



普通高等教育“十二五”规划教材

# 工商管理实用 英语教程

主 编 白泉旺

副主编 吴 瑶 周艳春



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和宁波市重点专业——工商管理”资助出版

# 工商管理实用英语教程

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## 内 容 提 要

本教材包括四个部分：第一部分是管理学基础理论，主要介绍学习管理学的目的，如何界定管理以及管理的结构、作用、技能和管理的功能与步骤；第二部分是学习拓展内容，包括经理的日常工作，管理过程、管理能力，人力资源管理、财务管理及对组织行为的理解；第三部分是水平提升，主要介绍商业谈判原则，商业谈判中的语言运用，创新观念，创新与组织及实务型管理人员的教育和决定产业竞争的主要因素等；第四部分是实践与应用，主要介绍海外市场的选择，可口可乐的全球市场营销战略，合营企业的类型和管理体系，国际商业形式，国际投资动机，跨国公司，股东权利与义务，美国的出口经济，企业跨国经营，银行服务，高效团队的特征及领导理论的回顾等内容。

本教材可作为工商管理专业的教材，也可供相关专业的师生和广大英语爱好者参考使用。

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目前,在高校教学改革的形势与背景下,教材建设和课堂教学仍然是可以依赖的路径。同其他课程的教学一样,工商管理专业英语的教学也有自身的特征和要求,那就是努力拓宽学生的专业英语视野和全面提高学生专业英语语言的应用能力。要做好这一点,选择好的教材及其合适的内容是基础。

近年来,我在承担工商管理专业英语的教学中先后选择了多本专业英语教材作为蓝本或参考书使用,主要有毛蕴诗老师编的《管理学原著选读》、郑琦和李桂花老师等编的《工商管理专业英语》、邱东林老师等编的《管理学专业英语教程》、张初愚老师编的《工商管理英语教程》、[美]Steven Darian 与宓智英著的《管理学专业英语》及周革老师编的《企业管理专业英语》教材等。这些教材内容都很好,但学生手头一般汇集不了这么多的资料。为了方便教学,本次编写的教材有部分内容就是选自上述教材,内容规范、语言地道,可以说是博采众长,汲取精华。

教材共包括四个部分:第一部分是管理学基础理论,主要介绍学习管理学的目的,如何界定管理以及管理的结构、作用、技能和管理的功能与步骤;第二部分是学习拓展内容,包括经理的日常工作,管理过程、管理能力,人力资源管理、财务管理及对组织行为的理解;第三部分是水平提升,主要介绍商业谈判原则,商业谈判中的语言运用,创新观念,创新与组织及实务型管理人员的教育和决定产业竞争的主要因素等;第四部分是实践与应用,主要介绍海外市场的选择,可口可乐的全球市场营销战略,合营企业的类型和管理体系,国际商业形式,国际投资,跨国公司,股东权利与义务,美国的出口经济,企业跨国经营,银行服务,高效团队的特征及领导理论的回顾等内容。希望能依托这些内容提高学生运用专业英语的能力。此外,教材在每个单元后面安排有问题回答与专题讨论以使从总体上把握教学内容。同时,主要教学内容后面还增加了阅读材料,目的是让学生了解专业领域的一些动态和观点并进一步拓展学习范围和开阔视野。

教材编排有三十个单元。其中,每个单元正文部分由白泉旺选编,第一单

元至第十五单元后面的问题回答与专题讨论及阅读材料由吴瑶博士设计和选编，全书由白泉旺统稿和审定。

在教材编写过程中，吴瑶博士和周艳春博士做了大量的工作，在此，感谢他们付出的辛勤劳动。同时，在教材出版之际，感谢中国水利水电出版社的大力支持，特别感谢韩月平主任和隋彩虹编辑的鼎力相助！

白泉旺

2011年6月

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## **PART I Basis**

### **Unit 1 Why Do We Study Management?**

Learning about management is important for two reasons. First, our society depends on specialized institutions and organizations to provide the goods and services we desire. These organizations are guided and directed by the decisions of one or more individuals designated as “managers”. In market-based economy, it is the managers who allocate society’s resources to various and often competing ends. Managers have the authorities and responsibility to build safe or unsafe products, seek war or peace, build or destroy cities, or clean up or pollute the environment. Managers establish the conditions under which we are provided with jobs, incomes, lifestyles, products, services, health care, and knowledge. It would be very difficult to find any one who is neither a manager nor affected by the decisions of a manager.

Second, individuals not trained as managers often find themselves in managerial positions. Many individuals presently being trained to be teachers, accountants, musicians, salespersons, artists, physicians, or lawyers will one day earn their livings as managers. They will manage schools, accounting firms, orchestras, sales organizations, museums, hospitals, and government agencies. The United States is an organizational society, and its approximately 16 million organizations must have managers.

The future success of any nation in the global village lies in managing productivity, being able to cope with environment changes, and properly managing the workforce. These challenges will require well-educated, knowledgeable, and hard-working individuals deciding that a management career is of value to them personally. We believe that managing is one of the most stimulating and rewarding careers a man or woman can choose.

### **Questions**

1. Why should we study management according to this text?
2. Why do you choose management as your major?
3. Is management a science or an art according to your understanding?
4. What kinds of individuals, according to the text, could be managers?
5. Look up the terms “management”, “manager” and “leader” in an acceptable dictionary and explain their meanings. Compare these definitions with the usage of these terms applied in the text.

### **Discussion**

1. State your study plan about learning management.



2. What's the interrelation between management and other fields, such as sociology, anthropology and history? Explain it.
3. How do you match management studying with your career development planning?

## **Reading Material**

### **A Brief Introduction of Business School**

The notion of the formal study of business as a separate, fully developed curriculum of undergraduate education began to take shape in 1881 with the formation of the Wharton School of Finance and Economy at the University of Pennsylvania in Philadelphia. It was the desire of Joseph Wharton, a successful financier and iron manufacturer that with his initial \$100,000 endowment the University of Pennsylvania develop a program of college education that would "fit for the actual duties of life ... men other than lawyer, doctors and clergymen". Wharton's plan was that the \$6,000 in interest earned by the \$100,000 endowment plus \$150 a year in tuition fees from each of 40 students would provide funds to pay the \$3,000 salary of the dean of the business school and a \$1,500 salary for each of five professors, with \$1,500 left over to buy books and provide student research grants.

The school opened with 13 students enrolled in a three year program taught by one full-time and one part-time professor. Enrollment rose to 113 by 1894, and the curriculum was expended to four years. By 1911, all U.S. universities housed a total of 30 undergraduate business programs, and by 1925 there were 164 colleges of business. By 1960 the count was 860, with an estimated student population of 600,000 in 1970.

In the 1980s and 1990s, business became the most popular degree to pursue. Forty percent of all degrees awarded were business related; M.B.A.s were turned out by tens of thousands every year. Today, employers are once again changing their definitions of what a business degree should entail. Current issues such as cultural diversity, global business, and the economic situation will force schools and students to rethink their approach to business once again.

*(Source: Bob Gatewood, Bob Taylor, O.C. Ferrell. Management: comprehension, analysis and application. Austen Press. )*

## **Unit 2 Defining Management**

Like many areas of study that involve people, management is difficult to define. In fact, no definition of management has been universally accepted. One popular definition is by Mary Parker Follett. Management, she says, is "the art of getting things done through people". This definition calls attention to the fact that managers achieve their goals by arranging for others to perform whatever tasks may be necessary, not by performing the tasks themselves.

We will use a somewhat more elaborate definition to begin our discussion in this unit, because we will want to call attention to other important aspects of managing.

Management is the process of planning, organizing, leading and controlling the efforts of organizational members and the use of other organizational resources in order to achieve stated organizational goals.

The reader will notice that we have used the word “process” rather than “art” in defining management. To say that management is an art implies that it is a personal aptitude or skill. A process, on the other hand, is nothing more than a systematic way of doing things. All managers, regardless of their particular aptitudes or skills, engage in certain interrelated activities in order to achieve their desired goals.

We have called these management activities planning, organizing, leading and controlling. (Others have expanded this list, but for the sake of convenience we will use just these four activities.) Planning means that managers think their actions through in advance. Their actions are usually based on some methods, plan or logic, rather than on a hunch. Organization means that managers coordinate the human and material resources of the organization. The strength of an organization lies in its ability to marshal many resources to attain a goal. Obviously, the more integrated and coordinated the work of an organization, the effective it will be. Achieving this coordination is part of the manager’s job.

Leading means that managers direct and influence subordinates. They do not act alone, but get others to perform essential tasks. Nor do they simply give orders. By establishing the proper atmosphere they help their subordinates do their best. Controlling means that managers attempt to assure that the organization is moving toward its goals. If some part of their organization is on the wrong track, managers try to find out it and set things right.

Our definition also indicates that managers use all the resources of the organization—its finances, equipments, and information as well as its people—in attaining their goals. While people are any organization’s most important resource, managers would be limiting themselves if they did not rely on the other organizational resources available to them. For example, a manager who wishes to increase sales might try not only to motivate the sales force but also to increase the advertising budget.

Finally our definition says that management involves achieving the organization’s “stated goals”. This means that managers of any organization—a hospital, a university, the Internal Revenue Service, or the Washington Redskins—try to attain specific ends. These ends will, of course, vary with each organization. The stated goal of a hospital might be to provide comprehensive medical care to a community. The stated goal of a university might be to give students a well-rounded education in a congenial environment. Whatever the stated goals of a particular organization is, management is the process by which the goals are achieved.

## Questions

1. How do you define the term “management”? Indicate what its principal purposes are?
2. What are the resources of the organization? How are these used in management decision

making?

3. How do you understand the sentence “Management is the process of planning, organizing, leading and controlling”?

4. What do you think is the organization’s goal?

5. Would you give some examples to explain “management is an art”?

## Discussion

1. Interview a small sample of managers. Discuss the specific, major tasks that these managers perform.

2. Collect the goals or visions of some famous companies, and make a comparison of them.

3. State some management experiences of yourself, and explain why you succeed or failed.

## Reading Material

### How Scientific Management Revolutionized Industry: The Case of Model T

Prior to 1900, workers worked in small groups, cooperating to hand-build cars with parts that often had to be altered and modified to fit together. This system, a type of small-batch production, was expensive. Assembling just one car took considerable time and effort and workers could produce only a few cars per day. To reduce costs and sell more cars, managers of early car companies needed better techniques to increase efficiency.

Henry Ford revolutionized the car industry. In 1913, Ford opened the Highland Park car plant in Detroit to produce the Model T. Ford and his team of manufacturing managers pioneered the development of mass production manufacturing, a system that made the small-batch system obsolete almost overnight. In mass production, moving conveyor belts bring the car to the workers. Each individual worker performs a single assigned task along a production line, and the speed of the conveyor belt is the primary means of controlling employee activities. Ford experimented to discover the most efficient way for each individual worker to perform an assigned task. The result was that each worker performed one specialized task, such as bolting on the door or attaching the door handle, and jobs in the Ford car plant became very repetitive.

Ford’s management approach increased efficiency and reduced costs so much that by 1920 he was able to reduce the price of a car by two-thirds and sell over 2 million cars a year. At the same time, Ford doubled worker pay, reducing employee turnover and attracting a large number of applicants who were willing to work on his assembly lines. Ford Motor Company became the leading car company in the world, and many competitors rushed to adopt the new mass-production techniques.

*(Source: Luis R. Gomez-Mejia, David B. Balkin, Robert L. Cardy. Management: people, performance, change. (second edition.) Published by McGraw-Hill/Irwin.2005.)*

## Unit 3 Managerial Structure

In order to distinguish among the various types of goals that managers set, you must first understand how management is structured. In all but the smallest organizations, more than one manager is necessary to guide the organization's activities. That's why most companies form a management pyramid with top, middle and bottom management levels. More managers are at the bottom level than at the top. However, in many today's learner companies, fewer levels separate managers at the top and bottom. Computer Associates is a software company with over 10,000 employees and a reputation for being a tough competitor. The company has just four management layers between the lowest-level employees and the top brass. To put this into perspective, even the notoriously lean Toyota had seven layers of management until it recently reorganized.

Top managers are the upper-level managers who have the power and take overall responsibility for the organization. An example is the chief executive officer (CEO). Top managers set strategic goals, which focus on broad issues, apply to the company as a whole, and aim to enhance the company's performance. These goals encompass eight mayor areas of concern: market standing, innovation, human recourses, financial recourses, physical recourses, productivity, social responsibility and financial performance. Top managers also make long-range plans, establish mayor policies, and represent the company to the outside world at official functions and fund-raisers.

Middle managers report to the top-level managers. They develop plans for implementing the broad goals set by top managers, and they coordinate the work of first-line managers. To accomplish this, middle managers set tactical objectives, which focus on departmental issues and define the results necessary to achieve the organization's strategic goals, and other similar positions.

At the bottom of the management pyramid are first-line managers (or supervisory managers). These managers oversee the work of operating employees. And they put into actions the plans developed at higher levels. First-line managers set operational objectives, which focus on short-term issues and define the results necessary to achieve both the tactic objectives and the strategic goals. Positions at this level include supervisor, department head, and office manager.

### Questions

1. What are the three levels of management?
2. How do you define the strategic goals and tactic objectives of a firm according to the text?
3. Identify an organization and draw the picture of its management pyramid.
4. What's the important job for top-manager? And how about middle-manager and first-line manager?

5. Specify why different managers perform different job activities.

## **Discussion**

1. Identify an organization. What are the similarities and differences in the jobs of managers in this organization?
2. Global organizations have many products that are produced in plants around the world. How might managers in different levels coordinate between plants in different countries?
3. State the difference among top-manager, middle-manager and first-line manager, and discuss which one is the most difficult in your opinion. Why?

## **Reading Material**

### **The Work of the CEO—by A.G. Lafley, Procter & Gamble’s CEO**

“What is the work of the CEO?”

It seemed an odd question, because enormous attention has been paid to CEOs, who are alternately revered as corporate saviors and reviled as corporate scoundrels. Yet the question remained: Do we really understand the role and the unique work of the chief executive? Drucker believed that the answer was no. He argued that people wrongly view CEOs as coaches and utility infielders who jump in to solve problems as needed, and that CEOs indeed have work that is their own. On his death, in November 2005, Drucker left behind an outline of his emerging thoughts on the role. (The *Wall Street Journal* had published a portion of it as “The American CEO” in January 2005.) In 2004 Drucker said, “The CEO is the link between the inside that is ‘the organization’, and the outside of society, economy, technology, markets, and customers. Inside there are only *costs*. Results are only on the outside.”

My experience validates Drucker’s observations, and my actions since those early days and weeks have been consistent with them. I’ve gone back to his unfinished draft time and again, reflecting on his central question: What is the unique work of CEOs—work that only they can do and that they must do? Over time I’ve come to see the power in Drucker’s words about linking the outside to the inside. The CEO alone experiences the meaningful outside at an enterprise level and is responsible for understanding it, interpreting it, advocating for it, and presenting it so that the company can respond in a way that enables sustainable sales, profit, and total shareholder return (TSR) growth.

It’s a job that only CEOs can do because everybody else in the organization is focused much more narrowly and, for the most part, in one direction: salespeople are externally focused; just about everyone else is inwardly focused. Integrating the outside and the inside is hard; it’s far easier to pick one. The CEO can see opportunities that others don’t see and, as the person whose boss isn’t another company employee, make the judgments and the tough calls others are unable to make. The CEO is the only one held accountable for the performance and results of the company—according not just to its own goals but also to the measures and standards of diverse

and often competing external stakeholders.

(Source: <http://hbr.org/2009/05/what-only-the-ceo-can-do/ar/12009>, Harvard Business School Publishing Corporation.)

## Unit 4 Managerial Roles

Managers perform a number of duties as they coordinate the organization's work. They also build a network of relationships with bosses, peers, and employees. These duties and relationships can be described as roles, or behavioral patterns, and they fall into three categories:

**Interpersonal roles.** Managers perform ceremonial obligations, provide leadership to employees, and act as liaison to groups and individuals both inside and outside the company (such as suppliers, competitors, government agencies, consumers, special-interest groups, and interrelated work groups).

**Informational roles.** Managers spend a fair amount of time gathering information by questioning people both inside and outside the organization. They also distribute information to employees, other managers and outsiders.

**Decisional roles.** Managers use the information they gather to encourage innovation, to solve unexpected problems that threaten organizational goals (such as reacting to an economic crisis), and to decide how organizational resources will be used to meet planned objectives. They also negotiate with many individuals and groups, including suppliers, employees, and unions.

Certain managerial roles may be emphasized more than others, depending on a manager's organizational level. However, being able to move easily between these roles is a skill that serves managers well throughout their career.

### Questions

1. What are the three general roles of management?
2. What are the purposes of these three roles?
3. Please give some example activities of these roles.
4. Which role do you think is the most difficult? Why?
5. What specific roles fall under each general role in your mind?

### Discussion

1. Please state the challenges when you play the interpersonal roles inside and outside the company.
2. Think of a team of which you are a manager. How could you gather the information both inside and outside of the organization.
3. Discuss how things will look when the decision is fully operated.

## Reading Material

### Decision Making in a Crisis

In crisis situations, managers must make some decisions under a great deal of pressure. A VIP customer threatens to cancel his contract if your company doesn't get his computer lines operating within the hour. A wildcat strike shuts down your plant. People are killed or injured in a crash of one of your airline's jets or in an explosion in one of your company's mines. What actions will you take? Whatever you decide, you must do it quickly.

Commonly a crisis makes effective decision making less likely. Psychological stress and lack of time cause decision makers to think in simplistic terms, to fail to consider an adequate number of alternatives, and to ignore the long-term implications of their actions.

Some crisis can be prevented by clarifying the corporation's values and social responsibilities and monitoring people's behavior and ethical conduct. Your firm should be prepared for crisis in advance.

The table below lists some common rationalizations that prevent companies from preparing for and managing crisis properly. Effective managers do not allow these evasions to prevent them from preparing carefully for crisis.

**Table**

We don't have a crisis.
We can handle a crisis.
Crisis management is a luxury we can't afford.
If a major crisis happens, someone else will rescue us.
Accidents are just a cost of doing business.
Most crisis are the fault of bad individuals, therefore, there's not much we can do to prevent them.
Only executive need to be aware of our crisis plans. Why do scare our employees or members of the community?
We are tough enough to react to a crisis in an objective and rational manner.
The most important thing in crisis management is to protect the good image of the organization through public relations and advertising campaigns.

*(Source: Thomas S. Bateman, Scott A. Snell. Management: building competitive advantage. Von Hoffmann Press. 1996.)*

## Unit 5 Managerial Skills

In addition to setting goals and assuming various roles, managers also employ skills that fall into three basic categories: interpersonal, technical, and conceptual skills. As managers rise through the hierarchy, they may need to strengthen their abilities in one or more of these skills. Fortunately, managerial skills can usually be learned.

## **Interpersonal Skills**

All the skills required to communicate with other people, work effectively with them, motivate them, and lead them are interpersonal skills. Because they mainly get things done through people, managers at all levels of the organization use interpersonal skills in countless situations. Encouraging employees to work together toward common goals, interacting with employees and other managers, negotiating with partners and suppliers, developing employees trust and loyalty, and fostering innovation—all these activities require interpersonal skills.

Communication or exchanging information is the most important and pervasive interpersonal skill that manager use. Your ability to communicate increases your own productivity as well as the organization's. It shapes the impressions you make on your colleagues, employees, supervisors, investors, and customers. Communication allows you to perceive the needs of these stakeholders (your first step toward satisfying them), and it help you respond to those needs. All businesses are built on relationship flourish with good communication.

## **Technical Skills**

A person who knows how to operate a machine, prepare a financial statement, program a computer, or pass a football has technical skills are more important at lower organization levels. First-line managers need particularly strong technical skills, because they work directly with the tolls and techniques of a particular specialty, such as automotive assembly or computer programming, and they manage other technical employees. However, managers at all levels use administrative skills, which are the technical skills necessary to manage an organization. Administrative skills include the ability to make schedules, gather information, analyze data, plan, and organize. Managers often develop such skills through education and then improve them by working in one or more functional areas of an organization, such as accounting or marketing.

## **Conceptual Skills**

Managers need conceptual skills to see the organization as a whole, in the context of its environment, and to understand how the various parts interrelate. Conceptual skills are especially important to top managers. These managers are the strategists who develop the plans that guide the organization toward its goals. Managers like Microsoft's Bill Gates use their conceptual skills to acquire and analyze information, identify both problems and opportunities, understand the competitive environment in which their companies operate, develop strategies, and make decisions.

A key managerial activity requiring conceptual skills is decision making, which has five distinct steps: recognizing the need for a decision, analyzing and defining the problem or opportunity, developing alternatives, selecting and implementing the chosen alternative, and evaluating the results. Managers monitor the results of decisions overtime and to see whether the chosen alternative works, whether any new problem or opportunity arises because of the decision, and whether a new decision must be made.



There are two types of management decisions. Programmed decisions are routine, recurring decisions made according to a predetermined system of decision rules. In contrast, nonprogrammed decisions are unique and nonroutine. As a result, they generally can not be made according to any set procedures or rules, although analogues, similar past experiences, or common sense may offer some guidance. Managers make both types of decisions based on varying amounts of information, which means their decisions have varying degrees of possible success or failure. Generally speaking, nonprogrammed decisions are riskier than programmed decisions because they carry a strong element of the unknown. The less information a manager has, the larger the risk is. However, great organizations like Microsoft are built by managers who aren't afraid to take calculated risks. After all, between the current situation and a vision of the future are a lot of unknown factors.

## Questions

1. What are the three basic categories of managerial skills that are needed in managing an enterprise? Can the skills of management be learned in class?
2. Why are interpersonal skills important to managers at all levels?
3. Which managerial skill do you think is the most important? Why?
4. What are the two categories of managerial decisions and how do they differ?
5. Who do the strategic decision-making in an organization? And tell us in which condition, it is a nonprogrammed decision.

## Discussions

1. Discuss the general skills necessary to be successful in management. How do these relate to the management roles?
2. Obtain job descriptions of various management positions. Discuss the specific skills that are necessary to perform the tasks of these job descriptions.
3. Evaluate a small business owner's management skills and help him decide whether he should expand his own work or form a joint venture with large companies for expansion. Your assessment of the owner's skills and ability to manage rapid expansion will determine your answer.

## Reading Material

### How to Improve Your Managerial Skills

Skills staff must possess are different from skills managers must display. As manager, it is your duty to find ways to improve your own managerial skills. You are the role model and as such should display managerial ethics and skills to be effective. Here are some ways to further your managerial career: