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（第10版）

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(Tenth Edition)

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工商管理经典教材
英文版
《基础商务沟通》
（第10版）

内容简介

权威·全面·前沿·易教·易学

商务沟通是MBA和EMBA教学的重要课程之一。随着我国企业管理规范化程度的不断提升，管理沟通已日益成为管理者和员工不可或缺的技能，它对于塑造企业文化、营造工作氛围、高效率地完成工作，都起着重要的作用。

作为一本高版本、广受欢迎的商务沟通教材，本书具有以下几个特征：

1．权威性：本书完整地展示了商务沟通领域的全貌，所介绍的资料及推荐的方法并非限于作者的想法与偏好，而是代表了由研究者、教师以及北美业界数年来商业沟通的主流思想及理论体系。

2．全面性：本书以前的版本是根据商业沟通领域广泛的研究成果完成的，而第10版又博采业内人士与教师之建议，补充最新的理论成果，因而其内容是得到本领域专家认可的。

3．前沿性：网络技术的更新及其在商务活动中的普及推动了沟通方式的革命。本书在每章的科技短讯部分，都展示了科技的发展如何与商务沟通活动息息相关，其内容包含了文本信息、电子邮件礼仪及在工作场所频繁使用的其他软件工具、技术等。

4．易教性与易学性：由于本书以直白的日常英语为基础进行编写，因而学生在有效提高英文运用能力的同时，还能在最短的时间内掌握沟通技能。同时，改编者根据教学实践经验做的悉心删减，使得本书在教学方面更为灵活。

作者简介

雷蒙德·V·莱西卡 博士 曾在北得克萨斯大学、路易斯安那州巴吞鲁日大学、得克萨斯州奥斯汀大学、得克萨斯州基督教大学任教，是中国对外经济贸易大学的客座教授，撰有6本著作和大量论文。

莱西卡博士是咨询业的积极从业者，服务过80多家公司。他是美国商业沟通协会的前主席与杰出会员，行政学联合会会员，西南社会学协会前主席。莱西卡博士是23名博士的导师。

玛丽·E·弗拉特利 博士 圣迭戈州立大学信息与决策系统教授，教授多门商务沟通课程。她是该大学教学中心的资深会员。弗拉特利博士在艾奥瓦大学获得学士、硕士和博士学位，并在明尼苏达大学和印第安纳大学从事由AACSB赞助的博士后研究。

弗拉特利博士是多个专业组织的活跃成员，如商业沟通协会、加州商业教育协会、Delta Pi Epsilon协会。她是美国商业沟通协会的主席与杰出会员，Journal of Business Communication的助理编辑，NABTE Review的编辑，Delta Pi Epsilon Journal的编委成员。研究领域是因特网辅助沟通过程，包括可视电子邮件和无线沟通技术等。

改编者简介

朱春玲 中国人民大学商学院讲师，具有多年大学英语、MBA与EMBA商务英语、商务/管理沟通课程的教学经验。拥有英语语言文学硕士学位，并在2002年受国家留学基金委资助，访问美国波士顿大学管理学院和美国布法罗-纽约州立大学管理学院。目前在中国人民大学商学院主讲MBA、EMBA商务英语及管理沟通等课程，同时攻读技术经济与管理方向博士学位，研究领域是技术创新管理、产业价值链、商务沟通等。

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出版说明

进入21世纪，随着加入WTO，中国已全面融入国际社会。在当今中国，任何企业、任何组织，如果脱离政治、经济、文化等联系日益紧密的国际舞台，将寸步难行。任何企业和组织都不可避免地要应对来自全球范围的更加激烈的挑战。熟悉、了解国际经济环境，掌握国际企业运作规律，并能运筹帷幄、在潮起潮落中立于不败之地，是每一个企业家和创业者的追求。正因为如此，从20世纪八九十年代起，人们对学习国外工商管理知识的渴望与日俱增，工商管理教育的发展如火如荼。

中国人民大学出版社从1996年开始系统地引进国外工商管理教材，推出了“工商管理经典译丛”。该套译丛所选的都是国外商学院反复再版的经典教材。这些教材的出版，不仅引领了国内引进翻译国外工商管理著作的潮流，满足了国内商学院选用教材的需要，而且其所提供的新的管理知识和理念在实践中极大地提高了我国工商管理的水平。

为了强化这套书的品牌，近年来我社在以下几个方面做了更深入的工作。

一、及时跟踪翻译出版已有版本的后续版。我们最先引进的教材在国外都是一版再版，原作者不断追踪管理学科理论的最新发展，并追踪瞬息万变的管理实践，将前沿理论、最新案例不断补充到教材中。我们将在今后陆续推出《管理学》、《管理经济学》、《组织行为学》、《人力资源管理》等书的最新版，使国内读者能与国外读者同步领略世界管理大师的最新风采。

二、在原有核心课程教材的基础上，按照专业细分，适时推出它们的子系列，如：市场营销系列、跨国企业管理系列、国际质量管理系列等。

三、选择部分教材，出版英文影印版。为了满足高校管理学教学中推行双语教学的需要，我社聘请了熟悉国内外教学和学科发展的专家，从欧美现行教材中遴选、引进了一批具有国际领先水准的英文原版教材，以影印形式出版，供开设相应课程的高等学校选用。

四、引进出版与教材配套的教辅材料。我们引进的经典教材，其英文原版大部分都配有教师用书、光盘、学生用书等。对学生用书，我们会翻译出版；对教师用书等教辅材料，我们将根据教师填写的反馈表，通过网络或邮寄等形式免费向使用教材的教师提供。

“出教材学术精品，育人文社科英才”是我们的出版理念。希望通过我们的努力，不断推出更多更好的经济和管理类出版物，推动我国工商管理教育的发展，提升我国工商管理的实践水平，并培育出一批能为我国经济和社会发展做出杰出贡献的职业经理人。

中国人民大学出版社
2003年9月

改编者的话

随着经济的全球化及网络通讯技术的日新月异，人们对商务活动中沟通的理解发生了新的转变。商务沟通在经济活动中受到了前所未有的重视。美国路易斯安那州立大学雷蒙德·V·莱西卡教授和圣迭戈州立大学玛丽·E·弗拉特利教授合作撰写的、畅销全美的沟通课程教材《基础商务沟通——激活因特网一代的技能》第10版问世了。该书以简洁的文字、流畅的语言和通俗易懂的表达方式，将最新的网络技术融入了商务沟通教学的全过程。

与其他同类书籍相比，该书并没有论述与沟通相关的所有内容，而是描述了沟通在商务场合中的运用及过程，将重点转入沟通中的基础环节——商务写作。涉及如何撰写信息、报告、求职函件等不同题材；如何构思立意、安排结构直至遣词造句；如何运用图表直观表达；如何运用翔实的事例使读者更为信服。各章还有丰富的练习材料，供学生巩固所学的沟通概念，可节省教师使用教材时编写或寻找相关练习的时间。在此基础之上，书中还阐述了公共演讲、口头报告及跨文化沟通等沟通策略。

为了便于教师讲解，本书在每章中又增添了以下内容：

1. 章首列有本章的学习目标，章末围绕学习目标进行总结。

2. 每章在阐述正文前，设有导读性案例，给定真实的商务沟通情景，提供全章讨论的素材。

3. 网络技术的更新及其在商务活动中的普及推动了沟通方式的革命。每章的科技短讯部分，展示了科技的发展如何与商务沟通的活动息息相关，内容包含了文本信息、电子邮件礼仪及在工作场合频繁使用的其他软件工具、技术等。

4. 沟通短讯部分给读者提供与权威沟通专家、教授进行沟通的机会，借以加深对每章沟通概念的理解。

5. 页边注突出每部分的重点概念，便于学生学习时抓住要点及时复习。

我们在保留原书风格的基础上，结合我国高校沟通课程的教学实践，对部分章节的内容作了调整。改编者的思路是，结合我国商学院管理沟通教学的实际，将原书与教学关联不紧密的部分加以删节。一是删除原书第17章（主要涉及商务沟通写作中的语法及标点符号的使用，前面章节中已有介绍）；删除第18章（主要与沟通中的电脑操作技能有关，我国学生一般都在本科课程中学习过）；删除第19章（商业研究方法，一般会在更专业的课程中如大学开设的研究方法论课程中详细学习）。因此原书第五、六两篇可以合为现在的第五篇：口头沟通和跨文化沟通。二是将原书的几个与我国现阶段教学联系不紧密的附录加以删节：附录A（原书第17章的练习答案）；附录C（一般性检查表，介绍了修改作文的常用符号、标点符号的缩写形式及意义）；附录D（特殊性检查表，描述了信息和报告修改中常用的修改符号）；附录B的一部分（书信的格式，过于冗长）。在改编过程中，我们得到了暨南大学外国语学院

刘雪清老师的大力帮助，在此谨表谢意。

该书提供在线教辅支持，可浏览网站 http：//www.mhhe.com/lesikar05 获取相关资料。在线教辅材料有供教师使用的教师用书、测试题库、课堂演示幻灯片等，也有供学生使用的自我测试题、复习资料以及互动式练习题，以加深对沟通的理解，达到有效沟通的目的。该书不仅可以作为我国高校本科生、普通研究生及 MBA 商务沟通课程全英文或双语教学的教材，而且可以作为从事管理工作的人员及企业内部沟通培训的参考书。

朱春玲
中国人民大学商学院
2004 年 12 月

PREFACE

Our overall objective in this revision was to produce the most technologically current and pedagogically effective book in the field. We modestly believe we have succeeded. Because in a sense business communication is technology in today's business world, to thoroughly emphasize technology wherever it applies was a logical first goal in our efforts. In working to produce the most pedagogically effective book possible, we continued to pursue the goals that enabled preceding editions to enjoy wide acceptance. These goals were to produce the most authoritative, thorough, learnable, and teachable book possible. Our specific efforts in pursuing all these goals are summarized as follows.

TECHNOLOGICALLY CURRENT

Because the computer and the Internet have affected business communication in so many ways, we worked this subject into the book wherever applicable. Where technology is integral to the way business communicates today, we integrated it into the text discussion. In those cases where technology helps students perform special tasks, we presented it in boxes. Additionally, both the textbook cases and the web cases use technology in ways typical of today's businesspeople. We believe these efforts will enable students to leverage the power of the computer to save time and improve work quality.

AUTHORITATIVE

Our efforts to present the subject matter authoritatively involved a thorough review of the field. The information presented and procedures recommended are not just our ideas and preferences, though we support them. They represent the mainstream of business communication thought developed by researchers, teachers, and practitioners over the years.

THOROUGH

We worked diligently to cover the subject thoroughly. The content of the earlier editions was based on the results of two extensive surveys of business communication teachers. In this edition we supplemented the results of those surveys with suggestions from the highly competent professionals who reviewed the book. And we implemented the research findings and suggestions we heard from colleagues at professional meetings. The result is a book whose content has been developed and approved by experts in the field. As well as we can determine, this edition covers every topic that today's business communication leaders say it should have.

LEARNABLE

As in earlier editions, we worked hard to make the book serve the student in every practical way. Our goal was to make the learning experience easy and interesting. Our efforts led us to implement the following features, all of which have proved to be highly successful in preceding editions:

Readable writing. The writing is in plain, everyday English—the kind the book instructs the students to use.

Chapter objectives. Placed at the beginning of all chapters, clearly worded objectives emphasize the learning goals and are tied in to the chapter summaries.

Introductory situations. A realistic description of a business scenario introduces the student to each topic, providing context for discussion and examples.

Outlines of messages. To simplify and clarify the instructions for writing the basic message types, outlines of message plans follow the discussions.

Margin notes. Summaries of content appear in the margins to help students emphasize main points and to review text highlights.

Specialized report topics. List of research topics by major business discipline is available for teachers who prefer to assign reports in the students' area of specialization.

Communications in brief. Boxes containing anecdotal and authoritative communication messages add interest and make points throughout the book.

Abundant real business illustrations. Both good and bad examples with explanatory criticisms show the student how to apply the text instructions.

Cartoons. Carefully selected cartoons emphasize key points and add interest.

Photographs. Full-color photographs throughout the text emphasize key points and add interest to content. Teaching captions enhance the textual material.

Computer and Internet applications. Computer and Internet applications have been integrated throughout the book wherever appropriate—into topics such as readability analysis, graphics, research methods, and formatting.

Computer use suggestions. For students who want to know more about how useful computers can be in business communication, pertinent suggestions appear in boxes and on the text website.

Chapter summaries by chapter objectives. Ending summaries in fast reading outline form and by chapter objectives enable students to recall text highlights.

Critical thinking problems. Fresh, contemporary, in-depth business cases are included for all message and report types—more than in any competing text.

Critical thinking exercises. Challenging exercises test the student's understanding of text content.

Critical thinking questions. End-of-chapter questions emphasize text concepts and provide material for classroom discussion.

New cases. As in past editions, the realistic and thorough case problems are new.

With this edition, we have up-to-date learning tools:

CD-ROM. (Free with every new text) This supplement is designed to reinforce the text instruction in the student's mind by providing interactive exercises and grammar exercises. It includes a free *one-year* subscription to Merriam-Webster Collegiate website <www.merriam-webstercollegiate.com> and the Bullfighter jargon fighter software tool.

Student Resource portion of the Online Learning Center <www.mhhe.com/lesikar05>. Additional resources are provided on a comprehensive, up-to-date website. Included are online quizzes, PowerPoint slides, web cases, video cases, an extensive collection of annotated links to relevant websites organized by topic, and more.

TEACHABLE

Perhaps more than anything we can do to help the teacher teach is to help the student learn. The features designed to provide such help are listed above. But there are additional things we can do to help the teacher teach. We worked very hard to develop these teaching tools; and we think we were successful. We sincerely believe the following list of features created for this edition are the most useful and effective ever assembled for a business communication textbook.

Instructor's Resource Manual. The following support material is available for easy use with each lecture:

Sample syllabi and grading systems.

Summary teaching notes.

Teaching suggestions with notes for each kind of message.

Illustrated discussion guides for the slides/transparencies.

Answers to end-of-chapter critical thought questions.

Answers to end-of-chapter critical thinking exercises.

Sample solutions to cases.

Case problems from the previous edition (online).

Transparency package. Available on demand.

PowerPoint slides. Complete full-chapter slide shows are available for the entire text. These colorful slides provide summaries of key points, additional examples, and examples to critique. Several new ones are presented as voiceover slides.

Grading checklists and software. (Part of the Online Learning Center) Lists of likely errors keyed to marking symbols are available for messages and reports. Similarly, symbols for marking errors of grammatical and punctuation correctness are available. They help the teacher in the grading process and provide the students with explanations of their errors. Similarly, a software tool coordinated with the text grading symbols is available. It's particularly helpful with students documents received digitally.

The McGraw-Hill/Irwin Business Communication Video Series. This series consists of self-contained, informative segments covering such topics as writing correctly and the power of listening. Presented in a clear and engaging style, every segment holds students' interest while presenting the techniques for sharpening their communication skills. (Contact your McGraw-Hill/Irwin representative for more information.)

Test bank. This comprehensive collection of objective questions covers all chapters.

Computerized testing software. This advanced test generator enables the teacher to build and restructure tests to meet specific preferences.

Instructor Resources portion of the Online Learning Center. <www.mhhe.com/lesikar05>. A new website fully supports the text. It includes a database of cases, new web cases that entail using web resources to write solutions, an author-selected collection on annotated links to relevant websites organized by topic, enhanced links for technology chapter, and other active learning material.

Blackboard/WebCT plug-ins for testing and review.

ORGANIZATION OF THE BOOK

Because the reviewers and adopters generally approve of the organization of the book we made no major organization changes. Thus the plan of presentation that has characterized this book through nine successful editions remains as follows:

Part I begins with an introductory summary of the role of communication in the organization, including a description of the process of human communication.

Part II is a review of the basic techniques of writing and an introduction to messages and the writing process. Here the emphasis is on clear writing, the effect of words, and applications to messages, especially to email.

Part III covers the patterns of business messages—the most common direct and indirect ones.

Part IV concentrates on report writing. Although the emphasis is on the shorter report forms, the long, analytical reports also receive complete coverage.

Part V reviews the other forms of business communication. Included here are not only oral communication activities such as participating in meetings, telephoning, dictating, and listening as well as giving presentations, but also an important communication topic—cross-cultural communication. Because teachers use these topics in different ways and in different sequences, they are placed in this final part so that they can be used in the sequence and way that best fit each teacher's needs.

ADDITIONS TO CONTENT

As with previous editions, we thoroughly updated this edition. We expanded coverage wherever we and our reviewers thought it would improve content. Although not an addition in the true sense, we continued to use the word *message* in place of *letter* in most places. Our purpose was to use a word more consistent with the additional means of communication (fax, email, text messaging) brought about by technology. Our most significant additions or expansions are the following:

As a result of the recent scandals concerning corporate behavior, ethics was emphasized in this revision wherever appropriate. For added effect, a special icon appears at each discussion involving this topic.

The related ethics problem of plagiarism has been thoroughly addressed with all its ramifications and moral implications.

Email writing has been expanded and made current.

The Communication in Brief boxes have been expanded to include supporting words from leading scholars in business communication.

Text messaging has been added to content.

Coverage of research has been expanded to emphasize web-based information gathering and evaluation of websites.

The job-search chapter has been updated with new résumé models and portfolios.

The number of challenging and proven problems for student assignment has been increased.

DOI (digital object identification) has been added to the documentation coverage.

Finally, the website has updated online quizzes and new web-based and video cases. The web-based cases include ones for PDA devices, where students can sync using Avantgo.com to get the cases from a simulated in-box. The all-new video cases are delivered by real businesspeople presenting real business problems.

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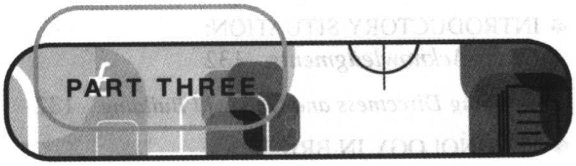

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