

商务学导论 (第9版)

[美] William G. Nickels James M. McHugh Susan M. McHugh 著

Understanding Business (Ninth Edition)



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清华大学出版社
北京

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Understanding Business, 9th Ed.

EISBN: 0-07-351170-6

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图书在版编目(CIP)数据

商务学导论 = Understanding Business: 第9版: 英文 / (美) 尼克尔斯 (Nickels, W.G.), (美) 麦克休 (McHugh, J.M.), (美) 麦克休 (McHugh, S.M.) 著. —北京: 清华大学出版社, 2012.4
(美国麦格劳-希尔教育出版公司工商管理最新教材)
ISBN 978-7-302-28270-9

I. ①商… II. ①尼… ②麦… ③麦… III. ①商务—高等学校—教材—英文 IV. ① F7

中国版本图书馆 CIP 数据核字 (2012) 第 040404 号

责任编辑: 王 青

封面设计: 傅瑞学

责任印制: 李红英

出版发行: 清华大学出版社

网 址: <http://www.tup.com.cn>, <http://www.wqbook.com>

地 址: 北京清华大学学研大厦 A 座 邮 编: 100084

社 总 机: 010-62770175 邮 购: 010-62786544

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质 量 反 馈: 010-62772015, zhiliang@tup.tsinghua.edu.cn

印 刷 者: 清华大学印刷厂

装 订 者: 北京市密云县京文制本装订厂

经 销: 全国新华书店

开 本: 203mm×260mm 印 张: 41.5

版 次: 2012 年 5 月第 1 版

印 次: 2012 年 5 月第 1 次印刷

印 数: 1~5000

定 价: 59.00 元

产品编号: 045388-01

中国的学生要不要使用英文版的教材，一直有争议。有人认为，我们应该使用自己编写的教材，这样才能更准确地反映我们在课堂上所要表述的观点。用国外的原版教材，有些隔靴搔痒，不能解决中国的实际问题。持不同意见的观点认为，尽管各国在管理体制上有意识、制度、文化等差异，但管理本身在国际环境下具有共同性的问题。特别是，中国的企业在经济全球化的环境下，需要更多地了解国外的管理理论与现状。在这种情况下，就需要引进一些外版的教材。一则，用于满足我们教学的部分需求；二则，更好地了解外版教材的教学服务体系；三则，为我们的师生创造英语教学的环境。

在进行 2004 年本科教指委的工作规划时，我曾特别谈及，要加强对本科教育中教书“育人”、服务于学生的使命的认识，继续优化专业课程设计，扩大精品课程建设，增加专业导向课程，尤其要加强对国际商科与经济管理学学科教学进展的研究，并引进最新的教学成果，包括教材及教学资源。这一切都是为了更好地为国家与社会培养更好的人才。

为此，清华大学出版社与美国麦格劳-希尔教育出版公司合作，引进出版这套“精编版”的英文工商管理教材，也正体现了这一理念。这套教材吸收国际最新教学成果，提供全方位的教学资源，并借助英语的语言媒介，将会大力提升与发展中国工商管理教学水平，提高学生使用英语语言和网络手段获得长久的终生学习的能力和兴趣，进而提高我国工商界的国际竞争力。这是一件具有重大意义的工作。

在讨论引进国际上在工商管理教学的最新成果时，基本上确定了引进本套教材及教学资源的基本格调，即对“国际最新教学成果”的几个共同认识：一是国际上教学技术的进展究竟走到了哪一步，我们就引进到哪一步。二是要注意教学技术的发展给教学及教材带来了的影响，我们要借鉴新的教学辅助手段。

最近几年，我在美国授课的过程中，注意到教学网络技术：CMS，课程管理系统。通过这个教学辅助系统，教师可以将所要讲授的课程内容简单地张贴到一个系统化的网页上，包括教学演示文件 PPT、章节提要 (Lecture Notes)、在线阅读资料，以及问答题、简答题还有课后大作业等，还可以很简单地开设自己课程的在线论坛 BBS。学生在注册后，便成为在线学生，通过该平台与教师交互，完成习题、在线提交作业，在线考试，自动出评测分析报告。这一切是以教师为中心，

完全解决了教师对于自己教学内容以及对学生及教学过程的网络化数字化管理的问题，并可多次复用、异地复用。这个在线学习系统 (BlackBoard, WebCT, eCollege) 等不同于国内各高校自己研发的以学籍管理或居于录像、课件的远程教学为中心的校园管理平台，直接解决大学的核心问题：即“大师”们对课程教学内容的管理问题，成为对教师授课最好的在线数字化辅助支持平台。

2004 年的春季学期，中国人民大学商学院 247 位教师，所有 364 门课程全面上线，2000 多名学生在线注册学习，引发了人大商学院一场真正意义上的“教学革命”。教师与学生实现了很好地沟通与互动，学生之间也有了很好地学习谈论的天地。目前，我商学院的经验，已经成为赛尔毕博支持国内院校教学上线发展的典范，成为 BlackBoard 在国内的示范教学网站。

课堂教学同网络平台结合之后，又给教学带来了新的挑战，也给教材和教材的出版商们带来了新的机遇。历史悠久的麦格劳－希尔教育出版公司积极适应这种挑战，在商科及经管教材的出版上做了战略性的调整：即将教材本身做“薄”，出版一批新型的、跨媒介的教材：将研讨性、探索性、展开式的学习内容放到网上，将动态交互性的内容放到网上；印刷版的教材从过去强调各章节内容全面，呈现教学过程、学习环节，转向到注重概念性及引导性，展现学习的核心内容。同时，他们将教材配套的教学资源做得更“全”，将更多的内容上线后全面依托网络，更加动态地呈现教学内容及教学过程；并为不同的教学平台提供完全解决方案，提供跨平台的不同版本的内容“子弹”。无论采用 BlackBoard 或 WebCT 等平台，教师们都可以从出版商处获得标准的教学资源包，为自己采用的教材轻松搭建课程网站，实现教学的在线革命。

总之，教学在革命，教学的手段也在革命。我们要看到工商管理教学在国际上的各种变化，努力跟上时代的发展变化，使我们的学生真正获得国际水准的教育。为此，我衷心地感谢这批教材的国外作者们，正是他们不懈的教学实践，为给我们学科的发展带来源源的活力；同时感谢国内外出版界的人士，感谢他们对教材、教材市场的永恒的追求，不断地帮助我们提升教学水准；衷心希望这批适应新的教学需要的国际最新教材的出版能抛砖引玉，再次带动整个工商管理教育无论是本科、高职高专教学还是 MBA、EMBA 教学的发展。

子曰：“学而时习之，不亦悦乎”。在这场教学革命中，我们有更大的勇气面临新的教学的挑战，将中国的工商管理教育推向世界一流的前列！

徐二明

出 版 说 明

为了适应经济全球化的发展趋势,满足国内广大读者了解、学习和借鉴国外先进经济管理理论和管理经验的需要,清华大学出版社与国外著名出版公司 McGraw-hill 教育出版集团合作影印出版了一系列商科英文版教材。我们所选择的图书,基本上是在国外深受欢迎并被广泛采用的优秀教材的缩减版,其主教材均是该领域中较具权威性的经典之作。在选书的过程中,我们得到了很多专家、学者的支持、帮助和鼓励,在此表示谢意!

由于原作者所处国家的政治、经济和文化背景等与我国不同,对书中所持观点,敬请广大读者在阅读过程中注意加以分析和鉴别。

我们期望这套影印书的出版对我国经济管理科学的发展能有所帮助,对我国商科的教学,尤其是商学本科的教学能有所促进。

欢迎广大读者给我们提出宝贵的意见和建议,也欢迎有关专业人士向我们推荐您所接触到的国外优秀图书。

清华大学出版社

2012年2月



ABOUT THE authors

The *Understanding Business* author team possesses a unique blend of university, community college, industry, public service, small-business, and curriculum development experience that helps them breathe life into the dynamic business concepts presented in the text.

As instructors who have used the text and supplements in their own classrooms, Bill Nickels and Jim McHugh have a personal stake in the quality of the entire project. As a curriculum specialist, Susan McHugh is committed to making certain that Bill and Jim (and all of the other *Understanding Business* users) have the best materials possible for creating interesting and useful classes that make learning business an exciting experience.

Bill Nickels is professor emeritus of business at the University of Maryland, College Park. He has over 35 years' experience teaching graduate and undergraduate business courses, including introductory courses in business, marketing, and promotion. He has won the Outstanding Teacher on Campus Award four times and was nominated for the award many other times. He received his M.B.A. degree from Western Reserve University and his Ph.D. from The Ohio State University. He has written a marketing communications text and two marketing principles texts in addition to many articles in business publications. He has taught many seminars to businesspeople on subjects like power communications, marketing, nonbusiness marketing, and stress and life management. His son, Joel, is a Professor of English at the University of Miami (Florida).

Jim McHugh holds an M.B.A. degree from Lindenwood University and has had broad experience in education, business, and government. As chairman of the Business and Economics Department of St. Louis Community College/Forest Park, Jim coordinated and directed the development of the business curriculum. In addition to teaching several sections of Introduction to Business each semester for nearly 30 years, Jim taught in the marketing and management areas at both the undergraduate and graduate levels. Jim enjoys conducting business seminars and consulting with small and large businesses. He is actively involved in the public service sector and served as chief of staff to the St. Louis County Executive.

Susan McHugh is a learning specialist with extensive training and experience in adult learning and curriculum development. She holds an M.Ed. degree from the University of Missouri and completed her coursework for a Ph.D. in education administration with a specialty in adult learning theory. As a professional curriculum developer, she has directed numerous curriculum projects and educator training programs. She has worked in the public and private sectors as a consultant in training and employee development. While Jim and Susan treasure their participation in the *Understanding Business* project, their greatest accomplishment is their collaboration on their three children, Casey, Molly, and Michael, who have all grown up regarding the text as a fourth sibling. Casey is carrying on the family's teaching tradition as an adjunct professor at Washington University. Molly and Michael offered to express their appreciation for all the tuition bills *Understanding Business* helped pay by working on several supplementary materials for the new edition.

As authors, it is thrilling to see the results of the work we love embraced by colleagues in hundreds of colleges and universities throughout the United States and around the world. *Understanding Business* is again **the most widely used text** in introductory business courses.

While we obviously did play a significant role in the development of this text and package, the greatest joy we find in performing this task comes from working with the many people who deserve credit for the evolution of this remarkable project. Over 250 faculty, who teach the course, and hundreds of students who have used the book and its supplements were formally involved in various stages of our research and writing of this edition. We continue to hear informally from students and faculty throughout the country who call and e-mail us with comments and suggestions. We encourage you to do the same. We enjoy the interaction.

Prior to writing this edition, we held several close-to-the-customer focus groups in cities around the country. Discussions with instructors and students in these sessions helped us define, clarify, and test the needs of the diverse group who teach and take this course. Additionally, more than 20 instructors provided us with in-depth evaluations of the eighth edition, providing insights for the improvements that you will encounter on every page of this edition. Once the first draft was written, another group of instructors critiqued our initial effort, which led to many more important refinements.

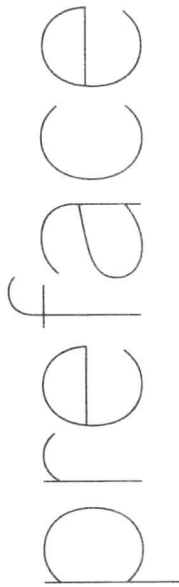
Many consider this process the most extensive product development process ever implemented for a text of this type. While that's probably true, we consider this talking and sharing of ideas with our colleagues and students across the country as one of the greatest perks of our jobs.

KEEPING UP WITH WHAT'S NEW

Users of *Understanding Business* have always appreciated the currency of the material and the large number of examples from companies of *all* sizes and industries (e.g., service, manufacturing, profit, and nonprofit) in the United States and around the world. A glance at the Chapter Notes will show you that most of them are from 2008–2009. Accordingly, this edition features the latest business practices and other developments affecting business, including:

- The economic crisis of 2008–2009—its causes, effects, and attempted remedies, including the TARP and the stimulus package.
- Green marketing (including greenwashing).
- Social networking media (e.g., Facebook, Twitter) as used in business communication and marketing.
- Sovereign wealth funds.
- Insourcing.
- Affiliate marketing.
- Widgets.
- Cloud computing.
- Web 2.0.
- International financial reporting standards.
- Growth of electronic stock exchanges (e.g., Euronext, NASDAQ).

We firmly believe that no course in college is more important than the introductory business course. That's why we enjoy teaching it so much and why we are willing to spend so much time helping others make this the best



course on campus. We are proud of the text and the integrated teaching and testing system that you have helped us develop. We thank the many text and supplements users who have supported us through the years and welcome new instructors to the team. We look forward to a continuing relationship with all of you and to sharing what we consider the most exciting classroom experience possible: teaching students to understand business.

Bill Nickels

Jim McHugh

Susan McHugh

getting ready for prime time

Top 10 Reasons to Read This Introduction

(Even If It Isn't Assigned)

- 10 What the heck—you already bought the book, so you might as well get your money's worth.
- 9 You don't want the only reason you get a raise to be that the government has increased the minimum wage.
- 8 How else would you find out a spork isn't usually one of the utensils used at a business dinner?
- 7 You need to know a cover letter isn't a blank sheet of paper used to protect your résumé.
- 6 Not many successful job interviews start with "Like, you know, this is like, what I want to, like, do, you know."
- 5 Getting off to a good start in the course can improve your chances of getting a higher grade, and your Uncle Ernie will send you a dollar for every A you get.
- 4 You don't want to experience the irony of frantically reading the "time management" section at 3 a.m.
- 3 It must be important because the authors spent so much time writing it.
- 2 You want to run with the big dogs someday.

And the number one reason for reading this introductory section is . . .

- 1 It could be on a test.

LEARNING THE SKILLS YOU NEED TO SUCCEED TODAY AND TOMORROW

Your life is full. You're starting a new semester, perhaps even beginning your college career, and you're feeling pulled in many directions. Why take time to read this introduction? We lightheartedly offer our top 10 reasons on page P-1, but the real importance of this section is no joking matter.

Its purpose, and that of the entire text, is to help you learn principles, strategies, and skills for success that will serve you not only in this course but also in your career and your life. Whether you learn them is up to you. Learning them won't guarantee success, but not learning them—well, you get the picture.

We hope you invest the time to read the entire Getting Ready for Prime Time section. However, we realize some parts may be more relevant at a particular time than others. To help you focus on the most important information for your needs, we've divided it into two major categories:

1. **Succeeding in This Course.** An overview of the skills you'll need to succeed in this course and throughout college, as well as the skills you need to succeed in your career after you earn your diploma. **READ THIS SECTION BEFORE YOUR FIRST CLASS** and make a great first impression!
2. **Getting the Job You Want.** Guidelines to finding and getting the job you want with an emphasis on job search, résumé writing, and interviewing skills.

This is an exciting and challenging time. Success in any venture comes from understanding basic principles and knowing how to apply them effectively. What you learn now could help you be a success—for the rest of your life. Begin applying these skills now to gain an edge on the competition. Good luck. We wish you the best.

Bill Nickels

Jim McHugh

Susan McHugh

SUCCEEDING IN THIS COURSE

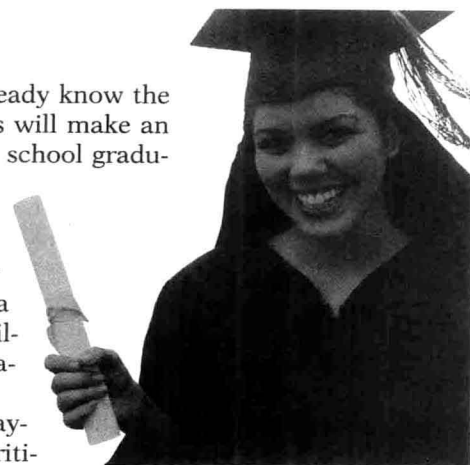
Since you've signed up for this course, we're guessing you already know the value of a college education. The holders of bachelor's degrees will make an average of \$51,000 per year compared to just \$31,500 for high school graduates.¹ Compounded over the course of a lifetime, the college grad will make over \$300,000 more than the high school grad!² Thus, what you invest in a college education is likely to pay you back many times. See Figure P.1 for more of an idea of how much salary difference a college degree makes by the end of a 30-year career. That doesn't mean there aren't good careers available to non-college graduates. It just means those with an education are more likely to have higher earnings over their lifetime.

The value of a college education is more than just a larger paycheck. Other benefits include increasing your ability to think critically and communicate your ideas to others, improving your ability to use technology, and preparing yourself to live in a diverse world. Knowing you've met your goals and earned a college degree also gives you the self-confidence to work toward future goals.³

Experts say today's college graduates will likely hold seven or eight different jobs (often in several different careers) in their lifetime. Many returning students are changing their careers and their plans for life. In fact, 39 percent of the people enrolled in college today are 25 or older. By 2016, almost half the college population is expected to be in this category.⁴

You too may want to change careers someday. It can be the path to long-term happiness and success. That means you'll have to be flexible and adjust your strengths and talents to new opportunities. Learning has become a lifelong job. You'll constantly update your skills to achieve and remain competitive.

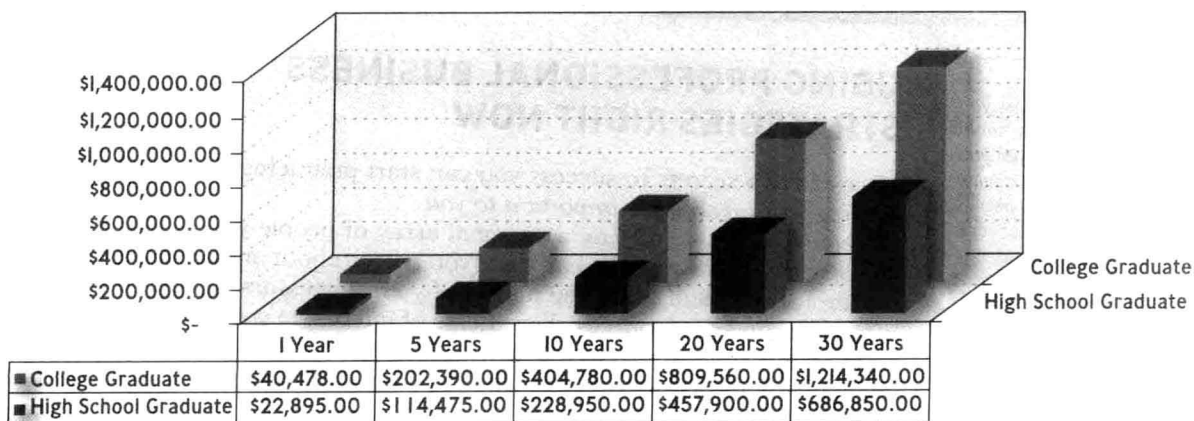
If you're typical of many college students, you may not have any idea what career you'd like to pursue. That isn't necessarily a big disadvantage in today's fast-changing job market. After all, many of the best jobs of the future don't even exist today. There are no perfect or certain ways to prepare for the most interesting and challenging jobs of tomorrow. Rather, you should continue your college education, develop strong computer and Internet skills, improve your verbal and written communication skills, and remain flexible while you explore the job market.⁵



The rewards of college are well worth the effort for graduates, who can expect to earn 60 to 80 percent more than high school graduates over the course of their careers. Businesses like graduates too, because the growing needs of a global workplace require knowledgeable workers to fill the jobs of the future. What other benefits do you see from earning a college degree?

figure P.1

**SALARY COMPARISON OF
HIGH SCHOOL VERSUS
COLLEGE GRADUATES**



USING THIS COURSE TO PREPARE FOR YOUR CAREER

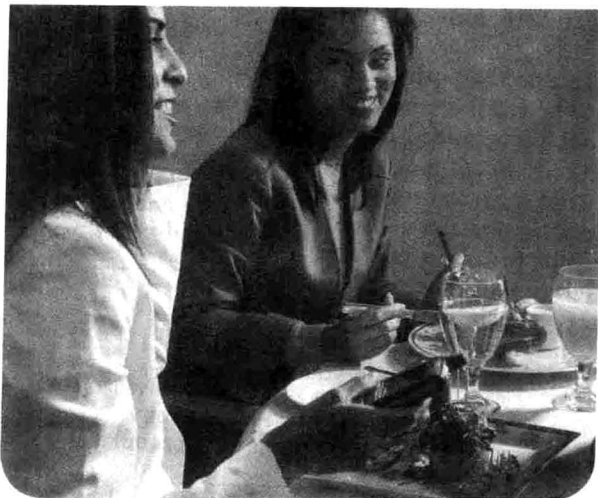
One of the objectives of this class, and this book, is to help you choose an area in which you might enjoy working and have a good chance to succeed. You'll learn about economics, global business, ethics, entrepreneurship, management, marketing, accounting, finance, and more. At the end of the course, you should have a much better idea which careers would be best for you and which you would not enjoy.

But you don't have to be in business to use business principles. You can use marketing principles to get a job and to sell your ideas to others. You can use your knowledge of investments to make money in the stock market. You'll use your management skills and general business knowledge wherever you go and in whatever career you pursue—including government agencies, charities, and social causes.

ASSESSING YOUR SKILLS AND PERSONALITY

The earlier you can do a personal assessment of your interests, skills, and values, the better it can help you find career direction. Hundreds of schools use software exercises like the System for Interactive Guidance and Information (SIGI) and DISCOVER to offer self-assessment exercises, personalized lists of occupations based on your interests and skills, and information about different careers and the preparation each requires. Visit your college's placement center, career lab, or library soon and learn what programs are available for you. Even if you're a returning student, an assessment of your skills will help you choose the right courses and career path to follow next.

Self-assessment will help you determine the kind of work environment you'd prefer (technical, social service, or business); what values you seek to fulfill in a career (security, variety, or independence); what abilities you have (creative/artistic, numerical, or sales); and what job characteristics matter to you (income, travel, or amount of job pressure versus free time).



Networking provides you with an array of personal contacts on whom you can call for career advice and help. Have you begun creating your network yet? Are you part of someone else's?

USING PROFESSIONAL BUSINESS STRATEGIES RIGHT NOW

Here are two secrets to success you can start practicing now: *networking* and *keeping files on subjects important to you*.

Networking is building a personal array of people you've met, spoken to, or corresponded with who can offer you advice about and even help with your career options. Start with the names of your professors, both as employment references and as resources about fields of interest to you. Add additional contacts, mentors, and resource people, and keep the notes you make when talking with them about careers including salary information and courses you need to take.

All students need a way to retain what they learn. An effective way to become an expert on almost any business subject is to set up your own information system. You can store data on your computer and cell phone (back these files up!), or you can establish a comprehensive filing system on paper, or you can use a combination of the two. Few college students make this effort; those who don't, lose much of the information they read in college or thereafter.

Keep as many of your textbooks and other assigned readings as you can, and your course notes. Read a national newspaper such as *The Wall Street Journal*, *The New York Times*, or *USA Today*. Read your local newspaper. Each time you read a story that interests you, save a paper copy or add a link to the story online in your electronic file, under a topic heading like *careers*, *small business*, *marketing*, *economics*, or *management*. You'll easily find the latest data on almost any subject on the Internet. Don't rely on just one site for information (and be especially wary of Wikipedia)! Get familiar with a variety of sources and use them.

Start a file for your résumé. In it, keep a copy of your current résumé along with reference letters and other information about jobs you may have held, including projects accomplished and additions to your responsibilities over time. Soon you'll have a tremendous amount of information to help you prepare a polished résumé and answer challenging job interview questions with ease.

Watching television shows about business, such as *Nightly Business Report* and Jim Cramer's *Mad Money*, is like getting a free graduate education in business. Try viewing some of these shows or listening to similar ones on the radio, and see which ones you like best. Take notes and put them in your files. Keep up with business news in your area so that you know what jobs are available and where. You may also want to join a local business group to begin networking with people and learning the secrets of the local business scene. Many business groups and professional societies accept student members.

LEARNING TO BEHAVE LIKE A PROFESSIONAL

There's a reason good manners never go out of style. As the world becomes increasingly competitive, the gold goes to teams and individuals with that extra bit of polish. The person who makes a good impression will be the one who gets the job, wins the promotion, or clinches the deal. Good manners and professionalism are not difficult to acquire; they're second nature to those who achieve and maintain a competitive edge.⁶

Not even a great résumé or designer suit can substitute for poor behavior, including verbal behavior, in an interview.⁷ Say "Please" and "Thank you" when you ask for something. Open doors for others, stand when an older person enters the room, and use a polite tone of voice. You may want to take a class in etiquette to learn the proper way to eat in a nice restaurant, what to do at a formal party, and so on. Of course, it's also critical to be honest, reliable, dependable, and ethical at all times.

Some rules are not formally written anywhere; instead, every successful businessperson learns them through experience. If you follow these rules in college, you'll have the skills for success when you start your career. Here are the basics:

1. **Making a good first impression.** An old saying goes, "You never get a second chance to make a good first impression." You have just a



Many businesses have adopted business casual as the proper work attire, but others still require traditional clothing styles. How does your appearance at work affect both you and your company?

few seconds to make an impression. Therefore, how you dress and how you look are important. Take a clue as to what is appropriate at any specific company by studying the people there who are most successful. What do they wear? How do they act?

2. **Focusing on good grooming.** Be aware of your appearance and its impact. Wear appropriate, clean clothing and a few simple accessories. Revealing shirts, nose rings, and tattoos may not be appropriate in a work setting. Be consistent too; you can't project a good image by dressing well a few times a week and then showing up looking like you're getting ready to mow a lawn.

Many organizations have adopted "business casual" guidelines, but others still require traditional attire, so ask what the organization's policies are and choose your wardrobe accordingly. Casual doesn't mean sloppy or shabby. Wrinkled clothing, shirttails hanging out, and hats worn indoors are not usually appropriate. For women, business casual attire includes simple skirts and slacks (no jeans), cotton shirts, sweaters (not too tight), blazers, and low-heeled shoes or boots (always with socks or stockings). Men may wear khaki trousers, sport shirts with collars, sweaters or sport jackets, and casual loafers or lace-up shoes.

3. **Being on time.** When you don't come to class or work on time, you're sending this message to your teacher or boss: "My time is more important than your time. I have more important things to do than be here." In addition to showing a lack of respect to your teacher or boss, lateness rudely disrupts the work of your colleagues.

Pay attention to the corporate culture. Sometimes you have to come in earlier than others and leave later to get that promotion you desire. To develop good work habits and get good grades, arrive in class on time and avoid leaving (or packing up to leave) early.

4. **Practicing considerate behavior.** Listen when others are talking—for example, don't read the newspaper or eat in class. Don't interrupt others when they are speaking; wait your turn. Eliminate profanity from your vocabulary. Use appropriate body language by sitting up attentively and not slouching. Sitting up has the added bonus of helping you stay awake! Professors and managers alike get a favorable impression from those who look and act alert.
5. **Practicing good netiquette.** The basic rules of courtesy in face-to-face communication also apply to e-mail exchanges. Introduce yourself at the beginning of your first e-mail message. Next, let your recipients know how you got their names and e-mail addresses. Then proceed with your clear but succinct message, and always be sure to type full words (*ur* is not the same thing as *your*). Finally, close the e-mail with a signature. Do not send an attachment unless your correspondent has indicated he or she will accept it. Ask first! You can find much more information about proper Internet etiquette, or netiquette, online—for example, at NetManners.com.
6. **Practicing good cell phone manners.** Your Introduction to Business class is not the place to be arranging a date for tonight. Turn off the phone during class or in a business meeting unless you are expecting a critical call. If you are expecting such a call, let your professor know before class. Turn off your ringer and put the phone on vibrate. Sit by the aisle and near the door. If you do receive a critical call, leave

the room before answering it. Apologize to the professor after class and explain the situation.

7. **Being prepared.** A businessperson would never show up for a meeting without having read the appropriate materials and being prepared to discuss the topics on the agenda. For students, acting like a professional means reading assigned materials before class, asking and responding to questions in class, and discussing the material with fellow students.

Just as traffic laws enable people to drive more safely, business etiquette allows people to conduct business with the appropriate amount of consideration. Sharpen your competitive edge by becoming familiar with its rules. If your job or career requires you to travel internationally, learn the proper business etiquette for each country you visit. Customs differ widely for such everyday activities as greeting people, eating, giving gifts, presenting and receiving business cards, and conducting business in general. In Japan, businesspeople typically bow instead of shaking hands, and in some Arab countries it is insulting to sit so as to show the soles of your shoes. Honesty, high ethical standards, and reliability and trustworthiness are important for success in any country.

Having a reputation for integrity will enable you to be proud of who you are and contribute a great deal to your business success. Unethical behavior can ruin your reputation, so think carefully before you act. When in doubt, don't! Ethics is so important to success that we include discussions about it throughout the text.



Behavior that's taken for granted in other countries might be unusual in the United States. In some cultures bowing is a form of greeting to show respect. How can you learn the appropriate business etiquette for the countries in which you do business?

DOING YOUR BEST IN SCHOOL

The skills you need to succeed in life after college are the same ones that will serve you well in your studies. Career, family, and hobbies all benefit from organizational and time-management skills you can apply right now. Here are some tips for improving your study habits, taking tests, and managing your time.

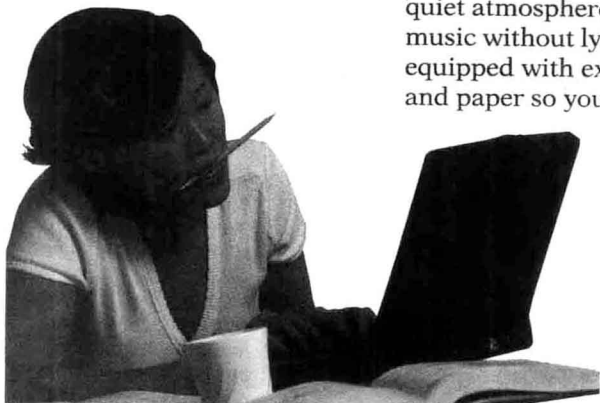
Study Hints

For the remainder of your college career, consider studying to be your business. Though you may hold another job while enrolled in this class, you're in school because you want to advance yourself. So until you get out of school and into your desired occupation, studying is your business. And like any good businessperson, you aim for success. Follow these strategies:

1. **Go to class.** It's tempting to cut a class on a nice day or when there are other things to do. But nothing is more important to doing well in school than going to class every time. If possible, sit in the front near the instructor. This will help you focus better and avoid distractions in the room.
2. **Listen well.** It's not enough to show up for class if you use the time for a nap. Make eye contact with the instructor. In your mind, form a picture of what he or she is discussing. Include your existing knowledge

and past experiences in your picture. This ties new knowledge to what you already know.

3. **Take careful notes.** Make two columns in your notebook. On one side write down important concepts, and on the other examples or more detailed explanations. Use abbreviations and symbols whenever possible and wide spacing to make the notes easier to read. Rewrite your notes after class to make them easier to read. Rereading and rewriting help store the information in your long-term memory. Learn the concepts in your courses the same way you learn the words to your favorite song: through repetition and review.
4. **Find a good place to study.** Find a place with good lighting and a quiet atmosphere. Some students do well with classical music or other music without lyrics playing in the background. Keep your study place equipped with extra supplies such as pens, pencils, calculator, folders, and paper so you don't have to interrupt studying to hunt for them.



The SQ3R study system recommends that you "survey, question, read, recite, and review" to stay up-to-date with assignments and shine in class every day. Have you adopted this system?

5. **Read the text using a strategy such as "survey, question, read, recite, review" (SQ3R).**
 - a. *Survey* or scan the chapter first to see what it is all about. This means looking over the table of contents, learning goals, headings, photo essays, and charts so you get a broad idea of the content. Scanning will provide an introduction and help get your mind in a learning mode.
 - b. *Write questions*, first by changing the headings into questions. For example, you could change the heading of this section to "What hints can I use to study better?" Read the questions that appear throughout each chapter in the Progress Assessment sections to give yourself a chance to recall what you've read.
 - c. *Read* the chapter to find the answers to your questions. Be sure to read the boxes as well. They offer extended examples or discussions of the concepts in the text. You've probably asked, "Will the material in the boxes be on the tests?" Even if your instructor chooses not to test over them directly, they are often the most interesting parts of the chapter and will help you retain the concepts better.
 - d. *Recite* your answers to yourself or to others in a study group. Make sure you say the answers in your own words so that you clearly understand the concepts. Research has shown that saying things is a more effective way to learn them than seeing, hearing, or reading about them. While often used in study groups, recitation is also good practice for working in teams in the work world.
 - e. *Review* by rereading and recapping the information. The chapter summaries are written in a question-and-answer form, much like a classroom dialogue. They're also tied directly to the learning goals so that you can see whether you've accomplished the chapter's objectives. Cover the written answers and see whether you can answer the questions yourself first.
6. **Use the study guide.** The Student Assessment Learning Guide gives you the chance to practice thinking through answers and writing them down. It also includes practice multiple-choice tests.