Selected
Readings
In Management

管理学原著选读

(第二版)

毛蕴诗 编

管理学原著选读

Selected Readings in Management

(第二版)

毛蕴诗 编



大 连

C 毛蕴诗 2005

图书在版编目 (CIP) 数据

管理学原著选读/毛蕴诗编.—2版.—大连:东北财经大 学出版社, 2005.2

ISBN 7 - 81084 - 564 - 0

Ⅰ. 管… Ⅱ. 毛… Ⅲ. 管理学 - 高等学校 - 教学参考资 料 IV. C93

中国版本图书馆 CIP 数据核字 (2005) 第 002034 号

东北财经大学出版社出版 (大连市黑石礁尖山街 217号 邮政编码 116025)

总编室: (0411) 84710523 营销部: (0411) 84710711 网 址: http://www.dufep.cn 读者信箱: dufep @ vip. sina. com

大连海事大学印刷厂印刷

东北财经大学出版社发行

幅面尺寸: 186mm×230mm 字数: 260 千字 印张: 15 1/2 印数: 6001-9000 册 2005年2月第2版

2005年2月第3次印刷

责任编辑: 孙晓梅 责任校对: 孙 平 刘贤恩 孟 鑫 封面设计: 冀贵收 版式设计: 刘瑞东

第一版出版者的话

现代管理思想主要是在20世纪发展起来的,泰勒《科学管理原理》一书的出版,标志着人类告别经验管理,进入科学管理时代。20世纪40年代以后,管理学得到迅速发展,许多管理理论应运而生,并纷纷亮出自己的旗号。按照孔茨的说法,可以称为管理学派的理论从60年代的6个增加到80年代的11个,而且出现了各学派融合的趋势,可能在将来形成一种统一的、更为有用的管理理论。

为全面介绍现代管理思想, 培养读者阅读和翻译管理学英文论著的能力, 中山大学管理学教授、博士生导师毛蕴诗先生在多年管理学专业英语课教学实 践的基础上,广泛听取学生、教师的意见和建议,特意编写了这本《管理学 原著选读》。书中内容涉及现代管理理论的主要方面,课文精选自目前正在 美、英等国大学中使用的 5 本管理学著作: (1) 詹姆斯・斯托奈 (James A. Stoner) 的《管理学 (Management)》; (2) 米歇尔・H. 梅斯康 (Michael H. Mescon)、米歇尔・阿尔伯特 (Michael Albert)、富兰克林・克赫道里 (Franklin Khedouri) 的《管理学 (Management)》; (3) 哈罗德・孔茨 (Harold Koontz)、西里尔・奥唐奈 (Cyril O'Donnan)、海茵茨・韦里奇 (Heinz Weihrich) 的《管理学精要 (Essentials of Management)》; (4) 威廉・H. 纽曼 (William H. Newman)、E. 柯伯・沃伦 (E. Kirby Warren) 的《管理过程 (The Process of Management)》; (5) C. S. 杜威罗尔 (C. S. Deverell) 的《商 务管理 (Business Administration and Management)》。全书课文按管理的概念、 管理的职能、管理学派展开, 共分8个部分, 精读课文6个部分共23课。考 虑到不同学校师资和读者情况的不同,以及自学的需要,本书在内容和编排上 还做了一些灵活的安排:有一些泛读课文:精读课文各部分的第1课附有参考 译文;还安排了10篇英汉对照阅读材料,1篇参考资料。

本书适用于高等院校管理学科各专业,包括管理科学与工程类、工商管理 类、公共管理类、农业经济管理类等,可作为 MBA、研究生和高年级本科生 的专业英语课教材,也可作为这些专业的教师、管理人员的参考书、自学和进 修读物。管理学专业英语课教材的建设起步时间还不长,我们衷心希望通过本 书的出版得到各方面的具体意见,不断改进工作,为我国现代化管理事业及人 才培养做出贡献。

第二版编写说明

《管理学原著选读》出版以来,已经印刷过两次,在许多学校使用。这本书定位于培养本科生、研究生,以及现今流行的"国际 MBA"学员的专业英语能力。事实上,即使是研究生毕业了,具备独立翻译管理专业文献能力的也是寥寥无几。这并非夸大其词。首先,一些大学至今仍未开设专业英语课程,于是学生就得不到应有的训练。其次,即使是开设了这一课程的学校,也未必有合格的师资。最后,市面上的专业英语教材也是寥寥无几,更不必说合格的教材了。本书的出版和再版,就是希望能在管理专业英语教材的建设上尽一点力。

为此,在东北财经大学出版社和编辑孙晓梅的支持下,编者对本书作了增删,形成第二版。第二版增补了 13 课正文,所选原文来自 Stephen P. Robbins, David A. Decenzo 的 Fundamentals of Management (Third Edition)。这本《管理学原理》是近年来最为畅销的管理学名著,被世界各地上千所大学选为教材。增选这些课文也有助于读者了解管理学理论与实践方面的进展。

在第二版中,删去了第一版中的阅读练习 (Reading Exercise), 以便使这本书更能体现精读的目标。

博士研究生刘阳春协助编者对增选课文的难句(Notes)作了语法分析,陈莹在本书的修订中作了大量资料整理工作、特此致谢。

中山大学管理学院 中山大学企业与市场研究中心 毛蘊诗 2005 年 2 月

CONTENTS

PART I THE CONCEPT OF MANAGEMENT 管理的概念

Lesson One
DEFINING MANAGEMENT
管理的定义
Lesson Two
WHAT MANAGERS DO
经理的工作
Lesson Three
THE PROCESS OF MANAGEMENT
管理过程 ······ 1
Lesson Four
MANAGEMENT COMPETENCIES
管理能力 ······ 13
Lesson Five
A GLOBAL MARKETPLACE
一个全球化的市场 22
PART II PLANS AND PLANNING
计划和计划工作
Lesson Six
WAYS OF CLASSIFYING PLANS AND PLANNING
划分计划与计划工作的方式 26
Lesson Seven
TYPES OF PLANS
计划的种类 32
Lesson Eight
THE FOUR BASIC STEPS IN PLANNING (1)
计划工作的四个基本步骤 (1) 44

Lesson Nine
THE FOUR BASIC STEPS IN PLANNING (2)
计划工作的四个基本步骤 (2)
Lesson Ten
WHAT ARE SOME CRITICISMS OF FORMAL PLANNING
对正式计划的批评有哪些 56
Lesson Eleven
SUSTAINING A COMPETITIVE ADVANTAGE
保持竞争优势
PART III ORGANIZING
组织工作
Lesson Twelve
THE MEANING AND IMPORTANCE OF ORGANIZING
组织工作的意义和重要性62
Lesson Thirteen
STRATEGY AND ORGANIZATIONAL STRUCTURE
战略与组织的结构69
Lesson Fourteen
DEPARTMENTALIZATION (1)
部门划分 (1) 73
Lesson Fifteen
DEPARTMENTALIZATION (2)
部门划分 (2) 77
Lesson Sixteen
HOW DO AUTHORITY AND POWER DIFFER
职权与权力如何不同
Lesson Seventeen
WHY IS THERE MOVEMENT TOWARD A
BOUNDARYLESS ORGANIZATION
为什么组织趋于无边界化 91
Lesson Eighteen
WHAT ARE SOME TECHNIQUES FOR REDUCING RESISTANCE TO
ORGANIZATIONAL CHANGE

减少反对组织变革阻力的方法有哪些 9
PART IV LEADING
领导工作
Lesson Nineteen
EARLY VIEWS OF MOTIVATION IN ORGANIZATION 组织中早期的激励观点 ····································
组织中平规的激励观点 ····································
INDIVIDUAL CHARACTERISTICS OF MOTIVATION
IN ORGANIZATION
组织中激励的个人特点····································
Lesson Twenty-one
OVERVIEW OF LEADERSHIP THEORY
领导理论综述····································
Lesson Twenty-two
LEADERSHIP STYLES (1)
Lesson Twenty-three
LEADERSHIP STYLES (2)
领导风格 (2) ···································
Lesson Twenty-four
HOW DO NORMS AND CONFORMITY AFFECT GROUP BEHAVIOR
规范和顺从如何影响团体行为······131
Lesson Twenty-five
CHARACTERISTICS OF HIGH-PERFORMANCE WORK TEAMS
高绩效工作团队的特征
Lesson Twenty-six
WHAT IS THE KEY TO MOTIVATING A DIVERSE WORKFORCE
激励多样化员工队伍的关键是什么
Lesson Twenty-seven
WHAT IS CONFLICT MANAGEMENT
什么是冲突管理

PART V CONTROLLING 控制工作

Lesson Twenty-eight
THE MEANING OF CONTROL
控制的意义
Lesson Twenty-nine
DESIGN OF THE CONTROL PROCESS (1)
控制过程的设计(1)
Lesson Thirty
DESIGN OF THE CONTROL PROCESS (2)
控制过程的设计(2)160
Lesson Thirty-one
CONTINGENCY FACTORS OF CONTROL
影响控制的权变因素 167
Lesson Thirty-two
IS CLOSE GOOD ENOUGH
工作已经完美无缺可以告一段落了吗 170
PART VI MANAGEMENT SCHOOLS
管理学派
Lesson Thirty-three
THE BEHAVIORAL SCHOOL: THE ORGANIZATION
IS PEOPLE (1)
行为学派:组织就是人(1)
Lesson Thirty-four
THE BEHAVIORAL SCHOOL: THE ORGANIZATION
IS PEOPLE (2)
行为学派:组织就是人(2)184
Lesson Thirty-five
THE QUANTITATIVE SCHOOL: OPERATIONS
RESEARCH AND MANAGEMENT SCIENCE
数量学派:运筹学和管理科学

Lesson Thirty-six ATTEMPTS TO INTEGRATE THE SCHOOLS 统一各管理学派的努力·················190	0
PART VII COMPARATIVE READINGS 英汉对照阅读	
阅读材料 1	
The Linkage of Planning and Controlling	
计划与控制的联系	7
阅读材料2	
Functional Departmentation	
按职能划分部门199	9
阅读材料3	
The Informal Organization	
非正式组织	1
阅读材料 4	
Motivation Is a Complex Area	
激励是一个复杂的问题 203	3
阅读材料 5	
Staff and the Small Business	
参谋与小型企业 205	5
阅读材料 6	
Techniques of Future-directed Control	
面向未来的控制方法 208	3
阅读材料 7	
Real-time Information and Control	
实时信息和控制 210)
阅读材料 8	
Negative Consequences	
消极的后果 214	ļ
阅读材料 9	
Administrative Man	
管理人的模式 216	į

	材料 10 nagement by Objectives	
	示管理····································	218
	PART Ⅷ 译文参考资料	
再讹	仑管理理论的丛林·······	221

PART I THE CONCEPT OF MANAGEMENT

管理的概念

Lesson One

DEFINING MANAGEMENT 管理的定义

Like many areas of study that involve people, management is difficult to define. In fact, no definition of management has been universally accepted. One popular definition is by Mary Parker Follett. Management, she says, is "the art of getting things done through people". This definition calls attention to the fact that managers achieve their goals by arranging for others to perform whatever tasks may be necessary, not by performing the tasks themselves.

We will use a somewhat more elaborate definition to begin our discussion in this chapter, because we will want to call attention to other important aspects of managing:

Management is the process of planning, organizing, leading and controlling the efforts of organizational members and the use of other organizational resources in order to achieve stated organizational goals.

The reader will notice that we have used the word "process" rather than "art" in defining management. To say that management is an art implies that it is a personal aptitude or skill. A process, on the other hand, is nothing more than a systematic way of doing things. All managers, regardless of their particular aptitudes or skills, engage in certain interrelated activities in order to achieve their desired goals.

We have called these management activities planning, organizing, leading and controlling. (Others have expanded this list, but for the sake of convenience we will use just these four activities.) Planning means that managers think their actions through in advance. Their actions are usually based on some methods, plans, or logic, rather than on a hunch. Organizing means that managers coordinate the human and material resources of the organization. The strength of an organization lies in its ability to marshal many resources to attain a goal. Obviously, the more integrated and

coordinated the work of an organization, the more effective it will be. Achieving this coordination is part of the manager's job.

Leading means that managers direct and influence subordinates. They do not act alone, but get others to perform essential tasks. Nor do they simply give orders. By establishing the proper atmosphere they help their subordinates do their best. Controlling means that managers attempt to assure that the organization is moving toward its goals. If some part of their organization is on the wrong track, managers try to find out it and set things right.

Our definition also indicates that managers use all the resources of the organization—its finances, equipments, and information as well as its people—in attaining their goals. While people are any organization's most important resource, managers would be limiting themselves if they did not also rely on the other organizational resources available to them. For example, a manager who wishes to increase sales might try not only to motivate the sales force but also to increase the advertising budget.

Finally our definition says that management involves achieving the organization's "stated goals". This means that managers of any organization—a hospital, a university, the Internal Revenue Service, or the Washington Redskins—try to attain specific ends. These ends will, of course, vary with each organization. The stated goal of a hospital might be to provide comprehensive medical care to a community. The stated goal of a university might be to give students a well-rounded education in a congenial environment. Whatever the stated goals of a particular organization, management is the process by which the goals are achieved.

Technical Words

management['mænidsmənt]n. 管理,经营,管理部门,资方define[di'fain]vt. 解释,给……下定义art [ɑ:t]n. 技艺,技术,技能;艺术goal[gəul]n. 目的,目标perform [pə'fɔ:m]vt. 执行,完成,表演elaborate[i'læbərit]adj. 精心制作的,详尽阐述的definition[defi'nifən]n. 定义,解说,明确性,界定aspect['æspekt]n. (问题、事物的)方面,面貌

control[kən'traul]vt. 控制,支配,抑制,管理 resource [ri'so:s] n. 资源,物力,财力 aptitude ['æptitju:d] n. 能力,才能 skill[skil]n. 技能,技艺,技巧 manager['mæniʤə]n. 经理,管理人员 engage[in'geick]vt. &vi. 从事于,参加 list[list]n. 表, 目录, 名单 hunch[hantf]n. 预感 coordinate [kəu'ɔ:dinit] vi. 协调 marshal ['mq:[əl] vt. 调度,安排,排列 integrate['intigreit] vt. 结合,并入,综合,一体化 effective[i'fektiv]adi. 有效的.实际的 coordination [kəuˌɔːdi'neiʃən] n. 协调,协作,配合 direct[di'rekt;dai'rekt]vt. 指导,指挥,对准某一目标 subordinate [sə'bɔ:dineit] n. 下属. 下级职员 establish[is'tæblif]vt. 建立,制定,开业,固定 track[træk]n. 路线 finance [fai'næns] n. 资金,财政,金融 information [infə'mei [ən] n. 信息,情报,报告 motivate['moutiveit] vt. 激励,诱导,促动 sale[seil]n.销售,销售额 advertise['ædvətaiz;'ædvəitaiz] vt. 做广告,登广告 budget[backit]n. 预算. 预算案 revenue ['revinju:] n. 收入,税收,收益 comprehensive[kompri'hensiv]adj. 综合的,全面的 community [kə'mju:niti] n. 社会,团体,公众 congenial [kən'ʤi:njəl] adj. 相宜的,同类的

Idioms and Expressions

arrange for 安排
sales force 销售人员,销售队伍
nothing more than 不过是
advertising budget 广告预算

engage in 从事,参加
Internal Revenue Service 国内税收总署
for the sake of 为……起见
Washington Redskins 华盛顿—足球队的名字
in advance 在前面,预先
rely on 利用,依靠
well-rounded 经过周密计划的,丰满的

Notes

1. This definition calls attention to the fact that managers achieve their goals by arranging for others to perform whatever tasks may be necessary, not by performing the tasks themselves.

本句翻译要注意:(1)从 that 开始到全句末是 fact 的同位语从句;(2)在同位语从句中, whatever tasks may be necessary 是动词不定式 to perform 的宾语从句;(3) by arranging for…与 not by performing…在句中是同等成分。

全句译为:这一定义强调,经理是通过安排他人从事任何必需的工作来实现 其目标,而不是靠自己从事这些工作来实现目标的。

2. While people are any organization's most important resource, managers would be limiting themselves if they did not also rely on the other organizatoinal resources available to them.

本句为主从复合句。从句为"while…";主句"managers…"为一虚拟语句。available to them,指"他们可得到的"。

全句译为:虽然人是任何组织的最重要资源,但是,如果经理不同时利用其他的组织资源,就会使自己受到限制。

Reference Translation

管理的定义

像许多涉及人的研究领域一样,要给管理下定义是困难的。事实上,还没有公认的管理的定义。玛丽·帕克·福尔特提出了一个常见的定义。她说,管理是"通过人来完成工作的技艺"。这个定义强调,经理是通过安排他人从事任何必需的工作来实现其目标,而不是靠自己从事这些工作来实现目标的。

为了强调管理的其他重要方面,我们采用一个稍微详尽的定义开始本章的 讨论:

管理是对组织成员的努力和其他的组织资源的使用进行计划、组织、领导和控制,以实现既定的组织目标的过程。

读者会注意到,我们是用"过程"而不是"技艺"来给管理下定义的。说管理是一种技艺,意味着它是个人的能力或技能。另一方面,过程不过是做工作的系统方法。所有的经理,无论其特殊能力或技能如何,为了达到其所期望的目标,都要从事某些相互联系的活动。

我们把这些管理活动称为计划、组织、领导和控制(另一些人提出了更多的管理活动,但是,为了方便起见,我们将只考虑这四种活动)。计划意味着经理事先从头到尾地考虑其行动。他们的行动往往是建立在某种方法、计划或条理性之上,而不是建立在某种预感之上。组织意味着经理对组织的人力和物力资源进行协调工作。组织的力量在于调动许多资源来实现目标的能力。显然,组织的工作越是统一和协调,组织就越有效。达到这种协调是经理工作的一部分。领导意味着经理指导和影响下级。他们不是靠自己,而是使其他人来执行必要的任务。经理也不能简单地下命令。经理通过建立起适合的气氛,帮助下级尽其最大努力。控制意味着经理努力确保组织朝着它的目标前进。如果组织的某个部分出现差错,经理就应努力找出来并正确地处置。

我们的定义也表明,经理使用所有组织资源——它的资金、设备和信息以及它的人员——来实现其目标。虽然人是任何组织最重要的资源,但是,如果经理不同时利用其他的组织资源就会使自己受到限制。例如,试图增加销售量的经理不仅要激励销售人员,而且也要增加广告预算。

最后,我们的定义表明,管理涉及实现组织的"既定目标"。这意味着任何组织——医院、大学、国内税收总署或华盛顿的 Redskins 足球队的管理人员——都试图实现特定的目标。当然,这些目标会因组织不同而不同。医院的既定目标可能是为社会提供综合的医疗保健;大学的既定目标可能是在相宜的环境里,为学生提供经过周密计划的教育。无论某个特定组织的目标是什么,管理都是实现目标的过程。

Lesson Two

WHAT MANAGERS DO 经理的工作

Our working definition describes the manager as an organizational planner, organizer, leader, and controller. Actually, every manager from the program director of a college club to the chief executive of a major steel corporation—takes on a much wider range of roles to move the organization toward its stated objectives. This section, by discussing some of the most important aspects of what the manager does, will add more details to our concept of what a manager is.

The manager assumes responsibility. A manager is in charge of specific tasks and must see to it that they are done successfully. The manager is usually evaluated on how well he or she arranges for these tasks to be accomplished. In addition, since the manager works through subordinates, he or she is responsible for the actions of subordinates. Their success or failure is the manager's success or failure.

The manager must balance competing goals. At any given time, a manager faces a number of organizational goals, problems, and needs—all of which compete for the manager's precious time and resources (both human and material). Because such resources are always limited, each manager must strike a balance between the various goals and needs. Many managers, for example, arrange each day's tasks in order of priority—those things that need to be done right away are attended to first, while those things that can be postponed are looked at later. In this way managerial time is used more efficiently.

The manager must also decide who is to perform a particular task, assigning each task to the person most able to perform it. While ideally each person should be given the task he or she would most like to do, the limited resources of the organization often make this impossible. The manager must decide when the wishes of a subordinate should be secondary to the need to have a task performed efficiently and effectively.

The manager is a conceptual thinker. Every manager must be an analytical thinker, that is, he or she must be able to think a specific, concrete problem through