



普通高等教育“十一五”国家级规划教材

杨翠萍 谢丹焰 王绍梅 主编 / 叶兴国 John Nelson 主审

大学商务英语 综合教程

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学 生 用 书

College English
Business
Integrated
Course

清华大学出版社

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内 容 简 介

本教程为普通高等教育“十一五”国家级规划教材,选材涵盖当今国际经济贸易和商务的重要领域,内容实用、场景典型、时代感强、语言地道。教程板块设计突出国际商务知识的传授与英语技能的训练,注重培养学生的实际应用能力。每个单元重点讨论、分析一个商务专题,由“导入活动”、“阅读活动”、“案例讨论”和“专业扩展”四部分组成。各部分内容的设计与编写坚持了操作性与挑战性并重的原则,以利激发学生的学习热情和实践欲望。

本教程适合大学商务英语专业的学生及准备参加 BEC (Business English Certificates) 等商务英语考试的人员使用。

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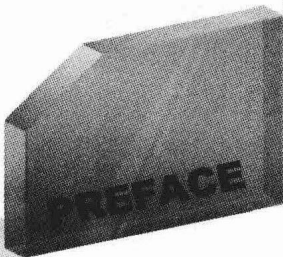
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作为国家级“十一五”规划教材,《大学商务英语综合教程》是一套依据现代外语教育对教材意义及功能的更新理念和应用语言学专门用途英语的最新研究成果设计和编写的、融英语语言知识及技能和国际商务知识及技能于一体的复合型英语教材。

本教材既可供高校英语专业或商务英语专业的本、专科学生使用,也可供国际经济贸易、金融、财会、工商管理等专业的学生作为复合型专业英语教材使用,还可作为大学英语选修课教材及相关行业的培训教材。

本教材的宗旨是:遵循现代外语教学理念和应用语言学专门用途英语的教学原则;充分考虑学习者在经济、贸易、金融、管理等方面的专业需求,力求以人为本,将英语技能的培养和专业知识的学习有机地结合起来,满足学生在专业和英语两方面的需求;提高学生的商务英语交际能力;拓宽学生的知识领域,全面提高学生的综合素质。

本教材是一套培养复合型、应用型人才的语言实践课教材,其设计和编写完全是从提高学生的综合语言应用能力出发,针对中国学生在商务英语方面的薄弱环节和实际需要,做到了有的放矢。教材的主要特点体现在以下几个方面:

一、选材新颖,内容丰富。本教材在选材上注重内容的知识性、趣味性、可思性、时效性和前瞻性,同时也注重语言的规范性和致用性。教材中专业知识覆盖面广,涉及商务活动的各个方面,如市场竞争、营销策略、经营风险、企业管理、财税管理、商业文化、电子商务、国际化等。所用材料全部摘自国外主要经济、金融、管理等方面近年来的报刊、杂志、专业书籍以及因特网上的最新信息。而且,许多资料,如商务文件、信函、广告、产品说明书等都是来自某些企业、公司或公共场所的全真语料,旨在为学习者创造一个真实、生动的交际环境,有效地激发他们的学习欲望,使他们能自觉地提高自己用英语进行商务活动的能力。

二、以任务为路径,以交际为目的。本教材注重吸收国外商务英语

教学及研究领域的成果,努力实现国外先进理论和国内实践的有机统一。教材遵循任务型编写原则,强调教学过程中的互动性,突出对学生交际能力的培养,通过灵活多样的商务活动情景或场合,为学习者设计了形式各异的交际任务,如双人讨论、小组讨论、角色扮演、情景模拟等,鼓励学生在完成任务的过程中发挥主动性,积极合作,将课堂所学用于实践,并将自己生活中的经历和观点融入交际活动中,以实现学以致用,提高交际能力的目的。

三、内容设计严谨,综合应用性强。本教材的每个单元由“导入活动(Lead-in)”、“阅读活动(Reading)”、“案例讨论(Case Discussion)”和“专业扩展(Relevant Extension)”四部分组成。各部分内容的设计与编写坚持了操作性与挑战性并重的原则,以保持学生的学习热情和自觉实践的积极性。

1.“导入活动”以各种贴近学生生活、易于学生交流、与单元主题相关的内容为素材,设计了双人讨论和小组讨论等互动练习,旨在引发学生思考,激发他们对本单元内容的学习欲望。

2.“阅读活动”主要围绕一篇与单元主题相关的文章进行。文章的长度适中,难易度由浅入深,其中的生词、习语、专有名词和有关表达等均有中英文注释,以帮助学生提高阅读效率。本教材注重提高学生分析问题的能力。每篇文章后面除了针对文中的观点、要点以及具体细节的理解设计讨论问题之外,还要求学生对文章的篇章结构和文体风格等进行分析、归纳,使他们在了解商务英语语言特色的基础上,明白文章形式与内容之间的关系,懂得观点的逻辑组织和清楚表达的重要性,从而对提高其写作能力提供一定的帮助。针对文章中重要的词或词组所设计的练习都以商务、经济等方面的内容为素材,而且形式多种多样,尽量避免重复,从而引发学生的新奇感,令其自觉参与活动。此外,这部分还设计了英汉互译练习,以增强学生的翻译技能,并提高其活学活用的能力。

3.“案例讨论”是本教材的重要特色。这部分围绕单元主题,参照各种真实的商务交际情景,为学习者设计了灵活多样的口头与书面交际的任务。在口头任务设计中,不仅注重培养学生的自主学习能力,同时还强调了研究性学习与合作性学习的重要性。多数活动要求学生在小组研究与合作的基础上,规划实施各个步骤,最终实现交际目标。结合口语练习,该板块还设计了关于各种商务应用文的写作练习,其中包括备忘录、传真、商务报告、公司业务通信以及常见的贸易信函等,同时,提供了某些公司真实而优秀的商务文件作为范例,并对其构架及主要内容或表述方式进行了分析,以便于学生进行实践性写作练习。

4.“专业扩展”是本教材的另一个重要特色。为了进一步满足学生对专业知识的需求,这部分根据单元主题设计了相关专业术语的巩固性练习和专业阅读练习。鉴于学生在高年级还需分门别类、系统地学习专业课程,此处的练习避免过深过专,旨在使学生学习一些常用的专业术语,掌握一定的专业基础知识,提高他们在专业英语方面的阅读能力。另外,考虑到不少学生日后可能会参加 BEC(Business English Certificates)等商务英语考试,此处的练习从内容到形式都兼顾了这类考试的要求。所以,本教材也可以为学习者通过 BEC 或 TOEIC(托业)等国际商务英语考试提供很大的帮助。

四、配套教参便于教学操作和学习者自学。本教材配有内容较为全面详细的教学参考书。教参各单元包括主题简介、课文相关信息注解、课文难句解释、常用词或词组学习、课文参考译文和几乎所有练习的参考答案,为教师的课堂教学实践和学习者的自主学习提供了有力的帮助和极大的方便。



CONTENTS

· 目 录 ·

UNIT ONE



Careers 1

Lead-in

Reading: The Four Stages of the Modern Career Revisited

Case Discussion

Relevant Extension

UNIT TWO



Entrepreneurship 25

Lead-in

Reading: Optimism Knows No Slowdown

Case Discussion

Relevant Extension

UNIT THREE



Business Planning 45

Lead-in

Reading: Planning Success

Case Discussion

Relevant Extension

UNIT FOUR



Product Quality 67

Lead-in

Reading: Beware the Product Death Cycle

Case Discussion

Relevant Extension

UNIT FIVE →	Public Relations 91
	Lead-in
	Reading: Winning the PR Wars
	Case Discussion
	Relevant Extension
UNIT SIX →	Corporate Culture 113
	Lead-in
	Reading: The Cult of Three Cultures
	Case Discussion
	Relevant Extension
UNIT SEVEN →	Employee Motivation 139
	Lead-in
	Reading: It's Payback Time
	Case Discussion
	Relevant Extension
UNIT EIGHT →	Management 161
	Lead-in
	Reading: Shaping Strategy in a World of Constant Disruption
	Case Discussion
	Relevant Extension
UNIT NINE →	Mergers & Acquisitions 185
	Lead-in
	Reading: Why eBay is Buying Skype
	Case Discussion
	Relevant Extension
UNIT TEN →	Investment 207
	Lead-in
	Reading: Driven to Collaboration
	Case Discussion
	Relevant Extension
附录 1	Glossary 229
附录 2	Phrases & Expressions 239
附录 3	Writing File 245

Lead-in

1. There are 24 statements below. As you read them, tick the statements that match with your own characteristics most.

- I work well with a plan in place.*
- I figure things out as I go.*
- I am open and candid with people.*
- I am diplomatic and tactful with people.*
- I am fair and play by the rules.*
- I am competitive and good at winning.*
- I am good at solving technical problems.*
- I am good at solving people problems.*
- I work best when I am not interrupted and can concentrate.*
- I work best when I don't have to concentrate for long periods of time.*
- I make decisions quickly.*
- I make decisions carefully.*
- I am good at keeping the peace when others disagree.*
- I am good at arguing my point when I know I'm right.*
- I prefer to pay what's asked as long as it's fair.*
- I am good at negotiating and bargaining for a good price.*
- I usually work thoughtfully to make sure I get my work done right the first time.*
- I usually work very fast in order to get my work done as soon as possible.*
- I work best when I know what the system is so I can follow it.*
- I work best when I don't have to follow a prescribed system for how to do things.*
- I work efficiently and conserve energy by thinking things through first.*
- I am always on the move and burn off my energy by staying busy.*
- I am good at spending time alone or with a few close friends and avoid situations where I don't know anyone.*
- I am good at meeting new people and am outgoing with strangers.*

2. Work with your partner and decide on which of the following job titles has the most appeal for you according to the above self-assessment you have made. You may add other job titles to the list which are attractive to you most.

- Landscape Architect
- Environmental Project Manager
- Construction Project Engineer
- Research Scientist
- Business Analyst
- Marketing Communications Specialist
- Director of Admissions for a University
- Corporate Recruiter
- Director of Mergers and Acquisitions
- Licensed Psychologist
- Professional Counselor
- ...
- Data Base Administrator
- Senior Financial Analyst
- Interior Designer
- Quality Control Officer
- Event Planner
- Social Services Director
- Real Estate Agent
- Managing Editor for a Newspaper
- Insurance Agent
- Regional Sales Manager
- Emergency Services Director
- ...

3. The following is a questionnaire designed to investigate what you would enjoy in your future work most and what you would be satisfied with most. Read through the sentences, then put a circle around the number which most closely coincides with your opinion. Before starting, look at the key. When you have finished, share your answers with your group members. Remember to give reasons for your opinion.

Key: 1 = Strongly Agree; 2 = Agree; 3 = Neither; 4 = Disagree; 5 = Strongly Disagree

I would be satisfied with how often I learn new information.	1	2	3	4	5
I would be satisfied with how often I create new ideas, procedures or things.	1	2	3	4	5
I would be satisfied with how often I take part in problem solving.	1	2	3	4	5
I would be happy with the amount of freedom I have to decide how I approach my work.	1	2	3	4	5
I would feel good about how my work can benefit other people.	1	2	3	4	5
My company would offer a good benefits package.	1	2	3	4	5
There would be several ways to advance or make lateral moves in my organization.	1	2	3	4	5
There would be opportunities to develop new skills that are of interest to me.	1	2	3	4	5
My supervisor would be a fair and reasonable person.	1	2	3	4	5
At work, I would be able to do what I am interested in.	1	2	3	4	5

续表

Key: 1 = Strongly Agree; 2 = Agree; 3 = Neither; 4 = Disagree; 5 = Strongly Disagree					
My coworkers would respect each other's opinions and values.	1	2	3	4	5
I would be comfortable with how closely my boss tracks my work.	1	2	3	4	5
My employer would provide a comfortable work environment that supports productive work.	1	2	3	4	5
My salary would be in line with my experience and training for the position.	1	2	3	4	5
My coworkers would communicate openly and effectively with each other.	1	2	3	4	5
I would enjoy paid vacation and pension plans provided in my company.	1	2	3	4	5

Reading

Preview: How will you develop your career? According to the performance of the employees, human resource experts have divided the modern career into four stages from apprenticeship to leadership. Each stage has its special demands and focuses. Personnel have to make clear the different patterns in each stage and conform to these standards if they want to impress people—partners or investors or employers—so as to build up trust and power, thus paving the way to a rewarding and successful career.

The Four Stages of the Modern Career Revisited

By Richard Donkin

[1] It was more than 400 years ago that William Shakespeare made some memorable **observations** in *As You Like It* that have proved particularly **apposite** when looking at career patterns and **recruitment**.

[2] Every one of us has our exits and our entrances, playing many parts and sometimes, sadly, building “bubble reputations” that do not last for the life of a career. One reason that some people suffer career **derailment**, according to human resources experts Dave Ulrich¹ and Norm Smallwood² in their new book *Leadership Brand*, is that they fail to recognise patterns to which they must conform if they hope to build a successful and rewarding career. This is

¹ Dave Ulrich /deɪv 'ʌlɪrtʃ/ 戴维·尤里奇, 美国密歇根大学 ROSS 商学院著名教授, HR 的开创者。

² Norm Smallwood /nɔ:m smɔ:l'wʊd/ 诺姆·斯莫尔伍德, 美国密歇根大学 ROSS 商学院著名教授, 尤里奇的合作者。

particularly true of careers in management, and nowhere is it more important than at the very
10 start of a career. The authors have revisited work undertaken by Harvard Business School
professors Gene Dalton and Paul Thompson during the 1970s, when they created a **framework**
for performance called the “Four Stages of Contribution” in relation to managerial careers.

[3] Job starters who are getting their first taste of real work could do far worse than take
on board their advice for those in stage one—the **apprentice** stage—where tasks are being
15 performed under close **supervision**. This stage is all about attitude and a willingness to learn.

[4] New **entrants** are urged to earn trust by delivering on **commitments**, to seek and
accept direction from others, to absorb the organisation’s culture and—the one that counts
probably more than all of the others put together—to do the grunt work willingly and well. No
one likes to do grunt work. This is understood by those in authority—who once had to do such
20 work themselves—so the office juniors should know that their attitude to such work is under the
microscope. If they neglect it, challenge it or palm it off on to others, it will be noticed.

[5] I can see why HR professionals such as David Fairhurst, senior vice-president and
chief people officer for McDonald’s Restaurants Northern Europe, put more store on recruiting
for attitude rather than **aptitude**. As he made clear in a recent **webcast**, you can teach skills but
25 it’s difficult to **equip** people with the right attitude to work. The trouble with many graduate
recruitment programmes today is that they invest so much time and effort finding people with the
right qualifications, often accompanied by attractive starting salaries, that new starters walk in to
work on their first morning in the belief that their path to the top is a **glittering** staircase that they
can surmount with all the light-footed ease of Fred Astaire¹ and Ginger Rogers².

[6] Most trainees are seeking early responsibility in work and that’s a good thing, to be
encouraged, but they also need direction. Too often in the modern workplace, where
management styles have changed since the 1970s, career starters are left to sink or swim. This is
because managers are employing concepts such as empowerment before people are ready or able
to take on responsibilities. There is no shame in asking for help at the start of a career.

[7] But there comes a time for everyone—and sometimes it’s difficult to identify when
this needs to happen—that we reach a second stage when we are recognised as a contributor.
Contributors don’t ask for direction because they are working hard at developing an expertise
where they can be recognised as the best in their special field. For direction, they are looking
more towards their colleagues than a manager, learning from experienced hands, **emulating** the
35 styles of those who shine the most.

[8] The need to do grunt work may have disappeared. Instead, now you will be judged
on whether you are perceived to be pulling your weight in the team. Again this is probably the
most important feature of a stage two career, where attitude still matters most.

[9] Another piece of advice for those in stage two is to keep people—managers and

¹ Fred Astaire /fred ə'stɛə/ 弗雷德·阿斯泰尔, 好莱坞著名舞蹈家兼演员。

² Ginger Rogers /'dʒɪndʒə 'rɒdʒəz/ 珍姬·罗杰丝, 好莱坞著名舞蹈家兼演员, 是阿斯泰尔在歌舞片中的拍档。

collaborators— informed of the progress of your work with regular updates. Dalton and Thompson discouraged those who chose to be “the lone wolf.” Having collaborated and having worked alone at various stages of my career, I can **confirm** that collaboration makes far more sense in a large organisation. If you seek to move upwards in an organisation, it’s essential. Another important factor of collaboration is to focus on what you bring to the project rather than what you might take from it. 45

[10] The stages of apprentice and contributor are vital in building a career, but if you seek to climb the managerial ladder or retain the respect of an organisation as you progress a professional career there will come a time, that Dalton and Thompson identified as the third stage, where you need to broaden your work to include other functions and **disciplines**. This is one of the hardest lessons for professionals, and probably not necessary for those who choose to stick with their specific area of expertise. Not every actor wants to be a director. But those who do must start learning new skills, and that might require swallowing some pride at times. You can’t be in front of the camera and behind it at the same time. You must let others do the acting now. 50

[11] Running through every stage, however, is the need to adopt the right attitude and one attitude that always makes a strong impression is that which accepts the need to preserve a sense of **humility**. This third stage in a leadership career involves extending your network of relations well beyond the confines of your own employer. It also involves a degree of “putting something back,” behaving as a **mentor** and teaching others. 60

[12] If we can **negotiate** these three stages, we just might be ready to take on a more comprehensive leadership role where we must begin to focus externally and think in the longer term, what some would describe as strategic thinking. Part of this job will involve acting as a **conduit** between external stakeholders such as investors, corporate partners, suppliers and customers; **exerting** your new-found power and influence and identifying those who are going to **succeed** you. That’s one of the hardest lessons of leadership: preparing the way for your own stage exit. 65 70

[13] Better to take a bow with a flourish, however, than to wait for the rotten tomatoes.

(1078 Words)

From *Financial Times*

New Words

observation /ˌɒbzə'veɪʃən/

n. a remark, statement or a comment based on something one has heard, or noticed 评论; 言论

apposite /'æpəzɪt/

a. suitable in the circumstance or in relation to something 适当的, 恰当的

recruitment /rɪ'krʊ:tmənt/

n. the action of finding new people to join an organization 招收新人; 补充

derailment /dɪ:'reɪlmənt/

n. the action of spoiling or interrupting a plan, agreement, etc.; the accident of train leaving its track 破坏, 干扰(计划、协议等); 出轨

framework /'freɪmwɜ:k/

n. a basic structure underlying a system, concept or a text 框架, 结构

apprentice /ə'prentɪs/

n. someone who works for an employer for a fixed period of time in order to learn a particular skill or job 学徒

supervision /sju:pə'vɪʒən/

n. the activity of observing or directing the work of someone 监督; 管理

entrant /'entrənt/

n. person or group that enters, joins or takes part in something 新工作者; 新会员

commitment /kə'mɪtmənt/

n. thing one has promised to do; pledge; undertaking 承诺, 允诺; 保证; 承担

aptitude /'æptɪtju:d/

n. natural ability or skill 天生的才能或技巧, 天资, 天赋

webcast /'webkɑ:st/

n. an event such as a musical performance or lecture which you can listen to or watch on the Internet; a transmission of sound and images (as of an event) via the World Wide Web 网上节目; 网络传播

equip /ɪ'kwɪp/

v. supply sb. /sth. (with what is needed, for a particular purpose) 装备; 准备; 使具备

glittering /'glɪtərɪŋ/

a. sparkling; [*fig.*] spectacularly excellent, opulent or successful 闪光的; 闪耀的; [比喻] 绝妙的; 富丽的; 成功的

surmount /sɜ:'maʊnt/

v. ascend to the top of; climb 登上; 登上顶峰; 攀登

emulate /'emjuleɪt/

v. do something or behave in the same way as someone else, especially because you admire them; imitate 效仿, 模仿

collaborator /kə'læbərəretə(r)/

n. person jointly working on an activity 合作者

confirm /kən'fɜ:m/

v. show that something is definitely true, especially by providing more proof 确认

discipline /'dɪsɪplɪn/

n. a way of training your mind or learning to control your behaviour (思想或行为的) 训练; 磨炼

humility /hju(:)'militɪ/

n. humble attitude of mind; modesty 谦虚的态度;谦逊

mentor /'mento:z/

n. an experienced and trusted adviser 导师;指导者

negotiate /ni'gəʊʃieɪt/

v. get over or pass (an obstacle, etc.) successfully 超越,越过(障碍等)

conduit /'kɒndɪt/

n. a connection between two things that allows people to pass ideas, news, money, weapons, drugs, etc. from one place to another (传递观点、新闻、金钱、武器、毒品等的)渠道,通道

exert /ɪg'zɜ:t/

v. use your power, influence, etc., in order to make something happen; make physical or mental effort 施加压力/控制/影响;运用;竭尽全力

succeed /sək'si:d/

v. come next after (sb./sth.) and take his/its place 接替(某人/某事物);继任

Phrases & Expressions

conform to

comply with rules, standards, or laws 遵守;符合

in relation to

in the context of, in connection with 关于;涉及

can/could do worse than do sth.

be correct or sensible in doing sth. 做某事是正确的或可取的

take sth. on board

listen to and accept a suggestion, idea, etc. 接受(建议、想法等)

deliver on sth.

give what is expected or promised 不负所望;履行诺言

grunt work

the difficult and uninteresting part of a job 单调乏味的苦差事

palm sth. off on to sb.

get rid of (an unwanted person or thing) by persuading sb. else to accept him/it 将(自己不需要的人或物)劝说别人接受

sink or swim

[saying] succeed or fail without help from anyone else 成败全靠自己

take on

undertake a task or responsibility, especially a difficult one 承担,担当

pull one's weight

do one's full share of work 做好分内事

swallow one's pride

hide one's feelings of pride and adopt a more humble or appropriate stance 忍气吞声

run through

be present in every part of sth. ; permeate sth. 遍布于某事物; 贯穿着某事物

take a bow

(of actor or entertainer) accept the applause after a performance by bowing 鞠躬致谢

with a flourish

with a large confident movement that makes people notice you (为了引起注意而) 用一个夸张的动作

Exercises

Comprehension

1. Mark the following statements "T" for "true" or "F" for "false" according to the text. Then discuss with your partner about the supporting points.

- 1) _____ William Shakespeare's observations in his novel have proved to be opposite in modern career pattern.
- 2) _____ There are several patterns to follow for the people who hope to build a successful career.
- 3) _____ The most important qualities of entrants are the right attitude and the willingness to learn.
- 4) _____ Many graduates start their jobs with high expectations but without right attitude.
- 5) _____ Before the 1970s companies usually encouraged the starters to take responsibility and didn't give them direction.
- 6) _____ In the second stage, people are expected to cooperate with their teammates, but still they rely on a manager's suggestion.
- 7) _____ What matters in a large organization is what you contribute to the work.
- 8) _____ In the third stage, you have to devote yourself to your own employer and show your loyalty to him.
- 9) _____ Managers have to establish a good relationship with investors; otherwise, they will lose power in the long run.
- 10) _____ A good manager should make strategic preparations for further development of his career.

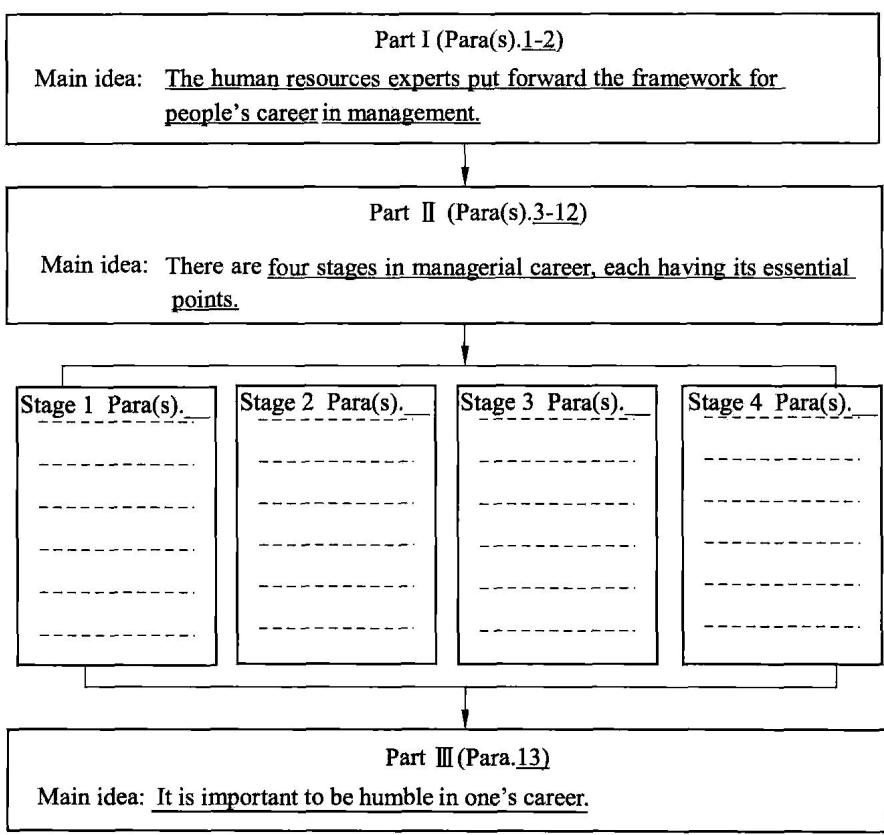
2. Discuss the following questions with your group members.

- 1) "To be a big fish in a small pond or a small fish in a big pond" is a dilemma for many

job hunters. Which do you prefer? Do you prefer to start your career in a small company? Why or why not?

- 2) Many people believe that if you have established a good relationship net in the society, you will have a successful career in the end. Do you agree with this idea? Why or why not?
- 3) As for the stage of leadership, besides the points given by the author, what else do you think are more important in this stage?
- 4) How can graduates make a successful transition from college to career?

3. Go through the text carefully and complete the outline below with the missing information from the text.



4. Paraphrase the following sentences.

1) Every one of us has our exits and our entrances, playing many parts and sometimes, sadly, building "bubble reputations" that do not last for the life of career.

2) So the office juniors should know that their attitude to such work is under the microscope.
