

魏国富 卜爱萍 主编

# *Management English*

# 管理学英语



 复旦大学出版社

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**Management English**

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# 前 言

21 世纪的中国市场是一个充满活力、竞争力和面向世界开放的市场。随着市场经济的迅速发展,我国的企业都面临激烈竞争的全球化市场的挑战。企业如何提高竞争力,如何在市场白热化竞争的形势下做到运筹帷幄,决胜千里,其成败关键是企业亟须大批拥有广博的专业知识、懂得市场运行规律、掌握必要的管理技能、具有决策能力、创新意识和开拓精神的管理人才,而为企业培养这类专业管理人才则是我国管理教育组织义不容辞的责任。

为了探寻国内外的优秀管理教育理念、方法,更好地培养面向全球市场竞争、具备全球经营头脑的管理者,我们编写了这本《管理学英语》。本书作者从科学管理、培养人才、重视发展等多方面着手,对成功企业必备的要素做了全面的阐述,旨在:帮助企业把握市场的发展脉搏;拓展市场经营的思路;提高市场竞争的能力;适应市场的快速变化,使其能高效、有序地走向成功。《管理学英语》的编写特点如下:

1. 较为详细地介绍了世界管理学史上具有影响力的代表人物及他们的杰出理论,如科学管理之父弗雷德里克·温斯洛·泰勒;近代管理理论之父亨利·法约尔和现代管理之父彼得·德鲁克等。此外,还介绍了一些对管理学作出贡献的著名人物,如乔治·埃尔顿·梅奥;F·J·罗特利斯伯格;哈罗德·孔茨等以及国际跨国公司的 CEO 和他们的企业等。

2. 较为全面地介绍了管理的定义及其主要功能,如规划、组织、人事安排、领导和控制以及这五方面的管理基本功能在企业运作及市场经营过程中各自所发挥的作用等。

3. 为使学生及企业管理者在学习管理理论、方法及措施时能够提高兴趣和增加视觉效果,《管理学英语》在介绍世界管理学泰斗和企业时配置了相关的图片。通过图文并茂使学习者对管理学巨匠、企业的标识及他们的产品有进一步的感性认识,从而激发他们的学习积极性。

4. 《管理学英语》一书共有 10 个单元,每个单元为 3 篇课文且都围绕着一个主题。书中每个单元的 Text A 和 Text B 的开头均列有课文阅读前的问题,通过对这些问题的讨论和回答可以帮助学习者更好地抓住文章的要点。Text A 和 Text B 后均有较为详尽的注解,同时根据课文内容配有适量的词汇练习、句子、段落的翻译和是非题等,帮助学习者达到扎实有效地掌握所学知识的目的。为了能

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够进一步加强学生的英语阅读能力、表达能力和自学能力,Text C 以学生自学为主,配以课文后的阅读理解练习,学习者的自学能力和管理专业英语水平将在一定程度上得到提升。

5.《管理学英语》书后附有练习答案,词汇表和惯用词组与表达两个附录。此外,本书还配有一张多媒体光盘课件,这不仅能发挥学习者的主观能动性,而且还可以满足课堂教学演示的需要,使教与学的形式更加生动活泼。

本教材在编写过程中,得到了上海大学管理学院领导的诸多支持以及上海大学外国语学院同仁们的合作,同时也得到了复旦大学出版社倪琴芬编审及其他编辑们的热心帮助,在此一并致谢。

魏国富 卜爱萍  
2010年2月于上海大学

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# Contents

<b>Unit 1</b>	<b>Precursors in Management Theory</b>	<b>1</b>
	Text A: The Origin of Management	2
	Exercises of Text A	10
	Text B: Father of Modern Management Theory	15
	Exercises of Text B	23
	Text C: The Guru of the Gurus	26
	Exercises of Text C	28
<b>Unit 2</b>	<b>Significance of Management</b>	<b>31</b>
	Text A: What is Management?	32
	Exercises of Text A	40
	Text B: The Principles of Management	45
	Exercises of Text B	52
	Text C: The Strategic Management	54
	Exercises of Text C	60
<b>Unit 3</b>	<b>The First Function of Management</b>	<b>63</b>
	Text A: Planning	64
	Exercises of Text A	72
	Text B: Strategic Planning	77
	Exercises of Text B	85
	Text C: Strategy Formulation and Implementation	88
	Exercises of Text C	91
<b>Unit 4</b>	<b>Organizational Design and Culture</b>	<b>93</b>
	Text A: A Formal or Informal Organization	94
	Exercises of Text A	104
	Text B: Organizing	109
	Exercises of Text B	118
	Text C: Functions and Effects of Organizational Culture	120
	Exercises of Text C	124

<b>Unit 5 The Strategic Role of HRM</b>	127
Text A: Staffing	128
Exercises of Text A	136
Text B: Strategic Human Resource Management	141
Exercises of Text B	151
Text C: Global Human Resource Management	154
Exercises of Text C	159
<b>Unit 6 Leading and Directing</b>	161
Text A: Leading	162
Exercises of Text A	171
Text B: Directing	176
Exercises of Text B	184
Text C: Authority and Power	186
Exercises of Text C	190
<b>Unit 7 The Importance of Management Control</b>	193
Text A: Control	194
Exercises of Text A	203
Text B: Controlling Performance	208
Exercises of Text B	215
Text C: The Control Process	217
Exercises of Text C	222
<b>Unit 8 Organizational Behavior and Managerial Challenges</b>	223
Text A: Organizational Behavior	224
Exercises of Text A	235
Text B: The Key Role of Organizational Culture	239
Exercises of Text B	250
Text C: Maslow's Need Hierarchy	253
Exercises of Text C	257
<b>Unit 9 The Benefits of a Strategic Approach to Managing</b>	259
Text A: Strategic Management	260
Exercises of Text A	270
Text B: Developing a Strategic Vision	275
Exercises of Text B	285
Text C: Strategies for Competing in Globalizing Markets	287

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Exercises of Text C .....	292
<b>Unit 10 Global Marketing Management .....</b>	<b>295</b>
Text A: Why Study Global Marketing? .....	296
Exercises of Text A .....	306
Text B: Definition of Global Marketing Management .....	311
Exercises of Text B .....	323
Text C: Global Marketing Strategies .....	325
Exercises of Text C .....	330



# *Unit 1*

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## **Precursors in Management Theory**

**Text A**

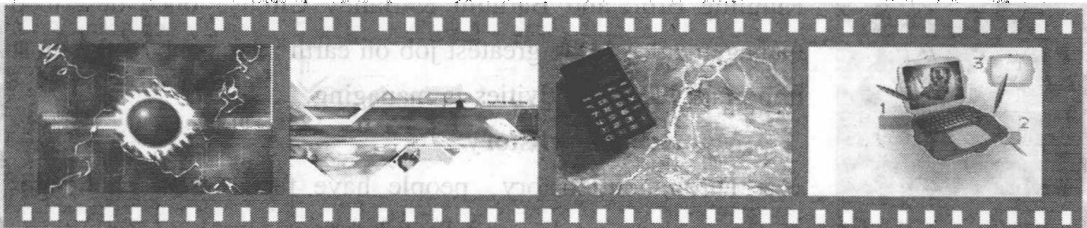
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**Text B**

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**Text C**

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## Text A

### **Pre-reading Task**

**Read the following questions first, which will help you understand the text below better, and then answer the questions after reading the text carefully.**

1. Why did Kenneth Feld consider management as “the greatest job on earth”?
2. How can work be done most efficiently according to your opinion based on management knowledge?
3. What is the real meaning of the phrase — “management theory jungle”?
4. Why is Frederick Winslow Taylor regarded as the Father of Scientific Management?
5. What is the main idea of Taylor’s famous book, *The Principles of Scientific Management*?

### **The Origin of Management**

Dating back to the ancient times, we may discover that the basic principles of management had their beginnings in the birth of civilization, when people first began to live in groups and first sought to improve their lot in life. Ever since people began



forming groups to accomplish aims they could not achieve as individuals, managing has been essential to ensure the coordination of individual efforts. Kenneth Feld, president of Ringling Bro. and Barnum & Bailey Circus, once described management as “the greatest job on earth”, for one of the most important human activities is managing.

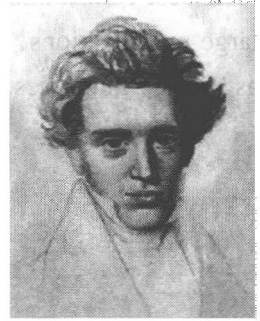
#### **Management History**

Throughout history, people have faced great challenges and have set themselves far-reaching goals, and therefore have combined intuition, experience, and trial-and-error methods to meet these challenges and accomplish the

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goals. The experience and ideas of yesterday's managers form the foundation for today's principles of management. By understanding the challenges they faced and the ideas they used to meet, we may be better able to meet present challenges. The learning process is continuous. As the philosopher Søren Kierkegaard wrote, "Life can only be understood backwards, but it must be lived for forwards."

As Kierkegaard's statement suggests, the knowledge that we apply to current problems is derived from the solutions to yesterday's problems and challenges. With the emergence of assembly line techniques, mass production was developed to allow a goal (high output) to be achieved using less time, money, and labor. It was an innovation that has been applied by countless managers and organizations since then. People who have managed organizations have been concerned with



increasing productivity, improving performance, and learning new and better ways to accomplish objectives. Management practice and research have been aimed at improving managers' ability to perform better in all three areas of responsibility: technical, administrative, and institutional.

Historically, the first set of issues dealt with by practitioners and management writers was productivity: how to accomplish tasks or work more rapidly and efficiently. Much of the effort focused on helping managers perform their technical responsibilities. Though modern managers have much more sophisticated tools for production, they all still share the same concern: How can work be done most efficiently?

Then the second set of issues laid emphases on how the whole organization, rather than each individual, could become more productive. There are two parallel developments here. Some researchers put stress on improving an organization's performance by finding more effective ways to divide work among people and units and better ways to coordinate these efforts. That is, they focused on the way the organization itself was structured. Other researchers felt an organization's performance could be improved if its employees were more motivated to do their work. Thus, researchers tried to determine how feelings and attitudes affected the performance of the work force. Researchers and writers began to study organizational structure and behavioral issues, which were and are particularly important to the managers with administrative responsibilities.

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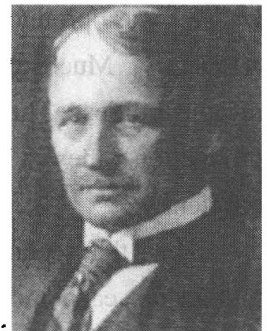
And the third set of issues is broader and concerns guiding and directing the whole organization and managing it as a system that is influenced by its environment. These are institutional issues. Modern managers must give equal thought to the purpose of the organization and its relationship to society. Nowadays managers are charged with the responsibility of taking action that will enable individuals to make their best contributions to the group objectives. Management thus applies to small and large organizations, to profit and not-for-profit enterprises, to manufacturing as well as service industries.



By understanding how managers have solved problems and accomplished major feats throughout history, many different contributions of researcher and practitioners have resulted in different approaches to management, and these make up a “management theory jungle.” And the different patterns of the management analysis and what can be done to untangle the jungle. In addition, we will highlight Frederick Taylor’s scientific management, Henri Fayol’s modern operational management theory, and Elton Mayo and F. J. Roethlisberger’s Hawthorne studies.

### **Father of Scientific Management**

Frederick Winslow Taylor, the father of scientific management, was born on March 20, 1865, into an upper class liberal Philadelphia family. At the age of 25, Taylor earned an engineering degree at the Stevens Institute of Technology in New Jersey while holding a full time job. To date, no one has broken that record.



Taylor’s work was taking place in a time period when there was much industrial change happening after the Civil War. National industries grew out of local trades — steel, glass, textiles, and shoes and what were small factories became large plants. Owners of capital became wealthier with mass production, and workers received little for their efforts. Problems included carelessness, safety, inefficiencies, and soldiering on the job. Taylor sought to get past the futile incentive bonuses that management thought would remedy the problems. He believed that incentive wages were no solution unless they were combined with efficient tasks that were carefully planned and easily learned. He proposed that management should work cooperatively in a supportive role. Taylor

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seemed to have some definite ideas about work and how it should be studied, organized, and rewarded, but he also knew something about the organizational change.

Taylor believed that the secret of productivity was finding the right challenge for each person, and then paying him well for increased output. At the Midvale Steel Company, he used time studies to set daily production quotas, and finally introduced piece work in the factory. His goal was to find the most efficient way to perform specific tasks. He closely watched how work was done and would then measure the quantity produced.

Incentives would be paid to those reaching their daily goal. Those who didn't reach their goal would get the differential rate, a much lower pay. Taylor doubled productivity using time study, systematic controls and tools, functional foremanship, and his new wage scheme.

At age thirty-seven, Frederick became a consulting engineer. As he attached great importance to cost cutting methods, at the Simonds Roller Bearing Company he successfully increased productivity while improving speed and accuracy. Taylor's critics said he was too harsh because his innovative plan caused people to lose their jobs, referring to his replacing of 120 workers with only 35 at Simonds. In practice, Taylor "took a harsh, often ruthless approach" to chopping heads rather than saving jobs. He believed that unions wouldn't be necessary if workers were paid their individual worth.

As a consultant, Frederick's most important client was Bethlehem Iron Company, later known as Bethlehem Steel Company. In 1901, he and another Stevens graduate made Bethlehem "the world's most modern factory and potentially a prototype for manufacturers and engineers in other industries" by installing production planning, differential piece rates, and functional foremanship. Among Taylor's other contributions to Bethlehem in 1901 were a real time analysis of daily output and costs, a modern cost accounting system, reduced yard worker's ranks from 500 to 140, doubled stamping mill production, and lowered cost per ton of materials handled from eight cents to four cents. He successfully implemented cost saving techniques even though he added clerks, teachers, time-study engineers, supervision and staffing support positions. While at Bethlehem, Taylor and Manusel White codeveloped the Taylor-White system for heat treating chrome-tungsten tool steel, which won Frederick international recognition.

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Taylor's famous book, *The Principles of Scientific Management*, was written from transcripts of talks Taylor gave at his estate years and was published in 1911. The fundamental principles that Taylor saw underlying the scientific approach to management are as follows:

- Replacing rules of thumb with science (organized knowledge).
- Obtaining harmony, rather than discord, in group

action.

- Achieving cooperation of human beings, rather than chaotic individualism.
- Working for maximum output, rather than restricted output.
- Developing all workers to the fullest extent possible for their own and their company's highest prosperity.

You will notice that these basic precepts of Taylor's are not far from the fundamental beliefs of the modern managers, and besides, the system he indicated in his book is an actual composite of everything he had learned from trying different things at many companies. Taylor did what he could to fit as much of his thinking to his client's problems and motives for each particular situation. Consultants use this type of process today. He was the first person in history to make a systematic attempt to improve both output and work life in factories.

Taylor's core values are the rule of reason, improved quality, lower costs, higher wages, higher output, labor-management cooperation, experimentation, clear tasks and goals, feedback, training, mutual help and support, stress reduction, and the careful selection and development of people. He was the first to present a systematic study of interactions among job requirements, tools, methods, and human skill to fit people to jobs both psychologically and physically and to let data and facts do the talking rather than prejudice, opinions, or egomania.

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## Word List

- |                                  |                    |
|----------------------------------|--------------------|
| 1. intuition /ˌɪntju(ɪ)'ʃən/ n.  | 直觉, 直觉的知识          |
| 2. emergence /ɪ'mɜ:dʒəns/ n.     | 出现, 发生             |
| 3. innovation /ˌɪnəʊ'veɪʃən/ n.  | 创新, 革新, 改革         |
| 4. practitioner /præk'tɪʃənə/ n. | 从业者, 开业者; 实践者; 从事者 |

5. sophisticated /sə'fɪstɪkətɪd/ <i>adj.</i>	复杂的;完善的;精致的;采用先进技术的
6. motivated /'məʊtɪvətɪd/ <i>adj.</i>	有动机的,由……推动的
7. feat /fi:t/ <i>n.</i>	伟绩;功劳
8. highlight /'haɪlaɪt/ <i>vt.</i>	使显著,强调
9. futile /'fju:təl/ <i>adj.</i>	无用的,无效果的;徒劳的;无益的
10. remedy /'remɪdi/ <i>vt.</i>	补救;纠正
11. cooperatively /kəʊ'pərətɪvli/ <i>adv.</i>	合作地,协作地,共同地
12. supportive /sə'pɔ:tɪv/ <i>adj.</i>	支持的,支援的
13. quota /'kwəʊtə/ <i>n.</i>	配额,限额
14. prototype /'prəʊtətaɪp/ <i>n.</i>	典型;榜样
15. stamping /'stæmpɪŋ/ <i>n.</i>	模锻
16. implement /'ɪmplɪmənt/ <i>vt.</i>	实现;履行,实施,执行
17. transcript /'trænskɪpt/ <i>n.</i>	记录,抄录;誊本,副本
18. discord /'dɪskɔ:d/ <i>n.</i>	分歧;争论;不和;意见不一
19. chaotic /keɪ'ɒtɪk/ <i>adj.</i>	混乱的;无秩序的
20. precept /'pri:sept/ <i>n.</i>	规则;格言
21. composite /'kɒmpəzɪt, -zaɪt/ <i>n.</i>	合成物,复合材料
22. psychologically /ˌpsaɪkə'lɒdʒɪkəli/ <i>adv.</i>	心理上;从心理学的观点
23. physically /'fɪzɪk(ə)li/ <i>adv.</i>	身体上
24. prejudice /'predʒudɪs/ <i>n.</i>	偏见;成见
25. egomania /i:ɡəʊ'memjə, ɪeg-/ <i>n.</i>	极端利己,自大狂

## Phrases and Expressions

1. date back to 回溯到, 远在……(年代)
2. in the birth of 在……的起源时;在……的开始时
3. apply ... to 将……应用于
4. be derived from 从……中获得
5. with the emergence of 随着……的出现
6. concern with 关心, 关注
7. aim at 瞄准, 针对
8. deal with 应付, 对付;处理;安排

- 
9. focus on 集中
  10. lay emphasis on 注重, 着重于
  11. charge with 使承担; 使负责
  12. take action 采取行动
  13. make a contribution to 做出贡献
  14. result in 导致, 终于造成……结果
  15. make up 组成
  16. in addition 另外
  17. to date 到目前为止, 迄今
  18. take place 发生, 举行
  19. be combined with 与……结合着
  20. refer to 涉及; 提到
  21. replace ... with 取代, 以……代替
  22. in practice 实际上
  23. at one's estate years 在成年时期
  24. far from 远离; 远非; 远远没有; 完全不

### Notes to Text A

1. The principles of management 管理原理
2. Ringling 林林家族(美国马戏家族); 查尔斯·林林(1863—1926) 美国马戏团主。
3. Ringling Bro. and Barnum & Bailey Circus 林林兄弟—巴纳姆—贝利马戏团(1907 年)
4. assembly line (工厂产品的) 装配线
5. mass production 大规模生产
6. work force (工厂等在职的) 工人总数, 劳动人口, 劳动力
7. organizational structure and behavioral issues 组织机构和行为问题
8. administrative responsibilities 管理责任
9. management theory jungle 管理理论丛林
10. Frederick Winslow Taylor 泰勒(弗雷德里克·温斯洛·泰勒, 1856—1915), 美国发明家、工程师和效率专家, 他因在工业工程学和管理上的革新而著名, 被称为科学管理之父。
11. Henri Fayol 亨利·法约尔(1841—1925), 欧洲的一位极为杰出的经营管理思想家。



- 
12. Elton Mayo 埃尔顿·梅奥(1880—1949),美国管理学家,原籍澳大利亚,早期的行为科学-人际关系学说的创始人,美国艺术与科学院院士。他出生在澳大利亚的阿得雷德,20岁时在澳大利亚阿得雷德大学取得逻辑学和哲学硕士学位,后赴苏格兰爱丁堡研究精神病理学,对精神上的不正常现象进行分析,从而成为澳大利亚心理疗法的创始人。1922年在洛克菲勒基金会的资助下,埃尔顿·梅奥移居美国,在宾夕法尼亚大学沃顿管理学院任教。期间,埃尔顿·梅奥曾从心理学角度解释产业工人的行为,认为影响因素是多重的,没有一个单独的要素能够起决定性作用,这成为他后来将组织归纳为社会系统的理论基础,但使他闻名于世的还是他对霍桑实验所做的贡献。1926年,他进入哈佛大学工商管理学院专事工业研究,以后一直在哈佛大学工作直到退休。
  13. Hawthorne Studies 霍桑实验,以哈佛大学教授 G·E·梅奥为首的一批学者于1924年至1932年期间在美国芝加哥西方电气公司所属的霍桑工厂进行的一系列实验的总称。
  14. Philadelphia 费城(美国宾夕法尼亚州东南部港市)
  15. Stevens Institute of Technology 史蒂文斯技术学院
  16. New Jersey 新泽西(美国州名)
  17. the Civil War 美国内战,即美国南北战争,从1861年至1865年美国北方联邦与南部联盟之间的战争
  18. time study 测时;工时定额研究[制定]
  19. piece work 计件工作
  20. functional foremanship 职能领班制度
  21. consulting engineer 顾问工程师,咨询工程师
  22. Roller Bearing Company 滚子轴承公司
  23. Bethlehem Steel Company 伯利恒钢铁公司
  24. piece rate 计件工资率
  25. cost accounting system 成本会计制度
  26. cost saving 降低成本,节约费用
  27. *The Principles of Scientific Management* 《科学管理原理》
  28. rule of thumb 单凭经验的方法
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