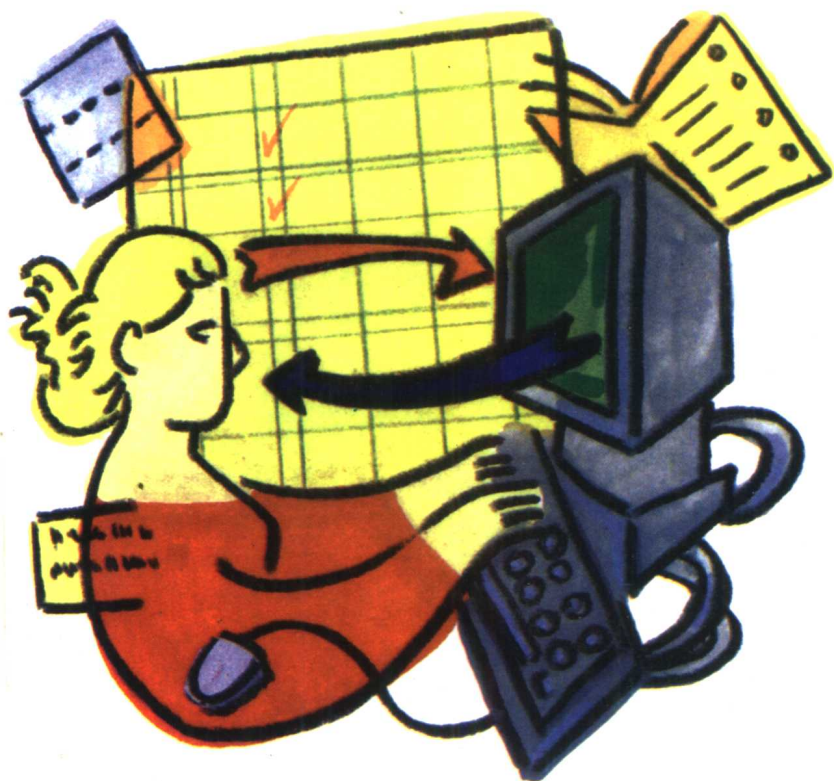


MBA英语系列教材

MBA英语精读教程

李桂荣 编著



中国人民大学出版社

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序

当前，知识经济时代悄然而至，管理教育面临着全球化、信息化与整合化的挑战，社会上对管理培训的需求日益增加，管理教学的结构与内容也随之发生了很大的变化。为此，搞好工商管理硕士（MBA）学位教育，为国家与社会培养出更多更好的复合型管理人才，是我国管理院校一直在认真执行的重大战略任务。

在这其中，英语教学成为 MBA 教学是否成功的一个关键问题。《工商管理硕士教学大纲》中规定：“英语是 MBA 研究生的公共学位课程之一。”“工商管理硕士（MBA）学位是一种培养我国工商界、金融界应用型、综合型的高级管理人才的学位，其英语教学内容和教学目的必须体现这个特点，即培养学生具有较强的阅读能力，一定的写、译能力和基本的听、说能力，使他们能以英语为重要工具进行本专业的学习和研究，即能顺利阅读本专业的英语材料，获取和交流本专业所需的信息，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开展一些基本的国际经济

技术合作与交流工作。”同时，《工商管理硕士教学大纲》对英语教学的内容也作了相应的量的规定。

但是，从几年的英语教学实践来看，仍有不尽人意之处，一是认识不清，二是教材不足。认识不清是指有些教员仅仅将 MBA 英语看作一门公共外语课，没有充分认识到其特殊性。教材不足是指至今尚无很好的适合 MBA 专业的外语教材。结果是，MBA 学员只好随从教师去涉猎莎士比亚式的文学语言，所学的单词、语汇与现实甚远，不能适应社会对现代管理人才的需求。因此，MBA 的英语教学也到了非改革不可的地步。

中国人民大学外语系的李桂荣老师根据自己多年的实践，为我们 MBA 的英语教学编写出一套系列教材，实在是 MBA 英语教学中一件可喜之事。本套教材试图将基础英语的教学与专业英语的教学融为一体，既照顾到语言学习的规律性，同时尽可能多地渗透大量的专业知识，从而达到扩大专业词汇量、提高学生对语言的实际应用能力的目的。希望本套教材的出现，能够促进 MBA 的英语教学，提高 MBA 学生的实际英语水平与运用英语语言的能力，为我国的经济管理改革与实践服务。

徐二明

中国人民大学工商管理学院

1998 年 8 月

前 言

《MBA 英语精读教程》是 MBA 英语教学中最基础的课程,它的目的是使学生精通相关词语的运用、句子结构的安排和完整思想的表达。本教材是依据《工商管理硕士教学大纲》和《非英语专业研究生英语(第一外语)教学大纲》的要求编写的,适用于工商管理、经济、贸易、金融等专业的硕士研究生及相关专业的博士生,也可用于涉外机构、政府机构工作人员及出国培训人员。

根据 MBA 教学的目的和特点,本教材在编写过程中注意做到以下两点:

一、取材力求全面、新颖、实用

为保证教学中所使用的教材尽可能地新,本教材中的材料全部取自 1998 年、1999 年的外文原版杂志以及世界经济管理名著。为使读者能通过学习真正把握地道的英语,本教材在选材过程中特别注重文中语言的确切、精练以及篇章结构的布局合理。

本教材尝试将英语语言知识与 MBA 专业知识融为一体,以专业知识为基础,以掌握英语语言技能为目标,

直接采用与 MBA 课程有关的题材,内容涉及经济、管理、财政、金融、运筹、伦理等许多方面,包括随笔、论证、描述、记叙等文体。

本教材难度是大学英语 6 级,单词量在 6000 字左右。

二、根据语言教学的规律精心编排教学内容

本教材共有 10 个单元。前 9 个单元每个单元有正、副两篇课文。正课文难度较大,需要精讲精学,副课文难度较小,主要是检测学生所学语言知识及获取具体信息的能力。正课文所配练习的目的是,除了培养学生具体的语言知识外,还培养学生用英语思维的能力以及直接用英语理解和表达思想的能力。最后一个单元是模拟考试题,测试教与学的结果。

本教材的教学安排适用于一个学期,每个单元 6 个学时。

本教材在编写过程中得到中国人民大学工商管理学院院长徐二明教授、研究生院院长周新城教授、外语系系主任张勇先教授、外语系研究生英语教研室主任黎思恺教授的支持,得到中国人民大学出版社费小琳、徐莉女士的具体帮助,在此一并深表谢意。

本教材是对 MBA 英语教学教材建设的初步尝试,缺陷和疏漏在所难免,诚待各位同仁及使用本教材的读者提出宝贵意见。

编者

1999 年 12 月

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Unit One

Who Are Managers?

It used to be fairly simple to define who managers were: They were the organizational members who oversaw and directed the work of other members. It was easy to differentiate managers from operatives; the latter term described those organizational members who worked directly on a job or task and had no subordinates. But it isn't quite that simple anymore! The changing nature of organizations and work has, in many organizations, blurred the clear lines of distinction between managers and operatives. Many traditional workers' jobs now include managerial activities, especially on teams. For instance, team members often develop plans, make decisions, and monitor their own performance. And as these so-called operative employees assume responsibilities that traditionally were deemed as belonging to management, definitions we've used in the past no longer work.

How do we define who managers are? A manager is

an organizational member who integrates and coordinates the work of others. That may mean direct responsibility for a group of people in one department, or it might mean supervising a single person. It could also involve coordinating the work activities of a team composed of people from several different departments or even people from other organizations. Keep in mind, however, that managers may have other work duties not related to integrating the work of others. For example, an insurance claims supervisor may also process claims in addition to coordinating the work activities of other claims clerks.

Is there some way to classify managers in organizations? There is, particularly for traditionally structured organizations — that is, those with deliberate work arrangements or structures shaped like a pyramid that reflects the fact that the number of employees is greater at the bottom than at the top. As shown in Figure 1, we typically describe managers as either first-line, middle, or top in this type of organization. Identifying exactly who the managers are in these organizations isn't difficult, although you should be aware that managers may have a variety of titles. **First-line managers** are the lowest level of management and are often called supervisors. In a manufacturing plant, the first-line (or lowest-level) manager may be

called a foreman. On an athletic team the coach would be considered the first-line manager. **Middle managers** include all levels of management between the supervisory level and the top level of the organization. They may have titles such as department or agency head, project leader, plant manager, unit chief, dean, bishop, or division manager. At or near the top of the organization are the **top managers**, who are responsible for making organization-wide decisions and establishing the policies and strategies that affect the entire organization. These individuals typically have titles such as executive, vice president, president, managing director, chief operating officer, chief executive officer, or chairman of the board. In the chapter-opening *Manager's Dilemma*, Elaine Chao was a top-level manager. She held the title of president and was involved in implementing broad and comprehensive changes that affected the entire organization.

Throughout this book, we'll be discussing organizations and managers from this more traditional pyramidal perspective, although not all organizations have this traditional structure. But even organizations that have more flexible and loosely configured structures need individuals to fulfill the role of manager — that is, someone who integrates and coordinates the work of others.

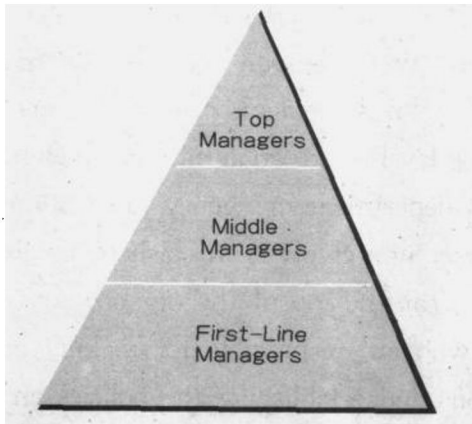


Figure 1

If you choose a managerial career, you are likely to have a variety of titles and job responsibilities. Over the course of your career, these managerial jobs may take you to several organizations, both traditional and nontraditional. If you decide on a career in management, you'll find yourself in an exciting and challenging profession!

Glossary

oversee / vt. look after, control (work, workmen).

operative / n. one who operates a machine or business; one who deals in stocks or commodities.

subordinate / n. person who is in junior rank or position; person who is less important.

blur / vt&i. make or become unclear, confused in appear-

ance.

monitor / vt&i. detect, test.

assume / vt. take up, undertake.

process / vt. serve a summons on, treat, deal with.

dilemma / n. situation in which one has to choose between
two things, two courses of action, etc.,
both unfavourable or undesirable.

configure / vt. to set up for an operation, esp. in a particu-
lar way.

Phrases

differentiate ... from ... / see ... as different from ...; show
... to be different from ...

be deemed as ... / be believed to be ...; be considered as ...

be involved in ... / be concerned with ...; be connected
with ...

find oneself in ... / discover oneself is in ...; realize oneself
engaged in ...

Exercises

**I. Use brief words to answer the following questions on
the text.**

1. What was the difference between managers and opera-
tives in the past?

2. How do we define managers ?
3. Besides integrating the work of others, what else may the managers do?
4. How does the text classify managers in organizations?
5. Who are middle managers?
6. How will organizations and managers be discussed throughout the book?
7. How is a managerial career?

II. Find single words in this text which have roughly the meanings given below .

1. _____ look after, control.
2. _____ one who operates a machine or business; one who deals in stocks or commodities.
3. _____ person who is in junior rank or position.
4. _____ take up, undertake.
5. _____ bring into proper relation.
6. _____ workman in authority.
7. _____ situation in which one has to choose between two things, two courses of action, etc. both unfavorable or undesirable.
8. _____ carry an undertaking, agreement, promise into effect.
9. _____ way of making a living.
10. _____ number of different things.

III. Paraphrase the following sentences.

1. It was easy to differentiate managers from operatives.
2. Many traditional workers' jobs now include managerial activities, especially on teams.
3. And as these so-called operative employees assume responsibilities that traditionally were deemed as belonging to management, definitions we've used in the past no longer work.
4. She held the title of president and was involved in implementing broad and comprehensive changes that affected the entire organization.
5. If you choose a managerial career, you are likely to have a variety of titles and job responsibilities.

IV. Make a sentence with each of the following words and expressions.

manager, claims, executive, perspective, configure, variety, individual, monitor (v.), process (v.), be deemed as, be involved in, find oneself in.

V. Write a summary of the text in about 200 words.

VI. Talk about the variety of managers in China with your classmates.

VII. Supplementary reading: Read the following passage and answer the questions by choosing A, B, C or D.

How to Wreck a Great Business

It's tough to destroy a good business, but it can be done. Fruehauf Trailer Corp. was a longtime leader in a fast-growing industry — truck trailers — at a time when trucks were grabbing the lion's share of the freight business. Self-dealing and funny finance did it in.

In 1974 Fruehauf's chief executive officer, Robert Rowan, was convicted on charges of tax fraud, based on a scheme devised years before by one of the founder's sons, Roy Fruehauf, in an attempt to get the company out of debt. These were serious allegations, especially since Roy Fruehauf had been indicted 20 years earlier on federal charges involving a loan to Teamsters union president, David Beck. Despite its legal difficulties, Fruehauf kept expanding in the Sixties and Seventies — into railcars, shipping containers, shipyards and automotive components.

Finally, after an unsuccessful appeal to the Supreme Court, Rowan, who had remained in charge until 1979, resigned; he was immediately reinstated by Fruehauf stockholders. The company swept the entire mess under the rug.

After the industry experienced a particularly steep downturn in the mid-Eighties, raider Asher Edelman announced he was going to do a leveraged buyout. Rowan paid greenmail. He then had Merrill Lynch sell \$ 1.4 billion in junk bonds to finance buying out the public shareholders, leaving Rowan in complete and unchallenged control. Jerry Ehrlich remembers sitting with Rowan at a hotel in Monterey, Calif. and telling his good friend that his proposed asset sales wouldn't be enough to pay down all that debt. Rowan just shrugged him off and sold almost everything but the core trailer business, including the financing operation and leasing fleet.

These last two operations were not just Fruehauf's crown jewels — they were the guts of the business. "Fruehauf," Ehrlich explains, "had been able to keep its factories going at a certain level simply by building trailers for its own rental company. With the rental company gone, suddenly Fruehauf's volume dropped. Then fleet customers started to say to themselves, 'If I have to come up with my own financing, why buy Fruehauf?' By then Fruehauf was making a commodity trailer not that much different from anyone else's."

It was perfect opening for Ehrlich, and in 1985 he took it.