

教育部推荐教材

大学专业英语系列教材

管理学专业 英语教程

(第二版·上)

主编 邱东林 王安宇 华宏鸣



 中国人民大学出版社

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使用说明

《管理学专业英语教程》出版至今已有七年，在这短短的七年里，世界及中国形势发生了很大的变化，同样管理学科无论在理论上还是在实践上也是今非昔比，在这背景下有必要对本教程进行修订。

《管理学专业英语教程（第二版）》遵循以下几条原则：（1）选择能反映管理学科的最新理念与实践、在内容上具有开拓性和代表性、在语言上具有可读性和趣味性的文章；（2）课文与课文之间在内容上有一定的层次联系，但不强调管理专业内容的完整性和系统性；（3）在语言上强调学生英语综合能力的培养，特别强调学生实际运用能力的培养，强调语言和专业的结合。

本书可供大专院校中管理学科、经济金融学科高年级学生使用，也可用作选修课教程以及研究生和教师自学用书或教学参考书。

本书共分二册，上册主要介绍管理学科的理论及基本概念，下册以管理实践为主要内容。每册有12个单元，每单元有两篇阅读材料，它们在内容上相互关联，没有主辅之分。每篇阅读材料后面都配有词汇（超出《大学英语课程教学要求》中的“一般要求”）、注释以及练习。另外，上册还配有翻译技巧，下册配有写作训练。

在使用本书时，我们建议采取以下做法：（1）由教师用英语讲解第一篇课文内容，留一定时间让学生讨论或辩论；（2）第二篇课文由学生自学，教师给予适当检查；（3）练习由学生在课外完成，教师认真批改，并在课堂上做适当点评。

由于时间有限，作者水平有限，谬误难免，望各位不吝指正。

作者

2007年8月

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Unit One

Text (1)

Modern Management Movement (1)

翻译技巧

代词的翻译

Text (2)

Modern Management Movement (2)





Text (1)



Modern Management Movement (1)

The “modern management movement” continues to evolve by integrating theories. The approaches to modern management include the process approach, the systems approach, the contingency approach, the strategic management approach, the Japanese-style management approach, and the excellence approach. It is a synergistic product. The classical, behavioral and quantitative movements, along with systems and contingency management theory, become integrated to form the framework of the modern management movement.

The process approach

In 1961, Koontz published an article in which he concluded that there existed a “management jungle theory”. Koontz believed that each identified management approach offered something to management theory. He argued that the human resources and the quantitative approaches were tools rather than management approaches. He then demonstrated that a process approach could encompass the variances.

According to Koontz, the process approach, originally proposed by Fayol, views management as a process of getting things done through and with individuals who are operating in organized groups. Managers plan, organize, lead and control. This process is a circular loop, with controlling leading back to planning, indicating that it is continuous. The management process which has been discussed in many terms is essentially a decisional and informational activity.

The systems approach

The two basic types of systems are closed and open. Closed systems are not influenced by and do not interact with their environment. Open systems recognize and respond to their environment. Frederick Taylor’s view of people and organizations as



machines was essentially a closed system. The closed model includes Taylor's scientific management, Weber's bureaucratic theory, and Gulick's administrative or principles school. As early as the 1930s, Barnard maintained that organizations were open systems and interacted with the environment. The open model includes the human relations school, organizational development, and organizations as a unit in the environment. Both open and closed models are interested in production and efficiency.

The systems approach to management is considered a phenomenon of the mid-1960s, although its beginnings were much earlier. Von Bertalanffy is the best known of the systems theorists. Von Bertalanffy described a "system" which consisted of connected parts joined to form a whole in which the coordinated and combined effect of the subsystems creates synergy. Systems theory describes the behavior of organizations both internally and externally. Internally, it shows how and why people inside organizations perform their individual and group tasks. Externally, it integrates organizational transactions with other organizations and institutions.

The closed model generally deals with routine tasks, task specialization, emphasis on the means, and top down conflict management. Responsibility is tied into class specification, and loyalty is to a subunit or a department. Knowledge is found at the top. Interaction is vertical and closely follows the chain of command. The emphasis is on obedience and following set policies and procedures. Prestige is internalized. The organizational structure is a formal hierarchy. Closed systems are self-contained and do not rely on the environment. Closed systems operate best under stable conditions.

Open models generally deal with non-routine task performance. Specialized knowledge runs throughout the organization. Conflict is resolved among peers. The group as a whole contributes to solutions to problems. Responsibility is to the total organization. The structure is fluid like an amoeba and is informal. Interaction occurs between staff and employees both vertically and horizontally. The goal is on excellence. Prestige is externalized (reputation, knowledge) instead of internalized (rank). Open systems operate under unstable conditions and are not considered self-contained. They rely on the environment for inputs and outputs.

In systems theory, the organization is one of several elements which interact interdependently. The flow of inputs and outputs is the starting-point when describing an organization. In the simplest of terms, the organization takes resources (inputs) from the larger system (environment), processes these resources, and returns them

to the environment in changed form (outputs).

The contingency approach

Contingency theory is a problem-solving approach which considers all major factors in a situation before making a decision. It has been used in recent years to replace the simplistic principles of management with more integrated ones. S simplistic principles provide insight about management and employees within the organization, but they are often incomplete. Many of the early management principles and organizational theories were assumed to be universal. Through the years, research has shown that there are situations and conditions which support the need for a more integrated approach.

The contingency approach as proposed by organizational theorists such as Lawrence and Lorsch and Schein attempted to implement a variety of concepts from other approaches. They found that the effectiveness of their techniques changed from one situation to another. Organizations and their subsystems proved to be unique. This provided the base for designing and managing organizations individually.

Contingency management stresses the need for appraisal and analysis of the entire managerial environment within the organization. The appraisal and analysis are done in order to determine what work features, technology, personnel and organizational designs need to be considered as most fitting for particular circumstances.

There are three principal sets of interrelated assumptions. The first set assumes that agreement exists between organizations and their internal and external environments, and between the management system and its various components. The second set assumes that there is an appropriate pattern for relationships which exists for all organizations. The third set centers on the best contingency play. Accordingly, the best management practice is one which examines and fits what and how it is to be done, who is to do it, the impact of what is being done for the organization, and the impact of the organization on what is being done. The contingency approach promotes organizational effectiveness.





New Words and Expressions

contingency /kən'tɪndʒənsi/ *n.* sth. that might possibly happen in the future
权变

synergistic /'sɪnədʒɪstɪk/ *a.* (of a substance, agent, of factor) cooperating with
or enhancing the effect of another

encompass /ɪn'kʌmpəs/ *v.* to include, especially a variety of things

transaction /træn'zækʃən/ *n.* doing and completing a business activity

obedience /ə'bi:djəns/ *n.* willingness to do what one has been told by sb. in au-
thority

hierarchy /'haɪərə:ki/ *n.* a system in which people or things are arranged accord-
ing to their importance

amoeba /ə'mi:bə/ *n.* very small simple organism consisting of only one cell 变
形虫

appraisal /ə'preɪzəl/ *n.* an act of assessing sth. or sb.

Notes

1. Harod Koontz: 哈罗德·孔茨是当代著名的管理学家，是西方管理思想发展史上过程派最重要的代表人物。1935 年获得耶鲁大学哲学博士学位，1950 年以后担任加利福尼亚大学管理研究院管理学教授，1963 年担任美国管理学会主席，1974 年获得美国管理促进协会的最高奖——“泰罗金钥匙”。他的《管理原理》已经被译成 16 种文字，他的《董事会和有效管理》于 1968 年获得“管理学院学术书籍奖”，并被录入《美国名人录》、《世界名人录》、《金融和实业名人录》。
2. continual: happening repeatedly, usually in an annoying or inconvenient way
continuous: without a pause or interruption
3. Frederick Taylor: 泰勒（1856—1915），美国发明家、工程师，以创立科学管理制度泰勒制而被誉为“科学管理之父”，著有《科学管理原理》及论文《论传送带》、《计件工资制》等。



4. there is an appropriate pattern for relationships which exists for all organization: the relative clause is used to modify the antecedent "pattern".



翻译技巧



代词的翻译

将英汉两种语言略做比较, 就不难发现英语中代词的使用频率远远超过汉语。代词是语篇中的重要衔接手段, 这点在英语中尤为突出。如何理解代词的指称替代关系? 如何将英语代词译成汉语?

英国语言学者哈利迪(M. A. K. Halliday)举过一个例子来阐明使用代词的规律。他说, 我们不会这样讲话或写文章的: John took John's hat off and hung John's hat on the Peg. 当然, 第一个 John's hat 应该是 his hat; 第二个 John's hat 应该是 it。汉语喜用重复名词, 可用代词的地方也不大用。

1. 人称代词的翻译

(1) 省略

If you confer a benefit, never remember it; if you receive one, remember it always. 施恩勿记, 受恩勿忘。(省略 you)

You can find the density of a body providing you know its mass and volume. 只要知道物体的质量和体积, 就可求出其密度。(省略两个 you)

(2) 译成所代替的名词

英语的人称代词出现在从句中, 名词出现在主句中; 而汉语却相反, 名词出现在从句中, 代词出现在主句中, 在翻译过程中要特别注意这点。

With their physical limitations constantly dramatized by the power and speed of other animals, humans have long sought to develop tools that exploit the strengths they do have and to overcome their weaknesses. 由于与其他动物在力量和速度方面相比, 人类的体力常常明显的不及, 因此长期以来, 他们一直致力于研制工具来发挥他们的长处, 克服他们的短处。(把 *their* 译成“人类的”, 把 *humans* 译成“他们”)

When he entered the classroom, professor Smith was greatly surprised to find that there are far more students than he had expected. 当史密斯教授走进教



室，他惊讶地发现到的学生比他想象得要多。（把 *he* 译成“史密斯教授”，而把 *professor Smith* 译成“他”）

2. 物主代词的翻译

通常有三种方法来处理物主代词的翻译：译成汉语的“我的”、“你的”、“他的”等；省略不译；译成它们所代替的名词。

Yours is a good suggestion, but I am afraid they will not accept it. 你的建议好是好，只怕他们不愿接受。（*yours* 译成“你的建议”）

Man has used some sort of appliances to help him in his work ever since prehistoric times. 自太古以来人类就会用工具来帮助自己做工。（省略 *his*）

3. 指示代词的翻译

如果拿英语和汉语的指示代词做系统的比较，我们会发现“英三汉二”，即英语三个词对汉语两个词的显著特点：英语的 *this* 跟汉语的“这”大致相等，英语的 *that* 跟汉语的“那”大致相等，而英语的 *the* 跟汉语的“这”、“那”和零形式大致相对应。叶斯柏森认为 *the* 无论从语音和语符上都可以看成 *that* 的“弱化形式”。帕尔默也认为 *the* 跟 *this* 和 *that* 的功能相同。要特别注意 *the* 的翻译，试看下列句子：

Because of his objection, the engineering project was shelved temporarily. 由于他的反对，这项工程计划只好暂时搁置。（*the* 译成“这”）

John blinks at the bribery of the businessman. 约翰对那个商人的贿赂行为假装没有看见。（*the* 译成“那”）

The blaze raged on for six hours before it was finally extinguished. 大火烧了六个小时才被扑灭。（*the* 译成零形式）

* Exercises

I. Cloze:

One of many definitions of management science is that it is a scientific approach to making decisions in a managerial context. A narrower definition would state that it is a scientific 1 which utilizes mathematical and statistical methods in making decisions in managerial 2.

The 3 “management science” suggests that this discipline has something to

do 4 management and something to do with 5. Consider first the management aspect, then the science aspect.

Decision making is the very 6 of management; and having been convinced of the centrality of decision making to management, one would be correct in concluding that management science is concerned with decision making. It is further recognized that the management process is indigenous (固有的) to all kinds of organizations. Management is not confined 7 profit-making corporations, but is common to every organization 8 that organization be a hospital, a university, a governmental agency, or a business. The organization lives, moves, and adapts only through the 9 of decisions. And not only 10 the management process operating in all types of organizations, but also it is present at the various 11 in the hierarchies of these organizations. Hence it may be expected that "management" science will have a wide spectrum of 12.

The term "science" connotes a couple of ideas which are 13 to management science. In the first place, we think of 14 as being an explicit, systematic, and well-structured approach to decision making. In the second place, the term brings to mind the 15 of hypothesis, observation, and experimentation. In management science alternative courses of action (hypotheses) are evaluated. These 16 are accomplished through the method of 17 with a model. Just as the aerodynamic engineer uses a model or replica of a plane in the wind tunnel for experimentation purposes, the management scientist uses a 18 of the decision situation in order to 19 the choices that can be made. In this sense also management science becomes a scientific approach to making 20.

- | | | | |
|----------------------|---------------|------------------|----------------|
| 1. A. decision | B. approach | C. thinking | D. method |
| 2. A. situations | B. world | C. programs | D. science |
| 3. A. term | B. definition | C. word | D. explanation |
| 4. A. on | B. for | C. of | D. with |
| 5. A. maths | B. statistics | C. science | D. methodology |
| 6. A. importance | B. key | C. necessity | D. heart |
| 7. A. in | B. to | C. with | D. by |
| 8. A. when | B. whether | C. in | D. what |
| 9. A. implementation | B. making | C. consideration | D. conclusion |



- | | | | |
|-----------------------|----------------|-----------------|------------------|
| 10. A. will | B. does | C. is | D. was |
| 11. A. forms | B. conditions | C. departments | D. levels |
| 12. A. variation | B. meaning | C. usage | D. application |
| 13. A. thoughtful | B. included | C. relevant | D. expected |
| 14. A. science | B. management | C. it | D. organization |
| 15. A. systems | B. hypotheses | C. concepts | D. structures |
| 16. A. considerations | B. evaluations | C. imaginations | D. courses |
| 17. A. setting | B. providing | C. trying | D. experimenting |
| 18. A. model | B. chance | C. method | D. system |
| 19. A. establish | B. evaluate | C. confirm | D. abolish |
| 20. A. plans | B. money | C. decisions | D. model |

II. Translate the following into Chinese:

With their physical limitations constantly dramatized by the power and speed of other animals, humans have long sought to develop tools that exploit the strengths they do have and to overcome their weaknesses. In contrast, our intellectual capabilities have been so clearly superior to those of other species that we have come to believe that our minds need little assistance. But research in cognitive psychology suggests otherwise. In a review of *Behavioral Decision Theory*, Paul Slovic, Baruch Fishhoff and Sarah Lichtenstein of Decision Research observe that “a decade or more of research has abundantly documented that humans are quite bad at making complex, unaided decisions”. The human mind needs tools, too.

Quick analysis is a decision-making tool designed to exploit the intellectual strengths we do have and to overcome our cognitive handicaps. Moreover, quick analysis is designed specifically to aid in making those decisions that people most frequently confront.

Though the quality of a decision will always depend upon the decision maker's wisdom and experience, anyone can improve his own decision-making skills through the thoughtful use of systematic analysis. This is true even when there is little time or information. Analytical thinking can help even the busiest decision maker.

III. Answer the following questions:

1. How many theories are involved in modern management?