



普通高等教育“十一五”国家级规划教材  
国际商务系列英语教材



# 国际商务管理 英文版

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# 国际商务管理

英文版

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# 前言

随着新经济时代的到来和全球经济一体化进程的加剧,中国比以往任何时候都更加需要既通晓英语交际,又熟悉国际商务理念和惯例的国际化人才在国际商务一线开展业务。在此背景之下,我们在多年教学研究和实践的基础上,主动实施国际化战略,积极引进英国职业教育国家职业资格证书(NVQ: National Vocational Qualifications)体系中科学的教育理念,在教学实践中实施国际商务与英语教学一体化和教学与评估一体化的教学策略,坚持以学生为主体,以教师为主导,突出教学的过程评估,强调学生职业能力和就业能力的培养。在上述教育思想和理念的指导下,经过编写组的共同努力最终完成《国际商务管理》这本教材的编写,希望能够为我国培养高职层次的国际化商务人才和商务英语专业人才尽自己的绵薄之力。

本教材是新世纪广东省高等教育教学改革工作项目《中英职教商务文秘专业课程改革与实践》的成果之一。该项目由广东省教育厅牵头,与英国文化委员会合作开发,由深圳职业技术学院应用外国语学院负责实施,为中英合作开展的横向国际项目。该系列教材的讲义曾在深圳职业技术学院应用外国语学院学生中试用,经过不断修改和润色,最终完成本教材。

本教材独辟蹊径,以全新的视角诠释和探索国际商务与英语学习一体化的教学思想与规律,既具有国际视野,又具有中国特色,具体表现为以下五大特点:

**1. 指导思想的国际化:**本教材的编写借鉴英国国家职业资格证书(NVQ)教育科学的教学指导思想、先进实用的育人理念、以学生为中心的教学方法、模块化的教学方式、重在过程的多元化教学评价、强调就业能力的素质教育实践,从选材、体例到评价都体现了国际上先进的职业教育理念。

**2. 评价体系的多元化:**本教材率先应用多元化评价体系,教材中配备了操作性强、评估标准明确的“教学评估指导”,要求教学双方实施评估标准、内容、形式、方法、主体、时段多元化。多元化评估有利于客观地评估学生的职业能力和促进学生持续地学习,培养学生良好的自学能力和自我评价能力。

**3. 就业能力的渗透化:**本教材的学习任务和评价设计上充分考虑了高职学生就业能力的培养,在学生活动和评价中培养专业技能的同时潜移默化地培养学生的沟通技能、信

息交流技术( ICT: Information and Communication Technologies)技能、团队合作技能、解决问题的技能等。

**4. 教学设计的互动化:**教材的编写与教学活动设计体现了“教师与学生的互动、课上与课下的互动、学校与社会的互动、学生与网络的互动、学生与学生的互动”。

**5. 实践教学的项目化:**教材每章的最后都提供一个综合性实践项目。该项目是实施“工学结合”的桥梁和媒介,充分体现了“三化”和“四个结合”。即:能力培养的专业化、教学环境企业化、教学内容的职业化。教学培养目标、教学计划与质量评价标准的制定要企业与企业相结合;教学过程要理论学习与实践操作相结合;学生的角色要与企业员工的角色相结合;学习的内容要与职业岗位的内容相结合。项目教学以社会或企业的真实项目为载体,在教师或社会专家的指导下,通过学生的自主学习,在真实的工作环境中完成项目的计划、实施、监控、总结与评价,培养学生的专业知识、业务技能、方法能力、社会能力、职业意识和职业素质,是贯彻“工学结合”的教育理念,开展工学结合实践教学的重要策略和方法。

本教材的编写得到了广东省教育厅高教处的大力支持。深圳职业技术学院学校领导站在我国高职教育创新发展的战略高度从项目的策划到教材的编写都给予具体的指导和帮助。外籍专家 David, Angel 等做了大量英文审校工作。此外,深圳职业技术学院应用外国语学院许多老师参与了教材编写的前期准备和教材试用工作,为本系列教材的编写与出版做出了贡献,谨在此一并表示感谢!

本教材在编写的过程中参考了大量的国内、国外书籍,在此谨对原作者表示真诚的谢意。本教材由张丽莲、杨文明主编,汪文格作副主编。其中第一、三、四、七章由张丽莲编写,第二、八、九章由汪文格编写,第五、六、十章以及其余部分由杨文明编写。张丽莲、杨文明负责本教材的统稿和审定工作。

由于编者水平和经验有限,错误和缺点在所难免,欢迎广大读者批评指正。

编 者

2010年10月

# 使用说明

本教材分为管理基础(Foundations of Management)、商务组织(Business Organizations)、策略管理(Strategic Management)、组织文化(Organizational Culture)、管理沟通(Management Communication)、运营管理(Operations Management)、人力资源管理(Human Resource Management)、财务管理(Financial Management)、营销管理(Marketing Management)、项目管理(Project Management)等10个独立的模块。这些模块从不同的侧面提出了国际商务管理的基本概念、基本原理和实施规范,并为通过案例和综合项目为学生营造了真实的商务环境,为培养学生实用的商务管理与运作能力创造了条件。《国际商务管理》每个单元的编排体例基本一致,具体使用说明如下:

## 1. Learning Targets (学习目标)

单元标题下的方框内容即为本单元的学习目标,每单元开始前首先明确这些目标,要求学生做到有的放矢,知道自己学习的方向和目标。

## 2. Chapter Contents (章节目录)

章节目录主要列举该章每一节的主要内容,便于学生学习之前和复习时能够从宏观上了解本章节的主要内容,为学生的学习提供便捷的学习路径。

## 3. Lead-in Case (导入案例)

每个单元的学习都是从“导入案例”开始的,旨在通过简明的案例激活学生已有的相关知识,通过案例分析帮助学生发现问题、分析问题,并了解本单元学习的重要性。

## 4. Knowledge Assessment (知识评价)

该部分主要是考察学生学习本节后所掌握的与本节主题相关的显性知识和隐性知识,旨在帮助学生开展复习和自我评价,从而更好地理解 and 掌握相关知识。

## 5. Performance Assessment (能力表现评价)

该部分要求学生通过行动在仿真或真实的商务环境中培养和展示自己所获得的能力。教师、社会专家或者同学可以参照相应的能力评价标准对学生做出能力评价。学生也可以自己参照评价标准首先进行自评,再确定达到标准后,再请他人进行评价。这样既可以培养学生的调研能力、策划能力、自主学习能力,还可以培养学生的自我评价能力。

## 6. Case Study (案例分析)

本部分旨在通过案例给学生提出一个或几个与本单元主题相关的综合性问题,要求学生运用本单元所学的知识、技能等综合分析相关问题,培养学生运用创造性思维和批判思维分析问题、解决问题的能力。

## 7. Integrated Project (综合项目)

本部分提供一个与单元主题直接相关的综合性项目,要求学生在真实的商务环境中开展真实的项目组织、策划、实施、总结和评价。综合项目是工学结合的媒介和桥梁,是实现学校到社会,学校到职业发展的结合点,有利于培养学生的就业能力、职业意识、专业知识、业务技能、核心技能和隐性知识。

## 8. Assessment Evidence (评价证据)

本部分列举出在学习本章的过程中学生需要积累的能够展示学生所获得的知识、技能和职业能力的评价证据,便于学生在学习每一部分之前预先做好学习计划,在学习的过程中能够有目的地采集到客观、充分、有效的评价证据,以充分展示自己的职业能力。

## 9. Business Terms (商务术语)

该部分按字母顺序列举出本单元主要的商务术语,旨在帮助学生自学相关的术语,解决在学习过程中遇到的词汇难题,提高学生的自主学习能力和学习效率。

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# Chapter 1

## Foundations of Management



### Learning Targets

*After learning this chapter, you should be able to:*

- Define management and describe its purpose in organizations
- Determine the major functions of management
- Describe the roles of managers and the basic skills managers need
- Explain the different historical approaches of management theories
- Describe how different management approaches have contributed to modern management theory and practice
- Evaluate a small business owner's management skills and propose a future course of action for the firm



### Chapter Contents

#### **Part I** Defining Management

- Management: Process, Efficiency and Effectiveness
- Organizations and Resources

#### **Part II** The Essence of Management

- The Functions of Management
- Management Roles
- Management Skills
- Management in Different Situations

#### **Part III** The Development of Management Thoughts

- Scientific Management
- Quantitative Approach to Management
- Integration of Management Theories
- Administrative Management
- Behavioral Approach



## Lead-in Case

### Shelly's Homemade Pies

Shelly learned how to make pies from her mother and grandmother and she made a variety of them well. The pies were always praised and never lasted long enough to cool off. When Shelly graduated from university with a business administration degree, she decided to take some big risks and enter the world of business by making and marketing specialty pies. With limited experience, she learned to plan, organize, and control the business.

Shelly converted one of the machine sheds on her family's farm into a small pie factory and bought an old oven and a second-hand food processor. She started the business with a few part-time employees. Her conservative business plan for Homemade Pies was to sell them initially through local supermarkets and selected family restaurants. This required communicating with customers about the quality of the product. The image of the company was soon established due to several reasons: the pies were made using natural ingredients, they were "homemade", and there were a unique variety of flavors available.

In the first six months, the company made 100 pies per day at a gross profit margin of \$1.70 for each pie. The reception to the pies was extraordinary: Restaurants began to produce table promotional pieces featuring the local pies, and production could not keep up with demand. Local magazines and newspapers approached Shelly for interviews and recipes for these "hot" pies.

Shelly began to expand the operations by borrowing from the bank. The staff increased from 3 part-time to 4 full-time employees. All the employees were loyal friends. The sales increased from 100 to 400 pies per day and profits soared to \$18,000 per month. The key to success for the Homemade Pies was Shelly's close supervision, the strong support and motivation of her employees, a profit-sharing plan that stimulates productivity and innovation for new recipes/flavors of pies, and keen business sense. Her employees began to feel they were part owners of the business.

Currently demand has again grown beyond supply and Shelly is faced with several options. She can expand present facilities and add more staff. She can lease or purchase new facilities; with higher production and lower distribution costs, the gross margin could be increased. A national frozen pie company has suggested a joint alliance to make pies for national supermarket chains under her name, recipes, and guidance, and she would not have to continue to manage production. A breakfast chain has also proposed a joint venture for production and marketing of her pies under a licensing arrangement that would give her a percentage of each pie sold with minimal involvement on her part.

### Warm-up Questions

1. What contribute to the success of Shelly's Homemade Pies?
2. Imagine you were Shelly for one day. What decisions would you have to make and how would you deal with the management activities at her company?
3. What challenges does Shelly face? What is your recommendation for the future of Homemade Pies?

Every day, millions of people go to work and perform some sort of managerial job. However, not everyone is successful. Likewise, many companies are made prosperous by good management, while thousands of others become bankrupt as a result of poor management. Then, what is management? And more importantly, what is good management?

This chapter describes the essence of management and outlines the development of management theory. It recognizes the similarities as well as the differences across organizations. Some of the similarities include: all managers make decisions about the use of organizational resources to reach organizational goals; engage in the same basic activities of planning, organizing, leading and controlling; and act in the same general roles for their organizations. On the other hand, the specific tasks of managers can vary greatly due to differences such as company size and the nature of the industry to which the organization belongs. Aiming to help you understand today's management theory and practice, this chapter also demonstrates a knowledge of management history and many contemporary management concepts and shows how they have evolved to reflect the changing needs of organizations and society as a whole.

## Part I Defining Management

### *1.1 Management: Process, Efficiency and Effectiveness*

**Management** refers to the process of coordinating work activities so that they are completed efficiently and effectively with and through other people. Let us look at this definition more closely.

The **process** represents the ongoing functions or primary activities engaged in by managers. These functions are typically called planning, organizing, leading and controlling. We will elaborate on these functions and the process of management in Part II—The Essence of Management.

**Efficiency** is a vital part of management. It describes the relationship between inputs and outputs. If you can get more output from the given inputs, you have increased efficiency. Similarly, if you can get the same output from less input, you have increased efficiency. Because managers deal with scarce input resources—mainly people, money and equipment—they are concerned with the efficient use of these resources. Management, therefore, is interested in minimizing resource costs. From this perspective, efficiency is often referred to as “doing things right”—that is, not wasting resources.

However, it is not enough simply to be efficient. Management is also concerned with completing activities so that organizational goals are attained; that is, management is concerned with **effectiveness**. When managers achieve their organisation’s goals, we say they are effective. Effectiveness is often described as “doing the right things”—that is, those work activities that will help the organization reach its goals. While efficiency is concerned with the means of getting things done, effectiveness is concerned with the ends, or the attainment of organizational goals (see **Figure 1.1**).

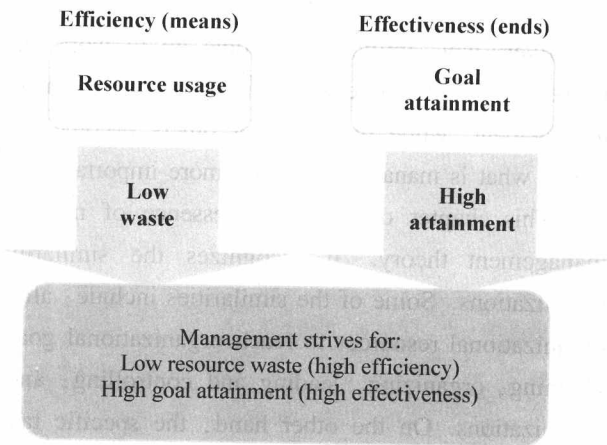


Figure 1.1 Efficiency and Effectiveness in Management

Efficiency and effectiveness are related. It is easier to be effective if one ignores efficiency. For instance, Lenovo could produce expensive personal computers with significantly enhanced top-of-the-line computing features if it disregarded labor and material input cost. In other words, they could get their jobs done but at a very high cost.

At the other extreme, organizations can be efficient but not effective. In other words, they may do the wrong things well! For instance, many universities have become highly efficient in processing students. By using computer-assisted learning and Internet-based course material, long-distance learning classes and large lecture classes, administrators have significantly cut the cost of educating each student. Yet students, alumni and companies have questioned whether students are being educated properly.

Of course, in successful organizations, high efficiency and high effectiveness typically go hand in hand. Poor management is most often due to both inefficiency and ineffectiveness or to effectiveness achieved through inefficiency. Management is therefore concerned not only with getting activities completed and meeting organizational goals (effectiveness) but also

with doing so as efficiently as possible.

## *1.2 Organizations and Resources*

Although it may seem that management activities are quite diverse, they share some common characteristics. First, all management activities occur within the context of an organization. Second, managers are in charge of the organization's resources and of using these resources to help the organization reach its objectives.

**Organizations** are groups of individuals who work together to achieve the goals or objectives that are important to these individuals. For example, the BULL is an organization that tries to win basketball games; the organization known as White Swan provides hotel accommodation to customers; the insurance company Ping'an of China provides insurance services to people. All of these organizations have managers who are essential to their success. **Managers** are individuals who make decisions about the use of the organization's resources.

**Resources** include people, equipment, finances, and the data used by the organization to reach its objectives. How well a manager coordinates the firm's activities and uses its resources determines not only how well the organization accomplishes its objectives but also how he or she will be judged in terms of job performance.

### **Knowledge Assessment**

1. What's Management?
2. Define efficiency and effectiveness and explain why they are important to management.
3. Explain how efficiency and effectiveness are related.

## **Part II The Essence of Management**

As mentioned above, all organizations have managers (although some of them may not be called "manager") to carry out its management activities. Thus it might be easier to understand management by looking at what managers do. However, it is not an easy task to describe exactly what managers do because, just as no two organizations are exactly alike, no



two managers' jobs are exactly alike. Nevertheless, management researchers have developed some specific categories to describe what managers do. In this section, we are going to look at the manager's job in terms of functions, roles, skills and situational analysis.

## 2.1 The Functions of Management

When managers do their jobs, they are performing the management functions. These management activities can be classified into four major functions: planning, organizing, leading, and controlling (see **Figure 1.2**). Although they usually occur simultaneously in management activities, we will discuss them separately.

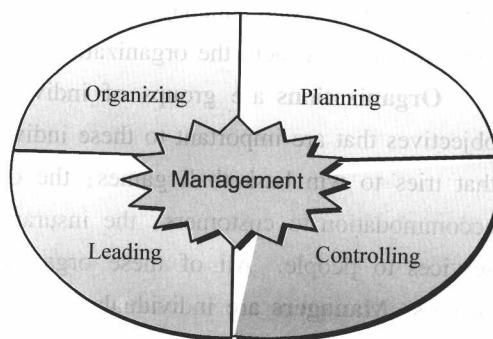


Figure 1.2 Basic Functions of Management

### 2.1.1 Planning

**Planning** involves determining what the organization will specifically accomplish and deciding how to accomplish these goals. The object of planning is to use the resources at the manager's command to ensure that the organization's goals are met. For example, the manager of the BULL basketball team plans which opposing team to play next and which players to use in the line-up to win the game. At White Swan, managers plan ahead by anticipating the next week's demand for hotel rooms, which can be affected by weather and holidays, and then plan a work schedule for employees, examine supplies of food and rooms to try to meet that demand.

### 2.1.2 Organizing

**Organizing** refers to the activities involved in designing jobs for employees, grouping these jobs together into departments, and developing working relationships within and between organizational units to ensure management plans are carried out. Some organizational activities occur frequently while others are periodic. For example, developing work teams and staffing for special projects can happen very often in most organizations, but a change in organizational structure will be undertaken only when something suggests a structural change is needed.

Guangdong University of Foreign Studies (GDUFS) undertook a reorganization and a restructuring, which led to a change in the arrangement of its schools, departments, and