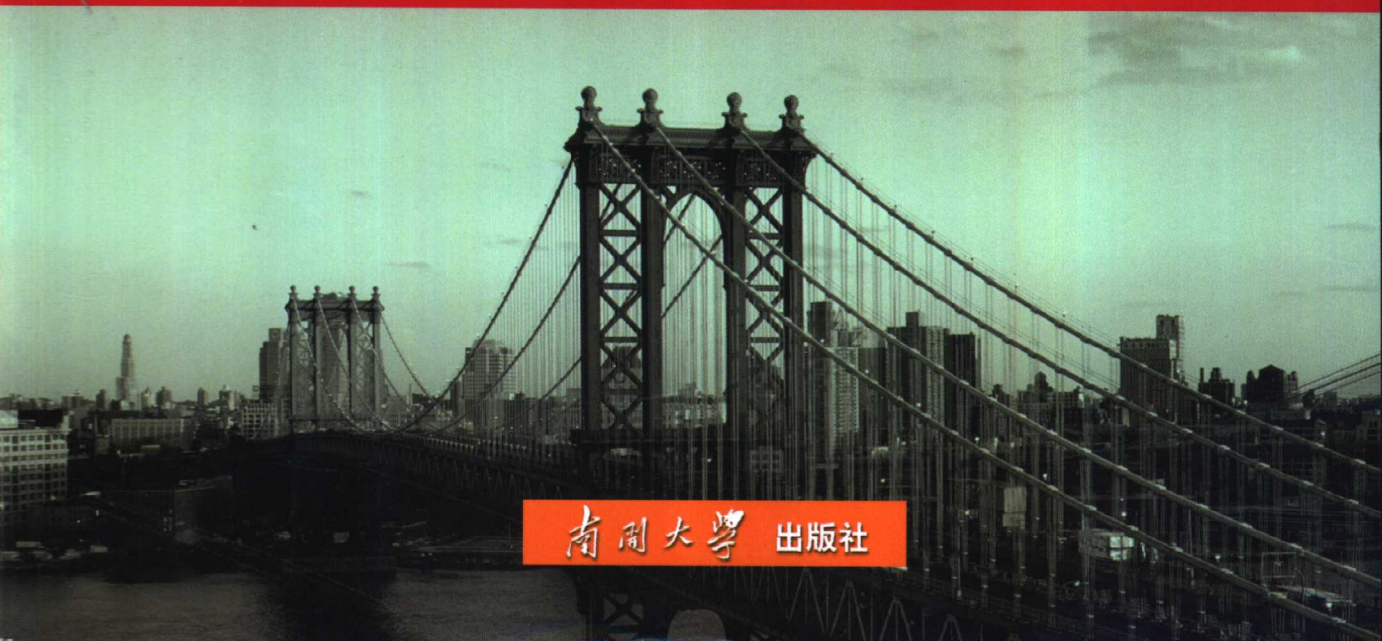


ELEMENTARY

Management English

管理学 英语基础教程

韩经纶 蔡双立 编著



南开大学 出版社

Elementary Management English

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前言

作者 1983 年在中国和加拿大联合培养工商管理硕士 (MBA) 研究生项目 (Nankai York Model) 中讲授 Principles of Management, 从那时起即不间断地从事专业英语的教学工作, 目睹和经历了中国管理专业英语教学的发展历程。从 1996 年作者的《现代管理学与经济学英语》(济南出版社) 专业英语教材出版到现在已经过去了 7 年, 这期间世界经济发展日新月异, 中国经济发生了翻天覆地的变化。各种新管理思想不断涌出, 各种新的管理术语与词汇层出不穷。信息经济、学习型组织、网络经济、知识经济、WTO 各种新的经济模式已经融入到我们的经济生活和日常生活之中。全球经济发展已经把地球变成了地球村, 国际化进程需求中国培养更多的既懂经营管理, 又能熟练掌握外语技能的复合型人才。有鉴于此, 我们编写和出版这本全新的管理学英语基础教程, 希望能满足各界对于管理专业英语学习的需求。

本教程具有如下特点:

1. 考虑到我国本科生和非英语专业研究生英语基础课程学完后的实际水平, 课文的选材、练习和专题讨论以《大学英语教学大纲》所要求的四级水平为基础起点, 集语言学习与管理思想掌握为一体。

2. 教程的内容和语言学习上充分考虑了学生基础外语的实际水平。在内容上, 基本涵盖了管理学课程的思想脉络和主要内容, 注重管理的具体实践, 同时还反映了现代管理学发展的一些热点和问题; 在语言上, 选材从难度、可读性和科学性等方面, 始终贯穿由浅到深和循序渐进的学习原则。

3. 既考虑学生的英语阅读速度, 又注重他们的理解水平的提高。每一单元均采用快速阅读、主课文和辅助阅读的课文结构。快速阅读强调学生在提高阅读速度的基础上同时提高阅读理解的正确率; 主课文侧重于词汇、句型、语篇和语体的分析和理解, 作为教师课内重点讲解内容; 辅助阅读供学生课后自学, 以便对主课文的语言技巧和管理知识的理解和掌握。

4. 本教程强调理解的准确性和学生的语言综合运用能力。因此, 各种练习均针对这个原则予以设计。每个主课文前均配有供学生阅读前讨论和思考的问题, 目的是让学生在之前对相关的背景知识予以回顾和讨论, 在此基础上, 带着问题阅读和理解课文; 主课文后配有各种针对课文的系列练习, 目的是检验学生对课文的理解程度和问题的把握能力, 其中英汉、汉英互译的原文大多选自主课文, 学生在理解主课文的基础上进行翻译比较, 以掌握课文中的关键句型, 深刻理解语言难点; 单元练习的最后一项是专题讨论和写作练习, 要求学生根据主课文所学到的背景知识、词汇和句型认真写作, 以提高书面表达能力。

5. 全书根据管理学思想的发展脉络, 结合具体的管理实践, 分为基本原理、管理职能、运营管理和热点四个部分。全书自成体系, 学生从中不仅可以学习和掌握管理专业词汇、短语、句型, 领略地道英语的美妙之处, 欣赏各种语体风格与写作特点, 全面提升专业英语的听、说、读、写、译的水平, 而且还可以梳理和回顾各种管理思想、理论与原则, 拓展管理前沿的有关知识, 准确地把握管理名家的思想、理论的核心和精髓。

本教程的适用范围较广, 它既可以用作管理学科、经济学科各专业研究生 (包括 MBA、EMBA、IMBA) 教材, 还可以供经济、管理学科的本科生及其他层次学生学习使用。此外,

也可以作为各类经济、管理人员和对管理学及管理专业英语感兴趣的有识之士的自学教材和参考书。

本教程在编写过程中广泛吸纳了众多使用《现代管理学与经济学英语》教材的师生的宝贵意见，同时也得到了南开大学出版社的领导和编辑们的大力支持，作者对他们表示衷心的感谢。由于时间紧迫，加之我们的水平有限，书中错误、遗漏在所难免，敬请各位同行与广大读者批评指正。

韩经纶

2003年10月于南开园

使用说明

本书是根据教育部“专业教学指导委员会”对管理类学科专业英语教学的要求,由南开大学国际商学院管理学专业教授和多年从事外语教学和研究的专业英语教师联合编写而成。本教程的编写既涵盖现代管理学发展的思想、脉络和热点,又遵从外语教学的规律和特点,从听、说、读、写、译五个方面全面提高学生的语言技能水平和管理专业知识。

本教程可供各类大专院校中的企业管理、经济管理、财务管理、人力资源管理、营销管理和金融管理的硕士研究生(包括 MBA、EMBA)以及高年级本科生作为教材使用,也可作为管理类学科各专业硕士研究生作为专业教材使用。此外,也可作为从事经济和企业管理的各界人士掌握管理学知识,提高专业语言技能的自学教材或参考书使用。

本教程的编写原则:(1)尽量涵盖现代管理学发展的思想、脉络和热点。通过本教程的学习,学习者不但可以把握现代管理学的基本思想、发展脉络以及发展热点,同时还可以掌握英语专业术语、专业词汇,了解专业英语的语法结构和语体特点,全面提高语言综合技能水平;(2)课文水平层次的选择遵从先易后难,循序渐进的学习原则,照顾不同水平学生的学习特点;(3)课文内容选择取自近几年欧美国家出版的管理类英文原著和一些知名学者所发表的优秀管理实践类文章,选材在内容上体现代表性、新颖性、先进性和系统性,在语言教学和学习上体现可读性和科学性;(4)内容结构多样化原则。在每个单元结构安排上,既有提高学生快速阅读的计时性阅读短文,又有掌握专业词汇,了解语法特点,提高语篇和语体欣赏能力的精读类文章,同时还有扩展学生知识面的课外阅读文章;(5)着眼于提高学生语言综合应用技能。每个单元都提供了形式多样的练习,从听、说、读、写、译五个角度全面提高学生的语言应用能力。

本书编者认为,专业英语的教学和学习应达到以下目的:(1)掌握本专业词汇和专业术语;(2)提高阅读速度和理解水平;(3)提高口头表达和书面写作能力;(4)掌握英汉互译技巧,提高翻译水平;(5)兼顾提高和丰富学生的专业知识水平。

为达到以上教学和学习目的,在使用本教材时我们建议:(1)任课老师应采用英语讲授全部课程;(2)学生在课堂上应以英语参加课堂讨论,回答课文中所提出的各种问题;(3)本教程为提高学生的口头表达能力和英文写作水平,每一单元都根据其学习内容提供了若干专题供讨论和写作练习,要求学生在熟悉本单元课文内容的基础上,认真讨论每一个专题之后,再根据讨论的内容写好每一篇短文。教师在课堂上应积极引导,课后认真批改学生作业;(4)每个单元中的阅读材料由学生自学,教师进行检查,或让学生在课堂重点讲解;(5)每一单元练习中的英汉和汉英翻译内容都取自主课文,学生应在理解课文的基础上进行翻译,教师应予以点评和讲解。

本教程共分 14 个单元,依据其内容特点又分为四个部分:第一部分为管理基本原理;第二部分为管理职能;第三部分为具体运营管理;第四部分为管理热点问题。每个单元学习课时至少 4 个学时,每周授课 2 次,每次 2 个学时,总授课时间为 14 周,共 56 学时,后两周为复习考试时间。

编 者

2003 年 9 月于南开园

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UNIT ONE

PART ONE: TEXT FOR FAST READING

SOME MYTHS ABOUT MANAGERS

Starting Time: Minutes _____ Seconds _____

What do managers do? The media (television, books, movies) offers us one view: managers are super-efficient planning machines. Whatever else happens, the wheels never stop turning in their heads. Sitting in their offices, they are the remote control center of operations. Their subordinates shoot back and forth from this control center, feeding in data and getting back orders.

What do the experts say? As any introductory management text will tell you, managers plan, organize, coordinate and control. The French industrialist Henri Fayol introduced this definition of the manager's work in 1916. It has dominated management literature ever since. The definition was a breakthrough when Fayol introduced it. It is still a sound general definition. After over half a century of study of managerial work, however, it seems vague.

Now management specialists are attempting to offer more useful descriptions of managerial activities. They draw these descriptions from studies of what real managers actually do on a day-to-day basis. The hard facts explode some myths about the manager and his job.

Unlike the textbook figure, real life managers are not remote, reflective and systematic. Rather, they are persons of action. They work at a killing pace. They jump from one task to another, dealing with situations as they arise rather than as they appear on a schedule.

Textbook managers spend their time planning and delegating authority. They have no regular duties. Others carry out operations, while managers deal directly only with exceptional situations. The facts, however, show that managers actually do perform regular duties. They have ceremonial duties. They see important customers and visitors. They acquire soft information and pass it along to subordinates.

Classical managers rely on a formal management information system. Studies show that in reality managers acquire information directly rather than through a hierarchy. They process information through the media of documents, formal and informal meetings, telephone calls, and

tours. They favor verbal media (telephone calls and meetings, for example) and soft information.

This may explain why many managers are reluctant to delegate authority. The real strategic data bank is in the minds of the managers instead of the memory of the computer. Briefing a subordinate requires managers to “dump memory.” It simply takes less time for them to carry out tasks by themselves.

A hopeful bit of folklore in the management field is that management is a science or next door to one. In fact, managers rely on judgment (that is, an internal program) rather than on any set of systematic procedures. A realistic definition of the manager’s work would be the first step toward developing a science of management. (431 words)

Finishing Time: Minutes _____ Seconds _____

COMPREHENSION: Some of the statements below reflect the ideas and information found in the reading, others do not. Without looking back at the text, identify whether each of the following statements is true or false according to the text.

1. The media and the experts give us an identical view of what a manager does.
2. With the development of modern industry, Henri Fayol’s definition of the manager’s work still best captures the inner meaning of managerial work.
3. Now management specialists are trying to draw more useful descriptions of managerial activities in order to explore the myths about the managers’ role.
4. Studies of real managers’ daily activities support the old ideas about the manager and his job.
5. Studies show that managers spend their time planning and delegating authority, with no regular duties.
6. In reality, managers acquire information directly rather than through a hierarchy.
7. Managers do not like to delegate authority because they like to control everything by themselves.
8. The real strategic data bank of an organization is in the memory of the computer.
9. In reality, managers’ solutions to a problem rely more on experience and judgment rather than on any set of systematic procedures.
10. The author suggests that before you can develop a science of management, you need a realistic definition of the manager’s work.

PART TWO: TEXT

MANAGER ROLES

Before reading the text, think about the following questions. Write down your answers.

1. What roles a manager should act according to your opinion?

2. *Why is it necessary to separate the components of the manager's job to understand the different roles and activities of a manager?*

Mintzberg's observations and subsequent research indicate that diverse manager activities can be organized into ten roles. A role is a set of expectations for a manager's behavior. These roles are divided into three conceptual categories: information (managing by information), interpersonal (managing through people), and decisional roles (managing through action). Each role represents activities that managers undertake to ultimately accomplish the functions of planning, organizing, leading, and controlling. Although it is necessary to separate the components of the manager's job to understand the different roles and activities of a manager, it is important to remember that the real job of management cannot be practiced as a set of independent parts; all the roles interact in the real world of management. As Mintzberg says, "the manager who only communicates or only conceives never gets anything done, while the manager who only 'does' ends up doing it all alone."

Informational Roles. Informational roles describe the activities used to maintain and develop an information network. General managers spend about 75 percent of their time talking to other people. *The monitor role* involves seeking current information from many sources. The manager acquires information from others and scans written materials to stay well informed. Lewis Platt, chairman of Hewlett-Packard, spends about 20 percent of his time talking directly with customers, asking what the company is doing right and what is needed to be better. *The disseminator and spokesperson roles* are just the opposite: The manager transmits current information to others, both inside and outside the organization, who can use it. With the trend towards empowerment of lower-level employees, many managers are sharing as much information as possible. At Oticon, a \$100 million company that has revolutionized the hearing aid industry, CEO Lars Kolind sees the dissemination of knowledge as vital to the company's ability to innovate. For an interesting example of the spokesperson role, consider the Danish captain of an SAS airplane as "manager" of the flight. Just after takeoff, the plane experienced engine trouble and the crew and passengers spent a harrowing 25 minutes getting safely back on the ground. Captain Ebbe Starcke did something unique: During the descent, acting as spokesperson for the airline and the crew, Starcke never stopped talking to the passengers—in both Danish and English—explaining exactly what was happening and what was being done to solve the problem. By the time the plane landed, Captain Starcke was a hero to a lot of people—some of whom determined to always fly SAS whenever they had a choice.

Interpersonal Roles. Interpersonal roles pertain to relationship with others and are related to the human skills described earlier. *The figurehead role* involves handling ceremonial and symbolic activities for the department or organization. The manager represents the organization in his or her formal managerial capacity as the head of the unit. The presentation of employee awards by a division manager at Taco Bell is an example of the figurehead role. *The leader role* encompasses relations with subordinates, including motivation, communication and influence. *The liaison role*

pertains to the development of information sources both inside and outside the organization. An example is a face-to-face discussion between a controller and plan supervisor to resolve a misunderstanding about the budget.

Decisional Roles. Decisional roles pertain to those events about which the manager must make a choice and take action. These roles often require conceptual as well as human skills. *The entrepreneur role* involves the initiation of change. Managers are constantly thinking about the future and how to get there. Managers become aware of problems and search for improvement projects that will correct them. One manager studied by Mintzberg had 50 improvement projects going simultaneously. *The disturbance handler role* involves resolving conflicts among subordinates or between the manager's department and other departments. For example, the division manager for a large furniture manufacturer got involved in a personal dispute between two section heads. One section head was let go because he did not fit the team. *The resource allocator role* pertains to decisions about how to allocate people, time, equipment, budget, and other resources to attain desired outcomes. The manager must decide which projects receive budget allocations, which of several customer complaints receive priority, and even how to spend his or her own time. *The negotiator role* involves formal negotiations and bargaining to attain outcomes for the managers unit of responsibility. For example, the manager meets and formally negotiates with others—a supplier about a late delivery, the controller about the need for additional budget resources, or the union about a worker grievance during the normal workday. (758 words)

GLOSSARY

1. subsequent	adj. 后来的, 随后的
2. diverse	adj. 不同的, 变化多的
3. conceptual	adj. 概念上的
4. interpersonal	adj. 人与人之间的
5. ultimately	adv. 最后, 最终
6. component	n. 成分
7. conceive	vi. 考虑, 设想
8. monitor	n. 监督者, 监控者
9. disseminator	n. 传播者, 撒种者
10. spokesperson	n. 发言人, 代言人
11. empowerment	n. 授权
12. harrowing	adj. 痛心的, 悲惨的
13. pertain	v. 属于, 包含
14. figurehead	n. 象征性
15. ceremonial	n. 仪式; adj. 正式的
16. liaison	n. 联络
17. encompass	v. 包含, 包括

18. motivation	n. 激励
19. controller	n. 管理员
20. supervisor	n. 主管
21. budget	n. 预算
22. entrepreneur	n. 企业家
23. initiation	n. 开始
24. disturbance	n. 骚动, 动乱
25. allocator	n. 分配者
26. priority	n. 优先, 优先权
27. negotiator	n. 谈判者
28. grievance	n. 委屈, 冤情, 不平

EXERCISES

Practice One: After reading the text, answer the following questions on the basis of the text.

1. What does Mintzberg mean when he says that “the manager who only communicates or only conceives never gets anything done, while the manager who only ‘does’ ends up doing it all alone?”
2. What does the role mean?
3. Why does Lewis Platt, chairman of Hewlett-Packard, spend about 20 percent of his time talking directly with customers?
4. As the disseminator of a company, what role should a manager play?
5. Why did Captain Starcke be considered as a hero to many people?
6. What does it mean when the division manager attends the presentation of employee awards at Taco Bell?
7. By what way do the plant supervisors resolve the misunderstanding about the budget?
8. Why does the author of the text say the decisional roles often require conceptual as well as human skills?
9. When there is a conflict or dispute occurring in an organization, what role should a manager play?
10. As the role of a negotiator, what should a manager do?

Practice Two: Briefly explain the activities of the following manager's roles in English.

1. Monitor role
2. Disseminator role
3. Spokesperson role
4. Figurehead role
5. Leader role
6. Liaison role
7. Entrepreneur role

8. Disturbance handler role
9. Resource allocator role
10. Negotiator role

Practice Three: Translate the following sentences into Chinese.

1. As Mintzberg says, "the manager who only communicates or only conceives never gets anything done, while the manager who only 'does' ends up doing it all alone."
2. The manager acquires information from others and scans written materials to stay well informed.
3. With the trend towards empowerment of lower-level employees, many managers are sharing as much information as possible.
4. During the descent, acting as spokesperson for the airline and the crew, Starcke never stopped talking to the passengers—in both Danish and English—explaining exactly what was happening and what was being done to solve the problem.
5. The leader role encompasses relations with subordinates, including motivation, communication and influence.
6. Decisional roles pertain to those events about which the manager must make a choice and take action.
7. The negotiator role involves formal negotiations and bargaining to attain outcomes for the managers unit of responsibility.
8. For example, the manager meets and formally negotiates with others—a supplier about a late delivery, the controller about the need for additional budget resources, or the union about a worker grievance during the normal workday.

Practice Four: Translate the following sentences into English.

1. Mintzberg 的观察和研究表明, 不同管理者的行为可以划分为十种角色。
2. 在信息收集, 管理者不能仅仅依靠正式信息, 还需花费一定时间研究非正式信息。
3. 当管理者为了自己组织的利益与其他组织讨价还价时, 他扮演的是谈判者的角色。
4. 管理者意识到问题所在, 寻找各种方法纠正和改进这些问题。
5. 管理者不是把全部时间都花费在计划和授权上, 而是还要抽出部分时间行使其他职责。
6. Mintzberg 的管理角色理论对于管理实践具有一定的指导意义。

Practice Five: Topic for discussion and writing practice

Supposed you were a newly elected general manager, your company was now suffering from the conflict between sales managers and sales persons. What should you do to reduce this conflict? After group discussion, write an essay on this topic within 500 words.

PART THREE: TEXT FOR AUXILIARY READING

THE ROLE OF CEO: A ROUNDTABLE DISCUSSION

Prescriptions for the CEO role abound, but how does it really work in practice? At a recent roundtable discussion, we invited a number of CEOs to discuss their roles, from the priorities of the early days to the dilemmas of the moment. We speak with CEOs from a range of industries, including those who have recently entered the role and others who are able to reflect on the shifting demands of the CEO role over the years.

Early days as CEO: finding the balance

Chris Cheatley, International CEO Forum: When you moved into the CEO role, how long did it take you to grasp the balance of time that you needed to devote to different aspects of the role?

Simon O'Regan, Mercer Human Resource Consulting: Probably about six months. It was quite a while because there is a lot you don't know which people don't necessarily want to tell you. The other thing I find challenging is the idea of how granular you should get. You can make the mistake of accepting a comment that someone makes to you and not drilling down; and you can also make the mistake of spending too much time involved in the detail. That is an important but difficult battle.

Peter Marshall, Western Bulk Carriers: Initially I only focused on commercial issues, such as retaining clients under threat, or maintaining market share. After about 18 months it dawned on me that the threat of losing key people, and the challenge of keeping our younger people motivated and interested, was actually more important. As a result, I now spend much more time with staff, particularly in one-on-one sessions, and am able to be more honest in our mutual expectations on performance and future direction. It should be blindingly obvious that our people are easily our best assets, but platitudes aside, it's not something you readily take on board. I now find that "time lag" actually quite alarming, but it could be the typical result of going from a line-management role to that of CEO.

Chris Thomas, Egon Zehnder International: There is a very good book by Harvard Business School professor John Gabarro called *The dynamics*

prescription

n. 处方, 良方

roundtable

n. 圆桌会议

priority

n. 优先, 优先权

dilemma

n. 进退两难的局面,
困难的选择

granular

adj. 细微的

drill

vi. 操练, 演练

retain

vt. 保留, 保护

dawn on

逐步明白

session

n. 会议

blindingly obvious

非常明白

platitude

n. 陈词滥调