

2011年度北海学園大学大学院経営学研究科博士(後期)課程入学試験

英 語(組織経営)

【問】下記の英文をすべて日本語に訳せ。

Gary Ellis, a young assistant controller for Medtronic, a Fortune 500 manufacturer of pacemakers and other medical equipment, was thought to be on the fast track for a top management position. However, company executives felt he first needed broader experience, so they sent him to head their European headquarters in Belgium. In his new job Gary was responsible for many top-level duties and worked with an array of officials (labor, government, production, and marketing, as well as financial). Two years later, when the corporate controller's job in the company's home office in Minneapolis became vacant, Ellis was given the job.

Bill George, Medtronic's CEO, summed up the company philosophy regarding necessary experience: "Successful executives of the future will have all lived in another country for several years." Medtronic is not the only firm with this policy. At FMC Corp., a heavy machinery and chemicals producer, the vice president for human resources says that his company believes that "no one will be in a general management job by the end of the decade who didn't have international exposure and experience." Evidently, the boards of directors of many other American corporations have the same policy. Companies such as McDonald's, Coke, Kellogg, Alcoa, Altria, and Schering-Plough have all appointed leaders who had extensive experience as the heads of international operations.

William Sullivan, the CEO of Agilent Technologies, commented on his three years in Singapore as an operations manager by saying, "It was a real career changer. In today's environment, having that overseas experience is a big deal." As Carlos Gutierrez, who was the CEO of Kellogg before becoming the U.S. secretary of commerce, said, "Having a foreign perspective gives you an advantage not only for doing business outside the U.S. but domestically, where we have the most diverse society in the world. There's a built-in understanding that differences exist and are good." Although many American managers want their top executives at company headquarters to have years of foreign experience, do CEOs of the major firms recognize the value of internationalized business education for all employees in management?

Surveying the CEOs of *Forbes's* "100 Largest Multinational Firms" and *Fortune's* "America's 50 Biggest Exporters," we found that (1) 79 percent believed that all business majors should take an introduction to international business course; (2) about 70 percent felt that business graduates' expertise in foreign languages, international aspects of functional areas (e.g., marketing, finance), and business, human, or political relations outside the United States is an important consideration in making hiring decisions; and (3) a majority of the respondents believed that a number of courses in the international business curriculum (e.g., international marketing, international finance, export-import, international management) are relevant to their companies. It appears from our study, then, that the CEOs of major American firms doing business overseas are convinced that the business graduates they hire should have some education in the international aspects of business. Most seem to agree with the executive vice president of Texas Instruments, who said, "Managers must become familiar with other markets, cultures, and customs. That is because we operate under the notion that it is 'one world, one market,' and we must be able to compete with—and sell to—the best companies around the world."

Clearly, the top executives from some of the largest corporations in the world are saying that they prefer business graduates who know something about markets, customs, and cultures in other countries. Companies that do business overseas have always needed some people who could work and live

successfully outside their own countries, but now it seems that managers wanting to advance in their firms must have some foreign experience as well. Did you note the reason for this emphasis on foreign experience for managers? It is increased involvement of the firm in international business.

The top executives of many corporations want their employees to have a global business perspective. What about companies that have no foreign operations of any kind? Do their managers need this global perspective? They do indeed, because it will help them not only to be alert for both sales and sourcing opportunities in foreign markets but also to be watchful for new foreign competitors preparing to invade their domestic market. In addition, according to recruiters, foreign experience reflects independence, resourcefulness, and entrepreneurship. People who work and support themselves overseas tend to be inquisitive, adaptive, and flexible—qualities that are valuable in today's work environment. The realization that overseas experience is important for career advancement has heightened the competition for foreign assignments.

For example, nearly 500 mid-level engineering and technical managers in GE's aircraft engine unit applied for the 14 positions in the company's global marketing training program. The global human resource manager at another GE unit, GE Medical Systems, claims, "We have far more candidates than we have jobs offshore." Kellogg's Gutierrez commented, "When you're working at one small international unit, you get to meet more key people" than would middle managers posted at headquarters, because the company's executives come to visit the international operations. In the face of such competition, what can you do to improve your chances to obtain an overseas post? It can be valuable to take classes in the area of international business, perhaps leading to a degree in an international business-related field. In addition, even while you are in school or shortly after graduation, consider going abroad to study, to work (whether as a business intern, as a teacher, or even in such positions as bartender or child care provider), or to volunteer in community development activities.

The experience of living and working in another culture can be important in personal development, as well as being a career booster. As Lauren DiCioccio said of her international experience as a cook and farm worker, "When I went, I was hesitant because people looked at me and were surprised that I would graduate with a degree from Colgate and take time off to work and backpack around Australia. So when I came back and had it on my résumé, I couldn't believe all of the interviews were about my time in Australia." Brandon Steiner, a 24-year-old teaching in Japan, said, "Having international experience under your belt—employers are enthusiastic. It looks good and is not a bad step out of college. It shows you already are open-minded." Upon your return, this experience may help you to land a job that involves international business activities. Although most positions are based in a person's home country, they may involve some international travel to see clients or perform other job-related activities, thus providing an opportunity for you to further broaden your international skills and experience.

If you already have a job, you can enhance your opportunities for international experience by making your boss and the human resource management department personnel aware of your interest and the fact that you have studied international business. Look for opportunities to remind them that you continue to be interested (performance review is a good time). Try to meet people in the home office who work with the company's foreign subsidiaries as well as visitors from overseas. As evidence of your strong interest in foreign employment, take additional international business courses and study foreign languages. Make sure that people in your company know what you are doing.

以下の3つの英文は、いずれも青年期を対象とした心理学研究の要約です。題名も含めて全訳しなさい。

*Influences of Social Support on Self- and Other-Affirmation
in Junior High School Students*

The purpose of the present study was to investigate influences of social support on self- and other-affirmation in junior high school students. The present study focused on companionship, as one kind of social support that contributes to well-being, even though it is not aimed at alleviation of stress. Students ($N=305$) were asked to rate the perceived social support from their father, mother, a friend, and a teacher. The data were analyzed in terms of the types and sources of social support. The results revealed that (a) the degree of parental support was higher in the students who had high self- and other-affirmation than in those who had low self- and other-affirmation, (b) support from a friend was related to self-affirmation, and (c) in the instrumental support from a teacher, the interaction between self-affirmation and gender was significant. A series of analyses indicated the important of parental support and also a difference in support networks between the boys and the girls. Companionship from parents and a friend was profitable for enhancing self- and other-affirmation. The effect of companionship from fathers on affirmation was discussed.

(配点35)

*Teaching Text Structure : Effects on High School Students'
Argumentative Essays*

The present study examined effects of teaching high school students the structure of argumentative essays. After high school juniors ($N=59$) wrote argumentative essays, the students in the experimental group ($n=29$) were given information about the text structure of argumentative essays and a model essay. After that, essays written by the experimental group students were longer, included more essay elements, and showed greater improvement in the quality of the contents than the control group's essays did. Moreover, these effects were maintained when the students wrote argumentative essays again 1 month later. After the students in the control group were given the intervention, the same effects were observed. The present results showed that after high school students were taught text structure, their argumentative essays improved both quantitatively and qualitatively.

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*Self-Determination Level of the Motivation for “Searching for
Something to Commit to” : Effect on Career Indecision*

The purposes of the present study were to investigate the motivation for “searching for something to commit to” within career choices, and to examine the link between the self-determination level of such motivation and career indecision. Base on self-determination theory (Ryan & Deci, 2000), a scale to measure motivation for “searching for something to commit to” within career choices was constructed, and its reliability and validity were examined. A survey was administered to 399 university students. Factor analysis identified 3 factors or subscales : “self-fulfillment orientation”, “social position orientation”, and “following others”. These factors differed as to the level of self-determination. The reliability and validity of the scale were confirmed. Using cluster analysis and ANOVA, the relation between self-determination level as measured by the scale and career indecision was examined. The results indicated that the absence of self-determined motivation to “search for something to commit to” could lead to career indecision. It was suggested that a sense of self-determination in “searching for something to commit to” could be linked to adaptation for career choices.

(配点35)