



普通高等教育“十一五”国家级规划教材

杨翠萍 刘鸣放 胡越竹 主编 / 叶兴国 John Nelson 主审

大学商务英语 综合教程

3

教师用书

College English
Business
Integrated
Course

清华大学出版社

College Business English
Integrated Course

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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《大学商务英语综合教程——学生用书3》的配套教师用书。该教师用书内容全面、详尽,方便教师操作及学习者自学。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、课文参考译文及学生用书的练习答案,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。

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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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、工商管理等专业的大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纸、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。

《大学商务英语综合教程》的编写立足本国,博采众长,力求新颖。教材宜采用糅合中外多种教学法之长的折中主义(eclecticism)教学法。

《大学商务英语综合教程》共4册,每册配有相应的教师用书。每册由10个单元组成。建议每6个课时完成一个单元。但使用时,各校可根据情况灵活处理。

《大学商务英语综合教程》为上海市教委第五期重点学科(外国语言学及应用语言学)资助项目(项目编号A-3102-06-000),主要由上海对外贸易学院主持编写,邀请复旦大学、上海外国语大学、华东师范大学、上海立信会计学院、上海师范大学、西安交通大学等院校多名具有丰富的商务英语教学经验的教师参与,由大家共同努力完成。此外,本教程还邀请国内商务英语教学领域的资深专家、上海对外贸易学院副校长叶兴国教授和美国达科他州州立大学英语学院教授John Nelson博士对书稿进行了审阅。从教材编写体系的形成到文字内容的修改及润色,他们都提出了许多宝贵的建议,并给予热情的指导和帮助。清华大学出版社对此教程的编写提供了大力的支持。在此,我们教材编写组对所有关心、支持和帮助过本教材编写工作的领导、专家、教授以及有关同志一并表示衷心的感谢。

本教材从内容到形式有许多大胆的尝试,但由于编者的水平所限,书中难免有不妥或疏漏之处。欢迎外语界专家、同仁以及本教材的所有使用者批评指正。

编者

2010年2月

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UNIT ONE

CAREERS

大学商务英语综合教程——教师用书 3

Brief on Careers

Career is a term defined by the Oxford English Dictionary as an individual's "course or progress through life". It is usually considered to pertain to **remunerative work**.

A career is mostly seen as a course of successive situations that make up a person's **occupation**. One can have a sporting career or a musical career without being a professional athlete or musician, but most frequently "career" in the 20th century referenced the series of **jobs** or **positions** by which one earned one's money. A person's worth is often measured by the career success or failings.

The traditional concept of career has been concerned with progression up an ordered hierarchy within an organization or **profession**. However, as the idea of personal choice and self direction picks up in the 21st century, aided by the power of the Internet and the acceptance of people having multiple kinds of work, the idea of a career is shifting from a closed set of achievements, like a chronological résumé of past jobs, to a defined set of **pursuits** looking forward. In its broadest sense, career refers to an individual's work and life roles over his/her lifespan. This version of a career makes it clear that people can progress through their career horizontally as well as vertically.

Whereas a career comprises the work activities that can be identified with a particular job or profession, having **multiple careers** is the growing trend in the late 20th century and early 21st century. These multiple careers can either be concurrent (where a worker has two simultaneous careers) or sequential (where a worker adopts a new career after having worked for some time in another career). Both may occur for different reasons.

Workers with concurrent multiple careers adopt a "hyphenated" professional identity. A "teacher-painter" might refer to an individual who works for nine months out of the year as a teacher and three (summer) months out of the year as a painter. Some consider the hyphen "-homemaker" or "-caregiver" as suggestive of another type of concurrent multiple career worker. That is, a "lawyer-homemaker" works as attorney and is also in charge of domestic duties at home. Increasingly, as adults must care for younger generation children and older

generation parents, the “X-caregiver” worker has emerged—where a worker completes the tasks of career-X and simultaneously cares for the needs of children and elders.

Workers can adopt concurrent multiple careers for a host of reasons including: economic (such as poverty or striving for additional wealth), educational (such as multiple degrees in multiple fields), or personal (such as interest or lack of fulfillment in one career).

Job-seekers need to take the time to step away from the day-to-day grind of work and spend quality time reflecting on their career and developing some plans for their future. **Career planning** can help if one feels frustrated and confined by his or her current job. Think of career planning as building bridges from one’s current job/career to the next job/career; without the bridge, one may easily stumble or lose his or her way, but with the bridge, there is safety and direction.

A **short-term career plan** focuses on a timeframe ranging from the coming year to the next few years, depending on the job-seeker. The key characteristic of short-term career planning is developing realistic goals and objectives that you can accomplish in the near future.

Long-term career planning usually involves a planning window of five years or longer and involves a broader set of guidelines and preparation. Businesses, careers, and the workplace are rapidly changing, and the skills that you have or plan for today may not be in demand years from now. Long-range career planning should be more about identifying and developing core skills that employers will always value while developing your personal and career goals in broad strokes.

As you begin your career planning, take the time to free yourself from all **career barriers**. Career barriers include personal barriers (such as lack of motivation, apathy, laziness, or procrastination), family pressure (such as expectations to work in the family business, follow a certain career path, or avoidance of careers that are below your status/stature), and peer pressure. And while career planning and career decision-making is an important aspect of your life, do not put so much pressure on yourself that it paralyzes you from making any real choices, decisions, or plans. Career planning is an ever-changing and evolving process — or journey, so take it slowly and easily.

Reading-related Information

1. **William Shakespeare** (L. 1) — William Shakespeare (1564—1616) was an English poet and playwright, widely regarded as the greatest writer in the English language and the world’s preeminent dramatist. He is often called England’s national poet and the “Bard of Avon”. His surviving works, including some collaborations, consist of 38 plays, 154 sonnets, two long narrative poems, and several other poems. His plays have been translated into every major living language and are performed more often than those of any other playwright.
2. **As You Like It** (L. 2) — *As You Like It* (《皆大欢喜》) is a pastoral comedy by William Shakespeare; it is believed to have been written in 1599 or early 1600 and first published in the folio of 1623. *As You Like It* follows its heroine Rosalind as she flees persecution in

her uncle's court to find safety and eventually love in the Forest of Arden with her cousin Celia and court jester, Touchstone. The play features one of Shakespeare's most famous and oft-quoted speeches, "All the world's a stage" and is the origin of the phrase "too much of a good thing." The play remains a favorite among audiences and has been adapted for radio, film, and musical theatre. The text quotes from it "all the world's a stage, And all the men and women merely players: They have their exits and their entrances..."

3. **Leadership Brand** (L. 7) — *Leadership Brand* 《领导力品牌》 is a book in which the authors Dave Ulrich and Norm Smallwood show how branded leadership delivers unique value for firms' investors, customers, and employees — elevating market value and creating a sharp competitive edge.
4. **MacDonald Restaurants** (L. 23) — McDonald's Corporation is the world's largest chain of fast food restaurants, serving nearly 58 million customers daily. McDonald's primarily sells hamburgers, cheeseburgers, chicken products, French fries, breakfast items, soft drinks, milkshakes and desserts. More recently, it has begun to offer salads, wraps and fruit. Each McDonald's restaurant is operated by a franchisee, an affiliate, or the corporation itself.

Language Interpretation

1. **...and nowhere is it more important than at the very start of a career.** (L. 9) — ...the beginning of one's career is more important than any other stage.
2. **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...** (L. 13) — New employees who are learning to work should sensibly take their advice for people in stage one...
3. **New entrants are urged to earn trust by delivering on commitments,...** (L. 16) — New employees are encouraged to gain trust by doing what they are expected to do,...
4. **...the one that counts probably more than all of the others put together...** (L. 17) — ...the one factor that is more important than all others combined...
5. **...put more store on recruiting for attitude rather than aptitude.** (L. 23) — ...pay more attention to attitude than ability in recruitment.
6. **...their path to the top is a glittering staircase that they can surmount with all the light-footed ease of Fred Astaire and Ginger Rogers.** (L. 28) — ...their way to success is like a shining staircase that they can climb easily, much like the famed dancers FA and GR.
7. **...learning from experienced hands, emulating the styles of those who shine the most.** (L. 39) — ...learning from experienced people, trying to use the same style as outstanding people.
8. **Dalton and Thompson discouraged those who chose to be "the lone wolf."** (L. 45) — Dalton and Thompson discouraged people who choose to work alone.

9. ...I can confirm that collaboration makes far more sense in a large organisation.
(L. 47) — ...I can prove that cooperation is more sensible in a large organization.
10. ...you progress a professional career... (L. 52) — ... you make progress in a professional career...
11. It also involves a degree of “putting something back”... (L. 63) — It also includes some effort in providing for others, helping them learn how to grow their careers...
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. (L. 65) — If we can pass these three stages we may be ready to play a role as a leader with more comprehensive abilities; we must begin to focus outside of the company and consider things in the long run. This kind of thinking style is described as strategic thinking.

Word Study

1. observation (L. 2)

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

Examples

- ⊙ *He had made several interesting observations on the current economic situation.*
- ⊙ *The managing director made observations on the sales report at the board meeting.*

observe

v. say by way of comment; remark

Examples

- ⊙ *I have very little to observe on what has been said about the marketing strategy.*
- ⊙ *He observed that you were offered a fair deal on furniture.*

2. recruitment (L. 3)

n. the action of finding new people to join an organization

Examples

- ⊙ *Large companies use various outside recruitment sources to fill vacancies at different levels of management.*
- ⊙ *The recession has forced a lot of companies to cut down on graduate recruitment.*

recruit

v. 1) find new people to work in a company, join an organization, do a job, etc.

Examples

- ⊙ *We're having difficulty recruiting enough properly qualified staff.*
- ⊙ *As the company got a new contract, it had to recruit 20 temporary workers.*

2) get people to join the army, navy, etc.

Examples

- *Many college graduates are recruited into the army.*
- *The country recruits for the army to fight against terrorists.*

3. commitment (L. 16)

n. 1) thing one has promised to do; pledge; undertaking

Examples

- *The manufacturer made a commitment to deliver the parts on time.*
- *One of the great advantages of managing by objectives is that it brings out commitment for performance.*

2) the hard work and loyalty that someone gives to an organization, activity, etc.

Examples

- *His commitment to his job got him promotion.*
- *The successful implementation of the company's strategies calls for the commitment of all employees.*

commit

v. 1) say that someone will definitely do something or must do something

Examples

- *The company has committed themselves to boosting profits by innovation, good quality and service.*
- *We will do our best to advance shipment but cannot commit ourselves.*

2) decide to use money, time, people, etc. for a particular purpose

Examples

- *A lot of money has been committed to this project.*
- *The boss committed a large sum of money to improving the workers' working conditions.*

4. equip (L. 25)

v. give someone the information and skills that they need to do something

Examples

- *Your training will equip you for your future job.*
- *He is equipped with experience and skills to deal with the crisis.*

5. confirm (L. 47)

v. 1) establish the truth or correctness of something

Examples

- *Our results confirm that financial intermediaries played an essential role in small business finance.*
- *The survey of employees at the Lane Construction Corporation confirmed that there was a strong bond of loyalty between the employees and the company.*

2) say that something is definitely true

Examples

- ⊙ *With reference to your inquiry of January 10, we confirm that we can supply the product at 8,000 U. S. dollars per unit, F. O. B. .*
 - ⊙ *Managers have so far refused to confirm or deny reports that the company will lay off 3,000 employees after the merger.*
- 3) tell someone that a possible arrangement, date, or situation is now definite or official

Examples

- ⊙ *I wrote a memorandum to confirm our verbal agreement.*
- ⊙ *I'd like to confirm our appointment at 3:30 p. m. Friday in your office.*

6. discipline (L. 54)

n. 1) a way of training your mind or learning to control your behavior

Examples

- ⊙ *It takes a lot of discipline to become an Olympic champion.*
- ⊙ *In motivating employees, good communication and rewards are good disciplines.*

2) the ability to control your own behavior, so that you do what you are expected to do

Examples

- ⊙ *Success in business requires training, discipline and hard work.*
- ⊙ *All effective discipline starts with a good set of workplace rules. Employees should have a clear understanding about what is expected.*

v. punish someone in order to keep order and control

Examples

- ⊙ *The employees who perform poorly or commit misconduct are disciplined.*
- ⊙ *Disciplining employees is a process of communicating with an employee to improve unacceptable behavioral patterns or performance.*

discipline oneself

control the way you work, how regularly you do something, etc. , because you know it is good for you

Examples

- ⊙ *He never fails to discipline himself to finish his work on time.*
- ⊙ *That manager can't discipline himself, much less set a good example for his staff to follow.*

7. negotiate (L. 65)

v. 1) get over or pass (an obstacle, etc.) successfully

Examples

- ⊙ *The car negotiated the sharp curve by slowing down.*
- ⊙ *The climber had to negotiate a steep rock face.*

2) discuss something in order to reach an agreement, especially in business or politics

Examples

- ⊙ *The management has decided to negotiate with the employers about our wage claim.*

◎ *Buyers and sellers negotiate about the price of products.*

8. succeed (L. 70)

v. come next after (sb./sth.) and take his/its place

Examples

◎ *The board chose the finance director to succeed the retiring general manager.*

◎ *He had to succeed to the business when his father passed away.*

succession

n. 1) (right of) succeeding to a title, the throne, property, etc.

Examples

◎ *There will be a dispute about the rightful succession to her estate.*

◎ *He was appointed chairman of the department in succession to Mr. Henry.*

2) happening one after the other without anything different happening in between

Examples

◎ *A succession of bad harvests had reduced the small farmers to penury.*

◎ *The company made 3 billion yuan of profits, ending the loss-making situation for six years in succession.*

9. conform to/with (L. 8)

1) keep to or comply with (generally accepted rules, standards, etc.)

Examples

◎ *All purchased product or materials used in products shall conform to applicable regulatory requirements.*

◎ *All new buildings must conform with the regional development plan.*

2) agree or be consistent with sth.

Examples

◎ *Relations of production must conform to the level of productive forces.*

◎ *The bank's responsibility is to verify that the explorer's documents conform to the letter of credit.*

10. deliver on sth. (L. 16)

give what is expected or promised

Examples

◎ *Most people will seek tangible evidence that the merchant making the offer can and will deliver on it.*

◎ *The government will deliver on the promise made to offer financial assistance to the car manufacturing companies.*

11. make sense (L. 47)

have an understandable meaning, be sensible

Examples

- ◎ *If there is potentially a high demand for the products, it will make sense to set up a subsidiary and produce locally.*
- ◎ *It didn't make sense to waste time on marketing online when all your business was local.*

12. run through (L. 60)

- 1) be present in every part of sth. ; permeate sth.

Examples

- ◎ *The fundamental company goals run through the discussions and decision making of the management.*
 - ◎ *The policy should run through the whole project.*
- 2) repeat something in order to practice it or make sure it is correct

Examples

- ◎ *You should run through your lines a few more times, to avoid drying up on stage.*
 - ◎ *Let me run through the delivery date again: the first shipment for 1,500 units, to be delivered in 27 days, by 31 May.*
- 3) read, look at, or explain something quickly

Examples

- ◎ *The managing director ran through the names on the list for the interview.*
- ◎ *The crew ran through the preflight procedures.*

Key to the Exercises

Lead-in

- ①
Open-ended.
- ②
Open-ended.
- ③
Open-ended.

Reading

Comprehension

- ①
1) F 2) T 3) T 4) T 5) F 6) F 7) T 8) F 9) F 10) T



- 1) Open-ended.
- 2) Open-ended.
- 3) In the fourth stage of a leader, another important thing is whether he has an appropriate management style so he can stimulate his team to achieve tasks. A good communication skill is also essential for a manager, for he has to deal with different relationships with clients, investors or partners. Without good communication skills, it will be extremely difficult for him to run through his leadership career successfully.
- 4) Some tips for graduates successful transition from college to career are as follows:
 - Always arrive at work on time, if not a little early. Stick to your lunch hour...and if you are particularly busy, eat at your desk or come back early.
 - Dress appropriately. Look around you to see how others are dressed, especially those who are further along on your career path.
 - Listen and observe before jumping in to suggest changes.
 - Stay away from office gossip. That is not to say you don't pay attention to what you hear through the grapevine. That can be helpful. However, don't contribute to it.
 - Mind your manners. "Please" and "Thank you" should still be the magic words. Always knock before you enter.
 - Answer the telephone politely, even if the call is internal.
 - Find a mentor. Look for someone on your career path who is willing to take you under his wing. Your own supervisor may not be a good idea, but someone else under his supervision may work well.
 - Don't pretend to know things you don't. However, do your homework. Learn what you need to know.
 - Don't be afraid to ask questions. If you are assigned a project and are not sure how it should be completed, ask. It's better to ask before the project is due than to have it delayed because it was done incorrectly.
 - Always stick to deadlines. Bosses usually want projects completed on time. If there is any flexibility, he/she will let you know.
 - Finally, pay close attention to corporate culture. Learn how things work within your company. Are relationships formal or friendly? Does everyone arrive early and stay late? Are lunch hours short or non-existent?



- Stage 1 Para(s). 3-6: Attitude and willingness to learn
- Stage 2 Para(s). 7-10: Attitude and cooperation
- Stage 3 Para(s). 11: Extending of network of relations
- Stage 4 Para(s). 12: Strategic thinking for the long term