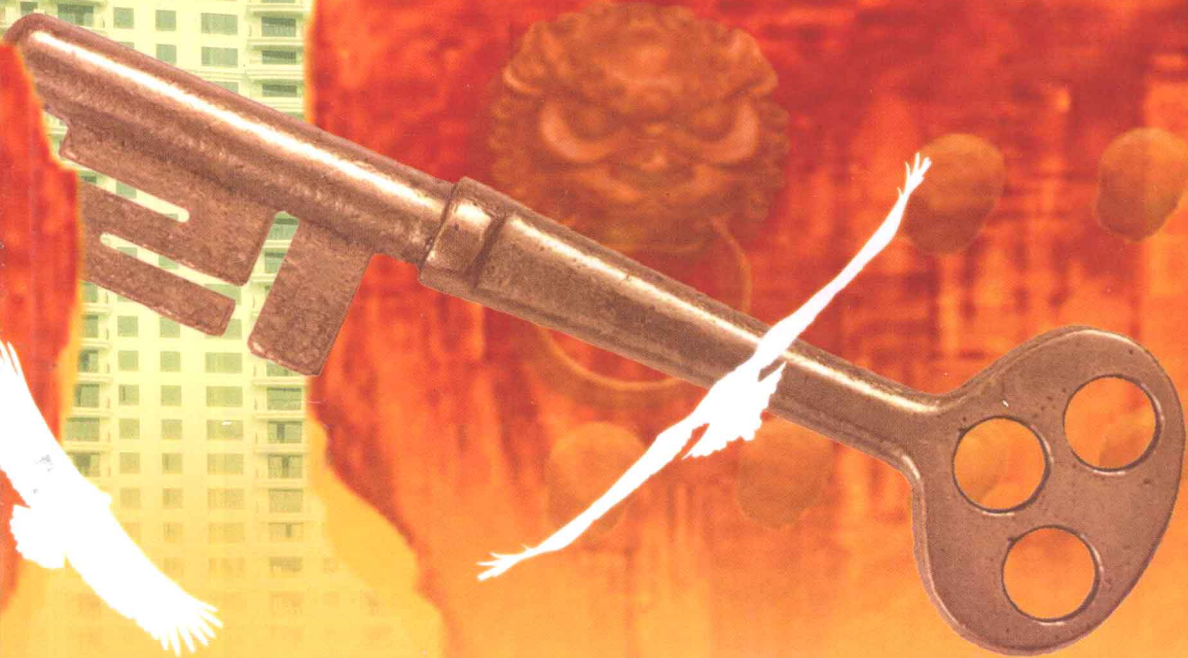




全国高等院校21世纪新创规划教材



新编MBA英语教程

方小燕 陈文娟 主 编



中国科学技术出版社
CHINA SCIENCE AND TECHNOLOGY PRESS

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内 容 提 要

本书充分考虑到 MBA 学生的实际需求和英语水平,突出对 MBA 学生英语实用技能,即口头表达和书面写作能力的训练。本书分为 12 个单元,每一单元围绕某个主题展开英语综合技能的训练。课文选材新颖,注重趣味性和实用性的结合,大多取自国外著名的商业读物和网站。课后编写了大量的练习,安排了形式多样的口语活动以及翻译技巧和商务英语写作的专项内容。本书还特别安排了 4 个有关跨文化交际的单元,使学生建立在全球化背景下跨文化交际的意识。

本书主要为 MBA 学生编写,也适合管理、金融等专业的本科生和研究生使用。

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前 言

工商管理硕士研究生（MBA）是近几年来风靡全球的热门实用学科。工商管理硕士英语教学大纲指出：MBA 学位是一种培养我国工商界、金融界应用型、综合型高级管理人才的学位。英语是工商管理硕士（MBA）的必修课程。工商管理硕士研究生（MBA）大多具有一定的工作经验，均想利用宝贵的学习机会，重新整理原有的知识体系，提升英语实际运用能力，尤其是商务场合的听、说、读、写等各项基本技能。

本书主要为 MBA 学生编写，也适合管理、金融等专业的本科生和研究生使用。本书在编写过程中，充分考虑到 MBA 学生的实际需求和英语水平，突出对 MBA 学生英语实用技能，即口头表达和书面写作能力的训练。本书分为 12 个单元，每一单元围绕某个主题展开英语综合技能的训练。课文选材新颖，注重趣味性和实用性的结合，大多取自国外著名的商业读物和网站。课后编写了大量的练习。除了基础的词汇和翻译练习，还特别设计了形式多样的口语会话活动。另外，为了让学生能应对商务场合下基本的翻译和写作任务，每个单元还安排了翻译技巧和商务写作专项内容。目前全球经济融合和文化交流不断深入，跨文化交际是未来高级经理人才必须具备的素质之一。鉴于此，本书安排了 4 个有关跨文化交际的单元，以建立学生跨文化交际的意识，使之最终能成为跨越文化障碍的有效沟通者。

本书曾在浙江大学部分 MBA 班上试用过，得到学生们的一致好评。他们对本书的内容编排提出过一些建设性的意见，在此表示衷心的感谢。

本书由方小燕负责总体设计和章节安排，方小燕、陈文娟、应梅芳共同编写。全书由方小燕统稿和审阅，陈炜先生审定。

本书在编写和出版过程中得到浙江大学研究生院培养科的大力支持，在此表示诚挚的谢意。

方小燕

2007 年 9 月于杭州

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Unit One

Warm-up Questions

1. Why do you pursue an MBA degree? Do you think an MBA degree will assure a successful career? Why or why not?
2. What expectations do you have about yourself after graduation from the MBA program? A big pay raise? Promotions along the corporate ladder?
3. What expectations do you have about the MBA program you're currently taking? What do you think the program should provide you with—specialized or general knowledge about business management? Why?
4. Do you have some ideas about the development of MBA education in China? Which university in China do you think offers the best MBA program? Why?
5. Which courses do you think should be included in the MBA curricula? Why?

In-Class Reading

To MBA or Not to MBA

The study of management is at a turning point. What began as the study of “best practice” among large manufacturing firms has grown to encompass specialized fields ranging from finance to government. As the subject matter has changed, so has the role played by its masters. Business schools and management consultants used to spend most of their time training the inexperienced, bringing them up to speed on case studies of “excellent” companies. Now they also create their own theories to challenge the wisdom of businessmen. And those theories have the power to change the ways in which even the best companies do business.

The new scope and power of management theories have created an identity crisis. Are teachers of management like historians, distilling the wisdom of the world into a form that others can absorb and imitate? Or are they innovators, changing the world with their new theories and ideas? And, if they are to be innovators, what are to be the doctrine and dogma from which their theories spring? Bright management ideas abound, but two factors make it hard to separate the wheat from the chaff. One is the “Hawthorn effect”. Early in the twentieth century, managers at General Electric's Hawthorn plant began a study of how better lighting might increase productivity. They turned up the lights. Productivity went up. For exactitude, they also turned down the lights, expecting productivity to fall. It didn't; it went up again. In fact, just about anything done to the

Hawthorn workers increased productivity. They liked the attention.

Given workers' ability to respond positively to extra attention—however abjectly lunatic and misguided—a fallback criterion for measuring the success of a management theory is profits. But here the past seven years of steady economic growth, combined with roaring bull markets, have shown virtually all business ideas in their kindest light. For the time being, professors themselves are left with great leeway to decide which ideas are worth teaching and which are best forgotten. But the perspectives from which they make such decisions are changing fast.

Management schools first started cropping up in America at the turn of the century. Their role was to mould a new type of top manager to run a new type of corporation: the diversified manufacturer. Paragon of the new breed of company was General Motors—as redesigned by Alfred Sloan, who also founded the Sloan School of Management at MIT. To tap economies of scale and scope GM was one of the first firms to organize management by function, creating a finance department, a marketing department, an engineering department and so on. This new organization, in turn, required a new breed of manager at the top—where the functional divisions came together—who could get the most out of the vast and specialized resources spread out beneath him.

The new breed of magnate had to understand the various skills he commanded, from finance through to manufacturing. Few had time to gain all that knowledge on shop-and trading-room-floors. The new managers also had to be able to translate their knowledge into a common language, which often meant the rows and columns of management accounting. And, because of the complexity of their empires, they had to be more conscious of the theory and practice of organizations.

In many ways, the logical culmination of this management philosophy was Harlod Geneen of ITT(MBA, Harvard). He created a vast conglomerate based on “management by numbers”—the idea that if one could read management accounts right, one could manage just about anything. But neither conglomerateers nor big manufacturers have had an easy life of late. Not only have economies shifted towards service industries, but the turbulence of recent years has encouraged the break-up of big firms into smaller chunks.

Usually, MBA programs prepare graduates for life in a firm like GM, only a minority of MBAs now go into big manufacturing companies. Some of the best-publicised successors to Harold Geneen's manage-by-numbers philosophy have drifted into the mergers and acquisitions departments of investment banks. Others have scattered across the world of business. If today's MBA can be said to have a typical career, he would begin in finance or consulting and end up founding a business.

Business schools, meanwhile, encourage diversity by expanding the number of subjects which they teach. Though programs vary greatly, most MBA curricula can be divided roughly into three parts: a core curriculum of required subjects; a specialized subject that the MBA studies in greater depth; and the educational process itself, which emphasizes the sort of teamwork that MBAs will have to adopt in the real world.

The core curriculum includes the facts and skills which every MBA must master. At most

business schools it includes marketing (how to discover who might want to buy your product and why), finance (how to get and use capital), management accounting (how to keep financiers abreast of how you are doing), organization (how to create teams that work), manufacturing (how to tell people who make things what to do), and information technology (what computers can do).

By the standards of any other graduate program, much of the core MBA is remarkably rudimentary. Business-school students are not expected to know what a bond is, or a share. Accounting courses do not take for granted even the basic principles of double-entry bookkeeping, let alone the basics of reading a balance sheet. Though the level of these courses is a humbling reminder of the lack of business education elsewhere—the average 18-year-old in America or Britain probably knows more about nuclear physics than about business—it can hardly justify MBAs' high salaries and high-flying reputations. For that, MBAs must rely on their specialized studies and the sheer process of MBA instruction.

Mr. David Norburn, head of the MBA program of London's Imperial College, is fond of ribbing his students and staff with the argument that his school might as usefully offer a "Masters of Advanced Plumbing" as an MBA. Much of the real value of an MBA, he argues, lies in recruiting in MBA studies the feeling of working in business. Problems are structured so that they can be solved only by teams. Pressure is kept high; there is never enough time or information to reach definite conclusions, encouraging inspired guessing and "quality bluffing". And, at the end of the day, there is no pretence of sharing rewards equally among the team—an individual takes the best prizes.

For employers, the best part of an MBA often lies in his specialized training. Given initiation into the technicalities of, say, bond trading or market analysis, an MBA can often go straight to work at a level which untrained colleagues may take a year or more to reach on the job. Better, he can bring new ideas to an organization; most home-grown experts cannot.

So it is no surprise that some of the most frantic innovation in business schools is the fine-tuning of specialized curricula, and the introduction of new special subjects. The dean of the Stanford School of Business, Mr. Robert Jaedicke, has compiled a list of the new features proposed for tomorrow's MBAs. It includes:

Globalization. As competition increasingly ignores national boundaries, so too must managers. That means that managers must be able to build teams which include various nationalities working side by side.

Regulation. Government and regulatory agencies—from GATT to America's Food and Drug Administration—play a growing role in defining how businesses compete. Managers must be increasingly good at working with (or around) them.

Ethics and social responsibility. Businesses have gradually assumed a broad social and political role. They are patrons of the arts. They have become embroiled in social and political change—e. g., in the controversy over apartheid in South Africa and, at home, in "affirmative action programs" to promote minorities. That means that managers must become

sophisticated about balancing their duties to shareholders with their social roles.

How will business schools get all this new knowledge? Mr. Jaedicke, for one, plans to borrow it from other parts of his university. He is now trying to get political scientists interested in the problems of business and regulation. He wonders whether, in a few years, he might be recruiting moral philosophers to help businessmen sort out their ethics. Borrowing, he argues, is how management theory grows most healthily—witness the transformation that economists recruited by business schools in the 1960s have wrought on financial markets.

New Words

encompass /in'kʌmpəs/ *v.* to constitute or include 构成, 包括

distill /di'stil/ *v.* to separate or extract the essential elements of 吸取……的精华

doctrine /'dɒktrɪn/ *n.* a principle or body of principles presented for acceptance or belief, as by a religious, political, scientific, or philosophic group 教条, 教义

dogma /'dɒgmə/ *n.* belief or set of beliefs put forward by some authority, esp a Church, to be accepted as a matter of faith 教义; 教理; 教条; 信条

chaff /tʃɑ:f/ *n.* outer covering of corn, etc, separated from the grain by threshing 谷物的皮谷

exactitude /ig'zæktɪtju:d/ *n.* the state or quality of being exact 精确性, 正确性

abject /'æbdʒekt/ *a.* wretched; hopeless (指境况) 凄惨的, 绝望的

lunatic /'lju:nətik/ *a.* wildly foolish 极愚蠢的

fallback /'fɔ:lbæk/ *n.* something to which one can resort or retreat 退路, 某人可以凭借或隐退的某物

leeway /'li:wei/ *n.* amount of freedom to move, change, etc that is left to sb 余地

paragon /'pærəgən/ *n.* a person who is a perfect example of a quality 有某品质的典范人物

magnate /'mægneɪt/ *n.* wealthy and powerful landowner or industrialist 有财有势的地主或工业家

culmination /kʌlmi'neɪʃən/ *n.* 顶点

conglomerate /kɒn'glɒmərit/ *n.* large corporation formed by merging several different firms (通过合并若干企业而组建的) 大公司, 企业集团

turbulence /'tɜ:bjʊləns/ *n.* unrest or disturbance 动荡; 混乱; 骚乱

chunk /tʃʌŋk/ *n.* thick solid piece cut or broken off sth (从某物上切下或折下的) 大块

successor /sək'sesə/ *n.* person or thing that comes after and takes the place of (sb/sth) 接替的人或事物; 继承人

merger /'mɜ:dʒə/ *n.* the act or an instance of merging; union 合并

rudimentary /ru:di'mentəri/ *a.* of or relating to basic facts or principles; elementary 基本的, 初步的; 有关基本事实或原理的

high-flying *a.* 抱有雄心大志的, 毫无道理的, 有野心的

rib /rib/ *v.* make fun of sb in a good-natured way; tease 逗弄某人; 戏弄

plumb /plʌm/ *v.* (try to) understand (sth) thoroughly 探索, 探究(某事物)

bluff /blʌf/ *v.* threat intended to influence sb without being carried out 虚张声势; 吓唬

pretence /pri'tens/ *n.* false show of sth 假象

technicality /tekni'kælitɪ/ *n.* the quality or condition of being technical 技术性, 技术的性质或状况

home-grown /'həʊm 'grəʊn/ *a.* 本国产的; 自产的

frantic /'fræntɪk/ *a.* characterized by rapid and disordered or nervous activity 狂暴的

patron /'peɪtrən/ *n.* person who gives money or other support to a person, cause, activity, etc. 资助人; 赞助人

apartheid /ə'pɑːθeid/ *n.* an official policy of racial segregation practiced in the Republic of South Africa, involving political, legal, and economic discrimination against nonwhites 种族隔离制

wrought /rɔːt/ *v.* work 的过去式和过去分词

Phrases

spring from to arise from a source; develop 发源 e. g. The movie springs from his inspiration when touring the West Lake.

for the time being temporarily 暂时地 e. g. He's unemployed for the time being.

crop up appear or happen, esp. unexpectedly 出现或发生(尤指意外地) e. g. All sorts of difficulties cropped up.

at the turn of at a point marking the end of one period of time and the beginning of the next 交替时期 e. g. at the turn of the century

in turn in the proper order or sequence 依次地, 轮流地 e. g. The class answered the questions in turn.

translate...into express (ideas, feelings, etc) in a different form 把(思想、情感等)用另一种形式表现出来 e. g. It's time to translate our ideas into actions.

end up to form the last or concluding part of 构成……最后或结尾部分 e. g. He ends up succeeding in the competition.

be abreast of be or remain up to date with or well-informed about sth 跟上某事物 e. g. You should read the newspapers to keep abreast of current affairs.

be embroiled in get sb/oneself involved (in a quarrel or difficult situation) 使某人/自己卷入(争吵或困境中) e. g. I don't want to become embroiled in their arguments.

sort out to separate from others 分开 e. g. sort out the wheat from the chaff

Notes

the Sloan School of Management at MIT The MIT Sloan School of Management, based in Cambridge, Massachusetts, is one of the world's leading business schools—conducting cutting-edge research and providing management education to top students from more than 60 countries. The School is part of MIT's rich intellectual tradition of education and research.

double-entry bookkeeping In accountancy, the double-entry bookkeeping (or double-entry accounting) system is the basis of the standard system used by businesses and other organizations to record financial transactions. Its premise is that a business's (or other organization's) financial condition and results of operations are best represented by several variables, called accounts, each of which reflects a particular aspect of the business as a monetary value.

Exercises

Reading Comprehension

Directions: Answer the following questions in your own words according to the article.

1. State the changes of the role played by business schools and management consultants.
2. Why teachers of management are faced with "an identity crisis"?
3. What did GM do to tap economies of scale and scope at the turn of the century?
4. What is the management philosophy of "management by numbers" about?
5. What can be said of "a typical career" for today's MBA students?
6. Most MBA curricula can be divided roughly into three parts. What are they?
7. Which courses are included in the core curriculum?
8. Where does the real value of an MBA lie according to Mr. David Norburn?
9. For employers, where does the best part of an MBA lie? Why?
10. What are the new features for tomorrow's MBAs according to Mr. Robert Jaedicke?

Vocabulary

A Directions: Choose one of the four choices that is closest to the meaning of the underlined part in each sentence.

1. The general arts course at the university encompasses a wide range of subjects.
A. empowers B. includes C. composes D. embodies
2. The professors are given much leeway to decide which ideas are worth teaching and which are best forgotten.
A. room B. bypass C. subway D. likelihood
3. The new breed of entrepreneurs are those of vision and integrity.
A. trait B. identity C. variety D. diversity
4. In the early nineteenth century, the knowledge of the physics of heat was rudimentary.
A. growing B. undeveloped C. necessary D. unnecessary
5. He's founded a small business after leaving his previous job in the world-leading chemical corporation.
A. financed B. studied C. established D. followed
6. They have become embroiled in the controversy over apartheid in South Africa.
A. embarked B. tangled C. concerned D. involved
7. Most MBA curricula can be divided roughly into three parts: a core curriculum of required

subjects; a specialized subject and the educational process itself.

- A. partially B. crudely C. approximately D. unevenly
8. Many businesses, assuming a broad social and political role, are patrons of the arts.
A. processors B. managers C. controllers D. supporters
9. It's a sheer waste of time to argue with such a fool.
A. complete B. only C. surely D. absolutely
10. Chinese enterprise managers and business educators are now plumbing the potential of the Global Management Challenge, a simulated business management competition in its third year since it was introduced to China.
A. exploring B. plucking C. plotting D. extracting

B *Directions: Choose the correct phrase to fill into each sentence, using the proper form.*

let alone	spring from	abreast of	of late	at the turn of
separate ... from	crop up	range from ... to	translate ... into	end up

- Many foreign insurance companies have _____ in Chinese mainland in the past few years since China's WTO entry.
- The group company has diversified undertakings, _____ law consultancy _____ real estate development.
- Most of his books were published _____ the last century.
- Many MBA graduates _____ securing a career in finance or consulting.
- Great efforts are being made to _____ his proposals _____ enhanced productivity.
- He reads newspapers for at least half an hour every day in order to keep himself _____ the latest events in the world.
- The recently-publicized travelogue mainly _____ her fascination with exotic cultures.
- Sometimes, it turns out to be very difficult to _____ true _____ false.
- Even some conglomerates couldn't survive the financial crisis, _____ those small startups.
- There've been numerous reports about nuclear tests in that country _____.

Translation

A *Translate the following paragraphs into Chinese.*

The globalization of the world's capital markets that has occurred in the past 10 years will be replicated right across the economy in the economy in the next decade. An international perspective has become central to management. Without it managers are operating in ignorance and cannot understand what is happening to them and their firms.

Partly because of globalization and partly because of demography, the work forces of the next century are going to be very different from those of the last century. Most firms will be employing more foreign nationals. More likely than not, you and your boss will not be of the same nationality. Demography and changing social mores mean that white males will become a smaller fraction of the

work force as women and minorities grow in importance. All of these factors will require changes in the traditional methods of managing the work force.

B Translate the following sentences into English.

1. 该地区私人企业密集。(abound)
2. 这两家行业巨头的合并引起了全世界的关注。(merge)
3. 新工艺的使用极大地提高了生产力。(productivity)
4. 他目前正在撰写一篇论文。(compile)
5. 董事长下月将离职,据说继承人是其长子。(successor)
6. 新建的工厂将招一批新员工。(recruit)
7. 跨国企业的管理需要大量受过高等教育的本土人才。(home-grown)
8. 他的良好出身无法从其粗鲁的行为中看出。(justify)
9. 对这本书的反应因人而异。(vary)
10. 企业在经历了数十年的发展之后形成了自己的核心价值观。(core)

Speaking

Group discussion

Hold a discussion on the following questions with your group members and then report the discussion results to the class.

1. It's recently reported that some Chinese universities will raise the tuition fee for MBA candidates. Do you think such a move will cause a decline in enrollment? Do you think what'll be gained from the MBA program will justify all the expenses you have to cover? Why or why not?
2. Typical MBA graduates in the United States will have a career in such sectors as finance or consulting; but these days, many will end up founding their own businesses. Do you want to be a professional manager or start up your own business after graduation? State the pros and cons of your choice.

Debating

Divide the class into two groups.

Group A Your position is that an MBA program is very important for those determined to achieve business success. Try to persuade the other group that your view is right. The following statements can be used as your arguments.

- The program will provide us with a systematic training in business management.
- The program will help build up personal networks which mean much to business success in modern society.
- Much will be learned from professors of genuine expertness.
- The program will inform us of the very up-to-date knowledge of business management in the world and help build a world perspective, which is central to the management of modern businesses after China's WTO entry.
- The average starting salary of MBA students is much higher than college graduates, which indicates that they're competitive on the job market.

Group B Your position is that an MBA program is not very important for those determined to achieve business success. Try to persuade the other group that your view is right. The following statements can be used as your counter-arguments.

- Many successful businessmen attribute their success to practice, not books.
- Many subjects being taught in business schools are out-dated or have little to do with business operations.
- Business wisdom is hardly acquired from classroom experiences.
- Most professors have no firsthand business experiences.
- Some businesses don't value MBA students highly because they don't bring profit to the business as expected.

After-Class Reading

What Makes a Good Manager

Recently I wrote about 10 qualities of a good employee, which prompted quite a few people to ask about the attributes of a good manager.

There isn't magic formula for good management, of course, but if you're a manager perhaps these tips will help you be more effective.

1. Choose a field thoughtfully. Make it one you enjoy.

It's hard to be productive without genuine enthusiasm. This is true whether you're a manager or employee.

2. Hire carefully and be willing to fire.

You need a strong team, because a mediocre team gives mediocre results, no matter how well managed it is. One common mistake is holding onto somebody who doesn't quite measure up. It's easy to keep this person on the job because he's not terrible at what he does. But a good manager will replace him or move him to a set of responsibilities where he can succeed unambiguously.

3. Create a productive environment.

This is a particular challenge because it requires different approaches depending on the context. Sometimes you maximize productivity by giving everybody his or her own office. Sometimes you achieve it by moving everybody into open space. Sometimes you use financial incentives to stimulate productivity. A combination of approaches is usually required.

One element that almost always increases productivity is providing an information system that empowers employees. When I was building Microsoft, I set out to create an environment where software developers could thrive. I wanted a company where engineers liked to work. I wanted to create a culture that encouraged them to work together, share ideas and remain highly motivated.

4. Define success.

Make it clear to your employees what constitutes success and how they should measure their achievements. Goals must be realistic. Project schedules, for example, must be set by the people

who do the work. People will accept a “bottom-up” deadline they helped set but they’ll be cynical about a schedule imposed from the top that doesn’t map to reality. Unachievable goals undermine an organization.

At my company, in addition to regular team meetings and one-on-one sessions between managers and employees, we use mass gatherings periodically and E-mail routinely to communicate what we expect from employees. If a reviewer or customer chooses another company’s product over ours, we analyze the situation carefully. We say to our people, “The next time around we’ve got to win. What will it take? What’s needed?” The answers to these questions help us define success.

5. To be a good manager, you have to like people and be good at communicating.

This is hard to fake. If you don’t genuinely enjoy interacting with people, it’ll be hard to manage them well. You must have a wide range of personal contacts within your organizations. You need relationships—not necessarily personal friendships—with a fair number of people, including your own employees. You must encourage these people to tell you what’s going on (good or bad) and give you feedback about what people are thinking about the company and your role in it.

6. Develop your people to do their jobs better than you can.

Transfer your skills to them. This is an exciting goal but it can be threatening to a manager who worries that he’s training his replacement. If you’re concerned, ask your boss: “If I develop somebody who can do my job super well, does the company have some other challenge for me or not?”

Many smart managers like to see their employees increase their responsibilities because it frees the managers to tackle new or undone tasks. There’s no shortage of jobs for good managers. The world has an infinite amount of work to be done.

7. Build morale.

Make it clear there’s plenty of good will to go around and that it’s not just you as some hotshot manager who’s going to look good if things go well. Give people a sense of the importance of what they’re working on—its importance to the company, its importance to customers.

When you achieve great results, everybody involved should share in the credit and feel good about it.

8. Take on projects yourself.

You need to do more than communicate. The last thing people want is a boss who just doles out stuff. From time to time prove you can be hands-on by taking on one of the less attractive tasks and using it as an example of how your employees should meet challenges.

9. Don’t make the same decision twice.

Spend the time and thought to make a solid decision the first time so that you don’t revisit the issue unnecessarily. If you’re too willing to reopen issues, it interferes not only with your execution but also with your motivation to make a decision in the first place. After all why bother deciding an issue if it isn’t really decided?

People hate indecisive leadership so you have to make choices. However that doesn’t mean you have to decide everything the moment it comes to your attention. Nor that you can’t every

reconsider a decision.

10. Let people know whom to please.

Maybe it's you, maybe it's your boss and maybe it's somebody who works for you. You're in trouble and risking paralysis in your organization when employees start saying to themselves: "Am I supposed to be making this person happy or this other person happy? They seem to have different priorities."

I don't pretend that these are the only 10 approaches a manager should keep in mind, or even that they're the most important ones. There are lots of others. Just a month ago, for example, I encouraged leaders to demand bad news before good news from their employees. But these 10 ideas may help you manage well, and I hope they do.

Please answer the following questions about the passage.

1. Among the ten tips given in the passage, which impresses you most? Why?
2. Which of the ten attributes are you still lacking in?
3. Besides what's been mentioned in the passage, what other qualities do you think are required of a good manager?
4. How can we improve our communication skills?
5. If we develop people to do our jobs better than we do, will we train our replacement? Why or why not?

Translation Skills(1)

选词

正确选词是保证译文质量的首要条件。由于汉英两种语言都有一词多义的现象,因此,我们在选择词义时要特别注意。同一英文词往往有不同词类,具有不同的含义;有时,即使同一词类的英文词还可能有几个不同的含义。在选择和确定词义时,我们通常可以从以下三方面考虑。

1. 根据词在句中的词类来选择和确定词义

要选择某个词的词义,我们首先应该判断这个词在原文中用作什么词类,然后再进一步确定其词义。在翻译时,千万不要对已经学过的词想当然。如果按照已知的词义去理解句子十分困难时,就应该停下来,仔细斟酌。你可以请教他人,也可以查阅字典。这种情况下,这个词往往是一个生词。在以下例句中,like 用作不同的词类,因而有了不同的含义。

He likes mathematics more than physics.

比起物理,他更喜欢数学。

In the sunbeam passing through the window there are fine grains of dust shining like gold.

透过玻璃的光线中,有些很小的灰尘像金子般在闪烁。

Like knows like.

英雄识英雄。

Like charges repel; unlike charges attract.

相同的电荷互相排斥;不同的电荷互相吸引。