

MANAGEMENT:
TERMS TO BE REMEMBERED

advertisement	a notice or message in a newspaper, or on a poster in a public place offering or asking for a product or service, or a person to do a certain job
affiliate	an organization that is attached to a larger organization
assistant	a person who helps in a business, usually by doing general, not very skilled work
authority	the (official) power to give orders, make decisions, etc.
bank	an organization that holds money, important documents and other valuables in safe keeping, and lends money at interest
BIM	British Institute of Management
boss	a person who is responsible for the work of a company, a department or at least one other person
business	commercial activities in general, such as trading, buying and selling
blacklist	a list of people or organizations whom it is best not to deal with because they cannot be trusted
chairman	the man or woman who presides over a meeting
customers and clients	those individuals and organizations that purchase an organization's products and services
deal	a business agreement to buy or sell goods or provide a service
department	a section of a larger business, organization or shop
economist	an expert in Economics
efficiency	the ability to produce a good result without wasting time or energy
executive	a person who makes and carries out important decisions in a company

firm	two or more people in business to make profit by selling goods or services
governor	a person who controls any of certain types of organization or a place.
HRM	human resource management
management	the act of getting people together to accomplish desired goals and objectives using available resources efficiently and effectively
manager	a person who is employed to control, organize and direct part or all of a business or organization
managerial ethics	standards of conduct and moral judgement used by managers or organizations in carrying out their business
market	a gathering of people for buying and selling; the place where they meet
marketing	the action of identifying, satisfying and increasing the buyer's demand for a company's products; part of a company that deals with this
negotiate	to try to reach an agreement through discussion
organization	a group of people, departments or institutions that work together
personnel	the people employed by an organization
president (US)	the chief officer of a company who is responsible for deciding and carrying out company policy
public relations	the use of communications media and related activities to create a favourable overall impression of the organization among the public
recruitment	the process of looking for and choosing new staff for an organization
reorganization	rearrangement of working methods or finance within a company or a group of companies

resolution	a decision by members of a company made binding by a formal vote at a meeting
salary	a regular fixed payment for work or services, usually paid monthly by cheque or straight into a bank account
sales management	attainment of an organization's sales goals in an effective and efficient manner through planning, staffing, training, leading and controlling organizational resources
senior	having a high or higher rank in an organization
staff	the workers or employees of an organization
superintendent	a person who is officially in charge of an activity a place, etc.;
supervisor	a person with authority who watches others work to make sure a job is done properly
trade	the buying and selling of goods, services, currencies or securities
training	the process of teaching someone to do a job or of learning to do a job

Training programs for managers can vary from training in general supervision to training in specific techniques such as management by objectives. There are two main approaches in manager's training: off-the-job and on-the-job training. The first method consists in attending a management seminar course. The second one is composed of two stages:

- a) to send a small number of managers to a seminar course;
- b) to have them coach their subordinate managers upon their return.

EXERCISES

1. Find the English equivalents in the text above.

- управління;
- основа швидкого розвитку;
- практичний досвід;
- освіта;
- робочі досягнення;
- навчальні програми;
- управляти людьми;
- відрізнятися.

2. Match the English words with their Ukrainian equivalents.

feedback	досвід
rapid	зворотній зв'язок
enterprise	мета
experience	швидкий
objective	підприємство

3. Make up logical pairs.

to coach	the requirements
to improve	the tasks
to perform	the results
to meet	subordinate managers
to achieve	the goals
to manage	the employers

4. Memorize the following terms and their Ukrainian equivalents.

management	1) управління (планування, регулювання, контроль), керівництво, менеджмент, завідування; 2) організація виробництва; 3) адміністрація, дирекція;
automated management	автоматизоване управління;
business management	1) управління комерційним підприємством; 2) теорія управління комерційним підприємством;
cash management	контроль та регулювання грошових операцій;
day-to-day management	оперативне управління;
debt management	контроль та регулювання боргових відносин;
financial management	управління фінансовою діяльністю;
income tax management	ведення банком податкових справ клієнта;
investment management	управління портфелем цінних паперів;
job management	організація праці;
line management	лінійне керівництво;
monetary management	контроль та регулювання грошового обігу;
personnel management	1) керівництво кадрами; 2) взаємовідносини адміністрації з окремими працівниками;
portfolio management	контроль і регулювання портфеля активів;

<i>project management</i>	1) керівництво проектом; 2) управління підприємством;
<i>record management</i>	організація ведення записів;
<i>staff management</i>	1) функціональне (штабне) керівництво; 2) управління персоналом
<i>top (executive) management</i>	1) вище (виконавче) керівництво; 2) вища адміністрація;
<i>venture management</i>	цільове управління.

5. Answer the following questions.

1. What is an economic management?
2. What does management mean?
3. What spheres of management development are covered by the concept of management?
4. What are four main functions of modern management?
5. What is the best way to manage people?
6. What are the main approaches in manager's training?

6. Match the terms with their definitions.

1. to manage	a. connected with the job or being a manager
2. management	b. a woman who is in charge of business such as shop or restaurant
3. manager	c. to direct or control a business, part of a business or the people who work in it
4. manageress	d. the activity or skill of directing and controlling the work of a company or organization
5. managerial	e. someone whose job is to manage all or part of a company or organization or a particular activity

7. Agree or disagree with the following statements.

For agreement use:

For disagreement use:

I think so.

I don't think so.

I agree ...

I disagree...

Yes, I should think so ...

I don't agree with you here.

Certainly it did.

Definitely not.

Exactly.

Not in the least.

You are right.

I can't agree with you.

I fully agree with you.

I'm afraid you are mistaken

1. An economic management is the basis of rapid development that meets the requirements of industrialized economies.
2. Management means a skilful treatment of business, enterprises and organization in order to improve their performance and effectiveness.
3. There are two main functions of modern management: planning and controlling.
4. Managers don't manage people. They manage enterprises.
5. There are four main approaches in manager's training.

8. Fill in the gaps with the most appropriate words from the box.

training	decide	mixes	investigation	make	uses
	attending to	knowledge	services		

1. Management science ... systematic approaches and quantitative methods to improve organization and system performance and ... better economic decisions. It uses mathematics, statistics, models, and computers to define, analyse, and solve problems.

2. Management science has been used in a wide range of situations, in companies and industries, and in ... all kinds of problems.

3. There are related fields in which management techniques are used, but which do not require such intensive

4. Operation management can be found in use in production plants, warehouses, distribution and transportation ... , and even in banks, airlines, and other service industries.

5. Mary Parker Follett (1868–1933) defined management as "the art of getting things done through people".

9. Translate into English.

1. Менеджмент – це процес планування, організації, приведення в дію та контролю організації. 2. Менеджмент стосується всіх сфер діяльності організації. 3. Сучасний менеджмент має чотири ключових функції. 4. В Україні поки ще не досягнуто значних успіхів у теоретичному і практичному менеджменті. 5. Сучасний менеджмент містить дві складові: теорію керівництва, практичні способи ефективного управління, або мистецтво управління.

10. a) Read the discussion about the direction a certain company should take.

1. As I see the problem, the major focus of investment must be in improving productivity. We've also got to make sure there are no delays in deliveries. In this way we can aim to bring down the price and make our products more readily available. We're in a mass market, where price and availability are what matter most to our customers.

2. I think we'd all agree with you as far as you go. But I feel what we are still failing to do is to establish a strong enough brand. The only way we can do this in an increasingly competitive market is to increase our budgets in advertising and make our sales force even more effective.

3. I'm not sure I agree with either of you. You are both taking a too restricted view looking at it from the inside out. What we need is to take an outside-in approach. What I mean by this is we've got to get to know our customers better, what their

needs and wants are. If we are just production- or sales-oriented, that'll keep the turnover going in the short term but we've got to stay ahead of the competition in the long term. No, I feel we must certainly ensure quality and price for our existing products and of course promote them well, but above all we need to look to the future – a strategy for the next twenty years in terms of growth. This means better market research – generally a more integrated approach.

4. George takes the longer-term view but I feel he misses an important dimension. It's not enough to focus just on our customers' present and future needs. We have to take a wider view – there are strong pressures in society now which have little to do with individual needs and wants – I'm thinking of the environment in particular. I feel we need to look at what type of world we are...

5. Come on, Julie. Let's get back down to earth. This company has made its name and its money by being first in the field in new areas. You only have to look at the Japanese to see what they're spending on R&D. Product innovation is where the future is...

b) Match the concepts from the discussion with their definitions.

1. <i>The production concept</i>	a. The company should consider the needs not only of its customer but also of society as a whole.
2. <i>The product concept</i>	b. The company should focus on the needs of its customers.
3. <i>The selling concept</i>	c. The company should focus its effort on selling and promotion.
4. <i>The marketing concept</i>	d. The company should focus on making product improvements.
5. <i>The societal marketing concept</i>	e. The company should focus on improving production and distribution efficiency.

c) Allocate one of the concepts (A–E) to each of the – speakers (1–5).

11. Write a summary of the text using the model-scheme given below.

- The title of the text is ...
- The subtitle denotes ...
- This text deals with...
- The subject of it is ...
- The text consists of ... logical parts and contains ... main aspects. They are ...
- It is stressed that ...
- ... are described.
- This information is useful for ...

12. Read and translate the information about Management Gurus.

Robert Owen (1771 – 1858) is frequently referred to as the father of modern personnel management. He experimented with improving working conditions in the factories and raising the minimum age for working children. He successfully used his experiments to get national legislation passed, limiting the abuse of child labor. He provided meals at the factories for on-duty employees and set up company stores to sell necessities at cost, and sought to improve the community by building houses and streets and making the community and factory attractive.

Henry L. Gantt (1861 – 1919) implemented a wage incentive programme that provided bonuses for workers who completed their jobs in less time than the allowed standard. He also initiated a bonus plan for supervisors. The main thrust of his system was centred on the completion of a given amount of work in a given time.

Max Weber (1864 – 1920), the father of bureaucratic management, developed a system in which the individual was granted a series of primary occupations and responsibilities within an office. Each lower office was accountable to the next higher one following a systematic division of labour which pursued organizational goals and objectives. People working in each office were chosen for their position based on their qualifications. Their sole responsibilities were the primary occupations or classifications assigned to them when they were hired. Promotions were designed to reward seniority, achievement or both.

Chester I. Barnard (1886 – 1961) is former President of New Jersey Bell Telephone and the Rockefeller Foundation who attempted to connect scientific management and human relations. Barnard defined an organization as a system of discerning co-ordinated individual activities or forces.

Luther Gulick (1892 – 1992) was among those who tried to build a foundation for management theory. He viewed management functions as universal. His seven-activities acronym, POSDCORB, is a familiar word in management practice. POSDCORB stands for planning, organizing, staffing, directing, co-ordinating, reporting and budgeting. He wanted to revise administrative practices by the establishment of general rules.

13. Read the following quotations and explain them.

- Management is and has to be a power (Peter Drucker).
- What gets measured gets managed (Peter Drucker).
- Lots of folks confuse bad management with destiny (Kin Hubbard).
- Management is the art of getting other people to do all the work (Anonymous).
- Management is nothing more than motivating other people (Lee Iacocca).

TEST YOUR GRAMMAR

SINGULAR AND PLURAL OF NOUNS

1. Make the following words plural.

Manager, money, function, object, economy, component, currency, boundary, debt, value, individual, piece, countryside, delay, computer, half, advice, credit, asset.

2. Divide the following into two columns.

1) used only in singular; 2) used both in singular and plural.

Money, coin, status, amount, air, deposit, bank, quantity, currency, commodity, supply, circulation, electronics, water, government, store, information, worth, stability, contents, means, knowledge, scissors, luggage, traffic, economics, job, work, species, language.

3. Fill in the blanks with the appropriate form of the verb *to be*.

1. Your advice ___ always welcome.
2. The reports he gave us ___ very useful.
3. No news ___ good news.
4. The phenomena ___ unusual.
5. The government_____ not able to pursue the policy which had been promised before the elections.
6. His company _____ founded in 1996.
7. The police ___ responsible for these actions.
8. The knowledge she has got at college ___ very deep.
9. The contents of the letter ___ made public.

4. Choose the right answer.

1. The news ... very important.
a) *am*; b) *is*; c) *are*
2. A lot of documents ... lost.
a) *is*; b) *are*; c) *am*
3. The advice that he gave me ... good.
a) *was*; b) *were*; e) *are*
4. Half of the students ... from another university.
a) *is*; b) *were*; c) *are*
5. The ... in the scientific research are very important.
a) *data*; b) *datum*; c) *datums*
6. Economics ... taught at our university.
a) *is*; b) *are*; c) *were*
7. His glasses ... broken.
a) *is*; b) *was*; c) *are*
8. The luggage ... brought at once.
a) *was*; b) *were*; c) *are*

5. Read the dialogue and choose the right answer.

Mike: Do you have change for *a dollar/dollars*?

Brian: Yes, you're in luck. I have some. What do you need *it /them* for?

Mike: I need some *change/changes* for the bus.

Brian: How do you want *it/them*?

Mike: I need a couple of quarters and five dimes.

6. Some sentences have mistakes. Correct them.

1. Economics are very difficult to understand.
2. Those trousers is nice.
3. Twenty pounds is a lot for me.
4. The news is not very good.
5. Three years are a long time.
6. My glasses is broken.
7. The rest of the staff are coming later.
8. Mathematics is a very important subject.
9. The police have arrested him.
10. Many people is worried about this.
11. One of my friends are coming to meet us here.
12. A number of us is concerned.
13. There are a couple of points to make.
14. My scissors is not cutting properly.

Lexical Quest	Grammar Quest
1. What does management mean? 2. What is the best way to manage people? 3. What are two main approaches in manager's training?	1. What nouns are used only in singular? 2. How do we make plural of the nouns ending in -o, -f(e), -y? 3. What nouns are used only in plural?

detailed plans and procedures to implement the general plans of top management. They may determine the number to salespeople for a particular territory, operate a branch of a department store chain, select equipment for a new facility, or develop techniques for evaluating employee performance.

Supervisory management, or first-line management, includes supervisors, foremen, department heads, section leaders who are directly responsible for details assigning workers to specific jobs and evaluating daily – even hourly – performance. The first level managers are responsible for putting into action plans developed by middle management.

EXERCISES

1. Study the job titles of managers of different levels.

Retail Sales Manager	менеджер з роздрібною торгівлі
Brand Manager	бренд-менеджер
Certified Financial Manager (CFM)	керівник фінансової служби, комерційний директор
Inventory Control Manager	відповідальний за контроль витрат матеріальних коштів
Production Manager	керівник виробництва
Warehouse Manager	завідуючий складом
Accounting Manager	головний бухгалтер
Human Resources/ Labour Manager	завідувач відділу кадрів
Construction Manager	керівник будівництва
Engineering Manager	керівник конструкторського бюро; головний інженер
Department Manager	менеджер відділу
Line Manager	безпосередній керівник
Payroll Manager	менеджер з розрахунку зарплатні
Industrial Business Manager	економіст зі збуту та постачання

Design Manager	головний конструктор
Machine Shop Manager	начальник цеху; технолог
Manufacturing/Engineering Manager	головний технолог; керівник технологічного відділу
Operations Manager	керівник виробництва
Quality Manager	начальник служби технічного контролю
Portfolio Manager	співробітник банку, відповідальний за керування інвестиціями клієнта
Asset Manager	розпорядник активами/майном
Chief General /Executive Manager	директор підприємства; генеральний директор
Certified Management Consultant (CMC)	дипломований консультант з питань керування

2. The words in the box frequently occur before “manager”. Find combinations that mean.

<i>personal</i>	<i>deputy</i>	<i>product</i>	<i>sales</i>
<i>top</i>	<i>production</i>	<i>department</i>	

1. a person in control of staff in one section of an organization;
2. a person in control of staff but under the authority of a manager;
3. a person in control of the manufacturing process;
4. a person in control of the design and quality of goods made by a company;
5. a person who is at the head of an organization;
6. a person responsible for the sales staff and their work;
7. a person responsible for recruiting and training employees and dealing with their problems.

3. Match the job titles of managers of different levels to their Ukrainian equivalents.

1. Personnel Development Manager	a) заступник/помічник директора/керівника
2. Traffic Manager	b) представник міської адміністрації
3. Store Manager	c) керівник / головний інженер проекту
4. Kitchen Manager	d) керівник філіалу (фірми)
5. Advertising Manager	e) керівник відділу збуту / маркетингу
6. Sales Manager	f) керівник адміністративного відділу / служби
7. Purchasing Manager	g) менеджер у сфері розвитку персонала
8. Assistant/Deputy Manager	h) керівник транспортного відділу
9. Manageress	i) шеф-кухар
10. Project Manager	j) керівник відділу закупівель
11. Administrative Services Manager	k) керівник відділу продажів
12. Marketing Manager	l) директор магазину
13. City Manager	m) менеджер жіночої статі
14. Branch/Division Manager	n) менеджер рекламної агенції

4. Answer the following questions.

1. What does the manager's job involve?
2. How many levels of management do you know?
3. What does the highest level of management include?
4. What functions are performed by top management?
5. What is the second level of the management pyramid?
6. What are the middle managers responsible for?
7. What are the first level managers responsible for?

5. Make up sentences.

Bank manager	is	a responsible person placed in charge branch, i.e. a local division of a business or other organization
Branch manager		a manager who has the responsibility for a district in which there are several branches of the business or other organization
Commercial manager		is in charge of an office, especially a departmental office in a business or factory, he has special responsibility for dealing with documents, records and the passing of information such as reports and returns needed not only by the higher management but also by the other managers, foremen and ordinary workers
District manager		the name given by customers to the manager in charge of a branch of a bank
Office manager		a manager responsible for all matters concerning the employment of factory workers, office and travelling staff
Personnel manager		a manager who is responsible for the work of sales department
Sales manager		an unflattering term referring to the large number of managers who are neither at the top of the managerial ladder nor obviously at the bottom of it
Middle manager		one who is responsible for the successful control of the commercial activities of an organization, i.e. buying and selling so as to produce a profit

6. Match the job titles of managers (a-e) to their definitions (1-6). One job title can be used twice. Find Ukrainian equivalents of these job titles.

- a) Line Manager;
- b) Floor Manager;
- c) Player Manager;
- d) Stage Manager;
- e) City Manager.

1. The stage manager of a television production.
2. The person responsible for lighting and other technical arrangement for a stage play.
3. An official employed by an elected council to direct administration of a city government.
4. A manager to whom an employee is directly responsible.
5. A person who both plays in a sports team and manages it.
6. A supervisor of shop assistants in a large store.

7. Do you know famous managers? Read and translate the information about them?

1. *Henry Ford* (1863-1947), was the leading manufacturer of American automobiles in the early 1900's. He established the Ford Motor Company, which revolutionized the automobile industry with its assembly line method of production. The savings from this technique helped Ford sell automobiles at a lower price than anyone had before. From 1908 to 1927, more than half the cars sold in the United States were Fords.
2. In 1950, *Helena Rubinstein* was one of the richest women in the world. She started with nothing. She had no money, no education, and no one to help her. All she had were 12 jars of face cream and a lot of energy and ambition. She turned these into a multimillion-dollar cosmetics empire. Helena Rubinstein wasn't a very good wife or mother. Her work was the most important thing to her, and she dreamed only of expanding her business. She was a great success. People called her "the beauty queen". Rubinstein was a workaholic. She never stopped working, and she ignored her family. Helena Rubinstein was a ruthless business woman.
3. *Akio Morita* and his partner, Masaru Ibuka, started the Sony company. It is one of the most successful companies in the world. Morita had some ideas that were new to business. They were not typical. First, he wanted people to think of quality when they heard the name Sony. Second, he wanted to make and sell

personnel manager directly supervises people in an organization. Financial manager is a person who is responsible for finance. Sales manager is responsible for selling of goods. A marketing manager is responsible for promotion of products on the market.

Almost everything a manager does involves decision-making. When a problem exists a manager has to make a decision to solve it. In decision-making there is always some uncertainty and risk.

Management is a variety of specific activities. Management is a function of planning, organizing, coordinating, directing and controlling. Any managerial system, at any managerial level, is characterized in terms of these general functions.

Managing is a responsible and hard job. There is a lot to be done and relatively little time to do it. In all types of organizations managerial efficiency depends on manager's direct personal relationships, hard work on a variety of activities and preference for active tasks.

The characteristics of management often vary according to national culture which can determine how managers are trained, how they lead people and how they approach their jobs.

The amount of responsibility of any individual in a company depends on the position that he or she occupies in its hierarchy. Managers, for example, are responsible for leading the people directly under them, who are called subordinates.

2. Translate the following words into English.

Просування товарів на ринок, некомерційні організації, фінансовий менеджер, менеджер по персоналу (начальник відділу кадрів), управлінський рівень, змінюватися, характерні риси, управлінська ефективність, залежати від посади, відповідальність, підлеглі.

3. Answer the following questions.

1. What terms can be used instead of the term “manager”?
2. What does the term “manager ” mean?
3. What is a financial manager responsible for?

4. What is a sales manager involved in?
5. What is a personnel manager responsible for?
6. How do the characteristics of management vary?
7. What does the amount of responsibility of any individual in a company depend on?

4. Complete the following sentences.

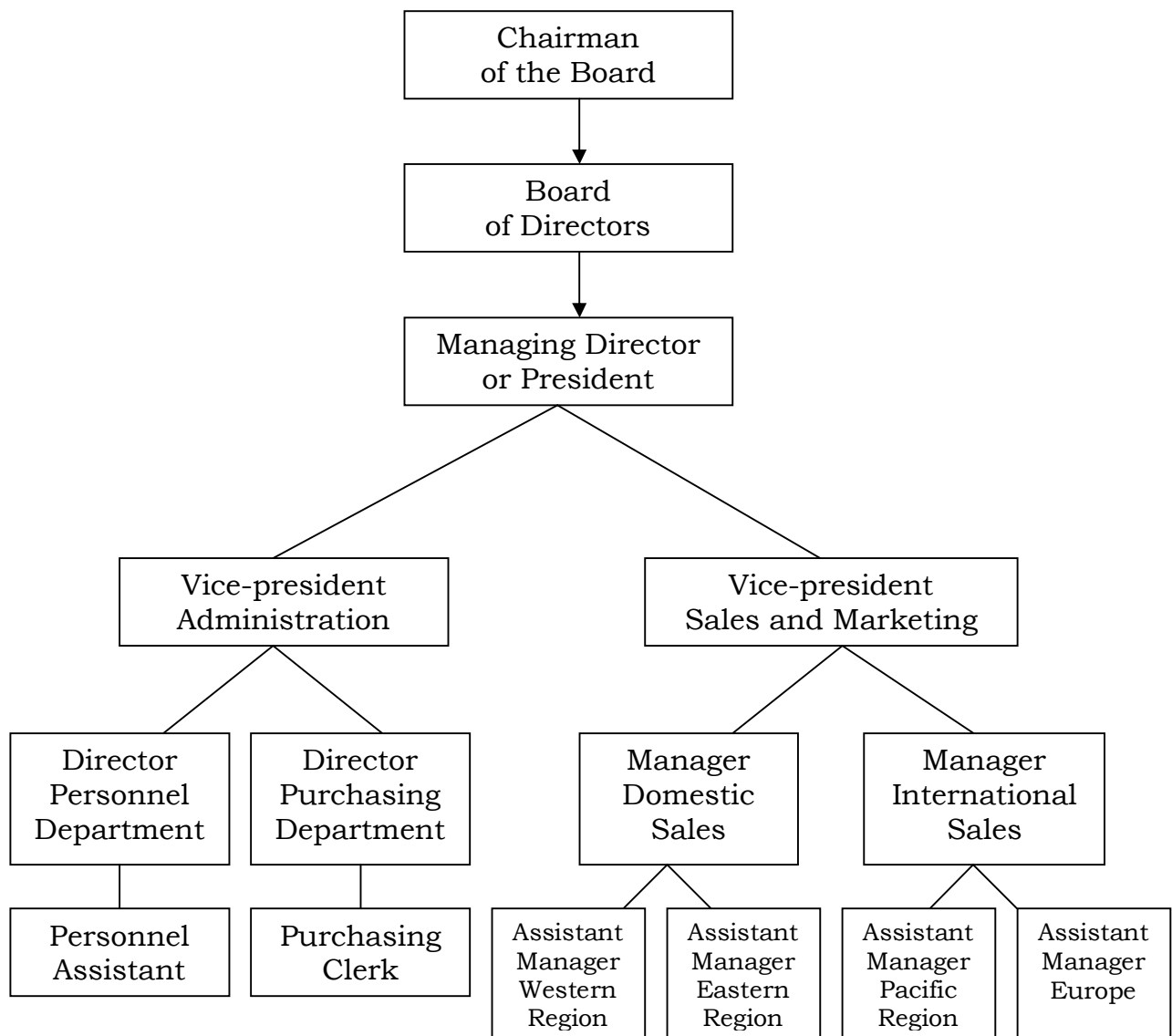
The top people in a company can be called ...	'middle management'.
The opposite of 'senior management' is ...	concerned with the long-term of the company.
Between 'senior' and 'junior' management is ...	'junior management'.
The group of managers can be called ...	means being determined to do well and using strong methods to achieve success.
'Aggressive management'	concerned with the ordinary and regular issues of a company.
'Day-to-day management' is	the 'management team'.
'Strategic management' is	concerned with all aspects of the company, not a specialist area such as Research or Marketing.
'General management' is ...	lacks the determination to carry out difficult decisions or actions.
'Weak management'	'senior management'.

5. Number qualities of a perfect manager in order of their importance.

- intelligent and quick-thinking;
- experienced and knowledgeable in the field;
- friendly and sociable; gets on well with everyone;
- even tempered; does not get angry or annoyed easily;

- tactful; can handle people successfully without upsetting them;
- has good administrative skills; deals with paperwork quickly and efficiently;
- energetic and hard working;
- dresses well and always looks smart.

6. Study the following organizational chart which shows the different positions in a company. Look at it and write the name of the position in the blank.



1. He is in charge of the company. Everyone reports to him. He makes all final decisions. He is the
2. All of the sales personnel in Europe report to him. The manager of International Sales supervises him. He is the

3. Her supervisor is responsible for all purchases made by the company. She completes the forms to him to sign. She is the

4. She helps all new employees with their forms for health insurance, pay checks and so on. She is the

5. The Director of Personnel and Purchasing departments report to him, and he reports to the Managing Director. He makes sure the company runs efficiently. He is the

7. Read and translate the following sentences into Ukrainian. Make up questions to the words in italics.

1. *A manager* is the link between upper management and employees. 2. A manager is *responsible for* overseeing the work of others and for achieving company objectives. 3. Managers *differ* in the ways they go about their work or the type of environment they prefer 4. Managers have control over *resources, schedules, and expenditures, among other things*. 5. *As a manager rather than a staffperson*, you have more power to exert changes within your organization and help direct its growth.

8. Make up sentences about famous world managers.

Roman Abramovich	is	famous Italian billionaire business and fashion designer that founded the Giorgio Armani S.p.A. company.
Giorgio Armani		business woman and founder of Mary Kay Cosmetics
Mary Kay		Italian Prime Minister and wealthy businessman.
Silvio Berlusconi		cofounder of the Microsoft software company and the richest man in the world.
Bill Gates		wealthy Russian oil billionaire and English football team owner.

9. Make up a plan covering the main ideas of the text above. Retell the text.

10. Read the following quotations and explain them.

- The key to being a good manager is keeping the people who hate me away from those who are still undecided (Anonymous).
- I'm not the manager because I'm always right, but I'm always right because I'm the manager (Gene Mauch).
- A good manager is best when people barely know that he exists. Not so good when people obey and acclaim him. Worse when they despise him (Anonymous).
- A bad manager confuses activity with performance (Anonymous).

TEST YOUR GRAMMAR

INDEFINITE TENSES

1. Give the past form of the following verbs.

To manage, to control, to buy, to give, to classify, to sell, to choose, to become, to make, to report, to determine, to go, to do, to meet, to take, to plan, to get.

2. Make the following sentences negative and interrogative.

Example. I start my work early. – *I don't start my work early. When do you start work?*

1. Employees are an important component of every business.
2. The manager determined the goals of the organizations and offered how to achieve them.
3. A managing director is the highest-ranking corporate officer in charge of total management of an organization.
4. Planning is a very important step of management.
5. He will become a chief executive officer next week.
6. I thought that was a good suggestion.
7. They will pay all the taxes tomorrow.
8. She seemed to be very happy in her new job.

3. Open the brackets using the verbs in *Present or Past Indefinite Tense*.

Translate the sentences into Ukrainian.

1. Mr. Jones (work) as a financial manager of the Washington Post Company in 1998.
2. The term "management" (refer) to the activities involved in the four general functions: planning, organizing, leading and coordinating of resources.
3. Management development (be) an effort that enhances the learner's capacity to manage organizations?
4. If a company (not make) a profit, it (become) bankrupt.
5. Our company (receive) \$12,000 from selling products last month.
6. One of the main aims of our company (be) to make a profit.

4. Make up the questions and complete the table with information about you.

where/live?	
who/live with?	
what/do?	
hobbies	
why/learning English?	

5. Choose the right answer.

1. Microsoft computers.
a) is making b) makes c) does
2. Cannon new advanced types of printers every year.
a) is developing b) develops c) is taking
3. I guess we a market share of about 20%.
a) have b) has c) are being in charge of
4. Kate often her reports in time.
a) flies b) is sending c) sends
5. Inflation quickly.
a) is sliding b) slides c) grows

6. Put one of these verbs in *Past Indefinite* in each sentence.

buy sign cost sell meet spend teach send write

1. The sales manager ____ a letter to his business partner yesterday.
2. 'How did you learn to work at a computer?' 'My friend ____ me.'
3. We couldn't afford to keep our car, so we ____ it.
4. Jim ____ the report to Sue, who ____ it.
5. Mr. Collins, sales manager of Goodman and Co., _____ the delegation at the airport.
6. Ann ____ a lot of money yesterday. She ____ a computer which ____ \$800.

7. Match the question to the answer.

1. What time did the meeting finish?
2. Where did you stay the last time you were in London?
3. Who asked Bill Smith to call them back?
4. Why didn't you tell me that Harry had called?
5. When did we buy that last computer?
6. Why did you tell him that?
7. How long did he stay?
 - a) I'm sorry. I didn't realize that it was confidential.
 - b) Only ten minutes. He was in a hurry.
 - c) Sorry. It completely slipped my mind.
 - d) On Tuesday, I think.
 - e) I did. Can you put him though on my phone?
 - f) About ten minutes ago. It was dreadful, endless arguments.
 - g) At the Novotel. It was an excellent place.

8. Choose the right answer.

1. I'm too tired to walk home. I think I ... a taxi.

a) *get*

b) *got*

c) *will get*

2. ... I open the window?

a) *will*

b) *shall*

c) *do*

3. Where ... we go this evening?

a) *do*

b) *will*

c) *shall*

4. Over the next few years, interactive TV ... a great impact on consumer.

a) *make*

b) *makes*

c) *will make*

5. She ... you as soon as she gets the information.

a) *will contact*

b) *contacts*

c) *contact*

6. He ... back the loan in August.

a) *will have paid*

b) *paid*

c) *will pay*

7. In December we ... into anew office.

a) *will move*

b) *will be moving*

c) *move*

Lexical Quest	Grammar Quest
1. What does the manager's job involve?	1. What action is expressed by <i>Present, Past and Future Indefinite Tenses</i> ?
2. What does the highest level of management include?	2. How do we make negative and interrogative sentences in <i>Present, Past and Future Indefinite Tenses</i> ?
3. What are the middle manages and the first level manages responsible for?	3. What auxiliary verbs do we use in <i>Present, Past and Future Indefinite Tenses</i> ?

Directing. Sometimes called leading or motivating, **directing** function involves influencing the members of the organization to perform in ways that accomplish the organization's objectives.

Directing focuses directly on the people in the organization, since its major purpose is to channel human behaviour toward accomplishing organizational goals.

Controlling. Finally, a manager must make sure that the actual performance of the organization conforms with the performance that was planned for the organization. This is the controlling function of management.

At this point, one should note that the management process does not involve four separate or unrelated activities but a group of closely related functions. Also the four functions do not necessarily occur in the sequence which has been presented. In fact, the only time they might do so is when a new organization is being formed. In reality, various combinations of the four activities usually occur simultaneously.

EXERCISES

1. Give the English equivalents for the following words and phrases.

- досягати організаційних цілей;
- встановлювати відповідні стратегії;
- на всіх рівнях організації;
- створювати та розвивати організацію;
- наступний крок;
- вплив на членів організації;
- у представленій послідовності;
- непов'язані між собою види діяльності;
- одночасно;
- вплив на членів організації.

2. Make up word combinations, translate them and find them in the text.

- | | |
|-------------------|------------------|
| 1. management | a) behaviour |
| 2. unrelated | b) relationships |
| 3. human | c) functions |
| 4. authority | d) process |
| 5. key | e) activities |
| 6. appropriate | f) function |
| 7. controlling | g) goals |
| 8. organizational | h) strategies |

3. Make up your sentences using these words and word combinations.

4. Divide the words into the following groups.

<i>Noun</i>	<i>Adjective</i>	<i>Verb</i>
-------------	------------------	-------------

Management, to accomplish, organizational, goals, spells, activity, appropriate, managers, develop, organization, will be able, involves, human, behaviour, goals, actual, performance, conforms, note, separate, is being formed, various, combinations.

5. Answer the following questions.

1. What is the process of management used for?
2. What are the four key functions of management?
3. Why is the planning function called the capstone of management?
4. What is the purpose of the organizing function?
5. What elements does the controlling function require?
6. Do the four functions necessarily occur in the sequence presented in the text?

6. Agree or disagree with the following statements.

For agreement use:

I think so.
I agree ...
Yes, I should think so ...
Certainly it did.
Exactly.

For disagreement use:

I don't think so.
I disagree...
I don't agree with you here.
Definitely not.
Not in the least.

1. Management is the process used to accomplish organizational goals through planning, organizing, directing and controlling people and other organizational resources.
2. The organizing function is the capstone activity of management.
3. Planning activities determine an organization's objectives and establish the appropriate strategies for achieving those objectives.
4. Planning is done by all managers at top level of the organization.
5. The purpose of the directing function is to create a structure of task and authority relationships that serves this purpose.
6. Organizing is sometimes called leading or motivating.
7. Directing focuses directly on the people in the organization.
8. The four functions of management occur in the different sequences.
9. The various combinations of the four activities usually occur simultaneously.

7. Discover the meaning of these functions matching them with their description.

- | | |
|-----------------|----------------|
| a) controlling; | c) organizing; |
| b) planning; | d) leading. |

1. This step involves mapping out exactly how to achieve a particular goal. Say, for example, that the organization's goal is to improve company sales. The manager first needs to decide which steps are necessary to accomplish that goal. These steps may include increasing advertising, inventory, and sales staff. These necessary steps

are developed into plan. When the plan is in place, the manager can follow it to accomplish the goal of improving company sales.

2. After a plan is in place, a manager needs to organize her team and materials according to her plan. Assigning work and granting authority are two important elements of organizing.

3. A manager needs to do more than just plan, organize, and staff her team to achieve a goal. She must also lead. Leading involves motivating, communicating, guiding, and encouraging. It requires the manager to coach, assist, and solve the problems with employees.

4. After the other elements are in place, a manager's job is not finished. He needs to check results against goals and take any corrective actions necessary to make sure that his area's plans remain on track.

8. Match the terms with their definitions.

1. nonverbal communication	a. the systematic process of regulating organization activities
2. planning	b. the process of administering and coordinating resources effectively to achieve the goals of the organization
3. management	c. a group of individuals who work together to accomplish a common goal
4. control	d. actions, gestures, and other aspects of physical appearance that can be a powerful means of transmitting messages (also known as body language)
5. organization	e. the act of determining the organization's goals and defining the means for achieving them

9. Fill in the blanks with the appropriate words.

<i>organization's objectives</i>	<i>accomplish the objectives</i>	<i>twofold</i>
<i>meet the standards</i>	<i>managers</i>	<i>leading</i>
		<i>directing function</i>

1. The planning function determines an _____ and establishes the strategies for achieving those objectives.
2. Planning is done by _____ at every level of the organization.
3. Managers must create an organization that will be able to _____ .
4. Directing function is sometimes called motivating or _____ .
5. The major purpose of the _____ is to channel human behaviour toward accomplishing organizations goals.
6. Controlling function involves actions to correct performance that does not _____.
7. According to the management guru Peter Drucker (1909–2005), the basic task of a management is _____: marketing and innovation.

10. Read and translate facts about famous manager Henri Fayol. Make up five questions to the text.

An executive and mining engineer, *Henri Fayol* (1841 – 1925) played an important role in the field of management from 1888 until the time of his death in 1925. In *Industrial and General Administration*, he presented his 14 principles of management and the 5 functions all managers perform.

The 14 principles include: division of work, authority and responsibility, discipline, unity of command, unity of direction, subordination of individual interest to the general interest, remuneration, centralization, scalar chain (line of authority with peer-level communication), order, equity, stability of tenure of personnel, initiative, union is strength.

The Five Functions of Management was the most important of Fayol's six industrial activities (technical, commercial, financial, security, accounting, managerial) and included:

Planning - examining the future and drawing up plans of actions

Organizing - building up the structure (labor and material) of the undertaking

Commanding - maintaining activity among the personnel

Coordinating - unifying and harmonizing activities and efforts

Controlling - seeing that everything occurs in conformity with policies and practices.

He presented his thinking in his work to serve as a model for the educational program he espoused. His work was largely ignored in the U.S. until it was republished in 1949.

11. Choose the right answer.

1. Management is the process used to accomplish organizational goals through

- a) planning, organizing, accounting and controlling;
- b) planning, advertising, directing and controlling;
- c) planning, organizing, directing and controlling.

2. Planning activities determine

- a) an organisation's profits;
- b) an organisation's objectives;
- c) an organisation's earnings and expenses.

3. The organizing function is aimed to create

- a) a board of directors;
- b) investors;
- c) a staff to accomplish the organization's objectives.

4. The directing function serves to

- a) check the accounting statement;
- b) move the organization toward the object;
- c) create money for salary payment.

5. The controlling function of management allows to make sure that the actual performance of the organization conforms with the performance that

- a) was planned;

- b) was done;
- c) will be planned.

12. Crossword.

1. Someone whose job is to manage a company.
2. Something you want to achieve or accomplish.
3. One of the functions of management.
4. The capstone activity of management.
5. A woman who is in charge of a business such as shop or restaurant.
6. At the same time (synonym).
7. To direct or control a business, part of a business or the people who work in it.
8. Goal (synonym).
9. A function of management; when a manager controls the actual performance of the organization.
10. The buying and selling of goods, services, currencies or securities.

							1 M							
						2	A							
		3					N							
						4	A							
						5	G							
6							E							
							7 M							
						8	E							
							9	N						
							10 T							

13. Read and act out the telephone call between a sales manager and one of his agents.

A: Hello, Giorgio. How are you?

B: Fine, nice to hear from you.

A: I was just phoning to see how things are going?

B: Well, not bad. I think the monthly figures as a whole should be just a little below target.

A: Really, I thought this was going to be a good month?

B: Yes, in a way it has been but you know your targets are very ambitious.

A: You seemed perfectly happy about them when we set them together at the beginning of the year.

B: Yes, well, perhaps I was a bit over-optimistic. The market's becoming very competitive and I really haven't got time to get round to see all the customers.

A: I see. Does that mean you need help?

B: No, no, it's just a question of giving up more time.

A: Exactly. Let's just go through the product line and see where we stand.

B: Okay. Just a moment. I'll get the latest figures ... So on the XR 50 it looks like we'll hit 220 — that's above target!

A: Good. We only set 200 for this month, didn't we?

B: That's right. The XR 100 is not moving so well. We'll probably shift about 150 units.

A: Oh ... that's rather disappointing. That's way below target. We were aiming for 300.

B: Yes, I know. As I said, I really haven't got the time to push this one. The customers are really widely dispersed.

A: All right. We'll come back to that. What about the XR 120?

B: That's just about on target. Around 80 this month.

A: That's fine. As you know, the profit margin on the XR 120 is very good. Anyway you seem to be saying you need more help on the middle of the range product?

B: No, not exactly, it's more a question of...

14. Read and translate the following sentences. Make up questions to them.

1. The functions of management uniquely describe managers' jobs. 2. The functions of management define the process of management as distinct from accounting, finance, marketing, and other business functions. 3. Planning is the first tool of the four functions in the management process. 4. Organizational success is determined by the quality of leadership that is exhibited. 5. The process that guarantees plans are being implemented properly is the controlling process. 6. The four functions of management assume a great worth in the success of any business every day.

15. Make up a plan covering the main ideas of the text above. Retell the text.

TEST YOUR GRAMMAR

CONTINUOUS TENSES

1. Put the verbs into the correct tense (*Past Indefinite* or *Past Continuous*).

1. As the equipment (get old), we (decide) to replace it.
2. Marvin (come) home, (switch) on the computer and (check) his emails.
3. The receptionist (welcome) the guests and (ask) them to fill in the forms.
4. Everybody (listen), while the teacher (explain) the tenses.
5. The car (break) down and we (have) to walk home.
6. While we (do) a sightseeing tour, our friends (work).
7. We (wait) for Jane, when suddenly Louis (come) around the corner.
8. When we (travel) around Ireland, we (meet) some very nice people.
9. While the company (investigate) the accident, the government (introduce) new regulations.

2. Put the verbs into the correct tense (*Past Indefinite* or *Past Continuous*).

A: What (do / you) yesterday at 8 p.m.?

B: I (sit) in the cafe with Sam.

A: I (drive) to the sports centre at that time to play squash with a few friends. As

we were only three players, I (try) to ring you to ask if you would like to come as well. But I (reach / not) you at home.

B: Why (ring / not / you) on my mobile?

A: I actually (want) to ring your mobile, but by accident I (dial) William's number. He (do / not) anything special at that moment and really (like) the idea of playing squash with us.

3. Put the verbs into the correct form (*Present or Past Continuous*).

1. When I phoned my friends, they (work). 2. Yesterday at six I (make) financial statement. 3. She (have) a rest all day? 4. I (do) housework when he came home. 5. We (not/ work) now. 6. I tried to tell them the truth but they (not/listen). 7. What (you/do) now?

4. Put the verbs into the correct form (*Future Continuous*).

1. This time next week we (have) negotiations. 2. At nine I (watch) the news on TV. 3. Tonight we (prepare) for our English test. 4. He (not / work) all afternoon. 5. You (eat) at the café at six?

5. Choose the correct form of the verb.

1. I _____ when she arrives tonight.

- a. will be working b. will work

2. I _____ for you when I met my colleague.

- a. was waiting b. will be waiting

3. I _____ at the Madison Hotel, if anything happens and you need to contact me.

- a. will be staying b. will stay

4. He _____ at the library, so he will not see Megan when she comes.

- a. was studying b. will be studying

5. You _____ for her when her plane arrived.

- a. waited b. was waiting

6. While you _____ at home, Peter _____ at the University.

a. were studying

b. studied

c. was being

d. was

Lexical Quest	Grammar Quest
<p>1. What is the process of management used for?</p> <p>2. What are the four key functions of management?</p> <p>3. Do the four functions necessarily occur in the sequence presented in the text?</p>	<p>1. Are there verbs that are not normally used in Continuous Tenses? If yes, what are they?</p> <p>2. What action is expressed by Past Continuous Tense?</p> <p>3. What action is expressed by Future Continuous Tense?</p>

Autocratic leaders make decisions on their own without consulting others, and imply power over others.

Democratic leaders, the second type, involve their subordinates in making decisions. Democratic leadership means that managers and employees work together to make decisions. A democratic sales manager, for example, allows sales personnel to participate in setting sales quotas, while an autocratic sales manager simply assigns quotas for each sales person.

The most democratic style belongs to free-rein leaders who believe in minimal supervision and leave most decisions to their subordinates.

Hundreds of research studies have failed to answer the questions of which leadership style is the best. Researchers now realize that a number of factors should affect a manager's choice of the most appropriate leadership style. The choice can be expressed as follows: "Appropriate leadership is a function of the leader, the subordinates, and the situation".

Some managers use variety of leadership styles as the situation demands.

EXERCISES

1. Translate the following words and word combinations into English.

Складова обов'язків менеджера, здійснювати діяльність, характерні риси, впливати на поведінку, використовувати доступну владу, самостійно приймати рішення, працювати разом, дослідники, брати участь, впливати на вибір менеджера, різні стилі керівництва.

2. Make word combinations, translate and find them in the text.

- | | |
|---------------|---------------|
| 1. visible | a. objectives |
| 2. available | b. style |
| 3. leadership | c. component |
| 4. specific | d. styles |
| 5. autocratic | e. power |

6. basic
7. work
8. make
9. minimal
10. appropriate

- f. together
- g. supervision
- h. leader
- i. leadership
- j. decisions

3. Agree or disagree with the following statements.

For agreement use:

I think so.

I agree ...

Yes, I should think so ...

Certainly it did.

Exactly.

For disagreement use:

I don't think so.

I disagree...

I don't agree with you here.

Definitely not.

Not in the least.

1. Leadership is the most visible component of manager's responsibilities.
2. Researchers have made thousands of studies to find leadership traits.
3. Leadership involves the ability of one person to influence the behaviour of another.
4. There are two basic styles of leadership.
5. An autocratic leader makes decisions on their own without consulting others, and implies power over others.
6. Democratic leaders usually involve their subordinates in making decisions.
7. The free-rein leaders believe in minimal supervision and leave most decisions to their subordinates.
8. Some managers use variety of leadership styles as the situation demands.

4. Make up 10 questions to the text.

5. Match the questions on the left with the answers on the right.

- | | |
|--|--|
| 1. What are the four functions of management? | a) Yes, both people and materials are organized. |
| 2. What is the difference between strategic and tactical planning? | b) Involving employees in setting objectives and making decisions. |
| 3. Is staffing a part of organizing? | c) Planning, organizing, directing and controlling. |
| 4. What are the major leadership styles? | d) Strategic planning is long-range and determines the major objectives of the firm, such as which customers to serve, products to sell. |
| 5. What is participative management? | e) Autocratic, bureaucratic, diplomatic, democratic, and free-rein. |
| 6. What is meant by planning? | f) Checking to determine whether or not progress is being made toward objectives, and taking corrective actions if not. |
| 7. What is organizing? | g) Getting people to work willingly and enthusiastically to achieve the objectives. |
| 8. What is leadership? | h) Anticipating future trends and determining the best strategies to achieve organizational goals. |
| 9. What is control? | i) Designing structure, attracting people, and creating conditions that will achieve the objectives. |

6. Answer the following question: Do you think that leaders are born or made? Think of the features that describe followers and leaders best. Read the list below and mark each feature with L (the leader) or F (the follower).

- Makes the boss look good.
- Volunteers for responsibility.
- Acts on his or her initiative.
- Takes inputs from others and makes decisions.
- Follows orders.
- Contributes in the most helpful way to the team.
- Asks for advice.
- Takes personal responsibility for team goals.
- Gives full attention when others speak.
- Tries to motivate teammates.
- Supports team ideas.
- Admits when he or she is wrong.
- Carefully chooses his or her times of disagreement.
- Is willing to follow others when necessary.

7. Make your presentation as a future manager answering the following questions:

- What is your name?
- Where do you come from?
- Are you a student?
- What are you studying?
- What's your future job?
- What would you like to do in the future?
- What do you like most about your work/studies?
- Would you like to work from home?
- What are the advantages of working in a large office?
- Do you like working in a team?

8. Make up a plan covering the main ideas of the text above. Retell the text.

3. Answer the following questions.

1. What are the main types of management styles?
2. What management style is characterized by giving instructions without asking employees' opinion?
3. The consultative management style is where managers do not consult other people before making a decision, is it?
4. What do democratic management style managers typically want from employees?
5. What management style do you consider to be the most effective one?

4. Fill in the table.

<i>Styles</i>	<i>Descriptions</i>	<i>Effects</i>
Autocratic		
Democratic		
Free-rein		

Description:

1. Leaders make decisions on the basis of group decisions, delegate responsibility, give request rather than orders, expect co-operation.
2. Leaders leave group alone to get on with work; do not intervene or attempt to influence on them.
3. Leaders make arbitrary decisions, do not consult the group, give orders and supervise closely.

Effects:

1. Group is disorganized; does very little work; can be easily demoralized by small problems.
2. Group works hard when the leader is present, stops working when he is absent.
3. Groups work steadily, whether supervised or not; employees are helpful with one another, solve problems jointly.

5. Discover the meaning of these styles matching them with their description.

- a) autocratic; b) democratic; c) free-rein.

1. This style involves the leader including one or more employees in the decision making process (determining what to do and how to do it). However, the leader maintains the final decision making authority. Using this style is not a sign of weakness, rather it is a sign of strength that your employees will respect.

2. This style is used when leaders tell their employees what they want to be done and how they want it to be accomplished without getting the advice of their followers. Some of the appropriate conditions to use it is when you have all the information to solve the problem, you are short of time, and your employees are well motivated.

3. In this style, the leader allows the employees to make the decisions. However, the leader is still responsible for the decisions that are made. This is used when employees are able to analyze the situation and determine what needs to be done and how to do it. You cannot do everything! You must set priorities and delegate certain tasks.

6. Read the English sentences (a, b, c, d, e) and find their Ukrainian equivalents (1, 2, 3, 4, 5).

- a. An autocratic leader makes decisions on their own without consulting others.
- b. Democratic leaders involve their subordinates in making decisions.
- c. Free-rein leaders believe in minimal supervision and leave most decisions to their subordinates.
- d. Hundreds of research studies have failed to answer the questions of which leadership style is the best.
- e. Some managers use variety of leadership styles as the situation demands.

1. Демократичні лідери залучають підлеглих до прийняття рішень.

2. Деякі менеджери використовують різноманітні стилі керівництва відповідно до ситуацій.
3. Ліберальні лідери вірять у мінімальне керівництво та залишають більшість рішень за підлеглими.
4. Автократичний лідер приймає рішення самостійно, не консультуючись з іншими.
5. Сотні досліджень не дали відповіді на питання: який стиль керівництва найкращий.

7. What leader can make such statements?

- 1) "I prefer to hand my workers the task and let them figure out the best way to solve the problem".
- 2) "I decide what should be done and how it should be done".
- 3) "I try to get the opinions of all the members of the group so that we will have a consensus on the best approach".
- 4) "One way in which we accomplish a high level of production is by letting people to do the job the way they want and make them feel that they are something special, not just the run of the mill".
- 5) "I never make any decisions myself. If people know their jobs I believe in letting them make decisions".

8. Read and translate the following text into Ukrainian. Make up questions to the words in italics.

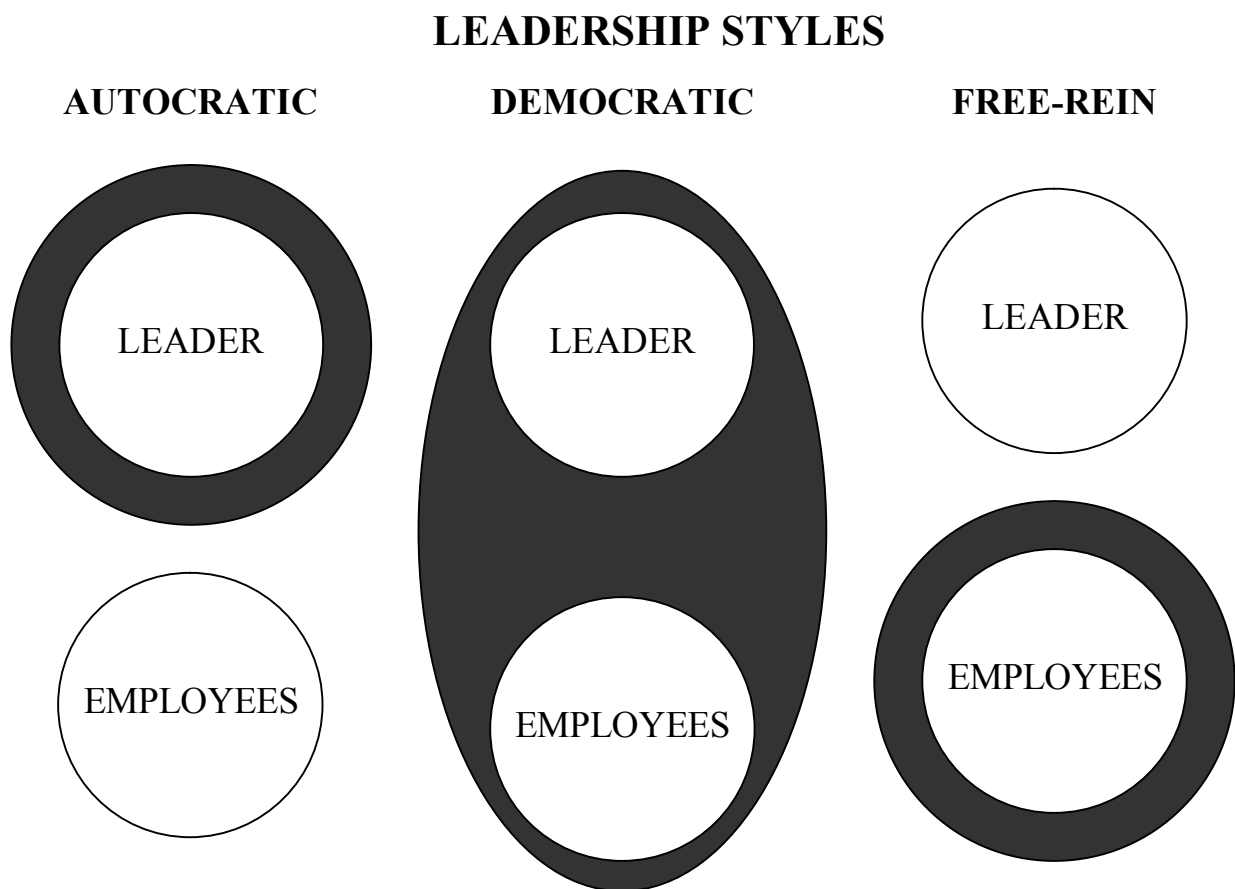
Leadership

Traditionally, *the model for leadership* in business has been the army. Managers and army officers give orders and their *subordinates* (the people working below them) carry them out. Managers, like army officers, may be sent on leadership courses *to develop their leadership skills, their ability to lead*. But they still need *a basic flair or talent for leadership*.'

What makes a great leader? The greatest leaders have *charisma*, an attractive quality that makes other people admire them and want to follow them.

A *leader* may be described as a visionary, someone with the power to see clearly how things are going to be in the future. People often say leaders have drive, dynamism and energy.

9. Look at the scheme and describe each style according to it.



10. Read the following quotations and explain them.

- Management is doing things right; leadership is doing the right things (Peter F. Drucker);
- Management is efficiency in climbing the ladder of success; leadership determines whether the ladder is leaning against the right wall (Stephen Covey);
- Leadership: The art of getting someone else to do something you want done

because he wants to do it (Dwight D. Eisenhower);

- The real leader has no need to lead – he is content to point the way (Henry Miller).

11. Make up a plan covering the main ideas of the text above. Retell the text.

TEST YOUR GRAMMAR

PERFECT TENSES

1. Choose the correct form of the verb.

1. *Did / Have you make/made* a managerial report yesterday?
2. I *didn't live / haven't lived* with my parents since 1992.
3. It's the world's biggest selling book. Six million people *bought / have bought* it last year.
4. Have you ever *been / go* to New-York?
5. *Did you work / Have you worked* in this company?

2. Choose the correct forms in the following sentences.

1. I got up late this morning so when I *arrived/had arrived* at the station, the train *already left/had already left*. 2. I couldn't speak to them because when I *had phoned/phoned*, they *went/had gone* out. 3. I *had enjoyed/ enjoyed* the film even though I *had seen /saw* it before. 4. We realized that we *had met/met* before as soon as we *saw/had seen* each other. 5. She *had spent/spent* a lot of hours studying for her exam because she *had already failed/already failed* it twice. 6. They *had lived/lived* in their house for twenty years when they *decided/had decided* to sell it.

3. Put the verbs into the right tense form.

Simon:you(finish) that report yet?

Lindsey: Sorry, Simon, I(not have) . I(be) very busy, you know. I..... (have to) make the budget forecast for Head Office and I (be) off ill as well.

Simon: Well, I (not to relax) either you know. I never (have) as much work on as at present. I (get) a weekend off for months. I need that report urgently.

4. Choose the right answer.

1. Costs _____ so we can afford to reduce our prices.
a) has contracted b) have fallen c) has gone d) have increased
2. Prices _____ out of control.
a) have increased b) have fallen c) has contracted d) have gone
4. When _____ the company?
a) have you joined b) did you joined c) did you join d) you joined
5. Inflation _____ all sorts of problems.
a) have fallen b) has contracted c) has caused d) increased
6. Sales _____ in 1995 but then _____ in 1996.
a) rised failed b) rose fell
c) have risen have fallen d) rose have fallen
7. The Prime Minister _____ sweeping changes in the tax system.
a) has increased b) has contracted c) has announced d) have falln
8. It was obvious that you _____ this report.
a) hadn't read b) didn't read c) don't read d) read not
9. The market _____ to half what it used to be.
a) have fallen b) has contracted
c) has caused d) has increased
10. _____ in Pakistan?
a) Did you ever worked b) Have you ever worked
c) Worked you d) Didn't you have worked
11. That's the best presentation _____ .
a) I heard b) I didn't hear c) I used to hear d) I've ever heard
12. He's the most difficult customer _____ .
a) I never dealt with b) I never had to deal with.

c) I've ever had to deal with d) I've never had to deal with.

13. _____ to him last week.

a) I spoke b) I've already spoken c) I didn't spoke d) I speaked

14. We _____ a binding contract last year and it is still valid.

a) have signed b) signed c) haven't signed d) have sign

15. The reason I look so brown is that I _____ from a business trip to Barbados.

a)come back b)came back c) came back d) have just come back

Lexical Quest	Grammar Quest
1. What is a leadership? 2. What does leadership involve? 3. What are the basic styles of leadership?	1. Can <i>Present Perfect Tense</i> be used if there is no connection with the present? 2. What are the differences between the <i>Present Perfect Tense</i> and <i>Past Indefinite Tense</i> ? 3. What actions are expresses by <i>Past</i> and <i>Future Perfect Tenses</i> ?

to make them share his point of view, to accept his decision and to follow his leadership.

A good manager must be a creative thinker and highly analytical person. So he must possess the ability to think flexibly in order to find the new answers and new solutions.

A contemporary manager has to know how to accomplish an urgent goal within a short time frame. He must be able to demonstrate outstanding strategic vision, innovation, and strong leadership. He must have exceptional communication and influencing capabilities to cooperate at different levels.

A manager should be mentally competent and physically fit. He has to know how to relate to the employers to establish good labour relations. According to the researchers all manager's skill competencies can be divided into four principle groups: entrepreneurial, intellectual, interpersonal and socio-emotional.

Entrepreneurial competencies have to do with how managers deal with problems. Intellectual competencies have to do with cognitive abilities (abilities connected with obtaining new knowledge). Interpersonal competencies have to do with how managers interact with people.

Socio-emotional maturity has to do with ego development and maturation.

EXERCISES

1. Match the English words with their Ukrainian equivalents.

decision	розподіляти
leadership	рівень
frame	рішення
level	лідерство
to divide	рамка
to interact	розвиток
development	взаємодіяти

2. Make up logical pairs.

to cope with	to direct and control employers
to require	with problems
to relate to	qualities and skills
to obtain	the subordinates
to operate	the new solutions
to demonstrate	at the different levels
to handle	new knowledge
to divide into	people
to deal	point of view
to find	the good relations
to share	a goal
to establish	strong leadership
to accomplish	the requirements
to be able to	groups

3. Make up 5 sentences using logical pairs from exercise 2.

4. Match the appropriate definitions with terms.

1. Technical skills	a. the ability to communicate with, understand, and motivate individuals and groups
2. Interpersonal skills	b. managers need the mental capacity to understand various cause-and-effect relationships in the organization
3. Conceptual skills	c. necessary to accomplish specialized activities
4. Diagnostic and analytical skills	d. a manager can diagnose and analyze a problem in the organization by studying its symptoms

5. Answer the following questions.

1. Why should a manager possess certain qualities and skills?
2. What is the most important manager's quality?

2. Translate the following words and word combinations into English.

Навички творчо вирішувати проблеми, аналіз проблеми, вибір найкращого напрямку дій, оцінка ефективності рішення, комунікативні вміння, вміння слухати, вміння писати звіти, вміння врегульовувати конфлікти, вибір найкращої стратегії, вміння вести переговори, розвиток творчого мислення, само- мотивація.

3. Answer the following questions.

1. What are the main managerial skills?
2. What are the key elements of Creative Problem Solving Skills?
3. Should a manager be able to solve conflicts?
4. What skills help managers to solve conflicts effectively?
5. What negotiation skills should a manager have?

4. Complete the table with the adjectives from the box.

<i>acute</i>	<i>clever</i>	<i>easy-going</i>	<i>hard-working</i>	<i>moody</i>	<i>neurotic</i>
<i>punctual</i>	<i>quick-tempered</i>	<i>responsible</i>	<i>sharp</i>	<i>slow</i>	

<i>Intelligence and Ability</i>	<i>Emotional Stability</i>	<i>Conscientiousness</i>
bright	calm	reliable

5. Not everyone can be a manager. Certain skills are required to help other employees to become more productive. These skills fall under three categories.

Match the skills with categories.

- Conceptual.
- Human.
- Technical.

a. This skill demonstrates the ability to work well in cooperation with others. These skills emerge in the workplace as a spirit of trust, enthusiasm, and genuine involvement in interpersonal relationships. A manager with good _____ skills has a high degree of self-awareness and capacity to understand or empathize with the feelings of others. Some managers are naturally born with great _____ skills, while others improve their skills through classes or experience. No matter how _____ are acquired, they are critical for all managers because of the highly interpersonal nature of managerial work.

b. This skill requires the ability to use a special proficiency or expertise to perform particular tasks. Managers acquire these skills initially through formal education and then further develop them through training and job experience. These skills are the most important at lower levels of management.

c. This skill calls for the ability to think analytically. These skills enable managers to break down problems into smaller parts, to see the relations among the parts, and to recognize the implications of one problem for others. As managers assume ever-higher responsibilities in organizations, they must deal with more ambiguous problems that have long-term consequences. Again, managers may acquire these skills initially through formal education and then further develop them by training and job experience. The higher the management level, the more important _____ skills become.

6. Read the text and fill in the gaps.

<i>managerial</i>	<i>information</i>	<i>involve</i>	<i>three</i>	<i>manager(2)</i>	<i>conceptual</i>
		<i>four</i>	<i>skillful</i>	<i>goals</i>	

Every ... must possess ... basic management skills: technical skills, human relation skills, and ... skills.

Technical skills refer to the manager’s ability to understand and use techniques, knowledge, and tools of a specific discipline or department.

Human relations skills are “people” skills. They ... the manager’s ability to work effectively with and through people. The ability to create a work environment in which organizational members will contribute their best efforts to achieve objectives is a crucial ... skill at every level.

Conceptual skills refer to the ability of the ... to see the organization as a unified whole. These skills involve a manager’s ability to “see the big picture” by acquiring, analyzing, and interpreting

Managers at every level in the organization perform ... basic functions – planning, organizing, directing and controlling – and they must be ... in performing them if they are to accomplish their

7. Test on management and communication.

No manager can do without a good and reliable team. No business prospers without a clever, competent, communicative and open manager. This test is to determine how you behave yourself in public and what the attitude of other people to you is.

“As a rule”: 6 points;

“Sometimes”: 3 points;

“Rare”: 0 point.

	Answer as honestly as possible	As a rule	Sometimes	Rarely
1	I think I should trust the people I am working with.			
2	I am open-minded.			
3	I am patient with those who have difficulties in communication.			
4	I encourage others to increase their capacities.			

5	I keep my promises.			
6	I can clearly explain tasks to people.			
7	I am flexible.			
8	I get interest in what I am told.			
9	I try to keep my own opinion and not to listen to anybody.			
10	I am an optimist.			
11	When working in group I tend to take the leadership.			
12	I am logic.			
13	I follow the moral principles.			
14	I never judge people.			
15	I am eloquent.			
16	I have influence on people.			
17	I am decisive.			
18	I am able to listen to others.			
19	I am enthusiastic.			
20	I am fair and honest with others.			

Now add your results:

101 – 120 You are excellent in public relations. You are competent, communicative. You have no difficulties in realizing your plans and entering your ideas.

71 – 100 You have all necessary qualities which are very helpful in work with people. You must be surrounded with reliable friends and fellow-workers. They respect you and will be assistants in your business.

41 – 70 You are a raw material that needs treatment. You should think carefully over your failures and improve your positive qualities. Pay more attention to self-perfection.

Under 40 It may be better for you to change the profession. Dealing with people is not your job. You should choose the work, which requires fewer contacts with people.

8. Check your knowledge of management theory.

1. For most organizations, top management consists of ...

- a) any manager above the level of foreman;
- b) the chief executive officer, the president, and his or her vice presidents;
- c) the chief executive officer only;
- d) the chief executive officer and the president only.

2. The management functions are:

- a) planning, organizing, directing and controlling;
- b) planning, selling, accounting, directing and controlling;
- c) planning, accounting, directing, organizing and controlling;
- d) planning, selling, directing, organizing and controlling.

3. The skills that all managers need are:

- a) planning, organizing, and controlling;
- b) conceptual, technical and human;
- c) effectiveness, efficiency, and planning;
- d) interpersonal, decisional, and informational.

4. Which of the following is a reality of manager's job?

- a) a manager's job is less a science than an art;
- b) managers are self-starting, self-directing, and autonomous;
- c) managers have no regular duties to perform;
- d) managers are reflective and systematic planners.

9. Put the words into the sentences and translate them.

open	authoritarian	distant	managers	employees	consensus
	management styles		communicate	women	

Modern management styles

How have changed in the last few years?

Before, leaders were and remote, not easy to get to know orwith. Today, managers are more and approachable: you can talk to them easily. There is more management by, where decisions are not imposed from above in a top-down approach, but arrived at by asking to contribute in a process of consultation.

There are more managers now, who are often more able to build consensus than traditional military-style authoritarian male

10. Translate into English.

Для ефективного управління людьми сучасний менеджер повинен володіти знаннями теорії менеджменту і мати здібності до цього виду трудової діяльності. В практичній діяльності менеджера здібності до керівної роботи проявляються в умінні навчати та розвивати підлеглих, здатності розбиратися в людях і формувати ефективні робочі групи та спрямовувати їх діяльність. В процесі своєї повсякденної діяльності менеджер приймає величезну кількість різноманітних рішень. Якість цих рішень здебільшого залежить від особистості менеджера. Менеджер повинен мати також здібності управляти іншими: чітко ставити завдання, контролювати підлеглих та допомагати їм.

11. Write a summary of the text using the model-scheme given below.

- The title of the text is ...
- The subtitle denotes ...
- This text deals with...

- The subject of it is ...
- The text consists of ... logical parts and contains ... main aspects. They are ...
- It is stressed that ...
- ... are described.
- ... are mentioned.
- This information is useful for ...

TEST YOUR GRAMMAR

PERFECT CONTINUOUS TENSES

1. Put the verbs in *Present Continuous* or *Present Perfect Continuous*.

1. Maria (learn) English for two years.
2. Hello, Tom. I (look) for you all morning. Where have you been?
3. Why (you / look) at me like that? Stop it.
4. We always go to Ireland for our holidays. We (go) there for years.
5. I (think) about what you said and I've decided to take your advice.
6. "Is Ann on holiday this week?" "No, she (work)."
7. Sarah is very tired. She (work) very hard recently.

2. Choose the correct form of the verb.

1. They *have been making/have made* a budget for 2 month already.
2. *I'll be working / I'll have worked for 2 hours* when you called.
3. I'm really out of breath because *I've run / I've been running*.
4. *We've been thinking / We have thought* of buying a new house, but we haven't decided where.
5. *Who's been using / Who uses* my mobile?

3. Put the verbs into the right form.

1. Paul is very tired. He (work) very hard.
2. Why are your clothes so dirty? What you (do)?
3. How long you (learn) English?

4. Tim is still working at a computer. He (work) all day.
5. Where have you been? I (look) for you for half an hour.

4. Put the verbs into the right form.

1. The rain started two hours ago. It's still raining now. It _____ for two hours.
2. We started waiting for the bus 20 minutes ago. We _____ for 20 minutes.
3. I started English classes in December. I _____ since December.
4. Ann began looking for a job six months ago. She _____ for six months.
5. Mary started working in London on 18 January. She is still working there now. She _____ in London since 18 January.
6. Years ago you started writing to a pen friend. You still write to each other regularly now. We _____ for years.

5. Write questions using the *Present Indefinite, Continuous or Perfect*.

Example. Paul is training to be an accountant.

‘How long *have you been training?*’ ‘What reports *have you made?*’

1. Sue and Ann are backpacking round Europe.

‘How long _____?’

‘Which countries _____?’

2. You arrive at the airport and your friend is already waiting for you.

‘Have you _____ long?’

‘Have you _____ yet?’

3. Helen collects coins from around the world.

‘How many _____?’

‘How long _____?’

4. Your younger brother is having German lessons.

‘How many _____?’

‘What _____?’

5 Your friend has been using your car without permission.

‘Why _____?’

‘How many kilometers _____?’

Lexical Quest	Grammar Quest
1. Why should a manager possess certain qualities and skills? 2. What is the most important manager’s quality? 3. What are the most important manager’s skills?	1. How do we make affirmative sentences in <i>Perfect Continuous Tense</i> ? 2. What action is expressed by <i>Future Perfect Continuous Tense</i> ? 3. Explain the differences between <i>Present Perfect Continuous</i> and <i>Present Perfect Tenses</i> .

common: they practice management. Furthermore, our society depends on the goods and services provided by the organizations these individuals manage.

Each of us is influenced by the actions of managers every day because we come into contact with organizations every day. Our experiences may be as students in a college, customers of business, or citizens of a state. Whether we are satisfied with our experiences depends greatly on the individuals who manage the organization. All organizations are guided and directed by the decisions of one or more individuals who are designated managers. Managers at different levels may work in various areas within an organization. In any given firm, there may be marketing, financial, operations, human resource, administrative, and other kinds of managers.

Marketing managers

Marketing managers are those whose primary duties are related to the marketing function – getting whatever the organization produces (Ford automobiles, magazines, or Associated Press news reports) into the hands of consumers and clients. Key areas of concern are product development, promotion, and distribution.

Financial manager

Financial manager deals with an organization's financial resources. Their areas of concern include accounting, cash management and investments. In some business such as banking, financial managers are found in especially large numbers.

Operations managers

Operations managers are primarily concerned with establishing the systems that create an organization's products and services. Typical responsibilities include production control, inventory control, quality control, plant layout, and site selection.

Human resource managers

Human resource managers are concerned with hiring, maintaining and discharging employees. They are typically involved in human resource planning, employee recruitment and selection, training and development, designing compensation and benefit systems, formulating performance – appraisal systems, and discharging low-performing and problem employees.

Administrative managers

Administrative or general managers are not associated with particular management speciality. Probably the best example of an administrative management position is that of a hospital or clinic administrator.

Other kinds of managers

Many organizations have specialised management positions in addition to those already described. Public relations managers, for example, deal with the public and media for firms to protect and enhance the image of the organization. Research and development (R&D) managers coordinate the activities of scientists and engineers working on scientific projects in organizations. Internal consultants are used in organizations such as Insurance Company to provide specialised expert advice to operating managers. Many areas of international management are coordinated by specialized managers. The number, nature, and importance of these specialised managers vary from one organization to another. As contemporary organizations continue to grow in complexity and size, the number and importance of such managers are also likely to increase.

EXERCISES

1. Translate the following words and word combinations into English.

Управляти організацією, клієнт, споживач, маркетингові функції, контроль якості продукції, посада, брати на роботу робітників, зовнішній консультант, працювати над науковим проектом, міжнародний менеджмент, кількість менеджерів, страхова компанія, координувати діяльність науковців, працювати над науковим проектом.

2. Answer the following questions.

1. What are the main types of managers?
2. What are the functions of marketing managers?
3. What do financial managers deal with?
4. What organizations demand large numbers of managers?

5. What are human resource managers typically involved in?
6. What are the functions of public relation managers?
7. How do the number, nature, and importance of specialised managers vary from one organization to another?

3. Match the words on the left with their equivalents on the right.

1. acting manager	a. завідувач відділу по найму робітників і службовців
2. advertising manager	b. комерційний директор
3. deputy manager	c. завідувач відділу, філіалу
4. bank manager	d. виконуючий обов'язки управляючого (адміністратора, завідувача)
5. branch manager	e. завідувач відділу реклами
6. business manager	f. управляючий банком
7. employment manager	g. заступник управляючого

4. Translate the following definitions of the terms, learn them by heart and make sentences using these words.

- Chairperson a person who is in charge of a meeting or who directs the work of a committee or organization;
- Superintendent a person who is officially in charge of an activity a place, etc.;
- Governor a person who controls any of certain types of organization or a place.

5. Put the words into the sentences and translate them.

decentralized employees responsibility reduced decisions ability dependent

Empowerment

Encouraging to use their own initiative, to make on their own without asking managers first, is empowerment. Decision-making becomes more

..... and less bureaucratic, less on managers and systems. This is often necessary where the number of management levels is

To empower employees, managers need the to delegate, to give other people for work rather than doing it all themselves. Of course, with empowerment and delegation, the problem is keeping control of your operations: a key issue of modern management.

6. Answer the following question choosing the right answer:

WHAT IS IMPORTANT WHEN....?

1. Choosing a company to work for
 - a) size
 - b) reputation
 - c) location
2. Launching a new product
 - a) advertising
 - b) samples
 - c) cost
3. Attending a meeting
 - a) being on time
 - b) asking questions
 - c) taking notes
4. Applying for a job in another country
 - a) language skills
 - b) work experience
 - c) knowledge of country

7. Make up a plan covering the main ideas of the text above. Retell the text.

	colleagues and employees.
4 .The study concludes that a charismatic visionary leader is absolutely not required for a visionary company	d. for the actions of their subordinates.
5. She is an extraordinary leader	e. skills and experience with financial institutions.
6. Thatcher had drive, energy and vision,	f. what to do, he knew exactly what to do.
7. He was a born leader. When everyone else was discussing	g. who will bring dynamism and energy to the job.

4. Read the following quotations and explain them.

- If your actions inspire others to dream more, learn more, do more and become more, you are a leader (John Quincy Adams).
- He who has learned how to obey will know how to command (Solon)
- When I give a minister an order, I leave it to him to find the means to carry it out (Napoleon Bonaparte)
- A good general not only sees the way to victory; he also knows when victory is impossible (Polybius).

5. Match the terms with their definitions and learn them by heart.

Managerial ethics	those individuals and organizations that purchase an organization's products and services
Task environment	the use of communications media and related activities to create a favourable overall impression of the organization among the public.
Public relations	standards of conduct and moral judgement used by managers or organizations in carrying out their business
Customers and clients	the specific outside elements with which an organization interfaces in the course of conducting its business

6. a) Read an email from Ken Bracknell, director of a training company.

To: HPC International

From: Ken Bracknell - Smart Training

When we met last week at the trade fair, you mentioned that you might be interested in our training courses for managers.

Our clients assure us that our courses are very effective and offer best value for money.

We will be happy to come and discuss your requirements at a time convenient to you.

b) Write an email to Mr Bracknell:

- expressing interest in meeting him at the trade fair;
- explaining what kind of training you are looking for;
- asking if you can contact previous clients;
- suggesting a date for a meeting.

7. Make up a plan covering the main ideas of the text above. Retell the text.

TEST YOUR GRAMMAR

CONDITIONAL MOOD

1. Complete the sentences with the correct form of the verb in brackets.

1. As soon as I _____ (finish) my report, I _____ (send) it.
2. When we _____ (arrive) in London tomorrow we _____ (go) straight to Oxford Street.
3. They _____ (not speak) to you unless you _____ (apologize).
4. Don't worry. He _____ (send) you a reply as soon as he _____ (read) your letter.
5. When I _____ (get) the salary, I _____ (return) money back to you, I promise!

2. Put the verbs in brackets into the correct form to make zero, first, and second conditional sentences.

1. If I _____ (not wear) glasses, I _____ (be) a pilot.
2. I'm broke but If I _____ (have) a lot of money, I _____ (give up) work.
3. My Dad _____ (take) us to the station tomorrow if there _____ (not be) any buses.
4. He always misses the bus. If he _____ (get up) earlier, he _____ (catch) it.
5. I can't afford those books, but I _____ (buy) them if they _____ (be) in the sale.
6. If I _____ (speak) to my boss tomorrow, I _____ (say) hello from you.
7. You're much better at book-keeping than me. If I _____ as good as you, I _____ (go) professional.

3. Match the parts of the sentences.

- | | |
|--|--|
| 1. If I get this new job, | a) they won't be very happy. |
| 2. If Tony Blair continues the way he has started, | b) I'll take the rest of the week off. |
| 3. If the Euro does as well as expected, | c) we'll make a lot of money. |
| 4. When our shareholders see how badly we have done, | d) he'll be one of the best Prime Ministers. |
| 5. When the boss gets back from holiday, | e) I won't go either. |
| 6. If you are definitely not going to the seminar, | g) I'll invite you to a restaurant. |

4. Write second conditional sentences for the following situations.

Example. I haven't got the right qualifications, so I can't apply for the job. – *If I had the right qualifications, I could apply for the job.*

1. He hasn't got a fax machine, so I can't send this immediately.
2. My sister lives abroad. We don't see her more than once a year.
3. We don't know his address, so we can't write to him.

4. We can't take our car. They aren't any parking spaces.
5. There isn't an early train, so I won't be there on time.
6. James lives with his parents because he can't afford a flat of his own.
7. My boss isn't very experienced, so he isn't very decisive.

5. Choose the right answer.

1. What would you do if you _____ your job?
a) lose b) lost c) would lose d) will lose
2. If I _____ smoking, I would save \$5000 a year.
a) stop b) stopped c) would stop d) will stop
3. If I _____ smoking, I'll improve my health.
a) stop b) stopped c) would stop d) will stop
4. If I _____ get back to London early, I'll have a meeting with my boss.
a) can b) would be able to c) will be able to d) could
5. If I _____ the Prime Minister, I'd reduce taxes.
a) am b) were c) would be d) will be
6. If we build it, it _____ 200 new jobs.
a) create b) created c) will create d) would create
7. If I was offered the job and the salary was OK, I _____ it.
a) take b) took c) would take d) will take
8. If we lose the contract, there _____ be redundancies.
a) have to b) had to c) will have to d) would have to
9. If we gave John another chance, he _____ the same mistakes again.
a) make b) made c) will make d) would make
10. If your boss _____ you to work all week-end, what would you say?
a) asks b) asked c) will ask d) shall ask

6. Read the dialogues.

1. –You must be joking! I'd make sure to spend at least the first two million having a good time and buying things I've always wanted. I'd definitely spend a lot of time

travelling.

– Use your head! If you spent money like that, you'd soon have spent all your winnings!

2. – You are so boring! If you were in his shoes, you'd just put money in the bank.

– That's right. I'm sure I'd eventually start spending some money, but I'd be very careful to make that money last for the rest of my life.

Lexical Quest	Grammar Quest
1. What are the main types of managers? 2. What are the functions of marketing managers? What do financial managers and human resource managers deal with?	1. What are the main types of conditional sentences? What conditions do they express? 2. Do we normally use <i>would</i> in the <i>if</i> -part of the sentence? 3. Do we use <i>when</i> in conditional sentences? What is the difference between the use of <i>if</i> and <i>when</i> ?

scope and importance of the managerial finance function depend on the size of the firm. In small firms the finance function is commonly performed by the accounting department, but as the firm grows, a separate department typically evolves. This department becomes headed by a vice-president for finance with the title of chief financial officer (CFO) who reports directly to the company president or chief executive officer (CEO).

Since every business operates within the economy, the field of finance is closely related to that of economics. The financial manager needs to be alert to the effects of variations in economic activity and changes in economic policies. He must also be able to use economic theory as a guide to operating efficiency of the firm. Examples of this include price theory, supply-and-demand analysis, and profit-maximizing strategies.

The essential activities of the financial manager become understandable when viewed in the light of the firm's financial statements. The CFO's tasks are financial analysis; planning and managing the firm's structure; and planning and managing the firm's financial structure.

The financial manager's analytical work comprises exposition of accounting and financial data; evaluating whether productive capacity is at the proper level; determining well in advance when additional financing will be required.

The financial manager also chooses financing techniques. At the end of the fiscal year the financial manager reviews the company's financial status and plans the next year's financial strategy.

EXERCISES

1. Find the English equivalents in the text above.

- діяльність фірми;
- розмір підприємства;
- окремий фінансовий відділ;
- зміна економічної політики;
- використовувати теоретичні знання;

- фінансовий аналіз;
- аналітична робота;
- додаткове фінансування.

2. Make up your sentences using these words and word combinations.

3. Make word combinations, translate them and find them in the text.

1) productive	a) work
2) financial	b) theory
3) analytical	c) analysis
4) economic	d) manager
5) profit-maximizing	e) firms
6) financial	f) capacity
7) small	g) plans
8) finance	h) strategies
9) accounting	i) department
10) business	j) function

4. Answer the following questions.

1. What is financial management?
2. Does the financial manager play a key role in the operation of the firm?
3. Who usually performs the financial function in small firms?
4. When does a separate financial department evolve?
5. Who do we call CFO?
6. Who do we call CEO?
7. What abilities must financial manager have?
8. What are the main tasks of the financial manager?
9. What does the financial manager's analytical work comprise?
10. Does the financial manager choose financing techniques?
11. What does the financial manager do at the end of the fiscal year?

5. Match the terms with their definitions.

- | | |
|-------------------------|---|
| 1. Financial management | a) a document produced by a company, especially a new company giving details of expected sales as costs, how the business can be financed |
| 2. Price theory | b) a company's financial year |
| 3. Business plan | c) analysis of the financial state of a company |
| 4. Financial analysis | d) the study of how prices are set and how they go up and down in relation to changing supply and demand |
| 5. Fiscal year | e) the efficient raising and development of capital |

6. Agree or disagree with the following statements.

For agreement use:

For disagreement use:

I think so.

I don't think so.

I agree ...

I disagree...

Yes, I should think so ...

I don't agree with you here.

Certainly it did.

Definitely not.

Exactly.

Not in the least.

1. Most business plans and decisions are measured in financial terms, and the financial manager consequently plays a key role in the operation of the firm.
2. In large firms the finance function is commonly performed by the accounting department.
3. The financial manager needs to be alert to the effects of variations in economic activity and changes in economic policies.
4. The financial manager must also be able to use economic theory as a guide to operating efficiency of the firm.
5. The CEO's tasks are financial analysis; planning and managing the firm's structure; and planning and managing the firm's financial structure.
6. The financial manager's analytical work doesn't comprise exposition of accounting and financial data.

In the medium and long term, funding may be required for significant additions to the productive capacity of the business or to make acquisitions.

(2) Financial Control

Financial control is a critically important activity to help the business ensure that the business is meeting its objectives. Financial control addresses questions such as:

- Are assets being used efficiently?
- Are the businesses assets secure?
- Do management act in the best interest of shareholders and in accordance with business rules?

(3) Financial Decision-making

The key aspects of financial decision-making relate to investment, financing and dividends:

- Investments must be financed in some way – however there are always financing alternatives that can be considered. For example, it is possible to raise finance from selling new shares, borrowing from banks or taking credit from suppliers
- A key financing decision is whether profits earned by the business should be retained rather than distributed to shareholders via dividends. If dividends are too high, the business may be starved of funding to reinvest in growing revenues and profits further.

2. Translate the following words and expressions into English.

Гарантувати, інвестувати, фінансування, продати акції, позичати, задовольняти потреби, зберігати, розподіляти, акціонер, дивіденди, дохід, прибуток.

3. Answer the following questions:

1. What are the key elements of financial management?
2. What questions does financial control answer?
3. Why is financial control a critically important activity?

4. How must investments be financed?
5. What are the key aspects of financial decision-making?

4. Match the words on the left with their synonyms on the right.

- | | |
|----------------|----------------|
| 1. profit | a. operation |
| 2. activity | b. major |
| 3. shareholder | c. worker |
| 4. key | d. stockholder |
| 5. employee | e. return |

5. Read and translate the discussion between an auditor and a finance manager.

A: O.K., there are some issues I'd like to bring up. Firstly there's the old chestnut of your fixed assets. We let it go last year but we really can't continue valuing some of these at historical cost — it just doesn't give an accurate picture.

B: True, but we'd be a much bigger target for takeover if we were to publish real values.

A: Maybe, but besides the outside world, you owe it to your shareholders to present a more honest picture of the real value of the company.

B: I suppose you're right. No doubt you're talking mainly about the freehold property?

A: Yes, you've got it down at £2.2 million. What do you think it's really worth?

B: At least £5 million. So, I'll get on to the estate manager and get him to arrange an independent valuation.

A: Good, let me have the report as soon as you have it.

B: I will.

A: Right, there's another issue. On the liabilities side. I'd like to talk about this extraordinary item – £500,000 – which you've set aside for redundancy payments resulting from the closure of the Plymouth plant. How accurate is this figure?

B: Well, of course it's not exact. It could well be considerably higher – it depends on the number of early retirements we manage to agree.

A: So you're planning to finance those out of your existing pension fund?

B: Yes, that's right. It should cover that side. Another factor is how many of the workforce we can persuade to move up to work in the plant in Scotland.

A: What's the likely figure?

B: If we're lucky it could be 20 per cent of the planned redundancies – and that would mean £500,000 would cover those that have to leave.

A: What's your worst case?

B: It might go as high as £ 1 million.

A: Really, then I think we should set aside at least £750,000 as a more realistic figure.

B: We really can't do that. It's political you see. The more we put in the accounts, the more the unions are going to push for.

A: I see. Right, so you want to stick to half a million?

B: Yes, that's the board's decision.

6. Read the article below about a company boss. Choose the best word to fill each gap from A, B, C or D below.

Breaking Records

Woody Allen once joked 'if my films don't show a profit, I know I'm doing something right'. For most other people, in most other **(1)** ... , profit is a mark of success, and in most countries corporate profits are currently **(2)** ... Last year, America's after-tax profits **(3)** ... to their highest for 75 years; the shares of profit in the euro area and Japan are also close to their highest for at least 25 years. UBS, a Swiss bank, **(4)**... that, in many world economies, the share of profits in national **(22)** ... has never been higher. So, are **(5)** ...profit margins sustainable? Are they fair? Corporate profits may be inflated in various ways. If firms put money aside for the future **(6)** ... costs for the over 65s or whatever, their earnings would be smaller. Nevertheless, the impressive **(7)** ... of American firms to increase productivity and cut costs are genuine, **(8)** ... some claims to the contrary in the press. Firms

elsewhere, notably in Japan and Germany, are also **(9)** ... aggressively. The share of profit in GDP always goes up sharply after a downturn, but in the United States a bigger slice of the increase this time has gone to profits than in any **(10)** ... post-war recovery. If the share of wages in GDP **(11)** ... to slide, there could be a reaction from workers. Yet the chances of this are lower than before. The old **(12)** ... between ‘them’ and ‘us’ is becoming unclear: many workers also own company **(13)** ..., which sooner or later will give them some of the profits. In any **(14)** ..., there are good reasons to believe that the **(15)** ... in profits will soon slow sharply.

1 <i>A</i> conditions	B circumstances	C surroundings	D states
2 <i>A</i> elevating	B boosting	C booming	D lifting
3 <i>A</i> raised	B raise	C rise	D rose
4 <i>A</i> judges	B evaluates	C estimates	D assesses
5 <i>A</i> money	B income	C pay	D earnings
6 <i>A</i> current	B present	C actual	D up-to-date
7 <i>A</i> grant	B redundancy	C allowance	D pension
8 <i>A</i> demands	B efforts	C trials	D tests
9 <i>A</i> despite	B however	C nevertheless	D although
10 <i>A</i> reconstructing	B redecorating	C regenerating	D restructuring
11 <i>A</i> previous	B early	C beforehand	D sooner
12 <i>A</i> maintains	B carries	C continues	D stays
13 <i>A</i> break	B disconnection	C partition	D divide
14 <i>A</i> dividends	B shares	C premiums	D bonuses
15 <i>A</i> state	B situation	C case	D instance
16 <i>A</i> extension	B development	C expansion	D growth

7. Make up a plan covering the main ideas of the text above. Retell the text.

TEST YOUR GRAMMAR
REPORTED SPEECH

1. Write indirect questions.

Example. Where's the nearest bank? – *Do you know where the nearest bank is?*

1. How much do you earn?

Would you mind telling me _____ ?

2. Who is the person I need to speak to?

I can't remember _____ .

3. Does he always get such good marks?

I wonder if _____ .

4. When will you be able to give me an answer?

Have you any idea _____ ?

5. Can we get a bus directly to the airport?

I'd like to know _____ .

6. Did he get a place at university?

Do you know _____ ?

2. Report the questions and statements.

Example. 'Have you got a ticket for the concert?' they asked.

They asked me *if I had a ticket for the concert.*

1. 'Will you be able to make this report?' he asked.

He asked _____ .

2. 'What do you think of our new accountant?' she asked them.

She asked them _____ .

3. 'We must leave early tomorrow,' they told us.

They told us _____ .

4. 'I've been travelling a lot for my work,' she said.

She said _____ .

5. 'I may look for a new flat in a couple of months,' he told me.

He told me _____ .

6. 'We didn't sign an agreement,' they said.

They said _____.

3. Report the dialogues using the words from the box. Some of the words are not be used.

tell	remind	ask	beg	suggest	refuse	admit
	advise	invite	promise	complain	deny	

Example. 'Shut the door, Jill!' Linda said.

'Don't forget to say, please!' Jill replied.

Linda told Jill to shut the door and Jill reminded her to say please.

1. 'Please, lend me the money!' my brother said.

'You ought to go to the bank for a loan,' I replied.

My brother _____.

2. 'Would you like to come with me to see our new colleague?' Karen asked.

'No, not really, but thanks anyway,' John said.

Karen _____.

3. 'Can you help me with my homework, Dad?' Ben asked.

'Yes, of course. I will definitely help you after dinner,' his dad replied.

Ben _____.

4. 'This town is so boring!' my sister said.

-'Why don't you move to London?' I replied.

My sister _____.

Lexical Quest	Grammar Quest
1. Who usually performs the financial function in firms?	1. What is the difference between using <i>tell</i> and <i>say</i> in reported speech (He said...; He told...)?
2. What abilities must financial manager have?	2. How do you express order or request in reported speech?
3. What are the main tasks of the financial manager?	3. Is it always necessary to change the verb when you use reported speech?

Marketing management employs various tools from economics and competitive strategy to analyze the industry context in which the firm operates.

Marketing management often finds it necessary to invest in research to collect the data required to perform accurate marketing analysis. As such, they often conduct market research to obtain this information. Marketers employ a variety of techniques to conduct market research, but some of the more common include:

- qualitative marketing research
- quantitative marketing research
- experimental techniques
- observational techniques

Marketing managers are those whose primary duties are related to the marketing function – getting whatever the organization produces into the hands of consumers and clients. Key areas of concern are product development, promotion and distribution. Marketing managers are often responsible for influencing the level, timing, and composition of customer demand accepted definition of the term. Marketing managers may also design and oversee various environmental scanning and competitive intelligence processes to help identify trends and inform the company's marketing analysis.

EXERCISES

1. Match the Ukrainian and English equivalents.

- | | |
|-----------------------------------|------------------------------|
| 1. межі маркетингу | a) marketing structure (mix) |
| 2. маркетингові заходи | b) stabilization efforts |
| 3. служба маркетингу | c) marketing department |
| 4. угода про маркетинг | d) selling efforts |
| 5. вартість маркетингових заходів | e) marketing efforts |
| 6. структура маркетингу | f) marketing management |
| 7. управління маркетингом | g) scope of marketing |
| 8. маркетингові послуги | h) do marketing research |

9. здійснювати маркетинг	i) marketing agreement
10. проводити маркетингові дослідження	j) deal with marketing
11. заходи з організації та стимулювання збуту	k) marketing expenditures (costs)
12. заходи зі стабілізації економіки	l) marketing services

2. Make up 10 questions to the text.

3. Agree or disagree with the following statements.

For agreement use:

For disagreement use:

I think so.

I don't think so.

I agree ...

I disagree...

Yes, I should think so ...

I don't agree with you here.

Certainly it did.

Definitely not.

Exactly.

Not in the least.

1. Marketing management is the application, tracking and review of a business' marketing resources and activities.
2. The scope of a business' marketing management doesn't depend on the size of the business and industry in which the business operates.
3. Marketing management consists of six steps, beginning with the market & environment research.
4. The second step in the marketing management process is the marketing controlling.
5. Marketing management employs some tools from economics and competitive strategy to analyze the industry context in which the firm operates.
6. Marketers employ a variety of techniques to conduct market research
7. Marketing managers are those whose primary duties are related to the marketing function.

8. Marketing managers are not responsible for influencing the level, timing, and composition of customer demand accepted definition of the term.

2. Match the words/expressions on the left with the best synonym on the right.

- | | |
|------------------------------|--|
| 1. views | a) to forecast |
| 2. to review | b) to give to |
| 3. to estimate | c) to assign |
| 4. to move into a market | d) to hold market share |
| 5. to build on your strength | e) to grow |
| 6. static | f) opinions |
| 7. to expand | g) to summarize |
| 8. to be in line with | h) to be compatible with |
| 9. to contribute to | i) to take advantage of your strong points |
| 10. to fit in with | j) stable |
| 11. to allocate | k) to be as expected/budgeted |
| 12. to maintain market share | l) to enter a market |

5. Substitute appropriate terms from the italicised words or phrases in the following sentences.

<i>established</i>	<i>functions</i>	<i>phases</i>	<i>team</i>	<i>positions</i>
<i>move on</i>	<i>allocate</i>	<i>attained</i>	<i>guide</i>	<i>overall</i>

1. Often a group of managers, rather than an individual, works on a particular project. _____

2. Plans set up in the first stage are subject to revision throughout the duration of the project. _____

3. Managers should periodically check to see how well comprehensive company goals detailed in the planning phase are being met. _____

4. Organizational goals generally are achieved by successfully combining the functions of planning, organizing, directing, and controlling. _____

5. It is possible to divide the organizing function into two stages: determining positions and their associated duties and then staffing those positions. _____

6. In order to apportion human resources properly, managers compare company objectives with the available resources. _____

7. Classified advertisements in newspapers and professional journals provide a list of jobs that are available, a brief description of each job, and a telephone number or an address. _____

8. One of the roles of a supervisor is to direct workers in order to maximize their talents and increase their efficiency. _____

6. Read and act out the following dialogue.

(FM = finance manager; MM = marketing manager)

FM: Well, I'm very interested in hearing your views on investment over the next three years.

MM: Good. So let me start by reviewing where we stand. We're operating in three major sectors of consultancy work — those are financial, personnel and strategic consulting. My estimate is that we currently hold about 10 per cent of the financial consultancy market share, 20 per cent of the personnel sector, and just 5 per cent in strategic consulting.

FM: I thought we were planning to move into IT — information technology?

MM: We were, but there are some very big competitors out there and we've decided to build on our strengths instead.

FM: Fair enough. Go on.

MM: Now these three sectors are growing at different rates — the financial sector is pretty static, the human resources is expanding rapidly and strategic consultancy is moving slowly.

FM: And what about margins in these three areas?

MM: I thought you'd ask that. I was just coming to it. Before I do, your department's just let me have the latest sales figures for the three areas and they are pretty much in line with market trends. Turnover in financial consultancy is up by 4

per cent, personnel has increased by 25 per cent and strategic work is up by 5 per cent. Now, on the profit side, it's rather a different picture in terms of margins though not total profit. The personnel sector contributes most in total but the strategic consultancy has by far the best margins — we are often working on 300 to 400 per cent, whereas on areas like recruitment consultancy, we normally work on around 50 per cent.

FM: Yes, that fits in with your latest batch of sales figures. So what do you feel is the right direction?

MM: I was just coming to that. Before I do, let me just add that the margins on financial consultancy are around 40 per cent. So, now on to the investment. I think we should split our investment between personnel and strategic work. I would suggest allocating about 25 per cent of the budget for new projects in the strategic consultancy group, 40 per cent of the budget to personnel and the remaining 35 per cent on advertising and public relations for all three sectors.

FM: So, nothing for financial consulting?

MM: No, nothing specific. I reckon we can maintain our market share without any new project development.

7. Role play. Enact an imaginary interview between a university student and a well-known marketing specialist.

A university student:

You are writing your course-paper on the factors of marketing management process. Think up a list of questions you will ask a well-known marketing specialist. When you meet your interviewee, introduce yourself, explain the reason for your visit and ask the questions.

Make use of the following helpful phrases:

To start a conversation:

Excuse me, aren't you ...

Let me introduce myself. My name is ...

To request:

If you could... I'd be very grateful

Do you think you could possibly ...

I was wondering if you could help me ...

To get information:

I hope you don't mind my asking, but I'd like to know ...

Sorry, I don't quite understand why (where) ...

Could you tell me a bit more about ...

To thank:

I cannot thank you enough ...

It's really very kind of you ...

To say good-bye:

It's been really nice to know you.

Well, it's been nice talking to you, but I really must be going now.

Sorry to rush off.

A well-known marketing specialist:

You meet the university student, listen to his (her) story and answer his (her) questions. Then you ask him (her) some questions about his (her) family, his (her) research work and plans for the future.

Make use of the following helpful phrases:

To deal with questions:

I'll be pleased to answer any questions you may have.

I am afraid there's no easy answer to that one ...

To state one's position:

I think I ought to say right from the start that ...

If you would allow me to give a brief outline of ...

To make a point:

I think I should mention here that ...

I would like to say here that ...

I believe you know that ...

To recommend:

If I were you I would ...

The time is not far off when ...

To make suggestion:

I was wondering if you'd ever thought of ...

Might be an idea to ...

Why don't you ...

To say good-bye:

Good luck with you ...

I hope everything goes well.

Take care.

8. Put the following words into the sentences below.

make	sense	logical	be a good idea	calm	reasonable
rational	practical	realistic	pragmatic	wise	

1. An experienced structural engineer could help us to find a _____ solution to this problem.
2. You cannot expect _____ decisions from a man who is in love.
3. Our employees want to spend time with their families. We can't ask them to work hours every day. We must be _____.

4. The mathematician offered a _____ solution based on statistical information.
5. Although your proposals are good, I don't think the public will be able to _____ of them.
6. Your ideas are very good in theory, but we need a _____ solution.
7. Don't get so angry! Let's try to make a _____ decision.
9. Listen to the _____ words of George. He has worked in this business for fifty years.
10. It would _____ to install smoke alarms in the warehouse.
11. What would be a _____ price to charge for this product?

9. Write a summary of the text using the model-scheme given below.

- The title of the text is ...
- The subtitle denotes ...
- This text deals with...
- The subject of it is ...
- The text consists of ... logical parts and contains ... main aspects. They are ...
- It is stressed that ...
- ... are mentioned.
- This information is useful for ...

TEST YOUR GRAMMAR

MODAL VERBS

1. Write the statements (a) in the negative, (b) as questions, and (c) in the past.

Example. We can take notes. – a. *We can't take notes.* b. *Can we take notes?* c. *We could take notes.*

1. His company can go bankrupt.
2. He has to work at weekends.
3. They may be at the meeting.
4. The prices must be reduced.

2. Complete the sentences with a modal verb from the box and a suitable infinitive form. More than one answer may be possible.

can't will might should must could won't may shouldn't

Example. You *can't be feeling* tired already. You had a 2-week holiday.

1. A There's a man coming up the path with a big parcel.
B That _____ the computer I ordered. It's due to arrive today.
2. I'm not sure what to do after university. I _____ travelling for a year or look for a job.
3. A Whose is this jacket? – B It _____ Ana's. It's much too big.
4. The cake has only been in the oven for half an hour. It _____ ready yet.
5. A Why aren't they answering the phone? B I don't know. They _____ dinner.
6. The meeting is about to finish, so the manager _____ you soon.
7. The motorways are usually clear on Sundays, so the journey _____ too long.
8. A: Why is Julia working so hard?
B: It's the end of the school year. She _____ for her exams.
9. Despite the floods, most of the roads are still in use, but some of them _____ still _____ blocked.
10. Look! The light in his office is still on. He _____ late.

3. What would you say in the following situations? Use the correct form of two of the verbs from the box for each answer. More than one answer is possible.

will can must have to should could manage to

Example. Your friend has invited you to a party but you have to refuse. – *I can't come to your party because I have to work on Friday night.*

1. You didn't have time to go to the bank before going out with your friend. Ask him/her to lend you some money.
2. Your friend comes to you complaining of overwork and exhaustion. Give them some advice and offer them some help.

3. You're talking with your friends about what your boss made you do. What do you say?

4. You're explaining to an English-speaking friend about the compulsory and optional courses at your University. What do you say?

5. You have an interview in a couple of days' time, but you realize your image isn't very smart. What do you say to yourself?

Lexical Quest	Grammar Quest
1. What is marketing manager? 2. What does marketing management consist of? 3. What do marketing managers do?	1. What modal verb expresses obligation to do something? 2. What modal verb expresses ability to do something? 3. How do you express polite requests using modal verbs?

Various elements of the international environment affect the ability of organizations to engage in business beyond national borders. The economic element includes the level of economic development in various countries, the presence of adequate infrastructures, a country's balance of payments, and monetary exchange rates. Major issues related to the legal political element are the degree of political risk associated with a particular country, the degree to which trade barriers are erected by governments, and various business incentives offered to encourage foreign business investments.

Most companies involved in international business engage in both short- and long-range planning. Organizations have four main entry methods that they can use to expand into different countries: exporting, licensing, establishing joint ventures, and operating wholly owned subsidiaries. Major strategies used by multinational corporations include world-wide integration, national responsiveness. Major organization structures for multinational corporations are world-wide functional divisions, world-wide product divisions, international division, geographic regions, and global matrix.

Adapting to cultural differences requires careful consideration of managing international human resources, including assignment policies, recruitment approaches, and the selection and training of managerial personnel. Although some scholars argue that leadership issues are becoming more similar across nations, there still appear to be differences in the leadership styles that are likely to be effective in various cultures.

Conducting international business raises complex issues regarding social responsibility, international value conflicts, and questionable payments.

Organizations that engage in international management vary considerably in size and in the extent to which their business activities cross national boundaries. One special type of organization involved in international management is the multinational corporation. Although definitions differ somewhat, the term multinational corporation (MNC) is typically reserved for an organization that engages in production or service activities through its own affiliates in several

countries, maintains control over the policies of those affiliates, and manages from a global perspective.

Multinational corporations are not always easy to identify, since it may be difficult to determine from the outside how much control management maintains over the policies of affiliates or whether management actually uses a global perspective. As a result, for purposes of gathering statistics, an arbitrary percentage is sometimes used to distinguish multinational corporations from other types of international businesses. However, there is no single universally accepted percentage of foreign sales that clearly separates multinational corporations from others.

Even fairly small companies may engage in international business if they offer a unique product and/or good value. Regardless of their size, companies may decide to expand internationally for a number of different reasons. Some organizations may become involved through orders from foreign customers. Others may initiate international efforts in order to open new markets or to preclude foreign companies from entering specific foreign markets and eventually becoming domestic competitors. Still others may be motivated by the need to develop sources of supplies, possibilities of acquiring needed technology, or prospects for reducing costs by operating in foreign countries.

EXERCISES

1. Translate the following words and word combinations into English and find the equivalents in the text.

Багатонаціональна корпорація, економічний розвиток, належна інфраструктура, головні стратегії, відповідність національним вимогам, національні кордони, підготовка управлінського персоналу, ресурси, розширяться, відкривати нові ринки, вітчизняні конкуренти, зменшення витрат.

2. Match the words to make word combinations.

- | | |
|------------------|-------------------|
| 1. human | a. sales |
| 2. foreign | b. environment |
| 3. world-wide | c. styles |
| 4. monetary | d. integration |
| 5. international | e. resources |
| 6. leadership | f. exchange rates |

3. Answer the following questions.

1. What is international management?
2. What are the main philosophies of international management?
3. How can multinational organization be defined?
4. What multinational corporations are engaged in?
5. How may small corporations be engaged in international business?
6. What are the main entry methods?

4. Read, translate and learn by heart the following definitions of the term “international management”.

International management is:

- the management of an organization’s production or market interests in other countries by either local or expatriate staff;
- the management of a multinational business, made up of formerly independent organizations;
- the particular type of skills, knowledge and understanding needed by managers who are in charge of operations that involve people from different countries and cultures;
- the practice of managing business operations in more than one country.

headquarters or home country must necessarily work elsewhere. An ethnocentric orientation often is a phase that organizations go through when they enter the international arena.

A polycentric (or host-country) orientation is an approach to international management whereby executives view host-country cultures and foreigners as difficult to understand and, therefore, believe that the parts of the organization located in a given host country should be staffed by local individuals to the fullest extent possible. Locals or nationals, as they are sometimes called are thought to know their own culture, mores, work ethics, and markets best. As a result, subsidiaries in various countries operate almost independently under the direction of local individuals and are tied to the parent company mainly through financial controls. The parent company may maintain a very low public profile relative to the subsidiary.

Although with a polycentric orientation local individuals run operations in the host countries, they have little prospect of holding senior executive positions at headquarters, largely because they are perceived as having only a local perspective and expertise. Still, a polycentric approach may be successful when decision making is largely decentralised to host-country personnel.

The geocentric (or world) orientation is an approach to international management whereby executives believe that a global view is needed in both the headquarters of the parent company and its various subsidiaries and that the best individuals, regardless of home- or host-country origin, should be utilised to solve company problems anywhere in the world. Major issues are viewed from a global perspective at both headquarters and subsidiaries, which consider questions such as "Where in the world shall we raise money, build our plant, conduct R&D, develop and launch new ideas to serve our present and future customers?" The geocentric approach is the most difficult to achieve because it requires that managers acquire both local and global knowledge.

EXERCISES

1. Translate the following words and expressions and find them in the text above.

Менеджери найвищого рівня, розширитися, метод роботи, головне управління, члени компанії, геоцентричний, забезпечувати персоналом, керівник, вирішувати проблеми компанії, дочірня компанія.

2. Answer the following questions.

1. What are the main orientations towards international management?
2. What is a host country?
3. What does *ethnocentric orientation* mean?
4. When may a polycentric approach be successful?
5. Why is the geocentric approach the most difficult to achieve?

3. Match the words making word combinations and make up sentences using them.

- | | |
|-------------------|-----------------|
| 1. parent | a. management |
| 2. organization's | b. executive |
| 3. senior | c. company |
| 4. polycentric | d. personnel |
| 5. international | e. orientation |
| 6. host-country | f. headquarters |

4. Read and translate the following sentences. Put in the words. Make questions to these sentences.

knowledgeable trained infrastructures domestic managers

International managers must be in facets of international business that are not normally the concern of On a broad scale, these issues include a knowledge of other countries', business practices, and foreign trade dynamics. In addition,

international managers must be ... about international exchange rates and the legal-political and sociocultural traits of other countries.

5. Read and translate the following proverbs. Explain them.

- An army of lions commanded by a deer will never be an army of lions (Napoleon Bonaparte).
- A good general does not see only the way to victory; he also knows when victory is impossible (Polybius).
- No general can fight his battles alone. He must depend upon his lieutenants, and his success depends upon his ability to select the right man for the right place (Philip Armour).
- He who has never learned to obey cannot be a good commander (Aristotle).

6. Make up a plan covering the main ideas of the text above. Retell the text.

TEST YOUR GRAMMAR
GERUND AND INFINITIVE

1. Put the verbs in brackets into the correct form (-ing or to + verb). Example.

We've finished *decorating* (decorate) the house.

1. I can't stand _____ (work) in an office.
2. We expect you _____ (arrive) in time.
3. They can't help us _____ (move) into the house.
4. She refused _____ (answer) the phone.
5. They can't promise _____ (finish) the work today.
6. He hates _____ (use) computers.
7. I'm really looking forward to _____ (start) my new course.
9. There's no doubt that he enjoys (listen) to modern music.
10. I couldn't resist (buy) that book.

2. Choose the correct form of the verb.

Example. I wanted to speak /*speaking/speak* to you yesterday.

1. They enjoyed *be/being/to be* on holiday by the sea.
2. It didn't stop *raining/to rain/rain* all week.
3. We hope *arriving/to arrive/arrive* by half past seven.
4. They managed *save/saving/to save* enough to buy a car.
5. She loves *to work/work/working* in her office.
6. Please, let me *to pay/pay/paying* for the meal.
7. We chose *travelling/travel/to travel* by plane.

3. Put the verbs in brackets into the correct form.

Example. I was happy when they invited me *to stay* (stay) with them.

1. The company expects the sales ___ (increase) over the next year.
2. My friend doesn't mind ___ (give) you a lift to work.
3. We don't need the bill yet. We haven't finished ___ (eat).
4. Please, remember _____ (post) my letter. It's very important.
5. We're sorry, but we can't promise _____ (be) ready on time.
6. My students can't stand _____ (wait) for their exam results.
7. Everyone is looking forward to ___ (finish) work.
8. Did you manage _____ (repair) your car?

Lexical Quest	Grammar Quest
1. What is international management?	1. When is <i>the Infinitive</i> often used?
2. How can multinational organization be defined?	2. What verbs can be following both by <i>the Gerund</i> and <i>the Infinitive</i> ?
3. What are the main philosophies of international management?	3. What verbs can be followed only by <i>the Gerund</i> or <i>the Infinitive</i> ?

justly and fairly. It is believed that by following a moral and ethical code, business will improve. When a management team adheres to management ethics, employees become motivated and a workplace environment becomes motivational.

When applied to everyday business, acting ethically means adhering to law, competing with others in an honest manner, and performing daily tasks without any element of deceit. Many companies around the globe update written codes of conduct as a result of past corporate scandals. It is not uncommon for a company to update this document on a yearly basis. After a code of conduct document has been updated, each staff member must read and understand the document. Further, all employees must adhere to the updated codes of conduct, and those that do not follow these regulations are often dismissed. Although managers must follow the same codes of conduct as employees, these individuals have additional obligations.

If you are about to begin a new job, make sure that you know all about a company's code of conduct. By following these regulations, you can ensure that you will act as ethically responsible as possible. In every manner, management ethics helps to keep workplace activities civil, legal, and moral. In most cases, workplace behavior ethics begins with simple psychology. Know your company, know yourself and know your people.

Almost every decision that is made on a daily basis involves an ethical decision. Managers must keep this in mind at all times. By setting a good ethical example for other employees, managers can easily encourage all employees to follow the same ethics. Some companies offer managers specialized management ethics courses that must be completed prior to job acceptance.

Frequently, managers who switch companies are asked to follow a different code of conduct. This does not mean that all other management ethics should be forgotten, but it does mean that additional ethics should be learned. Ethics are not necessarily interchangeable from country to country. Sometimes, different cultures respect different ethical rules. Thus, any person who decides to move to another country may have to adapt to cultural, and workplace, ethical differences.

EXERCISES

1. Translate the following words and expressions into English.

Визначення особливих принципів, впливати на умови діяльності в організації, сфера діяльності, стосуватися корпоративної філософії, існувати, головна ціль, справедливо ставитися до працівників, ставати мотивованим, конкурувати, оновлювати документ, член колективу, дотримуватися правил.

2. Match the words on the left with synonyms on the right.

- | | |
|----------------|-----------------|
| 1. to dismiss | a. rules |
| 2. manager | b. worker |
| 3. conduct | c. to discharge |
| 4. obligation | d. behaviour |
| 5. employee | e. supervisor |
| 6. regulations | responsibility |

3. Answer the following questions.

1. What is business ethics?
2. What is the main goal of management ethics?
3. Why is it necessary for the management team to adhere to management ethics?
4. Should managers follow different codes of conduct in different firms?
5. Why is it important to know company's code of conduct?
6. Should every decision made on a daily basis be ethical?
7. What are the main rules of workplace behavior?

4. Read and translate the following sentences into Ukrainian.

1. Ethics in leadership of a business is in high demand.
2. Morals play a large role in this because individuals must personally use ethical behavior in order to achieve the end goal without mistreating people.

2. Translate the following words and expressions into English.

Управлінська етика, якість роботи, надійність, почуття турботи та поваги, особиста відповідальність, надихати людей, підтримувати колектив, робоче місце, службовець.

3. Say if the following statements are true or false.

1. Ethics and ethical reasoning are necessary characteristics of your business culture.
2. The most effective leaders in your business should not support the values that your business embraces.
3. Proactive decision making, personal efficiency and accountability are the key elements of the corporate identity.
4. Managerial ethics are focused on workplace behavior ethics and ethics in leadership.
5. It is more important to talk about moral values than to *live* them.

4. Match the words with their definitions and learn them by heart.

1. Ethics	a. is a form of professional ethics that examines ethical principles and moral or ethical problems that arise in a business environment.
2. Code of conduct	b. approach that lacks ethical principles and is actively opposed to ethical behavior.
3. Business ethics	c. a social, religious, or civil code of behaviour considered correct, especially that of a particular group, profession, or individual.
4. Immoral management	d. a set of conventional principles and expectations that are considered binding on any person who is a member of a particular group.

5. Put the words into the sentences.

fairness	consequences	long-term effects	management	Legality	self-respect
considered					

When making a decision in the following criteria of ethical decision-making should be:

- – will the decision somehow affect the legal status?
- – how will the decision affect those involved in it?
- – does the decision-maker feel good about the decision and its?
- - how do the predicted long-term effects relate to the above parameters?

6. Read and translate the following proverbs. Express your attitude to them.

- The same work under the same conditions will be estimated differently by ten different estimators or by one estimator at ten different times.
- There's never enough time to do it right first time but there's always enough time to go back and do it again.
- If you don't attack the risks, the risks will attack you.
- The more you plan the luckier you get.
- Too few people on a project can't solve the problems - too many create more problems than they solve.

TEST YOUR GRAMMAR

PASSIVE VOICE

1. Complete the text with the correct form of the verb in the box in *Present Simple Active or Passive*. Not all the verbs are used.

be	stay	import	wake up	not invite	take
spend	deliver	make	come	read	not get up

My idea of perfect happiness *is being* alone on a Sunday morning. I usually (1)_____ at about seven o'clock – that's when my copy of *The Sunday Times*

(2)_____ . I (3)_____ immediately, because I love staying in bed when I don't have to go to work. After an hour, I have my favourite breakfast – coffee, croissants, and jam. The jam (4)_____ from France and the croissants (5)_____ at the local bakery. I (6)_____ a couple of hours reading the newspaper and then I finally get dressed at about ten o'clock. My friends phone or (7)_____ to the house after midday. I love talking to them or seeing them on Sunday afternoons but they know that people (8)_____ to share my Sunday mornings!

2. Make the following sentences passive.

Example. Vice-president changed the organizational structure of the company. –
The organizational structure of the company was changed by Vice-president.

1. Managers use five employers' motivators.
2. We are going to arrange transportation.
3. Managers manage employees.
4. The supplier has to deliver the goods on Monday.
5. Chief Manager coached the subordinate managers upon his return from the seminar course.
6. We'll pay the insurance premium.
7. The concept of management covers the following spheres of management development.
8. The shipment company has to dispatch the goods tomorrow.
9. Could you change the terms of payment?
10. Have you already filled in an application form?

3. Choose the right answer.

1. The factory was _____ in 1953.
a) suggested b) told c) built d) permitted
2. The company was _____ in 1983.
a) increased b) founded c) left d) written

3. I was _____ to make a presentation at the Conference.
a) suggested b) increased c) permitted d) invited
4. The job was _____ to Frank but he turned it down.
a) offered b) permitted c) left d) written
5. I was _____ that I wouldn't need to bring my own slide projector.
a) told b) increased c) permitted d) written
6. The report was _____ by a leading expert in the field.
a) suggested b) increased c) left d) written
7. Smoking is not _____ in the office.
a) suggested b) left c) permitted d) increased
8. Some things are best _____ unsaid.
a) suggested b) left c) offered d) increased
9. Taxes are being _____ by 20%.
a) suggested b) increased c) offered d) invited
10. It has been _____ that we should delay this decision for a few weeks.
a) suggested b) built c) offered d) invited

Lexical Quest	Grammar Quest
<ol style="list-style-type: none"> 1. What is business ethics? 2. What are the main goals of management ethics? 3. Why is it important to know company's code of conduct? 	<ol style="list-style-type: none"> 1. What do we use if we want to say who does or what causes the action? 2. What tenses don't have the passive?

REVIEW YOUR GRAMMAR

1. Choose the correct form of the verb.

1. He *travels* / *'s travelling* a lot for his job.
2. When did you *come* / *came* to New York?
3. She can *swims* / *swim* 5 kilometres.
4. We *don't see* / *aren't seeing* them this evening.
5. They *move in* / *moved in* two weeks ago.
6. He *'s going to marry* / *married* her next summer.
7. I *enjoy* / *'m enjoying* this party!
8. Where *is* / *does* your brother live now?
9. Why is the policeman *talking* / *talk* to him?
10. I *work* / *have been working* for this company since 2005.

2. Complete the sentences with the correct form of *do*, *be* or *have*. Some of the answers are negative.

Example. *Have* you ever been to Japan?

1. I work in a large company, but I ____ like it very much.
2. ____ you been waiting long?
3. It's very hot today, ____ it?
4. I don't understand what they ____ saying.
5. The job ____ advertised in last night's paper.
6. You don't see your parents very often. When ____ they emigrate?
7. 'Have you moved into the house yet?' 'No, we ____.'
8. A new road ____ being built through the town centre at the moment.
9. When _____ you born?
10. Where _____ she living at the moment?
11. They _____ staying at Madison Hotel.
12. _____ you ever been skiing?
13. What _____ you do last weekend?

14. 'I'm sorry I'm late.' 'Don't worry. I _____ been waiting long.'
15. _____ he work in the same company as you?
16. She wasn't very happy because she _____ had a bad day.
17. This car _____ manufactured in 1995.
18. We love going to the theatre but our children _____ enjoy it much.
19. I _____ getting married in a few weeks.
20. When I arrived at my neighbour's house, they _____ having an argument.

3. Make these sentences negative. More than one answer is possible.

Example. My parents always bring something for the children. –

My parents never bring anything for the children.

1. She told me to buy some computer discs.
2. I think that's a good suggestion.
3. We've already made plans for the weekend.
4. She seems to be very happy in her new job.
5. I expect we'll hear from them soon.
6. Credit cards are used to pay for goods and services.

4. Make these sentences interrogative.

Example. They seemed to be very efficient. –

Did they seem to be very efficient?

1. They expect to us to call them every week.
2. You must eat something before you take these tablets.
3. We've already paid the bill.
4. My teacher thought it was a good idea.
5. I spoke to someone on the way home.
6. You can rely on them.
7. They must have known the truth.

5. Complete the text with the correct form of the verb in brackets. Some verbs are passive. More than one answer may be possible.

Example. We *saw* (see) him a few times last year.

Last month, I (1) _____ (attend) a reunion of students who (2) _____ (be) on the same course as me at the University ten years earlier. When I left university, I (3) _____ (not keep) in touch with many people – just my closest friends and one or two of the lecturers – so I (4) _____ (not know) who or what to expect. When I arrived at the hotel where the reunion (5) _____ (hold), most of the guests (6) _____ already _____ (arrive). They (7) _____ (chat) in small groups, or in the queue for food, or at the bar. Everyone seemed to have someone to talk to except me. I (8) _____ (make) my way to the bar and (9) _____ (stand) patiently waiting for the barman to notice me. After what seemed an age, I (10) _____ (tap) on the shoulder and someone shouted, ‘I (11) _____ (not believe) it! You, at the university reunion!’ I turned round quickly and (12) _____ (face) with a man of about my age that I (13) _____ (not recognize) at all. He seemed to know me though, and continued, ‘How are you? What (14) _____ you _____ (do) since we left?’ Instead of (15) _____ (explain) that I didn’t know him, I found myself replying, ‘I’m fine. I work in computing now, but I (16) _____ (spend) five years abroad working as an economist.’ For the next hour, this man (17) _____ (tell) me his whole life story while I (18) _____ desperately _____ (search) for someone that I knew. I (19) _____ (manage) to talk to a couple of my old lecturers, but my strongest memory of the evening was that I (20) _____ (have) a reunion with someone that I didn’t even know!

6. Make up tag-questions.

Example. You are a bank worker. – *You're a bank worker, aren't you?*

1. You don't remember me.
2. We've spoken about that today.
3. Exchange rate has changed.

4. I don't need to make a report.
5. He won't object.
6. You are not accepting that job offer.
7. You don't think he could be right.
8. John is completely unaware how much damage he did the company.
9. He wouldn't work for Michael again.

7. Complete the sentences with the correct form of the verb in brackets. More than one answer may be possible.

Example. I think people *will have* (have) holidays on the moon in the future.

1. Please, don't call me between 10.00 and 12.00 because I _____ (interview) people.
2. This line is very bad. I _____ (call) you back in a minute.
3. We've booked the restaurant. _____ you and Jane _____ (come) with us?
4. The next performance _____ (start) in half an hour.
5. Helen left you a message. She _____ (be) late home this evening.
6. It's very hot in here. _____ you _____ (open) the window?
7. We'll be able to go out at the weekend because I _____ (do) all my work by then.

8. Choose the correct form of the verb.

Example. I'm good at *to draw / drawing*.

1. I can't afford *eating / to eat* out very often.
2. My parents made me *do / to do* my homework every night.
3. I find it difficult *to understand / understanding* him.
4. She wants you *call / to call* her.
5. I can't stand *travelling / to travel* by plane.
6. We're looking forward *to go / to going* on holiday.
7. I'd like *to speak / speak* to the manager.
8. We've finished *decorating / to decorate* our house.
9. He's thinking of *change / changing* his job.

10. They always forget *to water / watering* the plants.

9. Complete the sentences with the correct form of the verb in brackets.

Example. I don't mind *helping* you. (help)

1. You can't stop some people _____ what they want to do. (do)
2. I didn't mean _____ you. I'm sorry. (upset)
3. We spent the summer _____ around Europe. (travel)
4. I'll always regret not _____ the opportunity to travel. (take)
5. At school we were made _____ long poems by heart. (learn)
6. It's no use _____ James. He never comes to our parties. (invite)
7. We were against the decision _____ the local primary school. (close)
8. He admitted _____ lies to the police. (tell)
9. We weren't allowed _____ dictionaries during the exam. (use)
10. They invited me _____ an interview. (attend)

10. Write advice for the following situations using *should*.

Example. I'm so tired. – *You should go to bed early tonight.*

1. My wallet has been stolen.
2. I've got an exam next month.
3. I feel ill. I think I've got flu.
4. I'm bored. I want to find a new hobby.
5. I want to buy a car but I haven't got enough money.
6. I had a big argument with my boyfriend last week.

11. Write polite refusals for the following requests, offers, and invitations.

Example. A. Can you tell me how to get to the station, please?

B. *I'm terribly sorry. I'm afraid I'm not from around here.*

1. A Would you like to come to a barbecue on Saturday evening?

B _____

2. A Could you do me a favour? I need a lift home tomorrow night because my

car is being repaired.

B _____

3. A Would you like me to help you with your English homework?

B _____

4. A Can you help me with the preparations for the party?

B _____

5. A Would you like me to help you with your cases? They look very heavy.

B _____

SUMMARY TESTS

Part I

TEST 1

Choose the right answer.

1. There was _____ to do in the office.
(A) many (B) lot of (C) a lot (D) lots of
2. The journalist asked me _____.
(A) what was my previous report about
(C) what my previous report was about
(B) what is my previous report about
(D) what my previous report is about
3. You'll be in your office tomorrow, _____ ?
(A) isn't it (B) won't you (C) will you (D) will you be
4. There's no doubt that computers have _____ our lives easier.
(A) done (B) got (C) become (D) made
5. _____ that man sitting over there?
(A) Whose (B) Which (C) Who's (D) Who
6. If he _____ hard, he'll fail his final exams.
(A) doesn't work (B) won't work
(C) hadn't worked (D) wouldn't work
7. Is there _____ in the room?
(A) somebody (B) something (C) anybody (D) anywhere
8. The telephone was _____ by Alexander Graham Bell.
(A) discovered (B) invented (C) explored (D) studied
9. This program _____ me a lot of money.
(A) cost (B) costed (C) had costed (D) was cost
10. It happened _____ our way home.
(A) in (B) on (C) for (D) about
11. By the time we arrived at the station, the train _____.
(A) left (B) has left (C) had left (D) was left

12. Mount Everest is _____ mountain in the world.
(A) high (B) highest (C) the higher (D) the highest
13. What do you want _____?
(A) me to do (B) that I'll do (C) I do (D) for me to do
14. If he lived in the country he _____ happier.
(A) was (B) is (C) will be (D) would be
15. Rome is famous for its _____ archaeological sites.
(A) ancient (B) old (C) old-fashioned (D) modern
16. _____ operate a computer is not as difficult as many people think.
(A) To learn (B) To learning (C) Learning (D) Learning to
17. When did he arrive _____ Kyiv?
(A) at (B) on (C) in (D) for
18. Nobody _____ when the meeting is.
(A) know (B) knows (C) knew (D) is knowing
19. I _____ get up very early today.
(A) must to (B) have to (C) should to (D) ought
20. What will _____ be like tomorrow?
(A) the weather (B) a weather (C) weather (D) the weathers

TEST 2

Choose the right answer.

1. Where _____ you at the time of the conference yesterday?
(A) were (B) was (C) did (D) have you been
2. John _____ a new job.
(A) have offered (B) has been offered (C) has offering (D) offer
3. People use _____ words and gestures to express their feelings.
(A) both (B) either (C) neither (D) also
4. You'd better _____ there alone.
(A) not to go (B) don't go (C) not go (D) go not

5. Do you know ____ foreign languages?
(A) some (B) some of (C) any (D) the
6. If you _____ to Paris you'll see the Eiffel Tower.
(A) go (B) will go (C) went (D) would go
7. The weather forecast said that _____.
(A) it will rain in the afternoon (B) it would rain in the afternoon
(C) it rains in the afternoon (D) it will be raining in the afternoon
8. St Basil's Cathedral _____ in the mid-18th century in memory of the victory over Kazan.
(A) built (B) was built (C) was builded (D) had been built
9. I usually go to work ____ foot.
(A) in (B) with (C) on (D) by
10. _____ we had a lot of free time, we decided to go to the park.
(A) For (B) Thus (C) So (D) As
11. I _____ English since last December.
(A) will be learning (B) am learning
(C) have been learning (D) learn
12. Tell me _____ there is anything else you would like to see in London.
(A) that (B) so (C) which (D) if
13. A secretary is a person who _____ letters.
(A) is typing (B) types (C) typed (D) will type
14. Our planet is in great danger _____ human activity.
(A) because (B) the reason why (C) for (D) as a result of
15. My parents have _____ lived in London.
(A) always (B) usually (C) from time to time (D) ever
16. Neither Alex nor Nick _____ German.
(A) know (B) are knowing (C) don't know (D) knows
17. We ate _____ cake. It was delicious.
(A) the all (B) the whole (C) the every bit (D) each
18. If I were you, I _____ smoking.

(A) would give up (B) gave up (C) will give up (D) give up

19. When I _____ at Baker Street, Holmes was sitting by the fire deep in thought.

(A) reached (B) entered (C) arrived (D) came

20. He _____ to go to the dentist because he has toothache.

(A) ought (C) should (B) must (D) have

TEST 3

Choose the right answer.

1. James said that he _____ a horse before.

(A) never rode (B) has never ridden

(C) had never ridden (D) never ridden

2. Who _____ America?

(A) discovered (B) did discover (C) did discovered (D) discovers

3. She has got _____ daughter.

(A) a ten-years (B) a ten-years-old

(C) a ten-year-old (D) a ten-year-aged

4. Please wait for me if you _____ earlier.

(A) will come (B) come (C) comes (D) came

5. Are you sure that the _____ bus leaves at 6 p.m.?

(A) latter (B) latest (C) late (D) last

6. This newspaper is not very popular _____ young people.

(A) for (B) with (C) about (D) over

7. I arrived _____ the airport with plenty of time to check in.

(A) for (B) to (C) at (D) in

8. I'd like _____ overnight.

(A) that you stayed with us (B) you stay with us

(C) you staying with us (D) you to stay with us

9. Do you mind _____ the door?

(A) I close (B) close (C) if to close (D) my closing

10. In spite of Shakespeare's fame we know very ___about his life.

- (A) little (B) a little (C) few (D) less

11. Ann couldn't go to the theatre with us because _____.

- (A) she had prepare for the exam
(B) she must prepare for the exam
(C) she had to prepare for the exam
(D) she will have to prepare for the exam

12. Neither Helen nor Andrew _____to go to the museum with us.

- (A) is wanting (B) wants (C) doesn't want (D) don't want

13. The first film of this director is much more interesting _____the second one.

- (A) then (B) than (C) that (D) as

14. By the time we got home, Alice _____a delicious dinner.

- (A) prepared (B) has prepared (C)had prepared (D)has preparing

15. Nobody _____being shouted at.

- (A) likes (B) doesn't like (C) is like (D) like

16.I don't know who _____your bike.

- (A) stealed (B) has stoled (C) did stole (D) has stolen

17.She ___ for a bus at the bus-stop when her friend came to her.

- (A) was waiting (B) has been waiting
(C) is waiting (D) had waited

18. Everybody_____ to go to the dentist at least once a year.

- (A) should (B) must (C) ought (D) have

19.I ___ an essay by six o'clock yesterday.

- (A) have written (B) had written (C) wrote (D) was writing

20. I'm late, _____ ?

- (A) aren't I (B) am I (C) isn't it (D) amn't I

TEST I

1) A person or company that produces large amounts of goods is a ...

- a) manufacturer
- b) retailer
- c) buyer

2) A retailer sells...

- a) goods in bulk to the store owners.
- b) goods directly to the public.
- c) raw materials to the manufacturers.

3) He is one of the founders who ... the business in 1985.

- a) ran
- b) set up
- c) grounded

4) Which sentence is correct?

- a) Often I am giving presentations in my job.
- b) Often I make presentations in my work.
- c) I often give presentations in my job.

5) What do you do?

- a) I develop software products.
- b) I'm listening to the news.
- c) I'm not employed.

6) Who is responsible for checking payments?

- a) a financial analyst
- b) an economist

c) an accountant

7) Which question is correct?

a) What does your company?

b) What kind of company do you work for?

c) Where is responsible to manage projects in your company?

8) Trainees don't ...

a) don't earn much money.

b) don't learn much.

c) don't need any qualifications.

9) The internet allows people to ... their lives from the computer.

a) purchase

b) service

c) manage

10) Buying goods online is a form of ...

a) accounting

b) self-service

c) production

TEST II

1) Giving employees promotion means ...

a. offering them bonuses.

b. offering them a higher position.

c. asking them to leave the company.

2) Employees who are motivated to do well are ...

- a. ambitious
- b. friendly
- c. responsible

3) Who is at the bottom of a hierarchy?

- a. managers
- b. subordinates
- c. senior staff

4) A trainee should look up to ...

- a. his colleagues
- b. his workmates
- c. his superiors

5) 'We have *hired* 20 new staff' Replace the word in italics.

- a. taken on
- b. taken over
- c. taken up

6) Last year he *took part* in the company cycle race.

- a. controlled
- b. participated
- c. accepted

7) Which sentence is correct?

- a. Where have you been yesterday?
- b. He worked in the company for 20 years until his retirement.
- c. I know him since our schooldays.

8) 'The company has achieved good results so far this year.' Which sentence is true?

- a. It is the end of the year.
- b. The year is not finished.
- c. It is the beginning of the new year.

9) Two staff are sick and one is on holiday ... I need someone to help out.

- a. so that
- b. because
- c. so

10) I use my laptop a lot ... I spend 2-3 days out of the office each week.

- a. in order to
- b. because
- c. so that

TEST III

1) People often use _____ in presentations to show figures and trends.

- a) pies
- b) mobiles
- c) graphs

2) "Sales have increased."

- a) Sales have gone down.
- b) Sales have gone up.
- c) Sales have stayed the same

3) What is a prediction?

- a) Talking about last years' figures.

- b) Talking about this years' figures.
- c) Talking about next years' figures.

4) $5 \times 15 = 60$. We say:

- a) Five times fifteen equals sixty.
- b) Five plus fifteen makes sixty
- c) Five divided by fifty is sixteen

5) "Maybe petrol prices will fall in the summer." This statement is:

- a) definite
- b) possible
- c) probable

6) Which sentence shows certainty.

- a) I definitely won't go to Spain next year.
- b) I probably won't be able to meet you tomorrow.
- c) Perhaps we will meet again next week.

7) "How many people will be at the meeting tomorrow?"

- a) "6 – everyone is here."
- b) "Only 5 – John won't be there."
- c) "Jill doesn't come tomorrow"

8) House prices fell last year.

- a) There was a minus in house prices.
- b) There was a rise in house prices.
- c) There was a fall in house prices

9) Last year bread cost 95 pence, now it costs \$1.15.

- a) That's a trend of 20 pence

- b) That's an increase of 20 pence
- c) That's a drop of 20 pence.

10. Which question is correct?

- a) "What are you doing in ten years' time?"
- b) "What work will you maybe do in ten years' time?"
- c) "What job will you do in 10 years' time?"

TEST IV

1. Innovation means

- a) something traditional and solid
- b) something new and unusual
- c) something difficult and challenging

2. 'They made big and important changes to their concept.' The changes they made were

- a) radical
- b) creative
- c) imaginative

3. I've looked ... your ideas, but they're not quite what we are looking

- a) after + at
- b) for + like
- c) at + for

4. Which of the following describes a supplier?

- a) a company that distributes finished products to end-users.
- b) a company that sells materials or services to other companies.
- c) a company that buys finished goods and sells them on.

5. Companies need new ideas to make them

- a) competital
- b) competable
- c) competitive

6. If we made the packaging more colourful

- a) people would bought the product
- b) people had buy the product
- c) people would buy the product

7. Staff motivation would be higher

- a) if we introduced a bonus system
- b) if we didn't have flexi-time
- c) if the boss wouldn't listen to our ideas

8. You and your colleagues are brainstorming a problem. You say:

- a) What if we would change our packaging?
- b) Would it help if we changed our packaging?
- c) What we wanted is really changed packaging.

9. If you do something deliberately, you do it

- a) by accident
- b) because you want to
- c) carefully

10. Our young team of product engineers make our company

- a) successful
- b) successive
- c) succeeding

TEST V

1. If you find it difficult to meet deadlines, you should read a book about

- a) analysing productivity
- b) effective time management
- c) staff motivation

2. What are the four Ps?

- a) practice, price, politics, production
- b) product, price, promotion, place
- c) product, packaging, price, promotion

3) Just-in-time delivery means

- a) deliveries which arrive late
- b) supplying goods a very short time before they are needed
- c) ordering goods long before they are needed

4. A staff shortage is most likely to occur

- a) on weekdays
- b) when business is slow
- c) at holiday times

5. Which sentence is correct?

- a) Helpful managers are highly respected by their colleagues.
- b) Slowly workers are often not efficient.
- c) A recently study looked at productivity in the UK.

6. Which sentence is correct?

- a) All our employees well speak English.
- b) All our employees speak well English.

c) All our employees speak English well.

7. Which of the following words means to give tasks at work to other people?

- a) encourage
- b) delegate
- c) objectives

8. Which of the following is a synonym for motivate?

- a) inspire
- b) train
- c) sack

9. Complete the sentence: A good manager always ... clear objectives.

- a) makes
- b) meets
- c) sets

10. What is the definition of executives?

- a) general staff and workers in a company
- b) managers and directors, perhaps on the board
- c) top bosses of companies

ADDITIONAL READING

EFFECTIVE MANAGEMENT

Developing effective management skills to deal with specific challenges and problems of each organization is the urgent needs of many businesses and organizations in the global competitive environment, rapid changing of technology and environment. The new tendency of training and development of successful organizations over the world today is developing effective skills in dealing with specific challenge of their own organization to reach their own mission and objectives in the new organization that characterized by networked, flat, flexible, diverse, global organization.

“Effective Management Skills” to help people and organization improving their own effectiveness and efficiency. Globalisation and rapidly developing technology shows we are in a period of intense competition. Proper management is vital in these complex environments. The quality of manager and effective management styles can determine the culture of the organisation, the productivity of its staff, and, ultimately, success or failure. A manager should have the ability to direct, supervise, encourage, inspire, and co-ordinate, and in doing so facilitate action and guide change. Managers develop their own leadership qualities and those of others. Management utilises planning, organisational and communications skills. These skills are important in leadership also, but even more so are qualities such as integrity, honesty, courage, commitment, sincerity, passion, determination, compassion and sensitivity.

MANAGEMENT INFORMATION SYSTEM

A management information system (MIS) is a system that provides information needed to manage organizations effectively. Management information systems involve three primary resources: technology, information, and people. It's important to recognize that while all three resources are key components when studying management information systems the most important resource is people.

Management information systems are regarded to be a subset of the overall

internal controls procedures in a business, which cover the application of people, documents, technologies, and procedures used by management accountants to solve business problems such as costing a product, service or a business-wide strategy. Management information systems are distinct from regular information systems in that they are used to analyze other information systems applied in operational activities in the organization. Academically, the term is commonly used to refer to the group of information management methods tied to the automation or support of human decision making, e.g. Decision Support Systems, Expert systems, and Executive information systems.

The terms MIS and information system are often confused. Information systems include systems that are not intended for decision making. The area of study called MIS is sometimes referred to, in a restrictive sense, as information technology management. That area of study should not be confused with computer science. IT service management is a practitioner-focused discipline. MIS has also some differences with ERP which incorporates elements that are not necessarily focused on decision support.

The successful MIS must support a business's Five Year Plan or its equivalent. It must provide for reports based upon performance analysis in areas critical to that plan, with feedback loops that allow for titivation of every aspect of the business, including recruitment and training regimens. In effect, MIS must not only indicate how things are going, but why they are not going as well as planned where that is the case. These reports would include performance relative to cost centers and projects that drive profit or loss, and do so in such a way that identifies individual accountability, and in virtual real-time.

Anytime a business is looking at implementing a new business system it is very important to use a system development method such as System Development Life Cycle. The life cycle includes Analysis, Requirements, Design, Development, Testing and Implementation.

Types of information management systems

There are many types of information management systems in the market that

provide a wide range of benefits for companies. Strategic information management system, customer relation management systems and enterprise resource planning systems are some of them. The following are some of the benefits that can be attained for different types of information management systems.

Advantages of information management systems

(1) The company is able to highlight their strength and weaknesses due to the presence of revenue reports, employee performance records etc. The identification of these aspects can help the company to improve their business processes and operations.

(2) The availability of the customer data and feedback can help the company to align their business processes according to the needs of the customers. The effective management of customer data can help the company to perform direct marketing and promotion activities.

(3) Information is considered to be an important asset for any company in the modern competitive world. The consumer buying trends and behaviors can be predicted by the analysis of sales and revenue reports from each operating region of the company.

HISTORICAL DEVELOPMENT OF MANAGEMENT SCIENCE

19th century

Classical economists such as Adam Smith (1723–1790) and John Stuart Mill (1806–1873) provided a theoretical background to resource-allocation, production, and pricing issues. About the same time, innovators like Eli Whitney (1765–1825), James Watt (1736–1819), and Matthew Boulton (1728–1809) developed elements of technical production such as standardization, quality-control procedures, cost-accounting, interchangeability of parts, and work-planning. Many of these aspects of management existed in the pre-1861 slave-based sector of the US economy. That environment saw 4 million people, as the contemporary usages had it, "managed" in profitable quasi-mass production.

By the late 19th century, marginal economists Alfred Marshall (1842–1924), Léon Walras (1834–1910), and others introduced a new layer of complexity to the theoretical underpinnings of management. Joseph Wharton offered the first tertiary-level course in management in 1881.

20th century

By about 1900 one finds managers trying to place their theories on what they regarded as a thoroughly scientific basis. Examples include Henry R. Towne's "Science of Management" in the 1890s, Frederick Winslow Taylor's "The Principles of Scientific Management" (1911), Frank and Lillian Gilbreth's "Applied Motion Study" (1917), and Henry L. Gantt's charts (1910s). J. Duncan wrote the first college management textbook in 1911.

The first comprehensive theories of management appeared around 1920. The Harvard Business School invented the Master of Business Administration degree (MBA) in 1921. People like Henri Fayol (1841–1925) and Alexander Church described the various branches of management and their inter-relationships. In the early 20th century, people like Ordway Tead (1891–1973), Walter Scott and J. Mooney applied the principles of psychology to management, while other writers, such as Elton Mayo (1880–1949), Mary Parker Follett (1868–1933), Chester Barnard (1886–1961), Max Weber (1864–1920), Rensis Likert (1903–1981) approached the phenomenon of management from a sociological perspective.

Peter Drucker (1909–2005) wrote one of the earliest books on applied management: *Concept of the Corporation* (published in 1946). It resulted from Alfred Sloan (chairman of General Motors until 1956) commissioning a study of the organisation. Drucker went on to write 39 books, many in the same vein.

H. Dodge, Ronald Fisher (1890–1962), and Thornton C. Fry introduced statistical techniques into management-studies. In the 1940s, Patrick Blackett combined these statistical theories with microeconomic theory and gave birth to the science of operations research. Operations research, sometimes known as "management science, attempts to take a scientific approach to solving management problems, particularly in the areas of logistics and operations.

ARE WOMEN BETTER MANAGERS?

A new management theory states that there is a characteristically “female” management style – one that is stronger on teamwork, negotiation, and consensus building. This type of leadership is supposed to be more effective in the flatter business organizations.

Do women really manage differently from men? Some researchers would say yes. One study finds that men and women manage in very different ways - and that women do it better. Another indicates that leadership traits are actually more common in female executives than in their male counterparts. Still other studies claim that women are better team players than men.

The fundamental question, of course, is whether there is really one “best” way to manage. And the most successful managers are those who can adapt to the needs of the organization - both women and men are capable of doing this. “Managers are self-selecting population”, says management professor Gary Powell of the University of Connecticut. “Those who choose managerial careers, like firefighters, have a lot in common”. Managers, like everyone else, should be judged according to their abilities, not their genes.

WHAT DOES IT TAKE TO BECOME A SUCCESSFUL MANAGER

1. It is impossible to describe precisely those who eventually enjoy the financial rewards of climbing to the top of the managerial ladder. But it is possible to isolate at least three key preconditions for achieving success as a manager. They are ability, motivation to manage and opportunity. A total absence of one factor can cancel out strength in the other two. For example, high ability and motivation are useless if there is no opportunity.

Today’s successful manager needs a whole package of conceptual, technical and interpersonal abilities. A leading management consultant has summarized the qualities and abilities that future managers will need as follows:

“Any business can be reasonably sure of having effective and well prepared

leaders if it focuses on finding and developing people

1) who possess eight basic qualities (character, initiative desire to serve people; intellect, awareness and perception, foresight and vision, open – mindedness and flexibility; and persuasiveness);

2) who are conceptual strategic thinkers;

3) who can lead the business in adjusting to social change;

4) who can help the business cope with governmental regulation;

5) who can lead the business in managing its human resources effectively.

2. Students of management are left with one overriding question:

“How do I acquire the necessary abilities?” This question has stimulated a good deal of debate those interested in management. What is the key? Theory or practice? Some think that future managers need a solid background in management theory acquired through formal education. Others argue that manager can be learned only by actually doing it. All things considered a middle ground is recommended. One learns to manage by systematically integrating theory and practice. Theory helps one systematically analyze, interpret and internalize the managerial significance of practical experience. Serious management students are advised to put their newly acquired theories into practice wherever and whenever possible (for example, in organized sports; positions of leadership in fraternities, sororities, or clubs; and part-time and summer job).

SUCCESSFUL MANAGERS

The sales manager, the accountant, and the factory manager all act according to their situations, but they also act according to their personalities. Many successful managers (or managers in successful situations) attribute their success to their personal style. Maybe there is a real correlation, but we all know managers who are successful despite their personal styles.

Why are managers successful? It is because they know what they are doing and why. They know their departmental objectives, the procedures and the facts of the business, and they understand and are close to the people around them. They have

kept their thought, processes working so that they can keep on top of their jobs and ahead of the game. Crises and panics have been *anticipated* so that what the level of orders suddenly doubles or the computer breaks down in the middle of the payroll, there is a plan for taking the necessary action. The department is tidy and well ordered and there are no *mistakes buried* under the carpet, no *skeleton in the cupboard*. A manager who has achieved this will be confident, relaxed, objective and approachable.

The best manager is the manager who manages best, and in general that means achieving the objectives of his function as economically as possible. We have seen and will see that management is a matter of competence and control and consist largely in taking the right actions rather than in presenting certain styles.

10 FAMOUS MANAGERS WHO CHANGED THE WORLD

By management in all business and human organization we understood from the activity of collecting people to attain or fulfill a goal. Management consists of planning, organizing, staffing, leading or directing, and controlling an organization for achieving a goal and a person handle the entire organization is known to be as a Manager. Below is provided an interesting list of most famous managers of present age.

1. **Jeffrey Immelt (General Electric):** He succeeded Jack Welch as CEO of General Electrics in September 2001 and makes an incomparable impression upon GE's culture and strategy. And he did all this for the company aftermath of September 11 attacks and shaky economic environment.
2. **Steven Reinemund (Pepsi Co):** He made soda and potato chips to be mark of success in contemporary world of corporate competition. However Steven S. Reinemund made it more of Pepsi Co Inc a purveyor of junk foods; he made pepsi to \$27 billion food and beverage giant as PepsiCo adds more than 200 product variations to its global portfolio of brands.
3. **Hector Ruiz (Advanced Micro Devices):** As president and chief executive of Advanced Micro Devices he is known to as Mr. Fix it. Under his president ship

he gave stiff competition to the rival company Intel Corporation from AMD's hot selling Opteron server and Athlon 64 desktops and he made an agenda for next generation PC designs.

4. **Anne Mulcahy (Xerox):** Anne Mulcahy when joined Xerox in August 2001 then at that time company was reeling under tremendous pressure as was charges from Securities & Exchange Commission over accounting practices and the biggest problem faced by the company was in \$14 billion in debt. However she made sharp staff and business cuts and brought new chief financial officer and stabilized the company and put down debt to around \$9.8 billion.
5. **Phil Knight (Nike):** He started his career from selling Japanese sneakers from the trunk of his car. And took nearly 40 years to make it \$12.3 billion sports conglomerate. During 1980s and 1990s he completely changed the rules of the games for sports marketing. Next he changed high performance sports gear into a fashion statement.
6. **Chung Mong Koo (Hyundai):** When in 1999 Chung Mong Koo joined South Korea's largest car making company, Hyundai Motor Co. 1999, he had not much idea about his achievements in the company and tasks to do further on. However, to the latest update to the quality he put Hyundai as equivalent to Toyota.
7. **Henning Kagermann (SAP):** It is required for good manager to have smart thinking and crisp execution and it all combines into the CEO of software giant (SAP). Under his leadership the company has rose to the level of exceptional performance in field of software for accounting, sales management and manufacturing.
8. **Jerry Perenchio (Univision):** With his control over Univision Communications he keeps nerves of the 40 million American Hispanics well in control. He has made Univision one of the most popular TV network among generation among 18 to 49 age groups.

9. **Robert Nardelli (Home Depot):** He joined the company in December, 2000 that was heading towards a trouble. He at that time made time some decisions that were criticized at that time but are now paying off when company's third quarter sales has jumped to 13.1%.
10. **Gary Forsee (Sprint):** After joining the company in March 2003, he made a revolution in sluggish telecom sector. He combined Sprint's wireless and wireline business to make a company that can provide from everything from cellular to local phone service.

SENIOR MANAGEMENT

Senior management, executive management, or management team is generally a team of individuals at the highest level of organizational management who have the day-to-day responsibilities of managing a company or corporation, they hold specific executive powers conferred onto them with and by authority of the board of directors and/or the shareholders. There are most often higher levels of responsibility, such as a board of directors and those who own the company (shareholders), but they focus on managing the senior or executive management instead of the day-to-day activities of the business. In Project Management, senior management is responsible for authorizing the funding of projects.

They are sometimes referred to, within corporations, as executive management, top management, upper management, higher management, or simply seniors.

Positions

A management team is directly responsible for managing the day-to-day operations (and profitability) of a company. Positions that are commonly considered to be part of that team include the following:

Chief Executive Officer (CEO)

– As the top manager, the CEO is typically responsible for the entire operations of the corporation and reports directly to the chairman and board of directors. It is the CEO's responsibility to implement board decisions and initiatives and to maintain the smooth operation of the firm, with the assistance of senior management. Often, the

CEO will also be designated as the company's president and will be one of the inside directors on the board (if not the chairman).

Chief Operations Officer (COO)

–the COO looks after issues related to marketing, sales, production and personnel. More hands-on than the CEO, the COO looks after day-to-day activities while providing feedback to the CEO. The COO is often referred to as a senior vice president.

Chief Financial Officer (CFO)

– Also reporting directly to the CEO, the CFO is responsible for analyzing and reviewing financial data, reporting financial performance, preparing budgets and monitoring expenditures and costs. The CFO is required to present this information to the board of directors at regular intervals and provide this information to shareholders and regulatory bodies such as the Securities and Exchange Commission (SEC). Also usually referred to as a senior vice president, the CFO routinely checks the corporation's financial health and integrity.

KEY SKILLS OF A TOP MANAGER

Management training programs and management training courses are meant to hone the managerial skills of a person. So, what are the key skills of a top manager?

- A manager has to be a great communicator if he wants to become a great manager. Communication skill is not just about speaking but listening as well. Good communication should avoid ambiguity. If there is a chance that a message might be misunderstood then it should be clarified.

- A top manager has a vision. He makes sure that the others share this vision with him/her. Communicating a vision doesn't mean you have large message boards with your vision written on them placed at strategic locations. You have to make sure that your team understands your vision and shares your vision with you.

- A top manager has to have enthusiasm for his job and the job that he is doing. A negative leader will only bring the team down. So, when you are choosing a field, choose carefully. Unless you enjoy what you do it is hard to be productive.

Enthusiasm is infectious. If you have that attitude, it is sure to pass on to the other members of your team.

- Delegating responsibility is an important skill that a manager should possess. This also means that sometimes you will have to train your subordinates or team members to do a job better than you. If you are a good manager there is nothing to fear. As, Bill Gates says there are enough jobs in the world for good managers. The world is short of good managers.

- Always think carefully making a decision. At the same time, don't take too long to arrive at a decision. Once you have arrived at a decision don't change it. People do not respect indecisive managers.

- Management trainings also emphasize that top leader routinely reward their staff. The reward maybe in the form of a good word, a promotion, a pay rise or a bonus. It should be something that shows to your members and subordinates that their work is also important to the working of the organization.

There are many other skills a manager can possess but these are the top skills of a manager according to the various management training programs and management training courses.

TOP 10 MANAGEMENT MISTAKES

Managers come from different walks of life, possess various characteristics, and have their own philosophies regarding how to manage a business and employees. In a broad sense, there are common mistakes made by managers at different levels and in various types of businesses. The following are 10 of the most common management mistakes.

Putting policies ahead of people. The smaller the organization, the larger the mistake this is. Policies are made to be followed, within reason. Some flexibility with employees, particularly in a small company, is important. An even bigger mistake is standing behind policies at the expense of losing loyal customers. Weigh the significance of standing behind your policy in each situation. If it is a matter of physical safety or security, policies must be upheld. However, in many other

instances, there are reasonable solutions that will not alienate the customer or create a strained relationship with your employee(s).

Lack of communication. In any industry, at any level, communication is key to being a successful manager. Employees need to know what is expected of them and when specific projects or tasks need to be completed. Communication needs to be clear, and any questions that arise need to be answered.

Failing to hear what your employees have to say. Managers make the mistake of listening but not always hearing what their employees are saying. To manage effectively, you need to understand the needs and concerns of your employees.

Not acknowledging that you do not have all the answers. A good manager does not make the mistake of trying to solve every problem. Seeking help from individuals with expertise in specific areas is a sign of strength, not weakness. In addition, a good manager must understand that his or her way is not the only way to do the job.

The glass is always half empty. Managers who continually focus on the negatives, without recognizing positive achievements or employee accomplishments, end up with employees who are not motivated and often have one foot out the door looking for a more positive work environment.

Not accepting responsibility. A common mistake made by managers is to either delegate blame or simply not accept responsibility for that which happens under their guidance. Eventually, avoiding responsibility will catch up with a manager and usually not bode well for his or her future. Being in charge means taking responsibility for whatever happens.

Favoritism. Once a manager has obvious favorites, he or she loses credibility and the respect of the rest of the team.

Just do it. The Nike slogan does not work when employees are trying to gain an understanding of the process or project. Rather than expecting your team to simply work blindly on tasks they do not understand, a good manager takes the time to explain what the project is all about and how the team's work is incorporated into the plan. Remember, the more the team is invested in a project, the better the results will be.

Too much technology. A new breed of managers are more tech-savvy than they are comfortable handling and managing people. Embracing technology is a key to success in the modern office environment, but not at the risk of embracing people skills. Do not hide behind e-mails and other technology.

Never change. In a rapidly changing business environment, not being open to change can be a major mistake. While you may stick to tried-and-true methods in some areas, you should consider and weigh the value of change in others. Above all, be flexible.

SIX IMPORTANT MANAGERIAL SKILLS FOR SUCCESSFUL LEADERSHIP

A mark of a good leader is to be able to provide consistent motivation to his team encouraging them to attain excellence and quality in their performance. A good leader is always looking for ways to improve production and standards. Here are six management skills you can develop as a leader in working to create a quality effective team.

1. Observation

This is an important aspect that often gets neglected due the demands on a leader's time and schedule. Observation and regular visits to the work environment are a priority and should be scheduled into the calendar. Observing employees at work, the procedures, interaction and work flow is foundational to implementing adjustments to improve results.

2. Monitor Employee Performance

Employee performance needs to be monitored in mutually accepted ways. Policies and procedures need to be clear. Conferencing should be on a regular basis and not just when there is a problem. Assessments and evaluations should not be merely all formality or viewed a necessary paperwork to be done and filed away. Individual and group conferencing should be undertaken not only to monitor performance, but with the expectation of on going professional development and support.

3. Implementation of Professional Development Programs

A good leader evaluates weaknesses and provides training and development strategies to strengthen the weaker skills in the team.

4. Demonstration of Working Knowledge and Expertise

Good leadership comes from a place of strong knowledge and experience of the production and process leading to results. If a leader does not possess all the expertise and knowledge personally, then regular consultations with experts involved in the departments should be held. This is important in order to maintain an accurate and informed overall picture.

5. Good Decision Making

Good leadership is characterized by the ability to make good decisions. A leader considers all the different factors before making a decision. Clear firm decisions, combined with the willingness and flexibility to adapt and adjust decisions when necessary, create confidence in the leadership.

6. Ability to Conduct and Evaluate Research

On going review and research is vital in order to keep on the cutting edge in business. While managing the present to ensure on going excellence in product and performance, a good leader is also able to look towards the future. Conducting and evaluating research is an important way of planning and being prepared for the future.

COACHING

Coaching is one of the essential skills of a good manager. These links can help you improve your skill in this important area.

Employee Coaching: When Not To Step In

Employees can't learn if their manager does their work. You have to let people make mistakes if they are to learn. You can't just let them flounder on their own. *Employee Coaching: When To Step In* helps you decide when to step in and when to hang back and let them learn.

Coach U

Coach U offers a very thorough training and certification program for individuals offering their services as a personal coach. They also offer a directory of their graduates and sponsor regular conferences and training opportunities.

It makes sense to outline the common things coaches do:

- Facilitate the exploration of needs, motivations, desires and skills to assist the individual in making real, lasting change.

- Use questioning techniques to facilitate client's own thought processes in order to identify solutions and actions.

- Support the client in setting appropriate goals and methods of assessing progress in relation to these goals.

- Observe, listen and ask questions to understand the client's situation.

- Creatively apply tools and techniques which may include one-to-one training, facilitating, counselling & networking.

- Encourage a commitment to action and the development of lasting personal growth & change.

- Maintain unconditional positive regard for the client, which means that the coach is at all times supportive and non-judgemental of the client, their views, lifestyle and aspirations.

- Evaluate the outcomes of the process, using objective measures to ensure the relationship is successful and the client is achieving personal goals.

- Encourage clients to continually improve competencies and to develop new developmental alliances to achieve goals.

- Work within their area of personal competence.

MANAGEMENT CONSULTING

Management consulting indicates both the industry and practice of helping organizations improve their performance primarily through the analysis of existing business problems and development of plans for improvement.

Organizations hire the services of management consultants for a number of reasons, including gaining external advice and access to the consultants' specialized expertise.

Consultancies may also provide organizational change management assistance, development of coaching skills, technology implementation, strategy development, or operational improvement services. Management consultants generally bring their own, proprietary methodologies or frameworks to guide the identification of problems, and to serve as the basis for recommendations for more effective or efficient ways of performing business tasks.

In general, various approaches to consulting can be thought of. In the expert approach, the consultant takes the role of expert, and provides expert advice or assistance to the client, with, compared to the facilitative approach, less input from, and fewer collaborations with, the client(s). With a facilitative approach, the consultant focuses less on specific or technical expert knowledge, and more on the process of consultation itself.

Many consulting firms are organized in a matrix structure, where one 'axis' describes a business function or type of consulting: for example, strategy, operations, technology, executive leadership, process improvement, talent management, sales, etc. The second axis is an industry focus: for example, oil and gas, retail, automotive. Together, these form a matrix, with consultants occupying one or more 'cells' in the matrix. For example, one consultant may specialize in operations for the retail industry, and another may focus on process improvement in the downstream oil and gas industry.

Management consulting refers generally to the provision of business consulting services, but there are numerous specializations, such as information technology consulting, human resource consulting, virtual management consulting and others, many of which overlap, and most of which are offered by the large diversified consultancies listed below. So-called "boutique" consultancies, however, are smaller organizations specializing in one or a few of such specializations.

Currently, there are four main types of consulting firms:

Large, diversified organizations that offer a range of services, including information technology consulting, in addition to a strategy consulting practice.

Medium-sized management consultancies, that blend a boutique style with similar services and technologies offered by large consultancies.

Management and strategic consulting specialists that offer primarily Strategy Consulting and Business Intelligence Models to any industries.

Boutique firms which have focused areas of consulting expertise in specific industries, functional areas, or technologies, or regions of the world.

ADVANTAGES AND DISADVANTAGES OF MANAGEMENT CONSULTING

Advantages

There are several potential benefits of internal consultants to those who employ them:

If properly managed and empowered, internal consulting groups evaluate engagement on projects in light of the corporation's strategic and tactical objectives.

Often, the internal consultant requires less ramp up time on a project due to familiarity with the corporation, and is able to guide a project through to implementation — a step that would often be too costly if an external consultant were used.

Internal relationship provides opportunities to keep certain corporate information private.

It is likely that the time and materials cost of internal consultants is significantly less than external consultants operating in the same capacity.

Internal consulting positions can be used to recruit and develop potential senior managers of the organization.

A group of internal consultants can closely monitor and work with external consulting firms. This would ensure better delivery, quality, and overall operating relationships.

External firms providing consulting services have a dichotomy in priority. The health of the external firm is in aggregate more important than that of their client (though of course the health of their client can have a direct impact on their own health).

Disadvantages

The internal consultant may not bring the objectivity to the consulting relationship that an external firm can.

An internal consultant also may not bring to the table best practices from other corporations. A way to mitigate this issue is to recruit experience into the group and/or proactively provide diverse training to internal consultants.

Where the consulting industry is strong and consulting compensation high, it can be difficult to recruit candidates.

It is often difficult to accurately measure the true costs and benefits of an internal consulting group.

When financial times get tough, internal consulting groups that have not effectively demonstrated economic value (costs vs. benefits) are likely to face size reductions or reassignment.

MANAGER'S QUALITIES

There are certain other qualities required for a good manager to manage his staff.

Planner

A Manager has to take a long-term view; while a team member will be working towards known and established goals, the manager must look further ahead so that these goals are selected wisely. By thinking about the eventual consequences of different plans, the manager selects the optimal plan for the team and implements it. The manager ensures that work is not repeated nor problems tackled too late, and that the necessary resources are allocated and arranged.

Provider

The Manager has access to information, which the team needs. The role of a manager is important because authority, which the manager holds uniquely within the team and the manager, must exercise the power for the benefit of the team for the effective productivity.

Protector

In any company, there are problems, which can deflect the work force. The manager should be there to guard against these and to protect the team. If a new project emerges which not given an impossible deadline. If someone in your team brings forward a good plan, you must ensure that it receives a fair hearing and that your team knows and understands the outcome. If someone is in your team has a problem at work, you have to deal with it.

Inspires a Shared Vision

An effective manager is often described as having a vision of where to go and the ability to articulate it.

QUALITIES OF A MANAGER

Good Communicator

The ability to communicate with people is the most important skill by managers and team members. The Manager is also the team's link to the larger organisation. He must have the ability to effectively negotiate and use persuasion when necessary to ensure the success of the team and project. Through effective communication, manager support individual and team achievements by creating guidelines for accomplishing tasks and for the career advancement of team members.

Enthusiasm

If Managers are negative - they bring staffs down. Manager with enthusiasm, with a bounce in their step, with a can-do attitude. Many people tend to follow people with a can-do attitude. Enthusiastic Managers are committed to their goals and express this commitment through optimism.

Competence

Managers will be chosen based on their ability to successfully lead others rather than on technical expertise, as in the past. Having a winning track record is the surest way to be considered competent. Expertise in management skills is another dimension in competence. The ability to challenge, inspire, enable, model and encourage must be demonstrated if managers are to be seen as capable and competent.

Ability to Delegate Tasks

Trust is an essential element in the relationship of manager and his or her team. You demonstrate your trust in others through your actions - how much you check and control their work, how much you delegate and how much you allow people to participate.

Cool Under Pressure

In a perfect world, projects would be delivered on time, under budget and with no major problems or obstacles to overcome. A leader with a hardy attitude will take these problems in stride. When leaders encounter a stressful event, they consider it interesting, they feel they can influence the outcome and they see it as an opportunity.

Team-Building Skills

A team builder can best be defined as a strong person who provides the substance that holds the team together in common purpose toward the right objective. In order for a team to progress from a group of strangers to a single cohesive unit, the leader must understand the process and dynamics required for this transformation. He or she must also know the appropriate leadership style to use during each stage of team development. The leader must also have an understanding of the different team players styles and how to capitalise on each at the proper time, for the problem at hand.

Communicate the big picture

If you want your employees to work hard and be committed to your business, you have to keep them in the loop. Open communication helps foster loyalty and

gives employees a sense of pride. It helps them understand how their work contributes to the company's success.

Delegate work and responsibilities

Some employees, share their workload with them and assign the work according to people's strengths and weaknesses, and let employees develop their own good work habits and abilities.

Help employees set goals

Setting deadlines and goals helps keep employees focused, busy and motivates them to do their work. Talk to each of your employees about the company's goals, and work with them to set individual goals directly linked to your business's mission. Make sure employees understand their professional growth path in the company.

Recognize problems

It is impossible to know about personality conflicts, lagging productivity or other problems in the office if you have your head in the sand. If you notice a change in an employee's work habits or attitude, try to get to the root of the problem before it starts affecting the rest of your staff.

EFFECTIVE DEALING OF PROBLEMS

The first step in dealing with a problem employee is to identify the trouble. Many times, a simple, honest talk with an employee will dissolve issues such as occasional tardiness or minor attitude problems. Coaching requires a manager to work one-on-one with problem employees or to assign another employee to work with the employee to overcome their shortcomings. The mentor should provide the employee with feedback and solutions for improving their performance. Coaching requires patience and a substantial time investment, but it can help modify an employee's behavior.

Poor performance

Poor performance is not always due to a lack of skills; the employee may simply be disorganized or sloppy. These habits can usually be corrected with proper

guidance. If performance difficulties relate to a lack of skills, consider coaching or additional training.

Job incompatibility

In some cases an employee becomes a problem because their skills aren't compatible with their assigned tasks or regular duties. In this case, offering the employee additional training or assigning them a different set of tasks is usually the most appropriate course of action.

Sloppy work

When you notice that, an employee has made some errors, point out the mistakes to the employee and monitors their work more closely. If the problem persists, speak with the employee and detail the most serious examples of problems with their work. Remember to remain positive and focus on how important the employee's contribution is to the company.

Create an effective message

Consider the specific informational needs of executives, middle managers, supervisors and employees, and tailor your message to fit each audience. An effective message should also explain how your employees' day-to-day duties directly affect the company's performance and should touch on the values and pride of the employees. A direct, face-to-face interaction can help reinforce positive attitudes inspire employees and help them adapt to the change.

Listen to your employees

Employee feedback is critical in managing change. Holding focus groups with employees is a great way to gauge reaction and monitor the progress of change. You also can encourage employees to provide feedback through email or the company intranet. Communication is the cornerstone to successful change management. Talking to your employees is not a one-time event, and you need to reinforce your message by communicating early and often.

To be an effective manager you must know yourself, your strengths and your weaknesses, and those of the people around you. You must know your objectives and have a plan of how to achieve them. You must build a team of people that share

your commitment to achieve those objectives, and you must help each team member to achieve their best which will be able to attain a common goal.

THREE EFFECTIVE MANAGEMENT STYLES

Being an effective manager means knowing when to use the right management style. Some styles, for instance, are more people-oriented, while others tend to focus on a project or product. The management style you select will depend on your people's skills and knowledge, available resources (like time and money), desired results, and, of course, the task before you.

Your job is to select the management style that works best for any given situation. Managing without a specific style geared to a specific set of circumstances can slow you down and even lead to costly mistakes.

Get your people to do their best work by using one or more of the following effective management styles:

1. Participatory Style

Here, it is critical to give each employee an entire task to complete. If that's not possible, make sure the individual knows and understands his or her part as it relates to the project or task. When people on your team know where they fit in the big picture, they're more likely to be motivated to complete the task.

Take the time to explain the details and why their role is important. Get their input on the task and its significance. This will give them a sense of value, and hopefully, encourage them to take ownership of their piece of the project. Do your best to make sure your employees understand the tasks. Ask questions that might seem obvious; the asking alone will reinforce an employee's understanding of the work.

If your tasks are divided among groups, coordinate each group's contribution so that everyone knows where and how they fit in. Make a concerted effort to minimize obstacles and difficulties that arise. Let people know that you're happy to clear their paths so when a problem does arise, you are informed in a timely manner.

Reward not only jobs well done, but motivation as well. This will maintain the momentum and let people know that you have faith in their efforts.

2. Directing Style

Sometimes a situation will call for a direct style of management. Perhaps a tight deadline looms, or the project involves numerous employees and requires a top-down management approach. Here, a manager answers five questions for the employees: What? Where? How? Why? and When? Let them know what they need to do, how they're going to do it, and when they must be finished.

This style may seem cold and impersonal, but you still have an opportunity to be a motivating and accessible manager. For example, when you assign roles and responsibilities, provide helpful tips or share experiences you encountered with a similar project.

With this style, don't be afraid to set specific standards and expectations. Your communication, therefore, must be detail-oriented, unambiguous, and free of buzzwords and jargon. You also need to set clear, short-term goals like, "Your goal is to complete three reports a day."

In addition, be willing and able to make decisions quickly. Midway through a task, for example, you may direct someone to switch from doing one thing to another. Let your people know from the outset that this may occur; it will help them transition more smoothly. Make sure, as well, to reward and recognize jobs well done.

3. Teamwork Style

If you want to expedite a project and optimize a process for completing that project, managing by teamwork is the way to go. When you motivate people to pool their knowledge, the results may exceed your expectations. Often, teams can tackle problems more quickly than what you can accomplish on your own. The give-and-take can create a process that you can replicate in other projects.

Remember that successful teamwork depends on coordinated efforts among the staff, as well as solid communication skills. Reports must be clear and concise. Presentations must convey information that leaves nothing unanswered.

Understanding logistics is critical, too. Probably most important, however, is your willingness to credit the team for its success and independence, rather than your savvy management skills.

AUTOCRATIC LEADERSHIP STYLE

Autocratic leadership style is often considered the classical approach. It is one in which the manager retains as much power and decision-making authority as possible. The manager does not consult employees, nor are they allowed to give any input. Employees are expected to obey orders without receiving any explanations. The motivation environment is produced by creating a structured set of rewards and punishments.

This leadership style has been greatly criticized during the past 30 years. Some studies say that autocratic leaders:

- Rely on threats and punishment to influence employees.
- Do not trust employees.
- Do not allow for employee input.

Yet, autocratic leadership is not all bad. Sometimes it is the most effective style to use. These situations can include:

--New, untrained employees who do not know which tasks to perform or which procedures to follow.

--Effective supervision can be provided only through detailed orders and instructions.

- Employees do not respond to any other leadership style.
- There are high-volume production needs on a daily basis.
- There is limited time in which to make a decision.
- A manager's power is challenged by an employee.
- The area was poorly managed
- Work needs to be coordinated with another department or organization.

The autocratic leadership style should not be used when:

- Employees become tense, fearful, or resentful

- Employees expect to have their opinions heard
- Employees begin depending on their manager to make all their decisions
- There is low employee morale, high turnover and absenteeism and work stoppage

DEMOCRATIC MANAGEMENT STYLE

Democratic management style is one of the more popular forms of management in most large corporations in today's business market. Democratic management style puts everyone in an order of equal importance. Democratic management style simply involves feedback from everyone and gives employees a sense of investment in their company. Democratic management style also gives the managers a chance to listen and act on employee ideas.

The democratic leadership style is also called the participative style as it encourages employees to be a part of the decision making. The democratic manager keeps his or her employees informed about everything that affects their work and shares decision making and problem solving responsibilities. This style requires the leader to be a coach who has the final say, but gathers information from staff members before making a decision.

Democratic leadership can produce high quality and high quantity work for long periods of time. Many employees like the trust they receive and respond with cooperation, team spirit, and high morale. Typically the democratic leader:

- Develops plans to help employees evaluate their own performance.
- Allows employees to establish goals.
- Encourages employees to grow on the job and be promoted.
- Recognizes and encourages achievement.

Democratic management style is often beneficial to companies because it keeps employees feeling valued and content in the workplace, which often leads to higher and more efficient productivity.

Like the other styles, the democratic style is not always appropriate. It is most successful when used with highly skilled or experienced employees or when implementing operational changes or resolving individual or group problems.

BUREAUCRATIC LEADERSHIP STYLE

Bureaucratic leadership is where the manager manages "by the book". Everything must be done according to procedure or policy. If it isn't covered by the book, the manager refers to the next level above him or her. This manager is really more of a police officer than a leader. He or she enforces the rules.

This style can be effective when:

- Employees are performing routine tasks over and over.
- Employees need to understand certain standards or procedures.
- Employees are working with dangerous or delicate equipment that requires a definite set of procedures to operate.
- Safety or security training is being conducted.
- Employees are performing tasks that require handling cash.

This style is ineffective when:

- Work habits form that are hard to break, especially if they are no longer useful.
- Employees lose their interest in their jobs and in their fellow workers.
- Employees do only what is expected of them and no more.

PLANNING

Planning is the function of management that involves setting objectives and determining a course of action for achieving these objectives. Planning requires that managers be aware of environmental conditions facing their organization and forecast future conditions. It also requires that managers be good decision-makers.

Planning is a process consisting of several steps. The process begins with environmental scanning, which simply means that planners must be aware of the critical contingencies facing their organization in terms of economic conditions, their

competitors, and their customers. Planners must then attempt to forecast future conditions. These forecasts form the basis for planning.

Planners must establish objectives, which are statements of what needs to be achieved and when. Planners must then identify alternative courses of action for achieving objectives. After evaluating the various alternatives, planners must make decisions about the best courses of action for achieving objectives. They must then formulate necessary steps and ensure effective implementation of plans. Finally, planners must constantly evaluate the success of their plans and take corrective action when necessary.

STRATEGIC PLANNING.

Strategic planning involves analyzing competitive opportunities and threats, as well as the strengths and weaknesses of the organization, and then determining how to position the organization to compete effectively in their environment. Strategic planning has a long time frame, often three years or more. Strategic planning generally includes the entire organization and includes formulation of objectives. Strategic planning is often based on the organization's mission, which is its fundamental reason for existence. An organization's top management most often conducts strategic planning.

TACTICAL PLANNING.

Tactical planning is intermediate-range planning that is designed to develop relatively concrete and specific means to implement the strategic plan. Middle-level managers often engage in tactical planning. Tactical planning often has a one- to three-year time horizon.

OPERATIONAL PLANNING.

Operational planning generally assumes the existence of objectives and specifies ways to achieve them. Operational planning is short-range planning that is designed to develop specific action steps that support the strategic and tactical plans. Operational planning usually has a very short time horizon, from one week to one year.

ORGANIZING

Organizing is the function of management that involves developing an organizational structure and allocating human resources to ensure the accomplishment of objectives. The structure of the organization is the framework within which effort is coordinated. The structure is usually represented by an organization chart, which provides a graphic representation of the chain of command within an organization. Decisions made about the structure of an organization are generally referred to as "organizational design" decisions.

Organizing also involves the design of individual jobs within the organization. Decisions must be made about the duties and responsibilities of individual jobs as well as the manner in which the duties should be carried out. Decisions made about the nature of jobs within the organization are generally called "job design" decisions.

Organizing at the level of the organization involves deciding how best to departmentalize, or cluster jobs into departments to effectively coordinate effort. There are many different ways to departmentalize, including organizing by function, product, geography, or customer. Many larger organizations utilize multiple methods of departmentalization. Organizing at the level of job involves how best to design individual jobs to most effectively use human resources.

Traditionally, job design was based on principles of division of labor and specialization, which assumed that the more narrow the job content, the more proficient the individual performing the job could become. However, experience has shown that it is possible for jobs to become too narrow and specialized. When this happens, negative outcomes result, including decreased job satisfaction and organizational commitment and increased absenteeism and turnover.

Recently many organizations have attempted to strike a balance between the need for worker specialization and the need for workers to have jobs that entail variety and autonomy. Many jobs are now designed based on such principles as job enrichment and teamwork.

LEADING

Leading involves influencing others toward the attainment of organizational objectives. Effective leading requires the manager to motivate subordinates, communicate effectively, and effectively use power. If managers are effective leaders, their subordinates will be enthusiastic about exerting effort toward the attainment of organizational objectives.

To become effective at leading, managers must first understand their subordinates' personalities, values, attitudes, and emotions. Therefore, the behavioral sciences have made many contributions to the understanding of this function of management. Personality research and studies of job attitudes provide important information as to how managers can most effectively lead subordinates.

Studies of motivation and motivation theory provide important information about the ways in which workers can be energized to put forth productive effort. Studies of communication provide direction as to how managers can effectively and persuasively communicate. Studies of leadership and leadership style provide information regarding questions such as, "What makes a manager a good leader?" and "In what situations are certain leadership styles most appropriate and effective?"

CONTROLLING

Controlling involves ensuring that performance does not deviate from standards. Controlling consists of three steps, which include establishing performance standards, comparing actual performance against standards, and taking corrective action when necessary. Performance standards are often stated in monetary terms such as revenue, costs, or profits, but may also be stated in other terms, such as units produced, number of defective products, or levels of customer service.

The measurement of performance can be done in several ways, depending on the performance standards, including financial statements, sales reports, production results, customer satisfaction, and formal performance appraisals. Managers at all levels engage in the managerial function of controlling to some degree.

The managerial function of controlling should not be confused with control in the behavioral or manipulative sense. This function does not imply that managers should attempt to control or manipulate the personalities, values, attitudes, or emotions of their subordinates. Instead, this function of management concerns the manager's role in taking necessary actions to ensure that the work-related activities of subordinates are consistent with and contributing toward the accomplishment of organizational and departmental objectives.

Effective controlling requires the existence of plans, since planning provides the necessary performance standards or objectives. Controlling also requires a clear understanding of where responsibility for deviations from standards lies. Two traditional control techniques are the budget and the performance audit. Although controlling is often thought of in terms of financial criteria, managers must also control production/operations processes, procedures for delivery of services, compliance with company policies, and many other activities within the organization.

The management functions of planning, organizing, leading, and controlling are widely considered to be the best means of describing the manager's job as well as the best way to classify accumulated knowledge about the study of management. Although there have been tremendous changes in the environment faced by managers and the tools used by managers to perform their roles, managers still perform these essential functions.

SALES MANAGEMENT

Sales management is attainment of an organization's sales goals in an effective & efficient manner through planning, staffing, training, leading & controlling organizational resources. Revenue, sales, and sources of funds fuel organizations and the management of that process is the most important function.

An essential sales leadership role is to establish a sense of purpose or vision and clear direction to get there. A key element of a business' strategic 12-month plan is to answer the question: "Where will all the sales come from?" The sales plan is not a

guesstimate. It takes its direction from the marketing strategy and is based on thorough research and a considered positioning of the company within the market place.

Sales planning involves predicting demand for the product and demand on the sales assets (machines, people, or a combination of both). Failure to plan always means lost sales. Planning insures that when a consumer wishes to purchase the product, the product is available, but it also means opportunities for additional sales are presented and the sales assets are available to exploit these opportunities. Planning should allow for meeting increasing customer demand for more products, services and/or customization as the business is growing, but also react quickly when demand decreases. Sales planning improves efficiency and decreases unfocused and uncoordinated activity within the sales process.

Sales reporting

The sales reporting includes the key performance indicators of the sales force.

The Key Performance Indicators indicate whether or not the sales process is being operated effectively and achieves the results as set forth in sales planning. It should enable the sales managers to take timely corrective action deviate from projected values. It also allows senior management to evaluate the sales manager.

More "results related" than "process related" are information regarding the sales funnel and the hit rate.

Sales reporting can provide metrics for sales management compensation. Rewarding the best managers without accurate and reliable sales reports is not objective.

Also, sales reports are made for internal use for top management. If other divisions' compensation plan depends on final results, it is needed to present results of sales department's work to other departments.

Finally, sales reports are required for investors, partners and government, so the sales management system should have advanced reporting capabilities to satisfy the needs of different stakeholders.

WHAT IS STRATEGIC PLANNING?

Strategic planning is a management tool, period. As with any management tool, it is used for one purpose only: to help an organization do a better job - to focus its energy, to ensure that members of the organization are working toward the same goals, to assess and adjust the organization's direction in response to a changing environment. In short, strategic planning is a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does, and why it does it, with a focus on the future.

A word by word dissection of this definition provides the key elements that underlie the meaning and success of a strategic planning process: The process is strategic because it involves preparing the best way to respond to the circumstances of the organization's environment, whether or not its circumstances are known in advance; nonprofits often must respond to dynamic and even hostile environments. Being strategic, then, means being clear about the organization's objectives, being aware of the organization's resources, and incorporating both into being consciously responsive to a dynamic environment.

The process is about planning because it involves intentionally setting goals (i.e., choosing a desired future) and developing an approach to achieving those goals. The process is disciplined in that it calls for a certain order and pattern to keep it focused and productive. The process raises a sequence of questions that helps planners examine experience, test assumptions, gather and incorporate information about the present, and anticipate the environment in which the organization will be working in the future.

Finally, the process is about fundamental decisions and actions because choices must be made in order to answer the sequence of questions mentioned above. The plan is ultimately no more, and no less, than a set of decisions about what to do, why to do it, and how to do it. Because it is impossible to do everything that needs to be done in this world, strategic planning implies that some organizational decisions and actions are more important than others - and that much of the strategy lies in making the tough decisions about what is most important to achieving organizational success.

The strategic planning can be complex, challenging, and even messy, but it is always defined by the basic ideas outlined above - and you can always return to these basics for insight into your own strategic planning process.

INFORMATION TECHNOLOGY MANAGEMENT

IT Management is the discipline whereby all of the technology resources of the firm are managed in accord with the company's needs and priorities. Those resources include tangible investments like computer hardware, software, data, networks and data centre facilities, as well as the staffs who are hired to maintain them. Managing this responsibility within a company entails many of the basic management functions, like budgeting, staffing, organizing and controlling, plus aspects that are unique to technology, like change management, software design, network planning, tech support and others.

IT Management is a different subject from Management Information Systems. Management Information Systems refer to information management methods tied to the automation or support of human decision making. IT Management, as stated in the above definition, refers to the IT related management activities in organizations. MIS as it is referred to is focused mainly on the business aspect with a strong input into the technology phase of the business/organization.

A primary focus of IT Management is the value creation made possible by technology. This requires the alignment of technology and business strategies. While the value creation for an organization is a network of relationships between internal and external environments, technology plays an important role in improving the overall value chain of an organization. However, this increase requires business and technology management to work as a creative, synergistic, and collaborative team instead of a purely mechanistic span of control.

The term IT Infrastructure is defined as combined set of hardware, software, networks, facilities, etc. (including all of the Information Technology), in order to develop, test, deliver, monitor, control or support IT services. Associated people, Processes and documentation are not part of IT Infrastructure.

IT Managers have a lot in common with Project Managers but their main difference is one of focus: IT Managers are responsible and accountable for an ongoing program of IT services while the Project Managers' responsibility and accountability are both limited to a project with a clear start and end date.

Most of the IT management programs are designed to educate and develop managers who can effectively manage the planning, design, selection, implementation, use, and administration of emerging and converging information and communications technologies. The program curriculum provides students with the technical knowledge and management knowledge and skills needed to effectively integrate people, information and communication technologies, and business processes in support of organizational strategic goals.

Graduates should be able

to explain the important terminology, facts, concepts, principles, analytic techniques, and theories used in IT management.

to apply important terminology, facts, concepts, principles, analytic techniques, and theories in IT management when analyzing complex factual situations.

to integrate (or synthesize) important facts, concepts, principles, and theories in IT management when developing solutions to IT management multifaceted problems in complex situations.

BUSINESS PERFORMANCE MANAGEMENT

Business performance management is a set of management and analytic processes that enable the management of an organisation's performance to achieve one or more pre-selected goals. Synonyms for "business performance management" include "corporate performance management" and "enterprise performance management".

Business performance management is contained within approaches to business process management.

Business performance management has three main activities:
selection of goals,

consolidation of measurement information relevant to an organisation's progress against these goals, and

interventions made by managers in light of this information with a view to improving future performance against these goals.

Although presented here sequentially, typically all three activities will run concurrently, with interventions by managers affecting the choice of goals, the measurement information monitored, and the activities being undertaken by the organisation.

Because business performance management activities in large organisations often involve the collation and reporting of large volumes of data, many software vendors, particularly those offering business intelligence tools, market products intended to assist in this process. As a result of this marketing effort, business performance management is often incorrectly understood as an activity that necessarily relies on software systems to work, and many definitions of business performance management explicitly suggest software as being a definitive component of the approach.

Since 1992, business performance management has been strongly influenced by the rise of the balanced scorecard framework. It is common for managers to use the balanced scorecard framework to clarify the goals of an organisation, to identify how to track them and to structure the mechanisms by which interventions will be triggered. These steps are the same as those that are found in BPM, and as a result balanced scorecard is often used as the basis for business performance management activity with organisations.

In the past, owners have sought to drive strategy down and across their organizations, transform these strategies into actionable metrics and use analytics to expose the cause-and-effect relationships that, if understood, could give insight into decision-making.

OPERATIONS MANAGEMENT

Operations management is an area of management concerned with overseeing, designing, and redesigning business operations in the production of goods and/or services. It involves the responsibility of ensuring that business operations are efficient in terms of using as little resources as needed, and effective in terms of meeting customer requirements.

It is concerned with managing the process that converts inputs (in the forms of materials, labor, and energy) into outputs (in the form of goods and/or services). The relationship of operations management to senior management in commercial contexts can be compared to the relationship of line officers to the highest-level senior officers in military science.

The highest-level officers shape the strategy and revise it over time, while the line officers make tactical decisions in support of carrying out the strategy. In business as in military affairs, the boundaries between levels are not always distinct; tactical information dynamically informs strategy, and individual people often move between roles over time.

Operations traditionally refers to the production of goods and/or services separately, although the distinction between these two main types of operations is increasingly difficult to make as manufacturers tend to merge product and service offerings. More generally, operations management aims to increase the content of value-added activities in any given process. Fundamentally, these value-adding creative activities should be aligned with market opportunity (through marketing) for optimal enterprise performance.

According to the U.S. Department of Education, operations management is the field concerned with managing and directing the physical and/or technical functions of a firm or organization, particularly those relating to development, production, and manufacturing. Operations management programs typically include instruction in principles of general management, manufacturing and production systems, plant management, equipment maintenance management, production control, industrial

labor relations and skilled trades supervision, strategic manufacturing policy, systems analysis, productivity analysis and cost control, and materials planning.

HUMAN RESOURCE MANAGEMENT

All managers are periodically involved in some human resource functions. In small organizations, most personnel functions are performed by the owner or operating managers. Large organizations usually have a personnel department (or a human resource department) which is responsible for organizing and coordinating hiring and training, maintaining personnel records, acting as a link between management, labour, and government.

Precisely how all the functions related to human resources are split between operating managers and the personnel department varies from organization to organization. For example, the personnel department in one company may do all of the hiring below a certain level. In another company, all the hiring decisions may be made by operating managers, with the personnel department acting only in an advisory capacity.

Important changes have occurred and are still occurring in the composition of the work force. For example, the percentage of whitecollar jobs and the percentage of females in the work force have both increased significantly over the past several decades. The increasing role of women in the work force of the USA has had an impact on human resource managers in numerous ways: child care, spouse relocation assistance programs, and pregnancy leave programs have resulted from this trend.

The aging of the work force is another factor that is having a significant impact on human resource management. For example, in 1982 the median age in the United States was 31 years, 20 % of the population was 55 or older, and 11 % of the population was 65 or older.

Management skills are the talents necessary for effective performance. All managers need a number of specific skills if they are to succeed. For example, CEOs must be skilful not only in allocating resources and funds to different units of the company, or in delegating responsibilities to their subordinates. CEOs must be skilful

at allocating their time. CEOs are likely to spend 59 % of their time in scheduled meetings, 22 % doing “desk work”. 10 % in unscheduled meetings, 6 % on the telephone, and the remaining 3 % on tours of the company facilities. These proportions are different for managers at lower levels.

Finding a competent manager who understands technology is as hard as finding a technologist who can manage. Yet, universities to this day frown on mixing science and commercial education, and the commercially oriented scientist is still looked down. Companies often have to conduct in-service training program(me)s to deal with the problem, training technical experts in commerce and commercial people in technology.

Basic management skills, especially in such key areas as marketing and finance are extremely important in high-tech ventures. Usually, young, brainy, single-minded and often arrogant high-tech entrepreneurs rarely possess such skills. The problem is that high technology requires that management (should) be maintained at above-average level. The high-tech manager must understand the technology but also be capable of getting close to the market and customers.

FUNCTIONS OF THE HUMAN RESOURCES MANAGEMENT

The Human Resources Management (HRM) function includes a variety of activities, and key among them is deciding the staffing needs of an organization and whether to use independent contractors or hire employees to fill these needs, recruiting and training the best employees, ensuring they are high performers, dealing with performance issues, and ensuring your personnel and management practices conform to various regulations. Activities also include managing your approach to employee benefits and compensation, employee records and personnel policies. Usually small businesses (for-profit or nonprofit) have to carry out these activities themselves because they can't yet afford part- or full-time help. However, they should always ensure that employees have—and are aware of—personnel policies which conform to current regulations. These policies are often in the form of employee manuals, which all employees have.

Note that some people distinguish a difference between HRM (a major management activity) and HRD (Human Resource Development, a profession). Those people might include HRM in HRD, explaining that HRD includes the broader range of activities to develop personnel inside of organizations, including, e.g., career development, training, organization development, etc.

There is a long-standing argument about where HR-related functions should be organized into large organizations, e.g., "should HR be in the Organization Development department or the other way around?"

The HRM function and HRD profession have undergone major changes over the past 20–30 years. Many years ago, large organizations looked to the "Personnel Department," mostly to manage the paperwork around hiring and paying people. More recently, organizations consider the "HR Department" as playing an important role in staffing, training and helping to manage people so that people and the organization are performing at maximum capability in a highly fulfilling manner.

MARKETING MANAGEMENT RESPONSIBILITIES

Marketing management involves choosing target markets that not only get new customers but also retain the existing ones.

Marketing management is a business subject, which is based on research and study of practical applications of marketing techniques and management of the marketing resources. The one who excels in this field is known as marketing manager. The job of the marketing manager is to influence the timing and level of customer demand so as to help the sales. It actually depends on the size of the business and environment in the corporate industry. If he is working in a huge production company, he will be the general manager of a particular product category assigned to him and he will be responsible for profit and loss with respect to the product. And in small business there is no marketing manager as his job is taken over by the partners of the company.

Creating and communicating best customer values can increase the number of customers. The steps taken and resources utilized to maintain existing customers and

get new customers fall under marketing management. The scope is quite large because it not only consists of developing a product, but also retaining it. The term marketing management has many definitions. It actually depends on individual firms and how the marketing department functions and activities of other departments like operations finance, pricing and sales.

Before deciding about a marketing strategy, the company must do an in-depth study about their business, and the market. This is where marketing management merges with strategic planning. Usually the marketing strategies are of three types, customer analysis, company analysis and competitor analysis. Using the customer analysis, the market is broken down into different types of customers. The marketing management realizes the characteristics and other variables of each group. They are geographical location, demographic, customer behavior pattern and need. Like a group of people can be recognized who can be less price sensitive, purchases often and are growing. Such groups can be worked on by heavy investments as they are worth the money and time.

They cannot only retain such customers and make new customers in this group but they can go to the very extent of turning back customers who don't belong to this group. Understanding the needs makes customer's expectations to be met per their satisfaction, better than the competitors, which will lead to higher sales and obvious profit.

Company analysis highlights the cost structure and resources of the company and cost position when compared to competitors. The accounting executives use it to learn about the profit earned by a particular product. From time to time, audits are conducted to study about the strengths of various brands of the company.

Marketers using competitor analysis build detail customer profiles. It gives a clear picture about the strengths and weaknesses of the firm, when compared to a competitor. The competitor's cost structure, resources, competitive positioning, degree of vertical integration, product differentiation, and profits are studied in detail and are compared to what company is doing in those regards.

INTERNATIONAL MANAGEMENT STRATEGY

Manager's ability to choose the right strategy and organization applicable to individual companies operating in the international business arena is of great importance.

There are four strategies involved in international management. They include globalization, rationalization, national responsiveness, and the multifocal approach. Whether or not these strategies are implemented depends on a company's size and the number of countries in which it operates. For example, a small export company is not likely to employ a rationalization program. On the other hand, an MNC might utilize all four strategies.

Globalization involves the development of relatively standardized products with worldwide appeal. Rationalization is the process of assigning activities to those parts of the organization best suited to produce specific goods or desired results, regardless of where they are located. National responsiveness allows subsidiaries latitude in adapting products and services to conform to the special needs and political realities of the countries in which they operate. Finally, the multifocal approach tries to achieve the advantages of globalization while attempting to be responsive to important national needs. Competent international managers must be able to analyze the business and political environments endemic to the countries in which they are operating and adapt the strategies, either individually or in combination, that best suit their needs.

INTERNATIONAL STRATEGIC MANAGEMENT

International Strategic Management (ISM) is an ongoing management planning process aimed at developing strategies to allow an organization to expand abroad and compete internationally. Strategic planning is used in the process of developing a particular international strategy.

An organization must be able to determine what products or services they intend to sell, where and how the organization will make these products or services, where

they will sell them, and how the organization will acquire the necessary resources for these tasks. Even more importantly an organization must have a strategy on how it expects to outperform its competitors.

When an organization moves from being a domestic entity to an international organization it must consider the possible broad complexities that accompany such a decision. In a domestic country, an organization must only consider one national government, a single currency and accounting system, one political and legal system, and usually a similar culture. Entering into one or more foreign countries can involve multiple governments, currencies, accounting systems, legal systems, and a large variety of languages and cultures. This can create numerous barriers to entry for an organization looking to expand internationally.

In foreign countries, there are the possibility of:

- local languages required in many situations.
- very diverse cultures, both between countries and sometimes even within countries.
- often volatile politics.
- varied economic systems.
- scarcity of skilled labor, with possible costs in training labor or redesigning procedures.
- poorly-developed financial markets and government-controlled capital flows, in some of the countries.
- problems and exorbitant costs in obtaining market research data.
- limited advertising, subjected to lots of restrictions.
- possible low literacy rates, not to mention the possibility of making mistakes in the language when advertising.
- currency exchange fluctuations.
- inadequate or limited communication.
- mandatory worker participation in management in some countries.
- legal restrictions on laying off of workers.

THE INTERNATIONAL MANAGER AND HUMAN RESOURCES

One of the most critical factors in the success of a company's international success is its hiring program. Generally, hiring production workers is not a major problem, companies recruit locals to perform the daily work. In all likelihood, first-level supervisors and possibly some of the middle managers will also be members of the local community. Hiring upper-level management, however, is another matter – one that must be handled with care and sensitivity.

International companies have several primary approaches to recruiting and assigning upper-level managers. For example, they can rely strictly on local residents or use expatriates (individuals who are not citizens of the countries in which they are assigned to work). If they assign expatriates to foreign operations, they must make sure those individuals relate well to the local population. Relying strictly on employees' technical skills, to the detriment of interpersonal skills and sensitivity, can harm a company's reputation and destroy its operation in the process.

Another hiring tactic is to assign people to key managerial positions without regard to their native countries. For instance, they might place a foreign resident who was educated in the United States in a management position simply because that individual is best qualified for the job. Whichever options they choose, companies must be sensitive to local customs and cultures, lest they risk alienating the local community and inhibiting cooperation and productivity.

The bottom line is that international managers must be more cognizant of the differences in local social customs and work ethics than are their domestic counterparts. This is simply one more indication that companies involved in international operations must pay strict attention to the quality of the managers they assign to their overseas facilities. As the global economy expands, it is going to become even more critical that international managers be trained specifically for the special nuances involved in worldwide business activities.

HOW AMERICAN COMPANIES TRAIN INTERNATIONAL MANAGERS

Many U.S. companies sponsor special preparation programs for international managers. For example, IBM conducts internal executive development programs at its management development centers in Australia, Singapore, Japan, and Belgium. The company operates a six-week training program that includes a wide variety of international topics.

Some companies use cultural assimilators, programmed learning approaches that expose members of one culture to some of the basic concepts, attitudes, customs, and values of another. There are also many resources within the United States, including business schools offering graduate degrees in international management. In addition to conventional university business school programs, a well-known specialty school in this area is the American Graduate School of International Management, also known as Thunderbird, in Glendale, Arizona.

Whatever approach individual companies use to prepare managers for overseas assignments, one thing is essential: the amount and intensity of training is proportionately related to the manager's success – and the company's.

ETHICS IN MANAGEMENT

Ethics and ethical behaviour are the essential parts of healthy management. From a management perspective, behaving ethically is an integral part of long - term career success. Wide access to information and more business opportunities than in the past makes ethics a need in modern business world.

Reasons to behave ethically

From the point of view of internal customer:

improves the atmosphere at work and helps motivating the employees;

ethic behaviour of management sets a good example to the employees;

evokes a sense of pride for the company and improves its image in the eyes of the employees;

From the point of view of external customer:

improves the public image of the company adds to the overall development of ethical behaviour in the society.

The four levels of organizational ethics

Social disregard: the company shows carelessness for the consequences of its actions

Social obligation: the company does not wish to extend its activity any further than just meeting its legal responsibilities

Social responsiveness: the company adjusts its policies according to the social conditions, demands and pressures

Social responsibility: the company decides to concentrate on its long-term goals for the benefit of society in general