大学专业英语系列教材

管理学专业英语教程

A COURSE IN MANAGEMENT-BASED ENGLISH

高等学校文科教材

主编　邱东林　华宏鸣

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第 一 册

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大学专业英语系列教材

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前　　言

　　《天字专业英语系列教材》是根据教育部最新颁布的《大学英语教学大纲》的基本要求，为大学英语学习四年不断线而编写的一套教材。该套教材的编写得到教育部高等教育司的大力支持。

　　本套教材分法学专业英语、经济学专业英语、管理学专业英语、人文科学专业英语四个系列，每一系列包含三个分册，每一分册供一个学期使用。全套教材由复旦大学、中国人民大学、南京大学、对外经济贸易大学联合编写，南京大学杨治中教授担任总主编。法学专业英语教程由赵建、夏国佐教授主编；管理学专业英语教程由邱东林、华宏鸣教授主编；经济学专业英语教程由翟象俊教授主编，参加编写的有张勇先、王学文教授等；人文科学专业英语教程由谌馨荪教授主编，参加编写的有郭庆民、章安祺教授。全书由专业英语教师和公共英语教师共同编写。

　　本系列教材具有如下特点：

　　一、考虑到我国大学生学完两年后的实际水平，课文的选材、注解和练习以《大学英语教学大纲》所要求的四级为基础。

　　二、教材在内容和语言上贯彻循序渐进的原则。在内容上，第一册主要涉及本专业的原理和基础知识，第二、三册主要涉及本专业的历史及专家论点；其要旨在于帮助学生完成从基础英语到专业英语的过渡；在语言上，选材从难度、可读性等方面出发，贯穿了由浅入深的原则。

　　三、考虑到《大纲》对专业英语学时和阅读量的要求，我们采用了"主、副"课文制，对主课文从注解和练习两方面进行了重点处理，用作教师课内重点讲解的内容，副课文主要供学生课后自学，以便对主课文从语言和知识两方面起到巩固作用。

　　四、本教材强调理解的准确性和学生的应用能力，因此，练习针对这两方面进行了重点编写，配有理解、语言应用（包括词汇应用、语篇应用）练习，理解题强调准确理解、思考、分析、评价、讨论，每课练习中所采用的例句从知识和语言上均与主课文或已学过的课文有关。

　　五、为方便自学，书后提供了主课文的参考译文和练习答案。

　　六、全套四种教材在遵循总的编写原则的同时，又根据各自课程的知识特点自成体系。

　　由于本书编写仓促，不足之处在所难免，敬请读者指正是幸。

<div style="text-align:right">

编　者

1999 年 6 月

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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，由复旦大学管理学院和外语系教师组成的编写组编写而成。

　　本书可供各类大专院校中的企业管理、经济管理、科技管理、生产经营管理、财务金融管理等专业高年级学生作为教材使用。也可以作为管理类学科各专业的研究生和教师自学用书或教学参考书使用。

　　本书课文的选择原则：(1)尽量选择各管理专业的基础内容或核心内容，为各个专业所共需；(2)课文之间有一定的层次联系，但不强调管理专业内容的全面性和系统性，而是根据语言教学的特点和需要，注重对管理专业内容的英语词汇、术语和语法现象的覆盖面；(3)课文取自最近几年欧美国家出版的管理类书籍英文原著，选择在内容上具有代表性、新颖性和先进性的，在语言上具有可读性和可学性的材料。

　　编者认为开设专业英语的目的应为：(1)进一步提高学生英语听说能力，(2)提高学生阅读英文版专业书籍的能力，(3)提高学生英译中的技能和技巧。

　　为了达到上述目的，在使用本教材时建议采取如下做法：(1)课文的内容由教师在课堂上用英语讲授，配以课堂讨论，并要求学生以英语发言。(2)阅读材料布置学生自学，教师给予适当检查，或让学生在课堂上讲解。(3)将部分阅读材料布置学生作为英译中的课外练习，经老师批改后，在课堂上讨论学生作业中的错误和翻译技巧问题。

　　本教材共有三个分册，供三个学期（大学三年级上下两学期和四年级上学期）使用，每学期一册。每学期上课18周，每周2学时。

　　第一分册以管理科学和工程管理为主要内容；

　　第二分册以公共管理为主要内容；

　　第三分册以工商管理为主要内容。

　　每分册有10个单元，每个单元有一篇课文和两篇阅读材料。课文和阅读材料后面都配有词汇注释、课文难点和语言知识注释，及多种类型的练习，便于教学安排，也适合于自学。

Contents

Unit One

Text: 4th Generation Management

Fourth Generation Management recognizes the basic problems with the first three generations and incorporates methods for overcoming them. It avoids the limited capacity of 1st Generation, the micromanagement of 2nd Generation, and the distorted system and figures of 3rd Generation. Fourth Generation managers care greatly about results but know that better results can reliably be obtained only through fundamental improvement. They become the champions of customer needs, the drivers of real improvement. They work together with other employees as partners to help develop better and better methods to get better and better results.

Over the years, Brian L. Joiner and his wife searched for a way to describe the essence of 4th Generation Management. The following Figure 1-1 is now referred to as the Joiner Triangle:
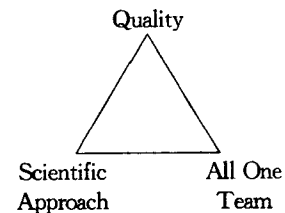
Figure 1 – 1   Joiner Friangle

Quality — Understanding that quality is defined by the customer; developing an obsession for delighting customers — not being satisfied with merely getting rid of what annoys them but going beyond to understand their.current and future needs deeply, to surprise them with products and services they didn't even know were possible. This understanding is no longer the domain of special groups within an organization; rather, it is shared with and further developed by every employee.

Scientific Approach — Learning to manage the organization as a system, developing process thinking, basing decisions on data, and understanding variation.

All One Team — Believing in people; treating everyone in the organization

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with dignity, trust, and respect; working toward win-win instead of win-lose for all stakeholders, customers, employees, shareholders, suppliers, the communities in which we live.

This model is simple, which is one of its strengths. Anyone can quickly sketch it on a notebook or flipchart as a quick reminder of the core elements of 4th Generation Management. Without a simple model like this, it's easy to forget key elements. When faced with a difficult problem, managers can work their way around the triangle, looking for a critical point they may have forgotten: "Have we considered the customer's viewpoint? Do we know what the process is? Do we have any data? Are we acting as if we believe in people?"

Using a triangle reinforces the notion that the elements are interdependent: taken separately, they are not as powerful as when used together. The failure to recognize the interdependency of the elements is why so many other management initiatives have ultimately failed in the workplace. When you look closely at companies that really drove "teams" and "teamwork" in the 1980s, for instance, you find that many efforts produced mediocre results at best because the efforts were not directed toward customer-defined issues, and employees lacked the knowledge and training to use data effectively. Their efforts thus had little perceptible effect in the eyes of customers. A surge in "the customer is # 1" rhetoric also seldom led to recognizable improvements because the efforts were not driven by data or an understanding of processes; decisions were based on opinion or presumed knowledge; and improvements that were identified were never captured or preserved as methods that would reliably achieve the needed results.

Seeing these failures time and time again was what inspired creation of the triangle. The companies making the most progress focused on quality as defined by the customer, used and understood data, processes, and variation, and built cooperation rather than competition. They were expanding markets, delighting more customers, streamlining their systems, sharply reducing wasted efforts, and increasing revenue while reducing costs.

Here is an example that illustrates some key points about this triangle.

Herb and Ricardo were senior managers in a company that creates and produces specialty chemical products for its customers. One day, Herb asked Ricardo what he thought the key selling features were for the company's products.

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Ricardo said promptly, "Our products are a cut above the competition and we're doing a better job than we used to at shortening the delivery cycle. When a customer calls, we've got a great group of people who really know their stuff answering the phones, and the shipment almost always goes out that same week."

"So you'd say we've got a high-quality product, friendly, competent service, and reliable delivery, right?"

"Yeah. I don't think anyone could argue with that."

"Don't be too sure," said Herb. "I just got the results of the market survey we commissioned a few months ago. Apparently our customer rated us behind two main competitors in area like 'friendliness of service' and 'reliability'. What would you say to that?"

"I don't believe it," replied Ricardo. "I talked to several customers just this week who raved about how great our technical service people are. And I know that our lab tests on reliability show we lead all competitor's products. I don't get it."

If you were these managers, what would you do? Would you have another survey done to see if the results of this one were wrong? Would you talk to your technical staff and tell them they'd better shape up and start being friendlier to customers? Would you set out to improve reliability?

Herb and Ricardo realized that perhaps they didn't really understand how their customers defined quality. So they had their technical support and product development staff go out with the salespeople to talk with customers face-to-face, gathering data that reflected customers' attitudes. They soon came to understand that their customers' definition of quality weren't the same as their own.

Many customers even had fundamentally different views of basic industry terms such as "reliability". The company defined it as the length of time a product could be used without failure under standard operating conditions. Many customers interpreted it as having a product work no matter what the environmental conditions were. Still others thought of reliability as having phone calls returned promptly from technical support staff. Only a small fraction of customers interpreted reliability the same way the company did. In short, any time and money spent improving "reliability" using the company's definition would have been largely wasted because few of their customers would have noticed.

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By arming themselves with an understanding of its customers' perceptions, this company was able to make improvements in "reliability" that customers noticed and appreciated. This new understanding of customer needs also allowed the sales and technical staff to point out advantages of their products that their customers had previously overlooked. Simply being able to talk the customer's language had immediate benefits: customers began reporting much higher satisfaction with the service received from both the sales and technical support staffs.

The results are substantially increased sales and happier customers, with no increase in their costs. That's focusing on the right things in the right way.

The approach used by this company reflects the essential elements of 4th Generation Management:

Quality — This company didn't ignore the survey results or repeat the survey hoping the results would come out differently. Instead, they dealt directly with customers: "Can you tell me a little more about what you mean by 'reliability'? Can you give me an example of a reliability problem you've had? Can you show me how you use our product?" The answers to these questions allowed them to focus on issues that would be noticed by their customers.

Scientific Approach — The employees involved in this effort adopted the mindset that they had to back up their opinions with data. These data led them to understand how important it was for the product to work in a variety of environments. Minor changes in product design accommodated these environments.

All One Team — The managers in this company didn't blame their employees for the survey results. They didn't merely exhort them to "try harder" or "be friendlier". Instead, the employees were involved in the improvement effort, trusted to make intelligent decisions on behalf of the company and its customers.

New Words

micromanagement /ˌmaikrəuˈmænidʒmənt/ n.	微观管理
distort /disˈtɔːt/ vt.	twist out of a natural, usual, or original shape or condition
champion /ˈtʃæmpjən/ n.	a person who fights for, supports strongly, or defends a principle, movement, person, etc.

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essence / 'esns/ n .   the central or most important quality of a thing, which makes it what it is

obsession /əb'seʃən/ n .   a fixed idea from which the mind cannot be freed
domain / də'mein/ n .   a subject of activity, interest, or knowledge
win-win / 'win-'win/ n .   win all the time
win-lose / 'win-lu:z/ n .   sometimes win, sometimes lose
stakeholder/ 'steik,həuldə/ n . a person chosen to hold the money given by opponents in a race, bet, etc., and give it all to the winner

shareholder / 'ʃɛə,həuldə/ n .   an owner of 1 or more shares in a business
interdependent /,intə:di'pendənt/ a .   depending on each other; necessary to each other
interdependence n .

initiative /i'niʃiətiv/ n .   the active part in taking the first steps in any undertaking

workplace / 'wə:kpleis/ n .   a place where one does his work; workshop
mediocre / 'mi:diəukə/ a .   of not very good or bad quality or ability, usually not good enough 平庸的

perceptible / pə'septəbl/ a .   that can be perceived; noticeable
surge /sə:dʒ/ n .   a forward rolling movement, of or like a wave
rhetoric / 'retərik/ n .   the art of speaking or writing so as to persuade people effectively 修辞学

presume /pri'zju:m/ vt .   take (something) as true or as a fact without direct proof but with some feeling or being certain; suppose

streamline / 'stri:mlain/ vt .   make (a business, organization, etc.) more simple but more effective in working 使（事业，组织等）简化而更有效率

specialty / 'speʃəlti/ n .   a particularly fine or best product 名品，特产
commission /kə'miʃən/ vt .   give special powers or certain duties to a person or group of people

rave /reiv/ vi .   talk wildly as if mad
mindset /'maid'set/ n .   frame of mind
accommodate /ə'kɔmədeit/ vt .   bring (something) into agreement with something else

exhort /ig'zɔ:t/ vt .   urge or advise strongly (someone) to do something

Phrases and Expressions

care about	be worried, anxious, or concerned
in the eye of	in the opinion of; in someone's opinion
a cut above	better; of higher quality or rank 高人一筹的
go beyond to	make great efforts to
shape up	develop; make progress
set out	begin a course of action

Notes

1. work (their way): to get (through) by working or effort
2. the customer is ♯1: 顾客至上，顾客第一
3. specialty chemical products: "chemical products" is in apposition to "specialty"
4. know one's stuff: be good at what one is concerned in; be competent or well informed, especially in a particular field; be knowledgeable
5. I don't get it : I don't believe what you said
6. talk the customer's language: 与顾客有共同的语言

Exercises

Practice 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 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 many 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) __.

Practice Ⅱ. Translate the following Chinese phrases into English:

1. 微观管理
2. 令顾客满意
3. 了解差异
4. 顾客至上
5. 精简机构
6. 降低成本
7. 高级管理人员
8. 交货周期
9. 市场调查
10. 技术服务人员
11. 标准操作条件
12. 明智的决定

Practice Ⅲ. Answer the following questions:

1. What is the fundamental difference between the 4th Generation management and the other three generations?
2. In the Joiner Triangle, what is the most important element?
3. Who defines quality, the customer or the employer?
4. Why many management initiatives have failed in the workplace?
5. What can we learn from the example mentioned in this passage?
6. Some definitions of "reliability" are mentioned in the passage. What are they?
7. What are the essential elements of 4th Generation Management?

Practice Ⅳ. Topic for Discussion:

Compare the 4th Generation Management with the first three generations of management.

Auxiliary Text (1):
The First Three Generations

Years ago, I visited the headquarters and largest facility of a major midwestern corporation. Everywhere I went, the people told me how great this company was, how well they were doing, and how they were getting better every year. Having worked with companies that were making real progress, I could see this company[1] wasn't as good as it thought it was. Where they saw improvement, I saw inefficiency. Where they saw gains, I saw a lack of real interest and concern for customers. Where they saw effective action, I saw managers unintentionally making matters worse. But I couldn't convince them they were in trouble. All they could see was that they were improving, getting better year in and year out.

At the time, I didn't know what to say to this company's managers to help them see they were in trouble. After all, they could point to at least some gains in many aspects of their operations. It wasn't until later that I figured out how I might have gotten through to them. The realization struck[2] me that the important question was not "Are you improving?" — the important question was "Are you improving fast enough?"

Take Company A in the Figure 1 – 2. It started out ahead and its performance improved year after year. But what did it get for its efforts? It fell further and further behind.
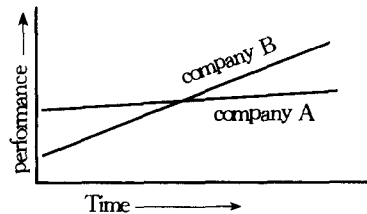
Figure 1 – 2   Getting Better Faster

How can that happen? How can you fall further and further behind while getting better and better? Answer: By having someone else get better faster, like Company B in the figure. How do the Company Bs of the world pass by the Company As? The key ingredients are in learning about customer needs and translating those needs into high-quality products and services that flourish in the marketplace.

Think of the many industries you know where this has happened, where companies you

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1   this company: this corporation

2   strike: come suddenly to the mind of

once thought of as world leaders are now struggling. Automobiles, consumer electronics, steel, machine tools, computers, hotels, packaged foods, cameras. There is a long list when you start looking at it; companies in lots of industries have been in the position of Company A.

Many managers realize the importance of this chart: if they don't find ways to get better faster at things that count[1], they'll soon be outstripped by companies that do. How are we going to do that? How are we going to get faster and faster, year after year?

Let's begin by taking a quick look at three previously best-known ways to get work done.

1st Generation: Management by Doing — This is the first, simplest, more primitive approach: Just do it yourself. We still use it. "I'll take care of that, Frank." It's an effective way to get something done, but its capacity is limited.

2nd Generation: Management by Directing — People found that they could expand their capacity by telling others exactly what to do and how to do it: a master craftsman giving detailed directions to apprentices. This approach allows an expert to leverage his or her time by getting others to do some of the work, and it maintains strict compliance to the expert's standards.

3rd Generation: Management by Results — People get sick and tired of your telling them every detail of how to do their jobs and say, "Just tell me what you want by when, and leave it up to me to figure out how to do it. So you say, "OK. Reduce inventories by 20% this year. I'll reward you or punish you based on how well you do. Good luck."

All three of these approaches can be found in any organization today. Sometimes appropriately. Often not. There are times when we should do the work ourselves, 1st Generation Management. There are other times when new or inexperienced employees need close supervision and detailed direction. Are managers using these strategies because they are appropriate? Because they think these approaches are effective? . . . or because they don't know a better way?

And what about 3rd Generation Management: Management by Results? Doesn't it make a lot of sense to tell people what you want from them, then let them figure out how to do it? Surely this is better than treating employees like apprentices, telling them in detail exactly what they should do.

Third Generation Management sounds logical. It's an approach that is widely taught and used today, and it may be appropriate for objectives that have little interaction with other parts of the organization. But it also has serious, largely unrecognized flaws and inefficiencies that we can no longer afford. For example, we all want better figures: higher sales, lower costs, faster cycle times, lower absenteeism, lower inventory. There are three ways to

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1   that count: that have value, force, or importance