

MBA工商管理系列教材

MBA 商务英语

赵伟礼 编

SHANGWU YINGYU

华南理工大学出版社

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· 广州 ·

内 容 简 介

本书编写体现实用性和针对性原则,以及自主学习与协作学习相结合的原则。融听、说、读、写、译等多项语言技能于一体,并且充分利用了现代教育技术,配有纯正英语 CD 盘。

本书体系包括网络热身、导入活动、专业阅读教材、自测评估、复习练习、案例讨论、能力测试等。内容体现了 MBA、工商管理专业的特色,涵盖了管理学、组织行为学、市场营销、人力资源管理、战略管理、企业文化、商务沟通、经济全球化、电子商务等相关领域知识。

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前 言

全国工商管理硕士教学指导委员会集思广益，在 2000 年颁布了《工商管理硕士教学大纲》，其宗旨为迅速地提高我国 MBA 教育水平，培养出更多的具有国际视野、勇于开拓创新、适应新世纪需要的高层次管理人才。

《工商管理硕士教学大纲》中规定：“英语是 MBA 学位的必修课。”“英语是 MBA 研究生的公共学位课程之一。”同时强调：“我国 MBA 研究生培养目标是……适应我国工商企业 and 经济管理部门需要的高层次、务实型、综合型人才。”大纲并指出：“MBA 英语教学旨在提高学员在实际工作情景中综合应用英语进行交流的能力，能以英语为工具进行本专业的学习和研究，能顺利地阅读本专业的英语材料，获取所需信息，了解和熟悉当代社会经济、管理和科学技术发展的动态，并能在实践中运用英语进行基本的商务交际。”因此，英语在我国 MBA 这种特定的研究生的教育及其未来事业的发展中占有举足轻重的地位。

迄今为止“MBA 商务英语”课程在全国各个高等院校还没有统一的教材，而且像这样一类的“MBA 商务英语”教材，目前许多院校还在摸索与研究之中。

《工商管理硕士教学大纲》的 MBA 英语部分强调：“英语教学可根据各院校具体情况，分基础英语和商务英语两部分。基础英语的教学目的是帮助学生打好语言基础，不断巩固和掌握英语的词法、句法，提高学生的语篇理解能力，为商务英语的教学作好铺垫。商务英语的教学应选择与专业相关的材料，鼓励有条件的院校进行商务沟通、管理沟通等方面的教学。”我校研究生院把研究生英语定为重点课程来建设。近几年来，我们将该书稿以讲义的形式，通过我校教材供应中心发售给学生，结合《工商管理硕士教学大纲》的要求，进行了商务英语教学的实验，深受学生的欢迎，也为正式出版《MBA 商务英语》积累了宝贵的经验。

本书编写体现实用性和针对性的原则，以及自主学习与协作学习相结合的原则。融听、说、读、写、译等多项语言技能于一体，并且充分利用了现代教育技术，配有纯正英语 CD 光盘。

本书体系包括：①网络热身；②导入活动（听写主题大意，讨论相关概念）；③两篇专业阅读教材（附有词汇与专业术语）；④自测评估；⑤复习练习（词汇、完形填空、英译汉、汉译英等）；⑥案例讨论（两个案例）；⑦能力测试等。

在内容上，确保该教材的新颖性和先进性，体现与专业相关的材料，如：①管理学（Management）；②组织行为学（Organizational Behavior）；③市场营销（Marketing）；④人力资源管理（Human Resources Management）；⑤战略管理（Strategy Management）；⑥企业文化（Corporate Culture）；⑦商务沟通（Business Communication）；⑧经济全球化

(Economic Globalization); ⑨ 管理经济学 (Managerial Economics); ⑩ 电子商务 (E-Commerce)。

本书读者对象为 MBA、EMBA、MPA 学员, 及企业管理专业人员、从事商务或管理人员等。

《MBA 商务英语》是华南理工大学研究生院立项的教学科研项目之一。在编写过程中, 得到研究生院领导和工商管理学院领导的大力支持与帮助。本书在出版过程中得到华南理工大学出版社以及编辑周莉华女士和王云昀女士的大力支持, 在此表示衷心的感谢。由于本教材选材涉及面较广, 未能一一注明, 特此说明, 并向所有的有关人士谨表谢忱。由于编者水平有限, 疏漏之处在所难免, 恳求读者批评指正。

赵伟礼
2007 年元月

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UNIT 1

Management




Engineering Management



Management Defined

- ❶ An organization of administrative process
 - We all practice good management.
- ❷ A science, discipline, or art
 - She is a management student.
- ❸ The group of people running an organization
 - Management doesn't really believe in quality.
- ❹ an occupational career
 - I wanna get into management.

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<http://www.if.uidaho.edu/~bobs/EM510/Class1/sld017.htm>

Part One Warm-up

I . Internet Surfing

Go to the related websites and get some information about the definition of management, a brief history of management, and managing in a global Internet environment.

Related Websites

1. <http://www.if.uidaho.edu/~bobs/EM510/Class1/sld017.htm>
2. <http://www.allbusiness.com/articles/content/25336.asp>
3. <http://www.thehindubusinessline.com/2005/09/27/stori...>
4. <http://www.management.com>
5. <http://www.effective executive>

II . Listening

Listen to the disc and do the spot dictation.

Management

1. Definition of management: _____ 1) _____.
2. Management skills: _____ 2) _____, _____ 3) _____,
and _____ 4) _____.
3. Management functions: _____ 5) _____, _____ 6) _____,
_____ 7) _____, _____ 8) _____.
4. Management roles: _____ 9) _____, _____ 10) _____,
and _____ 11) _____.

III. Speaking (Pair Work)

1. What are the three management skills? Do all managers need these skills?
2. What are the four functions of management? Is there really any difference among them?
3. What are the three management roles? Do all managers need these roles?
4. Is it more important for managers to be efficient or effective? Can you be both?

Part Two

Reading 1

Managing Oneself

Peter Drucker

What are My Strengths?

How do I Perform?

Where do I Belong?

What is My Contribution?

Relationship Responsibility.

The Second Half of Your Life. The Parallel Career.

Introduction

More and more people in the workforce—and most knowledge workers—will have to **MANAGE THEMSELVES**. They will have to replace themselves where they can make the greatest contribution; they will have to learn to develop themselves. They will have to learn to stay young and mentally alive during a fifty-year working life. They will have to learn to how and when to change what they do, how they do it and when they do it.

Knowledge workers are likely to outlive their employing organization. Even if knowledge workers postpone entry into the labor force as long as possible—if, for instance, they stay in school till their late twenties to get a doctorate—they are likely with present life expectations in the developed countries, to live into their eighties. And they are likely to have to keep working, if only part-time, until they are around seventy-five or older. The average working life, in other words, is likely to be fifty years, especially for knowledge workers. But the average life expectancy of a successful business is only thirty years—and in a period of great turbulence such as the one we are living in, it is unlikely to be even that long. Even organizations that normally are long-lived if not expected to live forever—schools and universities, hospitals, government agencies—will see rapid changes in the period of turbulence we have already entered. Even if they survive—and a great many surely will not, at least not in their present form—they will change their structure, the work they are doing, the knowledge they require and the kind of people they employ. Increasingly, therefore, workers, and especially knowledge workers, will outlive any one employer, and will have to be prepared for more than one job, more than one assignment, more than one career.

Knowledge workers, therefore, face drastically new demands:

1. They have to ask: Who am I? What are My Strengths? How do I Work?
2. They have to ask: Where do I Belong?
3. They have to ask: What is My Contribution?
4. They have to take Relationship Responsibility.
5. They have to plan for The Second Half of Their Lives.

What Are My Strengths?

Most people think they know what they are good at. They are usually wrong. People know what they are *not* good at more often—and even there people are more often wrong than right.

There is only one way to find out: *The Feedback Analysis*. Whenever one makes a key decision, and whenever one does a key action, one writes down what one expects will happen.

This simple procedure will tell people first where their strengths are—and this is probably the most important thing to know about oneself. It will show them what they do or fail to do that

deprives them of the full yield from their strengths.

Several *actions conclusions* follow from the feedback analysis.

The first, and most important, conclusion: *Concentrate on your strengths*. Place yourself where your strengths can produce performance and results.

The Second: Work on improving your strengths.

And one can usually acquire enough of any skill or knowledge not to be incompetent in it.

Of particular importance is the third conclusion: the feedback analysis soon identifies the areas where intellectual arrogance causes *disabling ignorance*.

The next action conclusion from the feedback analysis is what *not* to do.

The final action conclusion is to waste as little effort as possible on improving areas of low competence.

How Do I Perform?

How Do I Perform? is as important a question—and especially for knowledge workers—as What Are My Strengths?

Like one's strengths, how one performs is *individual*. It is *personality*.

The feedback analysis may include that there is something amiss in how one performs. But rarely does it identify the cause.

The first thing to know about how one performs is whether one is a reader or listener. The second thing to know about how one performs is to know how one learns.

The second thing to know about how one performs is to know how one *learns*.

~~There are~~ There are probably half a dozen different ways to learn. There are people who learn by taking copious notes—the way Beethoven did. There are people who learn by hearing themselves talk. There are people who learn by writing. There are people who learn by doing.

Actually of all the important pieces of self-knowledge, this is one of the easiest to acquire. And yet to act on this knowledge is the key to performance—or rather *not* to act on this knowledge is to condemn oneself to nonperformance.

Another important thing to know about how one performs is whether one performs well under *stress*, or whether one needs a highly structured and predictable environment.

The action conclusion: Again, do not try to change yourself—it is unlikely to be successful. But you can work hard to improve the way you perform. And try not to do work of any kind in a way you do not perform or perform poorly.

To be able to manage oneself, one finally has to know: “What are my values?” In respect to *ethics*, the rules are the same for everybody. Ethics, in other words, are a clear value system. And they do not vary much—what is ethical behavior in one kind of organization or situation is ethical behavior in another kind of organization or situation. But ethics are only a part of the value system and, especially, only a part of the value system of an organization.

It is similarly a value question whether a business should be run for short-term results or for “the long run.” Organizations have to have values. But so do people. To be effective in an

organization, one's own values must be compatible with the organization's values. They do not need to be the same. But they must be close enough so that they can coexist. Otherwise, the person will be frustrated, but also the person will not produce results.

Values, in other words, are and should be the ultimate test.

Where Do I Belong?

The individual, and especially the individual knowledge workers, should decide where he or she belongs. This is not a decision that most people can or should make at the beginning of their careers. Successful careers are not "planned". They are the careers of people who are prepared for the opportunity because they know their strengths, the way they work and their values. For knowing where one belongs makes ordinary people—hardworking, competent but mediocre otherwise—into outstanding performers.

What Is My Contribution?

To ask: "What is my contribution?" means moving from knowledge to action. The question is not: "What do I *want* to contribute?" It is not: "What am I *told* to contribute?" It is: "What *should* I contribute?"

Knowledge workers will have to learn to ask: "*What should MY contribution be?*" Only then should they ask: "Does this fit my strengths? Is this what I want to do?" And "Do I find this rewarding and stimulating?"

One more question has to be asked to decide "What should I contribute?": "*Where and how can I have results that make a difference?*" The answer to this question has to balance a number of things. Results should be hard to achieve.

The decision "What should be my contribution be?" thus balances three elements. First comes the question: "What does the *situation* require?" Then comes the question: "How could I make the greatest *contribution* with my strengths, my way of performing, my values, to what needs to be done?" Finally, there is the question: "What *results* have to be achieved to make a difference?"

This then leads to the *action conclusion*: what to do, where to start, how to start, what goals and deadlines to set.

Relationship Responsibility

To manage oneself therefore, requires *taking relationship responsibility*.

There are two parts to it.

The first one is to accept the fact that other people are as much individuals as one is oneself.

The second thing to do to manage oneself and to become effective is to *take responsibility for communications*. After people have thought through what their *strengths* are, how they perform, what their *values* are and especially what their *contribution* should be, they then have to ask: "Who needs to know this? On whom do I depend? And who depends on me?"

Organizations are no longer built on force. They are increasingly built on trust. Trust does not mean that people like one another. It means that people can trust one another. And this presupposes that people understand one another. Taking relationship responsibility is therefore an absolute necessity. *It is a duty.*

The Second Half of Your Life

As said before: For the first time in human history, individuals can expect to outlive organizations. This creates a totally new challenge: *what to do with the second half of one's life?*

To manage oneself, therefore, will increasingly require preparing oneself for the second half of one's life. There are three answers:

The first is actually to start a second and different career. Often this means only moving from one kind of an organization to another. In the United States there is a fairly substantial number of middle-aged women who have worked for twenty years, in business or in local government, have risen to a junior management position and now, at age forty-five and with the children grown, enter law school. Three or four years later they then establish themselves as small-time lawyers in their local communities. We will see much more of such second-career people who have achieved fair success in their first job. But above all, they need the challenge.

The second answer to the question of what to do with the second half of one's life is to develop a *parallel* career.

And then, finally, the third answer—there are the “social entrepreneurs”. These are usually people who have been very successful in their first profession, as businessmen, as physicians, as consultants, as university professors. They love their work, but it no longer challenges them. In many cases they keep on doing what they have been doing all along, though they spend less and less of their time on it. But they *start* another, and usually a nonprofit activity.

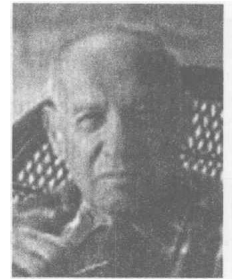
There is another reason that managing yourself will increasingly mean that the knowledge worker develops a second *major interest*, and develops it early. And then a second major interest—and not just another hobby—may make all the difference.

In a knowledge society we expect everyone to be a “success”. But this is clearly an impossibility. For a great many people there is, at best, absence of failure. For where there is success, there has to be failure. The changes and challenges of Managing Oneself may seem obvious. Managing Oneself is a REVOLUTION in human affairs. It requires new and unprecedented things from the individual, and especially from the knowledge worker.

Notes

1. This excerpt is taken from *Management Challenges For The 21st Century* by Peter Drucker.
2. **Peter F. Drucker** (1909-2005) was a writer, teacher, and consultant specializing in strategy and policy for businesses and social sector organizations. He consulted with many of the world's

largest corporations as well as with nonprofit organizations, small and entrepreneurial companies, and with agencies of the U. S. government. He also worked with free-world governments such as those of Canada, Japan, and Mexico. He is the author of thirty-one books which have been translated into more than twenty languages. Thirteen books deal with society, economics, and politics; fifteen deal with management. Two of his books are novels, one is autobiographical, and he is a co-author of a book on Japanese painting. He has made four series of educational films based on his management books. He has been an editorial columnist for *the Wall Street Journal* and a frequent contributor to the *Harvard Business Review* and other periodicals.



Drucker was born in 1909 in Vienna and was educated there and in England. He took his doctorate in public and international law while working as a newspaper reporter in Frankfurt, Germany. He then worked as an economist for an international bank in London. Drucker came to the United States in 1937. He began his teaching career as professor of politics and philosophy at Bennington College; for more than twenty years he was professor of management at the Graduate Business School of New York University. The recipient of many awards and honorary degrees, Peter Drucker had, since 1971, been Clarke Professor of Social Sciences at Claremont Graduate University. Its Graduate Management School was named after him in 1984.

Peter Drucker has been hailed in the United States and abroad as the seminal thinker, writer, and lecturer on the contemporary organization. In 1997, he was featured on the cover of *Forbes* magazine under the headline, "Still the Youngest Mind", and *Business Week* has called him "the most enduring management thinker of our time".

On June 21, 2002, Dr. Peter Drucker, author of *The Effective Executive and Management Challenges for the 21st Century*, received the Presidential Medal of Freedom from President George W. Bush.

Mr. Drucker has received honorary doctorates from universities around the world. He was honorary Chairman of the Leader to Leader Institute. He passed away on November 11, 2005, at age 95. He is survived by his wife, four children, and six grandchildren.

3. **knowledge worker** (知识工作者) is anyone who works for a living at the tasks of developing or using knowledge. For example, a knowledge worker might be someone who works at any of the tasks of planning, acquiring, searching, analyzing, organizing, storing, programming, distributing, marketing, or otherwise contributing to the transformation and commerce of information and those (often the same people) who work at using the knowledge so produced. A term first used by Peter Drucker in his 1959 book, *Landmarks of Tomorrow*, the knowledge worker includes those in the information technology fields, such as programmers, systems analysts, technical writers, academic professionals, researchers, and so forth. The term is also frequently used to include people outside of information technology, such as lawyers, teachers, scientists of all kinds, and also students of all kinds.

Two main types of knowledge worker

From a practical perspective, it can be useful to consider two distinct types of knowledge worker, namely “core knowledge workers” and “everyone else”.

- Core knowledge workers are those in specific “knowledge management” roles. Examples include Chief Information/Knowledge Officers, Knowledge Managers, Librarians, Content Managers, Information Officers, Knowledge Analysts, etc..

- “Everyone else” constitutes all the other knowledge workers—doctors, nurses, dentists, pharmacists, managers, technicians, administrators, etc.. In short, everyone in the NHS engaged in some form of “knowledge work”.

Of course there is not always a clear dividing line between the two, but the distinction can be a useful one when starting out. It can be particularly useful in helping people to understand that everyone is a knowledge worker to some degree, and knowledge work is everyone’s responsibility, not just that of a few people with “information” or “knowledge” in their job title.

New Words and Expressions

| | |
|-----------------------------|-----------------|
| managing oneself | 自我管理 |
| strength | 优势 |
| how do I perform | 我如何做事 |
| relationship responsibility | 维系人际关系的责任 |
| parallel career | 并行不悖的事业 |
| knowledge worker | 知识工作者 |
| feedback analysis | 反馈分析法 |
| intellectual arrogance | 理性的傲慢 |
| disabling ignorance | 井底之蛙 |
| something amiss | 有什么毛病，出了什么问题 |
| stress | 压力 |
| action conclusion | 行动结论 |
| ethics | 道德规范 |
| values | 价值观 |
| be compatible with | 相容的，与……不矛盾的，一致的 |
| ultimate test | 最终的检验 |
| contribution | 贡献 |
| rewarding | 值得的 |
| stimulating | 有激励作用的 |
| make a difference | 有影响，有重大作用 |
| second half of one’s life | 下半生 |
| social entrepreneur | 社会企业家 |
| unprecedented | 史无前例的，空前的 |

Discussion

1. What are knowledge workers facing drastically new demands?
2. How do you spend your second half of life in the 21st century?

Reading 2

A Brief History of Management

Robert N. Lussier

There are two primary reasons why you should be concerned about the history of management: to better understand current developments and to avoid repeating mistakes. Early literature on management came from management practitioners who wrote about their experiences and attempted to extrapolate basic principles. More recent literature comes from researchers. There are different classifications of management approaches, or what are often called schools of management thought. In this unit you will learn about five approaches to management: classical, behavioral, quantitative, systems, and contingency.

Classical Theory

The classical theorists focus on the job and management functions to determine the best way to manage in all organizations.

• Scientific Management

Frederick Winslow Taylor (1856-1915), an engineer known as the Father of Scientific Management, focused on analyzing and redesigning jobs more efficiently. He searched for the best way to maximize performance. As a result of his work, he developed several “scientific management” principles. Some of his major principles include the following:

1. Develop a procedure for each element of a worker's job.
2. Promote job specialization.
3. Scientifically select, train, and develop workers.
4. Plan and schedule work.
5. Establish standard methods and times for each work.
6. Use wage incentives such as piece rates and bonuses.

Frank Gilbreth (1868-1924) and his wife Lillian Gilbreth (1878-1972) used time and motion studies to develop more efficient work procedures.

Another person who made important contributions to scientific management was Henry Gantt (1861-1919). He developed a method for scheduling work over a period of time that is still widely used today. Gantt chart is as follows:

Gantt charts use bars to graphically illustrate a schedule and progress toward the objective over a period of time. The different activities to be performed are usually shown vertically, with time shown horizontally.