



高校教材

高等学校经济与管理类系列教材



工商管理专业英语

(第二版)

主 编 ◇ 李桂华 郑 琦



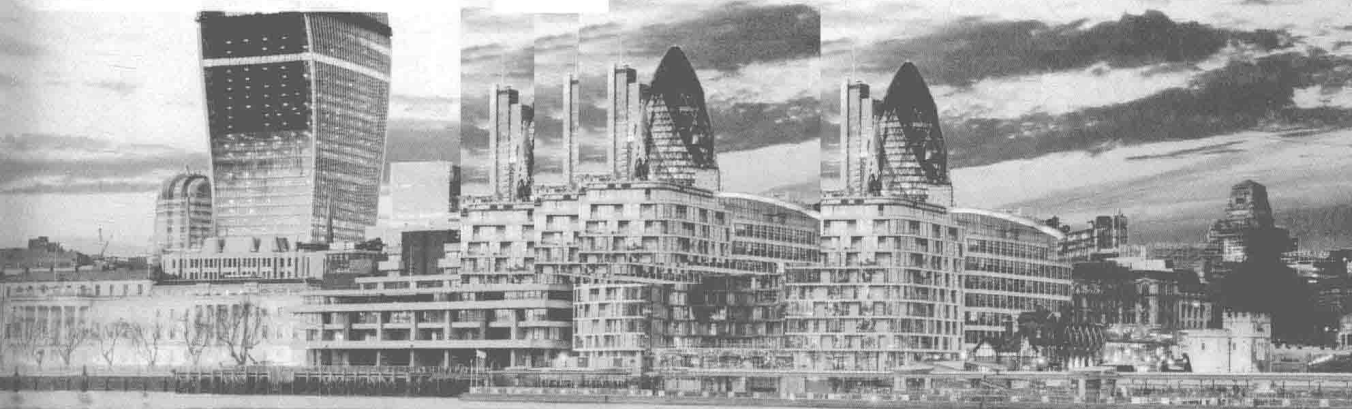
华东师范大学出版社



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第二版前言

《工商管理专业英语》(第一版)于2007年由华东师范大学出版社出版发行。本书出版以来受到同行专家、读者,特别是广大师生好评与厚爱,进而被各财经类和管理类大中专院校广泛采用,累计销售3万多册,这是编者没有预计到的,编者表示万分感谢。

在教材的使用过程中,众多同行专家在表示赞赏的同时,也提出了许多宝贵意见。在吸取专家反馈意见的基础上,考虑到市场环境和需求的变化,编者和出版发行单位决定对原教材进行修订。

《工商管理专业英语》(第二版)修订编写的主要目的与第一版一样,旨在帮助工商管理及相关专业的研究生、MBA、大学本科生和在职自学人员,提高阅读理解管理专业英语的水平以及运用英语进行业务交流和洽谈的能力。

本次修订没有打破原有框架,而是在坚持原来教材“既全面又重点突出”的风格基础上,进行了比较大的修改,并选用了最新的范文:一是重新调整全书的单元顺序,其中的第3、4、5、8、9、10、15、20单元是新增单元,替换了第一版中比较陈旧的内容;二是内容范围在原来涵盖管理学原理、营销管理、广告促销、财务管理、人力资源管理和国际营销等领域的基础上,增加了电子商务和网络营销的内容,使教材更加适应工商管理发展现状;三是对各章练习题的第V题“英译中”全部补充了参考答案,并对部分习题中的语句或表述进行了适当修改,使习题中的语句更为通顺。

本次修订由原主编李桂华教授、郑琦副教授完成,其中新增单元的工作主要由李桂华完成。在本教材修订过程中,编者查阅和借鉴了欧美近年新出版的文献资料,尽量选用有代表性的、专业性强的文献。

本次修订工作得到了美国马萨诸塞大学市场营销系教授托马斯·布拉希尔(Thomas Brashear Alejandro)的大力支持,在此表示感谢。

由于水平和时间所限,错误和疏漏在所难免,敬请广大读者和专家继续提出宝贵意见和建议。

编者

2015年11月于南开园

前言

本书旨在帮助工商管理及相关专业的大学本科生(专科生)、研究生、MBA 和在职自学人员,提高工商管理专业英语阅读理解水平以及运用英语进行业务交流和洽谈的能力。全书共分 20 单元,内容涵盖管理学原理、市场营销管理、广告促销、财务管理、人力资源管理、国际营销等领域,使学生熟悉并掌握尽可能多的专业英语词汇和术语。在着重训练学生阅读专业英语文献的同时,帮助学生熟悉专业英语文体结构、风格特征及修辞技巧,为将来的工作实践打下较为坚实的专业英语基础。

本书内容具有以下特点:

- 选材新颖,语言地道,参考了大量最新原版教材。
- 内容涵盖范围广泛,包括管理学原理、市场营销管理、广告促销、财务管理、人力资源管理、国际营销等领域。
- 课后习题备有参考答案,有助于学生熟悉和掌握尽可能多的专业英语词汇和术语,有利于提高阅读专业文献的能力,同时适合学生自学。

本书是由南开大学商学院部分教师共同编写。其中郑琦副教授编写 1—8 单元,刘建华、张巍博士编写 9—13 单元,李桂华教授编写 14—17 单元,赵路老师编写 18—20 单元。全书由郑琦、李桂华进行校对、统纂并配以习题和答案后定稿。在本书编写过程中参阅了大量相关的英文专业书籍、文献和工具书,并得到华东师范大学出版社的大力支持和帮助,在此一并表示衷心感谢。

参加本书编写工作的老师曾经翻译出版了该领域的大量著作并在国外进修,有多年专业外语教学经验。这为我们编写出适用的高质量教材提供了保证。虽然我们竭尽全力,但恐错漏之处难免。恳请专家及使用本书的老师和同学指正。

编 者

2007 年 8 月于南开大学

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The Evolution of Management as a Field of Study

Text

The modern era of management began early in the 20th century when classical theorists, economists, and industrial engineers offered a **classical approach** to increase the productivity of individuals and organizations. Both organizational growth and its increasing influence on our economy and standard of living are relatively recent in history; thus the study of management is relatively new. Many of the first individuals to study and write about management were practicing managers. They described their own experiences and tried to **generalize** the principles they believed could be applied in similar situations. Even today, a great deal of what we know about management comes from the **autobiographies** and **memoirs** of men and women who are or have been practicing managers.

Now, however, other individuals also are interested in management for scientific reasons. Social and behavioral scientists view the management of organizations as an **extremely** important social phenomenon worthy of studying through scientific inquiry. As scientists, these men and women make no value judgments regarding good or bad management practices. Their objective is to understand and explain the practice of management.

Between the two extremes of management practice and management science are many individuals who have contributed to the study of management. They include engineers, sociologists, psychologists, **anthropologists**, lawyers, economists, accountants, mathematicians, political scientists, and philosophers.

Such differing **perspectives** on the same subject cannot be neatly classified. Thus, as a manager, you will have at your disposal many ways of looking at management's tasks. Each may be more useful for some problems than for others. For example, a management theory that emphasizes employee satisfaction may be more helpful in dealing with a high employee **turnover** than with delays in production. Because there is

no single, universally accepted management approach, you should be familiar with the various major theories.

The three well-established approaches to management thought are: the **classical approach**, which focuses on the task of managing work and organizations; the **behavioral approach**, which focuses on the task of managing people; and the **management science approach**, which focuses on the task of production and operations. Although these approaches evolved in historical sequence, later ideas have not always replaced early ones. Rather, each new approach has added to the knowledge of the previous ones. At the same time, each approach has continued to develop on its own.

During the last 30 years or so, there have been attempts to integrate the three approaches to management — classical, behavioral, and management science. One of these attempts, the systems approach stresses that organizations must be viewed as total systems, with each part linked to every other part. Another, the **contingency approach**, stresses that the correctness of a managerial practice is contingent on how it fits the particular situation in which it is applied.

The systems approach to management is really a way of thinking about management problems. It views an organization as a group of interrelated parts with a single purpose. Because the action of one part influences the others, managers cannot deal separately with individual parts. In solving problems, managers using the systems approach must view the organization as a **dynamic** whole and must try to anticipate the intended as well as unintended impacts of their decisions. Such managers do not solve individual problems. Rather, they intervene in a total system of integrated parts, using the management functions of planning, organizing, coordinating and controlling.

The age-old **confrontation** between the production objective of low costs and the marketing objective of a broad product line is a good example of the interrelated nature of management problems. Each objective conflicts with the other. For example, to **incur** the lowest production costs, a firm would produce only one color and one style. To achieve the marketing objective, however, several models and several colors would be required but at a higher cost. In this situation, a **compromise** is necessary for the overall system to achieve its objective. The objectives of individual parts must be compromised to meet the objective of the entire firm.

The systems approach forces managers to recognize that organizations are systems made up of **interdependent** parts and that a change in one part affects other parts. It seeks to identify the **characteristics** of jobs, people, and organizations, allowing managers to see the interdependence between the various segments of an organization. The basic idea of the contingency is that there is no best way to plan, organize, or control. Rather, managers must find different ways to fit different situations. A method highly effective in one situation may not work in other situations. In other words, the contingency approach seeks to match different situations with different management methods.

Actually, the idea of contingency, or situational thinking is not new. During the 1920s, an early writer in the classical approach mentioned the “law of situation”. One scholar and writer in management noted that “different situations require different kinds of knowledge, and the man possessing the knowledge demanded by certain situation tends in the best managed businesses, other things being equal, to become the leader in the moment”.

The contingency approach has grown in **popularity** over the last two decades

because research has found that, given certain characteristics of a job and certain characteristics of people doing the job, specific management practices tend to work better than others. For example, rigid plans, clearly defined jobs, autocratic leadership, and tight controls have at times resulted in high productivity and satisfied workers. At other times, the opposite characteristics (general plans, vaguely defined jobs, democratic leadership, and loose controls) have produced the same results.

If, for instance, productivity needs to be increased, the manager should not automatically assume a new work method is needed (a classical solution) or that a new motivational approach needs to be tried (a behavioral solution). Instead, the manager should study the characteristics of the workers and the nature of the job, and his own leadership approach before deciding on a solution.

Managers around the globe use more of a contingency approach to survive. **Sole reliance** on a classical or a behavioral or a management science approach is not **sufficient** for organizations. The approaches that worked for Procter & Gamble for 50 years and the start-up of Haier or Legend Computer during the first few years must be modified to fit the changing global environment. Thus, the contingency view has become more relevant and prominent because of the following factors:

1. Increased globalization of enterprises and the need for more government-business **alliances** to compete internationally.
2. Demands for ethical and socially responsive leadership.
3. Changing **demographics** and skill requirements of the workforce.
4. The emergence of new organizational structures that emphasize speed in reacting to environmental changes.
5. Changing needs, preferences, and desires of employees for job security, participation, ownership, and personal fulfillment.

As the contingency approach suggests, the student of management preparing for the 21st century must learn multiple ways to compete, innovate, create, motivate, and lead. Both the systems approach and the contingency approach can provide valuable insights and **complement** the classical, behavioral, and management science approaches.

Glossary

evolution	<i>n.</i>	the process of developing	发展
generalize	<i>v.</i>	to infer from many particulars	概括
autobiography	<i>n.</i>	the biography of a person written by that person	自传
memoir	<i>n.</i>	an account of the personal experiences of an author	回忆录, 自传
extremely	<i>ad.</i>	being in or attaining the greatest or highest degree	极度地
anthropologist	<i>n.</i>	someone who studies anthropology (the scientific study of the origin, the behavior, and the physical, social, and cultural development of human beings)	人类学家
perspective	<i>n.</i>	the way in which a situation or problem is judged so that proper consideration is given to each part	合理观察, 视角

- turnover *n.* the number of workers hired by an establishment to replace those who have left in a given period of time 人员更替数
- approach *n.* the method used in dealing with or accomplishing 方法
- contingency *n.* a possibility that must be prepared for; a future emergency 可能事件,可能出现的情况
- dynamic *a.* characterized by continuous change, activity, or progress 不断变化的
- confrontation *n.* discord or a clash of opinions and ideas 观点或思想的不和或冲撞
- incur *v.* to acquire or come into (something usually undesirable); sustain 获得
- compromise *v.* something that combines qualities or elements of different things 折中
- interdependent *a.* mutually dependent 互相依存的
- characteristic *n.* a feature that helps to identify, tell apart, or describe recognizably; a distinguishing mark or trait 特性
- popularity *n.* the quality or state of being popular, especially the state of being widely admired, accepted, or sought after 普及
- sole *a.* of or relating to only one individual or group; exclusive 单独的
- reliance *n.* the act of relying or the state of being reliant 依赖,依靠
- sufficient *a.* being as much as is needed 充足的
- alliance *n.* the act of becoming allied or the condition of being allied 结盟
- demographic *n.* of or relating to demography 人口统计
- complement *v.* to add to, make complete 补足

Key Terms and Concepts

Classical approach (to Management): Also called classical school. A body of literature that represents the earliest attempts to define and describe the field of management. The approach's main focus is on formally prescribed relationships. Its primary means for acquiring knowledge are personal observation and case studies. (管理学)古典(研究)方法

Behavioral approach (to Management): Also called behavioral school to management. Here it refers to a body of literature characterized by its concern for human behavior in the work environment. The school's primary means for acquiring knowledge is scientific method, with emphasis on research. Chronologically, the behavioral approach to management thought followed the classical approach. Its first phase was identified with human relations theory popular in the 1940s and early 1950s. Its second phase was the behavioral science approach, which came into popular use in the early 1950s. (管理学)行为(研究)方法

Management science approach: Also known as Management Science School. A body of literature characterized by its use of mathematical and statistic techniques to build models for the solution of production and operations problems. The approach's primary means for acquiring knowledge is mathematical deduction. 管理学科学(研究)方法

Contingency (or situational) approach (to Management): An analysis of management that emphasizes the fact that what managers do in practice depends on a given set of circumstances or the "situation" and that there is no single "best way" to manage. (管理学)权变情境(研究)方法

Exercises

I. Discussion and Review Questions.

1. What are the three well-established approaches to management? And what are the historical sequences of the development of these approaches to management?
2. Why do management analysis and practice require a systems approach? Give a practical example of this approach.
3. What is the contingency, or situational approach to management? Could any explanation of management be any different? Could any manager operate in any other way?
4. Is management a science or an art according to your understanding? Could the same explanation apply to engineering or finance?
5. What is the essence of systems approach to management? Give a concrete example of this approach in reality.
6. What kinds of individuals, according to the text, have contributed to the study of management between the two extremes of management practice and management science?
7. In the evolution of management thought, have later ideas always replaced the earlier ones? Explain.
8. Why is sole reliance on a classical or a behavioral or a management science approach not sufficient for organizations? Explain.
9. Have you ever managed anything — for example, as part of a job in a social or student organization? If so, did you perform the management functions of planning, coordinating, organizing, leading and controlling without being aware of them?
10. Look up the terms “science”, “theory” and “principle” in an acceptable dictionary and determine how they are used. Compare these definitions with the usage of these terms as applied in the text.

II. Vocabulary Review: Without referring to the text, fill in the blanks in the following sentences with the correct words from this list. You may change the tense, number, or form of the words to fit the context. Use each word only once; not all of the words on the list will be used.

contingent	dynamic	conflict	compromise	interdependent	reliance
popularity	sufficient	insights	generalize	memoirs	classic
management	science	behavioral	integrate	sole	

1. The managers described their own experiences and tried to _____ the

principles they believed could be applied in similar situations.

2. Even today, a great deal of what we know about management comes from the autobiographies and _____ of men and women who are or have been practicing managers.

3. According to the text, the three well-established approaches to management thought are the _____ approach, which focuses on the task of managing work and organizations; the _____ approach, which focuses on the task of managing people; and the _____ approach, which focuses on the task of production and operations.

4. During the last 30 years or so, there have been attempts to _____ the three approaches to management — classical, behavioral, and management science.

5. The contingency approach, stresses that the correctness of a managerial practice is _____ on how it fits the particular situation in which it is applied.

6. In solving problems, managers using the systems approach must view the organization as a _____ whole and must try to anticipate the intended as well as unintended impacts of their decisions.

7. The age-old confrontation between the production objective of low costs and the marketing objective of a broad product line is a good example of the interrelated nature of management problems. Each objective _____ with the other.

8. The objectives of individual parts must be _____ to meet the objective of the entire firm.

9. The systems approach forces managers to recognize that organizations are systems made up of _____ parts and that a change in one part affects other parts.

10. The contingency approach has grown in _____ over the last two decades because research has found that, given certain characteristics of a job and certain characteristics of people doing the job, specific management practices tend to work better than others.

11. Managers around the globe use more of a contingency approach to survive. Sole _____ on a classical or a behavioral or a management science approach is not _____ for organizations.

12. Both the systems approach and the contingency approach can provide valuable _____ and complement the classical, behavioral, and management science approaches.

III. Match the terms and expressions on the left with the explanations on the right.

- | | |
|----------------|--|
| 1. complement | a. to acquire or come into (something usually undesirable); sustain |
| 2. perspective | b. characterized by continuous change, activity, or progress |
| 3. dynamic | c. the act of relying or the state of being reliant |
| 4. incur | d. to infer from many particulars |
| 5. compromise | e. being as much as is needed |
| 6. sufficient | f. something that combines qualities or elements of different things |
| 7. generalize | g. to add to, make complete |
| 8. reliance | h. the way in which a situation is judged or evaluated |

IV. True and False statements.

1. The three well-established approaches to management thought are the classical approach, which focuses on the task of managing work and organizations; the behavioral approach, which focuses on the task of managing people; and the management science approach, which focuses on the task of production and operations. ()
2. In solving problems, managers using the systems approach must view the organization as a dynamic whole but mustn't try to anticipate the intended as well as unintended impacts of their decisions. ()
3. In other words, the contingency approach seeks to match different situations with different management methods. ()
4. The systems approach forces managers to recognize that organizations are systems made up of interdependent parts and that a change in one part affects other parts. ()
5. Managers around the globe use more of a contingency approach to survive. ()
6. The systems approach seeks to identify the characteristics of jobs, people, and organizations, disallowing managers to see the interdependence between the various segments of an organization. ()
7. Between the two extremes of management practice and management science are not many individuals who have contributed to the study of management. ()

V. Translate the following into Chinese.

Why 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 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.

VI. Translate the following into English.

1. 现代管理学始于 20 世纪早期,当时正统派的理论家、经济学家和产业工程师提出了经典分析法以增强个人和组织的生产力。
2. 强调员工满意度的管理理论,更有助于解决员工流动量大的问题,而不是解决延迟生产问题。
3. 甚至在今天,我们所了解的管理学也都出自于那些管理人员的自传和回忆录。
4. 尽管这些方法是按历史顺序发展的,但后者的观念总是会代替前者。
5. 在过去的大约 30 年中,人们试图把古典的、行为的和科学的管理方法融为一个整体。
6. 在这种情况下,为了使整个体系达到其目的,折中的做法是必要的。
7. 严格的计划、明确的分工、集中的领导和严密的控制有时可以提高生产力,并且使员工感到满意。
8. 权变的方法是为了不同的情况下采用不同的管理方法。

Supplemental Reading Material

Foundations of Managing Work and Organizations

At the beginning of the 20th century, some managers wanting to improve the practice of management began to put their ideas in writing. These managers were particularly concerned with two issues: (1) increasing the productivity of individuals performing work and (2) increasing the productivity of organizations within which work is performed. Directing their attention to finding ways to manage work and organizations so that higher level of output would be produced at lower costs, they created a body of management literature that became known as the classical approach.

The emphasis on rational analysis and application of scientific rigor to facts and information about productivity led to the use of the term *scientific management* to describe the earliest attempts to manage the work of individuals. The first supporters of scientific management were practicing engineers and managers who believed and then demonstrated that work could be done more efficiently and thus more productively. Believing that the most efficient — the best — way to do a job could be determined through analysis of data, they urged managers to study the actual performance of work to collect objective data on their observations.

While scientific management ideas were developing, classical organization theory began to evolve. Developers of this theory believed that organizations are the settings

within which individuals perform jobs — that organization is a collection of individual jobs — so the organization should also be designed and managed according to principles and practices that stress efficiency and productivity.

The combination of ideas from scientific management's concern for productive work and classical organization theory's concern for efficient organizations creates important body of management knowledge, classical management thought. Managers must know and apply this knowledge to survive both domestic and international competition for resources and products. Today's managers and organizations that make headlines for their high performance stress the importance of rational planning, organizing, and controlling the work of individuals and the organization in which the work takes place. But this recognition of importance of managing did not develop overnight; it took many years to overcome existing management ways.

To appreciate fully the importance of scientific management as a philosophy and practice, you must understand its major contributions. These contributions were in the area of work management, work simplification, work scheduling, and efficiency.

As a supervisor at the Philadelphia Midvale Steel Company in the late 1800s, Frederick W. Taylor became interested in ways to improve lathe work. He began gathering facts and applying an objective analysis that was to typify his entire career. He studied the work of individual lathe workers to discover exactly how they perform their jobs; he identified each aspect of each job and measured everything measurable. His goal was to provide the lathe operator with scientifically based, objective standards that would define a fair day's work.

Taylor's efforts culminated in four principles for managing work:

1. For each element of a person's work, develop a science that replaces the old rule-of-thumb method.
2. Scientifically select, train, teach and develop the worker. (In the past, workers chose their own work and trained themselves as best they could.)
3. Cooperate with the workers to ensure that all the work is done in accordance with the science that has been developed.
4. Recognize that there is almost equal division of work and responsibility between management and the workers. Managers take over all work for which they are better fitted than the workers. (In the past, almost all the work and the greater part of the responsibility were thrown on the workers.)

These four principles became the basic guidelines for managing the work of individuals. Taylor was the first individual to study work in a serious manner. His experiments with stopwatch and word methods inspired others to undertake similar studies in other industries. One result of the efforts of those who followed was the discovery of ways to simplify work.

Principles of Work Simplification. Frank and Lillian Gilbreth, a husband and wife team, combined their talents to produce important breakthroughs in work simplification. An untrained but insightful engineer, Frank Gilbreth was an apprentice bricklayer in his first job. His observations of skilled bricklayers' motions convinced him that many of their body movements (bending, reaching, stooping, troweling) could be combined or eliminated. Bricklaying could be simplified, and production could be increased. By combining and eliminating body movements and increasing the number of bricks laid in a given period, resources (bricklayers' time) are reduced, and

output (bricks laid) is increased. The result is an increase in labor productivity.

Principles of Work Scheduling. A close associate of Taylor was a young graduate engineer, Henry L. Gantt. Like Taylor and the Gilbreths, Gantt was concerned with problems of productivity at the shop-floor level. Gantt's major contribution to scientific management is a chart showing the relationship between work planned and completed on one axis and time elapsed on the other. The *Gantt Chart* is still used in industry as a method for scheduling work.

While Taylor and the Gilbreths focused on the workers, Gantt believed that the way managers did their work could be improved and made more productive. He believed that expertise should be the sole criterion for the exercise of authority and that managers have the moral obligation to make decisions by scientific methods, not by opinion. Thus Gantt broadened the scope of scientific management by including the work of managers as appropriate for analysis.

Principles of Efficiency. The public became aware of Harrington Emerson in 1910, when he testified as an expert witness before the Interstate Commerce Commission that the railroads could save \$1 million per day by using the methods and philosophy of scientific management.

Emerson's ideas are embodied in a set of principles that define the manner in which the efficient use of the resources is to be accomplished. His principles encompass the basic elements of the scientific management approach. In summary, they state that a manager should (1) use scientific, objective, and factual analyses; (2) define the aims of undertaking; (3) relate each part of the whole; (4) provide standardized procedures and methods; and (5) reward individuals for successful execution of the task.

Emerson's contributions go beyond his principles of efficiency. He also recognized the positive lessons to be learned from the military's use of the formalized staff and advisory positions. In his capacity as one of the first management consultants, he proposed the creation of an organization whose activities would be defined by clear statements of goals and purposes.

The significant and lasting contribution of scientific management, however, has been the identification of management's responsibilities for managing work. According to the classical approach, management has the following responsibilities:

- ★ *Planning* the work by predetermining the expected quantity and quality of output for each job.
- ★ *Organizing* the work by specifying the appropriate way and means to perform each task.
- ★ *Leading and influencing* others to engage in work behaviors to achieve the results desired.
- ★ *Controlling* the work by (a) selecting and training qualified individuals, (b) overseeing the actual job performance, and (c) verifying that the actual quantity and quality of output meet expectations.

At the work level, the responsibilities of management were defined in functions: planning, organizing, leading, and controlling.

The Scope of Management

Text

Management is needed in every type of organization. An auto plant, a city government, a baseball team, an army, and a school all require management. Every organization has **goals**. Management **entails** planning, organizing, coordinating, leading, and controlling resources (land, labor, capital and information) to efficiently reach these goals. The challenges of management include maintaining an organizational structure, developing both long- and short-term plans, motivating employees, and maintaining quality — a measure of how closely goods and services **conform** to predetermined standards and customer expectations. To meet these challenges, managers must possess certain skills that enable them to fulfill specific roles. As Bill Gates has demonstrated, when managers possess the right combination of **vision**, skill, experience, and determination, they can lead an organization to success.

Managerial Goals

Why do organizations like Microsoft, Intel, Ford, and General Electric exist? Like most organizations, they were formed in order to realize a vision, a realistic, credible, and attractive view of the future that grows out of and improves upon the present. Henry Ford **envisioned** making **affordable** transportation available to every person. Bill Gates envisioned making the computer a useful household and business tool. Without such visionary managers, who knows how the world would be different? In today's innovative and competitive business environment, companies that **strive** to envision and define the future often have an advantage over those that simply react to the present.

Of course, having a vision is no guarantee of success. In order to transform vision to reality, managers must define specific goals and **objectives**. A starting point is to write a **mission statement** that defines why the organization exists and what it seeks to