Intercultural Business Communication

(Second Edition)

跨文化商务交际

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窦卫霖　编著

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前　言

经济全球化和信息革命的不断深入，对我国高等学校英语专业的人才培养提出了严峻的挑战，为了应对这种挑战，改革和创新英语专业的人才培养模式，2007以来，教育部先后批准对外经济贸易大学、广东外语外贸大学和上海对外贸易学院等9所高校试办商务英语本科专业。截至2009年，据不完全统计，全国已有700多所院校相继开设了商务英语方向或课程。为了规范和指导高等学校商务英语专业建设，保证商务英语专业的健康发展和人才培养的质量，对外经济贸易大学牵头申报了教育部社科基金规划项目"全国高等学校商务英语专业本科培养方案研究"。该项目组制订了《高等学校商务英语专业本科教学要求（试行）》，其中明确提出："高等学校商务英语专业旨在培养具有扎实的英语基本功、宽阔的国际视野、专门的国际商务知识与技能，掌握经济学、管理学和法学等相关学科的基本知识和理论，具备较强的跨文化交际能力与较高的人文素养，能在国际环境中熟练使用英语从事商务、经贸、管理、金融等工作的应用型商务英语专业人才。"

可见，跨文化交际能力并列于语言能力、专业知识和人文素养，这四大模块组成了商务英语专业知识与能力结构。在处理语言能力与跨文化交际能力的关系时，强调要在打好扎实的语言基本功的同时，突出语言交际能力培养，尤其是跨文化交际能力的培养。在语言、跨文化交际、商务知识和人文素养等课程的教学中注重培养学生对文化差异的敏感性、宽容性以及处理文化差异的灵活性。要求学生具有国际视野，熟悉中外文化和对外交往礼仪，按国际惯例从事国际商务活动，运用英语处理各种关系、完成工作的能力。具体而言，跨文化交际能力模块包括跨文化思维能力、跨文化适应能力和跨文化沟通能力三个部分，《高等学校商务英语教学要求（试行）》还分别对这三个部分的三个等级（即入学水平、二年级结束时的四级和毕业时的八级）提出了明确要求。

要达到以上商务英语专业本科教学要求，首先要有适合的课程和教材。高等教育出版社于2005年出版的《跨文化商务交际》是编者在对外经济贸易大学多年的教学实践基础之上撰写的，出版后受到很多高校的广泛欢迎。五年来编者经常征求使用该教材的师生意见。编者在保留第一版特色和吸取读者建议的基础上，现将该书进行了修订。

此次修订每章的内容、语言、案例等都更加精练，其中第一章和最后一章的内容更新较大。为了便于教学、掌握重点，每章节除了原有的学习目标和关键术语以外，还增加了章节内容小结。改动较大的还有练习部分。我们将练习分成了四个部分：测试知识、运用知识、实践知识和拓展知识。"测试知识"（Test Your Knowledge）部分主要测试学生对教材每一章内容的理解，包括问答题、是非判断题、填空题、选择题以及术语搭配等客观题；"运用知识"（Apply Your Knowledge）是帮助学生将所学的知识运用到案例分析的实例中去，增加了

与中国国情相关的案例，培养学生的分析问题和解决问题的能力；"实践知识"(Practice Your Knowledge)设计了一些活动，如问卷调查、访谈、辩论等，目的是指导学生走出课堂、深入社会、进行实地研究，培养学生的社会实践能力和批判创新精神；"拓展知识"（Expand Your Knowledge）为学有余力的学生提供进一步阅读和探索的渠道和资料，如推荐书目、相关期刊文章和网站。另外每章还推荐一个视频资源和一部跨文化电影供学生欣赏分析。

本书在修订过程中，得到了具有多年商务经历的美国专家Jonathan Lang的许多帮助，他现在我校任教该课程。他不仅仔细审阅了全书内容、提炼了语言，而且提供了部分案例和练习。唐芳琴、肖曼、马敏、孟远、胡琪琰、张弛、郑涵、庄齐鲁、王媛媛、陈颖、钟海伦等参加了部分练习和案例的编写和校对工作。张维华编辑对此书第二版的出版付出了许多辛勤努力。作者在编写和修订过程中参考了大量国内外资料，借鉴了许多研究成果，在此一并深表感激。由于作者知识和水平有限，书中若有不妥和错误之处，恳请读者批评指正。

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窦卫霖

2010年8月于对外经济贸易大学

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前 言
第一版

一个企业的成功，不仅取决于它的生产能力，而且取决于它的文化能力；在国际商务活动中，还取决于它的跨文化交际能力。

经济全球化的趋势、国际商务活动的日益频繁，越来越显示出对多元文化理解的必要性和跨文化交际能力的重要性。跨文化意识意味着直接的经济效益。一个企业想让自己的产品在国际市场上占有一席之地，一个跨国公司想在其他国家或地区取得经济效益，不仅要具备高超的经济、技术和管理水平，而且需要深刻了解对象国的文化。正因为如此，世界上许多大公司都十分重视国际商务活动中跨文化交流的研究和培训，许多经贸类大学都把跨文化商务交际课程作为必修课。

21世纪的中国是走向广泛国际合作的中国。自中国加入 WTO 以来，国际著名跨国集团公司、金融机构、工商企业都纷纷来中国设立分支机构、分公司，招聘大量的中国雇员。同时，中国工商贸易企业也在不断加大出口力度，在国内外建立跨国公司，聘用来自不同文化背景的雇员。目前，中国正在为迎接 2008 年北京奥运会和 2010 年的上海世博会积极准备，文化合作已成 为当代中国商务合作的重要内容。文化交融现象激励商务英语教学加速培养复合型的经贸外语人才，促使他们不仅掌握跨学科的专业知识，而且具备跨文化交往的技能。在商务英语教学中把跨文化交际能力的培养放在十分突出的位置已经成为共识。

在培养复合型人才的战略中，如何培养和提高跨文化交际的能力呢？在我国，经贸学校一般都开设有关跨文化交际的课程，跨文化交际专著、论文也不断涌现。但总体来说，跨文化商务交际在我国商界和相关专业的教学中还处于比较薄弱的初级阶段，与发达国家相比还有较大的差距，尤其是如何把商务活动实践与跨文化交际理论结合起来，如何把国际商务文化与中国文化结合起来，还是一个难题。这方面的书籍也特别少，适合商务英语学生使用的教材更少。有鉴于此，作者根据多年跨文化交际和跨文化商务交际教学的经验，参考了大量国内外的最新相关材料，编写了这本《跨文化商务交际》教材，希望该教材能成为高等院校英语及相关专业学生以及 商务人员进修提高的可用教材。

全书共分 10 章。第一至四章以跨文化交际学的基本理论和主要内容为框架，阐述交际与文化的关系、文化价值观对跨文化商务交际的影响，介绍跨文化商务交际过程中文化差异在言语和非言语方面的具体表现。第一章为概论，介绍交际、跨文化交际和跨文化商务交际的定义、概念、发展及其意义等；第二章着重介绍文化的基本理论和文化价值观研究成果；第三章和第四章分别探讨文化差异在言语交际和非言语交际方面的种种表现。第五至十章运用跨文化交际学的基本理论具体分析几个重要商务实践活动中的文化差异，即跨文化商务写作（第五章）、跨文化商务礼仪（第六章）、跨文化商务谈判（第七章）、跨文化商务营销（第八

章）、跨文化商务伦理（第九章）、企业文化和跨文化交际能力培训（第十章）。附录包括练习答案和参考书目。

本教材希望体现如下特点：第一，内容上力图将跨文化交际理论与现实商务交往的实践相结合，以真实生动的商务交际的成败事例说明理论，对跨文化商务交际实践中的经验和教训进行理论分析和提升，力图使理论简明易懂。第二，力图将国际商务文化交际的理论、实践与中国文化相结合，通过我国企业、商业部门在国际跨文化交际过程中的真实故事和真实感受分析中国文化与异国文化的相同点与不同点。另外，笔者根据在美国和日本的生活经历，在书中适当进行了中、美、日三国文化交际特点的比较。第三，在教学理念上强调师生的互动关系，强调提高学生分析问题和解决问题的能力。每个章节都选择了商务交往的生动案例和多种形式的练习供师生之间、学生之间进行讨论交流。书中分析了文化差异造成的大量交际误解或失败，并就如何有效地进行跨文化商务沟通提出改进的办法。第四，在编写体例上，力图更有利于学生学习，更能体现国际教材编写的发展趋势。考虑到本学科内容覆盖面广的特点，每章都首先提出学习目标，以帮助学生掌握学习重点；为了帮助学生提纲挈领地掌握各章的内容，文本右边用中文讲解基本概念和重点内容；为了便于比较记忆、便于更生动具体地说明问题，配备了大量图表，以达到图文并茂的效果。

本教材已在英语专业本科学生、非英语专业研究生以及程度相当的学生中试用，取得了较好的教学效果。学生通过理论学习、小组任务和案例分析，提高了跨文化意识和交际能力。本教材还可用于大学英语相关专业的跨文化交际教学，也可用作广大商务人士跨文化培训的教材或进修提高的参考书。使用者既可按照目录顺序安排一个学期的教学（约需 60 至 80 课时），也可根 据需要选择其中章节进行专题学习和讨论。

美国佛罗里达农业机械大学工商学院的 George W. Clark Jr. 博士和在华任教的跨文化研究专家、美籍教授 Michael H. Prosser 对书稿作了细致的审阅，并提出不少中肯的修改意见。秦琴、王菲、许慧敏、郭金金、董继荣、毕小飞和唐健参与了案例和练习的编写及校对工作。张毅达编辑为此书的出版做了大量的辛勤努力和具体工作，借此机会一并表示由衷的感谢。

这本教材在教学中得到改进，但由于编者知识水平有限以及其他客观原因书中的遗漏和错误在所难免，希望本教材的使用者提出批评和建议，以便不断改进。

窦卫霖
2004年8月于对外经济贸易大学

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Chapter 1

Communication: An Intercultural Perspective

Learning Objectives

By the end of this chapter, you should be able to

- Define communication, intercultural communication and intercultural business communication.
- Understand the basics of communication and the role of communication in business.
- Explain the process, models and the characteristics of communication.
- Briefly describe the development of intercultural communication and its applications in business.
- Be aware of the importance of intercultural communication competence and complexity involved in learning intercultural business communication.

With China's increasing integration into the world's economic system, we are witnessing more and more international business dealings taking place in multi-cultural contexts. On the one hand, thousands of multi-national companies of all sizes, including more than 460 *Fortune* 500 companies, now operate in China, and many are doing well. But when they first entered China, some of them made costly mistakes not knowing the ropes and underestimating the complexity of operating in such a huge domestic market. On the other hand, the world community is also witnessing the fast growing presence and increasing power of Chinese firms almost everywhere. These Chinese firms conduct and expand their business globally by exporting their products and services, importing the raw materials or machinery they need. What's more, they also venture into cross-border M & A transactions, and some of them such as Lenovo, Haier and Huawei, are beginning to compete with leading multi-nationals. But many Chinese firms investigating in overseas markets arrive unprepared, overpay for acquisitions, fail to do their due diligence and aren't sure how their new foreign holdings fit into their global strategies. The result is a recent series of nasty corporate disasters. The litany of Chinese mistakes clearly echoes Western companies' own in the China market. Therefore, Intercultural Business Communication (IBC) as a subject of study as well as a research area is emerging alongside with this huge market demand and developing with unprecedented speed.

Many experts in the field of communication theory believe that the two concepts of "intercultural" and "cross-cultural" are basically two different concepts with the same meaning. Still some may argue that cross-cultural communication implies comparative data and studies of a limited number of cultures, while intercultural communication focuses more on the interaction between people from different cultural backgrounds, implying comparative data and studies of a large number of cultures. It is believed that this particular research concept is too restrictive and it is more preferable to use the more acceptable concept of intercultural business communication throughout this book, in short, IBC.

Systematically, business communication is just a single branch of communication theory. To better understand business communication, we must first understand the basic concepts of communication in general. As a result of the large amount of research that has been completed in the field, it has been found that the best way to improve communication is, first, to understand exactly what it is. Having done this first, we can then examine what is exactly happening in the intercultural communication process and hopefully comprehend the role of communication in business.

I. Basics of Human Communication

Human communication is as old as mankind. At first humankind did not have languages. So, how did humans communicate? 100, 000 years ago, people learned to exchange information through the use of facial expressions, exclamations and noises. Cave paintings to record life were discovered in Australian 30, 000 years ago. People started to use language to communicate 20, 000 years ago; however they didn't use script to communicate until 5, 000 years ago.

So now, the question that can be asked is, what was the motivation that made people start to communicate? The answer can be found in a review of the respected work of Abraham Maslow and his hierarchy of needs.

1. Needs and Purposes for Communication

Generally speaking, purposes relate to needs in that our purpose is what we intend to get done through communication. In other words, we have needs, which communicating can help to satisfy. The following is a described list of common purposes and needs for communicating.

─○ Survival

We communicate to survive. For example, we would communicate in order to rent a flat (shelter). If we felt ourselves in physical danger, we would also communicate with others to try to get help.

─○ Co-operation

We communicate in order to work with others. It is obvious that our need to form social groups actually comes from our need to co-operate with each other in order to survive. Organized groups of people in any society work together to provide basic needs and also less basic needs.

—O **Personal needs**

We communicate to satisfy personal needs. We have a personal need to feel secure within ourselves. This leads to other needs — to have a good opinion of ourselves, to feel that we are wanted and valued by other people. These personal needs are behind acts of communication such as dressing in the right way for an occasion, having a cry on somebody's shoulder, or giving people presents.

—O **Relationships**

We communicate to be involved with other people, to form and maintain relationships. This could be in terms of number (pairs or groups); in terms of what binds those involved (friendship or love); and in terms of what description we may give the involvement (family or social club).

—O **Persuasion**

We communicate to persuade other people to think in the way that we do or to act in the way that we do. The most obvious example of this is advertising. The advertiser intends to persuade a certain category of people — car owners or old age pensioners, for instance — to buy a given product or service. Communication makes the connection with these people persuasively. Besides, we may want to persuade someone to lend us some money, or to join our drama group, or to help us repairing our car. It is true that the word "persuasion" has a certain sense of manipulation — to get what we want.

—O **Power**

We communicate to gain or exert power over other people. Mass communications are particularly well suited to this exertion of power because they can broadcast or distribute information and opinions to great numbers of people from a central source. The media can exert power over their audiences. It is argued that the most important way in which they do this is in shaping people's attitudes and beliefs.

—O **Social needs**

We communicate to hold our society and our organizations together. The bigger the society or the organization is, the more communication is needed. It is the practical problems of running large business, for example, that have led to the development of new forms and media of communication. Data processing with computers seeks to solve the problems of handling huge amounts of information quickly by using new means of electronic communication.

These more practical social needs are to do with what goes on outside ourselves. They are to do with making the whole system work for us. Hospitals, schools, manufacturing organizations, and government organizations all rely on effective means of communication in order to function.

—O **Information**

We communicate to give and receive information. We are exchanging information with other people almost constantly. We may need to find out the time a bus leaves. We may be keen viewers and readers of the news because we want to know about other people, events and places in the world. On a small scale, we are great conversationalists because we want to find out what is going on around us.