



教育部推荐教材

普通高等教育“十一五”国家级规划教材


大学专业英语系列教材

管理学专业 英语教程

(第三版·上)

主编 邱东林 王安宇 何雁 张雪波



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《管理类专业英语教程》第一版与第二版相隔八年，第二版与第三版相隔四年，这说明形势发展之快。

这次再版有以下几个特点：

一、内容合理。本书分上、下两册，上册主要涉及工商管理专业的基本理论、概念及实践，下册以管理科学与工程专业为主要内容。每册由原先的12个单元改为10个单元。每单元仍有两篇阅读材料，它们在内容上相互关联，没有主辅之分。

在内容选择方面，我们关注管理学科当前的主要领域，并结合教育部高等学校本科专业目录，力求反映管理实践理论的新问题。

二、重点突出。本教程的重点还是在语言层次上，而不是在专业内容上，因此我们并不强调管理专业内容的完整性和系统性，在语言上我们强调对学生综合能力的培养，强调语言和专业的结合。此次修订我们增加了“英语口语”这一栏目，从“功能”和“情景”这两个方面来加强学生的口语表达能力。同时适当地增加了练习量，主要还是考查学生掌握主旨大意的能力。

三、便于使用。每篇阅读材料都配有词汇（超出《大学英语课程教学要求》中的“一般要求”）、注释以及练习。附录里有每一课的中文译文以及练习答案，便于教学及自学。

在使用本教程时，我们建议采取以下做法：（1）由教师用英语讲解课文内容，留一定时间让学生讨论或辩论。（2）学生自学，教师给予适当检查。（3）练习由学生在课外完成，教师认真批改，并在课堂上进行适当点评。

囿于时间紧，疏漏难免，望各位不吝赐教。

作者

2011年12月

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Unit One

★ Text (1)

Modern Management Movement (1)

The “modern management movement” continues to evolve by integrating theories. The approaches to modern management include the process approach, the systems approach, the **contingency**¹ approach, the strategic management approach, the Japanese style management approach, and the excellence approach. It is a **synergistic**² product. The classical, behavioral and quantitative movements, along with systems and contingency management theory, become integrated to form the framework of the modern management movement.

The Process Approach

In 1961, *Koontz* published an article in which he concluded that there existed a “management jungle theory”. *Koontz* believed that each identified management approach offered something to management theory. He argued that the human resources and the quantitative approaches were tools rather than management approaches. He then demonstrated that a process approach could **encompass**³ the variances.

According to *Koontz*, the process approach, originally proposed by *Fayol*, views management as a process of getting things done through and with individuals who are operating in organized groups. Managers plan, organize, lead and control. This process is a circular loop, with controlling leading back to planning, indicating that it is *continuous*. The management process which has been discussed in many terms is essentially a decisional and informational activity.

1 contingency *n.* sth. that might possibly happen in the future 权变

2 synergistic *a.* (of a substance, agent, or factor) cooperating with or enhancing the effect of another

3 encompass *v.* to include, especially a variety of things

The Systems Approach

The two basic types of systems are closed and open. Closed systems are not influenced by and do not interact with their environment. Open systems recognize and respond to their environment. *Frederick Taylor's* view of people and organizations as machines was essentially a closed system. The closed model includes Taylor's scientific management, Weber's bureaucratic theory, and Gulick's administrative or principles school. As early as the 1930s, Barnard maintained that organizations were open systems and interacted with the environment. The open model includes the human relations school, organizational development, and organizations as a unit in the environment. Both open and closed models are interested in production and efficiency.

The systems approach to management is considered a phenomenon of the mid-1960s, although its beginnings were much earlier. Von Bertalanffy is the best known of the systems theorists. Von Bertalanffy described a "system" which consisted of connected parts joined to form a whole in which the coordinated and combined effect of the subsystems creates synergy. Systems theory describes the behaviour of organizations both internally and externally. Internally, it shows how and why people inside organizations perform their individual and group tasks. Externally, it integrates organizational **transactions**¹ with other organizations and institutions.

The closed model generally deals with routine tasks, task specialization, emphasis on the means, and top down conflict management. Responsibility is tied into class specification, and loyalty is to a subunit or a department. Knowledge is found at the top. Interaction is vertical and closely follows the chain of command. The emphasis is on **obedience**² and following set policies and procedures. Prestige is internalized. The organizational structure is a formal **hierarchy**³. Closed systems are self-contained and do not rely on the environment. Closed systems operate best under stable conditions.

Open models generally deal with non-routine task performance. Specialized knowledge runs throughout the organization. Conflict is resolved among peers. The group as a whole contributes to solutions to problems. Responsibility is to the total organization. The structure is fluid like an **amoeba**⁴ and is informal. Interaction occurs between staff and employees both vertically and horizontally. The goal is on excellence. Prestige is externalized (reputation, knowledge) instead of internalized (rank). Open systems operate under unstable conditions and are not considered self-contained. They rely on the environment for inputs and outputs.

1 transaction *n.* doing and completing a business activity

2 obedience *n.* willingness to do what you have been told by sb. in authority

3 hierarchy *n.* a system in which people or things are arranged according to their importance

4 amoeba *n.* very small simple organism consisting of only one cell, found in water and soil, which changes shape constantly 变形虫

In systems theory, the organization is one of several elements which interact interdependently. The flow of inputs and outputs is the starting-point when describing an organization. In the simplest of terms, the organization takes resources (inputs) from the larger system (environment), processes these resources, and returns them to the environment in changed form (outputs).

The Contingency Approach

Contingency theory is a problem-solving approach which considers all major factors in a situation before making a decision. It has been used in recent years to replace the simplistic principles of management with more integrated ones. Simplistic principles provide insight about management and employees within the organization, but they are often incomplete. Many of the early management principles and organizational theories were assumed to be universal. Through the years, research has shown that there are situations and conditions which support the need for a more integrated approach.

The contingency approach as proposed by organizational theorists such as Lawrence and Lorsch and Schein attempted to implement a variety of concepts from other approaches. They found that the effectiveness of their techniques changed from one situation to another. Organizations and their subsystems proved to be unique. This provided the base for designing and managing organizations individually.

Contingency management stresses the need for **appraisal**¹ and analysis of the entire managerial environment within the organization. The appraisal and analysis are done in order to determine what work features, technology, personnel and organizational designs need to be considered as most fitting for particular circumstances.

There are three principal sets of interrelated assumptions. The first set assumes that agreement exists between organizations and their internal and external environments, and between the management system and its various components. The second set assumes that *there is an appropriate pattern for relationships which exists for all organizations*. The third set centers on the best contingency play. Accordingly, the best management practice is one which examines and fits what and how it is to be done, who is to do it, the impact of what is being done for the organization, and the impact of the organization on what is being done. The contingency approach promotes organizational effectiveness.

(From: Pindur, Wolfgang, Sandra E. Rogers & Pan Suk Kim. The history of management: a global perspective. Journal of Management History, Vol. 1, No. 1, 1995: 59-77.)

¹ appraisal *n.* an act of assessing sth. or sb.

Notes

1. Author(s): Wolfgang Pindur, College of Business and Public Administration, Norfolk, Virginia, USA; Sandra E. Rogers, College of Business and Public Administration, Norfolk, Virginia, USA; Pan Suk Kim, Department of Public Administration, University of Inchon, Inchon, South Korea.
2. Harold Koontz: 哈罗德·孔茨是当代著名的管理学家，是西方管理思想发展史上过程派最重要的代表人物。1935年获得耶鲁大学哲学博士学位，1950年以后担任加利福尼亚大学管理研究院管理学教授，1963年担任美国管理学会主席，1974年获得美国管理促进协会的最高奖——“泰罗金钥匙”。他的《管理原理》已经被译成16种文字，他的《董事会和有效管理》于1968年获得“管理学院学术书籍奖”，并被录入《美国名人录》、《世界名人录》、《金融和实业名人录》。
3. continuous: without a pause or interruption; continual: happening repeatedly, usually in an annoying or inconvenient way
4. Frederick Taylor: 弗雷德里克·泰勒（1856—1915），美国发明家、工程师，以创立科学管理制度泰勒制而被誉为“科学管理之父”，著有《科学管理原理》及论文《论传送带》、《计件工资制》等。
5. there is an appropriate pattern for relationships which exists for all organizations: The relative clause is used to modify the antecedent “pattern”.

翻译技巧

翻译导言

翻译是用一种语言形式将另一种语言形式所表达的内容准确传递出来的语言实践活动。翻译有口头和书面之分，主要在两国语言之间进行，有时候也出现在同一国家不同民族之间的方言转换之间。

翻译是一门艺术，是对原文的再创作。一部原文经过不同译者的阐释，会出现各有千秋的不同译本，这些译本在忠于原文的基础上能体现语言不同的美。但是正是因为翻译无法有统一的标准，而译者有时候会超越原文过多添加自己的理解和阐释，因此产生了翻译过程“美言不信，信言不美”的尴尬境地。

关于翻译的标准，学者们历来就有不同的看法。比较全面且有影响力的标准是清朝翻译家严复1898年提出的。他认为，翻译应该达到“信，达，雅”。译文应该忠于原著，表

达流畅,文字优雅,达到“美”和“信”统一的至高境界。这种主张提出的翻译要求很完备,也很重要。然而,由于文化上的差别以及语言本身的差异,翻译中的“信”和“美”往往不能兼得。当两者无法兼顾时,有些学者追求“形似”,有些则追求文字的美感,在牺牲一些内容忠诚度的基础上,润色文字,以达到渲染气氛、追求语言韵律的目的。

对于翻译的初学者,翻译的标准可以通俗地解释为“忠实通顺”。所谓“忠实”,即能忠于原文含义,不只是停留在字面意思的一字一句刻板的翻译,而是细读原文,了解作者在字里行间所想要表达的意思,组织语言表达出来。而“通顺”指的是在忠于原文内容的基础上,语言表达顺畅,符合本族语的表达习惯。这是个起点要求,如果学习者程度较好,可以在忠实通顺的基础上实现进一步突破,多多揣摩原文和译文,追求更大限度地贴合原文的神韵和风格。

翻译的过程主要有两个方面:第一,吃透原文,准确理解原文的意思。第二,把原文转换成恰当的母语表达。

准确理解原文是翻译的基础。这时候要注意有可能对理解产生影响的一些因素:

首先,文化背景知识有可能对理解原文造成障碍。

比如: I am waiting to see if my boss once again asks me to work overtime; that will be the last straw.

我等等看老板是否再次让我加班,那样我将忍无可忍。

这句话中的 *the last straw*, 直译成中文是“最后一根稻草”,很多同学容易按照字面意思理解为“救命稻草”,造成误译。

再比如,中文有句俗话:三个和尚没水吃。如果不了解我们这句俗语背后的故事,按照字面译成: Three monks don't have water to drink. 那么也会造成翻译失败。这句话英语类似的表达是: Everybody's business is nobody's business.

其次是语言表达习惯对理解的影响。

比如: a bone in one's throat: 难以启齿

a lump in one's throat: 哽咽

goose bump: 鸡皮疙瘩

另外,中英文语言使用者不同的思维习惯对理解也会有影响。

例如: A woman can't be too rich or too thin.

女人越有钱越好,越瘦越好。

They broke up. Mom's the word.

他们分手了,要保密哦。

在理解原文的基础上,用准确有效的语言转换成汉语,则需要译者对汉语的掌握同样到位。不好的表达会使读者读起来感觉非常的生硬。

比如: Darkness released him from his last restraints.

如果直接译成：黑暗把他从最后的束缚中释放了出来。中文读者会觉得比较生硬。如果稍加改变，变成：天黑了，他再也无所顾忌。就更加符合中文的表达习惯。

要做好翻译工作，做好理解原文和流畅表达这两点，要求译者本身具备一定的条件，否则翻译的时候会手忙脚乱，无从入手。

首先就是英语的语言功底要强。一方面词汇量要大，语法功底扎实，另一方面要对英语国家的文化习俗有较深的了解。词汇、语法扎实，可避免译者在翻译过程中频繁查阅词典而不能连贯阅读，打断思维，既耽搁时间，又影响翻译的准确性。这一点可以通过扎实地研读语法书打下牢固基础。平时阅读的时候还要有记笔记的习惯，把陌生的单词和合适的表达摘抄下来，慢慢积累英语知识和语感。可是只是语言文字方面好还不够，优秀的译者还要具备扎实的文化习俗知识，这对理解原著的精神，读懂并学会使用地道的英文表达十分有好处。这要求译者大量阅读英文原著，注意作者表达的细节以及文中隐含的人情世故和文化习惯，提高英文修养的同时，了解异国文化。同时还要注意跟进英文报纸期刊，关注英文表达的最新动态。

其次，译者的汉语功底也要很好。汉语表达能力的好坏在英译汉中会直接影响到读者对作品的评价。对于一个英语句型、一个英文词组，有可能译者了解原作者的意图，却苦于找不到合适的母语来表达，或者翻译出来的作品有严重的翻译腔，为翻译而硬译的痕迹很重，不符合汉语表达的习惯。译者需要有意识地积累自己母语的表达方式，不能想当然地完全凭借已有的汉语底子而不注意主动学习汉语表达方法。因此，下定决心学好汉语也是译者要做好的准备。译者最好能够系统地通过汉语语法教材了解一下汉语语言的特点，同时注意阅读汉语作品和好的译作，看看其他译者是怎么处理一些表达方式的，博采众长。

最后，优秀的译者知识面一定要广。优秀的译者要掌握丰富的百科知识，对各行各业、天文地理的常识有所了解，对各国文化有基础的认识，这样翻译的时候才不会出现技术性错误，闹出笑话。比如要翻译古典名著《红楼梦》，里面的饮食、服饰、室内摆设和人情往来，就是当时社会的缩影。翻译这样的作品，要求译者不得不对当时中国社会方方面面的文化背景都有透彻的了解，才能译得神形兼备，最大限度地保留原文的思想、情感、风格和神韵，这也是每个译者都为之努力的目标。

翻译是带着镣铐跳舞，不像写作可以天马行空自由发挥。翻译受到原文限制，既要忠实，又要表达优美。从这个角度说，翻译并不比原创容易，而正是因为不易，其艺术性也就得到了认可。希望学生在翻译的过程中除了语言知识还能用心体会和感受两种语言交替的韵律和美，懂得翻译这门艺术，并愿意为之努力。

英语口语

ASKING THE WAY

Can you help me? I'm lost.

Excuse me. I'm a stranger here. How can I get to...?

Sorry to trouble you. Is the railroad station in this direction?

Excuse me, do you happen to know the way to...?

Which way is downtown?

Which street do I turn on/at?

Where do I get off?

Tell me, please, where is No. 27 on this street?

How long does it take to walk there?

Is it within walking distance?

Could you show it to me on the map?

What major streets is that between?

Which bus line goes by there?

What is the quickest way to...?

Which train stop is the nearest?

Exercises

I. Multiple choice

1. According to Koontz, quantitative approaches _____.
 - A. contributed to management theory
 - B. were included into a process approach
 - C. offered study tools for management theory
 - D. were a continuous process
2. Frederick Taylor's scientific management indicates the following EXCEPT it _____.
 - A. lacks interaction with environment
 - B. attaches importance to means and efficiency
 - C. involves machines to a large degree
 - D. is applicable under stable conditions

3. The systems approach to management _____.
- A. adopts either open or closed type depending on the environment
 - B. originated as early as the mid-1960s
 - C. often outdoes other approaches
 - D. calls for coordination and combination of the connected parts
4. Which of the following can be attributed uniquely to the open model of system?
- A. Vertical and horizontal interdependency of organizations.
 - B. High efficiency.
 - C. Recognized prestige.
 - D. Inputs and outputs made by the groups.
5. The contingency approach stresses the fact that _____.
- A. management principles and theories are universal
 - B. an appropriate pattern for relationships exists for all organizations
 - C. organizations and their subsystems need to be appraised
 - D. situations and conditions are varied

II. 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 (固有的) 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 may 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 _____.

- | | | | |
|-----------------------|----------------|------------------|------------------|
| 1. A. decision | B. approach | C. thinking | D. method |
| 2. A. situations | B. world | C. programs | D. science |
| 3. A. term | B. definition | C. word | D. explanation |
| 4. A. on | B. for | C. of | D. with |
| 5. A. maths | B. statistics | C. science | D. methodology |
| 6. A. importance | B. key | C. necessity | D. heart |
| 7. A. in | B. to | C. with | D. by |
| 8. A. when | B. whether | C. in | D. what |
| 9. A. implementation | B. making | C. consideration | D. conclusion |
| 10. A. will | B. does | C. is | D. was |
| 11. A. forms | B. conditions | C. departments | D. levels |
| 12. A. variation | B. meaning | C. usage | D. application |
| 13. A. thoughtful | B. included | C. relevant | D. expected |
| 14. A. science | B. management | C. it | D. organization |
| 15. A. systems | B. hypotheses | C. concepts | D. structures |
| 16. A. considerations | B. evaluations | C. imaginations | D. courses |
| 17. A. setting | B. providing | C. trying | D. experimenting |
| 18. A. model | B. chance | C. method | D. system |
| 19. A. establish | B. evaluate | C. confirm | D. abolish |
| 20. A. plans | B. money | C. decisions | D. model |

III. Translate the following into Chinese.

With their physical limitations constantly dramatized by the power and speed of other animals, humans have long sought to develop tools that exploit the strengths they do have and to overcome their weaknesses. In contrast, our intellectual capabilities have been so clearly superior