



*English*

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*For*

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*Management*

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# 管理英语教程

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南开大学出版社

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# 管理英语教程

## English for Management

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## 前 言

虽然从事了十几年的专业英语教学，但当我在南开大学攻读管理学博士时，还是用了一段时间才克服了阅读管理学原版教材的畏难情绪。这主要有两个原因，首先是管理学专业词汇和重点概念庞杂，使读者难于准确把握其内涵；其次是原版教材都自成体系，视角各不相同，各家之言都有精妙闪光之处，这两个原因使读者需耗费相当多的时间和精力才能体会阅读原版文献的乐趣，但在此之前，许多学习者已望而却步了。

几位在高校教授管理学专业英语的教师尽管也都兼有英语本科学历和管理学硕士或博士学位，但大都与我有同样的体会。于是，我们希望编写一部遵从外语教学的规律和特点，适合于我国大学本科使用，具有系统理论框架、语言简捷的管理学专业英语教材。我们的共同心愿是：使这部教材成为读者迈向英文原版教材的桥梁。

在编写过程中，我们努力使本教材具有以下特点：

一、以管理职能为主线，涵盖现代管理学发展的思想，系统阐述管理学的理论框架。本教程共分 21 个单元，依据其内容特点又分为五个部分：第 1 部分为管理基本原理；第 2 部分为计划职能；第 3 部分为组织职能；第 4 部分为领导职能；第 5 部分为控制职能。

二、为读者扫清语言的“拦路虎”。本教程共包括 500 余管理学常用专业词汇，并为 200 多个管理学专业术语和重要概念予以准确注释。

三、突出管理学的实践性。本教程每章之后都有与课文内容密切相关的案例，方便教师开展课堂讨论。

四、提高读者的英语阅读水平。本教程每章都附有判断对错题，以帮助读者检测对课文内容的理解。

本教程可供各类大专院校中的企业管理、经济管理、财务管理、人力资源管理、营销管理和金融管理的高年级本科生作为教材使用，也可供管理类各专业硕士研究生作为专业教材使用。此外，也可作为从事企业管理的各界人士掌握管理学知识，提高专业语言技能的自学教材使用。

本书编者认为，专业英语的教学和学习应达到以下目的：（1）掌握本专业词汇和专业术语；（2）提高和丰富学生的专业知识水平；（3）提高阅读速度和理解水平。

本教程在编写过程中得到了南开大学出版社的大力支持，南开大学美籍专家 Cynthia Brown 审校了本书的英文部分，作者对他们表示衷心的感谢。此外，为方便广大同行，本书附有教师参考书，请授课教师与南开大学出版社或与本人直接联系：<fgaojy@eyou.com>。

由于时间紧迫，加之我们的水平有限，书中错误、遗漏在所难免，敬请各位广大读者批评指正。

编著者  
2005年7月

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# **Part One    Foundation**

- **Unit1    Management and Managers**
- **Unit2    Evolution of Management**
- **Unit3    Management and the External  
              Environment**
- **Unit4    Management and Social  
              Responsibility**



# **Unit 1 Management and Managers**

## **I. Definition of Management**

The term management refers to the process of getting things done, effectively and efficiently, through and with other people. The term process represents the primary activities managers perform. Efficiency<sup>1</sup> means doing the task correctly and refers to the relationship between inputs and outputs. For instance, you have increased efficiency if you get more output for a given input. Since managers deal with input resources that are scarce, they are concerned with the efficient use of those resources. Management, therefore, is concerned with minimizing resource costs. Although efficiency is important, it is not enough simply to be efficiency. Management is also concerned with effectiveness. Effectiveness means doing the right task. In an organization, that translates into goal attainment.

Although efficiency and effectiveness are different terms, they are interrelated. For instance, it is easier to be effective if one ignores efficiency. For example, some government agencies have been attacked on the ground that they are effective but extremely inefficient. That is, they

accomplish their goals but do so at a very high cost. Can organizations be efficient and yet not effective? Yes, by doing the wrong things well. Therefore, good management is concerned with both attaining goals (effectiveness) and doing so as efficiently as possible.

## II. The Functions of Management

**Figure 1-1 Management Process Activities**



Source: Stephen p. Robbins & David A. DeCenzo (2001), *Fundamentals of Management* (3<sup>rd</sup> edition)

The management has four basic functions: planning, organizing, leading,

and controlling<sup>2</sup>. Although we still look at each process as an independent task, managers must be able to perform all four activities simultaneously and realize that each has an effect on the others (see Figure 1-1).

Planning encompasses defining an organization's goals, establishing an overall strategy for achieving those goals, and developing a comprehensive of plans to integrate and coordinate activities. Setting goals keeps the work to be done in its proper focus and helps organizational members keep their attention on what is most important.

Organizing includes determining what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom, and where decisions are to be made.

Leading includes motivating employees, directing the activities of others, selecting the most effective communication channel, and resolving conflicts among members.

The final activity managers perform is controlling. After the goals are set, the plans formulated, the structural arrangements determined, and the people hired, trained, and motivated, something may still go amiss. To ensure that things are going as they should, a manager must monitor the organization's performance. Actual performance must be compared with the previously set goals. If there are any significant deviations, it is the manager's responsibility to get the organization back on track. This method of monitoring, comparing, and correcting is the controlling process.

### **III. Organization and Level of Managers**

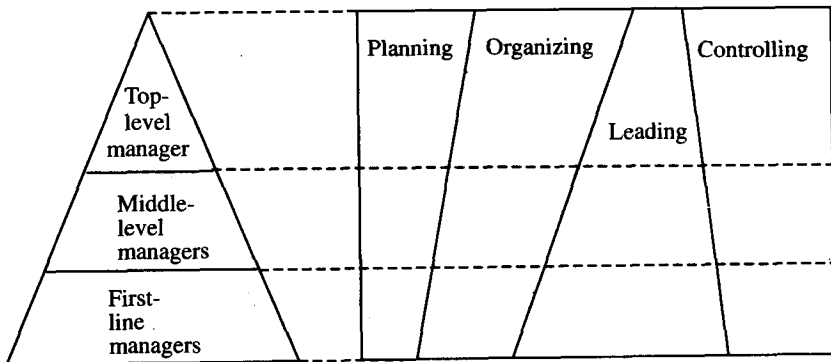
#### **1. What is an organization?**

Managers work in organization. Therefore, we must clarify what we mean by the term organization. An organization is a systematic arrangement of people brought together to accomplish some specific

purpose. All organizations have three common characteristics. First, the distinct purpose of an organization is typically expressed in terms of a goal or set of goals. For example, Xerox<sup>3</sup> CEO Rick Thoman expects the company to achieve “double-digit revenue growth.” Second, People must perform a variety of activities to make the goal a reality. Third, all organizations develop a systematic structure that defines and limits the behaviors of its members. Developing structure may include creating rules and regulations, forming work team or writing job descriptions<sup>4</sup>. The term organization, therefore, refers to an entity that has a distinct purpose, members, and a systematic structure.

## 2. Levels of managers

**Figure 1-2 Time Spent in Carrying Out Managerial Functions**



Source: Thomas A. Mahoney, “The jobs of management”, *Industrial Relations*(1965)

Organizational members can be divided into two categories: operatives and managers. Operatives are people who work directly on a job and have no responsibility for overseeing the work of others. In contrast, managers direct the activities of other people in the organization.



Customarily classified as top, middle, first-line managers (supervisors), these individuals supervise both operative employees and lower-level managers (see Figure 1-2).

First-line managers are usually supervisors<sup>5</sup>. They are responsible for directing the day-to-day activities of employees. In a college, for example, the department dean would be a first-line manager overseeing the activities of the departmental faculty. Middle managers represent levels of management between the first-line manager and top management. These individuals manage other managers and are responsible for translating the goals set by top management into specific details that lower-level managers can perform. Typical titles for middle managers are district manager or division manager. Top managers are responsible for making decisions about the direction of the organization and establishing policies that affect all organizational members. Typical titles for top managers are president, and CEO.

All managers carry out managerial functions<sup>6</sup>. However, the time spent for each function may differ. Figure 1-2 shows an approximation of the relative time spent for each function. Thus, top-level managers spend more time on planning and organizing than do lower-level managers. Leading, on the other hand, takes a great deal of time for first-line managers. The difference in time spent on controlling varies only slightly for managers at various levels.

#### **IV. Skills for Managers**

Even though we recognize that all managers, regardless of level and organization size, perform the four basic activities of management to some degree, a more crucial question becomes, "What are the critical skills that are related to managerial competence?" In the 1970s, management