


教育部高校工商管理类教学指导委员会 双语教学推荐教材

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Business

工商管理经典教材·国际化管理系列

Administration Classics


全球商务

GLOBAL

 BUSINESS

[美] 彭维刚 (Mike W. Peng) 著

刘 益 改编

 中国人民大学出版社

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总 序

随着我国加入 WTO,越来越多的国内企业参与到国际竞争中来,用国际上通用的语言思考、工作、交流的能力也越来越受到重视。这样一种能力也成为我国各类人才参与竞争的一种有效工具。国家教育机构、各类院校以及一些主要的教材出版单位一直在思考,如何顺应这一发展潮流,推动各层次人员通过学习来获取这种能力。双语教学就是这种背景下的一种尝试。

双语教学在我国主要指汉语和国际通用的英语教学。事实上,双语教学在我国教育界已经不是一个陌生的词汇了,以双语教学为主的科研课题也已列入国家“十五”规划的重点课题。但从另一方面来看,双语教学从其诞生的那天起就被包围在人们的赞成与反对声中。如今,依然是有人赞成有人反对,但不论是赞成居多还是反对占上,双语教学的规模 and 影响都在原有的基础上不断扩大,且呈大发展之势。一些率先进行双语教学的院校在实践中积累了经验,不断加以改进;一些待进入者也在模仿中学习,并静待时机成熟时加入这一行列。由于我国长期缺乏讲第二语言(包括英语)的环境,开展双语教学面临特殊的困难,因此,选用合适的教材就成为双语教学成功与否的一个重要问题。我们认为,双语教学从一开始就应该使用原版的各类学科的教材,而不是由本土教师自编的教材,从而可以避免中国式英语问题,保证语言的原汁原味。各院校除应执行国家颁布的教学大纲和课程标准外,还应根据双语教学的特点和需要,适当调整教学课时的设置,合理选择优秀的、合适的双语教材。

顺应这样一种大的教育发展趋势,中国人民大学出版社同众多国际知名的出版机构,如培生教育出版集团、麦格劳-希尔公司、圣智学习出版公司等合作,遴选了一批国外最优秀的经济管理类原版教材,涵盖经管类核心课程及各专业主干课程;同时,根据教育部对双语教学教材篇幅合理、定价低的要求,我们广泛听取了有着丰富的双语教学一线经验的教师的建议和意见,对原版教材进行了适当的改编,删减了一些不适合我国国情和不适合教学的内容。本套教材尤其突出了以下一些特点:

- 保持英文原版教材的特色。本套双语教材根据国内教学实际需要,对原书进行了一定的改编,主要是删减了一些不适合教学以及不符合我国国情的内容,但在体系结构和内容特色方面都保持了原版教材的风貌。专家们的认真改编和审定,使本套教材既保持了学术上的完整性,又贴近中国实际;既方便教师教学,又方便学生理解和掌握。

- 突出管理类专业教材的实用性。本套教材既强调学术的基础性,又兼顾应用的广泛性;既侧重让学生掌握基本的理论知识、专业术语和专业表达方式,又考虑到教材和管理实践的紧密结合,有助于学生形成专业的思维能力,培养实际的管理技能。

- 体系经过精心组织。本套教材在体系架构上充分考虑到当前我国在本科教育阶段推广双语教学的进度安排,首先针对那些课程内容国际化程度较高的学科进行双语教材开发,在其专业模块内精心选择各专业教材。这种安排既有利于我国教师摸索双语教学的经验,使得双语教学贴近现实教学的需要;也有利于我们收集关于双语教学教材的建议,更好地推出后续的双语教材及教辅材料。

● 篇幅合理，价格较低。为适应国内双语教学内容和课时上的实际需要，本套教材进行了一定的删减和改编，使总体篇幅更为合理；而采取低定价，则充分考虑到了学生实际的购买能力，从而使本套教材得以真正走近广大读者。

● 提供强大的教学支持。依托国际大出版公司的力量，本套教材为教师提供了配套的教辅材料，如教师手册、PowerPoint 讲义、试题库等，并配有内容极为丰富的网络资源，从而使教学更为便利。

本套教材是在双语教学教材出版方面的一种尝试。我们在选书、改编及出版的过程中得到了国内许多高校的专家、教师的支持和指导，在此深表谢意。同时，为使我們后续推出的教材更适于教学，我们也真诚地期待广大读者提出宝贵的意见和建议。需要说明的是，尽管我们在改编的过程中已加以注意，但由于各教材的作者所处的政治、经济和文化背景不同，书中内容仍可能有不妥之处，望读者在阅读时注意比较和甄别。

徐二明

中国人民大学商学院

本书作者彭维刚博士 (Dr. Mike W. Peng) 是美国达拉斯得克萨斯大学全球企业战略杰出讲座教授 (Provost's Distinguished Professor of Global Strategy at the University of Texas at Dallas), 也是全美管理学界中国或亚洲背景的学者中唯一单独撰写畅销教材的教授。这本 *Global Business* 是他最新推出的一本教材。

与其他《国际商务》教材相比, 该书特点鲜明, 主要体现在以下方面:

- 作者运用一个整合的框架将各章内容有机地连接起来, 并通过引入基于资源和基于制度的观点, 解释了是什么因素决定了全球范围内企业的成功和失败。

- 作为一个活跃的学者, 作者努力引入最新的研究成果, 并运用基于实践的方法, 吸引读者的注意力。考虑到不同观点的碰撞, 以及这种碰撞对国际商务学科发展的推动作用, 作者在每章中都安排了“争论与扩展”的内容。书中还直接引入了许多名家的观点, 以加强解释力, 也使读者能够更快地了解相关的内容。在撰写该书的过程中, 作者几乎参阅了近十年来国际商务领域顶级期刊 (如 *Journal of International Business Studies*) 的每一篇文章, 并参考了大量的专业性杂志 (如 *American Economic Review*, *Quarterly Journal of Economics*)。

- 本书综合性地涵盖了目前市面上国际商务教材的主要内容, 并创新地增加了第 11 章“创业企业”和第 14 章“企业社会责任”的内容。

- 此外, 该书的写作手法也有所创新。作者采取了一种清晰的、使读者不自觉地参与进去的对话方式来阐述, 使各章内容更加生动和简洁。有评阅人说, 阅读每一章就像阅读一本好的杂志, 从中能够看到作者本人的思想和灵魂。在书中作者运用了大量生动的案例、掌故、趣闻甚至电影素材, 以帮助阐明自己的观点。

有幸与彭维刚教授相识源于我们共同为西安交通大学的 EMBA 学员讲授“国际商务”课程。除了杰出的学术成就外, 他积极的进取精神, 勤奋踏实的工作态度, 豁达的心胸, 以及充满人文情怀的个性都给我留下了深刻的印象。在改编该书的过程中, 我时时能够体会到他独特的观察问题的视角, 基于理论的鲜活、翔实、深刻的观点阐释, 以及准确把握读者关注点的高超技能, 获益匪浅。感谢彭维刚教授为我们奉献了这本可以引发更多思考和启迪智慧的好教材。

由于原著出版社圣智公司对影印版篇幅有一定的删减要求, 我们删除了原书的第 12 章“Managing Competitive Dynamics”、第 13 章“Strategy and Structure”和第 16 章“Governing the Corporation”。与其他章节相比, 这些章节的内容与全球商务的核心内容相距稍远, 且常在管理学领域的其他教材中出现。此外, 考虑到我们的读者群体主要是实施双语教学的本科生和研究生, 课时有限, 并且各章均有针对该章主要内容的开篇案例及章末案例, 我们还删除了原书中的综合案例以及每章后的视频案例 (VIDEO CASE)。希望了解原著全貌的读者, 请关注中国人民大学出版社即将推出的《全球商务》翻译版。

Global Business intends to set a new standard for international business (IB) textbooks. Written for undergraduate and MBA students around the world, this book will make IB teaching and learning (1) more engaging, (2) more comprehensive, (3) more fun, and (4) more relevant.

More Engaging

For the first time in the history of IB textbooks, a unified framework integrates all chapters. Given the wide range of topics in IB, most textbooks present the discipline in a fashion that “Today is Tuesday, it must be Luxembourg.” Very rarely do authors address: “Why Luxembourg today?” More important, what is it that we do in IB? What is the big question that the field is trying to address? Our unified framework suggests that the discipline can be united by one big question and two core perspectives. The big question is: What determines the success and failure of firms around the globe? This focus on firm performance around the globe defines our field. To address this question, we introduce two core perspectives: (1) an institution-based view and (2) a resource-based view, in *all* chapters. It is this relentless focus on our big question and core perspectives that enables this book to engage a variety of IB topics in an integrated fashion. This provides great continuity in the learning process.

Global Business further engages readers through an *evidence-based* approach. I have endeavored to draw on the latest research, as opposed to the latest fads. As an active researcher myself, I have developed the unified framework not because it just popped up in my head when I wrote the book. Rather, this is an extension of my own research that consistently takes on the big question and leverages the two core perspectives. This work has been published in the *Journal of International Business Studies* and other leading academic journals.¹

Another vehicle used to engage students is debates. Virtually all textbooks uncritically present knowledge “as is” and ignore debates. However, it is debates that drive the field of practice and research forward. Obviously, our field has no shortage of debates, ranging from outsourcing to social responsibility. It is the responsibility of textbook authors to engage students by introducing cutting-edge debates. Thus, I have written a beefy “Debates and Extensions” section for *every* chapter (except Chapter 1, which is a big debate in itself).

Finally, this book engages students by packing rigor with accessibility. There is no “dumbing down.” No other competing IB textbook exposes students to commentary pieces by Jack Welch (former GE chairman—In Focus 12.2) and Laura Tyson (former economic advisor to President Clinton—In Focus 5.3), and a *Harvard Business Review* article (authored by me—In Focus 10.2). These are not excerpts but full-blown, original articles—the first in an IB (and in fact in any management) textbook. These highly readable short pieces directly give students a flavor of the original insights. In general, the material is presented in an accessible manner to facilitate learning.

¹ M. W. Peng, 2004, Identifying the big question in international business research, *Journal of International Business Studies*, 35: 99-108; M. W. Peng, D. Wang, & Y. Jiang, 2008, An institution-based view of international business strategy: A focus on emerging economies, *Journal of International Business Studies* (in press); M. W. Peng, 2001, The resource-based view and international business, *Journal of Management*, 27: 803-829.

More Comprehensive

Global Business offers the most comprehensive and innovative coverage of IB topics available on the market. Unique chapters not found elsewhere are:

- Chapter 11 on entrepreneurship and small firms' internationalization
- Chapter 14 on corporate social responsibility (in addition to one full-blown chapter on ethics, cultures, and norms, Chapter 3)
- Half of Chapter 10 (alliances and acquisitions) deals with the under-covered topic of acquisitions. Approximately 70% of market entries based on foreign direct investment (FDI) around the world use acquisitions. Yet, no other IB textbook has a chapter on acquisitions—a missing gap that Chapter 10 fills.

The most comprehensive topical coverage is made possible by drawing on the most comprehensive range of the literature. Specifically, every article in each issue in the past ten years in the *Journal of International Business Studies* and other leading IB journals has been read and coded. In addition, I have endeavored to consult numerous specialty journals. For example:

- The trade and finance chapters (Chapters 5–7) draw on the *American Economic Review* and *Quarterly Journal of Economics*
- The entrepreneurship chapter (Chapter 11) consults with the *Journal of Business Venturing* and *Entrepreneurship Theory and Practice*
- The human resource chapter (Chapter 12) heavily cites from *Human Resource Management*, *International Journal of Human Resource Management*, *Journal of Applied Psychology*, and *Personnel Psychology*
- The marketing and supply chain chapter (Chapter 13) draws heavily from the *Journal of Marketing*, *Journal of International Marketing*, and *Journal of Operations Management*
- The corporate social responsibility chapter (Chapter 14) borrows from work that appeared in the *Journal of Business Ethics* and *Business Ethics Quarterly*

As research for the book progressed, my respect and admiration for the diversity of insights of our field grew tremendously. The end result is the unparalleled, most comprehensive set of evidence-based insights on the IB market. While citing every article is not possible, I am confident that I have left no major streams of research untouched. Feel free to check the authors found in the Name Index to verify this claim.

Finally, *Global Business* also has the most comprehensive set of cases contributed by scholars from around the world—an innovation on the IB market. Virtually all other IB textbooks have cases written by book authors. In comparison, this book has been blessed by a global community of case contributors who are based in Canada, China, Hong Kong, Singapore, and the United States. Many of them are experts who are located in or are from the countries/regions in which the cases take place.

More Fun

In case you think that this book must be very boring because it draws so heavily on current research, you are wrong. I have used a clear, engaging, conversational style to tell the “story.” Relative to rival books, my chapters are generally more lively and shorter. For example, most books use two chapters to go over topics such as trade, FDI, and foreign exchange. I cut out a lot of “fat” and use one chapter to cover each of these topics, thus enhancing the “weight-to-contribution” ratio. Some reviewers (other professors) commented that reading my chapters is like reading a good magazine. Just check out any chapter to see for yourself.

Throughout the text, I have woven a large number of interesting, non-traditional anecdotes, ranging from ancient Chinese military writings (Sun Tzu) to the Roman Empire's import quotas, and from quotes in *Anna Karenina* to mutually assured destruction (MAD) strategy in the Cold War. Popular movies, such as *High School Musical*, *Lord of the Rings*, *The Full Monty*, and *The Hunt for Red October* are also discussed.

In addition, numerous Opening Cases, Closing Cases, and In Focus boxes spice up the book. Check out the following fun-filled features:

- The Dell theory of world peace (Chapter 2, In Focus 2.1)
- Comparative advantage and *you* (Chapter 5, In Focus 5.1)
- Who wants to be a trillionaire? (Chapter 7, In Focus 7.3)
- Sew What? (Chapter 11, Opening Case)
- Blunders in international HRM (Chapter 12, Table 12.6) and in international marketing (Chapter 13, Table 13.2)
- Have you offset your carbon emission? (Chapter 14, Closing Case)

More Relevant

So what? Chapters in most textbooks leave students (and professors) to figure out the crucial “so what?” question for themselves. In contrast, I conclude every chapter with an action-packed section titled Management Savvy. Each section has at least one table (sometimes two or three tables) that clearly summarizes the key learning points from a *practical* standpoint. No other competing IB book is so savvy and so relevant.

Further, ethics is a theme that cuts through the book, with each chapter having at least one Ethical Dilemma feature and a series of Critical Discussion Questions on ethics to engage students.

Finally, many chapters offer *career* advice for students. For example:

- Chapter 4 develops a resource-based view of the individual—that is, about you, the student. The upshot? You want to make yourself into an “untouchable,” who adds valuable, rare, and hard-to-imitate capabilities indispensable to an organization. In other words, you want to make sure your job cannot be outsourced.
- Chapter 12 offers tips on how to strategically and proactively invest in your career now—as a student—for future international career opportunities.

Support Materials

A full set of supplements is available for students and adopting instructors, all designed to facilitate ease of learning, teaching, and testing.

- Instructor's Manual—Written by John Bowen (Ohio State University, Newark and Columbus State Community College), this valuable, time-saving Instructor's Manual includes comprehensive resources to streamline course preparation, including teaching suggestions, lecture notes, and answers to all chapter questions. The Instructor's Manual files can be found at international.cengage.com.
- Testbank—Prepared by Ann Langlois (Palm Beach Atlantic University), the *Global Business* Testbank in ExamView® software allows instructors to create customized texts by choosing from 25 True/False, 25 Multiple Choice, and at least 5 short answer/essay questions for each of the 17 chapters. Ranging in difficulty, all questions have been tagged to the text's Learning Objectives and AACSB standards to ensure students are meeting the course criteria. The Test Bank files can be found at international.cengage.com.

- **PowerPoint® Slides**—Mike Giambattista (University of Washington) has created a comprehensive set of more than 250 PowerPoint® slides that will assist instructors in the presentation of the chapter material, enabling students to synthesize key global concepts. The PowerPoint files can be found at international.cengage.com.
- **Video Cases**—Perhaps one of the most exciting and compelling bonus features of this program, these 17 short and powerful video clips, produced by 50 Lessons, provide additional guidance on international business strategies. The video clips offer real-world business acumen and valuable learning experiences from an array of internationally known business leaders. The Video Cases can be found at international.cengage.com.

Product Support Website. We offer a *Global Business* product support website at international.cengage.com, where instructors can download files for the Instructor's Manual, Testbank, ExamView® software, and PowerPoint® slides. Also through this website, students will have access to their own set of PowerPoint® slides, as well as the Glossary. Found only on the Product Support Website, a set of auto-gradable, interactive quizzes—written by Yi Jiang (California State University, East Bay)—will allow students to instantly gauge their comprehension of the material. The quizzes are all tagged to the book's Learning Objectives and AACSB standards.

WebTutor on BlackBoard® and WebTutor on WebCT™. Available on two different platforms, *Global Business* WebTutor enhances students' understanding of the material by featuring the Opening Cases and Video Cases, as well as e-lectures, the Glossary, study flashcards, and a set of four engaging, interactive maps that delve more deeply into key concepts presented in the book.

CengageNOW™ Course Management System. Designed by instructors for instructors, CengageNOW™ mirrors the natural teaching workflow with an easy-to-use online suite of services and resources, all in one program. With this system, instructors can easily plan their courses, manage student assignments, automatically grade, teach with dynamic technology, and assess student progress with pre- and post-tests tagged to AACSB standards. For students, study tools including e-lectures, flashcards, PowerPoint® slides, and a set of four interactive maps enhance comprehension of the material, while diagnostic tools create a personalized study plan for each student that focuses their study efforts. CengageNOW™ operates seamlessly with WebCT™, Blackboard®, and other course management tools.

MWP
November 5, 2007

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Laying Foundations

PART 1

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- 2 Understanding Politics, Laws,
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- 3 Emphasizing Cultures, Ethics,
and Norms
- 4 Leveraging Capabilities Globally

CHAPTER 1

Globalizing Business



OPENING CASE Which Country Made This Book?

Let us start with a quiz: Which country made your book—yes, the very copy you are reading now? If you answer, “Of course, the United States!,” I would respond, “Not so fast.” Some of you will look at the copyright page (the page after the title page) and point out the publisher, South-Western, and its address in Mason, Ohio (just outside Cincinnati), as evidence that this book is a US product. But how do you know for sure?

Not only is the nationality of our publisher difficult to track down, but it has also been *changing*. Founded in 1902, South-Western had been an independent US publisher until it was acquired in 1986 by the Thomson Corporation, an \$8 billion Canadian firm whose shares are listed in Toronto (TSX: TOC) and New York (NYSE: TOC). South-Western thus became a wholly owned subsidiary of Thomson. The book contract that I signed in 2005 was with Thomson (or specifically with Thomson Learning South-Western, a unit of Thomson Learning, which had been one of the four major divisions within Thomson with approximately \$2.47 billion in sales in 2006). So technically, the book would have been Canadian—at least when it was conceived.

However, the winds of global change extensively discussed in this book have also directly impacted this book. In 2007 (before the book was finished), the Thomson Corporation sold its Thomson Learning division for \$7.75 billion to two private equity groups: the London-based Apax Partners and Toronto-based OMERS Partners.* Apax Partners is one of the oldest and largest private equity firms in the world with more than \$30 billion under its management. OMERS is one of the largest and most sophisticated asset management entities in Canada with over \$45 billion in assets. (Chapter 11 presents more details on acquisitions.)

In July 2007, Thomson Learning, now under joint British and Canadian ownership, changed its name to Cengage Learning. The new name was based on being at the “center of engagement” for its customers worldwide. Cengage Learning is a multinational publisher with operations in 39 countries. In the academic marketplace, it serves elementary, secondary, and postsecondary students, teachers, professors, and learning institutions. Cengage Learning will continue to emphasize its brands, including Heinle, Gale, Wadsworth, Delmar Learning, and our very own South-Western. In our own segment for business and economics college textbooks with the South-Western brand, Cengage Learning is number one in the world in terms of market share, followed by McGraw-Hill (with the Irwin brand) and Pearson (with the Prentice Hall brand). While Cengage Learning is now UK and Canadian owned, Pearson is also UK owned and McGraw-Hill is US owned. However, because Cengage Learning’s corporate headquarters is in Stamford, Connecticut, it can also be labeled a US-based publisher.

So, given the global nature of your publisher, Cengage Learning, “Which country made this book?” becomes a very tricky question to answer definitively. Now, let us try a more straightforward one: Which country *produced* this book? In the jargon of publishing, “production” means the transformation of a manuscript into printable plates by a production house, which is neither a publisher nor a printer. The actual printing and binding of books is called “manufacturing.” Although the majority of the production and manufacturing of this book was indeed done in the United States, the

LEARNING OBJECTIVES

After studying this chapter, you should be able to

1. explain the concepts of international business and global business
2. articulate what you hope to learn by reading this book and taking this course
3. identify one most fundamental question and two core perspectives that provide a framework for studying this field
4. participate in the debate on globalization with a reasonably balanced and realistic view and a keen awareness of your likely bias in favor of globalization
5. have a basic understanding of the future of the global economy and its broad trends

* The Thomson Corporation used the proceeds of the sale of Thomson Learning as a part of its \$17 billion funds to acquire Reuters, a UK-based financial data and news service provider. The combined entity later became Thomson-Reuters.

publisher accepted bids on the project from production houses in India and printers in China. Does it surprise you that a US-based publisher would ask a production house in India to produce its books? Or that it would negotiate with a Chinese printing company to print a book in English? What would prompt a US-based publisher to turn to service companies abroad? It is because these firms can offer benefits to their customers such as cost and quality.

A few years ago, a majority of the Thomson textbooks were handled by US production houses. Since 2000, offshore outsourcing of support and services, primarily to Indian production houses, has been growing at 8% a year at Thomson (now Cengage Learning). In response, US production houses fight back by becoming “Indian”—through subsidiary operations in India. In this very global business, Indian production houses not only need to fend for themselves against US rivals but also need to watch out for rivals from other emerging economies. For now, non-English-speaking competitors from Brazil, China, and Poland have a hard time winning contracts from Cengage Learning. In the short run, the Philippines, with its large supply of low-cost, English-speaking professionals, seems determined to eat some of India’s lunch. In the long run, Bulgaria, China, and Pakistan may emerge as global contenders. For managers at current and would-be competitors in these companies, there is no doubt that how to take advantage of the globalization of their business is their job number one.

Sources: Based on (1) author’s interviews with Cengage (formerly Thomson) executives, 2005, 2006, and 2007; (2) Cengage Learning, <http://en.wikipedia.org> (accessed August 16, 2007); (3) M. W. Peng, 2006, Competing in and out of India, *Global Strategy* (pp. 3–4), Cincinnati, OH: Thomson South-Western; (4) Thomson Investor Day presentations, October 6, 2005, and October 6, 2006; (5) <http://www.thomson.com>.

How do firms compete around the globe? For British, Canadian, Indian, and US firms involved in the production of your textbook, how do they strengthen their competitive advantage? For Brazilian, Bulgarian, Chinese, Pakistani, Philippine, and Polish firms that want to have a piece of the action, how can they overcome their disadvantage? What determines the success and failure of these firms around the world? This book will address these and other important questions on global business.

LEARNING OBJECTIVE 1

explain the concepts of international business and global business

international business (IB)

(1) A business (firm) that engages in international (cross-border) economic activities and/or (2) the action of doing business abroad.

multinational enterprise (MNE)

A firm that engages in foreign direct investments and operates in multiple countries.

foreign direct investment (FDI)

Investments in, controlling, and managing value-added activities in other countries.

INTERNATIONAL BUSINESS AND GLOBAL BUSINESS

Traditionally, international business (IB) is defined as (1) a business (firm) that engages in international (cross-border) economic activities and/or (2) the action of doing business abroad. Consequently, a previous generation of IB textbooks almost always takes the foreign entrant’s perspective, often dealing with issues such as how to enter foreign markets and how to select alliance partners. The most frequently discussed foreign entrant is the multinational enterprise (MNE), defined as a firm that engages in foreign direct investment (FDI) by directly investing in, controlling, and managing value-added activities in other countries.¹ As important as MNEs and their cross-border activities are, they only cover one side of IB—namely, the foreign side. Students educated by these books often come away with the impression that the other side of IB does not exist. Of course, the other side, consisting of domestic firms, does exist. Facing foreign entrants such as MNEs, domestic firms do not just sit around. They actively compete and/or collaborate with foreign entrants. In other words, focusing on the foreign entrant side captures, at best, only one side of the coin.²

It seems uncontroversial to suggest that there are two key words in IB: *international* (I) and *business* (B). However, previous textbooks all focus on “international”