

# 商务英语阅读

Business English Reading

沈素萍 主编



机械工业出版社  
China Machine Press

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本书以 MBA 开设的课程为内容, 精选了当今世界上著名的英语报纸、杂志、网站和学术刊物中与经济和商务有关的文章, 并为这些文章精心编排了注释和大量具有针对性的练习, 使读者能够基本掌握商务报刊文章的特点, 提高阅读和分析能力, 最终从整体上提高英语语言水平以及语言欣赏和运用的能力。同时, 本书帮助读者从不同的侧面了解国际商务知识, 追踪当今世界经贸领域的最新动态, 开阔视野, 扩展知识面。

本书既可作为经济管理类本科生、MBA 研究生的教材, 也可作为涉外商务人士的学习和培训用书。

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《商务英语阅读》是“华章精品教材”中的一本。本书针对已有一定英语基础的研究生而编写，目标是在学习 MBA 中文课程的同时，让学生了解其主要课程的英文阅读，进一步培养学生英语读写语言知识的综合应用能力，提高学生的英语交际表达能力。因此，我们在本书编写过程中，力求把握课程的定位，掌握与基础英语课程和商务专业课程相区别的尺度。

《商务英语阅读》是对外经济贸易大学编写组的教师，通过调研统计清华大学、北京大学、同济大学、南开大学、对外经济贸易大学等高等院校 MBA 课程设置的 72 门课程，总结归纳出中国 MBA 现行的主要课程，其中财务管理、会计学、管理经济学、宏观经济学、组织行为学、国际金融、市场营销、国际贸易、经济法、运营管理、战略管理、项目管理、信息管理和人力资源管理是上述学校都开设的课程。本书以此为依据，设定了 16 个不同类型具有代表性的章节。

在反复调研相关研究生教材的基础上，结合我们的教学实践，归纳和借鉴国外商务英语教材的特点，我们在本书中尝试了全新的编写模式。

首先，选材上主体突出。我们定位在一个比较宽泛的商务领域，选择与商务活动相关的管理学概念作为基础，并配有案例，使学生了解在开展商务活动中人文背景知识对商务交流活动的影响。

其次，编写体例独具特色。因为读者对象为研究生，所以突出了让学生以思考研究为主线展开英语学习活动，采用了以 Topic Brainstorming、Pre-reading Discussion 针对本章主题先进行深入讨论，然后进入中心课文的阅读环节 Main Text、Supplementary Reading，在配有传统练习的基础上，我们结合 MBA 研究生的特点，引入了相关主题的案例分析 Case Study，让学生的英语学习与所学专业相结合，体现学以致用原则。此外，本书结合目前英语教学改革的研究，强调了英文写作的输出训练。

最后，注重语言综合应用能力。本书强调综合层面的学习，用新颖、丰富多彩的练习方式来训练和提高学生的英语语言综合能力。我们强调认知的过程、学习的过程，而

不是局限于学习的结果。我们本着以学生学习动机为出发点，兼顾语言技能和商务知识，关注商务情景下的语言综合应用能力。本书以学生说、读、写的练习贯穿始终，形式活泼有趣，使学生成为学习与认知的主体，但同时也没忽略教师的指导和引导作用，体现了“学以致用”和“在用中学”的教学理念。

本书编写过程中，我们得到机械工业出版社华章公司章集香和岳小月编辑的大力帮助，在此表示深切的谢意。

沈素萍

2013年10月于北京惠园



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# Management

## Starting Up

### Topic Brainstorming

1. In your opinion, what kind of role should managers play in an organization? Tick the major responsibilities you think managers should take. Are there any other responsibilities which you think are important but not included in the following list? If the answer is yes, give some examples.
  - ☐ Greeting visitors
  - ☐ Signing legal documents
  - ☐ Receiving and sending mail
  - ☐ Reading periodicals and reports
  - ☐ Holding informational meetings
  - ☐ Organizing strategy and review sessions to develop new programs
  - ☐ Responsible for the allocation of organizational resources
  - ☐ Responsible for representing the organization at major negotiation
  - ☐ Transmitting information received from outsiders or from subordinates to organization members
  - ☐ Responsible for the motivation of subordinates; Responsible for staffing, training and associated duties
2. What kind of abilities do you think are important for managers? Pick out the five most important ones from the following list and explain your choice.
  - a. Networking within and outside the organization
  - b. Multitasking: working at multiple tasks in parallel
  - c. Diversity skills: working with diverse people and cultures
  - d. Project management
  - e. Ability to transform ideas into words and actions
  - f. Identification of opportunities for innovation
  - g. Recognizing problem areas and implementing solutions
  - h. Selecting critical information from mass of data
  - i. Ability to use information to solve business problems
  - j. Credibility among colleagues, peers and subordinates



## Pre-reading Discussion

1. What do you think about the job of a manager? What functions should he play in a company? Do you think a manager should be the same as a leader?
2. How do you define good management? What factors are crucial for good management?

## Main Text

### Managers and Management

Managers do matter! The Gallup Organization, which has polled millions of employees and tens of thousands of managers, has found that the most important variable in employee productivity and loyalty isn't pay, benefits or workplace environment; it's the quality of the relationship between employees and their direct supervisors. In addition, Watson Wyatt Worldwide, a global consulting firm, found in its Work USA 2004/2005 study that the way of a company manages its employees can significantly affect its financial performance. We can conclude from these reports that it pays to manage people right. This article will introduce you to managers and management by looking at who managers are, what management is and what managers do.

#### Who Are Managers

It used to be fairly simple to define who managers were. They were the organizational members who told others what to do and how to do it. It was easy to differentiate *managers* from *nonmanagerial employees*; the latter term described those organizational members as the one who worked directly on a job or task and had no one reporting to them. But it isn't quite that simple anymore. The changing nature of organizations and work has in many organizations, blurred the distinction between managers and nonmanagerial employees. Many traditional nonmanagerial jobs now are included managerial activities. For example, managerial responsibilities are shared by managers and team members at General Cable Corporation's facility in Moose Jaw, Saskatchewan, Canada. Most of the employees at Moose Jaw are cross-trained and multiskilled. Within a single shift, an employee can be a team leader, equipment operator, maintenance technician, quality inspector or improvement planner.

How *do* we define who managers are? A manager is someone who coordinates and oversees the work of other people so that organizational goals can be accomplished. A manager's job is not about *personal* achievement—it's about helping *others* do their work. That may mean coordinating the work of a departmental group, or it might mean supervising a single person. It could involve coordinating the work activities of a team composed of people from several different departments or even people outside the organization, such as

temporary employees or employees who work for the organization's suppliers. Also, Keep in mind that managers may have other work duties not related to coordinating the work of others. For example, an insurance claims supervisor may also process claims in addition to coordinating the work activities of other claims clerks.

Are there some ways to classify managers in organization? In traditionally structured organizations (which are said to be shaped like a pyramid because there are more employees at lower organizational levels than at upper organizational levels), managers are often described as first-line, middle or top. These managers may have a variety of titles. First-line managers, the lowest level of management, manage the work of nonmanagerial employees who typically are involved in producing the organization's products or servicing customers. First-line managers often have the title of *supervisor*, but they may also be called *shift managers*, *district managers*, *department managers*, *office managers* or even *foreperson*. Middle managers include all levels of management between the first level and the top level of the organization. These managers manage the work of first-line managers and may have titles such as *regional manager*, *project leader*, *plant manager* or *division manager*. At or near the upper levels of the organizational structure are the top managers, who are responsible for making organization-wide decisions and establishing the plans and goals that affect the entire organization. These individuals typically have titles such as *executive vice president*, *president*, *managing director*, *chief operating officer*, *chief executive officer*, or *chairperson*.

Not all organizations can get work done by using this traditional pyramidal form, however. For example, some organizations are more loosely configured with work being done by ever-changing teams of employees who move from one project to another as work demands arise. Although it's not easy to tell who the managers are in these organizations, we do know that someone must fulfill that role—there must be someone who coordinates and oversees the work of others, even if that “someone” changes as work tasks or projects change.

## What Is Management

Simply speaking, management is what managers do. But that simple statement doesn't tell us much, does it? A better explanation is that management involves coordinating and overseeing the work activities of others so that their activities are completed efficiently and effectively. We already know that coordinating and overseeing the work of others is what distinguishes a managerial position from a nonmanagerial one. However, this doesn't mean that managers can do what they want anytime, anywhere, or in any way. Instead, management involves ensuring that work activities are completed efficiently and effectively by the people responsible for doing them, or at least that's what managers aspire to do.

Efficiency refers to getting the most output from the least amount of input. Because managers deal with scarce input—including resources such as people, money, and equipment, they're concerned with the efficient use of those resources. For instance, at the HON Company plant in Cedartown, Georgia, where employees make and assemble steel and wooden office furniture, efficient manufacturing techniques were implemented by doing things such as cutting inventory levels, decreasing the amount of time to manufacture products, and lowering product reject rates. These efficient work practices paid off as the plant not only reduced costs by over \$7 million a year, but also was named one of *Industry Week's* best plants for 2005.

Efficiency is often referred to as “doing things right”, which means not wasting resources. However, it's not enough just to be efficient. Management is also concerned with being effective, completing activities so that organizational goals are attained. Effectiveness is often described as “doing the right things”, which means doing those activities that will help the organization reach its goals. For instance, at the HON Company, goals include meeting customers' increasingly stringent needs, executing world-class manufacturing strategies, and making employee jobs easier and safer. Through various work methods and programs, these goals were pursued *and* achieved. Whereas efficiency is concerned with the *means* of getting things done, effectiveness is concerned with the *ends* or attainment of organizational goals. Management is concerned, not only with getting activities completed and meeting organizational goals (effectiveness), but also with doing so as efficiently as possible. In successful organizations, high efficiency and high effectiveness typically go hand in hand. Poor management is most often due to both inefficiency and ineffectiveness or to effectiveness achieved through inefficiency.

## What Do Managers Do

Describing what managers do isn't easy or simple. Just as no two organizations are alike, no two managers' jobs are alike. Despite this fact, after many years of study, management researchers have developed three specific categorization schemes to describe what managers do: functions, roles, and skills. The following paragraphs will examine the functional approach and take a look at how the manager's job is changing.

According to the functions approach, managers perform certain activities as they efficiently and effectively coordinate the work of others. What are these activities or functions? In the early 20th century, Henri Fayol, a French industrialist, first proposed that all managers perform five functions: planning, organizing, commanding, coordinating, and controlling. In the mid-1950s, a management textbook first used the functions of planning, organizing, staffing, directing, and controlling as a framework. Today, most of management textbooks are still organized around the basic management functions, which now include

planning, organizing, leading, and controlling. Let's briefly look at each function.

If you have no particular in mind, then you can take any road. However, if you have some place in particular you want to go, you've got to plan the best way to get there. Because organizations exist to achieve some particular purpose, someone must clearly define the purpose and the means for its achievement. Management is that managers engage in planning, they define goals, establish strategies for achieving those goals, and develop plans to integrate and coordinate activities.

Managers are also responsible for arranging and structuring work to accomplish the organization's goals. We call it function organizing. When managers organize, they determine what tasks are to be done, who is going to do them, how the tasks are to be grouped, who reports to whom, and where decisions are to be made.

Every organization includes people, and manager's job is to work with and through people to accomplish organizational goals. This is the leading function. When managers motivate subordinates, help to resolve work group conflicts, influence individuals or teams as they work, select the most effective communication channel, or deal in any way with employee behavior issues, they are leader.

The final management function is controlling. After the goals and plans are set (planning), the tasks and structural arrangements determined (organizing), and the people hired, trained, and motivated (leading), there has to be some evaluation of whether things are going as planned. To ensure that goals can be met and that work can be completed as it should be, managers must monitor and evaluate performance. Actual performance must be compared with the previously set goals. If there are significant deviations, it's management's job to get work performance back on track. This process of monitoring, comparing, and correcting is what we mean by the controlling function.

Just how well does the functions approach describe what managers do? Do managers always plan, organize, lead, and control? In reality, what a manager does may not always happen in this sequence. But that doesn't negate the importance of these functions. Regardless of the order in which they're performed, the fact is that managers do plan, organize, lead, and control as they manage.

## ► Vocabulary

poll *v.* 对……进行民意测验

variable *n.* 可变因素

productivity *n.* 生产率

differentiate *v.* 区分

blur *v.* 使……模糊

distinction *n.* 差别; 区别

coordinate *v.* 协调

oversees *v.* 监管

claim *n.* 索赔

foreperson *n.* 工头; 工长; 领班

configure *v.* 配置

distinguish *v.* 区别; 辨别

scarce *adj.* 不足的; 缺乏的

implement *v.* 安装

inventory *n.* 存货

stringent *adj.* 严格的

strategy *n.* 策略

categorization *n.* 分类

motivate *v.* 激励

integrate *v.* 使……结合; 使……成为一体

subordinate *n.* 下属

evaluation *n.* 评估

monitor *v.* 监控

deviation *n.* 偏差

sequence *n.* 次序; 顺序

negate *v.* 取消; 使……无效

## ► Special Terms

consulting firm 咨询公司

financial performance 财务状况

first-line manager 一线经理

middle manager 中层经理

top manager 高层经理

president 总裁

executive vice president 执行副总裁

managing director 总经理

chief operating officer 首席运营官

chief executive officer 首席执行官

chairperson 主席

## Exercises

### I. Reading Comprehension

A. Answer the following questions according to the passage above.

1. Why is it not so simple to differentiate managers from nonmanagerial employees?
2. How do we define managers in an organization?
3. How can managers be classified in traditionally structured organizations?
4. What is management?
5. According to the recent management textbooks, what basic functions do managers perform to efficiently and effectively coordinate the work of others?

B. Decide whether the following statements are true or false according to the passage above. Mark "T" before a true statement and "F" before a false statement.

1. ( ) The changing nature of organizations and work has, in many organizations, increased the difference between managers and nonmanagerial employees.
2. ( ) First-line managers often have the title of *supervisor*, but they may also be called *shift managers*, *project leader*, *office managers*, or even *foreperson*.
3. ( ) Middle managers may have titles such as *regional manager*, *plant manager*, or *division manager*.
4. ( ) Not all organizations get work done by using the traditional pyramidal form, because some organizations are more loosely configured with work being done by ever-changing teams of employees.
5. ( ) Because managers deal with scarce inputs—including resources such as people, money, and equipment, they're concerned with the efficient use of those resources.



6. ( ) Effectiveness is often described as “doing the things right ” whereas efficiency is often referred to as “doing right things”.
7. ( ) Poor management is most often due to both inefficiency and ineffectiveness, or to effectiveness achieved through inefficiency.
8. ( ) In the mid-1950s, a management textbook first used the functions of planning, organizing, coordinating, directing, and controlling as a framework.
9. ( ) Every organization includes people, and a manager’s job is to work with and through people to accomplish organizational goals, this is the leading function.
10. ( ) This process of monitoring, comparing, and correcting is what we mean by the coordinating function.

## II. Matching

Fill in the blanks with the letters ( a-j ) representing the management terms before their definitions.

- a. first line managers
- b. middle managers
- c. top managers
- d. management
- e. efficiency
- f. effectiveness
- g. planning
- h. organizing
- i. leading
- j. controlling

1. ( ) Management function that involves arranging and structuring work to accomplish the organization’s goals.
2. ( ) Coordinating and overseeing the work activities of others so that their activities are completed efficiently and effectively.
3. ( ) Management function that involves working with and through people to accomplish organizational goals.
4. ( ) Management function that involves monitoring, comparing, and correcting work performance.
5. ( ) Managers at or near the upper levels of the organization structure who are responsible for making organization wide decisions and establishing the goals and plans that affect the entire organization.
6. ( ) Doing things right, or getting the most output from the least amount of input.
7. ( ) Managers between the first level and the top level of the organization who manage the work of first-line managers.

8. ( ) Doing the right things, or completing activities so that organizational goals are attained.
9. ( ) Management function involves defining goals, establishing strategies for achieving those goals, and developing plans to integrate and coordinate activities.
10. ( ) Managers at the lowest level of the organization that manage the work of nonmanagerial employees.

### III. Cloze

Read the following passage and choose the best phrase or sentence to fill each of the blanks.

I am the CEO of a media company that publishes books, newspapers, magazines, and educational materials—both textbooks and online programs. My job has three main parts:

1. *Strategy*. It's my responsibility to figure out what the company should do to become more valuable and to \_\_\_\_\_ 1 \_\_\_\_\_, as well as to add something to the world. To do this, we have to look at our assets, our markets and the relevant economic, political, and social trends and decide on \_\_\_\_\_ 2 \_\_\_\_\_. Then, we have to \_\_\_\_\_ 3 \_\_\_\_\_ into that combination and making sure that our products, sales, and operations are all consistent with that plan.

2. *Execution*. No matter how good our strategy is, we won't get very far if we can't carry out our plan. That involves \_\_\_\_\_ 4 \_\_\_\_\_, ingenious marketing strategy, irresistible sales skills, and efficient and engaging customer service. It involves judicious attention to \_\_\_\_\_ 5 \_\_\_\_\_, making, selling, delivering our products, and keeping the right balance between growth and costs. It involves making the pursuit of the plan a process that we can \_\_\_\_\_ 6 \_\_\_\_\_. It involves knowing when to take a risk.

3. *Culture and people*. Finally, and most importantly, my job is to \_\_\_\_\_ 7 \_\_\_\_\_ and way of behaving in which we can all be most productive and to exemplify that culture myself. The ingredients in culture include \_\_\_\_\_ 8 \_\_\_\_\_ to communicating with each other to how we deal with outsiders and how \_\_\_\_\_ 9 \_\_\_\_\_. A company's culture is important in determining whether we can attract and keep the best people or not, when situations are confusing, our employees know how \_\_\_\_\_ 10 \_\_\_\_\_.

- a. everything from pay and benefits
- b. create a plan for shaping the business
- c. the cost of conceiving
- d. the most promising combination of those factors
- e. measure, monitor, and constantly adjust
- f. set the tone for a company environment
- g. they must behave
- h. we treat each other inside
- i. produce returns for shareholders
- j. innovative product design

## IV. Translation

### A. Translate the following sentences into Chinese.

1. There are many challenges to managers. It can be a tough and thankless job. In addition, a portion of managers' job (especially at lower organizational levels) may entail duties that are often more clerical than managerial. Managers may have to deal with a variety of personalities and find it difficult to effectively blend the knowledge, skills, ambitions, and experiences of a diverse work group.
2. Every organization includes people, and a manager's job is to work with and through those people to accomplish organizational goals. This is the leading function. When managers motivate subordinates, help to resolve work group conflicts, influence individuals or teams as they work, select the most effective communication channel, or deal in any way with employee behavior issues, they are leader.
3. Management is concerned not only with getting activities completed and meeting organizational goals (effectiveness), but also with doing so as efficiently as possible. In successful organizations, high efficiency and high effectiveness typically go hand in hand. Poor management is most often due to both inefficiency and ineffectiveness or to effectiveness achieved through inefficiency.

### B. Translate the following sentences into English.

1. 经理的回报可能包括在所在的机构和社区获得认可和地位，在影响机构结果方面扮演角色和收到薪金、奖金和期权等形式的可观补偿。
2. 经理负责安排并组织工作以完成组织的目标，我们将此功能称为组织。当经理组织工作的时候，他们决定哪些任务需要完成、由谁去完成、任务应该如何分组、谁向谁报告以及何处需要做决定。
3. 效率是指以最小投入获得最大产出，因此也被称为“以正确的方式做事”，即不浪费资源。但是仅仅有效率是不够的。管理也涉及有效性，完成任务以达到组织目标。有效性经常被描述为“做正确的事”，即做那些能帮机构完成目标的事情。

## Supplementary Reading

### Management Theory—A Brief History

By Orlando Rodriguez

The work of management theorists over the last hundred and fifty years can be used to argue the case for an in-depth theoretical, as well as practical knowledge of many management styles, include the positive and negative attributes of each. It is also important to examine the “structure” of different organizations to consider how it affects, and how it is affected by the management style of that organization.

Organizational structure is essentially concerned with the allocation of authority and power. Managers need to make decisions and need to have the authority to do so. A “hierarchical organization” have the greatest power at the top of the organization, and the command structure is in a downward direction. In a “flat organization” power is distributed more evenly, but there will still be major differences in the level of power and authority among different members of the company. Some organizations, such as the armed forces or police have many tiers (or levels) and are tall in their hierarchy. However, universities would have few levels between those at the bottom and those at the top, and would be considered a “flat hierarchy.” The “span of control” (number of people manages or supervises directly and individually) is closely linked to the type of organizational hierarchy that exists. The re-visiting of the traditional management theories will provide conclusive evidence that management theory is central to the modern manager’s education.

### The Work of Frederick Winslow Taylor (1856-1915)

Frederick Taylor, whilst working as a gang boss in a lathe department in Midvale, USA became determined to eradicate “systematic soldiering” ; an attempt by workers to do no more than was necessary. Taylor developed a strategy where particular jobs were studied, then broken down into individual tasks, which had to be completed exactly as stated. Each task was allocated a time, based on the timed work of the quickest worker. Workers were allocated specific tasks, and were not allowed to deviate from that task at all. As Taylor believed that money was the main motivator, a payment was made for each completed unit of output (piece rate).

Many organizations and work methods are still influenced by Taylor’s concept of “Scientific Management Methods”. This can be seen on factory assembly lines, and even in the commercial kitchen, where each member of staff is allocated a small but specific task in making up a completed gourmet meal. Piece rates may not be prevalent, but the allocation of boring, repetitive tasks is common. An article in “The Sunday Times” published on 3rd April, 1983 tells one worker’s plight, assembling the Maestro car at the Cowley Plant. He had just one hundred seconds to screw on two rubber buffers and fit three small plates to the rear wheel arch. He had been given one night training, completed his task on exactly 246 vehicles per day, and had 46 minutes per shift of “relaxation time”.

Some of Taylor’s early followers achieved spectacular results in increasing output. However, the stringent and oppressive tactics that were employed often led to industrial unrest. After “Scientific Management Methods” were employed at the Watertown Arsenal, immediate strikes ensued. The American Congress eventually banned Taylor’s time and motion studies in its defense industry.

The use of such methods in the modern workplace can produce useful results in the short term, but for longer-term rewards they must be balanced with the effects on workforce