

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE**

**SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS**

**FOREIGN LANGUAGE OF ACADEMIC  
AND PROFESSIONAL COMMUNICATION**

**Guidelines to practical tasks and self-study  
for Bachelor's (first) level  
higher education students  
of speciality 073 "Management"  
of the study programme "Logistics"**

**Kharkiv  
S. Kuznets KhNUE  
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**Compiled by** R. Agadzhanova

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*Самостійне електронне текстове мережеве видання*

**Foreign** Language of Academic and Professional Communication  
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Training materials have been presented for practical tasks and self-study, which contribute to the development of linguistic competencies of academic and professional communication and the deepening of knowledge of the English language for passing the entrance exams to the magistracy.

For Bachelor's (first) level higher education students of speciality 073 "Management" of the study programme "Logistics".

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## Introduction

The guidelines are developed in accordance with the tasks and conditions of learning foreign languages in non-linguistic higher educational institutions. This set of exercises has been prepared to ensure interdisciplinary connection and help students develop their reading, writing and speaking skills in English.

The purpose of the guidelines is to provide the necessary training materials for practical tasks and students' self-development work, which contribute to the development of linguistic competencies of academic and professional communication and the deepening of knowledge of the English language for passing the entrance exams to the magistracy.

This work is compiled using authentic English-language sources and consists of the following parts: Analysis of the International Market Environment, Consumers of Goods and Services, Discussion on Remote Work Online, Review of Achievements, and Effective Communication Policy in a Company.

The proposed texts provide general concepts in accordance with the program of the course and allow students to expand their knowledge and improve practical skills in their speciality. A number of authentic texts have been selected for reading, the understanding of which is checked by completing various tasks. These tasks help students to work creatively, develop reading skills, participate in discussions, write emails, essays, CVs and reports. Attention is paid to working in pairs and small groups as it encourages speaking on the above topics. The tasks are designed on the basis of gradual acquisition of knowledge.

The guidelines have been prepared in accordance with the requirements for learning a foreign language in higher educational institutions which are highlighted in the curriculum of the course. Students' knowledge, abilities and skills can be assessed while completing the tasks.

The competencies and learning outcomes formed by the course are defined in the table 1 below.

Table 1

### Competencies and learning outcomes formed by the course

Learning outcomes	Competencies
1	2
LO3	GC7, GC8
LO8	SC11

Table 1 (the end)

1	2
LO10	SC7
LO13	GC7, GC14, SC11

*Note.* LO3. The ability to demonstrate the knowledge of theories, methods and functions of management, modern concepts of leadership.

LO8. The ability to apply management methods to ensure organizational effectiveness.

LO10. The ability to obtain skills to justify effective personnel motivation tools within the organization.

LO13. The ability to communicate orally and in writing in the state and foreign languages.

GC7. The ability to communicate in a foreign language.

GC8. Skills in using information and communication technologies.

SC11. The ability to create and organize effective communications in the management process.

SC7. The ability to select and utilize modern management tools.

GC14. The ability to work in an international context.

## Unit 1. Analysis of the International Market Environment

### The Sharing Economy

The sharing economy, or collaborative consumption, has quickly overtaken many business sectors. Most people have, or know someone who has, tried Airbnb, Uber, Etsy or another share-based business. To be successful in the sharing economy, your brand must be efficient, trustworthy, innovative and community-centric. These principles aren't just indicative of successful share-based businesses; they also play an important part of any successful entrepreneur.

**Task 1. Match the descriptions below with the examples of the sharing economy.**

*Ofo, Uber, Airbnb.*

The most obvious example of the sharing economy using increased efficiencies to dominate a market is (1) ... . It entered the commuting sector in 2009 and focused on improving the inefficiencies that existed with taxi cabs.

Taxis have a limited inventory of cabs, so this share-based business developed a way for any qualified person to sign up as a driver, aiming to eliminate inventory deficits. By focusing on being more efficient, it has built one of the most recognizable brands in the transportation industry.

For the sharing economy to work, trust must be established between the buyer and seller. This can be extremely difficult because most sharing-based businesses simply facilitate the transaction and do not control the inventory or seller. Take (2) ... for example. They have a network of rental properties throughout the world that are all controlled by individual homeowners or renters. This non-inventory model serves as a marketplace for managing all elements of the transaction between supplier and purchaser. To accomplish this, trust must be established in the platform.

Innovation is an important characteristic of successful companies in the sharing economy, but it is also a critical part of traditional businesses. In fact, many companies use innovation as the framework for their brand identity – think Apple. Not all innovation requires a brand new idea. In fact, you can use resources and knowledge from other industries to innovate within your sector. For instance, (3) ... is a Chinese bike-sharing start-up trying to innovate the way people commute in big cities. By using a mobile app, consumers can locate, unlock and ride available bikes anytime. Using bikes to commute in the city isn't unique. However, its ease, affordability and convenience make this idea noteworthy.

If there is one element you take away from successful businesses in the sharing economy, a thriving community should be it. The share-based business model is built around dissemination and scalability, which isn't possible without an active community. One of the easiest ways for entrepreneurs to build a community is through active engagement online. Use platforms such as Twitter, Facebook, Instagram or Snapchat to grow and interact with your community. Remember, the communication shouldn't be one direction. Encourage questions and handle customer issues when they arise. If you can convince customers to invest themselves into your brand, you'll develop an active and thriving community.

**Task 2. Discussion.** What share-based businesses do you know? What are the peculiarities of such businesses?

**Task 3. Read about the sharing economy to practise and improve your reading skills. Do the preparation task first. Match the definitions (a – h) with the vocabulary (1 – 8).**

Vocabulary	Definition
1) to facilitate	a) not used a lot or enough
2) inconsistent	b) something you own that has value if sold
3) underutilized	c) to make a process or action easier
4) lucrative	d) to make money quickly
5) to make a quick buck	e) to not want to do something because it's too much trouble
6) to not bother with something	f) something that can make you a lot of money
7) consumerist society	g) something that keeps and is not always the same
8) an asset	h) a society where people who love owning things and are always buying new goods

**Task 4. Read the text and choose the best answer.**

### **The Sharing Economy**

If we look around us at the things we have purchased at some point in our lives, we would no doubt notice that not everything we own is being put to good use: the thick woolen coat which we thought looked trendy despite the fact that we live in a tropical country, the smartphone that got put away when we bought ourselves the newest model, the car that only gets used at the weekends, or even the guest room in our house that somehow got turned into a storeroom.

Those underutilised items may seem useless to some, but could be an asset to others. With the advent of the internet, online communities have figured out a way to generate profit from the sharing of those underused assets. Using websites and social media groups that facilitate the buying and selling of second-hand goods, it is now easier than ever for peer-to-peer sharing activities to take place. And this is known as the sharing economy.

These democratised online platforms are providing a chance for people to make a quick buck or two. To give an example, busy parents previously might not have bothered with setting up a stall at the local market or car boot

sale to sell their children's old equipment, but with online marketplaces, parents are now able to sell on those hardly worn baby clothes that their children have outgrown and the expensive pushchairs and baby equipment they have invested in, so as to put some cash back into their pockets.

Businesses have also caught on to the profitability of the sharing economy and are seeking to gain from making use of those underutilised resources. A business model that has rapidly risen in popularity sees companies providing an online platform that puts customers in contact with those who can provide a particular product or service. Companies like Airbnb act as a middleman for people to cash in on their unused rooms and houses and let them out as lucrative accommodation. Another example is Uber, which encourages people to use their own personal cars as taxis to make some extra cash in their free time.

This move towards a sharing economy is not without criticisms. Unlike businesses, unregulated individuals do not have to follow certain regulations and this can lead to poorer and inconsistent quality of goods and services and a higher risk of fraud. Nevertheless, in the consumerist society we live in today, the increased opportunities to sell on our unwanted and underused goods can lead to a lesser impact on our environment.

1. The sharing economy does not involve ...

- a) people selling their used things to others;
- b) people offering their services to others;
- c) businesses selling their goods to people;
- d) businesses acting as a middleman for people who want to sell a product and people who want to buy it.

2. People can now sell things more easily because ...

- a) people nowadays buy more things;
- b) businesses want to buy the things they don't use;
- c) there are now more market stalls and car boot sales;
- d) there are now online platforms where they can meet people who want to buy their goods and services.

3. Parents might want to sell their baby clothes and baby equipment because ...

- a) they want to make back some of the money they spent on those baby purchases;
- b) they don't like the baby items they have bought;

- c) the baby clothes and equipment are old and worn out;
- d) they need the money for other investments.

4. Which of these is something that the author says we might underutilize:

- a) a thick coat in a cold country;
- b) the latest smartphone;
- c) clothes our babies don't or can't wear any more;
- d) the storeroom in our house?

5. It might be a problem for unregulated individuals to sell to others because ...

- a) they have to follow certain regulations;
- b) what they sell might be of a lower quality;
- c) they don't have a business licence;
- d) they like to criticise their buyers.

6. What might be a good title for this article:

- a) The consumerist society.
- b) Parents who need money.
- c) The rise of the sharing economy.
- d) Why we buy things we don't need?

**Task 5. Read the text again and decide whether the sentences below are true or false.**

- 1. We don't always use everything we buy.
- 2. By offering our goods and services online, we can make a profit.
- 3. Things that are useless to you will also be useless to others.
- 4. Businesses have realized that they can make money by buying people's unwanted goods.
- 5. Airbnb is a company that sells people's unwanted houses.
- 6. The chance to buy other people's unwanted goods can lead to a greener lifestyle.

**Task 6. Discuss the following questions with your partner.**

- 1. What is the sharing economy?
- 2. Do you participate in the sharing economy?



**Task 7. Learn how to write a covering email to accompany a job application to practise and improve your writing skills. Do the preparation task first. Match the definitions (a – h) with the vocabulary (1 – 8).**

Vocabulary	Definition
1) analytics	a) to find someone to do a specific job
2) to fill a role	b) the main or largest portion of something
3) marketing channels	c) a series of activities aimed at achieving a specific result
4) retail	d) ways to communicate with potential customers
5) initial	e) using data to examine or assess something, such as the success of a marketing activity
6) the bulk of something	f) the sale of goods in shops directly to customers
7) a campaign	g) happening at particular times in the year
8) seasonal	h) happening at the beginning

**Task 8. Read the text and the tips below.**

### **A Covering Email**

**To:** recruitment@new-company.com

**From:** Susan Nelson

**Subject:** Digital Marketing Executive application

Dear Ms Jones,

I'm writing in response to your advertisement for a Digital Marketing Executive. My name is Susan Nelson and I'm a Social Media Marketing Assistant. I have had this job for the past two years and I believe I am the person you need for your new role.

The bulk of my work involves designing and implementing online marketing campaigns across a range of channels. I am very comfortable using analytics to assess campaign success and drive future initiatives. I work with a range of social media platforms and tools for digital marketing.

I have always worked in the retail industry and am familiar with the seasonal nature of business such as yours and have the skills to push your business forward through creativity and innovation. I would very much like the

opportunity to both bring my experience and enthusiasm to this role while continuing to develop professionally and personally.

Following initial research into your company I very much feel we would be a good fit for each other and I would welcome the opportunity to discuss this position with you in person.

Please find attached my CV.

I look forward to hearing from you.

Yours sincerely,

Susan Nelson

### **Tips**

1. Try to find out the name of the person hiring and address your cover letter to them.

2. Start with a clear statement about who you are and the role you are applying for.

3. Then give information about your current work (or studies if you are still a student).

4. Mention how and why this experience is suited to the new company and role, including any transferable skills (= things you have learned that you will take with you to future jobs).

5. End with a closing statement that suggests further contact. *I look forward to hearing from you.*

### **Task 9. Decide whether the sentences below are true or false.**

1. Susan's current role is the same level of responsibility as the job she's applying for.

2. She sounds confident about her ability to do the Digital Marketing Executive job.

3. She explains what she does in her current role.

4. Susan emphasises the transferable skills she would bring to the new role.

5. Susan suggests that email is the best way to continue the conversation.

6. She is sending more detail about her work history in a separate document.

**Task 10. Write the following phrases in the correct group.**

1. I've had this job for the past two years.
2. I am very comfortable using analytics.
3. The bulk of my work involves ... .
4. I have always worked in marketing.
5. I can work across a range of platforms.
6. I have the skills to push business forward through creativity and innovation.

Talking about work experience	Talking about transferable skills

**Task 11. Put the words and phrases in order to make sentences.**

1. a digital marketing executive / response to / in / your advertisement / for / I'm writing
2. this job / had / six years / I / for / have
3. person / are / am the / I believe I / you / looking for
4. I would / bring / to this role / very much like / my experience and enthusiasm / the opportunity to
5. with you / welcome / to discuss this position / in person / the opportunity / I would
6. attached / find / Please / my CV

**Task 12. Discussion.** Do you have any tips for writing a good covering email?

## **Unit 2. Consumers of Goods and Services**

### **The Buy Nothing Movement**

The pursuit of policies based on economic consumerism has provided significant benefits to society, the most important being economic growth and increases in individual wealth and income. But it has also created a number of very serious problems, many of which are associated with psychological-behavioral form of consumerism. Those problems include the breakdown of traditional cultures and ways of life; the weakening of altruistic moral values in favour of self-regarding (indeed selfish) materialism and competitiveness; the

impoverishment of community and civic life; the creation of environmental externalities such as pollution, high levels of waste, and depletion of natural resources; and the prevalence of negative psychological states such as stress, anxiety, insecurity, and depression among many individuals with consumerist ambitions.

**Task 1. Discuss the following quotes.**

1. We're unhappiest when we become dissatisfied with what we have and decide that we want more.

*Steve Taylor*

2. People whose values center on the accumulation of wealth or material possessions face a greater risk of unhappiness, including anxiety, depression, low self-esteem, and problems with intimacy – regardless of age, income, or culture.

*Tim Kasser*

3. The secret of happiness, you see, is not found in seeking more, but in developing the capacity to enjoy less.

*Socrates*

**Task 2. Read the text. Choose from (A – H) the one which best fits each space (1 – 6). There are two choices you do not need to use.**

**Putting It into Practice**

It's said that the things you own end up owning you. Just look at the amount of time spent working to earn money to buy things, not to mention the time spent researching, thinking about, shopping for, organizing, cleaning, maintaining, repairing, or replacing things. (1) ... .

So, how do we learn to want and buy less? James Clear has listed some simple things we can do to curtail the habits of desire and accumulation.

First, reduce your exposure to temptation. Unsubscribe from advertising, and avoid window shopping and web browsing for things that might tempt you.

Next, make sure what you are buying fits in with what you already have. If you only own black pants and you buy a pair of brown shoes, you're going to suddenly find that you need some brown pants. (2) ... .

Another great idea is a shopping holiday. By going without buying things for a week, or a month, you can detox from your spending habit, and may even discover that you enjoy doing other things with your time.

Learn to put more value on experiences, rather than things. (3) ... . Remind yourself of what's really important – friends, family, and even a bit of quiet time for self-reflection and improvement.

Next, for every new thing you purchase, give something away. This won't only avoid clutter, but it'll make you take stock of what you already have. (4) ... .

Other tips include avoiding the traps of status and comparison, separating your identity from the things you own, and letting go of emotional attachment to things.

It's also crucial to set limits for yourself. (5) ... .

Remember, there'll always be a newer, better thing to want. But amassing more doesn't make us any happier; it just raises our reference point.

The key, as Socrates said, lies in not just seeking less, but enjoying less. (6) ... .

As you own fewer things, you may begin to realize that you don't really need that much to be happy. You may even feel a sense of peace and freedom that comes through unburdening yourself from the desire for more.

A. It's also a great time to practice gratitude for what you have.

B. In many ways, we become servants to our possessions.

C. Invest time and energy into doing things for others.

D. Materialistic goals, however, are associated with lower well-being over time.

E. While self-restraint is undervalued today, it goes a long way in wanting and owning less.

F. This requires a change in not just the external, but, more importantly, in the internal.

G. Those who focused on gratitude experienced the opposite, seeing positive results.

H. Don't create reasons to buy more.

**Task 3. Discussion.** What other things can be used to curtail the habits of desire and accumulation?

**Task 4. Read about the Buy Nothing movement to practise and improve your reading skills. Do the preparation task first. Match the definitions (a – h) with the vocabulary (1 – 8).**

Vocabulary	Definition
1) overconsumption	a) to hit someone with a lot of something, without pausing
2) disposable	b) designed to be thrown away after use
3) consumerism	c) a place where rubbish is buried under the ground
4) to bombard	d) to appear
5) to spring up	e) the practice of buying and owning lots of products
6) a landfill site	f) the act of spending more money than you should
7) overspending	g) using too much of something
8) an influencer	h) someone who uses social media to advertise products to their followers

**Task 5. Read the text and decide whether the sentences below the text are true or false.**

### **The Buy Nothing Movement**

Social media, magazines and shop windows bombard people daily with things to buy, and British consumers are buying more clothes and shoes than ever before. Online shopping means it is easy for customers to buy without thinking, while major brands offer such cheap clothes that they can be treated like disposable items – worn two or three times and then thrown away.

In Britain, the average person spends more than £1,000 on new clothes a year, which is around four per cent of their income. That might not sound like much, but that figure hides two far more worrying trends for society and for the environment. First, a lot of that consumer spending is via credit cards. British people currently owe approximately £670 per adult to credit card companies. That's 66 per cent of the average wardrobe budget. Also, not only are people spending money they don't have, they're using it to buy things they don't need. Britain throws away 300,000 tons of clothing a year, most of which goes into landfill sites.

People might not realise they are part of the disposable clothing problem because they donate their unwanted clothes to charities. But charity shops can't sell all those unwanted clothes. 'Fast fashion' goes out of fashion as quickly as it came in and is often too poor quality to recycle; people don't want to buy it second-hand. Huge quantities end up being thrown away, and a lot of clothes that charities can't sell are sent abroad, causing even more economic and environmental problems.

However, a different trend is springing up in opposition to consumerism – the 'buy nothing' trend. The idea originated in Canada in the early 1990s and then moved to the US, where it became a rejection of the overspending and overconsumption of Black Friday and Cyber Monday during Thanksgiving weekend. On Buy Nothing Day people organise various types of protests and cut up their credit cards. Throughout the year, Buy Nothing groups organise the exchange and repair of items they already own.

The trend has now reached influencers on social media who usually share posts of clothing and make-up that they recommend for people to buy. Some YouTube stars now encourage their viewers not to buy anything at all for periods as long as a year. Two friends in Canada spent a year working towards buying only food. For the first three months they learned how to live without buying electrical goods, clothes or things for the house. For the next stage, they gave up services, for example haircuts, eating out at restaurants or buying petrol for their cars. In one year, they'd saved \$55,000.

The changes they made meant two fewer cars on the roads, a reduction in plastic and paper packaging and a positive impact on the environment from all the energy saved. If everyone followed a similar plan, the results would be impressive. But even if you can't manage a full year without going shopping, you can participate in the anti-consumerist movement by refusing to buy things you don't need. Buy Nothing groups send a clear message to companies that people are no longer willing to accept the environmental and human cost of overconsumption.

1. People buy clothes because they want to throw them away.
2. The writer thinks it is worrying that people spend money on things they do not need.
3. The amount the average Briton owes on credit cards is one third of the amount they spend on clothes each year.

4. Only a very small proportion of unwanted clothes are thrown away.
5. Charities can find ways to use clothes even if they are not very good quality.
6. Buy Nothing Day is a protest against credit cards.
7. The two friends who did the 'buy nothing' experiment only bought food for 12 months.
8. If everyone followed the Buy Nothing idea, the environment would benefit.

**Task 6. Complete the sentences with the following words.**

*Sites, hand, spending, shops, fashion, away.*

1. Fast ... is made quickly and cheaply.
2. Some clothing is so cheap that people can afford to wear it a couple of times and throw it ... .
3. There is a worrying trend for more consumers ... on credit cards.
4. Giving clothes to charity ... does not completely solve the problem.
5. Make sure you only donate clothes that people will want to buy second-... .
6. A lot of clothes donated to charity cannot be reused and end up in landfill ... .

**Task 7. Discussion.** What do you think about the buy nothing trend?

**Task 8. Learn how to write a curriculum vitae, often called a CV in the UK or résumé in American English, to practise and improve your writing skills. Do the preparation task first. Put the phrases in the correct groups.**

*Photography, business development manager, certificate in presentation skills, degree in marketing, taekwondo, professional blogger, research assistant, sales executive, class B driving licence, proficient knowledge of analytics software, masters in public relations and digital marketing, diploma in innovation design.*

Work experience	Education	Skills and interests



## **Task 9. Read the CV and the tips below.**

### **Maria Jones**

Digital Marketing Specialist

#### **Profile**

I have five years' experience in various digital marketing roles. I have a proven ability to create successful marketing campaigns in line with brand identity and values. I am a strong collaborator with outstanding communication skills, and have comprehensive experience of using my specialist knowledge and expertise in analytics for a wide variety of marketing initiatives.

#### **Employment history**

June 2017 – present.

Digital marketing specialist for Zinco, a global insurance start-up.

- My role involves working to tight deadlines to design, create and launch marketing campaigns via social media.
- I have developed advanced knowledge of a range of social media platforms and digital marketing tools.
- I specialise in driving successful campaigns and excel in analysing their impact.
- I have experience launching digital billboards in places such as train stations and shopping centres.

Sept 2016 – June 2017.

Creative break from employment to travel and blog.

- I travelled through 12 countries, met several professional bloggers and started my own travel blog.
- I built up a community of followers and started to monetise my blog through sponsored posts.

May 2014 – Aug 2016.

Digital marketing assistant, Krunch Ltd.

- Responsibility for overall social media strategy and regular posting on key channels.
- I played a key role in numerous campaigns to boost engagement with our brand.
- I also supported three product launches.

## **Education**

2014 Diploma in Digital Marketing, Leeds Beckett University, UK.

2012 A-levels (Psychology, English, Art & Design), Leeds City College, UK.

## **Skills and Interests**

Competent WordPress developer.

Skilled in Adobe InDesign and Adobe Illustrator.

Advanced Spanish (C1).

Intermediate German (B1).

Photography.

Travel.

## **References**

Available on request.

## **Tips**

1. Start with a short profile to show who you are and what you offer.
2. List your employment history, starting with the present.
3. Explain any gaps, for example time spent travelling or having children.
4. Use bullet points for your main responsibilities and experience in each role. Choose the aspects of your previous jobs that are most relevant to the new job you are applying for.
5. Then give your educational background. List the relevant qualifications that you have, starting with the most recent. Include the title of your qualification, where you studied and the date you successfully completed it.
6. Consider putting education above employment if you don't have a lot of work experience yet.
7. List other experience or interests you may have if they are relevant to the job.
8. If you have someone who could support your application, add their contact details or say *References available on request* at the end.

## **Task 10. Decide whether the sentences are true or false.**

1. It is a good idea to start with a short summary about you.
2. You should write your work history in order, with your most recent job at the end.

3. You should list all your responsibilities in detail.
4. You should give the full title of your qualifications, with the date you passed each one and the organisations that awarded them to you.
5. It is a good idea to include hobbies if they are relevant to the job.
6. Include references to support your application if you can.

**Task 11. Put the words and phrases in order to make sentences.**

1. roles / I have / in / various / experience / five years'
2. My / involves working / deadlines / role / tight to
3. a / create / ability to / I have / successful campaigns / proven
4. digital / in / specialise / I / marketing
5. in / excel / I / impact / analysis
6. I / of / knowledge / advanced / statistics / have

**Task 12. Write the correct form of the word in brackets.**

1. I have a proven ... to deliver successful marketing campaigns. (able)
2. I am a strong ... . (collaborate)
3. I have specialist ... of marketing. (know)
4. I use my ... in analytics to assess the success of campaigns. (expert)
5. I was ... for the overall social media strategy. (responsibility)
6. I played a key role in ... campaigns. (number)
7. I started to ... my blog through sponsored posts. (money)
8. I worked on several initiatives to boost customer ... . (engage)

**Task 13. Discussion.** Have you got a CV? Do you have any tips to share?

**Task 14. Write your CV.**

## **Unit 3. Discussion on Remote Work Online**

### **Work-Life Balance**

Balancing your professional and personal life can be challenging, but it's essential. Often, work takes precedence over everything else in our lives. Our desire to succeed professionally can push us to set aside our own well-being. Creating a harmonious work-life balance or work-life integration is

critical, though, to improve not only our physical, emotional and mental well-being, but also to succeed in our career.

**Task 1. Read the following statements and discuss the questions below.**

A. All generations seek work-life balance above all else.

B. Doing what you love for a living can make a huge difference when it comes to work-life balance.

C. Work-life balance is a high priority for employees, and your team's work quality could suffer without it.

D. Identifying each employee's most productive work hours is a great way for you and your team to get more done. In many cases, working from home increases productivity.

E. Even short five-minute breaks between tasks can help employees feel less prone to burnout.

F. Employees who see their managers working around the clock might infer that they're expected to do the same. If you instead make it clear that you're not always working or available, your team will know they can also take breaks.

1. What is work-life balance? Why does it matter?

2. How would you improve your employees' work-life balance?

**Task 2. Read the text. Match choices (A – H) to (1 – 5). There are three choices you do not need to use.**

### **How Can You Improve Work-Life Balance?**

Improving your work-life balance means making an effort to find the best way to spend your time so you thrive at the office and at home.

When creating a schedule that works for you, think about the best way to achieve balance at work and in your personal life. Work-life balance is less about dividing the hours in your day evenly between work and personal life and more about having the flexibility to get things done in your professional life while still having time and energy to enjoy your personal life. There may be some days where you work longer hours so you have time later in the week to enjoy other activities.

Here are five tips for creating a better work-life balance.

## 1 \_\_\_\_\_

When you hear "work-life balance", you probably imagine having an extremely productive day at work, and leaving early to spend the other half of the day with friends and family. While this may seem ideal, it is not always possible. Don't strive for the perfect schedule; strive for a realistic one. Some days, you might focus more on work, while other days you might have more time and energy to pursue your hobbies or spend time with your loved ones. Balance is achieved over time, not each day.

## 2 \_\_\_\_\_

Although work is an expected societal norm, your career shouldn't be miserable. If you hate what you do, you aren't going to be happy, plain and simple. You don't need to love every aspect of your job, but it needs to be exciting enough that you don't dread getting out of bed every morning. If your job is draining you and you are finding it difficult to do the things you love outside of work, something is wrong. You may be working in a toxic environment, for a toxic person, or doing a job that you truly don't love. If this is the case, it is time to find a new job.

## 3 \_\_\_\_\_

Your overall physical, emotional and mental health should be your main concern. If you struggle with anxiety or depression and think therapy would benefit you, fit those sessions into your schedule, even if you have to leave work early. Prioritizing your health first and foremost will make you a better employee and person. You will miss less work, and when you are there, you will be happier and more productive. Prioritizing your health doesn't have to consist of radical or extreme activities. It can be as simple as daily meditation or exercise.

## 4 \_\_\_\_\_

Cutting ties with the outside world from time to time allows us to recover from weekly stress and gives us space for other thoughts and ideas to emerge. Unplugging can mean something simple like practicing transit meditation on your daily commute instead of checking work emails. Taking a break to unwind is critical to success and will help you feel more energized and productive when you're on the clock.

## 5 \_\_\_\_\_

Set achievable goals by implementing time-management strategies, analyzing your to-do list and cutting out tasks that have little value. Pay

attention to when your most productive work time is, and block that time off for your most important work-related activities. Avoid checking your emails and phone every few minutes, as those are major time-wasting tasks that derail your attention and productivity. Structuring your day can increase productivity at work, which can result in more free time to relax outside of work.

Achieving a work-life balance is key to being a well-rounded individual who thrives at home and in the office. But that takes work, and the right equilibrium looks different for everyone. It could mean taking a break, arranging a flexible schedule with your employer or finding an entirely new job that fits your needs. Reflect upon what you need to have better work-life balance, then take action to make it happen.

- A. Set boundaries and work hours.
- B. Accept that there is no "perfect" work-life balance.
- C. Find a job that you love.
- D. Don't be afraid to unplug.
- E. Set goals and priorities and stick to them.
- F. Make time for yourself and your loved ones.
- G. Take a vacation.
- H. Prioritize your health.

**Task 3. Discussion.** Do you have any tips for creating a better work-life balance?

**Task 4. Read what four people have to say about their working hours to practise and improve your reading skills. Do the preparation task first. Match the definitions (a – j) with the vocabulary (1 – 10).**

Vocabulary	Definitions
1) idle chit-chat	a) a regular journey between work and home
2) parental leave	b) to be allowed to decide what to do by yourself
3) to bounce ideas off someone	c) to record the time you begin work

4) to wear someone out	d) a period of time a parent takes off work to take care of their new child
5) to clock in	e) calculated according to how many hours you work
6) to make a concession	f) to make someone very tired
7) paid on a pro-rata basis	g) to give or allow something in order to end an argument or conflict
8) a freelancer	h) talk that is informal and irrelevant to work
9) a commute	i) a person who sells their services or work by the hour or day
10) to be left to your own devices	j) to share ideas with someone in order to get feedback on them

### **Task 5. Read the text and choose the best answer.**

#### **Work-Life Balance**

Ronan

I work in a fairly traditional office environment doing a typical nine-to-five job. I like my job, but it's annoying that my commute to work takes an hour and a half each way and most of my work could really be done online from home. But my boss doesn't seem to trust that we will get any work done if left to our own devices, and everyone in the company has to clock in and out every day. It's frustrating that they feel the need to monitor what we do so closely instead of judging us based on our task performance, like most companies do these days.

Jo

I used to do a typical five-day week, but after I came out of my parental leave, I decided that I wanted to spend more time with my children before they start school. After negotiating with my boss, we decided to cut my working week down to a three-day work week. This of course meant a significant cut in my pay too, as I'm paid on a pro-rata basis. I've since noticed, though, that my workload hasn't decreased in the slightest! I'm now doing five days' worth of work in three days, but getting paid much less for it! I find myself having to take work home just so that I can meet the deadlines. It's wearing me out trying to juggle work with looking after my children and my family, but I don't dare to bring this up with my boss because I think he feels

as if he's made a huge concession letting me come in only three days a week.

Marcus

I work for a global IT company, but because their headquarters is in the States, I do all my work online from home. That means that I don't waste time commuting or making idle chit-chat with colleagues. I work on a project basis, and this flexibility is very valuable to me because it means that I can easily take some time off when my children need me to go to their school performances or if I need to schedule an appointment with the dentist. The downside is that without clear office hours, I tend to work well into the evening, sometimes skipping dinner to finish a task. It can also get quite lonely working on my own, and I sometimes miss sharing ideas with colleagues.

Lily

I'm a freelancer and I work for myself. This is great because I am in control of what I do and how I spend my time. At first, I was working from home, but I found it really hard to concentrate. There were just too many distractions around: housework that needed doing, another cup of tea, my family members wanting my attention for various things. So I started to go to a nearby café to work, but the Wi-Fi connection wasn't ideal and I found myself drinking too much coffee. In the end, I decided to rent a desk in a co-working space with five other freelancers like myself. I liked getting dressed to go to work in the morning and being able to focus in an office environment. The other freelancers do similar kinds of web-based work to me and so it's nice to have workmates to bounce ideas off as well.

1. Ronan would prefer it if he ...

- a) wasn't left to his own devices;
- b) could spend more time commuting and less time in the office;
- c) could work from home and be judged based on task performance;
- d) could trust his boss more.

2. Jo wanted to reduce her working hours because she ...

- a) thought she would be more efficient and productive when she was at the office;
- b) wanted to bring her work home;



- c) wanted to go on parental leave;
- d) wanted to spend time with her children.

3. Jo is unhappy with her three-day work week because ...

- a) she didn't realise how much the change would affect her economically;
- b) she now has to spend more time looking after her children and her family;
- c) she has more deadlines to meet;
- d) her workload has remained the same although she's reduced her hours.

4. In Marcus's opinion, which of these is a disadvantage of working from home?

- a) You spend a lot of time in the house.
- b) It's easy to get distracted by your family.
- c) You tend to work later.
- d) You end up eating more as you have access to the fridge all day.

5. Why did Lily not like working from home?

- a) She found it lonely.
- b) Her family didn't like her working.
- c) She didn't have a good Wi-Fi connection.
- d) There were a lot of distractions.

6. What solution did Lily find most suitable for her working needs:

- a) renting an office space to work from;
- b) working from a café;
- c) working for an employer;
- d) working for other freelancers?

### **Task 6. Are the sentences true or false?**

1. Ronan's boss thinks his employees will not be as productive if they work from home.

2. Ronan thinks that the performance of employees should be judged according to how much time they spend in the office.

3. Jo is paid the same for a five-day work week as she is on a three-day week.

4. Jo feels exhausted trying to manage both a five-day workload and childcare.

5. Although Marcus sees the benefit in not having idle chit-chat, he misses interacting with his colleagues.

6. Lily didn't like working from the café because the coffee wasn't very good.

**Task 7. Discussion.** What are the advantages and disadvantages of your working situation? What would you change if you could?

**Task 8. Learn how to write an email to request time off to practise and improve your writing skills. Before reading, do the preparation task first. Match the definitions (a – h) with the vocabulary (1 – 8).**

Vocabulary	Definitions
1) to cover for somebody	a) to be expected or owed at a certain time
2) annual leave	b) to be greater in number or size than (something)
3) to be due	c) a number of paid days off work which employees may take every year
4) expertise	d) the time that an employee who has worked extra hours may take as leave
5) to exceed (something)	e) a reference document with information about a company's tasks and how to carry them out, including the roles and responsibilities of team members
6) time off in lieu	f) to do someone's work because they are ill or away
7) a playbook	g) a high level of skill or knowledge in a particular field
8) an MBA	h) Master of Business Administration; a higher university degree in business

**Task 9. Read the email to request time off and the tips below.**

**From:** Stefan Bauer

**To:** Emma Louise Jensen

**Subject:** Request for time off

Dear Ms Jensen,

I'm writing to request some time off between Monday 18 February and Friday 8 March in order to work on my MBA dissertation, which is due for submission on 30 March.

I understand that the three weeks I am requesting exceeds my remaining annual leave by four days. I would like to ask if those four days may be taken in lieu of the extra working hours I put in during the two weekends of the Chicago International Management Conference last November.

I have spoken to Kristian Sander and Jasmine Riber, who have both agreed to cover for me during my absence. I would also distribute a playbook for my team members so that everyone is clear on the tasks they are in charge of and the deadlines they have to meet. During my leave, I would be fully reachable by phone and email to answer any questions or provide any assistance needed. I would also be happy to discuss any further plans to ensure my workload is covered.

I believe that the research I am doing and the resulting MBA will contribute greatly to my professional development, and my improved expertise and qualifications will in turn benefit the company.

Please let me know if you need any additional information. Thank you for your consideration of my request.

Best regards,  
Stefan Bauer

### **Tips**

1. This is a formal request for time off, so unless you know the recipient very well, start your email with *Dear ...* .

2. State the dates of your absence clearly.

3. Be clear right from the beginning what it is you are asking for. In some cultures, it might be more common to start by providing full background information about why time off is needed. However, when communicating across cultures, it is better to be direct (but polite) and clear about what you are requesting, so as to avoid possible miscommunication.

4. Give clear reasons why you need the time off, but don't go into too much unnecessary detail.

5. Assure your manager that your work can be covered and that any problems during your absence can be dealt with.

6. If possible, show how your company or team can benefit from your request being approved.

7. End by thanking your manager for considering your request.

**Task 10. Are the sentences true or false?**

1. Stefan is asking for time off to complete his studies.

2. Stefan's dissertation deadline is 8 March.

3. In addition to his annual leave, Stefan wants to take four days of unpaid leave.

4. Kristian and Jasmine will take over Stefan's work.

5. Stefan will suggest to his team ideas on how to play and relax in his absence.

6. Stefan thinks that the studying he is doing will be good for both himself and his company.

**Task 11. Complete the sentences.**

*Cover, advance, leave, approval, considering, ask,  
taken, ensure, reachable, receiving.*

Dear Mr Pennant,

I am writing to (1)..... for some time off from Monday 22 July through to Friday 26 July. It has been a while since I have (2)..... time off work and I wish to use some of my annual (3)..... to spend some much needed time with my family. Upon your (4)....., I will make plans to arrange for (5)..... of my responsibilities and I will also (6)..... that all pending work will be completed in (7)..... before I leave. I will be checking my email every day when I'm off and will be (8)..... if urgently needed. Thank you for (9)..... my request and I look forward to (10)..... your response.

Best regards,  
Jingmei Yuan

**Task 12. Choose the correct answer.**

1. Which is the best greeting?

- a. Hi Jennifer,
- b. Dear Ms Smith,
- c. Dear Sir/Madam.

2. Which is the best first line?

- a. I'm writing to request annual leave soon because of an important event.
- b. I'm writing to request a day of annual leave on Friday 2 May to attend my son's graduation ceremony.
- c. As my youngest son has recently graduated from university and the graduation ceremony will be held on Friday 2 May, I would like to take a day of annual leave.

3. Which is the best request?

- a. I would like to take five days of annual leave.
- b. I want to take five days of annual leave.
- c. I need to take five days of annual leave.

4. Which is the best justification?

- a. Attending this training course will be a great experience for me.
- b. Attending this training course is more important than my daily work.
- c. Attending this training course will benefit both myself and the company, as I will share what I learn with my team.

5. Which is the best way to assure the manager that your work will be covered while you're away?

- a. If I have time, I will leave detailed instructions for the team to cover my work.
- b. Upon your approval, I will leave detailed instructions for the team to cover my work.
- c. It will be difficult for the team to cover my work while I'm away, but I hope they will be able to manage.

6. Which is the best ending?

- a. Please approve my request.
- b. Please let me know when you give your approval. Thank you.
- c. Please let me know if you need any additional information. Thank you for your consideration of my request.

**Task 13. Discussion.** How much annual leave do people normally get in your country? In your workplace, what is the general attitude to taking time off work?

## **Unit 4. Review of Achievements**

### **Millennials in the Workplace**

Born between 1981 and 1996, millennials are the largest living group. They are tech savvy, care about more than just a paycheck, and are accustomed to having a voice and seat at the table. They're an optimistic group who love social media and want their jobs and encounters to have meaning.

**Task 1. Read the following statements and discuss the questions below.**

A. Millennials in the workplace tend to share certain characteristics that business owners need to embrace. They are tech savvy, want work-life balance, and expect to be heard. They are looking for employers that can provide ongoing education and a career path for them, but beware – company loyalty isn't their strong suit.

B. Millennials have made a big impact on the workforce, changing the way employers communicate, use technology, and manage their staff. Flexible work schedules, the use of personal technology, and more open and transparent environments are largely thanks to millennials.

C. Retaining millennials takes work on the part of business owners. The millennial generation works best when there is trust and transparency, when they are inspired and engaged, and when they feel like part of a team.

1. Who are the millennials?
2. What are the main characteristics of millennials?
3. What do you know about managing millennials?

**Task 2. Read the text. Choose from (A – G) the one which best fits each space (1 – 5). There are two choices you do not need to use.**

### **What Are Some Tips for Working with Millennials**

Millennials may not be the most loyal group of workers, but they are an invaluable asset to businesses of all sizes. They bring a fresh perspective, passion and a drive to succeed. But you must tread carefully with this group. (1) ...

Trust and transparency

Trust and transparency are the key ingredients of a successful working relationship. Without trust on both sides, resentment will quickly fester. (2) ... It creates resentment and employees who are more outspoken.

The same goes for a lack of transparency. Millennials are an ambitious group who will meet and exceed the goals if they know the endgame and the rules. (3) ...

Inspiration and interest

Beyond an open and transparent environment, it's important for business owners to keep their millennial employees interested. (4) ... They want the next big thing yesterday and will go to great lengths to get it. There's a lot more fatigue over doing repetitive jobs. They want to be inspired at work, not necessarily invested in work.

Engagement and connection

Millennials want to feel like part of the team. Collaboration is important to this group of workers. The pandemic has made that more difficult, which means business owners must make sure employee engagement is still high. (5) ... Companies have to figure out how to build a sense of community.

A. They want to know what challenge they're facing instead of being kept in the dark.

B. Left unchecked, disengagement could hurt productivity.

C. It's not going to work if the employer doesn't trust them.

D. Millennials bore easily and won't wait years for a promotion.

E. The relationship people have with companies has changed a lot over the years.

F. Millennials always appreciated work-life balance.

G. A dissatisfied millennial could quickly lead to an open position if you aren't careful.

**Task 3. Discussion.** Do you have any tips for working with millennials?

**Task 4. Read a report on millennials in the workplace to practise and improve your reading skills. Do the preparation task first. Match the definitions (a – j) with the vocabulary (1 – 10).**

Vocabulary	Definitions
1) a threat	a) the percentage of employees leaving the company
2) turnover rate	b) a company's ability to keep its staff from leaving
3) employee retention	c) extensive; involving large numbers or a large area
4) large-scale	d) to try hard to
5) ethics	e) something that can cause damage or danger
6) to give up	f) more than necessary or normal
7) to strive to	g) something of value that you give up so that you can have something else
8) to monitor	h) moral principles defining what's good for society and its individuals
9) excessive	i) to watch and observe over a period of time
10) a sacrifice	j) to stop having something you want

**Task 5. Read the text and choose the best answer.**

### **Millennials in the Workplace**

#### **Background**

Millennials (those born between the early 1980s and the early 1990s) make up a huge part of our workforce but they seem to lack loyalty to the companies and the leaders they work for. Multinational companies are noticing larger turnover rates of millennials as employee retention rates fall. This report looks at the findings of two large-scale surveys on the mindset of the millennial generation and explores how organisations can strive to address these needs, increase employee engagement and encourage retention.

#### **Research**

In a global survey conducted by PricewaterhouseCoopers (PwC), more than 40,000 millennial (born between 1983 and 1993) and non-millennial responses were collected on the topics of workplace culture, communication and working styles, pay structure, career development, work-life balance, etc.



In a separate global survey conducted by Deloitte, more than 10,000 millennials participated in a study about their perceptions of the threats and opportunities in the complex world of work.

#### Key findings

- Millennials are as committed to their work as their more senior colleagues.
- Millennials value interesting work and a good work-life balance. They do not believe that excessive work demands are worth sacrifices in their personal lives.
- Millennials want flexibility in their working hours and are willing to give up pay increases and promotions for a flexible working schedule. They believe that success should be measured by productivity and not by the number of hours they are seen in an office.
- Millennials want to feel supported and appreciated by their company and their superiors.
- Millennials want more opportunities to develop their skills. These include technological skills, teamwork and interpersonal skills.
- Millennials believe that businesses and business leaders should contribute to the improvement of society and they are more likely to be loyal to a company with strong ethics.

#### Recommendations

Organisations and managers wanting to retain millennials should consider:

- monitoring their workload and satisfaction levels with their work-life balance;
- creating a flexible work culture where employees have more control over their working hours and their work location;
- providing meaningful work and interesting opportunities;
- offering help and support in continuing professional development;
- changing the organisation's goals from being mainly about profit-making to motives that address social concerns and solve wider societal problems.

1. This report is based on the findings of how many surveys:

- a) two;
- b) six;

c) forty thousand;

d) fifty thousand?

2. This report was done for organisations that want to ...

a) get rid of millennial employees;

b) have higher turnover rates;

c) prove that millennials are more difficult than non-millennials;

d) increase the job satisfaction of the millennials who are working for them.

3. According to the report, which of the following would millennials be happy to do:

a) give up family time on weekends to finish a work project;

b) sacrifice pay so that they can work shorter hours;

c) be left to find their own developmental opportunities;

d) be committed to their companies' profit-making motives?

4. According to the report, which of the following would promote millennials' loyalty to their company:

a) better pay structures;

b) more opportunities for promotion;

c) a more regular working schedule;

d) the company's commitment to the greater good of society?

5. According to the report, millennials believe that it is important to ...

a) be appreciated for the work you do;

b) measure your productivity;

c) show your bosses how long you are working in the office;

d) work for a company that is bringing in a lot of money.

6. If managers want to keep their millennial employees happy, they should ...

a) avoid giving them feedback on the work they're doing;

b) give them options to work from home;

c) have them develop the technological skills of the non-millennials;

d) promote the importance of remaining loyal to the company.

### **Task 6. Are the sentences true or false?**

1. This report is based on surveys that only questioned people born between 1983 and 1994.

2. The surveys were conducted in several different countries.

3. Millennials are less loyal to their companies than non-millennials.

4. Millennials believe that their technological skills are sufficiently advanced.

5. Managers should be aware of how happy their staff are with the amount of work they have been given.

6. Managers should worry about their own work-life balance and not concern themselves with problems in society.

**Task 7. Discussion.** What's most important for you to be happy at work?

**Task 8. Learn how to write an opinion essay to practise and improve your writing skills. Before reading, do the preparation task first.**

Information will soon be so easy to find on the internet that people will not need to remember anything. Do you agree?

Tick the four ideas that are most relevant to this question.

- You can find information about everything on the internet.
- Not everyone has access to the internet all the time.
- Internet banking is very popular now.
- People use the internet to commit crimes.
- It is quicker to remember something than to look it up online.
- Not everything you read on the internet is true.
- The internet is an important tool for marketing.

**Task 9. Read an opinion essay and the tips below.**

Information will soon be so easy to find on the internet that people will not need to remember anything. Do you agree?

Nowadays all the information we could ever need is available online and some people say that means the end of having to learn anything.

It is true that these days everything you want to know is a few clicks away as long as you have internet access. However, not everyone has the internet all the time, for example in certain buildings or remote locations, so we do need to be able to remember information. Moreover, it takes time to look up everything you need to know online, whereas remembering something is immediate. Human memory is a much more efficient system.

Another problem is the quality of the information online. How do we know if it is accurate or reliable? We need to think about other facts we know

and remember how to compare information from different websites. Knowing (and remembering) how to find certain information will be more important than knowing the information itself.

Finally, the internet is a good tool but it is not a useful replacement for our brains. If we did not remember anything, we would all spend even more time on our phones and computers than we already do, which is not good for society.

In conclusion, the internet offers us many things but it is still important to use our knowledge and memories. We need our memories to function without the internet and we also need to know how to use the internet properly.

### **Tips**

1. Read the question carefully. Respond to all ideas in it or all parts of it.
2. Plan your ideas first and then choose the best ones.
3. Introduce your essay by restating the question in your own words.
4. Show understanding of both sides of the argument.
5. Use linking words to connect your ideas.
6. Draw your conclusion from the main ideas in your essay. Don't introduce new ideas at the end.

**Task 10. Write a number (1 – 5) to put the essay paragraphs in order.**

Main point – the advantages of using memory over searching online.

Main point – the negative social effects of internet use.

Introduction – an explanation of the essay question in other words.

Conclusion – the internet cannot replace memory.

Main point – the difficulty of finding good quality information online.

**Task 11. Write the linking words and phrases in the correct group.**

*To sum up, on the other hand, however, what's more, moreover,  
as well as, whereas, finally, in conclusion.*

Contrasting	Adding ideas	Finishing

## Task 12. Complete the sentences.

*Other hand, moreover, finally, nowadays, however, whereas,  
more, conclusion, as well as.*

1. .... , people are living longer and staying active until later in their lives.
2. Most people agree that living longer is a good thing. ...., an ageing population presents some challenges for society.
3. In the past, people lived on average 14 years past retirement age, ..... now they can expect to live 30.
4. People's retirement savings have to last longer. .... , there may be little or no support available from a state pension.
5. On the ..... , many companies can benefit from the experience and expertise of older workers. What's ..... , many retired people say they enjoy working occasionally on one-off projects.
6. .... contributing to the workplace, older members of society can spend valuable time with their children and grandchildren.
7. .... , caring for the elderly is also an issue. Financial and practical support should be available to help people look after their loved ones.
8. In ..... , living longer can bring many opportunities but also some challenges. People need to plan for the future and the government should provide financial and practical support for people's retirement and medical care.

**Task 13. Discussion.** What do you think about the question? Would it be better or worse if we never learned anything and just used the internet instead?

## Unit 5. Effective Communication Policy in a Company

### Cultural Expectations and Leadership

Sometimes all the inspiration you need to guide your team successfully can be found in a few simple words of wisdom. Leadership is lonely. No matter how big your team, sometimes it's just you – which means you sometimes need to look inside yourself for motivation and inspiration. Or you

can find personal inspiration from someone who has been there, done that and done it well.

**Task 1. Discuss the following motivational quotes on leadership.**

1. To handle yourself, use your head; to handle others, use your heart.

*Eleanor Roosevelt*

2. The greatest leader is not necessarily the one who does the greatest things. He is the one that gets the people to do the greatest things.

*Ronald Reagan*

3. There is a difference between being a leader and being a boss. Both are based on authority. A boss demands blind obedience; a leader earns his authority through understanding and trust.

*Klaus Balkenhol*

**Task 2. Read the text. Match choices (A – F) to (1 – 4). There are two choices you do not need to use.**

**How to Establish Yourself as a Thought Leader**

Attaining the status of "thought leader" is an elusive goal many true leaders and business executives strive to achieve. Being viewed as a leading voice in your field can be a major confidence boost – and it's also great for business.

While the term "thought leader" might sound like another corporate buzzword, its meaning is valuable to individuals and businesses. As a notable expert in a specific company, industry or society, a thought leader offers guidance and insight to those around them. In other words, a thought leader has a positive reputation for helping others with their knowledge and insight.

Thought leaders share many traits of successful entrepreneurs, including understanding industry trends, easily forming valuable connections and persevering through rough times.

You can't create thought leadership overnight. It takes much more than one blog post, social media post or networking event to cement yourself as a trusted figure in any field. Expertise, insight and a valuable perspective lead to thought leader status. You must build your experience and cultivate credibility over the long term.

Experience takes time, patience, hard work and a willingness to listen and learn from others. Those leaders who can observe and connect information from a number of sources are generally well positioned to create ideas that are informed by the needs of the marketplace. Credibility combines that expertise with a measure of humility, honesty and an appreciation for the human aspect of leading people.

Here are four ways to establish yourself as a thought leader.

**1 \_\_\_\_\_**

Thought leaders must be clear and consistent with their insights within their area of expertise. Creating a business niche or specific area of expertise can help you build your brand and establish credibility in your field. Don't attempt to be a thought leader in every area related to your industry. Instead, focus on what you know best and hone in on that message repeatedly. It's more effective to go deep on a few topics than to spray across too many complementary topics.

**2 \_\_\_\_\_**

As a thought leader, you must understand the issues that impact your audience and offer valuable, relevant and educational advice.

Although participating in things like charitable giving events and source interviews may not immediately increase your bottom line, the long-term results can benefit you, your business and your audience. Showing your audience you are a present, well-rounded professional can steadily build your reputation and credibility as a thought leader.

**3 \_\_\_\_\_**

Every industry is evolving – some faster than others. As a thought leader, you must stay on top of what's happening so you can share and comment on trends.

You must constantly learn about your industry, as well as the macro forces at work in the broader economy. Being a thought leader requires forward-thinking, but you must also have the discipline to study market dynamics to find patterns. From there, you can combine what you have learned, analyzing those patterns with your vision to solve real-world problems.

**4 \_\_\_\_\_**

Thought leaders don't have all the answers, and they're never done learning. Mark Rogers, founder and CEO of Insights Without Borders, noted

that it's important to admit what you don't know and remain humble enough to listen to what others say. Learning from others in your field is a great way to stay connected and expand your knowledge.

"True thought leaders genuinely understand and listen to each other's stories," said Rogers. "They treasure the fact that we are all in the human journey and the authors of our own lives."

- A. Step back from your business agenda.
- B. Listen to others.
- C. Clarify your area of expertise and stick to it.
- D. Becoming a thought leader starts today and continues tomorrow.
- E. Keep learning about your industry.
- F. Thought leaders share insightful ideas.

**Task 3. Discussion.** What is thought leadership? Why does it matter?

**Task 4. Read an article about the different cultural expectations of a leader to practise and improve your reading skills. Do the preparation task first. Match the definitions (a – h) with the vocabulary (1 – 8).**

Vocabulary	Definition
1) vague	a) to perform or complete a job or activity
2) to carry out a task	b) unclear, not specific or definite
3) democratic	c) a system where members are ranked according to status or authority
4) a hierarchy	d) based on the idea that everyone is equal and should be involved in making decisions
5) to come up with	e) to think of something such as an idea or plan
6) resentment	f) to be seen or understood in a certain way
7) to be perceived	g) to have the ability to take action without someone telling you what to do next
8) to have initiative	h) dissatisfaction and bad feelings from being treated unfairly



**Task 5. Read the text and decide whether the sentences below are true or false.**

### **Cultural Expectations and Leadership**

Gabriela worked for a multinational company as a successful project manager in Brazil and was transferred to manage a team in Sweden. She was excited about her new role but soon realised that managing her new team would be a challenge.

Despite their friendliness, Gabriela didn't feel respected as a leader. Her new staff would question her proposals openly in meetings, and when she gave them instructions on how to carry out a task, they would often go about it in their own way without checking with her. When she announced her decisions on the project, they would continue giving their opinions as if it was still up for discussion.

After weeks of frustration, Gabriela emailed her Swedish manager about the issues she was facing with her team. Her manager simply asked her if she felt her team was still performing, and what she thought would help her better collaborate with her team members. Gabriela found her manager vague and didn't feel as if he was managing the situation satisfactorily.

What Gabriela was experiencing was a cultural clash in expectations. She was used to a more hierarchical framework where the team leader and manager took control and gave specific instructions on how things were to be done. This more directive management style worked well for her and her team in Brazil but did not transfer well to her new team in Sweden, who were more used to a flatter hierarchy where decision making was more democratic. When Gabriela took the issue to her Swedish manager, rather than stepping in with directions about what to do, her manager took on the role of coach and focused on getting her to come up with her own solutions instead.

Dutch social psychologist Geert Hofstede uses the concept of 'power distance' to describe how power is distributed and how hierarchy is perceived in different cultures. In her previous work environment, Gabriela was used to a high power distance culture where power and authority are respected and everyone has their rightful place. In such a culture, leaders make the big decisions and are not often challenged. Her Swedish team, however, were used to working in a low power distance culture where subordinates often worked together with their bosses to find solutions and make decisions. Here,

leaders act as coaches or mentors who encourage independent thought and expect to be challenged.

When Gabriela became aware of the cultural differences between her and her team, she took the initiative to have an open conversation with them about their feelings about her leadership. Pleased to be asked for their thoughts, Gabriela's team openly expressed that they were not used to being told what to do. They enjoyed having more room for initiative and creative freedom. When she told her team exactly what she needed them to do, they felt that she didn't trust them to do their job well. They realised that Gabriela was taking it personally when they tried to challenge or make changes to her decisions, and were able to explain that it was how they'd always worked.

With a better understanding of the underlying reasons behind each other's behaviour, Gabriela and her team were able to adapt their way of working. Gabriela was then able to make adjustments to her management style so as to better fit the expectations of her team and more effectively motivate her team to achieve their goals.

1. Gabriela's management style worked well with her team in Brazil but not with her team in Sweden.

2. Gabriela's team questioned her proposals and her decisions because they didn't trust or respect her.

3. Gabriela was satisfied with her Swedish manager's way of dealing with her problem.

4. Gabriela found it helpful to talk openly with her team about the differences in their expectations.

5. Gabriela faced a problem with her Swedish team because her management style was old-fashioned and wrong for the modern world.

6. The author believes that people from high power distance cultures and low power distance cultures should never work together.

**Task 6. Write the sentences in the correct group.**

1. The manager gives the team detailed instructions on what to do.

2. The manager makes the big decisions.

3. Team members do not usually challenge the manager.

4. The manager acts as a guide but encourages input from the team.

5. The manager gives specific advice to help solve problems.

6. The manager involves the team in making decisions together.

7. The manager has a lot of control over what happens.
8. Team members can take the initiative to do things their way.
9. The manager encourages the team to find their own solutions.
10. Team members can often challenge the manager.

Expectations in a high power distance culture	Expectations in a low power distance culture

**Task 7. Discussion.** What do you think the role of a manager should be?

**Task 8. Learn how to write a report on working abroad to practise and improve your writing skills. Do the preparation task first. Write the words in the correct group.**

*A disadvantage, a benefit, a plus, a drawback, a minus, an advantage.*

Good things	Bad things

**Task 9. Read the text and the tips below.**

### **A Report on Working Abroad**

*The principal of a local college has asked you to write a report on the advantages and disadvantages of working abroad in the summer holidays. She would like to know if the college should recommend 'working holidays' to its students.*

#### **Introduction**

Currently, approximately 25 percent of Hawthorne College students work abroad during the summer break. This report aims to show the benefits and drawbacks of working overseas in order to decide whether the college should recommend the experience to its students.

To prepare for this report, a sample of 100 students were interviewed, 23 of whom had worked abroad. This is a summary of their comments.

#### **Benefits**

According to the students interviewed, working overseas during the summer holidays can bring several benefits. Most of all, students can improve

their foreign language skills by working in a non-English speaking country. This may help them get a better job in the future.

Additionally, learning about a different culture and way of life makes people more open-minded. A further advantage is that students may become more confident when they learn practical skills to help them live independently later in life, for example, finding accommodation and cooking for themselves.

#### Drawbacks

However, a large number of interviewees mentioned drawbacks as well. Students who need to study over the summer will find it difficult to do so while working abroad. Most significant of all are finance issues: only a minority of students are able to afford travel expenses, accommodation and visas. In addition, students may have to take low-income jobs if they are not fluent in the local language, so they may struggle to cover their expenses.

#### Conclusion and recommendation

Working abroad may improve students' language skills and confidence. However, students often need to earn money during the holidays to support their studies and working abroad may not provide the opportunity to save. Also, the cost of travel means that only students who are able to afford it have the chance to do this. Therefore, the college should only recommend working abroad if there is financial support from the college for students that need it.

#### Tips

1. The basic structure of a report is usually the same:
  - Introduction (including the purpose of the report and how the data was collected).
  - Findings (including benefits and drawbacks if appropriate).
  - Conclusion and recommendations.
2. Use headings for each section.
3. Use formal vocabulary (e.g. *Currently, ... / in order to ... / Therefore, ...*) to give the report a formal style.
4. The ideas and conclusions should be objective. Use non-personal subjects (e.g. *This report aims to ...* ) and passive structures (e.g. *100 students were interviewed*).
5. You can also use *may* to show that something is not certain (e.g. *This may help them get a better job in the future*).

**Task 10. Match the sentences (1 – 4) with the sections of the report (a – d).**

Sentences	Sections of the report
1. Therefore, this is not a good idea for all students.	a. Introduction
2. The main objective of this report is to ...	b. Advantages
3. Students can improve their chances of ...	c. Disadvantages
4. Students may have problems getting visas.	d. Conclusion

**Task 11. Match the phrases with the same function.**

1. The majority of the students interviewed said that ...	a. The main objective of this report is to ...
2. Given the points made above, it is recommended that ...	b. To prepare for this report, 100 students were interviewed.
3. This report aims to ...	c. According to the students interviewed, ...
4. This report is based on information from 100 interviews with students.	d. Taking all these factors into account, it is suggested that ...

**Task 12. Complete the report conclusion with words from the box.**

*If, however, also, so, therefore.*

Volunteering can develop a range of new skills for students. (1) ..., there may not be many local volunteering opportunities (2) ... some students would need personal transport to attend. (3) ... , individuals may have specific training needs and gaps in their skill set that only certain volunteering opportunities can fulfil. (4) ... , careers advisers should only recommend volunteering (5) ... the right role and transport is available.

**Task 13. Discussion.** Would you like to work abroad during your holidays?

# Key

## Unit 1

**Task 2.** 1. Uber; 2. Airbnb; 3. Ofo.

**Task 3.** 1. c; 2. g; 3. a; 4. f; 5. d; 6. e; 7. h; 8. b.

**Task 4.** 1. c; 2. d; 3. a; 4. c; 5. b; 6. c.

**Task 5.** 1. True; 2. True; 3. False; 4. False; 5. False; 6. True.

**Task 7.** 1. e; 2. a; 3. d; 4. f; 5. h; 6. b; 7. c; 8. g.

**Task 9.** 1. False; 2. True; 3. True; 4. True; 5. False; 6. True.

**Task 10.**

Talking about work experience	Talking about transferable skills
I've had this job for the past two years. The bulk of my work involves ... I have always worked in marketing.	I can work across a range of platforms. I am very comfortable using analytics. I have the skills to push business forward through creativity and innovation.

**Task 11.** 1. I'm writing in response to your advertisement for a digital marketing executive.

2. I have had this job for six years.

3. I believe I am the person you are looking for.

4. I would very much like the opportunity to bring my experience and enthusiasm to this role.

5. I would welcome the opportunity to discuss this position with you in person.

6. Please find attached my CV.

## Unit 2

**Task 2.** 1. B; 2. H; 3. C; 4. A; 5. E; 6. F.

**Task 4.** 1. g; 2. b; 3. e; 4. a; 5. d; 6. c; 7. f; 8. h.

**Task 5.** 1. False; 2. True; 3. False; 4. False; 5. False; 6. False; 7. False; 8. True.

**Task 6.** 1. fashion; 2. away; 3. spending; 4. shops; 5. hand; 6. sites.

## Task 8.

Work experience	Education	Skills and Interests
business development manager, sales executive, professional blogger, research assistant	certificate in presentation skills, degree in marketing, diploma in innovation design, masters in public relations and digital marketing	proficient knowledge of analytics software, class B driving licence, photography, taekwondo

**Task 10.** 1. True; 2. False; 3. False; 4. True; 5. True; 6. True.

**Task 11.** 1. I have five years' experience in various roles.

2. My role involves working to tight deadlines.

3. I have a proven ability to create successful campaigns.

4. I specialise in digital marketing.

5. I excel in impact analysis.

6. I have advanced knowledge of statistics.

**Task 12.** 1. ability; 2. collaborator; 3. knowledge; 4. expertise;  
5. responsible; 6. numerous; 7. monetise / monetize; 8. engagement.

## Unit 3

**Task 2.** 1. B; 2. C; 3. H; 4. D; 5. E.

**Task 4.** 1. h; 2. d; 3. j; 4. f; 5. c; 6. g; 7. e; 8. i; 9. a; 10. b.

**Task 5.** 1. c; 2. d; 3. d; 4. c; 5. d; 6. a.

**Task 6.** 1. True; 2. False; 3. False; 4. True; 5. True; 6. False.

**Task 8.** 1. f; 2. c; 3. a; 4. g; 5. b; 6. d; 7. e; 8. h.

**Task 10.** 1. True; 2. False; 3. False; 4. True; 5. False; 6. True.

**Task 11.** 1. ask; 2. taken; 3. leave; 4. approval; 5. cover; 6. ensure;  
7. advance; 8. reachable; 9. considering; 10. receiving.

**Task 12.** 1. b; 2. b; 3. a; 4. c; 5. b; 6. c.

## Unit 4

**Task 2.** 1. G; 2. C; 3. A; 4. D; 5. B.

**Task 4.** 1. e; 2. a; 3. b; 4. c; 5. h; 6. j; 7. d; 8. i; 9. f; 10. g.

**Task 5.** 1. a; 2. d; 3. b; 4. d; 5. a; 6. b.

**Task 6.** 1. False; 2. True; 3. False; 4. False; 5. True; 6. False.

- Task 8.** 1. You can find information about everything on the internet.  
 2. Not everyone has access to the internet all the time.  
 3. It is quicker to remember something than to look it up online.  
 4. Not everything you read on the internet is true.

**Task 10.** 1. Introduction – an explanation of the essay question in other words

2. Main point – the advantages of using memory over searching online  
 3. Main point – the difficulty of finding good quality information online  
 4. Main point – the negative social effects of internet use  
 5. Conclusion – the internet cannot replace memory

**Task 11.**

Contrasting	Adding ideas	Finishing
On the other hand However Whereas	What's more Moreover As well as	To sum up Finally In conclusion

**Task 12.** 1. Nowadays; 2. However; 3. whereas; 4. Moreover; 5. other hand / more; 6. As well as; 7. Finally; 8. conclusion.

## Unit 5

**Task 2.** 1. C; 2. A; 3. E; 4. B.

**Task 4.** 1. b; 2. a; 3. d; 4. c; 5. e; 6. h; 7. f; 8. g.

**Task 5.** 1. True; 2. False; 3. False; 4. True; 5. False; 6. False.

**Task 6.**

Expectations in a high power distance culture	Expectations in a low power distance culture
1. The manager gives the team detailed instructions on what to do. 2. The manager makes the big decisions. 3. Team members do not usually challenge the manager. 5. The manager gives specific advice to help solve problems. 7. The manager has a lot of control over what happens	4. The manager acts as a guide but encourages input from the team. 6. The manager involves the team in making decisions together. 8. Team members can take the initiative to do things their way. 9. The manager encourages the team to find their own solutions. 10. Team members can often challenge the manager



**Task 8.**

Good things	Bad things
a benefit a plus an advantage	a disadvantage a drawback a minus

**Task 10.** 1. d; 2. a; 3. b; 4. c.

**Task 11.** 1. c; 2. d; 3. a; 4. b.

**Task 12.** 1. However; 2. so; 3. Also; 4. Therefore; 5. if.

## **Recommended literature**

### **Main**

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### **Information resources**

5. Britannica [Electronic resource]. – Access mode : [www.britannica.com](http://www.britannica.com).

6. Business News Daily [Electronic resource]. – Access mode : [www.businessnewsdaily.com](http://www.businessnewsdaily.com).

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11. The Economist [Electronic resource]. – Access mode : [www.economist.com](http://www.economist.com).

# Contents

Introduction.....	3
Unit 1. Analysis of the International Market Environment.....	4
Unit 2. Consumers of Goods and Services .....	11
Unit 3. Discussion on Remote Work Online .....	19
Unit 4. Review of Achievements .....	30
Unit 5. Effective Communication Policy in a Company.....	37
Key .....	46
Recommended literature .....	50
Main.....	50
Additional.....	50
Information resources .....	50

НАВЧАЛЬНЕ ВИДАННЯ

# ІНОЗЕМНА МОВА АКАДЕМІЧНОЇ ТА ПРОФЕСІЙНОЇ КОМУНІКАЦІЇ

**Методичні рекомендації  
до виконання практичних завдань  
та самостійної роботи  
для здобувачів вищої освіти  
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освітньої програми "Логістика"  
першого (бакалаврського) рівня  
(англ. мовою)**

*Самостійне електронне текстове мережеве видання*

Укладач **Агаджанова Радміла Михайлівна**

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Подано навчальні матеріали до виконання практичних завдань і самостійної роботи, що сприяють розвитку мовних компетентностей академічної та професійної комунікації й поглибленню знань з англійської мови для успішного складання вступних іспитів до магістратури.

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