



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

工商管理经典教材·核心课系列

BUSINESS ADMINISTRATION CLASSICS

商学精要

英文版·第10版

罗纳德·埃伯特 (Ronald J. Ebert) 著
里基·格里芬 (Ricky W. Griffin)

BUSINESS ESSENTIALS

..... Tenth Edition



 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,双语教学的规模和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大出版公司,如麦格劳-希尔出版公司、培生教育出版公司等合作,面向大学本科生层次,遴选了一批国外最优秀的管理类原版教材,涉及专业基础课,人力资源管理、市场营销及国际化管理等专业方向课,并广泛听取有着丰富的双语一线教学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;另一方面,根据教育部对双语教学教材篇幅合理、定价低的要求,我们更是努力区别于目前市场上形形色色的各类英文版、英文影印版的大部头,将目标受众锁定在大学本科生层次。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，价格相对较低。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

preface

In-Chapter Features

“What’s in It for Me?”

Each chapter opens with a section called “What’s in It for Me?” In this section, we answer that question by identifying the key elements in the chapter that are most central to your future careers in business, be it as an employee, manager, investor, or as an outside consumer or interested citizen—making it clear why each chapter really matters.

Two-Part Chapter Case Vignettes

We’ve updated or completely replaced the chapter-opening cases, keeping them fresh, relevant, and up to date. Covering companies from Netflix to South African Airways and iTunes and Starbucks to Google, these chapter case vignettes pique your interest at the beginning of the chapter and reinforce concepts you’ve learned throughout the chapter by adding a new case wrap-up using discussion questions at the end of the chapter. The questions require students to apply chapter content to issues in the chapter-opening case.

“Entrepreneurship and New Ventures”

If your plan is to work for a large corporation, start your own business, or anything in between, you need to be both entrepreneurial and *intrapreneurial*. These updated, popular boxed features touch on entrepreneurs who have really made a difference, some in large firms, others in smaller start-up companies. New “Entrepreneurship and New Ventures” boxes include lessons from Facebook founder, Mark Zuckerberg, employee motivation tactics at Bigfoot, misleading health benefit offerings from Whole Foods, and the duality of online greeting cards at Paperless Post.

“Managing in Turbulent Times”

Whatever your role with any business, as employee, customer, or investor, you need to see the challenges and consequences firms encounter during economic downturns. Experiences from real companies reveal both disappointments and unexpected new opportunities arising from the 2008 recession and the uncertainties of a prolonged economic recovery. New lessons come from companies such as McDonald’s and their offshoring hurdles and the U.S. Post Office and the return of “snail mail.”

“Finding a Better Way”

Although businesses face challenges for survival, they also find new opportunities for displacing existing business practices with more efficient ones that improve the organization’s stature and competitive success in today’s changing markets. This new boxed feature reveals examples of organizations that are “Finding a Better Way” to meet these business challenges and describes how they are doing it.

We cover a wide array of topics in this new section, including:

- DuPont’s “zero-waste” facilities and their contagious socially responsible nature
- The manufacturing shift from China back to Mexico
- The success of the UK’s Natural Disaster Rapid Response Unit
- The replacement of cash registers with tablets, and
- The recent rise in cyber warfare

End-of-Chapter Features

We've also brought back several end-of-chapter features that, along with new features, are designed to help you review and apply chapter concepts and build skills.

Summary of Learning Objectives

Offers a quick guide for you to review the major topics covered in each chapter.

Questions and Exercises

Include a set of questions for review, questions for analysis, and application exercises that test the students' understanding of the chapter topics.

Cases

Challenge the student to *apply* the chapter content by responding to a set of questions about the practical business situation presented in the chapter-opening case as well as an additional case.

What's in It for You?

If you're like many other students, you may be starting this semester with some questions about why you're here. Whether you're taking this course at a two-year college, at a four-year university, or at a technical school, in a traditional classroom setting or online, you may be wondering just what you're supposed to get from this course and how it will benefit you. In short, you may be wondering, "What's in it for me?"

Regardless of what it may be called at your school, this is a survey course designed to introduce you to the many exciting and challenging facets of business, both in the United States and elsewhere. The course fits the needs of a wide variety of students. You may be taking this course as the first step toward earning a degree in business, you may be thinking about business and want to know more about it, or you may know you want to study business but are unsure of the area you want to pursue. Maybe you plan to major in another field but want some basic business background and are taking this course as an elective. Or you may be here because, frankly, this course is required or is a prerequisite to another course.

For those of you with little work experience, you may be uncertain as to what the business world is all about. If you have a lot of work experience, you may even be a bit skeptical about what you can actually learn about business from an introductory course. One of our biggest challenges as authors is to write a book that meets the needs of such a diverse student population, especially when we acknowledge the legitimacy of your right to ask "What's in it for me?" We also want to do our best to ensure that you find the course challenging, interesting, and useful.

The world today is populated with a breathtaking array of businesses and business opportunities. Big and small businesses, established and new businesses, broad-based and niche businesses, successful and unsuccessful businesses, global and domestic businesses—throughout this book we'll discuss how they get started and how they work, why they grow and why some fail, and how they affect you. Regardless of where your future takes you, we hope that you look back on this course as one of your first steps.

Going forward, we also urge you to consider that what you get out of this course—what's in it for you—is shaped by at least three factors. One factor is this book and the various learning aids that accompany it. Another factor is your instructor. He or she is a dedicated professional who wants to help you grow and develop intellectually and academically.

The third factor? You. Learning is an active process that requires you to be a major participant. Simply memorizing the key terms and concepts in this book may help you achieve an acceptable course grade; but true learning requires that you read, study, discuss, question, review, experience, and evaluate as you go along. Although tests and homework may be a "necessary evil," we believe we will have done our

part if you finish this course with new knowledge and increased enthusiasm for the world of business. We know your instructor will do his or her best to facilitate your learning. The rest, then, is up to you. We wish you success.

To help lay the foundation for meeting these challenges, let's look at the various hats that you may wear, both now and in the future.

Wearing the Hats

There's an old adage that refers to people wearing different "hats." In general, this is based on the idea that any given person usually has different roles to play in different settings. For example, your roles may include student, child, spouse, employee, friend, or parent. You could think of each of these roles as needing a different hat—when you play the role of a student, for example, you wear one hat, but when you leave campus and go to your part-time job, you put on a different hat. From the perspective of studying and interfacing with the world of *business*, there are at least four distinct hats that you might wear:

- *The Employee Hat.* One business hat is as an employee working for a business. Many people wear this hat during the early stages of their career. To wear the hat successfully, you will need to understand your place in the organization—your job duties and responsibilities, how to get along with others, how to work with your boss, what your organization is all about, and so on. You'll begin to see how to best wear this hat as you learn more about organizing business enterprises in Chapter 6 and how organizations manage their human resources in Chapter 10, as well as in several other places in this book.
- *The Employer or Boss Hat.* Another business hat that many people wear is as an employer or boss. Whether you start your own business or get promoted within someone else's business, one day people will be working for you. You'll still need to know your job duties and responsibilities. But you'll now also need to understand how to manage other people—how to motivate and reward them, how to lead them, how to deal with conflict among them, and the legal parameters that may affect how you treat them. Chapters 3, 5, 8, and 9 provide a lot of information about how you can best wear this hat, although the role of employer runs throughout the entire book.
- *The Consumer Hat.* Even if you don't work for a business, you will still wear the hat of a consumer. Whenever you fill your car with Shell gasoline, bid for something on eBay, buy clothes at Urban Outfitters, or download a song from iTunes, you're consuming products or services created by business. To wear this hat effectively, you need to understand how to assess the value of what you're buying, your rights as a consumer, and so on. We discuss how you can best wear this hat in Chapters 4, 7, 11, 12, and 13.
- *The Investor Hat.* The final business hat many people wear is that of an investor. You may buy your own business or work for a company that allows you to buy its own stock. You may also invest in other companies through the purchase of stocks or shares of a mutual fund. For you to invest wisely, you must understand some basics, such as financial markets, business earnings, and the basic costs of investment. Chapters 4, 15, 16, 17, and an appendix will help you learn how to best wear this hat.

Many people wear more than one of these hats at the same time. Regardless of how many hats you wear or when you may be putting them on, it should be clear that you have in the past, do now, and will in the future interface with many businesses in different ways. Knowing how to best wear all these hats is what this book is all about.

Supplements

At the Instructor Resource Center, www.pearsonglobaleditions.com/ebert, instruc-

tors 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 to and instructions for installing course management content on your campus server. In case you ever need assistance, our dedicated technical support team is ready to help with the media supplements that accompany this text. Visit <http://247.pearsoned.com> for answers to frequently asked questions and toll-free user support phone numbers.

The following supplements are available for download to adopting instructors:

- Instructor's Resource Manual
- Test Bank
- TestGen® Computerized Test Bank
- PowerPoint Presentation

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AFTER READING THIS CHAPTER, YOU SHOULD BE ABLE TO:

OBJECTIVE 1

Define the nature of U.S. business and identify its main goals and functions.

OBJECTIVE 2

Describe the external environments of business and discuss how these environments affect the success or failure of any organization.

OBJECTIVE 3

Describe the different types of global economic systems according to the means by which they control the factors of production.

OBJECTIVE 4

Show how markets, demand, and supply affect resource distribution in the United States, identify the elements of private enterprise, and explain the various degrees of competition in the U.S. economic system.

OBJECTIVE 5

Explain the importance of the economic environment to business and identify the factors used to evaluate the performance of an economic system.

What Goes Up . . . Can Go Even Higher!

What did you pay for the last bottle of water or cup of coffee you bought? If you paid, say \$1.50, you likely paid the same price the last time you bought one and will the next time as well. Although the price may eventually go up, increases generally happen only occasionally and then remain the same for a while. Now, how much did you pay for a gallon of gasoline the last time you filled your tank? How did that price compare to the time before? How about the time before that? Chances are, each time you fill up the price is a little different—sometimes a few cents more, sometimes a few cents less. But sometimes the prices jump—or drop—substantially more than just a few cents. Indeed, over the past few years the average price for a gallon of regular gasoline in the United States has ranged from a high of \$4.10 in 2008 to a low of \$3.22 in 2012.

Why have gasoline prices gone up and down so dramatically and why do prices change from one day to the next? In general, gas prices fluctuate as a result of four forces: supply, demand, global trends, and uncertainty. In the past, gas prices generally increased only when the supply was reduced. But the circumstances underlying the increases from 2004 to 2012 were much more complex. First, global supplies of gasoline have been increasing at a rate that has more than offset the steady decline in U.S. domestic production of gasoline since 1972. As a result, the United States has been relying more on foreign producers and is, therefore, subject to whatever prices those producers want to charge. Second, demand for gasoline in the United States has continued to rise as a result of a growing population, the continued popularity of large gas-guzzling vehicles, and a strong demand for other petroleum-based products.

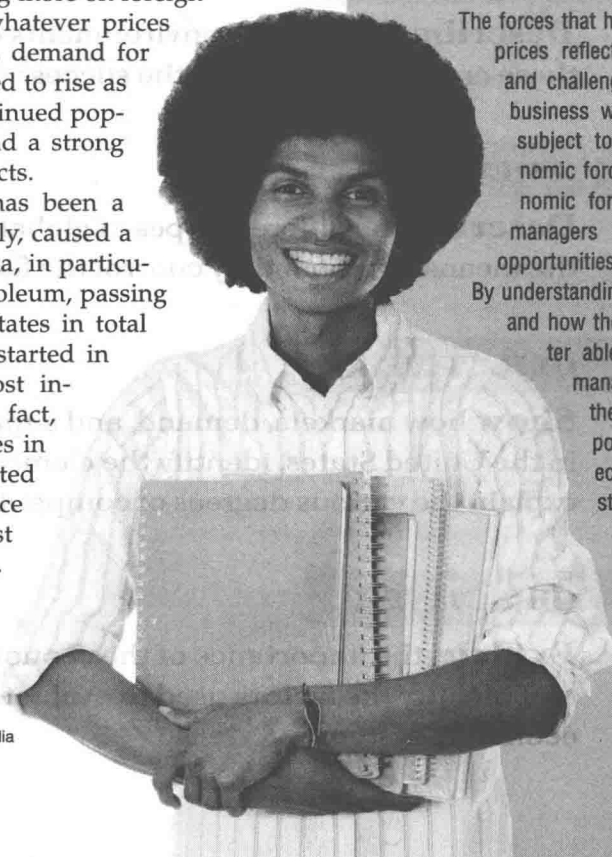
Another major piece of the puzzle has been a surging global economy that, until recently, caused a higher demand for oil and gasoline. China, in particular, has become a major consumer of petroleum, passing Japan in 2005 to trail only the United States in total consumption. The global recession that started in 2008, however, reduced demand in most industrialized countries. The recession, in fact, probably played a role in the dip in prices in 2009 just as the gradual recovery that started in 2010 has helped spur higher prices once again. Political turmoil in the Middle East from 2011 to 2014 also played a major role.

The price fluctuations have also led to a wide array of related consequences. Automobile manufacturers stepped up their commitment to making more



what's in it for me?

The forces that have caused jumps in gas prices reflect both the opportunities and challenges you'll find in today's business world. All businesses are subject to the influences of economic forces. But these same economic forces also provide astute managers and entrepreneurs with opportunities for profits and growth. By understanding these economic forces and how they interact, you'll be better able to (1) appreciate how managers must contend with the challenges and opportunities resulting from economic forces from the standpoint of an employee and a manager or business owner, and (2) understand why prices fluctuate from the perspective of a consumer. You should



Andres Rodriguez/fotolia

fuel-efficient cars even as automobile sales plummeted during the recent recession. Refiners posted record profits (indeed, some critics charged that the energy companies were guilty of price gouging). And even local police officers were kept busy combating a surge in gasoline theft, yet another indication that gas was becoming an increasingly valuable commodity!

And while surging oil and gas prices occupied the thoughts of consumers in 2014, government officials began to worry about the bigger picture. The surging global demand for gasoline has been forcing experts to face a stark reality—the global supply of petroleum will soon peak and then slowly begin to decline. Although no one can pinpoint when this will happen, virtually all the experts agree that it will happen well before the middle of this century.

So then what? The laws of supply and demand will continue to work, but in perhaps different ways. First, just because the supply of oil will decline doesn't mean that it will disappear immediately. Although there may be gradual reductions in supply, oil and gas will remain available for at least another century—but at prices that may make those of today seem like a bargain. New technology may also allow businesses to extract petroleum from locations that are not currently accessible, such as from the deepest areas under the oceans.

Second, and more significantly, there will be market incentives for businesses everywhere to figure out how to replace today's dependence on oil and gas with fuel-free alternatives. For instance, automobile manufacturers are already seeing increased demand for their hybrid products, which are cars and trucks that use a combination of gasoline and electrical power. Hence, firms that can produce alternative sources of energy will spring up, and those who find viable answers will prosper; companies that can figure out how to replace today's plastic products with new products that don't rely on petroleum will also find willing buyers.¹ (After studying the content in this chapter you should be able to answer the set of discussion questions found at the end of the chapter.)

have a deeper appreciation of the environment in which managers work and a better understanding why the prices you pay for goods and services go up and down.

In this chapter, we'll first introduce the concepts of profit and loss and then describe the external environments of businesses. As we will see, the domestic business environment, the global business environment, and the technological, political-legal, sociocultural, and economic environments are all important. Next we'll look at some basic elements of economic systems and describe the economics of market systems. We'll also introduce and discuss several indicators that are used to gauge the vitality of our domestic economic system.

The Concept of Business and the Concept of Profit

What do you think of when you hear the word *business*? Does it conjure up images of large, successful corporations, such as Apple and Google? Or of once-great but now struggling companies like Kmart, Kodak, and Yahoo! Are you reminded of smaller firms, such as your local supermarket or favorite restaurant? Or do you think of even smaller family-owned operations, such as your neighborhood pizzeria or the florist down the street?

All these organizations are **businesses**, organizations that provide goods or services that are then sold to earn profits. Indeed, the prospect of earning **profits**, the difference between a business's revenues and its expenses, is what encourages people to open and expand businesses. After all, profits are the rewards owners get for risking their money and time. The right to pursue profits distinguishes a business from those organizations—such as most universities, hospitals, and government agencies—that run in much the same way but that generally don't seek profits.²

Consumer Choice and Demand In a capitalistic system, such as that in the United States, businesses exist to earn profits for owners; within certain broad constraints an owner is free to set up a new business, grow that business, sell it, or even shut it down. But consumers also have freedom of choice. In choosing how to pursue profits, businesses must take into account what consumers want or

OBJECTIVE 1

Define

the nature of U.S. business and identify its main goals and functions.

Business organization that provides goods or services to earn profits

Profits difference between a business's revenues and its expenses