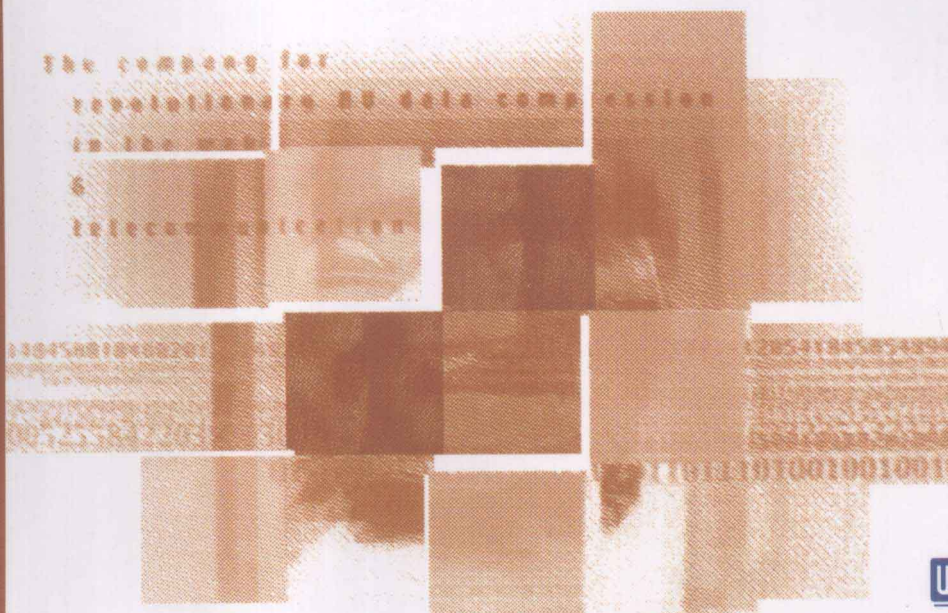


Cross-Cultural Business Communication

跨文化商务交流

(英文版)

© Robert M. March 编著



对外经济贸易大学出版社
University of International Business and Economics Press

**CROSS-CULTURAL
BUSINESS COMMUNICATION**

跨文化商务交流

(英文版)

Robert M. March 编著

对外经济贸易大学出版社

图书在版编目(CIP)数据

跨文化商务交流 = Cross-Cultural Business Communication; 英文/(澳)马士(March, R. M.)编著. —北京:对外经济贸易大学出版社, 2008
ISBN 978-7-81134-008-2

I. 跨… II. 马… III. ①商务工作-英文②商业管理-公共关系学-英文 IV. F715

中国版本图书馆 CIP 数据核字(2007)第 172830 号

图字:01-2008-0523

© 2008 年 对外经济贸易大学出版社出版发行

版权所有 翻印必究

跨文化商务交流(英文版)

Cross-Cultural Business Communication

Robert M. March 编著

责任编辑:章霞

对外经济贸易大学出版社

北京市朝阳区惠新东街 10 号 邮政编码:100029

邮购电话:010-64492338 发行部电话:010-64492342

网址: <http://www.uibep.com> E-mail: uibep@126.com

唐山市润丰印务有限公司印装 新华书店北京发行所发行

成品尺寸:185mm×230mm 9.25 印张 185 千字

2008 年 1 月北京第 1 版 2008 年 1 月第 1 次印刷

ISBN 978-7-81134-008-2

印数:0 001-5 000 册 定价:15.00 元

ABOUT THE AUTHOR

Robert March, PhD, is currently Foreign Expert and Guest Professor of International Business at Nanjing University, China. He has spent much of his adult life in Asia, where he previously served as a tenured Professor of International Business at Aoyama Gakuin University, Tokyo (1981 – 1988), Visiting Professor of International Business, Institute of International Studies and Training, Fujinomiya (1973 – 1981), International Negotiation Seminar leader and consultant to the Japan Management Association, Tokyo (1984 – 1992), and was President of his own consulting company IMDC Inc., Tokyo (1980 – 1988), and IMDC Australia, Sydney, Australia (1988 – 2003). He was International Negotiation Trainer with Australia's leading hi-tech research centre (2003 – 2005), training scientists and engineers to be international negotiators. He has also been active as a consultant and lecturer in USA, Japan, Australia, New Zealand, China, South Korea and throughout South East Asia. He also served as Professor of International Business, University of Western Sydney, Sydney, Australia, 1994 – 1998.

In addition to his consulting and training contracts primarily in hi-tech companies, he was also Visiting Professor at Copenhagen Business School, Denmark (1996), at University of New South Wales (1991 – 1994), University of California, Berkeley (1984), and others, as well as an Adjunct Professor of International Business at University of Maryland (2001 – 2004), and University of New England, Australia (2000 – 2003). In 1971 he was awarded the National Research Prize in Australia.

His teaching and research over the past 20 years have been predominantly concerned with International Negotiation and Cross-Cultural Business Communication between the West and China and Japan. Up to now he has published nine books, including The Chinese Negotiator (Kodansha International, 2006), The Japanese Negotiator (Kodansha International, 1989), Honoring The Customer (John Wiley and Sons, New York, 1991), Working for a Japanese Company (Kodansha International, 1992), Reading The Japanese Mind (Kodansha International) 1996, and Business Relationships with the Chinese (IMDC, 2003). He has published 150 scholarly papers in English, and two books and 12 papers in the Japanese

language.

His present research interests include “Shaping and Testing, Selection and Training Methods for China’s future international negotiators”.

COURSE OVERVIEW

Credo: for cross-cultural communicators in today's internationalized world.

In today's world, our responsibility is to study to become internationally minded and cross culturally skilled and sensitive, learning from others. That will take us on the path to true professionalism. Somewhere on that path we will also start to become teachers ourselves. We will meet with individuals and groups from other countries, for whom we will become models of cross-cultural professionalism. That is how the wheel of good cross-cultural relationships will keep turning.

This book offers a comprehensive introduction to the subject of Cross-Cultural Business Communication (CCBC) from the viewpoint of China and the Chinese. It looks at the nature of culture, examines some different cultures, asks what is unique and challenging about “crossing” from one culture to another, looks closely at the concept of communication, including formal and informal communication, presentation, conversation, non-verbal skills. Problems commonly arising in cross-cultural business communication include — misunderstandings, mistakes, misinterpretations, mistranslations, misinformation, and misperceptions — what I call the “Five Bad M's”. Learning cross-cultural business communication experientially should be the preferred option for students. It is the way to improve individual skills and increase real-world communication effectiveness with foreigners through trial and error learning by them, and of personal feedback from the teacher.

INTRODUCTION

Learning to be a Cross-cultural Business Communication Professional and Trainer

Cross-Cultural Business Communication teaches professional skills and knowledge needed by Chinese business people for preparing to live abroad. The first eleven sessions will be intensive lectures to answer basic questions about cross-cultural business communication. An exam involving these questions (or a selection of them) will be held in Session 11. From Session 12 (or the session following the mid-term exam), students should work in groups. My experience in China has been that Chinese students have little experience working in teams. But, amazingly, when they do work in teams, they find that they really enjoy teamwork and cooperating with others. What groups have to do is to learn the many critical factors involved in designing and delivering cross-cultural training courses for adapting to foreign countries. This work first of all is to design and administer training courses for “pre-departure training” — that is for Chinese going overseas to a particular country for the first time. Secondly, if there is time in the program, I want you to design and administer a “post-arrival training program”. This will be for foreigners arriving in China for the first time, and knowing little or nothing about China.

For these reasons, performance in the two sections of the course — sessions 1 – 11, and sessions 12 – 16, should contribute the same marks — that is, 50 / 50. Exceptional performance is required throughout the course.

Form your team of 4/5 students, and select the country you will concentrate on and learn about the lines specified later. The teams will next acquire basic knowledge of cross-cultural trainer skills, and work together to design two types of cross-cultural business communication courses:

(i) a pre-departure training course for Chinese going to one of five selected countries — England, Canada Australia, India, and South Africa. The lecturer will provide a detailed

outline of a full day pre-departure training program, as a model for the class designing other courses.

(ii) a post-arrival course on China for recently arrived foreigners in Beijing. This means reaching conclusions about what foreign business people need to know about living, working and managing in China; and about what Chinese business people going abroad need to know about the target foreign country. Finally, the course designers will be expected to deal with concrete aspects of their training course, amongst fellow students, and possibly amongst foreigners living in their city. Advanced English proficiency is essential to complete and enjoy this course.

Your Desirable Orientations

1. The first requirement of the course is your English competence and your communication soft skills. You must be able to say: “My English competence is very good, and I am not only able to participate in class dialogue and conversation exercises, but am able to introduce myself clearly to foreigners and develop friendship with them, give mini-lectures and conduct and facilitate mini-exercises as required”.

2. Read and understand all session materials in advance and be ready for the set exercises.

3. Study CCBC like a scholar in the first ten sessions. Ask critical questions about yourself as you head down the road of the multi-lingual, multi-cultural professional cross cultural trainer and consultant.

4. Study CCBC training like a trainer-in-training in the last five sessions. The last five sessions aim to enable you to be a basically competent CCBC trainer. It takes knowledge, skills, trial and error learning of what you can or cannot do as a trainer and consultant.

6. You must keep a diary of what you have learnt after every class from Session 12 onwards. The diaries become the basis for your final individual report, and the class learning record.

7. Complete the class learning record in the last session. This is a class exercise, where class leaders organize a comprehensive report of what everyone in the class has learnt during the semester.

8. This CCBC course is connected to INTERBEST. INTERBEST is a newly proposed

international business skills training centre. CBCC, together with Introduction to International Professional Skills (INN) are required courses to enter the INTERBEST Certificate Programs starting the next year. To enter INTERBEST, you must gain or win distinction or better in both CCBC and INN.

CONTENTS

INTRODUCTION	i
SESSION 1 Beginning to Talk about Communication	1
SESSION 2 The Search for CI — Cultural Intelligence	12
SESSION 3 Know Culture through the W Curve of Adaptation	26
SESSION 4 Key Elements of Business Communication	34
SESSION 5 Meeting Management and Skills	43
SESSION 6 The Development of Cross-Cultural Business Relationships	49
SESSION 7 Commercial Diplomacy	61
SESSION 8 Manners and Etiquette	72
SESSION 9 Building Trust in Cross-Cultural Business Relationships	77
SESSION 10 The 5 Bad M's of Cross-Cultural Communication	82
SESSION 11 Mid-Term Exam	107
SESSION 12 Introduction to Cross-Cultural Communication Training	109
SESSION 13 Designing CCBC Training Courses	114
SESSION 14 Designing One-day Training Programs	125
SESSION 15 Training Design Demonstrations	128
SESSION 16 Final Course Activities	129
BIBLIOGRAPHY	131



SESSION 1

Beginning to Talk about Communication

In this session, we begin to talk about communication, particularly types of business communication and soft skills to improve communication.

SELF-INTRODUCTION

Self-introduction is the most important act of cross-cultural communication. It has the greatest dangers of miscommunication. Why? Most Chinese introduce themselves with their Chinese name. Most of the name, foreigners do not understand what the name is, do not know how to repeat the Chinese name. A name like “Wu Lei Lei”, as long as it is spoken slowly, is easy for them to repeat, and sounds pleasant. But a name like “Zhi Yuan Qing” is difficult to repeat. Why? These sounds do not occur in Western languages. So foreigners avoid trying to say the name, and that means they do not memorize the name. They do not remember your name.

Therefore, the very first soft skill in CCBC is self-introduction. We will do an exercise on this shortly.

Self-Introduction Practice

1. Stay in your place.

2. Design a short self-introduction, such as: "Hello everyone, my name is Wang Guo Guo. Very pleased to meet you".
3. It should not be more than 15 words. Show that you can discipline yourself.
4. Make sure that your name is clear to a foreigner.
5. Rehearse in your mind your self-introduction.
6. Stand and address everyone in the class, looking around so as to be all inclusive.
7. Introduce yourself a first time.
8. Criticise your self-introduction publicly.
9. Do the self-introduction a second time. Try to improve.
10. For instance, if you say you are pleased, look pleased!
11. When finished the second time, give the lecturer your name clearly. Spell it out in *pinyin*.
12. When everyone is finished, the lecturer will select a small number to do further rehearsal in front of the class.

TYPES OF BUSINESS COMMUNICATION FOUND CROSS-CULTURALLY

1. Social Conversation
2. Informal or impromptu talks
3. Speech making and presentations
4. Manners and Etiquette

TECHNIQUES TO IMPROVE COMMUNICATION

1. Show desire to communicate with others.
2. Think before speaking.
3. Emphasize important words. Recognize that English is a stressed language.
4. Check that you have made others understand. If they do not seem to understand, say again using different words.
5. If you change the subject, tell them you are going to talk about something else.
6. If they have misunderstood, start again detailing each point you made, and try to connect it with the rest of the conversation.



7. Do not hesitate to use a notebook to write a word down. If the foreigners read Chinese, write it in Chinese. If there is a white board available, draw it as a figure, or figure relationships.

Non-verbal Communication

- How to read it, how to use it.
- Body language
- Gestures
- Facial expression
- Head movements
- Eye contact
- Emotional display
- Touching and use of space
- Clothing

How Do We Read Non-verbal Language Successfully?

What can non-verbal communication tell us that verbal communication may not? Always keep in touch with your foreign listeners, watch their facial expressions for signs of understanding, misunderstanding, confusion, etc. Improve your observation skills.

SOFT SKILLS IN BUSINESS COMMUNICATION AND ORGANIZATIONAL LIFE

Business communication soft skills are central to business as well as to business dealings, both when the culture of the two businesses are the same, and usually when the language [if not the culture] is the same. These skills are:

Communication and conversation: Care has to be taken with language and concepts used; misunderstandings, misperceptions, mistakes, etc. , occur easily.

Presentation skills: Presentation requires simpler and less abstract

language; shorter bursts of explanation to permit absorption and rumination.

Social conversation: Topics of interest differ widely, and people need to study more what the other side find interesting to discuss socially.

Manners and Etiquette: Good manners make life easier for everyone. All successful people are good mannered and poised. Manners and etiquette are not just for special occasions.

Meeting Skills: Organising and managing business meetings in English, from developing the agenda to writing up the minutes and distribution of them.

Diplomatic behavior: Formality, forms of address, protocol and procedures between companies of different cultures must be studied carefully.

Negotiation: Negotiation practice, procedures and skills can vary widely between countries. Negotiation is not taught in this course.

Cross-cultural joint activities: Joint projects involving people of different cultures need special skills and sensitivities to maximize cooperation. Strategic alliances between partners of different cultures require careful management, for they involve all the above soft skills.

DISCUSSION. Once we look at dealings involving businesses from different cultures, differing in native language and values, we find soft skills are continuously needed. How do we make up for deficiencies in soft skills? Through *cultural intelligence* [SEE Session 2]. Communication intelligence (CI) has to be at work to make up for deficiencies in soft skills that affect business performance.

The First Soft Skill — Introducing Yourself in English

Like every other skill, this is learnt, and in the beginning you may not be good at it. Let's see. We'll do an exercise right now. You should attempt to achieve these points:

- Good diction — your speech is clear and easily understood
- Good voice projection — everyone nearby can hear you easily
- Good posture — you are standing upright in a poised way
- You show pleasure when you introduce yourself. Don't say you are pleased but look nervous.
- Be sure your name is easily understood, and conveys a nice feeling. Many Chinese

are better off using a Western name with their Chinese family name. Be careful to select one that matches your family name. For instance suppose your name is Zhao Zheng Zhong. Should you use the same name with foreigners, or choose a Western one? What is a good Western name to use with your family name, "Zhao"? George Zhao? Michael Zhao? Anthony Zhao? Edward Zhao? Jonathan Zhao?

The Second Soft Skill — Conducting Meetings

To be discussed in Session 3.

The Third Soft Skill — Presentation

To be discussed in Session 4.

*** The Standard Presentation Formula**

TELL 'EM YOU'RE GOING TO TELL THEM. TELL 'EM. TELL 'EM WHAT YOU TOLD THEM. THEN ASK FOR ACTION. A fundamental concept is that a presentation is not complete unless it has a summary; yet many presentations have either inadequate summaries or none at all. The most important parts of a presentation are the comments to begin and those to wrap up. The summary gives you one more opportunity, and the final one, to hammer home the key parts of your message and to make sure the basic ideas are conveyed. Writing the summary is one of the most important activities in shaping a presentation. Doing this exercise forces the presenter to specifically identify the true essence of what he or she wants to get across. An effective summary can make sure your message is indeed covered during the wrap-up. Perhaps even more important, it helps ensure that the significant points are brought out during the body of the talk. It is a wise idea to write the summary before developing the body. Writing out the summary in full should be only a refinement of what was accomplished during the pre-design. It is important that the summary be given proper treatment. Do what you must do with the body — omit detail, cut charts, skip key points if necessary — but do not shortchange your summary. In these situations the formula becomes “Tell 'em in brief what you would have told 'em in full if you hadn't run out of time.” Time spent on the summary should be in balance with that spent on the other parts of the presentation. As a rule of thumb, allot about 10 percent of the time to the summary. Here are the key elements to be covered.

BACKGROUND READING

Reflections on Thirty Years' Experience in the Cross-Cultural Communication Field

By Robert M. March

(Talk given to language specialists, Foreign Affairs Department, Jiangsu Provincial Government, September 20, 2006 Nanjing.)

The beginning — mono cultural & mono lingual

Most people on the planet are born, live and die as monoculturals and monolinguals — that is, they know only one culture, and they speak only one language. Amongst you, ladies and gentlemen, there is no one who is not multicultural or multilingual. If our parents however were here today, if they were standing around the room and proudly watching their clever children, they would be the first to admit that no one amongst them knew any other culture except China, nor any other language save Chinese.

The world today is a changing one. It calls out for knowledge and communication skills beyond the narrow focus of “the frog at the bottom of the well”, as the Chinese proverb puts it. We can be proud of the other cultures we know of and the other languages we speak, but this is not the luxury of the idle rich. The world today calls for multicultural and multilingual people, more and more. Today those of us in this room represent the barest fraction of multi-linguals in China. Tomorrow, that is in, say, twenty years or so, the number will be ten or twenty times the number today.

How did we get here? Lifelong learning. How did we get to be the way we are, knowing foreign cultures and languages? We are not the children of the rich or aristocratic. Our parents could not afford to send us, as European families did in the 18th century, on a Grand Tour of the important countries of the world, where we did nothing but take lessons in French and German and Spanish, learn to smoke Cuban cigars, and drink French champagne. We know that both cultures and languages have to be learnt, worked at, studied, probably for most of our lives.

Always being an effective cross-cultural communicator means learning for the rest of

our lives. I am proud to be a student of the Chinese language and culture today, and I know there is no other road for me. There is no single book to read to become an expert on China. There might be a book called “Fluent Chinese in one Hour”, but I know that it is only to be bought by people who have no understanding of how huge the job of mastering a language is. Learning a language is a good way to acquire humility.

Learning is a lifelong process

“Cross-cultural communication” — is the title broad enough? The title of my talk today is cross-cultural communication, but actually that is far too narrow a topic title for what I study and teach. I want to persuade you that the far more appropriate name of this discipline is acculturation; that is acquiring a culture and making it one’s own. There is more to cross-cultural communication than learning to communicate. People acquire competence in some languages even while they also acquire contempt or derision for the people whose language they speak. Let me make that plain. I know foreigners in some Asian countries who have learnt to speak the language very well indeed.

But they also *dislike* the people of the country. Don’t you think that is very strange, if not also showing human frailty as well? The people I am thinking of, do business by day with the local people, but by night socialize only with other expatriates from their own country, and have little praise for the local people. I think this is true for some proportion of foreigners living in foreign countries. If you look at any people living abroad, including Chinese, there is always a proportion who do not socialize with, or learn anything at all about the culture of the country they are staying in. Is this racism? Perhaps a little, but the thing to do is look at their human needs. When most people go to a foreign country for the first time, they are timid and romantic for just a