeting and positioning. Here are the key points from this unit.*

- ***Behavioural segmentation*** refers to grouping potential customers according to their activities, attitudes and lifestyles.
- ***Core benefits*** are the benefits that would apply to all consumers of the product category. For example, all cars provide the core benefit of personal transportation.
- ***Demographic segmentation*** refers to grouping potential customers according to their position in the structure of the population.
- ***Differentiated marketing*** is concentrating effort on a segment or segments by offering a product which the target customers would see as superior.

- ***Geographic segmentation*** relates to dividing potential customers into groups according to their location, either nationally or in smaller areas, for example areas of city.
- ***Niche marketing*** is concentrating effort on a very small market segment.
- ***Perception*** is the analytic and synthetic process of developing a world view.
- ***Perceptual mapping*** is the process of positioning products, events and experiences in relation to one another.
- ***Positioning*** refers to the grouping of similar product types together in the consumer's perceptual map.
- ***Psychographic segmentation*** refers to grouping potential customers according to their personality traits.
- ***Segmentation*** is the process of categorising consumers into groups with similar needs.
- ***Targeting*** has to do with selecting the segments that would be most effective in meeting the firm's overall aims.
- ***Undifferentiated marketing*** refers to the marketing to the entire population, on the assumption that everybody is a possible customer for the product, and therefore the market is not segmented.

## Unit questions

1. Define the term segmentation.
2. State the main purpose of segmentation.
3. State reasons for segmenting markets.
4. Identify and explain bases for segmenting.
5. Define the term targeting.
6. Explain what is needed for a segment to be viable.
7. Define the term positioning.

## Multi-choice questions

**Use these questions to check your understanding of the chapter. For each question there is only one right answer, either (a) (b) or (c).**

1. *Dividing markets into groups of customers with similar needs is called:*
   (a) Segmenting.
   (b) Targeting.
   (c) Perceptual mapping.

2. *The purpose of segmentation is:*
   (a) To ensure that resources are used in the most effective way.
   (b) To make it easier to find customers.
   (c) To help customers understand what our products are.

3. *Segmenting a market according to where people shop is an example of:*
   (a) Geographic segmentation.
   (b) Psychographic segmentation.
   (c) Behavioural segmentation.

4. *For a segment to be viable, it needs to be accessible:*
   (a) Via lifestyle.
   (b) Via some communications medium or another.
   (c) Via targeting.

5. *Positioning is the process of:*
   (a) Putting the product in the right process.
   (b) Putting the product in the right place in the customer's mind.
   (c) Putting the product in the right place within a retail store.

## Vocabulary and grammar outcomes

### 1. DEFINING AND REPHRASING THE TERM

**(a) Match the terms on the left-hand side with the definitions on the right-hand side.**

| | |
|---|---|
| (a) Behavioural segmentation | (1) It is concerned with the place the product occupies in a given market, as perceived by the given group of customers. |
| (b) Targeting | (2) Dividing potential customers into groups according to their location, either nationally or in smaller areas. |
| (c) Psychographic segmentation | (3) The process of positioning products, events, and experiences in relation to one another. |
| (d) Perceptual mapping | (4) Grouping potential customers according to their personality traits. |
| (e) Geographical segmentation | (5) Selecting the segments that would be most effective in meeting the firm's overall aims. |
| (f) Positioning | (6) Grouping potential customers according to their activities, attitudes and lifestyles. |

**(b) Replace the expressions in boldface with expressions from the text which have the same meaning.**

1. Segmentation is concerned with **classifying** consumers in terms of their needs in order to **select by consideration** a group of people who have a need or needs that can be **satisfied** by **one product only**.
2. If a manufacturer produces a product **conforming to a standard** by the method of **manufacturing goods in large quantities**, the firm would need to be **confident** that there are sufficient people with a need for the product to make the exercise **justifiable**.
3. The **primary goal** of segmentation is to enable a company to **focus its attention** on pleasing one group of people with **like** needs.
4. Psychographic segmentation refers to grouping **prospective** customers according to a **distinguishing characteristic of one's personal nature**.
5. The private market might segment further to **include** those who use their cars **chiefly** for **traveling to and from their daily work**, those who use them for **leisure-time activities**, etc.

6. **Evaluating** the target market is another **topic** that deserves attention.
7. Consumers **gradually develop their liking** for a product based on what they expect and believe to be the most **relevant characteristics** of the product class.

**(c) <u>Match the expressions on the left-hand side with the expressions on the right-hand side:</u>**

| | |
|---|---|
| (a) To throw of | (1) Relevant, fitting, suitable, or appropriate |
| (b) Exercise | (2) By way of or through |
| (c) To encompass | (3) Under the aegis of or with the help and support of a particular organisation or person |
| (d) Viable | (4) From appearance alone or apparently |
| (e) To customise | (5) Undertaking, performance, use or practice |
| (f) Pertinent | (6) To include, to comprise, or to embrace |
| (g) To assess | (7) Workable or practicable |
| (h) Under the auspices of | (8) To free or rid of, reject, or renounce |
| (i) Via | (9) To appraise, to appreciate, or to estimate |
| (j) On the face of it | (10) To modify according to individual or personal specifications or preference |

## 2. <u>WORD STUDY: IMPROVING WORD CHOICE AND VOCABULARY</u>

- Here are given some more words or expressions considered inappropriate in serious writing. Many of the words or expressions in parenthesis, marked not, are appropriate enough in informal conversation and in some informal papers. However, the expressions marked substandard should be avoided at all times.

**Alright** This spelling, like **all-right** or **allright**, although often used in advertising, is generally regarded as very informal usage. The preferred form is *all right*. In strictly formal usage, ***satisfactory*** or ***very well*** is preffered to *all right.*

*E.g.* Very well (not *All right*), you may report to the infirmary.

*E.g.* The members agreed that allocation of funds was satisfactory (not *all right*).

**Because/Reason is** **Reason is because, reason is due to, reason is on account of**. In serious writing a ***reason is*** clause is usually completed with **that**, not with *because*, *due to*, or *on account of*.

*E.g.* The reason they surrendered is that (not *because*) they were starving.

*E.g.* The reason for my low grades is that I have poor eyesight (not *on account of my poor eyesight*).

**Couple** Colloquial in the sense of *a few*, *several*.

*E.g.* The senator desired to have a few (not *a couple of*) changes made in the bill.

**Different from, different than** *Different from* is generally correct. Many people object to different than, but others use it, especially when a clause follows, as in "Life in the Marines is different than he had expected it to be."

*E.g.* Their customers are different from (not *different than*) ours.

**Enthuse** Colloquial or substandard, depending on the degree of a person's aversion to this word, for *be enthusiastic*, *show enthusiasm*.

*E.g.* The director was enthusiastic (not *enthused*) about his new programme.

**Like, as, as if** The use of like as a conjunction is colloquial. It should be avoided in serious writing.

*E.g.* As (not *Like*) I warned you earlier, the path is dangerous.

*E.g.* You must walk as if (not *like*) there were snipers in every tree.

**Plenty** Colloquial for *very, extremely, fully, many*.

*E.g.* The accuracy of their shooting is extremely (not *plenty*) good.

**So, such** These words when used as exclamatory intensifiers are not appropriate in a formal context. Sentences like the following belong in informal talk: "I am *so* tired." "She is *so* pretty." "They are having *such* a good time."

**Sure** Colloquial for *surely, certainly, indeed, very, very much*. Sure has also correct uses as in "We are not sure about his plan." "He made several sure investments."

*E.g.* The assignment was surely (not *sure*) difficult.

*E.g.* Certainly (not *Sure*), your objections will be considered by the court.

**Swell** Not to be used as a general term of approval meaning *good, excellent, attractive, desirable*, and so on.

*E.g.* He gave an informative (not *swell*) lecture.

*E.g.* He played an intelligent (not *swell*) game.

**Each sentence has two words or expressions italicised. If you think that a word or expression is unappropriate in serious writing, write the appropriate form at the left. If a word or expression is correct, write C in the space. The first one has been done for you.**

1. *professor* / *mathematics* Last semester I took a course taught by a distinguished visiting *prof* in our *math* department.
2. ..... *Plenty* other people beside me have thought that this novel would make a *swell* movie.
3. ..... The reason I am wearing this old hat is *that* I tried to buy a new one but couldn't find a suitable one *anywheres*.
4. ..... *Such kind* of friends are *sure* a great help and support to one in emergency.
5. ..... *Almost* all of the critics have *enthused* about the plays presented by our repertory theatre group.
6. ..... If you had allowed me a *couple* extra days, I *could have repaired* your car thoroughly.

## 3. ADJECTIVES AND ADVERBS: RECOGNITION

- You have already learnt that adjective is a word that describes or limits a noun or pronoun. However, in this exercises that follow we shall include under the name of adjectives not only true adjectives, but also all the other noun modifiers. In such a combination as "**Your thick geography** *book*", all three of the words preceding book are modifiers. But you can easily see that **your** and **geography** are quite unlike **thick**, which, being a true adjective, can be compared (*thick, thicker, thickest*). **Your** belongs to a special group of noun modifiers called determiners. This group includes:
  - (i) **Articles**: **the** boy, **a** woman, **an** envelope
  - (ii) **Numerals:** **one** man, **ninety** children, etc.
  - (iii) **Possessives:** **my** company, **its** price, **everyone's** choice, etc.
  - (iv) **Demonstratives:** **this** person, **those** students, etc.
  - (v) **Indefinites:** **some** people, **few** professors, **much** trouble, etc.
- Determiners signal that a noun is forthcoming. This gives us another valuable help in identifying nouns: a word is not a noun unless it can be preceded by one or more determiners.

- Another common type of noun modifier, as in "geography" *book*, is called noun adjunct, a word that, although a noun by form, is used to modify another noun.
- Notice that modifiers of nouns usually appear in a fixed order: *determiners* come first, then *true adjectives*, then noun adjuncts.

| *E.g.* | **The** | **sudden** | **sleet** | storm | broke in the afternoon. |
|---|---|---|---|---|---|
| | **Several** | **clever** | **playground** | directors | voted for the project. |
| | *determiner* | *true adjective* | *noun adjunct* | *noun* | |

- An **adverb**, on the other hand, usually modifies a verb, an adjective, or an adverb. Many adverbs end in *ly*, such as *happily, quickly, beautifully,* and the like. Some adverbs do not end in ly, and these happen to be the most frequently used words in speech and writing: *before, down, for, hence, now, often, then, there, up, well,* etc.
- Some adverbs have two forms, one without and one with *ly: cheap, cheaply; close, closely; deep, deeply; hard, hardly; high, highly; late, lately; loud, loudly; quick, quickly; right, rightly; slow, slowly,* etc. In some of these pairs the words are interchangeable; in most they are not. As the idiomatic use of adverbs is a very complex problem, here are cited but a few examples.

*E.g.* It fell **close** to the target. (*adverb*)
You have to watch him **closely**. (*same adverb in* ly)

He works **hard** all the time. (*adverb*)
He could **hardly** move. (*same adverb in* ly)

Drive **slow**. (*adverb*)
He **slowly** removed his hat. (*same adverb in* ly)

- Some words can be used either as adjectives or adverbs, as the following examples will show.

| *E.g.* | **close** | She came **close**. (*adv.*) | That was a **close** call. (*adj.*) |
|---|---|---|---|
| | **far** | Don't go too **far**. (*adv.*) | He went on a **far** journey. (*adj.*) |
| | **fast** | She talks too **fast**. (*adv.*) | She is a **fast** thinker. (*adj.*) |
| | **hard** | Hit it **hard**. (*adv.*) | That was a **hard** blow. (*adj.*) |
| | **late** | He usually arrives **late**. (*adv.*) | She arrived at a **late** hour. (*adj.*) |

- There are two main trouble spots concerning the right use of adverbs and adjectives.
  (i) **Misusing an adjective for an adverb.** A word is an adverb if it modifies a verb, an adjective, or another adverb. The words that usually cause trouble here are *good, bad, well, sure, surely, fine, real, most, almost*.

  *E.g.* I did **well** (not *good*) in my test. (modifies the verb *did*)

  *E.g.* She wanted that prize very **badly** (not *very bad*). (modifies *wants*)

(ii) **Misusing an adverb for an adjective.** Beside verb *to be*, words with which mistakes are common are *seem, become, appear, prove, grow, go, turn, stay, remain.*

*E.g.* The house *seems empty*. (house *is* empty) or
Their plans *became apparent*. (plans *were apparent*)

**(a) <u>In some of the following sentences an adverb or adjective is incorrect. Underline the incorrect form and write the correct form in the space at the left. The first one has been done for you.</u>**

1. *badly* My friend did very <u>bad</u> in the Geography exam.
2. ..... I am afraid that Tom is not good.
3. ..... We laughed, for what he said sounded too loudly.
4. ..... We decided to play before it got real hot.
5. ..... I thought I'd finish it in no time at all, but it proved very hardly.
6. ..... Some had got up considerable earlier than we had.

**(b) <u>In the space provided copy the correct form from within the parentheses. The first one has been done for you.</u>**

1. *severe* He looks (severe, severely) to me.
2. ..... He looked (severe, severely) at me.
3. ..... She surmised (right, rightly) that we hated him.
4. ..... You should spell the word (right, rightly).
5. ..... A (strange, strangely) unrest spread among us.
6. ..... My sister has been acting (strange, strangely) lately.
7. ..... The plane is flying (high, highly) tonight.
8. ..... He was (high, highly) regarded by all.
9. ..... She gave a (close, closely) look to the necklace.
10. ..... She watched him (close, closely), waiting for a reply.

**(c) Replace each word group in italic type with an appropriate adverb. The first letter of each one has been provided for you. The first one has been done for you.**

1. ***silently*** *In a quiet way*, they started the research.
2. ***c*** The questions were all answered *with no mistakes*.
3. ***D ; i*** *Every day* the MD asked us to begin our work *right away*.
4. ***O*** *Every now and then* products should be adapted to fit the market.
5. ***n*** The items were stacked *in tidy way* on the shelf.
6. ***S*** *In a short time* the meeting was over.
7. ***d*** The decision to back the product with promotion campaign was made *with full consideration*.

## 4. PHRASAL VERBS

- Phrasal verbs cause problems for the student not only because of their meaning, which cannot always be guessed from the meaning of the verb, but also because of their grammar. Sometimes the parts of the phrasal verbs can be separated. We can say, for example:
  - **(a)** The soldiers **blew up** the bridge.
  - **(b)** The soldiers **blew** the bridge **up**.
- Some phrasal verbs are always used as in **(a)**, such as **leave off** in: "He **left off** working." Others must always be used as in **(b)** as with **keep open** in: "She **kept** the door **open**." **Blow up** is an example of a phrasal verb where you can use either **(a)** or **(b)**.

**(a) Replace the verbs in boldface in these sentences by using phrasal verbs from the box. The first one has been done for you.**

| | | |
|---|---|---|
| wash out | ~~call off~~ | put in |
| call upon | divide up | give in |

1. The meeting was **canceled** because of holidays.

*The meeting was **called off** because of holidays.*

2. How shall we **distribute** the money we have collected?

.....

3. **Deliver** your marketing plans to your MD when you have developed them.

.....

4. Our plans were completely **spoiled** by the unexpected opposition.

.....

5. We **express** this idea differently in terms of advertising.

.....

6. Companies are now **required** to manufacture eco-friendly products.

.....

**(b) <u>To end up with: Find and underline the phrasal verbs in the below given text. Rewrite the text in your own words. You must use your dictionary for this.</u>**

*To end up with*

Everything seems to be going up these days. Prices are going up, and that makes the cost of living go up. Those people whose wages and salaries go up are fortunate; they can manage, perhaps, to keep up with rising costs.

Populations are going up, too, and if the world becomes overcrowded, there may be more wars. Then, when the atomic bombs drop, everything will go up in smoke and dust, and it will be all up with civilisation.

We must not give up hope, however. Let's cheer up, and not look only on the dark side. Even though troubles pile up, good fortune will turn up occasionally. Servants may leave so that we have to wash up after our meals, but we may still, when the work is done, be able to put our feet up for a few minutes. We may, when we go out in the car find the roads up, or so bad that our tyres go flat and have to be pumped up. Yet when we get home, we may perhaps enjoy, if we sit up late a wonderful broadcast of opera from Milan or Rome. Things do look up sometimes.

Life is full of ups and downs. We may feel depressed and fed up now, but good luck will turn up again soon. So, once again, cheer up.

## 5. PRONOUNS: PROBLEMS WITH CASE

- The personal pronouns, and some others, may have different forms for the nominative, possessive, and the objective cases. The personal pronouns are *I, you, he, she, it, we, you, they.* Among others, *who* and *whom* must receive special consideration.
- **The nominative case** is used:
  (i) In comparisons after *as* and *than*, when the pronoun is the subject of an understood verb, you must use the nominative form, not the objective.
  *E.g.* He is stronger than *I* (*am*). I am younger than *he* (*is*).
  *E.g.* Can you talk as fast as *she* (*can talk*).
  No one knew more about art than *she* (*did*).
  (ii) When the pronoun subject is followed by a parenthetical expression like do you think, I suspect, I believe, the nominative case must be used.
  *E.g.* *Who* do you think *is* their strongest candidate?
  (*Who* is the subject of *is*. The phrase *do you think is* merely parenthetical.)
  (iii) When the pronoun subject follows a verb or a preposition, the nominative form must still be used as long as the pronoun is the subject of a verb. Note the importance of knowing what pronoun and verb go together.
  *E.g.* At these parties, every girl must dance with *whoever asks her*.
  (The whole clause, *whoever asks her*, is the object of the preposition *with*.)
  (iv) For the subjective complement. The problem here concerns such expressions as *It's me* or *It's I*, *It was they* or *It was them*. Many educated persons say *It's me*, but they would hesitate to say *It was him*, *It was her*, *It was them*, instead of *It was he*, *It was she*, *It was they*. The following are examples of correct formal usage.
  *E.g.* It could have been *he*. Was it *she*? Was it *they* who called?
- **The possessive case** is used to show possession. Here two trouble spots exist.
  (i) The apostrophe is used to indicate the possessive forms of indefinite pronouns, as *anybody's*, *somebody's*, *someone's*, *anyone's*. The personal pronouns do not take apostrophes: *hers*, *its*, *ours*, *yours*, *theirs*.
  *E.g.* I wonder if this is *yours* (not *your's*) Yes, *it's* mine. (It means *it is*).
  *E.g.* The fault is *ours*. A friend of *theirs* was here.
  *E.*g. *It's* almost certain that *its* neck was broken.
  (Note difference between *it's* and *its*.)
  (ii) In formal English a noun or pronoun preceding a gerund is ordinarily in the possessive. In informal usage, however, the objective is often used.
  *E.g.* Many Senators resented *his declaring* war without authority. (*formal*)
  *E.g.* My employer praised *my* apt *handling* of the problem. (*formal and informal*)
  *E.*g. What was the reason for *him running* away? (*informal*)

- **The objective case** is used as the direct or indirect object of a verb (or verbal), as the object of the preposition, or as the object of the infinitive. Here again, you will have no trouble with simple, standard constructions. But watch out for the following trouble spots:

  (i) When *whom* is the object of the verb, it comes at the beginning of the clause instead of after the verb.

  *E.g.* *Whom* did he marry?
  He is a boy *whom* everyone can like. (*Whom* is the object of *can like.*)

  *E.g.* Tom was the man *whom* everybody trusted. (Everybody trusted *whom*.)

  *E.*g. She is the girl *whom* mother wants me to marry. (Object of the verbal *to marry*.)

  (ii) When the pronoun is the object of a preposition or a verb, you may have trouble with two constructions.

  (a) When the pronoun comes before the preposition.

  *E.g.* *Whom* are you going with? (With *whom* are you going?)

  (b) When the preposition or verb has two or more objects.

  *E.g.* Mother told Anne and *me* to come in at twelve. (Not *Anne and I*. You wouldn't say, "Mother told I," would you?

  Watch out for constructions like these:

  *E.g.* *We boys* will be hired. (Not *us boys*.)

  *E.g.* Two of *us boys* will be hired. (Not of *we boys*.)

**(a) <u>In the space before each sentence copy the italicised word that is correctly used in the sentence. The first one has been done for you.</u>**

1. *me* The professor had a special assignment for Mary and *I/me.*

2. ..... Nobody stopped to ask *who/whom* the package was intended for.

3. ..... No one seemed to care what *we/us* boys did in our free time.

4. ..... If you were *she/her*, wouldn't you be interested in dancing?

5. ..... I'm sure it's *they/them*; nobody else would call at this late hour.

6. ..... I also have a brother that is younger than *I/me*.

7. ..... The man gave Sally and *I/me* a quick look of appraisal.

8. ..... I do not expect to be as popular in college as *she/her*.

9. ..... No one ever needs to wonder *who/whom* the captain is addressing.

10. ..... The objects of his concern were *they/them*.

**(b) <u>In each of the following sentences there is a misused pronoun. Find the pronoun and then write its corrected form in the space provided at the left. The first one has been done for you.</u>**

1. *I* ..... Jim is a much better student than me.

2. ..... It was him who told us about the drug's side effects.

3. ..... He suggested Anne and I might go along with they.

4. ..... "You may use my book," she said. "I still have her's."

5. ..... The policeman told Tom and I to park the car near the shop.

6. ..... The star of our recent ice carnival, in fact, was her.

7. ..... Tom, who is not as old as me, has a job in sales department.

8. ..... "I have finished my test," said Sam. "Have you done your's yet?"

9. ..... I can't imagine who she is waiting for.

10. ..... Mrs. Jones took she and I for a ride on Sunday.

## 6. PREPOSITIONS.

**Supply the missing prepositions**

*Buying behaviour: Family-life cycle model*

Demographics is the study ..... how people differ ..... factors such as age, occupation, salary and lifestyle stage. One ..... the models used is a family life-cycle model which has proven to be a fair descriptor ..... buying behaviour. The model is based ..... the stages a household goes ..... .

Bachelor stage refers to individuals ..... low earnings and low living expenses. This means that he or she has a high discretionary income. Typical spending patterns would include clothes, alcohol, "mating-game" products, such as makeup, chocolates or flowers. Decisions are influenced ..... the individual's peer reference group.

Newly weds usually have a high income, since ..... this stage both individuals have jobs. Expenditure is typically ..... household products, leisure products and furniture. Decisions are made jointly.

Full nest 1 means that the couple ..... this stage have started a family, so income is low and debt is high. Consumption revolves ..... baby products, household durables, etc. Decisions are dominated ..... the needs of the children.

..... the other hand, full nest 2 means that the children are ..... school or old enough to be left ..... their own, so the mother can return ..... work. The family income is improving, but so is expenditure ..... the children: expenditure ..... bicycles, music lessons, snack foods and so forth rises. The children exert considerable influence ..... decisions.

Next comes the empty nest. The children have grown up and left home. Income is ..... its highest and living expenses are relatively low: expenditure ..... luxury cars, foreign holidays and home improvements rises. Decision-making is now fairly routine ..... most cases.

Lastly comes the solitary survivor stage. One partner is widowed, and probably retired. Income drops sharply, and although expenditure is now ..... its lowest, expenditure ..... health-oriented products, social clubs and medical services is likely to rise. Decisions are sometimes made ..... grown-up children, but most purchase choices are made ..... the individual alone.

However, the family life-cycle model is tending to break down as the divorce rate rises**.** ..... 2010 or so, single-person households will be the biggest single category of housing ..... the world. This is already the case ..... Germany and Denmark, ..... the United Kingdom rapidly catching up. Furthermore, ..... Australia, immigration ..... South-East Asia is causing major changes ..... eating habits, religious observances, and the linguistic structure ..... the country.

Therefore, marketers need to monitor these changes ..... the demography if they are to remain able to segment the market effectively.

## 7. THE TENSES

**Fill in the blank spaces in the text with correct verb forms.**

*Buying decisions: The dinner party*

Helen Washington and Steve Russell ..... (LIVE) together for three weeks; their small house ..... (BE) still somewhat untidy, with packing-cases all around and a lot of possessions still packed. Because both of them ..... (WORK), they ..... (HAVE) little time ..... (PUT) the house in order, and for almost the whole three weeks they ..... (SPEND) every evening and weekend trying ..... (GET) themselves ..... (SORT OUT) and ..... (SETTLE IN). Steve thought that the result of them living together ..... (BE) that their social life

..... (DIE). So they ..... (DECIDE) to invite only their four closest friends for dinner. Two of the guests ..... (BE) vegetarians, and one ..... (BE) allergic to shellfish, which ..... (MEAN) the menu ..... (NEED) some careful thought. As the "head chef", Steve ..... (DECIDE) he ..... (COOK) vegetarian food for everybody so as to avoid ..... (MAKE) the vegetarians feel out of place or awkward.

Having combined two households, Steve and Helen ..... (HAVE) plenty of crockery and cutlery, but Helen ..... (WANT) to "christen" their new home by ..... (BUY) more. So on the day of the dinner party they ..... (GO) to a large department store which Helen ..... (KNOW) ..... (HAVE) a wide range of crockery to choose a new dinner service. Helen wanted .....(BUY) a Wedgewood dinner service - guaranteed to impress, although Steve ..... (OBJECT) that they ..... (BE) too ornate and that she probably ..... (HAVE) to wash them up by hand if she ..... (WANT) to keep them look presentable. However, since she didn't mind whether they ..... (BE) or ..... (NOT/BE) dishwasher-proof, he finally ..... (SUCCUMB) by saying that choosing stuff like that ..... (BE) a girl job anyway.

On the way home Steve ..... (CALL IN) to a supermarket and ..... (BUY) his ingredients; he ..... (HAVE) to detour to a specialised food shop to find the palm oil; but he ..... (SHOP) there regularly and he ..... (KNOW) he ..... (FIND) the oil with no trouble.

The dinner party ..... (BE) a great success, but Helen ..... (REGRET) her choice of dinner service; although it

..... (LOOK) beautiful, she ..... (FIND) that washing it up afterwards ..... (BE) more of a nuisance than she ..... (ANTICIPATE).

Of course, once they properly ..... (SETTLE IN), the plates ..... (GET) many more uses and Helen did finally succumb, and use the dishwasher.

## Review and discussion questions

This unit has been about ways of dividing markets up into manageable portions. What about the relationship between genders? How might marketers approach these segments? After reading the text referring to the 21st century man and bearing in mind how people behave when faced with buying decisions, try to answer the below given questions.

1. The relationship between genders has been subject to steady change since the 1970s – as women have developed careers, men have needed to take an increasing role in domestic chores. A recent survey by UK market research company Mintel shows that, although more than half married men still leave the majority of household tasks to their wives, this female domination of housework is set to change – and change rapidly.
2. Some 20% of men now take major responsibility for cooking meals, compared with 24% at the time of the last survey in 1993, and 20% take responsibility for the laundry compared with 16% in 1995. Some 23% of men take all the responsibility for food shopping; interestingly, men in the 35-54 age group tend to prefer to use one retailer for all the food shopping (perhaps because shopping has to be squeezed in between work commitments), while those in the 55-plus group prefer to shop around more. In this older group, 40% of men do at least half of the family's grocery shopping.
3. Men do still take the major responsibility for handling the household budgets and long-term financial planning, and this situation has not changed materially since 1993. Men also tend to be more involved in gardening, but this only becomes a leisure activity rather than a household duty among older men whose children have grown up and left home.
4. Working life has not become easier for men, either: 60% of the respondents said that their lives are busier than they were five years ago, and half say that life is more stressful. Government statistics show that suicide rates among young men have risen sharply since 1990, and are likely to continue to do so: the Mintel survey shows that young men find life more stressful, and are most in need of their friends. On the positive side, around half of those men included in the survey say that they are happier than they were.
5. Leisure activities show a shift towards a healthier lifestyle: family men, in particular, tend to go for sporting activities that they did five years ago; only 30% say that they lead less healthy lives than they used to. Family men also report that they have a strong involvement in DIY tasks: although evidence from elsewhere says that women are increasingly involved in DIY, men still retain the major responsibility for these activities.

6. Overall, although men are still not carrying out the major part of the household tasks, there is evidence of a change in attitude – and with it an increase of stress. On the other hand, men report that their lives are happier and healthier. Whatever the business marketers are in, the changes in men's lifestyle offer new opportunities and new threats.

## Questions

1. What new segments of the market might be apparent from this survey, and how might marketers approach these segments?
2. How might a sportswear manufacturer benefit from the changes reported?
3. What implications for marketing to women are implicit in the above research? (Take into consideration how various decisions were divided between Steve and Helen, or what heuristics Steve used in planning the menu, or what the factors in post-purchase evaluation of the dinner service were.)
4. What implications for marketing are there in the above research?
5. How might retailers respond to this research?

# Appendix 1
# Sequence of Tenses

- A sentence can contain a main verb and one or more subordinate clauses. A subordinate clause is a group of words containing a subject and verb and forming part of a sentence.

  *E.g.* We knew that the car was expensive.

  *E.g.* He lent it to me because he trusted me.

  *E.g.* She swam faster than they did.

- It is necessary to learn to know which is the main verb of a sentence because of the important rule about the sequence of tenses.
- When the main verb of a sentence is in a past tense, verbs in subordinate clauses must be in a past tense also.

| *Tense of verb in main clause* | | *Tense of verb in subordinate clause* |
|---|---|---|
| Present | She thinks that he will come. | Future |
| Past | She thought that he would come. | Conditional |
| Present | He knows that she has told a lie. | Present Perfect |
| Past | He knew that she had told a lie. | Past Perfect |
| Present | She walks so fast that she is always out of breath. | Present |
| Past | She walked so fast that she was always out of breath. | Past |
| Present Perfect | They have done all that is necessary. | Present |
| Past Perfect | They had done all that was necessary. | Past |
| Present | We all know that he is coming. | Present Continuous |
| Past | We all knew that he was coming. | Past Continuous |

- Note that a clause cannot be formed with an infinitive alone and that infinitives, therefore, are not affected by the above rule.

  *E.g.* She wants to learn English. She wanted to learn English.

- The rule about the sequence of tenses applies also to indirect speech when the introductory verb is in a past tense.

# Appendix 2
# The Conditional Tenses

### The Present Conditional Tense

- The present conditional tense is formed with should/would + infinitive for the 1st person and would + infinitive for the other persons.

| | |
|---|---|
| *Affirmative:* | I should/would work, you would work (you'd work), he would work (he'd work), etc. |
| *Negative:* | I should not (shouldn't) work, you would not (wouldn't) work, etc. |
| *Interrogative:* | should I work? would you work? |
| *Negative interrogative:* | should I not (shouldn't I) work? would you not (wouldn't you) work? |

- The present conditional tense is used:
  - (i) As a past equivalent of the future tense.
    - *E.g.* I know that he will come. I knew that he would come.
  - (ii) In special idiomatic uses of should and would.
    - *E.g.* Mr. Jones is in a meeting at the moment. Would you like to see Mr. Smith?
    - *E.g.* Would you care to see my paintings?
    - *E.g.* She would rather die than give a public speech.
    - *E.g.* I don't know why you should think that I did it.
    - *E.g.* I can't think why he should have said that it was my fault.
  - (iii) In conditional sentences.
    - *E.g.* I wouldn't sell it even if he were to offer me all the gold in China.

### The Perfect Conditional Tense

- The perfect conditional tense is formed with should/would and the perfect infinitive.

| | |
|---|---|
| *Affirmative:* | I should have worked, you would have worked, etc. |
| *Negative:* | I should not (shouldn't) have worked, you would not have (wouldn't have) worked, etc. |
| *Interrogative:* | should I have worked? would you have worked? |
| *Negative interrogative:* | should I not (shouldn't I) have worked? would you not (wouldn't you) have worked? |

- The perfect conditional tense is used:
  (i) As a past equivalent of the future perfect tense.
  *E.g.* I hope that he will have finished before we get back.
  *E.g.* I hoped that he would have finished before we got back.
  (ii) In conditional sentences.
  *E.g.* If he had taken his grandmother's advice he would have been a rich man.

# Appendix 3
# The Infinitive

- **The infinitive** may occur either with the particle **to** (*full infinitive or infinitive with **to***) or without the particle (*plain infinitive*).

  1. *The plain infinitive* is used:

  (i) In constructions with some auxiliary verbs: *can/could, may/might, must, shall/should, will/would*.

  *E.g.* Can you *lend* me this pen? It might *rain* today. Tell him he may *go* home.

  (ii) After the verbs *make* and *let*.

  *E.g.* He made her *cry*. Let him *do* as he pleases. Let her *repeat* it again.

  (iii) In the so-called accusative-with-infinitive construction, after the verbs denoting physical perception: *feel, hear, see, watch*, etc.

  *E.g.* I heard him *open* the door. I saw her *cross* the street.
  He watched them *climb* the hill.

  (iv) With phrases *had better, would rather, would sooner*.

  *E.g.* You had better *go* for a walk than *stay* at home. I would rather *go* with you.

  2. *The full infinitive or infinitive with **to*** is used:

  (i) In constructions with certain modal auxiliary verbs: *to be, to have, ought, used*, and sometimes *to dare* and *to need*.

  *E.g.* The policeman ought *to go* inside the house. He used *to play* the piano.

  (ii) As the subject of a verb, and can be placed at the beginning of the sentence. It is more usual though to put the pronoun **it** first and move the infinitive or infinite phrase to the end of the sentence.

  *E.g.* *To use* force when the arrest is not lawful, is dangerous.
  **It** is dangerous *to use* force when the arrest is not lawful.

  (iii) After certain verbs that are followed by an object. The most important of these are: *tell, order, compel, force, make, let, allow, permit, warn, advise, request, forbid*, etc.

  *E.g.* She told us *to meet* her at the station. I warned him not *to resist.*

(iv) To express purpose.

*E.g.* She went to the country *to see* her friend. He was sent to Rome *to study* art.

(v) After **only** to express a disappointing sequel.

*E.g.* He survived the crash **only** *to die* in the desert.
He survived the crash but died.

- **The Perfect Infinitive** is formed with the infinitive of **have** and the past participle: to have worked; to have done.
  - Modal Auxiliaries + Perfect Infinitive construction is used:

(i) When the exact truth of the matter is not known.

*E.g.* He *must have been* in a meeting yesterday. (*We are not sure, we just suppose.*)

(ii) In the case of non-fulfilment in the past.

*E.g.* He *would have gone* yesterday. (*But he didn't.*)

# Appendix 4
# The Passive Voice

- Infinitive constructions are used:

**(a)** After passive verbs. They are: **think, consider, know, acknowledge, believe, understand, find, claim, report and say**.

Sentences of the type "People think/consider/know, etc. that he is a famous artist" have two possible passive forms.

(i) It is thought/considered/known that he is a famous artist.

(ii) He is thought/considered/known to be a famous artist.

When the thought concerns a *previous* action we use the perfect infinitive so that the sentence "People know that he was a famous artist" has two possible passive forms.

(i) It is known that he was a famous artist.

(ii) He is known *to have been* a famous artist.

**(b)** After **suppose**.

(i) **Suppose** in the passive can be followed by the present infinitive of any verb but this construction usually conveys an idea of duty and is not therefore normally the equivalent of **suppose** in the active:

| | | | |
|---|---|---|---|
| *E.g.* | You are supposed to know how to swim. (*It is your duty/you should know.*) | | |
| *though* | He is supposed to be in Paris. | | *could mean* |
| *either* | He ought to be there. | *or* | People suppose he is there. |

**(c)** Note that an infinitive placed after a passive verb is normally a full infinitive.

| | | |
|---|---|---|
| *Active:* | We saw them leave the house. | He made us work. |
| *Passive:* | They were seen *to leave* the house. | We were made *to work*. |

However, **let** is used without **to**.

| | |
|---|---|
| *Active:* | They let us go. |
| *Passive:* | We were let go. |

- Here is given a table of active tenses and their passive equivalents.

| *Tense/verb form* | *Active voice* | *Passive voice* |
|---|---|---|
| *simple present* | drives | is driven |
| *present continuous* | is driving | is being driven |
| *simple past* | drove | was driven |
| *past continuous* | was driving | was being driven |
| *present perfect* | has driven | has been driven |
| *past perfect* | had driven | had been driven |
| *future* | will drive | will be driven |
| *conditional* | would drive | would be driven |
| *present infinitive* | to drive | to be driven |
| *perfect infinitive* | to have driven | to have been driven |
| *present participle/gerund* | driving | being driven |
| *perfect participle* | having driven | having been driven |

# GLINDEX

***Advertisement*** is a paid insertion of a message in a medium.

***Advertising*** is the act of making a product, a service, a job vacancy, an event, etc., publicly known. It needs to be planned and targeted to the right segment in order to avoid wasting money and effort on people who will not buy the product.

***AIDA*** is an acronym for Attention, Interest, Desire and Action – the four stages of response to communication.

***Analytic decision-making style*** is characterised by a high tolerance for ambiguity combined with a rational way of thinking.

***Behavioural decision-making style*** is characterised by intuitive thinking and a low tolerance for uncertainty.

***Behavioural segmentation*** refers to grouping potential customers according to their activities, attitudes and lifestyles.

***Board of directors*** is a group of directors responsible for running a company and usually have legal responsibilities to it. They are elected by the shareholders.

***"Calm waters" metaphor*** refers to a description of traditional practices in and theories about organisations that likens the organisation to a large ship making a predictable trip across a calm sea and experiencing an occasional storm.

***Change*** is an alteration of an organisation's environment, structure, technology, or people.

***Change agent*** is a person who initiates and assumes the responsibility for managing a change in an organisation.

***Communication*** requires the active participation of both the sender and the receiver. Communications work best when there is a feedback.

***Computer-aided Design (CAD)*** refers to computational and graphics software that allows the geometry of a product or component to be graphically displayed and manipulated on video monitors.

***Conceptual decision-making style*** is characterised by a very broad outlook and a tendency to look at many alternatives.

***Consumer*** is a person who uses things.

***Controlling*** has to do with the process of monitoring performance, comparing it with goals, and correcting any significant deviations.

***Core benefits*** are the benefits that would apply to all consumers of the product category. For example, all cars provide the core benefit of personal transportation.

***Customer*** is a person who buys things.

***Data*** refer to raw, unanalysed facts, such as numbers, names, or quantities.

***Decision-making process*** refers to a set of eight steps that, in brief, includes identifying a problem, selecting a solution, and evaluating the effectiveness of the solution.

***Demand*** is a want that can be paid for.

***Demographic segmentation*** refers to grouping potential customers according to their position in the structure of the population.

***Differentiated marketing*** is concentrating effort on a segment or segments by offering a product which the target customers would see as superior.

***Digital technology*** relates to the study and development of devices that store and manipulate numbers.

***Directional plan*** refers to flexible plans that set out general guidelines.

***Directive decision-making style*** is characterised by low tolerance for ambiguity and a rational way of thinking.

***E-commerce*** refers to any transaction that occurs when data are processed and transmitted over the Internet.

***Effectiveness*** means doing the right task and refers to the goal attainment.

***Efficiency*** means doing the thing correctly and refers to the relationship between inputs and outputs. It seeks to minimise resource costs.

***Electronic meeting*** is a type of nominal group technique in which participants are linked by computer.

***Expert systems*** are software programmes intended to encode the relevant experience of an expert and allow a system to act like that expert in analysing and solving ill-structured problems.

***First-lime managers*** are usually called *supervisors*. They are responsible for directing the day-to-day activities of operative employees.

***Geographic segmentation*** relates to dividing potential customers into groups according to their location, either nationally or in smaller areas, for example areas of city.

***Groups*** refer to two or more interacting and interdependent individuals who come together to achieve particular objectives.

***Groupthink*** refers to the withholding by group members of different views in order to appear to be in agreement.

***Groupware*** is a term used to describe software programmes developed to facilitate group interaction and decision-making.

***Information*** is analysed and processed data.

***Input*** in industry refers to something that is put into a business, a system, or a process, and has an effect on it. *E.g.* people, capital, equipment, materials, etc. In computing it refers to the information that is put into a computer.

***Invoice*** is a document stating the amount of money due to the organisation issuing it for goods or services supplied.

***Leading*** includes motivating employees, directing the activities of others, selecting the most effective communication channel, and resolving conflicts.

***Long-term plan*** extends beyond five years.

***Management*** refers to the process of getting things done, effectively and efficiently, through and with other people.

***Management by objective (MBO)*** is a system in which specific performance objectives are jointly determined by subordinates and their supervisors, progress towards is periodically reviewed, and rewards are allocated on the basis of that progress.

***Management information system (MIS)*** is a system used to provide management with needed information on a regular basis.

***Management process*** refers to planning, organising, leading and controlling.

***Manager*** refers to an individual in an organisation who directs the activities of others.

***Managing director*** is a company director who is responsible for the day-to-day running of a company.

***Marketer*** is a person that sells goods or services in or to a market, especially one that markets a specified commodity.

***Marketing*** is about understanding what the consumer needs and wants, and seeing that the company provides it. In other words, it is the management process that identifies, anticipates, and supplies customer requirements efficiently and profitably.

***Marketing mix*** refers to the seven areas of activity with which marketers are most concerned: price, product, place, promotion, people, process, and physical evidence.

***Markets*** are groups of customers or consumers with similar needs and wants.

***Middle managers*** are individuals at levels of management between the first-line manager and top management.

***Need*** is a perceived lack of something, e.g. food when one is hungry.

***Neural networks*** use computer software to imitate the structure of brain cells and connections among them.

***Niche marketing*** is concentrating effort on a very small market segment.

***Operations management*** is the study and application of the transformation process.

***Operatives*** or *operative employees* are people who work directly on a job or task and have no responsibility for overseeing the work of others.

***Organisation*** is a systematic arrangement of people brought together to accomplish some specific purpose.

***Organising*** includes determining what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom, and where decisions are to be made.

***Output*** in industry refers to the quantity of goods produced by a worker, a machine or an organisation. *E.g.* finished goods and services. In computing it refers to the information produced by a computer.

***People***, as one of the Booms and Bitner's additional 3-Ps, represent an integral part of the product because most services involve direct contact between the producer and the consumer; e.g. a hairdresser's personality affects trade in a way that the personality of a production-line worker does not.

***Perception*** is the analytic and synthetic process of developing a world view.

***Perceptual mapping*** is the process of positioning products, events and experiences in relation to one another.

***Personal selling*** is a person-to-person communication intended to meet a customer's needs at a profit.

***Physical evidence***, as one of the Booms and Bitner's additional 3-Ps, gives something to a consumer to refer to and to show other people if necessary. Since service products are usually intangible, the consumer of, say, an insurance policy will need some written evidence of its existence in order to feel confident in the product.

***Place*** refers to the location from wherever the customer finds it easiest to shop.

***Planning*** includes defining goals, establishing strategy, and developing plans to co-ordinate activities.

***Positioning*** refers to the grouping of similar product types together in the consumer's perceptual map.

***Power distance*** is a measure of the extent to which a society accepts the fact that power in institutions and organisations is distributed unequally. A high power distance society accepts wide differences in power in organisations. Employees show a great deal of respect for those in authority. Titles and rank carry a lot of weight.

***President*** is the chief officer of a company in the US. He is responsible for deciding and carrying out company policy. In the UK, it refers to a title sometimes given to a former chairman or managing director of a company.

***Price*** is what something costs.

***Problem*** is a discrepancy between an existing and a desired state of affairs.

***Process***, as one of the Booms and Bitner's additional 3-Ps, refers to the usual presence of the consumer during all or part of the process of providing the service; e.g. Lufthansa's improved method of seating passengers (boarding window-seat passengers first and aisle-seat passengers last) makes the airline more pleasurable to fly with.

***Product*** is a bundle of benefits; it is only worth what it will do for the consumer.

***Productivity*** can be expressed in the following ratio: Outputs/(labour + capital + materials).

***Promotional mix*** is the combination of PR, advertising, personal selling and sales promotion leading to purposeful marketing communications.

***Prospects*** refer to individuals who are prepared to talk to a salesperson about their needs.

***Psychographic segmentation*** refers to grouping potential customers according to their personality traits.

***Public relations (PR)*** are activities intended to convey an organisation's messages to its public.

***Publics*** refer to those groups and individuals that have a direct or indirect impact on an organisation's activities.

***Re-engineering*** has to do with the design of new business processes, usually in conjunction with digital systems, to improve corporate responsiveness to changing business conditions.

***Ringisei*** refers to consensus-forming group decisions.

***Robotics*** refers to the science or study of the technology associated with the design, fabrication, theory, and application of robots.

***Sales Promotion*** is a temporary offer used to increase immediate sales.

***Segmentation*** is the process of categorising consumers into groups with similar needs.

***Service organisation*** is an organisation that produces non-physical outputs such as educational, medical, or transportation services.

***Shareholder*** is an owner of shares in a company, or a stockholder.

***Short-term plan*** covers less than one year.

***Single-use plan*** is used to meet the needs of a particular or unique situation.

***Specific plan*** refers to plans that have clearly defined objectives and leave no room for misinterpretation.

***Standing plans*** is a plan that is ongoing and provides guidance for repeatedly performed actions in an organisation.

***Strategic plans*** refer to plans that are organisationwide, establish overall objectives, and position an organisation in terms of its environment.

***Tactical plan*** refers to plans that specify the details of how an organisation's overall objectives are to be achieved.

***Targeting*** has to do with selecting the segments that would be most effective in meeting the firm's overall aims.

***Technology*** is concerned with how an organisation transforms its inputs into outputs.

***Technology transfer*** refers to the transfer of knowledge from one country to another for the development of new products or for improvements in a production process.

***Top managers*** are individuals who are responsible for making decisions about the direction of the organisation and establishing policies that affect all organisational members.

***Transformation process*** is the process through which an organisation creates value by turning inputs (people, capital, equipment, materials) into outputs (goods and services).

***Treasurer*** is a person who keeps records of the money obtained or spent by an organisation, and who is responsible for investing any surplus.

***Trouble-shooter*** is a person whose job is to solve major company problems, such as those caused by industrial disputes, machine faults, bad management, etc.

***Undifferentiated marketing*** refers to the marketing to the entire population, on the assumption that everybody is a possible customer for the product, and therefore the market is not segmented.

***Value*** is what something is worth.

***Want*** is a specific satisfier for a need, e.g. a steak.

***"White-water rapids" metaphor*** is a description of the organisation as a small raft navigating a raging river.

***Workflow automation*** is a method of improving the process of creating and transferring documents by automating the flow of information.

# GLOSSARY

| | |
|---|---|
| **administer** *(v.)* | upravljati, rukovoditi, dati, deliti; ukazati |
| *to administer finances* | upravljati finansijama |
| **administration** *(n.)* | administracija, *(A)* vlada; primena, izvršenje, uprava, trajanje funkcije; upravljanje |
| *government administration* | državna administracija |
| **administrative** *(adj.)* | administrativan, upravni, uredski |
| *administrative agency* | upravni organ |
| *administrative skills* | operativno poslovno iskustvo |
| **administrator** *(n.)* | administrator, upravitelj; izvršilac oporuke |
| **advertise** *(v.)* | oglasiti, objaviti, reklamirati |
| **advertisement** *(n.)* | propagandna poruka sačinjena od reči i/ili elemenata i/ili zvuka oglašava da je neka roba ili usluga na prodaju ili poziva na određenu akciju u vezi sa kulturnim, sportskim i drugim društvenim aktivnostima (oglas u novinama, oglas na bilbordu, radio spot, TV spot, itd.) |
| **advertiser** *(n.)* | oglačivač; lice, preduzeće ili institucija koja se oglašava |
| **advertising** *(n.)* | propagandna/reklamna/oglasna agencija |
| *advertising boarding* | oglasna tabla/pano |
| *advertising campaign* | reklamna kampanja |
| *advertising manager* | lice zaduženo za propagandni budžet kod oglašivača |
| *advertising message* | propagandna poruka |
| *advertising space* | oglasni prostor |
| **aegis** *(n.)* | zaštita, pokroviteljstvo |
| *under the aegis* | pod pokroviteljstvom |
| **AIDA (Attention, Interest, Desire, Action)** | model *AIDA* (pažnja, interesovanje, želja, akcija), pokazuje faze uticaja reklame na kupce (privlači se njihova pažnja, održava interesovanje, budi se želja, i konačno izaziva akcija kupovine) |
| **appraisal** *(n.)* | procena, ocena |
| **appraise** *(v.)* | proceniti, oceniti |

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| **appraisement** *(n.)* | službena procena |
| **behaviour** *(n.)* | ponašanje, vladanje, držanje |
| *buying behaviour* | ponašanje pri kupovini |
| **behavioural** *(adj.)* | bihevioristično |
| *behavioural sciences* | bihevioristične nauke |
| *behavioural segmentation* | segmentacija prema ponašanju potrošača; podela tržišta čija je osnovna činjenica da se različite grupe potrošača različito ponašaju, imaju različite kupovne navike i različite navike u načinu korišćenja proizvoda |
| **board** *(n.)* | odbor; uprava; ured |
| *board of directors* | upravni odbor, kolegijum ustanove, direkcija |
| *conciliation board* | mirovno veće, arbitražni savet |
| *co-ordinating board* | koordinacioni odbor |
| *editorial board* | uredнички odbor, uredнички kolegijum |
| *executive board* | (kolektivni) izvršni organ |
| *financial supervisory board* | nadzorni odbor |
| *managing board* | (kolegijalni) poslovni organ, poslovodni odbor, upravni odbor |
| **Boston consulting group matrix** *(n.)* | BCG portfolio matrica; matrica Bostonske konsultantske grupe nudi četiri tipa strateških poslovnih jedinica: *zvezdu*, koja označava tržišnog lidera, *keš kravu* (zreo proizvod), *znak pitanja* (problematičan proizvod), i *psa* (stagnirajuću poslovnu jedinicu), i za svaki od njih nudi strategiju |
| **brand** *(n.)* | marka, skup atributa proizvoda objektivnih i subjektivnih, racionalnih i simboličkih koji formiraju unapred projektovanu predstavu o proizvodu u svesti potrošača |
| *brand image* | predstava koju javnost ima o određenoj marki |
| *brand leader* | marka proizvoda sa najvećim učešćem na tržištu |
| *brand loyalty* | vernost kupca određenoj marki |
| *brand manager* | direktor ili izvršni direktor odgovoran za marketing određene marke |
| *brand mark* | zaštitini znak robne marke; simbol, crtež ili svojstvena boja ili slovo koji ne mogu da se izgovore |
| *brand name* | ime robne marke, komercijalni naziv (reč, slovo, broj), grupa reči ili slova (brojevi) |
| *own brand* | proizvodi koji se posebno pakuju za neku prodavnicu i nose njeno ime na etiketi |
| *brand personality* | svojstvena slika/predstava stvorena o proizvodu, koja odražava njegov karakter i prednosti koje pruža |

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| *brand positioning* | pozicioniranje marke (proizvoda) na posebnom mestu na tržištu, tako da ga javnost naročito prepoznaje |
| **branding** *(n.)* | brendiranje; davanje komercijalnih naziva proizvodima |
| *family branding* | prodaja različite robe pod istim komercijalnim nazivom |
| **business** *(n.)* | poslovna organizacija; posao, poslovanje; posao prodaje ili kupovine |
| *business-to business advertising* | oglašavanje i promocija koja je usmerena ka pojedincima ili grupama koje kupuju ili imaju uticaj na nabavke industrujskih roba ili usluga za preduzeća za koja rade |
| **cash cow** *(n.)* | po Bostonskoj matrici, proizvod koji redovno donosi dobar profit i zadržava svoj deo tržišta, ali ne obezbeđuje rast |
| **competence** *(n.)* | kompetentnost, nadležnost, merodavnost, sposobnost, stručnost |
| **competent** *(adj.)* | kompetentan, nadležan, merodavan, sposoban, stručan |
| **compute** *(v.)* | računati, izračunati, obraditi na računaru |
| **computer** *(n.)* | računar, kompjuter |
| *computer-aided design (CAD)* | projektovanje pomoću računara |
| *computer-aided instruction (CAI)* | obuka pomoću računara |
| *computer-aided manufacturing (CAM)* | proizvodnja pomoću računara |
| *computer-assisted instruction (CAI)* | obuka pomoću računara |
| *computer-assisted learning (CAL)* | učenje pomoću računara |
| *computer-assisted teaching (CAT)* | nastava pomoću računara |
| *computer conferencing* | računarska konferencija (međusobna veza više osoba pomoću računara koji se nalaze na različitim mestima, a povezani su komunikacionim sredstvima) |
| *computer crime* | kompjuterski kriminal |
| *computer literacy* | računarska pismenost |
| *computer network* | računarska mreža |
| *Computer Press Association (CPA)* | Udruženje izdavača računarske štampe |
| *computer science* | nauka o računarima, računarska nauka |
| *computer security* | bezbednost računara, obezbeđenje računara |
| *computer users' group* | računarska korisnička grupa |
| **consumer** *(n.)* | potrošač, lice ili kompanija koja kupuje robu i usluge |
| *end consumer* | krajnji potrošač |
| *consumer credit* | potrošački kredit |
| **counsel** *(v.)* | savetovati, dati savet ili mišljenje, preporučiti |

**counsel** *(n.)* advokat, pravni zastupnik; većanje, savetovanje

**customer** *(n.)* kupac, mušterija, klijent, lice ili kompanija koja kupuje robu (kupac ne mora da bude potrošač ili krajnji korisnik proizvoda)

*customer loyalty* sklonost kupca da stalno kupuje u istoj prodavnici

*customer satisfaction* stepen između koga postoji sklad između očekivanja potrošača u vezi sa robom ili uslugama i stvarnih osobina robe ili usluga, uključujući i posebne usluge koje se pružaju potrošačima

**data** *(n.)* *(pl.)* podaci

*data acquisition* prikupljanje podataka, proces pribavljanja podataka iz drugog izvora, obično iz određenog spoljašnjeg sistema

*data bank* baza podataka, veliki skup podataka

*database* baza podataka

*database administrator* administrator baze podataka, lice koje upravlja bazom podataka

*database analyst* analitičar baze podataka

*database management system* sistem upravljanja bazom podataka

*database manager* administrator baze podataka

*datacom* razmena podataka, prenos podataka (Skraćenica za **data com**munications.)

*data conferencing* razmena podataka u okviru konferencije, istovremena razmena podataka između geografski udaljenih učesnika konferencije

*data entry* unos podataka, unošenje podataka

*data file* datoteka podataka

*data library* biblioteka podataka

*data processing* obrada podataka

*data management* upravljanje podacima (od prikupljanja i unošenja, preko obrade, do izlaza i smeštaja)

**datum** *(n.)* *(sing.)* podatak

**decision-making** *(n.)* odlučivanje, donošenje odluka

*decision-making body* organ odlučivanja

*direct decision-making* neposredno odlučivanje

*decision-making process* proces odlučivanja

**demarketing** *(n.)* nastojanje da se smanji tražnja za nekim proizvodom; aktivnosti usmerene da se odvrate svi ili neki kupci od kupovine nekog proizvoda privremeno ili trajno, obično zbog nestašice/manjka tog proizvoda

**demographic** *(adj.)* demografski

*demographic category* grupisanje na osnovu starosti, pola, obrazovanja, prihoda ili drugih promenljivih demografskih faktora

*demographic segmentation* segmentacija/podela tržišta na osnovu demografskih karakteristika potrošača

**demographics** *(n.)* merljive karakteristike stanovništva, kao što su broj, starost, pol, etnička pripadnost, prihod, obrazovanje, zanimanje i porodična struktura

**demography** *(n.)* demografija; nauka o stanovništvu i statistike u vezi s tim, kao što su starost, pol, prihod, obrazovanje, itd.

**digit** *(n.)* cifra

**digital** *(adj.)* digitalni; ovaj izraz je u računarstvu analogan izrazu *binaran*, jer većina poznatih računara obrađuje informacije koje su kodirane kao kombinacije binarnih cifara (bitova).

*digital cash* digitalna gotovina, e-gotovina

*digital technology* digitalna tehnologija

**direct** *(v.)* usmeriti, ciljati, rukovoditi, upravljati, voditi

**direct** *(adj.)* neposredan, direktan, prav

*direct marketing (DM)* prodaja nekog proizvoda direktno kupcima, odn. sistem marketinga kada neka organizacija direktno komunicira sa kupcima radi dobijanja određene reakcije ili obavljanja transakcije

*direct selling* prodaja nekog proizvoda direktno kupcima

**direction** *(n.)* kurs (pravac), cilj; upravljanje, vođenje; uredba, propis, pravilo; uprava *(pl.)* uputstva

*in pursuance to your directions* prema vašim uputstvima

**directive** *(n.)* nalog, smernica, uputstvo

**directly** *(adv.)* neposredno, direktno, bez trećeg lica

**director** *(n.)* direktor, član uprave

*acting director* vršilac dužnosti direktora

*board of directors* upravni odbor, kolegijum ustanove

*executive director* (**working director** u UK) izvršni direktor (koji u kompaniji radi puno radno vreme)

*managing director* generalni direktor

*non-executive director* direktor koji prisustvuje sastanicima upravnog odbora samo radi davanja saveta, ali ne učestvuje u upravljanju kompanijom/korporacijom

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| **directorate** *(n.)* | grupa direktora (odbor), direkcija (upravno telo) |
| **directory** *(n.)* | imenik, adresar; *(A)* uprava, upravno telo |
| **effect** *(v.)* | efektivirati (posao); postići, izvršiti; prouzrokovati |
| *to effect a compromise* | postići kompromis |
| **effect** *(n.)* | efekat, delovanje, dejstvo, učinak, rezultat, uticaj; *(pl.)* hartije od vrednosti; *(pl.)* lična imovina |
| *detrimental effect* | štetno dejstvo; |
| *personal effects* | lična imovina |
| *side effect* | sporedno dejstvo |
| **effective** *(adj.)* | efektivan, uspešan, delotvoran; efektan, koristan; punovažan, pravno valjan; koji stupa na snagu; bezuslovan; impresivan |
| *effective date* | datum stupanja na snagu |
| *effective entrance* | impresivan ulaz |
| *effective rate of exchange* | efektivni kurs |
| **effectiveness** *(n.)* | efikasnost, uspešnost, delotvornost (postizanje stvarnih rezultata) |
| *cost effectiveness* | rentabilnost |
| **efficiency** *(n.)* | efikasnost, sposobnost, učinak; isplativost; ekonomičnost; produktivnost (najbolje korišćenje radi postizanja najboljeg cilja) |
| **efficient** *(adj.)* | efikasan, sposoban, brz, ekspeditivan |
| **electronic banking/e-banking** *(n.)* | elektronsko bankarstvo ili e-bankarstvo |
| **electronic business/e-business** *(n.)* | elektronsko poslovanje ili e-poslovanje, firma koja posluje putem Interneta |
| **electronic cash/e-cash** *(n.)* | elektronska gotovina ili e-gotovina |
| **electronic cover/e-cover** *(n.)* | elektronsko osiguranje ili e-osiguranje |
| **electronic credit/e-credit** *(n.)* | elektronsko plaćanje kreditnom karticom |
| **electronic exchange/e-exchange** *(n.)* | elektronska berza ili e-berza |
| **electronic fatigue/e-fatigue** *(n.)* | zamor od preteranog korišćenja računara |
| **electronic government/ e-government** *(n.)* | elektronska vlada ili e-vlada; koncept koji poslovne i vladine agencije koriste pri poslovanju |
| **electronic insurance/e-insurance** *(n.)* | elektronsko osiguranje ili e-osiguranje |

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| **electronic mail/e-mail** *(n.)* | elektronska pošta ili e-pošta |
| *Email Marketing* | marketing putem elektronske pošte koja predstavlja vrlo raznovrstan medij: formati se kreću od najobičnijeg teksta do HTML; zajedno sa koristima e-pošte, ide i zloupotreba e-pošte, kao što je spem. |
| *Email Spam* | neželjena, netražena e-pošta |
| **electronic mall/e-mall** *(n.)* | elektronski tržni centar ili e-tržni centar; |
| **electronic money/e-money** *(n.)* | elektronski novac ili e-novac; vrednost koja je elektronski uskladištena u uređaju kao što je čip-kartica ili hard-drajv |
| **electronic procurement/ e-procurement** *(n.)* | elektronska nabavka ili e-nabavka |
| **electronic publishing/ e-publishing** *(n.)* | elektronsko izdavaštvo ili e-izdavaštvo; |
| **electronic risk/e-risk** *(n.)* | elektronski rizik ili e-rizik; rizik u poslovanju preko Interneta |
| **electronic store/e-store** *(n.)* | elektronska prodavnica ili e-prodavnica; virtuelna prodavnica na Internetu |
| **electronic trade/e-trade** *(n.)* | elektronska trgovina ili e-trgovina |
| **ensure** *(v.)* | osigurati, obezbediti, jemčiti, uveravati |
| **execute** *(v.)* | izvršiti, sprovesti, obaviti, ispostaviti (ispravu) |
| **execution** *(n.)* | izvršenje, obavljenje; *(jur.)* plenidba |
| *execution for debt* | naplata duga |
| **executive** *(n.)* | *(A)* rukovodilac preduzeća, banke, itd; *(A)* guverner, predsednik; *(pl.)* poslovodni kadrovi; egzekutiva |
| *chief executive* | direktor |
| *chief executive officer (CEO)* | generalni direktor |
| *executive* | operativni sistem |
| *executive information system (EIS)* | izvršni informacioni sistem, koji stavlja naglasak na informacije za razliku od sistema podrške pri odlučivanju (DSS), koji je projektovan za analizu i donošenje odluka |
| *the Chief Executive* | predsednik SAD |
| **executive** *(adj.)* | izvršni, izvršna vlast, izvršni organ |
| *executive authority* | izvršna vlast |
| *business executive* | privredni rukovodilac; *(pl.)* poslovodni kadrovi |
| *executive clerk* | *(A)* izvršni sekretar |

*executive committee* izvršni komitet, izvršni odbor
*executive operational* inokosni poslovodni organ
*executive power* izvršna vlast
*senior executive* viši rukovodilac

**expert system** *(n.)* ekspertski sistem; aplikativni program koji donosi odluke ili rešava probleme u određenoj oblasti, kao što su finansije, korišćenjem znanja i analitičkih pravila definisanih od strane eksperata u tom polju.

**generic** *(adj.)* generički, opšti; koji se odnosi na rod ili vrstu
*generic demand* generička tražnja; tražnja klase proizvoda u celini, bez obzira na marku
*generic name* naziv vrste; generički naziv; naziv vrste koji je u tolikoj meri u upotrebi da je postao deo jezika i u većoj meri se koristi kao sinonim za vrstu proizvoda nego kao naziv konkretnog proizvoda određenog proizvođača
*generic product* generički proizvod; proizvod na kome ne stoji ni naziv proizvođača ni distributera, on se jednostavno pakuje sa jasnom oznakom sadržine
*generic brand* generički proizvod

**gift coupon/gift token/ gift voucher** *(n.)* poklon kupon, kartica ili vaučer; kartica koja se može iskoristiti za kupovinu robe u vrednosti koja je na njoj navedena

**groupware** *(n.)* softver za radne grupe (čija je svrha da grupi osoba na mreži omogući saradnju na određenom projektu)

**Hypertext Markup Language** *(n.)* hipertekstualni markerski jezik (HTML), koji se koristi za dokumente na World Wide Web-u.

**industrial** *(adj.)* industrijski
*industrial advertising* industrijska propaganda; oglašavačke i promotivne aktivnosti za investicione robe sirovine i profesionalne usluge usmerene ka drugim preduzećima koja ih koriste ili ih mogu koristiti u svom proizvodnom procesu
*industrial market* industrijsko tržište; pojedinci ili firme koji kupuju određene proizvode radi korišćenja u proizvodnji druge robe ili pružanja usluga koje se potom stavljaju u promet uz određeni profit ili za potrebe sopstvenog poslovanja
*industrial marketing* industrijski marketing vezan za poslovno tržište gde su kupci profitne i neprofitne organizacije

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| *industrial services* | industrijske usluge; obuhvataju usluge održavanja i popravki, kao i poslovne i savetodavne usluge |
| **industry** *(n.)* | industrija, delatnost, privreda; sve fabrike kompanije ili procesi uključeni u proizvodnju robe |
| *advertising industry* | industrijska propaganda |
| *cottage industry* | domaća radinost |
| *heavy industry* | teška industrija |
| *light industry* | laka industrija |
| *primary industry* | primarna industrija; grana privrede koja je angažovana na vađenju osnovnih sirovina (ugalj, drvo, poljoprivredni proizvodi) |
| *secondary industry* | sekundarna industrija; grana industrije koja svoju proizvodnju bazira na sekundarnim sirovinama |
| *service industry* | sektor usluga, uslužna delatnost |
| *tertiary industry* | tercijarna industrija; sektor usluga, uslužna delatnost |
| **information** *(n.)* | *(no plural)* informacija, saopštenje, obaveštenje, vest |
| *information management* | upravljanje informacijama (proces definisanja, procene, zaštite i distribuiranja podataka unutar organizacije ili sistema) |
| *information processing* | obrada informacija (prikupljanje i smeštaj podataka, rad sa podacima i prikazivanje podataka, posebno pomoću elektronskih uređaja) |
| *information resource management* | upravljanje informacionim resursima (proces upravljanja resursima za sakupljanje i smeštaj podataka i rad sa podacima unutar organizacije ili sistema) |
| *information revolution* | informaciona revolucija |
| *information technology (IT)* | informaciona tehnologija |
| *information warfare* | informacioni rat (ugrožavanje rada računara od kojih zavisi privreda i bezbednost neprijateljske zemlje; mogući primeri informacionog rata su uništavanje kontrolnih sistema za vazdušni saobraćaj ili masovno oštećivanje berzanskih podataka) |
| **internet** *(n.)* | mreža računarskih mrežâ; skraćenica za internetwork – mreža mrežâ |
| **Internet** *(n.)* | Internet; globalni skup mreža, rasprostranjenih širom sveta, i mrežnih prolaza koji koriste skup TCP/IP protokola, za međusobnu komunikaciju; trenutno Internet nudi korisnicima više usluga, kao što su World Wide Web, Usenet konferencije, Gopher, IRC, telnet i druge |

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| *Internet etiquette* | Internet etika |
| *Internet Explorer* | Majkrosoftov pretraživač Web-a |
| *Internet marketing* | Internet marketing |
| *Internet Protocol (IP)* | Internet protokol |
| *Internet Relay Chat (IRC)* | kanal za interaktivni razgovor na Internetu |
| *Internet security* | bezbednost na Internetu |
| *Internet service provider* | dobavljač Internet usluga, posrednik za Internet usluge |
| **intranet** *(n.)* | intranet; mreža projektovana za obradu informacija u kompaniji ili organizaciji; koristi se za usluge kao što su distribucija dokumenata, distribucija softvera, pristup bazama podataka i obuka. |
| **intraware** *(n.)* | softver za intranet |
| **invoice** *(v.)* | fakturisati |
| **invoice** *(n.)* | faktura |
| *as per invoice enclosed* | prema priloženoj fakturi |
| *detailed invoice* | specificirana faktura |
| *to extend an invoice* | specificirati fakturu |
| *to make out an invoice* | ispostaviti fakturu |
| **lead** *(v.)* | voditi, upravljati, komandovati, navoditi |
| *to lead a business* | voditi posao |
| **lead** *(n.)* | vođstvo, rukovodstvo, rukovođenje, upravljanje |
| *to take the lead* | preuzeti vođstvo |
| **leader** *(n.)* | vođa, lider, šef; *(pl.)* vođstvo; rukovodilac |
| *market leader* | preduzeće sa najvećim udelom na tržištu |
| **leadership** *(n.)* | vođstvo, rukovodstvo |
| *leadership cadres* | rukovodeći kadar (politički) |
| *collective leadership* | kolektivno rukovodstvo |
| **leading** *(adj.)* | vodeći, glavni, prvi |
| *leading article* | uvodni članak |
| *leading circles* | rukovodeći krugovi |
| *leading company* | vodeća firma |
| *leading question* | sugestivno pitanje |
| **manage** *(v.)* | rukovoditi, upravljati; uspeti, savladati |
| *to manage a business* | voditi posao |
| **manageable** *(adj.)* | prikladan za rukovanje; izvediv; kojim se može upravljati |

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| **management** *(n.)* | upravljanje, rukovođenje; poslovanje; uprava; rukovodstvo; štedljivost, čuvanje; menadžment |
| *business management* | privredno rukovođenje |
| *collective management* | kolektivno rukovođenje |
| *data management* | upravljanje podacima (od prikupljanja i unošenja, preko obrade, do izlaza i smeštaja) |
| *executive management* | poslovodni organ |
| *human resources management* | upravljanje ljudskim resursima |
| *industrial management* | upravljanje proizvodnjom/preduzećem |
| *information management* | upravljanje informacijama (proces definisanja, procene, zaštite i distribuiranja podataka unutar organizacije ili sistema) |
| *information resource management* | upravljanje informacionim resursima (proces upravljanja resursima za sakupljanje i smeštaj podataka i rad sa podacima unutar organizacije ili sistema) |
| *management information system (MIS)* | upravljački informacioni system; računarski sistem koji služi za organizovanje informacija u cilju obezbeđivanja različitih nivoa upravljanja unutar organizacije, sa preciznim i blagovremenim informacijama potrebnim za nadzor, praćenje napredovanja, donošenje odluka i sagledavanje i rešavanje problema. |
| *management process* | process upravljanja |
| *production management* | organizacija proizvodnje |
| *product management* | proizvodni menadžment; upravljanje proizvodnjom i prodajom jednog proizvoda kao posebnog artikla |
| **manager** *(n.)* | direktor, upravnik, menadžer; poslovođa, rukovodilac preduzeća, šef; inokosni organ |
| *acting manager* | v.d. direktora |
| *advertising manager* | menadžer/direktor/šef reklamnog odseka; lice zaduženo za propagandni budžet kod oglašivača |
| *assistant manager* | pomoćnik direktora |
| *branch manager* | direktor filijale |
| *business/commercial manager* | komercijalni direktor |
| *department manager* | šef odeljenja |
| *deputy manager* | zamenik direktora |
| *executive manager* | izvršni direktor |
| *first-line manager* | neposredni rukovodilac, nadzornik |
| *general manager* | generalni direktor, inokosni poslovodni organ |
| *manager* | upravljački program, koji je projektovan za obavljanje određenog skupa zadataka „velikog spremanja" prilikom rada računara, kao što je održavanje datoteka |
| *middle manager* | viši rukovodilac (rukovodilac srednjeg nivoa) |

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| *personnel manager* | šef kadrovske službe |
| *plant manager* | šef pogona |
| *production manager* | menadžer/direktor proizvodnje |
| *product manager* | menadžer/direktor ili izvršni funkcioner zadužen za marketing konkretnog proizvoda |
| *project manager* | rukovodilac projekta |
| *purchasing manager* | direktor nabavke, šef nabavke |
| *sales manager* | direktor prodaje, komercijalni direktor, šef prodaje |
| *top manager* | najviši rukovodilac (rukovodilac najvišeg nivoa) |
| **managerial** *(adj.)* | upravni, menadžerski |
| *managerial competencies* | organizatorske sposobnosti |
| *managerial position* | rukovodeće mesto/položaj |
| **managing** *(adj.)* | rukovodeći, upravni; ekonomičan |
| *managing board* | upravni odbor, kolegijalni poslovodni organ |
| *managing clerk* | šef kancelarije |
| *managing director* | generalni direktor |
| **market** *(n.)* | pijaca, tržište, trg, trgovina; prodaja, prođa |
| *flea market* | pijaca polovne robe, buvljak |
| *open-air market* | zelena pijaca |
| *market day* | pijačni dan |
| *market stall* | pijačna tezga |
| *captive market* | monopolsko tržište |
| *industrial market* | industrijsko tržište; pojedinci ili firme koji kupuju određene proizvode radi korišćenja u proizvodnji druge robe ili pružanja usluga koje se potom stavljaju u promet uz određeni profit ili za potrebe sopstvenog poslovanja |
| *labour market* | tržište radne snage |
| *black market* | crno tržište |
| *market leader* | preduzeće sa najvećim udelom na tržištu |
| *market segment* | segment tržišta; grupa potrošača na tržištu koji se mogu definisati prema njihovim konkretnim potrebama |
| *market segmentation* | segmentacija tržišta |
| *market share* | učešće na tržištu |
| **marketable** *(adj.)* | utrživ, koji se lako prodaje (hartije od vrednosti) |
| **marketing** *(n.)* | marketing; realizacija, prodaja, plasman robe na tržište |
| *differentiated marketing* | diferencirani marketing; kada se kompanija usmeri na dva ili više dobro definisana segmenta tržišta tako što za svaki segment ima dobro prilagođenu marketinšku strategiju |

*industrial marketing* — industrijski marketing vezan za poslovno tržište gde su kupci profitne i neprofitne organizacije

*marketing communications* — marketinške komunikacije; komunikacija na tržištu i sa tržištem, medijska i interpersonalna

*marketing environment* — marketinško okruženje

*marketing management* — upravljanje marketingom

*marketing manager* — direktor za marketing

*marketing mix* — marketing miks; specifična kombinacija četiri međupovezana i međuzavisna elementa (četiri P): proizvod, cena, mesto (distribucija i promocija

*marketing plan* — marketinški plan

*marketing research* — marketing istraživanja

*marketing strategy* — marketinška strategija

*mass marketing* — masovni marketing (cilj mu je da dopre do velikog broja ljudi)

*target marketing* — ciljni marketing

*undifferentiated marketing* — masovni marketing (cilj mu je da dopre do velikog broja ljudi)

**mass** *(v.)* — gomilati se, skupiti se

**mass** *(n.)* — skupina, masa; veliki broj, mnoštvo *(pl.)* mase, široko slojevi

*the masses* — narodne mase

**mass** *(adj.)* — masovni

*mass consumption* — masovna potrošnja

*mass customisation* — masovno prilagođavanje; marketinška strategija u okviru koje firma prilagođava osnovni proizvod ili uslugu radi zadovoljenja potreba individualnih potrošača

*mass production* — masovna proizvodnja, serijska proizvodnja

*mass marketing* — masovni marketing (cilj mu je da dopre do velikog broja ljudi

*massed promotion* — masovna promocija; komunikacioni napori usmereni na udarne/vršne periode, kao što su praznici

**markup** *(n.)* — povećanje cene nekog proizvoda; bruto-profit; marža profita

*markup on cost* — povećanje cena; oblik formiranja cena na bazi troškova; povećanje vrednosti za određen procenat na cenu koštanja ili dotadašnje troškove

*markup on selling price* — povećanje prodajne cene; oblik formiranja cena na bazi troškova; povećanje prodajne cene za određeni procenat na nabavnu cenu ili cenu koštanja

*markup pricing* — formiranje viših cena

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| **"Me" generation** *(n.)* | „Ja" generacija; životni stil potrošača koji ističe samopoštovanje, samoispunjenje i samoizražavanje |
| **metadata/meta data** *(n.)* | metapodaci; podaci o podacima; na primer, naslov, predmet i veličina datoteke sačinjavaju metapodatke o datoteci |
| **netiquette** *(n.)* | netika (skraćenica od *Internet etiquette*) |
| **operate** *(v.)* | modelovati; uticati (na nešto); špekulisati; *(A)* eksploatisati; raditi, funkcionisati; upravljati, voditi (posao, preduzeće); rukovati, rukovoditi |
| *easy to operate* | lak za rukovanje |
| *to operate a firm* | rukovoditi preduzećem |
| *to operate at deficit* | raditi sa gubitkom |
| *to operate stocks* | špekulisati hartijama od vrednosti |
| **operating** *(adj.)* | pogonski, radni, operativan; poslovni; rukovodeći |
| *operating costs* | troškovi poslovanja |
| *operating policy* | poslovna politika |
| *operating profit* | poslovna dobit |
| **operation** *(n.)* | rad, pogon; delatnost; *(pl.)* poslovanje, manipulisanje; *(pl.)* operaciono |
| *business operations* | poslovanje |
| *operations research* | operaciona istraživanja |
| *to put into operation* | pustiti u rad, staviti u pogon |
| *subsidiary operation* | sporedna delatnost |
| **operational** *(adj.)* | operativan, pogonski, eksploatacioni |
| *operational board* | kolegijalni poslovodni organ |
| *operational services* | stručne službe |
| *operational staff* | rukovodeći kadar |
| **operative** *(n.)* | radnik, rukovalac |
| *operative* | radnik |
| **operative** *(adj.)* | aktivan; koji dejstvuje; stupiti na snagu |
| *to become operative* | stupiti na snagu |
| *operative division/units* | operativa |
| *operative employee* | neposredan izvršilac |
| **operator** *(n.)* | operator, operater, tehničar, preduzetnik, poslodavac, upravitelj; rukovalac, rukovodilac |
| **personal** *(adj.)* | lični, osobni, koji se odnosi na jednu osobu |
| *personal selling* | lična prodaja; deo promotivnog miksa koji podrazumeva neposredan kontakt između presdtavnika firme i potrošača |

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| **personnel** *(n.)* | kadrovi, personal, osoblje |
| *advanced training of personnel* | usavršavanje kadrova |
| *personnel committee* | kadrovska komisija |
| *personnel department* | personalno odeljenje |
| *experienced personnel* | stručni kadrovi |
| *personnel files* | kadrovska evidencija |
| *personnel management* | kadrovska služba |
| *personnel manager* | šef kadrovske službe, šef personalne službe |
| *personnel officer* | referent za kadrovska pitanja, referent za personalna pitanja, personalac |
| *recruitment personnel* | angažovanje osoblja |
| *re-training of personnel* | prekvalifikacija kadrova |
| *skilled personnel* | stručni kadrovi |
| **place** *(n.)* | distributivno mesto; element marketinškog miksa koji podrazumeva sve aspekte prebacivanja proizvoda do potrošača na pravu lokaciju u pravo vreme |
| *place utility* | pogodnost da jedan kupac dobije proizvod na konkretnom mestu |
| **positioning** *(n.)* | pozicioniranje; stvaranje imidža/slike jednog proizvoda u svesti potrošača |
| *brand positioning* | pozicioniranje marke (proizvoda) na posebnom mestu na tržištu, tako da ga javnost naročito prepoznaje |
| *product positioning* | pozicioniranje proizvoda |
| **president** *(n.)* | predsednik; *(A)* generalni direktor; direktor preduzeća; rektor, dekan |
| **prevail** *(v.)* | preovlađivati, vladati, uspeti |
| **prevailing** *(adj.)* | preovlađujući, pretežan, najčešći |
| **price** *(n.)* | cena; novac koji mora da se plati da bi se nešto kupilo predstavlja vrednost robe ili usluge kako za prodavca, tako i za kupca |
| *bargain price* | bagatelna cena |
| *cost price* | cena koštanja; prodajna cena koja je ista kao ona koju je prodavac platio za taj artikal (bilo proizvođačka/fabrička, bilo veleprodajna cena) |
| *price allowance* | rabat |
| *price band* | raspon cena |
| *price ceiling* | plafon cena |
| *price fixing* | utvrđivanje cena |

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| *price floor* | najniža cena; najniža prihvatljiva cena koju jedna firma zaračunava a ostvaruje ciljni profit/dobit |
| *price label* | oznaka/nalepnica koja pokazuje cenu |
| *price tag* | oznaka/nalepnica koja pokazuje cenu |
| **pricing** *(n.)* | formiranje, određivanje cena |
| **produce** *(v.)* | proizvoditi, praviti |
| *to mass produce* | masovno proizvoditi |
| **produce** *(n.)* | poljoprivredni proizvodi; prinos; životne namirnice koje se gaje na zemlji |
| **product** *(n.)* | proizvod, tvorevina, izrađevina |
| *generic product* | generički proizvod; proizvod na kome ne stoji ni naziv proizvođača ni distributera, on se jednostavno pakuje sa jasnom oznakom sadržine |
| *product engineer* | proizvodni inženjer zadužen za opremu za proizvodnju nekog proizvoda |
| *product image* | imidž proizvoda, opšta slika koju javnost ima o nekom proizvodu |
| *product life cycle (PLC)* | životni ciklus proizvoda od njegovog lansiranja do pada (tražnje) |
| *product management* | proizvodni menadžment; upravljanje proizvodnjom i prodajom jednog proizvoda kao posebnog artikla |
| *product manager* | direktor ili izvršni funkcioner zadužen za marketing konkretnog proizvoda |
| *product portfolio* | zbirka proizvoda koje je izradila ista kompanija |
| product positioning | pozicioniranje proizvoda |
| *product competition* | proizvodna konkurencija |
| *product placement* | plasiranje/predstavljanje proizvoda |
| *product positioning* | pozicioniranje proizvoda |
| *product recall* | povlačenje proizvoda |
| *product sampling* | uzorkovanje proizvoda; promocija prodaje tako što se uzorci daju potrošačima kako bi ih to navelo da probaju proizvod |
| *product warranty* | garancija za proizvod |
| **production** *(n.)* | proizvodnja |
| *batch production* | serijska proizvodnja |
| **productivity** *(n.)* | produktivnost |
| *productivity of labour* | produktivnost rada |
| *a pick up in productivity* | povećanje produktivnosti |
| **problem child** *(n.)* | slabo rentabilan artikal; prema Bostonskoj matrici (BCG), isto kao „znak pitanja" ili „divlja mačka" |

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| **promote** *(v.)* | predstaviti, promovisati; reklamirati, oglasiti |
| *to promote a new product* | predstaviti/promovisati novi proizvod |
| **promotion** *(n.)* | predstavljanje, promovisanje, oglašavanje; unapređenje; svaka komunikacija koja se koristi za obaveštavanje, ubeđivanje, odnosno podsećanje ljudi na robe, usluge, imidž, ideje, društvenu angažovanost ili uticaj na društvo neke organizacije ili pojedinca |
| **promotional** *(adj.)* | promotivni; koji se koristi u propagandnoj kampanji |
| *promotional campaign* | promotivna kampanja |
| *promotional management* | promotivni menadžment; process koordinisanja elemenata promotivnog miksa |
| *promotional mix* | promotivni miks |
| *promotional tools* | promotivni instrumenti, kao što su materijal za izlaganje/prikazivanje i štampani materijal (prospekti, brošure, itd.) |
| **psychographic** *(adj.)* | psihografički; označava potrošače ili pojedince na bazi neke psihološke karakteristike, ponašanja ili načina života |
| *psychographic segmentation* | psihografička segmentacija; podela jednog tržišta u segmente prema načinu/stilovima života |
| **psychographics** *(n.)* | psihografija; kvantitativno merenje načina/stila života |
| **public** *(adj.)* | javni; društveni; državni; koji se odnosi na sve ljude uopšte |
| *public image* | predstava/slika koju javnost/ljudi imaju o jednoj kompaniji ili osobi |
| *public relations (PR)* | odnosi sa javnošću, koji uključuju svaku komunikaciju kojom se neguje povoljna slika/predstava o robi, uslugama, organizaciji, ljudima, itd. među raznim slojevima javnosti, kao što su potrošači, investitori, vlada, članovi lanca/kanala (prodaje, distribucije, itd.) i opšta javnost |
| *public relations exercise* | kampanja poboljšanja odnosa sa javnošću |
| *public relations officer (PRO)* | lice zaduženo za odnose sa javnošću |
| **question mark** *(n.)* | slabo rentabilan artikal; kategorija u matrici BCG koja opisuje stratešku poslovnu jedinicu koja je imala mali uticaj (malo učešće na tržištu) u jednoj dinamičnoj industriji (visoka stopa rasta); „znak pitanja" zahteva velike marketinške investicije uprkos snažnoj konkurenciji (isto kao „problematično dete" ili „divlja mačka") |

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| **recruit** *(v.)* | regrutovati, angažovati |
| **recruiter** *(n.)* | lice iz kadrovske/personalne službe koje pronalazi, vrši odbir i angažuje kadrove/osoblje za potrebe kompanije/korporacije; personalac |
| **recruitment** *(n.)* | regrutovanje, angažovanje |
| *personnel recruitment* | angažovanje kadrova/personala/osoblja |
| **re-engineer** *(v.)* | preprojektovati, ponovo projektovati; ponovo razmisliti o procesima i procedurama i redefinisati ih; kada se govori o računarskim sistemima, preprojektovati znači promeniti način na koji je urađen neki posao u cilju maksimalnog iskorišćenja nove tehnologije |
| **re-engineering** *(n.)* | reinženjering, preprojektovanje, ponovno projektovanje; promeniti postojeći softver tako da se istaknu poželjne karakteristike i otklone slabosti; korišćenje principa tehnologije informacija u upravljanju korporacijama da bi se odgovorilo na izazove svetske ekonomije i da bi se kontrolisao veliki priliv nove radne snage |
| **reposition** *(v.)* | repozicionirati; promeniti poziciju/položaj proizvoda ili kompanije na tržitu |
| **repositioning** *(n.)* | repozicioniranje; promena ili prilagođavanje pozicije/položaja nekog proizvoda na tržištu |
| **sale** *(n.)* | prodaja, plasman, puštanje u prodaju, realizacija; *(pl.)* rasprodaja robe |
| *sale as seen* | prodaja bez garancije kvaliteta |
| *sale by description* | prodaja na neviđeno |
| *jumble sale* | prodaja polovne robe/pokućstva |
| *the sales* | sezonska rasprodaja robe |
| **sales** *(adj.)* | prodajni |
| *sales assistant* | pomoćnik u prodaji |
| *sales campaign* | prodajna kampanja |
| *sales force* | prodajna snaga/grupa prodavaca/trgovačkih putnika |
| *sales manager* | direktor prodaje |
| *sales office* | prodajna kancelarija |
| *sales orientation* | prodajna orijentacija |
| *sales promotion* | unapređenje prodaje |
| *sales target* | planovi prodaje |

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| **salesgirl** *(n.)* | *(A)* prodavačica |
| **salesman** *(n.)* | prodavac; *(A)* trgovački putnik |
| **scope** *(n.)* | delokrug, vidokrug, domet, područje rada |
| *scope of activity* | područje delatnosti |
| *scope of work* | opseg rada |
| *within the scope of* | u okviru |
| **segment** *(v.)* | podeliti, deliti |
| **segment** *(n.)* | segment; deo; deo tržišta |
| **segmentation** *(n.)* | segmentacija; podela; podela tržišta ili potrošača na/u izvesne kategorije prema njihovim navikama |
| *behavioural segmentation* | segmentacija prema ponašanju potrošača; podela tržišta čija je osnovna činjenica da se različite grupe potrošača različito ponašaju, imaju različite kupovne navike i različite navike u načinu korišćenja proizvoda |
| *demographic segmentation* | segmentacija/podela tržišta na osnovu demografskih karakteristika potrošača |
| *geographic segmentation* | geografska segmentacija; podela tržišta prema oblastima ili regionima |
| *psychographic segmentation* | psihografička segmentacija; podela jednog tržišta u segmente prema načinu/stilovima života |
| **service** *(n.)* | služba, usluga, servis, opsluživanje; korist |
| *service charges* | manipulativni troškovi |
| *civil service* | državna služba |
| *continuous service* | neprekidan radni staž |
| *service industry* | uslužna delatnost, tercijarna delatnost, industrija usluga, industrija koja ne proizvodi proizvode već nudi usluge (kao što je bankarstvo, osiguranje, transport, itd.) |
| *service level* | nivo usluga; okvir u kojem se usluge pružaju korisnicima često vezan za cenu |
| *service mark* | servisni znak (ovaj simbol identifikuje uslugu kao što marka identifikuje proizvod) |
| *service marketing* | marketing usluga |
| **services** *(n.)* | *(pl.)* usluge, službe; neopipljivi proizvodi koji se razmenjuju direktno između davaoca i korisnika; servisiranje |
| *industrial services* | industrijske usluge; obuhvataju usluge održavanja i popravki, kao i poslovne i savetodavne usluge |
| *public services* | komunalne službe (gas, voda, struja), javne službe (zdravstvo, obrazovanje, kultura, itd.) |

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| **shareholder** *(n.)* | (**stockholder** u SAD) – akcionar; lice koje poseduje akcije neke kompanije/korporacije |
| **standing** *(n.)* | mesto, položaj, ugled, renome, stanje, kredit |
| *financial standing* | finansijsko stanje |
| **standing** *(adj.)* | stalan, ustajao |
| *customer of long standing* | stalan kupac, dugogodišnji kupac/mušterija |
| *standing agreement* | stalan ugovor |
| *standing plan* | stalan plan |
| **star** *(n.)* | kategorija „zvezda" po BCG matrici u kojoj se opisuje vodeća strateška poslovna jedinica (veliki udeo na tržištu) u jednoj industriji koja se širi (visoka stopa rasta); ova kategorija može da donese zamašne profite/dobit, ali zahteva finansiranje kontinuiranog rasta |
| **supervise** *(v.)* | nadgledati, nadzirati; rukovoditi (preduzećem) |
| **supervision** *(n.)* | kontrola, nadzor, rukovođenje |
| *under supervision* | pod kontrolom |
| *worker's supervision* | radnička kontrola |
| **supervisor** *(n.)* | nadzornik, nadglednik |
| **supervisory** *(adj.)* | nadzorni, |
| *supervisory board* | nadzorni odbor |
| *supervisory body* | organ nadzora |
| **support** *(v.)* | podupirati, podržati, održavati, izdržavati |
| **support** *(n.)* | pomoć, zaštita, podrška, oslonac |
| *decision support system (DSS)* | sistem podrške pri odlučivanju, koji je projektovan za analizu i donošenje odluka, pruža veću pomoć u formulisanju odluka od upravljačkog informacionog sistema (MIS) ili izvršnog informacionog sistema (EIS) |
| **target** *(v.)* | ciljati |
| *to target a market* | ciljati na jedno tržite; planirati prodaju robe na jednom tržištu |
| **target** *(n.)* | cilj; plan; stvar kojoj se teži |
| *target market* | ciljno tržište |
| *target marketing* | ciljni marketing |
| *target population* | ciljna populacija |
| **targeting** *(n.)* | ciljanje; ciljati na jedno tržište |

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| **technology** *(n.)* | tehnologija |
| *advanced technology* | moderna tehnologija |
| *information technology* | informaciona tehnologija |
| *obsolete technology* | zastarela tehnologija |
| *technology transfer* | transfer tehnologije, prenos tehnologije |
| *transferee of technology* | korisnik tehnologije |
| *state-of-the-art technology* | savremena tehnologija |
| **Transmission Control Protocol** *(n.)* | protokol za kontrolu prenosa *(TCP)* |
| **treasurer** *(n.)* | blagajnik |
| **tremendous** *(adj.)* | ogroman |
| **trouble-shooter** *(n.)* | posrednik u političkom rešavanju sporova; lice koje otkriva i rešava probleme unutar kompanije/ korporacije; stručnjak za otkrivanje i uklanjanje kvarova |
| **value** *(n.)* | vrednost; cena; iznos; valuta, korist |
| *good value (for money)* | odgovarajuća kupovina (po ceni); bagatela |
| **want** *(n.)* | želja; želja da se zadovolje potrebe na specifične načine na koje utiču društveni i kulturni faktori, neophodnost preka potreba koju oblikuje nečije znanje, kultura i ličnost |
| **wild cat** *(n.)* | slabo rentabilan artikal; prema Bostonskoj matrici (BCG), isto kao „znak pitanja" ili „problematično dete" |
| **wobbler** *(n.)* | reklamni karton; reklama |
| *shelf wobbler* | karton koji se stavlja na policu/raf u radnji u cilju prodaje proizvoda |
| **word-of-mouth communication** *(n.)* | usmena komunikacija; informacija o nekom proizvodu koja se usmeno prenosi od jednog do drugog kupca (kao što su prijatelji, komšije, itd.) |
| **workflow** *(n.)* | process rada |
| *workflow automation* | automatizacija procesa rada |
| *workflow application* | aplikacija za praćenje procesa rada (skup programa koji pomažu u praćenju i kontroli svih aktivnosti u jednom projektu, od početka do kraja) |
| **workgroup** *(n.)* | radna grupa; grupa korisnika koji rade na zajedničkom projektu deleći datoteke, obično preko lokalne mreže |

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| **World Wide Web** *(n.)* | globalna mreža; skup međusobno povezanih hipertekstualnih dokumenata koji se nalaze na HTTP (protocol za prenos hiperteksta) serverima po čitavom svetu |
| **X-brand** *(n.)* | anonimna marka (proizvoda) koja se koristi u TV reklamama za razliku od imenovane marke (proizvoda) koja se reklamira |
| **yellow goods** *(n.)* | žuta roba, skupocena roba |