普通高等教育“十一五”国家级规划教材

高等院校工商管理类教材系列

战略管理

第二版

英汉双语

STRATEGIC MANAGEMENT

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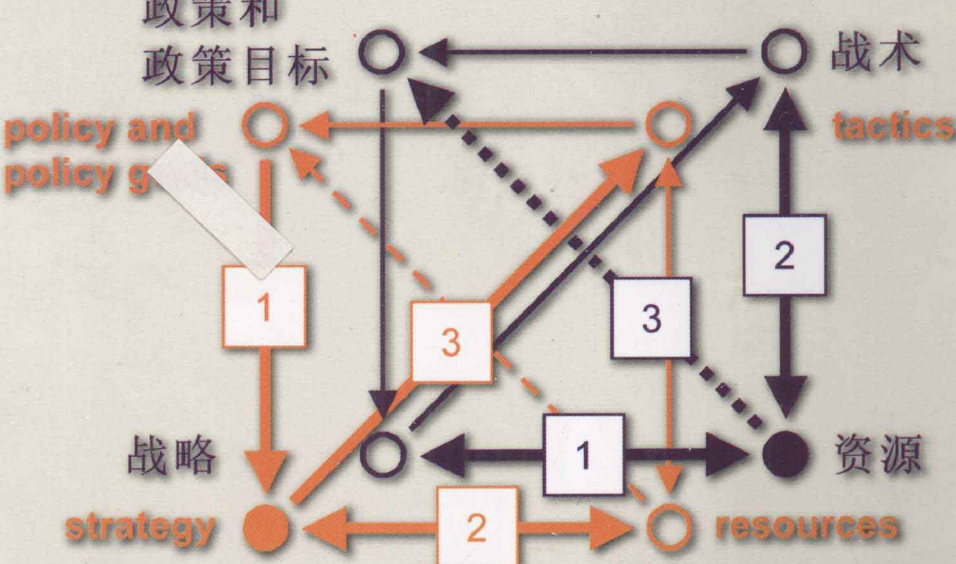

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Strategic Management

English – Chinese bilingual
second edition

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内 容 简 介

本书的目的在于向学生、教师、经理人和执行官全面介绍战略管理的概念和原理，并详细讨论了这些概念和原理的实际应用。

本书的编写建立在作者丰富的战略管理知识和教学经验的基础上，作者拥有在美国和中国（2001 年起）讲授本科、MBA 和执行官课程的广泛经验，并且曾经在 40 多个国家的企业中担任高级执行官和战略顾问。

本书采用双语结构，英文和中文版本被分别做成两个完整独立的部分。它适合本科、MBA 和执行官等的课程讲授，亦可作为教师、经理人和执行官的参考书籍使用。

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Preface to the second edition

The purpose of this book is to provide students, teachers, managers, and executives with a comprehensive text on the concepts and principles of strategic management – and to provide a detailed discussion of the practical application of these concepts and principles.

To better achieve the book's purpose, I have made several substantive changes in the second edition. These include changes in the book's content, structure, and formatting.

These changes have been based on my use of the first edition – and on feedback I have received from students, teachers, managers, and executives.

1. Content

The changes in the content include the addition of a unit on corporate social responsibility, and the removal of the units on international business strategy (which belong in a separate book).

The most extensive content changes, however, relate to the presentation of concepts and principles in the text. In most of my courses, I require each student, before each class, to email me a question related to the assigned reading from the book. These questions provide the basis for my in-class teaching. They also provide valuable data concerning the degree to which students have understood the concepts and principles contained in the reading.

This data has allowed me to identify problematic parts of the text. In the second edition, I have addressed these problem areas by simplifying, clarifying, and/or expanding the discussion of a concept or principle; by explaining the meanings of an increased number of technical terms in the text, in footnotes, or through the use of cross-referencing; by improving the choice and use of company examples when explaining a concept or principle; and, in some cases, by deleting esoteric material.

2. Structure

A decision facing all teachers relates to ordering: where to begin, and in what order to present the material being studied. My use of the first edition during the past seven years has allowed me to experiment with teaching the units (and parts of units) in different order combinations, to observe how these changes have influenced the reading-related questions from students, and to observe differences in student motivation, learning, and retention.

Based on the results of this process, I have combined some units and divided others; moved the 'design and decision factors' closer to the front of the book, changed the ordering of some units that discuss strategic elements, and developed the second edition's three-part structure.

Also, changes have been made to the book's bilingual structure. In the second edition, the English and Chinese language texts are presented as two complete and separate books.

3. Formatting

And finally, I have made changes in the formatting of the text. These changes include the extensive use of headings (and the use of three levels of subheadings), the use of short paragraphs, the increased use of vertical lists, the use of page headers that facilitate moving between the two language texts, the extensive use of footnotes and cross-referencing (and the continuous numbering of footnotes in each unit, so that the footnote numbers are the same in both language texts), and the separation of company examples from the presentation of concepts and principles.

These changes will make the book more user friendly – when used as a textbook by students and teachers, and when used as a reference book by managers and executives.

Warnock Davies

March 2011

Zilu said, "If you, Master, were given command of the combined armies, who would you want to go along?"

The Master replied, "The person who would wrestle a tiger bare-handed or march across the Yellow River, and who would go to his death without regret – this person I would not take along. It would have to be someone who would approach any situation with trepidation, and who would be fond of planning with an eye to success." [1]

1 Ames, Roger T., and Henry Rosemont. 1998. *The analects of Confucius: A philosophical translation.* New York: Balletine Books. 112 – 113.

Contents

Part 1 Understanding strategy

Section 1 The PSRT framework

Section 2 Design and decision factors

Part 2 Strategic elements

Section 1 Core elements

Section 2 Marketing elements

Section 3 Manufacturing elements