

哈佛故事译林

WEALTH STORY IN HARVARD

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哈佛 财富

我们经营梦想一如既往

成惠惠 姜勇◎编著

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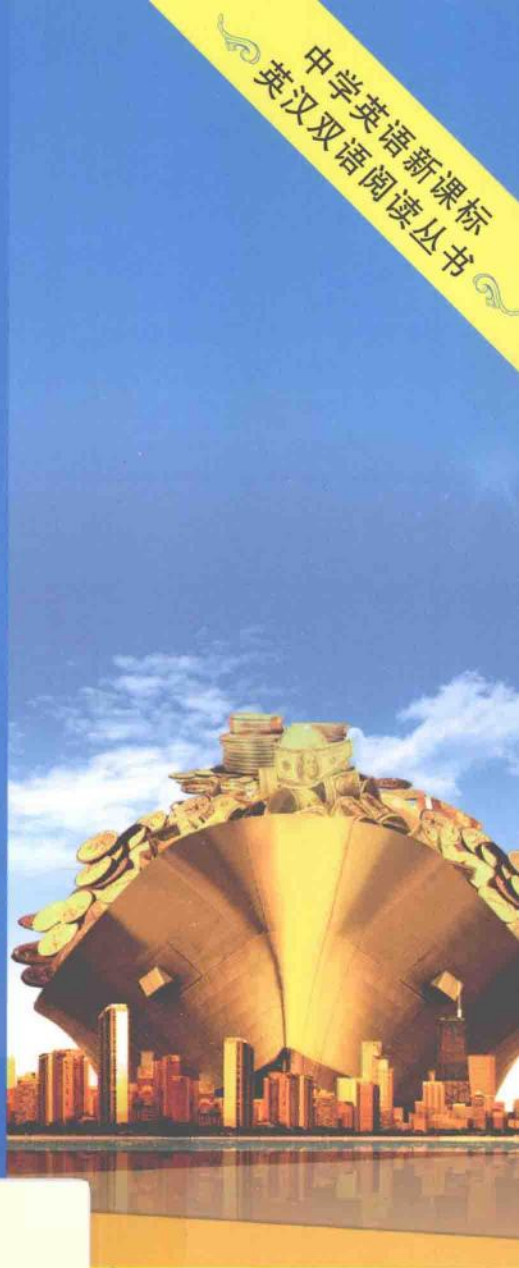
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成惠惠 姜勇◎编著

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Chapter 1

财富来源于认清自己 Wealth comes from self-knowing



名人逸事

将历史研究法带入商业

在理查德·S. 特德洛的职业生涯中，他一直积极参与哈佛商学院的商业历史项目。他不仅对成功商业人士的商业案例进行精密的分析，还对这些人的点滴生活进行深入解读，从而证明了在工作角色和生活角色间划分界线的斗争不仅存在于个人事业的早期，而且贯穿于人的一生——不管你享有多少金钱、成功或权利。

他将历史研究的方法植入到商业人物的研究，从而剖析出众多商业巨子成功背后的细节。亨利·福特、安德鲁·卡耐基、山姆·沃尔顿这些人物的性格特征，既贯穿于他们生活之中，又体现在他们工作之内，却毫无保留地塑造了他们对于生活和工作之间关系的处理方式或模式。虽然成功的路线不同，却有殊途同归的效果。

Richard S. Tedlow is a teacher of Harvard Business School, mainly teaching marketing management for fresh students. He is so well known for his dry and self-deprecating wit in the classroom that the student newspaper has published a list of his humorous quips, for example: "I am very good at predicting the past. I am always right. Some of your other professors who deal with the future will frequently be wrong."

These humor words can find not only in his classroom but also in his works. He is the author of *Giants of Enterprise: Seven Business Innovators and the Empires They Built*, named a top-ten business book by *Business Week* magazine and this book has brought great incomes for him.

However, the success of Tedlow was not achieved overnight. He walked a long way to find himself from confusion to definition.

Richard S. Tedlow first graduated from Yale University and then received a doctor's degree in history from Columbia University. In 1978, he entered into Harvard Business School and began to teach business in the second year. When he first stood on the platform, he was so anxious that he didn't know how to show himself not even to form his own teaching style. Then he became an audit of hot courses in Harvard to learn teaching from the seasoned old teachers. Through thinking and learning, Tedlow found that those popular teachers were good at showing themselves and they would show their hobbies, characters and strange habits to students.

Knowing this, Tedlow also wanted to disclose enough of himself as a person to be an engaging teacher. He was reluctant to put his life on display before rooms full of students who were essentially strangers. So he hoped to strike a balance—to hit the right point.

When strived to find his proper location, Tedlow met Anthony Athos, a renowned professor who had held one of Harvard's endowed chairs. Anthony's skill in the classroom was so great

理查德·S.特德洛(Richard S.Tedlow)是哈佛大学商学院的一名教师,主要为一年级的新生讲授市场营销课。他质朴与幽默的教学风格吸引了一届又一届的学生,学生刊物还特意刊载了他的俏皮话。例如:“我擅长预见过去,所以我总是正确的,而其他专业的教授,因为常常与未来打交道,所以会频繁犯错。”

这样幽默的语言不仅仅时常出现在他的教学课堂上,还出现在他的著作中。他所著的《企业巨子:七位创业者及他们所创立的帝国》(*Giants of Enterprise: Seven Business Innovators and the Empires They Built*)一书还登上了《商业周刊》2001年评选的十大商业畅销书榜,为其带来了丰厚的收益。

然而这种成功并非一日之功,特德洛也曾走过一条从迷茫到肯定的自我找寻之路。

理查德·S.特德洛早年毕业于耶鲁大学,后来获得了哥伦比亚大学历史系博士学位。1978年,他进入哈佛大学商学院,第二年便开始为学生们讲授商业课程。当他最开始站在讲台上时,颇有一些头痛。别说是教学风格的形成,就连如何展现自我,他都毫无头绪。于是他也成为了哈佛校园中那些热门课的旁听生,向那些经验丰富的老教师学习教学教法。在反复的思考与学习中,特德洛发现那些受到学生们欢迎的教师们大都善于向学生们展现自我,将自己的爱好、个性,甚至奇怪的习惯都展现在学生面前。

看到这种情况,特德洛也想像他们那样将自己的个性带进课堂,把自己的本色展现在学生面前,但是一想到要在那么多陌生的孩子们面前毫无遮掩地展现自己,他又难免踌躇不定、犹豫不决。他希望能够找到一个平衡点,一个正确的立足点。

正当特德洛苦心寻找着自己的合适定位时,他遇到了学校里德高望重的教授安东尼·阿索斯(Anthony Athos)。此时的安东尼·阿索斯已经拥有

deal [dil] vi. 处理; 讨论; 对待

新课标 | 高考 | 高频

例句 They learn not only how to run a coffee shop but also how to deal with their affairs. 他们不仅学习如何经营咖啡店,还学习如何处理各种杂务。(2010年高考全国卷)

achieve [ə'tʃiv] v. 达到; 完成; 取得

新课标 | 高考 | 高频

例句 We've had a good start, but next, more work needs to be done to achieve the final success. 我们只是有了一个不错的开始,但是接下来,为了取得最后的成功还有许多工作要做。(2012年高考湖南卷)

receive [ri'siv] v. 收到; 接待; 接受

新课标 | 高考 | 高频

例句 One should receive training to build up one's confidence. 人们应该接受训练以建立自己的自信心。(2010年高考北京卷)

enter [ˈentə] v. 进入; 开始; 参加

新课标 | 中考 | 高频

例句 I was nine years old when she entered our home. 她在我九岁那一年进了我们家。(2010年中考江苏卷)



传世名言

理查德·S·特德洛名言：好作文的首选素材

The great are great because of his coexistence with others when times are hard, others have lost their confidence, he was determined to achieve their goals.

伟大之所以伟大，是因为他与别人共处逆境时，别人失去了信心，他却下定决心实现自己的目标。

Desire to enhance the enthusiasm, perseverance in order to slick mountain. 欲望以提升热忱，毅力以磨平高山。

No excuses for failure, only to find grounds for success.

莫找借口失败，只找理由成功。

One developed by those who have faith in the power, greater than 99 is only interested in.

一个由信念者所开发出力量，大于99个只有兴趣者。

Any restrictions, is from his heart began. 任何的限制，都是从自己的内心开始的。

that he had been featured in a Time magazine cover story on “Great Teachers”. When talking with the skilled professor, he told him: it was hard. On top of being an effective instructor, you have to get to be yourself.

After hearing his complain, the old professor said smilingly: “You don’t need to be yourself—but you’ve got to be like yourself.”

This simple advice enlightened Tedlow who was in trouble. As a teacher who had to face many students, he didn’t want to put his life on display before stranger students; after developing a greater connection, he must take off the mask and show his charming of personality. So he needed a persona—one very much like himself. The persona is authentic; in cultivating it, you are not being a phony. But at the same time it is not really you: It is a different, professional version.

At the beginning of a term as a professor, for example, facing students you have never met, that persona must take center stage. Yet over the course of the semester, as you develop a greater connection to the class, the persona gives way to the personal. So we ought to find a proper location and model a good public persona.

Then Tedlow draw a nuanced distinction between his personal self and his work self—between who we are and what we do. Drawing this separation, he could preserve privacy and hold the role as a teacher so as to strike a balance between different roles.

To readers: Finding a proper location and making a distinction of roles are skills that we need not only in the career, but also in our whole life—whether a fresh student or an old man ready to retire, you need to separate your personal self and your work self. When entering the campus to be students, we ought to suck the power of knowledge guided by teachers; after finishing the study, we ought to be the personal selves to enjoy the youth. This is what we always say: Study hard, play hard.

哈佛大学终身教授的席位，而且还上了美国《时代》杂志的封面故事，被评为当代“伟大的教师”。在这位教学技巧精湛的教授面前，他说出了自己的疑惑，认为既想做一个好教师，又想保持自己的本色是件相当困难的事情。

听了他的埋怨，老教授笑着说了一句话：“你不需要做本色自己，只需像你自己就够了。”

这句简单的忠告使陷入困境中的特德洛醍醐灌顶。作为一个必须面对众多学生的老师，因为刚开始的陌生，所以不想将自我完全展现在他们面前；因为接下去的相处，又必须摘下面具、展现自我的人格魅力，所以他就需要一个公共场合的形象——一个与自己很像，但又不完全是自己的形象。这个形象必须是可信的，是部分的真实，但他仅仅是一个职业化的你，既不是真实的你，也不是假冒的你。

例如，学期刚开始时，面对台下的陌生面孔，这时候教师的角色就是你必须要把握的公众形象。而随着接触的时间增多、师生关系的紧密，真正的自己就会逐渐在学生面前展现出来，最初的教师角色会慢慢淡化。所以我们应该为自己寻找一个准确的定位，塑造一个公共场合的良好形象。

于是特德洛便开始为“生活中的我”和“工作中的我”进行细微的划分，“生活中的我”需要明确的是自己是谁，而“工作中的我”则要求自己清楚我们应该做什么。这种划分既使得他能够保持自己的隐私，又能够准确地把握住教师的角色，从而获得自我的角色平衡。

心灵寄语：为自己找准定位、做好角色划分不仅仅是我们在走上工作岗位后需要掌握的技能，而且还贯穿了我们的一生——不管你是刚刚步入校园的学生，还是已经准备退休的长者，都需要把生活中的自己与工作中的自己区分开来。当我们步入校园，成为一名学生时，便应在教师的指导下汲取知识的能量；当我们完成学业后，便能够做回生活中的自己，轻松地享受年轻的精彩，这也就是我们常说的“学要学好，玩要痛快”吧。

magazine [ˌmæɡəˈziːn] *n.* 弹药库；杂志

新课标 | 高考 | 高频

例句 I threw my magazines into the waste basket. 我把自己的杂志仍到了垃圾篓。

(2010年高考全国卷)

balanced [bælənsd] *adj.* 平稳的，平衡的

新课标 | 高考 | 高频

例句 She overcame her addiction to alcohol, and began to follow a balanced diet. 她戒掉了酒瘾并且开始注重饮食平衡。(2010年高考湖南卷)