



美国商学院原版教材精选系列

PEARSON

国际商务

战略、管理与新形势

International Business

Strategy, Management, and the New Realities

塔默·卡瓦斯基尔 (Tamer Cavusgil)

(美) 加里·奈特 (Gary Knight)

著

约翰·雷森伯格 (John Riesenberger)



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出 版 说 明

为了适应经济全球化的发展趋势,满足国内广大读者了解、学习和借鉴国外先进的管理经验,掌握经济理论前沿动态的需求,清华大学出版社与国外著名出版公司合作影印出版一系列英文版经济管理方面的图书。我们所选择的图书,基本上是已再版多次、在国外深受欢迎、并被广泛采用的优秀教材,绝大部分是该领域中较具权威性的经典之作。在选书的过程中,我们得到了很多专家、学者的支持、帮助和鼓励,在此表示谢意!

由于原作者所处国家的政治、经济和文化背景等与我国不同,对书中所持观点,敬请广大读者在阅读过程中注意加以分析和鉴别。

我们期望这套影印书的出版对我国经济科学的发展能有所帮助,对我国经济管理专业的教学能有所促进。

欢迎广大读者给我们提出宝贵的意见和建议,同时也欢迎有关的专业人士向我们推荐您所接触到的国外优秀图书。

清华大学出版社

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英/双语教学的成功路径与商科英文原版教材的效用

(代序)

在我国高校,用英语或双语教授专业课程(以下简称:英/双语教学)始于改革开放引进热潮,历经30年,虽发展不快,仍在缓慢推进。20世纪80年代,改革开放后留学归来的教育界学者们不仅引进了各学科先进的研究成果,也随之引进了西方高校的教材。以清华大学出版社为领军的国内出版社适时地引进了西方优秀教材的影印版,推动了一些高校开始在专业课程中开展英/双语教学。2007年以来,国家教育工程质量专设的“国家高校双语教学示范课程建设点”的评定项目被视为政府教育发展的政策风向标,正有力地推动着高校英/双语教学的发展。

但对英/双语教学的必要性,我国高校内部一直争议不断。争议首先围绕着中国人用英语教学的必要性。在公认英语是目前世界通用语言的前提下,英/双语教学的必要性取决于我国高校师生是否有必要及时汲取世界最新的知识和研究成果。答案是不言而喻的。况且英/双语教学省却了翻译过程,可以避免常见的信息减损和曲解问题。不过,信息发布者——教师的英语演讲能力和信息接收者——学生的英语解读能力不足又成为开展英/双语教学的障碍。因而常见的反对意见是,开展英/双语教学,课堂教学内容就会缩水,因为讲授者和听众都得花费精力和时间解译内容。如此看来,我国开展英/双语教学的高校教师必须应对挑战,洞察在我国现有条件下用英文原版教材开展英/双语教学的利和弊,并找到可行的扬长避短的路径。

在经济开放和全球化的大趋势推动下,我国中小学英语教学分量加重,英语普及程度逐年提高,高校新生的英语基础愈益扎实;教师的英语能力也随着师资的新陈代谢而日见增强。这一趋势无疑在为英/双语教学营造越来越有利的条件。尽管如此,不同于英语为主要语言或官方语言的一些国家,英语在我国的普及率仍较低。在青少年中,英语的普及程度和英语应用能力还仅处于初级水平;高校中能用英语演讲的教师尚属少数,且熟练程度还有待大幅提高。这样的师生英语基础,使得英/双语教学面临巨大的挑战。

同时,在多数的中国高校课堂里,教学任务多被视为逐章讲解某本教材的内容。本土中文教材通常是400~500页的32开本,含理论框架、主要知识点、计算方法和习题,但案例和故事不在其中,多由教师在讲解时添加,以演示和诠释理论要点。迄今仍然普遍盛行的“填鸭式”、“满堂灌”的传统教学法侧重于传授知识,从多数评教指标可见,只要学生感觉教师讲得精彩、有条理、能解惑,就算教学成功。

而引进的国外教材篇幅通常较长,16开大本,500~800页。习惯于上述传统教学法和评价标准的人们自然会产生一个疑问:在有限的课时内,这么厚的教材,怎么讲得完?其实,发达国家多数高校对学生阅读量的要求远远大于我国高校(即使是中文课本和资料),名校更是如此。它们的教材不仅涵盖理论框架和基本概念,而且富含长短不一、详简各异的演示性案例、故事和大量习题,总之它便于学生自学。课堂讲解只占一半课时,其余课时常被用于师生讨论和互动。于是,教师的讲解主要是勾勒理

论框架,阐释重点和难点,还需针对事先布置的阅读资料和讨论题,引导学生展开讨论。可见,大厚本的教材适合于能力培训教学法。两者相辅相成,致力于调动学生的主动性:他们必须大量阅读和思考,才能在课堂上有上好的表现,真正成为学习的主人。结果,他们的能力获得了必要和切实的磨炼。

由此可见,英/双语教学不只是教学语言的改变,它可以达到三重效用:传授专业知识;传授英语知识;同时训练专业方法和英语的应用技能。也因此,一些非英语国家的高校不惜成本,开展英/双语教学,使用与之相配的教材。对我国高校来说,要想成功开展英/双语教学,恐怕首先需要改变传统的教育思想和教学方法。换言之,如果高校想要使教育、教学接近世界先进水准,用英文原版影印教材开展英/双语教学是有效的途径。

迄今为止,原版英文教材的缺点也很明显。鉴于发达国家的作者是以其母国为背景,多数教材不涉及中国国情。教师必须在教学中紧密结合中国国情,提供相关案例、资料和思考讨论题,适时引导师生思辨现有理论的普适性,激励师生发现和创作适合我国国情的经济学、管理学、营销学规律。在我国作者编写和出版足量的优质英文教材之前,这些额外的工作必须由开展英/双语教学的教师来承担。

古今中外,成才之士都乐于阅读和探索,而这种氛围却在当今我国的大学校园里愈见淡化。加之中国学生相对薄弱的英语基础,目前英/双语教学仍面临很大的挑战:“填鸭式”的讲授与之相悖;仅靠课堂讲授和互动也很难奏效。但如能培养学生阅读和探索真理的兴趣,并营造一个全方位的孵化温床或生态环境,英/双语教学是有望成功的。根据能力培育过程的所需,这个生态环境包含师生对教育、教学的共识,好学求知的校风,富有挑战和师生互动的课堂教学,从课外讲座、项目操作到校园竞赛等第二课堂活动,便于师生交流的校园互联网等。

要做到这些,教师亟待与时俱进。随着师资的年轻化和高学历化,如今年轻教师的英语基础更好。但逆水行舟,不进则退。英语能力的进退取决于使用频率的多寡,其实英/双语教学过程既是加强英语使用、提高英语能力,也是汲取世界新知的最佳机会。不过,这一过程通常比用汉语教学的付出大得多,且因学生也需成倍地付出,英/双语教学的课程不容易像汉语教学课程那样容易在短期内获得学生的好评。因此给予英/双语教学的教师足够的激励成为生态环境的首要组成部分;缺乏对教师的足够激励,上述英/双语教学的生态环境就无法营造。

诚然,在教育体制和环境不够理想的情况下,教师和学生仍然有个人自训和奋斗的条件。英语原版教材影印版在我国的出版和更新就是对英/双语教学的及时支持。清华大学出版社近期又有一批英文原版影印教材出版,相信必将更进一步推动英/双语教学的发展。如今,已有一些本土高校的教师与英语国家的教师合著英文教材;在可见的将来,还会有中国教师编写发行到世界各地的英文教材。总之,及时用好英文原版影印教材,编写优质的英文教材是我国高校教师的历史责任。

愿英/双语教学的师资队伍愈益壮大,愿英/双语教学更加有力地推动我国教学方法与国际接轨,愿我国高校各级学生在英/双语教学中受益良多,茁壮成长!

对外经济贸易大学
傅慧芬

> Preface

Why We Created This Book And Teaching System

The book you are holding, **International Business: Strategy, Management, and the New Realities**, is a component of an innovative educational system we have been developing over the past several years. The system represents an innovative and exciting approach to teaching international business. The insights we gained from comprehensive research and discussions with hundreds of practitioners, students, and faculty have been instrumental in refining our pedagogical philosophy and resources. The book attempts to impart the core body of knowledge in international business in an interesting and lively manner. Our teaching system works from the ground up, where cases, exercises, and management skill builders are seamlessly integrated and matched to the topics covered in each chapter. The accompanying knowledge portal, the C/K/R Educator's Consortium®, is designed as a clearinghouse for learning, networking, and sharing for International business educators worldwide.

The C/K/R Educational System is based on the following guiding principles:

New Realities

There are new realities in international business that are critical for today's students to embrace. We are witnessing remarkable changes in the cross-border flow of products, services, capital, ideas, and people. Today's volume of international trade, ease of communication and travel, and technological advances compel, and help, large and small firms to internationalize. We designed the content, organization, and features of the book and other resources to motivate and prepare future managers to grasp these new realities. These include: global sourcing, the impact of technological advances on globalization, globalization of finance, and the success of the smaller firm in international markets. Three other new realities are worth elaborating here: emerging markets, the diversity of international business participants, and corporate social responsibility.

Emerging Markets Students need an improved understanding of the changing nature of the international business landscape, not just the Triad regions (Europe, North America, and Japan). Over the past two decades, some 30 high-growth, high-potential countries have sprung into the forefront of cross-border business with rapid industrialization, privatization, and modernization.

We introduce emerging markets in Chapter 1, "Introduction: What is International Business" and, discuss how companies such as Renault and Microsoft achieve efficiencies by sourcing to countries such as Romania and India. In Chapter 9, "Understanding Emerging Markets," we explain what makes emerging markets attractive for international business and the risks and challenges of doing business in these markets. In Chapter 9 we also discuss Mexico's Cemex, Egypt's Orascom Telecom, and China's Shanghai Automotive.

The Diversity of International Business Participants Multinational enterprises (MNEs) have historically been the most important type of focal firm. However, students need to be familiar with a variety of firms active in international business. We therefore provide balanced coverage of MNEs, small and medium-sized enterprises (SMEs), and born globals. We introduce these three types of firms in Chapter 1 and revisit them throughout the book. Here are a few examples of the firms we discuss:

- Diesel, a fashion design company that grew from an SME into an MNE (Chapter 1, "Introduction: What is International Business?")

- Electrolux, a Swedish MNE in the kitchen appliance industry (Chapter 2, Globalization of Markets and the Internationalization of the Firm")
- Geo Search, a Japanese born global in the electronics industry (Chapter 3, "Organizational Participants that Make International Business Happen")
- L'Oreal, a French MNE in the cosmetic industry (Chapter 5, "The Cultural Environment of International Business")
- The challenges MNEs and SMEs encounter in Russia (Chapter 6, "Political and Legal Systems in National Environments")
- How trade barriers affect SMEs (Chapter 7, "Government Intervention in International Business")
- IKEA, a Swedish MNE in the furniture industry (Chapter 11, "Global Strategy and Organization")
- PMI Mortgage Insurance Co., a U.S. service firm (Chapter 13, "Exporting and Countertrade")

Corporate Social Responsibility Firms are increasingly aware of their role as good corporate citizens. We introduce corporate social responsibility in Chapter 1, "Introduction: What is International Business?" and provide examples from firms such as Starbucks and McDonald's. In Chapter 6, "Political and Legal Systems in National Environments," we summarize ethical practices and values. In Chapter 9, "Understanding Emerging Markets," we cover how firms foster economic development with profitable projects. In Chapter 16, "Global Sourcing," we address ethical and social implications of global sourcing. In Chapter 18, "International Human Resource Management," we discuss how firms can create more equitable working environments for foreign employees.

Educator's Consortium®

Instructors need an innovative educational solution that goes beyond the textbook and its traditional supplements. We address this need with the C/K/R Educator's Consortium®. The Educator's Consortium® is the first online, global community to bring together international business instructors who are dedicated to preparing today's students to be creative, open-minded, and socially responsible.

The CKR Educator's Consortium® is a dynamic virtual library of pedagogical content and tools: It

The screenshot shows the Educator's Consortium website. The main content area displays a list of contributions under the heading 'International Business'. The left sidebar contains navigation links such as 'Find Contributions', 'By Chapter', 'By Region', and 'By Teaching Resource Type'. The right sidebar includes 'Community Resources' with a link to 'FT.com' and a 'Connect' section. A 'News Feeds' section is also visible at the bottom right.

Callout boxes highlight the following features:

- Search for information & tools by keyword, chapter, type, and region.** (Points to the search bar and filters on the left sidebar)
- Explore countless resources including a direct link to FT.com.** (Points to the 'FT.com' link in the Community Resources section)
- Share information, teaching tips, and tools with other instructors of international business—you can download course materials posted by other members, post your own materials, or join a discussion forum.** (Points to the 'Share All Pages' link at the bottom of the contributions list)
- Customize your news feed to read the latest developments around the world.** (Points to the 'News Feeds' section)

is designed to make every instructor look good in the classroom, as well as to save them time. The Educator's Consortium® offers these advantages:

- Connects IB educators all over the world, providing opportunities for collaboration through the Educator's Directory.
- Gives the instructor the ability to customize material to suit his or her own needs and teaching style by searching through community-generated material that is constantly updated.
- Offers an asynchronous bulletin board, inviting all adopters to exchange teaching ideas, post questions, and dialog through threaded discussions with one another and with the author team. The authors ensure quality content by screening contributed material.
- Includes unlimited access to ft.com, the portal of the *Financial Times*.



Textbook Features of Special Note

Maps

In today's globalized world, it is more important than ever for students to understand world geography. Our maps are large, easy to read, and colorful. Below is an example of a map from Chapter 9. Note the clear labeling of countries, the use of color coding, and the cut-out of Europe to make countries easy to identify:



Recent Grad in IB

Select chapters include a special feature entitled *Recent Grad in IB*, which highlights IB graduates now working in exciting international careers. We hope this feature will motivate today's students to travel, learn another language, and be open to working internationally.

Closing Case

Each chapter closes with an extensive case study that is new, developed specifically to address the learning objectives in the chapter and written by the authors. The cases help students build their managerial skills by applying what they have learned in the chapter to a situation faced by a real-world manager. Questions accompany the case for assignment as homework. Class discussion helps students sharpen their analytical and decision-making skills. Here are a few examples of the closing cases:

- Chapter 1: Whirlpool's Dramatic Turnaround through Internationalization
- Chapter 4: Hyundai: The Struggle for International Success
- Chapter 5: Hollywood and the Rise of Cultural Protectionism
- Chapter 6: Pillaging Patents: The New War on Pharmaceutical Drugs
- Chapter 7: Airbus Versus Boeing: When is Intervention Not Intervention?
- Chapter 11: Carlos Ghosn and Renault-Nissan: Leading for Global Success
- Chapter 12: Advanced Biomedical Devices: Assessing Readiness to Export
- Chapter 14: AUTOLATINA: A Failed International Partnership
- Chapter 15: Subway and the Challenges of Franchising in China
- Chapter 17: MTV India: Balancing Global and Local Marketing

Additional cases are provided at the Educator's Consortium©.

This Book Supports Association to Advance Collegiate Schools of Business (AACSB) International Accreditation

Each chapter ends with a collection of exercises: Closing Case, Test Your Comprehension, Apply Your Understanding, globalEDGE™ Internet Exercises, and C/K/R Management Skill Builder©. In every chapter, next to each exercise, we provide a specific AACSB tagging logo to help instructors identify those exercises that support AACSB learning goals. We also provide AACSB tagging for all the questions in the Test Item File that accompanies the textbook.



What is the AACSB? AACSB is a not-for-profit corporation of educational institutions, corporations and other organizations devoted to the promotion and improvement of higher education in business administration and accounting. A collegiate institution offering degrees in business administration or accounting may volunteer for AACSB accreditation review. The AACSB makes initial accreditation decisions and conducts periodic reviews to promote continuous quality improvement in management education. Pearson Education is a proud member of the AACSB and is pleased to provide advice to help you apply AACSB Learning Standards.

What are AACSB Learning Standards? One of the criteria for AACSB accreditation is the quality of the curricula. Although no specific courses are required, the AACSB expects a curriculum to include learning experiences in such areas as:

- Communication
- Ethical reasoning
- Analytical skills
- Use of information technology
- Multiculturalism and diversity
- Reflective thinking

These six categories are AACSB Learning Standards. Questions that test skills relevant to these standards are tagged with the appropriate standard. For example, a question testing the moral questions associated with externalities would receive the Ethical Reasoning tag.

How can I use these tags? Tagged exercises help you measure whether students are grasping the course content that aligns with AACSB guidelines noted above. In addition, the tagged exercises may help to identify potential applications of these skills. This, in turn, may suggest enrichment activities or other educational experiences to help students achieve these goals.

Resources in Support of the Text

Instructor's Resource Center

At www.prenhall.com/irc, instructors can access a variety of print, digital, and presentation resources available with this text in downloadable format. Registration is simple and gives you immediate access to new titles and new editions. As a registered faculty member, you can download resource files and receive immediate access and instructions for installing course management content on your campus server.

If you ever need assistance, our dedicated technical support team is ready to help with the media supplements that accompany this text. Visit www.247.prenhall.com for answers to frequently asked questions and toll-free user support phone numbers.

The following supplements are available to adopting instructors

- **Instructor's Resource Center (IRC) on CD-ROM**—ISBN: 0-13-156318-1

All instructor resources in one place. It's your choice. The Instructor's Resource Center on CD-Rom includes the following supplements:

- **Instructor's Manual**
- **Test Item File**
- **Image Bank**
- **PowerPoints**
- **Printed Instructor's Manual**—ISBN: 0-13-232241-2

Authored by Professor Carol Sanchez of Grand Valley State University and Professor Marta Szabo White of George State University, the Instructor's Manual offers much more than just the traditional, limited chapter outline and answers to

the end-of-chapter materials. In addition to these basic items, you will find suggested teaching strategies for 45-, 90-, and 180-minute sessions, chapter coverage suggestions for semester and quarter-length courses, and modular suggestions for courses focused on general management, strategy, and/or organizational behavior. The coverage for each chapter includes a variety of resources such as exercises, critical-thinking assignments, debate topics, and research assignments. Two appendices contain complete PowerPoint slides and an in-depth Video Guide.

- **Printed Test Item File**—ISBN: 0-13-156319-X

The test bank, authored by Cara Cantarella of Acumen Enterprises, Inc., contains approximately 75 questions per chapter, including multiple-choice, true/false, short answer, and essay questions based on a short business scenario. Cara is an assessment expert with extensive experience in test authoring. Each question for each chapter has been carefully reviewed and edited by the authors and Professor Candan Celik of Michigan State University to ensure accuracy and appropriateness.

Test questions are annotated with the following information:

- Page number from the main text of where the question's topic is covered
- Learning Objective from the main text
- Difficulty level: Easy for straight recall, Moderate for some analysis, or Analytical for complex analysis
- Topic: the term or concept the question supports
- Skill: concept or application

For each question that tests a standard from the Association to Advance Collegiate Schools of Business (AACSB), we use one of the following annotations:

- Communication
- Ethical Reasoning
- Analytical Skills
- Use of Information Technology
- Multicultural and Diversity
- Reflective Thinking

TestGen Test Generating Software—Available at the IRC online

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Ali Kara, Pennsylvania State University-University Park
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Tatiana Kostova, University of South Carolina
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Jeffrey W. Overby, Belmont University
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Iordanis Petsas, University of Scranton
Zahir Quraeshi, Western Michigan University
Roberto Ragozzino, University of Central Florida
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Kurt Stanberry, University of Houston-Downtown
John Stanbury, George Mason University
Philip Sussan, University of Central Florida
Charles Ray Taylor, Villanova University
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Cheryl Van Deusen, University of North Florida
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Focus Group Participants

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 Christine Cope Pence, University of California, Riverside
 Angelica Cortes, University of Texas-Pan American
 Michael Deis, Clayton State University
 Les Dlabay, Lake Forest College
 Gary Donnelly, Casper College
 Gideon Falk, Purdue University-Calumet
 Marc Fetscherin, Rollins College
 Charles Fishel, San Jose State University
 Frank Flauto, Austin Community College
 Georgine K. Fogel, Salem International University
 Frank Franzak, Virginia Commonwealth University
 Debbie Gilliard, Metropolitan State College
 Robert Goddard, Appalachian State University
 Kenneth Gray, Florida A&M University
 Andy Grein, Baruch College, City University of New York
 Andrew C. Gross, Cleveland State University
 David Grossman, Florida Southern College
 Seid Hassan, Murray State University
 Xiaohong He, Quinnipiac University
 Wei He, Indiana State University
 Christina Heiss, University of Missouri-Kansas City
 Guy Holburn, University of Western Ontario
 Anisul Islam, University of Houston-Downtown
 Basil Janavaras, Minnesota State University
 Raj Javalgi, Cleveland State University
 Yikuan Jiang, California State University-East Bay
 Ken Kim, University of Toledo
 Anthony C. Koh, The University of Toledo
 Ann Langlois, Palm Beach Atlantic University
 Michael La Rocco, University of Saint Francis
 Romas A. Laskauskas, Villa Julie College
 Shaomin Li, Old Dominion University
 Ted London, University of Michigan
 Peter Magnusson, Saint Louis University
 Charles Mambula, Suffolk University
 David McArthur, Utah Valley State College
 Ofer Meilich, Bradley University
 Lauryn Migenes, University of Central Florida
 Mortada Mohamed, Austin Community College
 Robert T. Moran, Thunderbird
 Carolyn Mueller, Stetson University
 Kelly J. Murphrey, Texas A&M University
 William Newbury, Florida International University
 Stanley Nollen, Georgetown University
 Augustine Nwabuzor, Florida A&M University
 David Paul, California State University-East Bay
 Christine Pence, University of California Riverside
 Heather Pendarvis-McCord, Bradley University
 Kathleen Rehbein, Marquette University
 Liesl Riddle, George Washington University
 John Rushing, Barry University
 Mary Saladino, Montclair State University
 Carol Sanchez, Grand Valley State University
 Camille Schuster, California State University-San Marcos
 Eugene Seeley, Utah Valley State College
 Mandep Singh, Western Illinois University
 Rajendra Sinhaa, Des Moines Area Community College
 John E. Spillan, Pennsylvania State University-DuBois
 Uday S. Tate, Marshall University
 Janell Townsend, Oakland University
 Sameer Vaidya, Texas Wesleyan University
 Robert Ware, Savannah State University
 Marta Szabo White, Georgia State University
 Steve Williamson, University of North Florida
 Lynn Wilson, Saint Leo University
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