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Кафедра иностранных языков

**ИНОСТРАННЫЙ ЯЗЫК
СТРАТЕГИЧЕСКИЙ МЕНЕДЖМЕНТ**

*Методические указания к практическим занятиям
для студентов магистратуры направления 38.04.02*

**ENGLISH
STRATEGIC MANAGEMENT**

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Методические указания включают аутентичные научно-технические тексты экономической направленности на английском языке, содержащие материалы по стратегическому менеджменту с разработанным комплексом упражнений необходимых для совершенствования навыков просмотрового и изучающего чтения и расширения словарного запаса в рамках профессиональной тематики студентов магистратуры технического вуза, обучающихся по направлению подготовки 38.04.02. «Менеджмент».

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Предисловие

Данные методические указания к практическим занятиям по дисциплине «Иностранный язык» предназначены для студентов магистратуры, обучающихся по направлению подготовки 38.04.02 «Экономика», программа подготовки «Стратегический менеджмент».

Изучение предлагаемого материала направлено на развитие навыков просмотрового и изучающего чтения будущих магистров-инженеров в рамках совершенствования их иноязычной профессиональной компетенции. Тематика аутентичных научно-технических текстов затрагивает основные проблемы стратегического менеджмента минерально-сырьевого комплекса, а именно: история предпринимательства, стратегическое управление человеческими ресурсами в компаниях минерально-сырьевого комплекса, корпоративные информационные системы, международный бизнес в минеральносырьевой сфере, правовое обеспечение менеджмента, управление технологиями добычи и переработки твердых полезных ископаемых, теория организации и организационное поведение, управление стоимостью компании, современный стратегический анализ в компаниях минерально-сырьевого комплекса, стратегическое управление инновациями.

Методические указания способствуют комплексному формированию общекультурных и профессиональных компетенций магистрантов и согласованы с программой по иностранному языку для неязыковых вузов.

UNIT I. Mine management: historic approach

1. In pairs or small groups, discuss what management is.

2. With a partner, decide what the highlighted words might mean.

Read the text to check your answers.

Management is the process of achieving organisational goals through engaging in the four major functions of planning, organising, leading, and controlling. This definition recognizes that management is an ongoing activity, which entails reaching important goals, and involves knowing how to perform the four major functions of management.

The operation of a single mine or a mining company requires the expert and careful management of dozens, if not hundreds, of functions and tasks. Statistical simulation methods are often used to more accurately quantify the range of error associated with cost estimates and investment analyses.

All **employees** are strongly encouraged to report any violations of law and are provided with the means to do so. Strong commitment is expressed for important values:

- Incident- and **injury-free workplaces**
- **Protection of health** and well-being
- Excellence in environmental performance and product stewardship
- Respect for the rights and dignity of Rio Tinto's employees and those of its business partners
- Respect for human rights consistent with the Universal Declaration of Human Rights
- Strong relationships with communities and indigenous peoples
- Avoidance of conflicts of interest
- Prohibition of bribes and corruption, in all forms
- High ethical standards in dealing with governments
- Accurate and consistent communication with the media and investors
- Maximum transparency consistent with good governance and commercial confidentiality.

The concepts of **risk management** appeared in the 1970s (Field 2003) and were first applied in the petrochemical, nuclear, military, and aerospace industries. This proactive approach to improving risks, as

opposed to a reactive “fix it when it breaks” mentality, was in most cases triggered by a major public disaster such as the Flixborough (England) chemical plant disaster in 1974, the Three Mile Island (Pennsylvania, United States) nuclear plant event in 1979, the Piper Alpha offshore oil platform disaster in the North Sea in 1988, and others.

The management approach to a given issue can be either proactive or reactive. Proactive change involves actively attempting to make alterations to the work place and its practices. Companies that take a **proactive approach** to change are often trying to avoid a potential future threat or to capitalize on a potential future opportunity. Reactive change occurs when an organisation makes changes in its practices after a threat or opportunity has already occurred (Reference for Business 2010). Risk management methods enable the systematic application of a proactive approach. For many years, the management of safety in the mining industry was reactive.

Risk management has been applied in many areas of the mining industry. As early as 1974, Matthews (1974) recognized that “most of the contractual problems related to underground construction are associated with risk and its management. Unless all of the ramifications of this subject are understood, it will be difficult to employ contracting practices best suited to the needs of a particular project. It is hoped that a detailed study of the nature of risk will assist in this understanding.” Hebblewhite (2009) describes the use of risk management techniques for the control of **geotechnical hazards** in Australian mines. **Assessment of risks**, including political risk (Gavelan and Dessureault 2004), is also a standard part of almost all mineral property evaluations and project feasibility studies. The application of risk management techniques to **mine safety** has been notably successful. The Australian mining industry initially identified the use of risk-based management techniques during the 1980s. Using research studies performed by the coal sector, which evaluated techniques used in the nuclear industries of various northern hemisphere countries, the industry identified the scope of applying a **riskbased approach** to mining. Primarily because mining has many uncertainties and a large number of variables, a clearcut answer cannot always be defined for every situation. The value of risk management became clear

in the mid-1990s, shortly after the 1994 Moura coal mine explosion in Australia, in which 11 miners died (Hopkins 2000). As a result, the mining industry began using risk analysis methods to mitigate certain key hazards. By 1997, regulatory bodies in Australia began to require safety management plans for principal hazards. Western Australia passed the Mines Safety and Inspection Act (Western Australia 1994), and in New South Wales, the chief inspector of coal mines published a risk management handbook (NSWDPI 1997). Queensland issued standards the next year (QDME 1998; QMC 1999). These **regulations** require mines to perform major hazard risk assessments on a regular basis to address the possibility of unwanted events such as spontaneous combustion, gas outbursts, explosions, air blasts, inundations, and roof falls. A comparison of fatality rates (number of **fatal injuries** per million hours worked) for underground mining from 2004 to 2006 indicates that the risk management approach to mine safety is having a marked effect (Table 5.1-4). In 2001, the Minerals Council of Australia initiated a national project to promulgate a good practice guideline for risk assessment in the minerals industry. The Minerals Industry Safety and Health Centre (MISHC) at the University of Queensland was commissioned to draft guidelines, working closely with a representative cross section of the industry, which included seven large mining companies and nine government agencies. The resulting document, National Industry Safety and Health Risk Assessment Guideline, Version No. 7 (Joy and Griffiths 2007), is an exhaustive discussion of risk management as applied to mine safety. It includes descriptions of methods and procedures, examples of forms, worksheets, reports, and other valuable resources. MISHC provides an on-line resource of information on mining industry risk management through its Minerals Industry Risk Management Gateway (MIRMGate 2010). The use of risk management methods to manage mine safety has spread rapidly. Safety standards and practices in Great Britain, which apply to all industries and workplaces, are described in A Guide to Health and Safety Regulation in Great Britain (HSE 2009). They were developed in 1992 and are quite similar to those in Australia. Many large mining companies, including Alpha Natural Resources, Anglo American, Barrick Gold, BHP Billiton,

Newmont Mining, Rio Tinto, and others, have embraced an approach to safety, health, and environmental quality that uses the principles of risk management.

3. a. Here are some of the words from the passage. Check you know what they mean. Try to remember the sentence in the passage in which you saw them.

To achieve organisational goals; respect for human rights; to be triggered; uncertainties; draft guidelines; valuable resources; to have a marked effect; mining industry; to embrace.

b. Look back at the passage and check.

c. Decide what part of speech they are – nouns, verbs or adjectives. Then, underline the verbs. Which nouns go with them.

4. Choose the correct phrase to complete each of the following statements.

1. The concepts of risk management appeared ...
2. Management is the process of ...
3. Risk management has been applied in many areas ...
4. ... is also a standard part of almost all mineral property evaluations and project feasibility studies.
5. The application of risk management techniques to mine safety ...
6. The use of risk management methods to manage mine safety ...
7. ... have embraced an approach to safety, health, and environmental quality.

5. Write a summary.

- a) Give each paragraph a suitable title.
- b) Develop the titles of the paragraphs into topic sentences. Join the topic sentences together.
- c) Re-read your summary and make sure that the sentences are presented in a logical order. Make any changes that you think are necessary.

UNIT II. Mine Economics, management, and law

1. Would you say mine economics is still an issue in the world today? Can you think of some problems connected with mine management? Compare your opinion to your partner's one. Scan the article and see if your guesses were correct.

2. Now read the article below and answer the following questions.

1. What is management?
2. What does the management process begin with?
3. What does the management process include?
4. Why is management important to organisations?

Finding an ore deposit and putting it into production as a mine requires the execution of many complex tasks, such as exploration and evaluation, planning, development, production, processing, and reclamation. Also required is a team of technical experts with skills in many areas—drilling, mapping, modeling, equipment selection, explosives and blasting, ground control, ventilation, power systems, waste disposal, and so forth.

However, the technical aspects of mine development and production are not sufficient by themselves. Even when all the science and engineering are done correctly, there are other key components to a successful project. Capital and start-up funds are required; the mine must make a profit; day-to-day operations must be efficiently managed; and operations must be in conformance with all local and national laws, which may in some cases change unexpectedly.

Mine economics, management, and law directly influence the ability of a company to find a mineral deposit, develop a mine, and operate the mine profitably.

The disciplines and practices of mine economics, mine management, and mining law are largely devoted to controlling risk and maximizing returns from the exploitation of mineral deposits. Those risks and returns accrue to investors, mining company shareholders, governments, and residents of the area around the mine. Every investment carries risks, and successful investors are adept at assessing and accommodating those risks. Management and control of the risks associated with mining investments require special methods, because the assets in a mining investment are more difficult to quantify than those in many other investments. Furthermore, some investors have a perception that mining investments can deliver high rates of return. The term gold mine is frequently used in a colloquial sense to describe an unusually good investment.

Unfortunately, under the right combination of these circumstances, large investments can be made and lost in mining ventures that are valued incorrectly or unscrupulously.

A good historic example is the case of the Emma mine, which was located near Salt Lake City, Utah (United States). At first, the mine was highly productive, yielding daily a hundred tons of ore containing 5.7 to 20.10 kg (200 to 700 oz) of silver per ton, and within a few months \$1,500,000 in ore had been mined (Rickard 1932).

At the end of 1872, the company director “made the astounding discovery that their stock of available ore was exhausted, everything in sight worth taking had been extracted without any new ore bodies having been discovered” (Jackson 1955). In the annual report issued on March 1, 1873, the directors expressed their “regret and disappointment” that the balance sheet was much less favorable than they had until recently anticipated. The shareholders were incensed, the mine in Utah was closed, and most of the work force dismissed. The share price dropped rapidly from £23 to one-tenth that amount. Schenck’s conduct had been “ill-advised, unfortunate, and incompatible with the duties of his official position”.

Until 1892, exploration continued, and sporadic but generally unprofitable production at the Emma mine continued. In 1894, the directors of the company that held the original Emma claims voted to devote their remaining small capital to the investigation of West Australian gold properties. Unfortunately, even today, some of the errors made by investors in the Emma mine have not disappeared. Stock is issued and investment decisions are made on the basis of a single “expert” report, without seeking independent verification. Investors are impressed by the political, social, or economic standing of company officers and promoters, and fail to determine whether any of those individuals have the training and experience needed to operate a mining company. Past production is all too often taken as demonstrable evidence that reserves are still in the ground.

3. a. Here are some of the words from the passage. Check you know what they mean. Try to remember the sentence in the passage in which you saw them.

To find an ore deposit; exploration; evaluation; processing; reclamation; to seek independent verification; to develop a mine; to operate a mine profitably.

b. Look back at the passage and check.

c. Decide what part of speech they are – nouns, verbs or adjectives. Then, underline the verbs. Which nouns go with them.

4. Project. The purpose of this project is to investigate the nature of management and to analyse different aspects of a particular manager's style. Write down the information concerning a particular member of management according to the plan given below.

This individual may be at the top level, middle level, or supervisory level, and the information may be gathered either by personal interview or by reading articles on managers through such sources as Forbes, or Newsweek.

1. Company name
2. Manager's name and title
3. Level (e.g. top, middle, or supervisory)
4. Technical skills required for the job
5. Human relations skills required for the job

5. Read the questions given below and use them as a basis for discussion in your group or giving individual comments on the problems outlined below. If necessary, refer to the text again.

1. Do you think management is necessary in all types of organisations?
2. What would happen if there were no proper management in an organisation?

UNIT III. Defining operations management

1. Read the title and the introduction to the article. What do you think it is going to be about?

2. Go on reading the text and find out which of the following sentences are true.

1. Because of its close association with manufacturing, operations management is sometimes called production-operations management.

2. If an organization's structure had corporate level, operations would also encompass any manufacturing or operations vice presidents that exist as the corporate level, as well as related corporate operations staff (such as those primarily concerned with production, inventory, quality, facilities, and equipment).

3. Manufacturing and service organizations don't differ.

Operations management is the management of the productive processes that converts input into goods and services. Because of its close association with manufacturing, operations management is sometimes called production-operations management. Recently, though, the term "production" is increasingly being dropped in favour of simply "operations management", a term that has less of a manufacturing connotation. The operations management function is that part of the organization directly involved in producing the primary goods and services. If an organization's structure had a corporate level, operations would also encompass any manufacturing or operations vice presidents that exist as the corporate level, as well as related corporate operations staff (such as those primarily concerned with production, inventory, quality, facilities, and equipment). In a service industry such as the hotel business, the operations management function would include hotel managers and the various managers who work in the hotels (e.g., housekeeping managers, food and beverage managers, and convention managers). If there were a corporate level, operations would also comprise managers and staff at the corporate level who are directly involved in actually running the hotels (as opposed to managers who are involved in other related functions, such as marketing and finance). Regardless of whether an organization produces a service, a product, or both, operations managers need to be acutely concerned about productivity.

Productivity is an efficiency concept that gauges the ratio of outputs relative to input into a productive process. Effectiveness relates to the extent to which performance reaches organizational goals. In contrast, efficiency addresses the resource usage (inputs) involved in achieving outcomes (outputs). Productivity is aimed at assessing the efficiency aspect of organizational performance – the ratio of outputs relative to

inputs. As such, productivity can be a useful tool for managers because it helps them track progress toward the more efficient use of resources in producing goods and services. Organizational productivity is often measured by using this equation:

$$\text{Productivity} = \frac{\text{goods and services produced (outputs)}}{\text{labor} + \text{capital} + \text{energy} + \text{technology} + \text{materials (inputs)}}$$

An approach, like this one, that considers all the inputs involved in producing outputs is sometimes referred to as total-factor productivity. Managers also use partial-factor productivity, a productivity approach that considers the total output relative to a specific input, such as labor. For example:

$$\text{Productivity} = \frac{\text{goods and services produced (outputs)}}{\text{labor hours (labor input)}}$$

Manufacturing and service organizations differ in several important respects. Manufacturing organizations are organizations that transform input into identifiable, tangible goods, such as soft drinks, cars, or videocassette recorders. Typically, the tangible goods they produce can be stored (at least to some degree), and customers do not usually need to be present while the transformation process is taking place. As a result, manufacturing can often be done in centralised places, and the products can be shipped to customers. In addition, a manufacturing concern can often avoid wasting capacity during slack periods by using available capacity to produce inventory in anticipation of future sales.

3. Match the following terms on the left with their definitions on the right.

1. Productivity	A. Management of the productive processes that convert inputs into goods and services.
2. Partial-factor productivity	B. An approach, that considers all the inputs involved in producing outputs

3. Manufacturing organizations	C. A productivity approach that considers the total output relative to specific input, such as labour.
4. Total-factor productivity	D. An efficiency concept that gauges the ratio of outputs relative to input into a productive process.
5. Operations management	E. Organizations that transform inputs into indentifiable, tangible goods, such as soft drinks, cars or videocassette recorders

4. Finish the following sentences.

1. Productivity can be a useful tool for managers because it helps them track progress toward the more efficient use of resources in producing ...

2. Whether an organisation produces a service or a product, operations managers need to be acutely concerned about ...

3. The operations management function is the part of the organisation that is involved in producing ...

4. Effectiveness relates to the extent to which performance reaches ...

5. The operations management function (OMF) would include ...

6. The operations management function (OMF) would include ...

7. Products can be shipped to ...

8. A productivity approach considers the total output relative to a specific input, such as ...

5. Answer the following questions

1. What is operations management?
2. What are the operations management functions in the case of manufacturing organisations?
3. What are the operations management functions in the case of service industry?
4. What is productivity?
5. How does productivity help managers?

UNIT IV. Control as a management process

1. In two minutes write down as many words connected with the process of control as you can. Talk in small groups and compare your results with your group mates' ones.

2. What kind of activities does the control process include? Read the following text and check your answers.

Like their McDonald's counterparts, managers in other organisations also face important issues related to the function of controlling. Controlling is the process of regulating organizational activities so that actual performance conforms to expected organizational standards and goals. As the definition suggests, controlling means that managers develop appropriate standards, compare ongoing performance against those standards, and take steps to ensure that corrective actions are taken when necessary. Since most aspects of organizations ultimately depend on human behavior, controlling is largely geared toward ensuring that organization members behave in ways that facilitate the reaching of organizational goals. Thus, controls both highlight needed behaviors and discourage unwanted behaviors. For instance, during their 2-year training program, management trainees preparing to become McDonald's franchisees work their way through a thick guide that spells out various aspects of what to do and not do in properly running a McDonald's outlet.

As you might expect, the controlling function is closely allied to the other, three major functions of management: planning, organizing, and leading. It builds most directly on the planning function by providing the means for monitoring and making adjustments in performance so that plans can be realized. Still, controlling also supports the organizing and leading functions by helping ensure that resources are channeled toward organizational objectives. For example, feedback from the control process might signal the need to reorganize, provide more training to workers, clarify communications, increase leadership influence, or take other actions associated with the respective organizing and leading functions. For instance, after detecting a shortage of workers who could assume some supervisory responsibilities, six McDonald's restaurants in

Fairfax Virginia, have been experimenting with a training program to teach English to workers who have management potential but speak little English. As part of the control process, managers set up control systems. A control system is a set of mechanisms that are designed to increase the probability of meeting organizational standards and goals. Control systems can be developed to regulate any area that a manager considers important, such as quantity produced, resources expended, profit margins, quality of products or services, client satisfaction, timeliness of deliveries, or specific activities that are performed in producing a product or service. For example, McDonald's has a 19-step procedure that workers have rigidly to follow when they are cooking and bagging French fries. Local managers are expected to ensure that employees prepare and bag French fries in accordance with these steps to that the french fries will conform to McDonald's standards. This procedure also is one of the operations that corporate evaluation teams check during their unannounced inspections of outlets. Thus, the local managers, the corporate evaluation teams, and the standards embodied in the procedure form a part of the control system aimed at achieving consistently good french fries at all McDonald's outlets.

3. Choose the best alternatives a), b), c), d) etc. to complete the sentence.

Control systems can regulate ...	<ul style="list-style-type: none"> a) quality of products or services b) change and innovation c) portable computers d) profit margins e) timeliness of deliveries f) consumer-products business g) scientific research h) quantity produced i) client satisfaction j) resources expended k) inflation
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4. Write definitions of the following terms.

Controlling – Control system – Controlling function

5. Answer the following questions.

1. What does the controlling mean from the management point of view?
2. How are controls related to behaviors?
3. What are the major functions of controlling?
4. What are control systems used for?
5. Who is in charge of controlling?

UNIT V. Key management skills

1. What are the ways of how managers can acquire an appropriate knowledge base and the key skills? Scan the following text to check your ideas.

2. Now read the text carefully and match the paragraphs with their headings.

- A. Technical Skills
- B. Effectiveness
- C. Conceptual Skills
- D. Human Skills
- E. Efficiency
- F. Knowledge Base

For managers to develop work agendas, act out roles, and engage in planning, organizing, leading, and controlling, they need a sound knowledge base and key management skills.

1. ____ Although managers often switch companies and work in different industries, they are apt to run into difficulties if they don't have a reasonably extensive knowledge base relevant to their particular managerial job. A knowledge base can include information about an industry and its technology, company policies and practices, company goals and plans, company culture, the personalities of key organization members, and important suppliers and customers.

In addition to having a knowledge base, managers need three key types of skills to carry out the various functions of management. A skill is

the ability to engage in a set of behaviors that are functionally related to one another and that lead to a desired performance level in a given area. For managers, the three key skill types are technical, human, and conceptual.

2. _____ Technical skills are skills that reflect both an understanding of and a proficiency in a specialized field. For example, a manager may have technical skills in a specialized field such as accounting, finance, engineering, manufacturing, or computer science. Human Skills.

3. _____ Human skills are skills associated with a manager's ability to work well with others both as a member of a group and as a leader who gets things done through others. Managers with effective human skills typically are particularly adept at communicating with others and motivating them to develop themselves and perform well in pursuit of organizational goals.

4. _____ Conceptual skills are skills related to the ability to visualize the organization as a whole, discern interrelationships among organizational parts, and understand how the organization fits into the wider context of the industry, community, and world. Managers need to recognize these various elements and understand the complex relationships among them so that they can take actions that advance the goals of the organization. Conceptual skills, coupled with technical skills, human skills, and a knowledge base, are important ingredients in organizational performance.

What constitutes high performance in an organization? Performance actually is made up of two important dimensions: effectiveness and efficiency.

5. _____ Effectiveness is the ability to choose appropriate goals and achieve them. Effectiveness, then, has two parts. First, goals must be appropriate. Second, goals must be reached. For example, Nordstrom, Inc., a seattle-based apparel, shoe, and soft-goods retailer, is carving out an admirable niche for itself by providing legendary good customer service at its 55 department stores (mainly on the West Coast). Sales associates (many of whom are college graduates) gift-wrap packages for no extra cost and have even been known to drop them off at

customers' homes in a pinch. Piano players serenade customers while they shop. According to one story, which the store has not denied, a customer got his money back on a tire. Given that the company does not sell tires, the story illustrates the store's dedication to a return policy based on "no questions asked". Bill Baer, a men's clothing salesman in the Palo Alto store, says, "Nordstrom tells me to do whatever I need to do to make you happy. Period." This stance has enabled the upscale chain to expand into new areas of the country such as Washington, D.C., and New Jersey. Nordstrom illustrates that effectiveness is essentially doing (accomplishing) the right things.

6. ____ In contrast, efficiency is the ability to make the best use of available resources in the process of achieving goals. In the case of Nordstrom, the store enjoys the highest sales per In essence, organizations need to exhibit both effectiveness (doing the right things) and efficiency (doing things right) in order to be good performers.

3. a. Complete column 2 of the table with opposite meaning words. Use the prefixes in-, ir-, un-, il-or dis-. Then complete column 3 with the noun forms.

Adjective	Opposite adjective	Noun form
Considerate Creative Decisive Diplomatic Efficient Flexible Inspiring Interested Logical Organised Rational Responsible Sociable Supportive	Inconsiderate	

- b. Choose the four best qualities of a manager from the list above. Then choose the four worst qualities and rank them (1 = worst).**
- c. Discuss your answers to Exercise b. What other management qualities or weaknesses can you add?**
- 4. Match the terms on the left with their correct definitions on the right.**

1. conceptual skills	A. skills that reflect both an understanding of and a proficiency in a specialized field.
2. human skills	B. skills related to the ability to visualize the organization as a whole, discern interrelationships among organizational parts, and understand how the organization fits into industry, community, and the world
3. technical skills	C. skills associated with a manager's ability to work well with others both as a member of a group and as a leader.

5. Answer the following questions.

1. Why is a knowledge base important to managers?
2. What do managers need to carry out the various functions of management?
3. What does a skill mean?
4. What skills are associated with a manager's ability to work well with others?
5. What is the difference between effectiveness and efficiency in organizational performance?

UNIT VI. The nature of managerial communication

- 1. Using a dictionary, practice pronouncing the following words. Translate these words and make up as many word combinations or sentences as you can.**

purpose, verbal, memorandum, percent, terminate, resumes, proxemics, paralanguage, object, language.

2. Read the title and the introduction to the article. What do you think it is going to be about?

Communication is the exchange of messages between people for the purpose of achieving common meanings. Unless common meanings are shared, managers find it extremely difficult to influence others.

In their work, managers use two major types of communication: verbal and nonverbal. Each type plays an important part in the effective transmissions of messages within organizations.

Verbal Communication. Verbal communication is the written or oral use of words to communicate. Both written and oral communications are pervasive in organizations. Written communication occurs through a variety of means, such as business letters, office memorandums, reports, resumes, written telephone messages, newsletters, and policy manuals. In many cases, considerable time and effort are expended in preparing written communications. According to several estimates, the cost of producing a single letter or memo has risen to more than \$7, with one recent estimate placing the figure as high as \$25 for the average memo. Yet one study of 800 randomly selected letters from a variety of industries indicates that written business correspondence suffers from significant deficiencies in such areas as proper word usage, clear sentence construction, and precision. A related study shows that more than 80 percent of managers judge the quality of the written communication they receive as either fair or poor. They also did not give themselves very high grades, with 55 percent describing their own writing skills as fair or poor. Despite some possible shortcomings in writing skills, written communication generally has several advantages over oral communication. Written communication provides a record of the message, can be disseminated widely with a minimum of effort, and allows the sender to think through the intended message carefully. Written communication also has several disadvantages, including the expense of preparation, the relatively impersonal nature of written communications, possible misunderstanding by the receiver, and the delay of feedback regarding the effectiveness of the message. In contrast

to written communication, oral communication, or the spoken word, take place largely through face-to-face conversations with another individual, meetings with several individuals, and telephone conversations. Oral communication has the advantage of being fast, it is generally more personal than written communication, and provides immediate feedback from others involved in the conversation. Disadvantages include the fact that oral communication can be time-consuming, can be more difficult to terminate, and requires that additional effort be expended to document what is said if a record is necessary. Given the advantages and disadvantages of written and oral communication, it is not surprising that both types of verbal communication are used.

Nonverbal Communication. Nonverbal communication is communication by means of elements and behaviors that are not coded into words. Studies estimate of elements that nonverbal aspects account for between 65 and 93 percent of what gets communicated. Interestingly, it is quite difficult to engage in verbal communication without some accompanying form of nonverbal communication. Important categories of nonverbal communication include kinesic behaviour, proxemics, paralanguage, and object language.

Kinesic behavior refers to body movements, such as gestures, facial expressions, eye movements, and posture. We often draw conclusions regarding people's feelings about an issue, not only from their words but also from their nonverbal behaviour, such as their facial expressions.

Proxemics refers to the influence of proximity and space on communication. For example, some managers arrange their offices so that they have an informal area where people can sit without experiencing the spatial distance and formality created by a big desk. Another example of proxemics, which you have probably experienced, is that you are more likely to get to know students whom you happen to sit near in class than students who are sitting in other parts of the room.

Paralanguage refers to vocal aspect of communication that relate to how something is said rather than to what is said. Voice quality, tone of voice, laughing, and yawning fit in this category. Object language refers to the communicative use of material things, including clothing,

cosmetics, furniture, and architecture. If you have prepared a job resume lately, you probably gave some thought to the layout and to the type of paper on which you wanted your resume printed - nonverbal aspects of your communication about yourself and your credentials. Nonverbal elements form an important part of the messages that managers communicate.

Task 3. Complete the following statements.

1. Communication is	A. vocal aspect of communication that relate to how something is said rather that to what is said.
2. Verbal communicational is .	B. the exchange of messages between people for the purpose of achieving common meanings.
3. Nonverbal communication is	C. the communicative use of material things, including clothing, cosmetics, furniture, and architecture.
4. Paralanguage refers to	D. the influence of proximity and space on communication.
5. Proxemics refers to	E. body movements such as gestures, facial expressions, eye movements and posture.
6. Kinesic behaviour refers to	F. the written or oral use of words to communicate.
7. Object language refers to ...	G. the communication by means of elements and behaviours that are not coded into words.

4. Match the following words and phrases with their Russian equivalents.

1. Общение	kinesic behaviour
2. Административное общение	nonverbal communication

3. Вербальная связь	managerial communication
4. Письменная связь	verbal communication
5. Паралингвистический язык	object language
6. Предметный язык	paralanguage
7. Невербальная связь	common meaning
8. Кинетическое поведение	communication
9. Общее значение	written communication

5. Answer the following questions.

1. What kind of communication do managers use in their work?
2. How does written communication occur?
3. What are the advantages and disadvantages of written communication?
4. Where does oral communication take place?
5. What is nonverbal communication?

UNIT VII. Managerial roles

1. A spectacular management researcher, Dr. Henry Mintzberg states that the duty of managers can be best defined by looking over their roles at work. There is a great difference between a role and management role. The term management roles point towards particular categories of managerial behavior which is limited to management. What do you understand by this quotation? How far do you agree with the idea?

2. Read the text and find out which of the following statements are true.

1. Planning is often carried out on a day-to-day basis, in between more urgent tasks.
2. Mintzberg's research showed that managers prefer a formal system of communication rather than verbal communication
3. Information passed by word of mouth in an informal way is likely to be more up to date and easier to grasp.

Henry Mintzberg suggested that, as well as carrying out certain functions, the manager also fulfils certain roles in a firm. He identified three types of role which a manager must play. • Interpersonal roles. These arise from the manager's formal authority. Managers have a figurehead role. For example, a large part of a chief executive's time is spent representing the company at dinners, conferences etc. They also have a leader role. This involves hiring, firing and training staff, motivating employees etc. Thirdly, they have a liaison role. Some managers spend up to half their time meeting with other managers. They do this because they need to know what is happening in other departments. Senior managers spend a great deal of time with people outside the business. Mintzberg says that these contacts build up an informal information system, and are means of extending influence both within and outside the business.

- Information roles. Managers act as channels of information from one department to another. They are in a position to do this because of their contacts.

- Decision making roles. The manager's formal authority and access to information means that no one else is in a better position to take decisions about a department's work.

Through extensive research and observation of what managers actually do, Mintzberg drew certain conclusions about the work of managers.

- The idea that a manager is a 'systematic' planner is a myth. Planning is often carried out on a day-to-day basis, in between more urgent tasks.

- Another myth is that a manager has no regular or routine duties, as these have been delegated to others. Mintzberg found that managers perform a number of routine duties, particularly 'ceremonial' tasks.

Mintzberg's research showed that managers prefer verbal communication rather than a formal system of communication. Information passed by word of mouth in an informal way is likely to be more up to date and easier to grasp.

3. Match these pairs of contrasting management styles.

1. autocratic	1. collaborative
2. centralising	2. controlling
3. directive	3. delegating
4. empowering	4. democratic
5. hands on	5. people-orientated
6. task-orientated	6. laissez-faire

4. Do you think that the words “a manager” and “a leader” imply the same? Discuss with your partner.

5. Answer the following questions (usually, sometimes, rarely) to find out if you are a natural leader.

- When you know a subordinate is having difficulties with a task, can you resist the temptation to take over immediately?
- Can you stay calm at times of crisis?
- Are you comfortable with change?
- Can you create an atmosphere of enthusiasm among a group of people?
- In the middle of day-to-day problems can you concentrate on future needs?
- Can you discard your own ideas and accept other people's in their place?
- Do you give credit to people for their contributions?
- Can you put yourself in someone else's shoes: understand their motivations when they are different from your own?
- Do you have a consistent approach to problems?
- Do you praise other people whenever you can?
- Can you keep a secret?
- Do you set high standards and clear objectives?
- Do you take an interest in other people's lives?

- Can you accept that a subordinate may understand the technical aspects of the job better than you?
- Can you act decisively when time is short?

KEYS:

Score 2 points for each “usually” and 1 point for each “sometimes”.

25-30: a natural leader or a natural liar.

15-24: a safe pair of hands.

0-14: an employee.

Source: Sabrina Sopranzi Flash on English for technical assistance/ ESP series

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