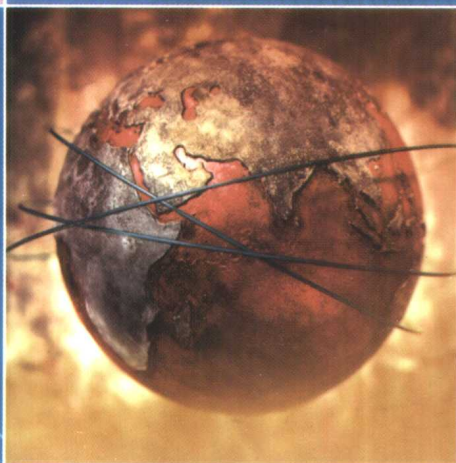


国际商务沟通

[第2版]

影印版

Intercultural Business Communication



- Lillian H. Chaney
- Jeanette S. Martin



高等教育出版社
Higher Education Press



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图字:01-2002-3791号

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Published by arrangement with the original publisher, Pearson Education, Inc., publishing as Prentice-Hall, Inc.

This edition is authorized for sale only in the People's Republic of China (excluding the Special Administrative Regions of Hong Kong and Macau).

图书在版编目(CIP)数据

国际商务沟通 = International Business Communication / (美)切尼(Chaney, L.)著. —影印本. —北京: 高等教育出版社, 2002. 10
ISBN 7-04-011680-4

I. 国... II. 切... III. 国际贸易-商业管理-公共关系学-英文 IV. F74

中国版本图书馆 CIP 数据核字(2002)第 069737 号

国际商务沟通
莉莲·切尼

出版发行	高等教育出版社	购书热线	010-64054588
社 址	北京市东城区沙滩后街 55 号	免费咨询	800-810-0598
邮政编码	100009	网 址	http://www.hep.edu.cn
传 真	010-64014048		http://www.hep.com.cn
经 销	新华书店北京发行所		
印 刷	北京外文印刷厂		
开 本	787×1092 1/16	版 次	2002 年 10 月第 2 版
印 张	18.5	印 次	2002 年 10 月第 1 次印刷
字 数	470 000	定 价	18.60 元

本书如有缺页、倒页、脱页等质量问题,请到所购图书销售部门联系调换。

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出版前言

为适应经济社会发展的需要,以高质量的高等教育迎接经济全球化和新科技革命的挑战,培养数以千万计的高质量专门人才,教育部明确要求各高等院校创造条件使用英语等外语进行公共课和专业课教学,从而缩短我国在有关专业教学上与国际先进水平的差距,同时不断提升我国大学生的外语水平。其中一个重要的措施是在高等学校推动使用外语优秀教材。

为使高校学生能够及时使用世界先进水平的经济管理类新教材,高等教育出版社受教育部高教司委托,聘请熟悉国内外教学和学科发展水平的专家,从欧美现行教材中遴选、引进了这批具有国际领先水准的英文版教材,以影印形式出版,供开设相应课程的高等学校选用。

引进这批教材时,遴选和评定的依据主要有以下几个方面:(1)引进的教材与1998年教育部颁行的专业目录及后来批准的目录外专业所规定的主要课程相对应,内容符合专业培养目标和教学要求。(2)版本要新。国外的大学教科书一般三年左右即修订再版一次,增补新的内容。这批教材选择的都是国外权威教科书的最新版本,内容涵盖了相应学科最新进展的介绍和现实案例的分析。(3)内容规范简明,适合教学。由于这批影印教材主要是针对我国大学本科层次经济管理类专业的基础课程和主干课程的,专家们在选择时充分考虑了内容的严谨、规范以及表述的准确性,同时考虑了使用外语教材可能遇到的课时限制问题,在内容相同的几种流行版本中选择相对简明的薄本。另外,按照教育部的要求,这批教材的定价采取了与国内版教材相同的标准。

由于这批教材的作者所在国家的经济、政治、社会文化等与我国均有所不同,书中内容和观点难免有偏颇和错误之处,希望读者在阅读时注意鉴别。

我们希望这批影印教材的出版,对各高等院校的经济管理类专业的教学有所促进和幫助。

高等教育出版社

2002年9月



Foreword

With the globalization of the world economy, it is imperative that managers, both present and future, be sensitive to differences in intercultural business communication. Professors Lillian H. Chaney and Jeanette S. Martin have done an admirable job in addressing a broad range of issues and skills that are crucial to effective intercultural encounters. In the book, the most significant issues pertaining to cross-cultural interaction are covered: culture, intercultural (both verbal and nonverbal) communication, and cultural shock. In addition, the book contains practical guidelines and information on how to conduct negotiations across countries and write business letters in different societies, as well as other general do's and don'ts in international business. College students and businesspeople new to the international business scene can certainly benefit from such practical advice.

This book can also sensitize readers to the dynamics of international diversity. With the increasing multiethnic composition of the North American labor force and the growing participation of women in the professional and managerial ranks of organizations, it is equally important that students, the managers of the future, be attuned to the issues associated with managing and valuing diversity within a domestic context. The book addresses the issues of gender differences and how these impact on communication styles and patterns.

While recognizing the significant differences that can exist across cultures and subcultures, it is important to acknowledge the existence of individual differences within any given society. Just as it is naive to assume that all cultures are similar, it is equally fallacious to fall into the trap of "cultural stereotyping." To quote Lao Tzu, the famous Chinese philosopher who is usually considered to be the spiritual leader of Taoism, "The one becomes the many." Although people in a given society may share certain common values and characteristics, there can be important differences in how these are applied and exhibited in specific situations. In addition, these intranational differences can be exacerbated by religious influences, exposure to Western philosophies and ideas through education at universities abroad, overseas travel, and social and business contacts with peoples from other cultures. Furthermore, it is significant to note that cultural values and norms do evolve over time, however slowly. Some of the cultural characteristics alluded to in this book may be changing or have changed. A cursory review of the dramatic upheavals that have taken and are still taking place in virtually all aspects of societal and organizational functionings in many socialist and former socialist countries will attest to the fact that culture is not static; rather, it evolves over time.

x *Foreword*

Judicious application of the principles and techniques introduced in this book will enable readers to develop a proficiency in managing diversity, both cross-nationally and internationally.

Rosalie L. Tung
The Ming & Stella Wong Professor
of International Business
Simon Fraser University
Canada



Preface

Purpose

With the increasing number of multinational corporations and the internationalization of the economy, intercultural business communication continues to become more important. Government leaders, educators, and businesspersons agree that internationalizing the curriculum is important to maintaining the competitive position of the United States in the world economy. Since all international activity involves communication, students need a knowledge of intercultural business communication to prepare them for upward mobility and promotion in tomorrow's culturally diverse domestic and international environments.

Contents

Topics selected for *Intercultural Business Communication* were those considered important or essential by three Delphi panels of experts: international employees of multinational corporations, college professors who teach intercultural communication, and members of the Academy of International Business.* We know of no other book on intercultural communication that has used research involving experts' perceptions of the importance of topics to be covered as a basis of content selection.

The topics include

- The nature of intercultural communication
- Universal systems
- Contrasting cultural values
- Cultural shock
- Language
- Oral and nonverbal communication patterns
- Written communication patterns
- Global etiquette
- Business and social customs
- Intercultural negotiation process
- Intercultural negotiation strategies
- Laws affecting international business and travel

*Martin, J. S. (1991). *Experts' Consensus Concerning the Content for an Intercultural Business Communication Course*. (Doctoral dissertation, The University of Memphis). Major professor, L. H. Chaney.

Each chapter contains objectives, terms, questions and cases for discussion, and activities. Also provided are exercises to be used for self-evaluation of material covered and illustrations to depict various aspects of the content.

Both authors have traveled or worked in a number of countries or multinational corporations and, therefore, have firsthand knowledge of many of the topics covered.

Changes to the Second Edition

- Including anecdotes from neophytes and experienced travelers and from other sources in a boxed format throughout the book to add realism to principles presented in the chapters. Boxes also contain additional related facts to validate or explain text materials.
- Deleting the chapter on Country-Specific Information and adding the chapter on Business and Social Customs, including:
 - Greeting and handshaking customs
 - Verbal expressions
 - Male and female relationships
 - Humor in business
 - Superstitions and taboos
 - Dress and appearance
 - Customs associated with holidays and holy days
 - Office customs and practices
 - Customary demeanor/behavior
 - Bribery
 - Special foods and consumption taboos
- Updating of all information presented in the first edition to reflect changes which have taken place in the various countries identified, especially in economic and political situations. More recent references were used for all chapters.
- Rearranging, revising, and expanding of selected chapters. For example, Cultural Shock and Language are presented earlier in the second edition; Dress and Appearance has been expanded to reflect the current trend toward business casual attire in some countries; technology was included as appropriate.
- Adding cases for discussion to all chapters.
- Incorporating the emerging role of women in international business into various chapters as appropriate.
- Including country-specific information in a majority of chapters.
- Revising the Instructor's Manual to include a sample syllabus and suggested videos and references.
- Preparing PowerPoint slides to make available to those adopting the textbook.

Proposed Use

Intercultural Business Communication is designed to be used as a text for a college-level course in intercultural business communication or to augment courses in which intercultural communication is a major component.

Acknowledgments

Appreciation is expressed to the following persons who reviewed the manuscript and offered helpful suggestions: Maryann Albrecht, University of Illinois–Chicago, Chicago, IL; Roberta Allen, Western Michigan University, Kalamazoo, MI; Marie Dalton, San Jacinto College, Pasadena, TX; Lynn Fitzgerald, New England Banking Institute, Boston, MA; Marie Flatley, San Diego State University, San Diego, CA; Clifford Hurston, Bethune-Cookman College, Daytona Beach, FL; Carolyn Rainey, Southeast Missouri State University, Cape Girardeau, MO; Roblyn Simeon, San Francisco State University, San Francisco, CA; Carol Smith, Fort Lewis College, Durango, CO; and Richard F. Tyler, Anne Arundel Community College, Arnold, MD.



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Jeanette S. Martin is an Associate Professor at the University of Mississippi. She received her B.A. from Michigan State University, M.B.A. from the University of Chicago, and her Ed.D. from The University of Memphis. She has considerable corporate experience in both U.S. multinational corporations and foreign multinational corporations. Dr. Martin has published several articles involving intercultural business communication, education, and management information systems. Her current research and consulting interests include NAFTA and the effects intercultural communication has on such international agreements.



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CHAPTER

1



The Nature of Intercultural Communication

Objectives

Upon completion of this chapter, you will:

- be able to define such terms as intercultural, international, intracultural, multicultural, and ethnocentric.
- understand how communication barriers affect intercultural communication.
- understand the differences between norms, rules, roles, and networks.
- be able to distinguish between subcultures and subgroups.
- understand the concept of business globalization.
- be able to differentiate between ethnocentric, polycentric, regiocentric, and geocentric management orientations.

More than 2 million North Americans work for foreign employers, and the number of foreign companies who have built plants in the United States is increasing. Evidence that the world is becoming more cosmopolitan can be seen in the number of international businesses such as Coca-Cola, McDonald's, Sony, and Honda that are common around the world. The new economic bonanza is apparent in the universal appreciation of food such as sushi, fashion such as jeans, and music such as U.S. jazz and rock. Because of the global boom, more and more business will involve international activities, which will require the ability to communicate across cultures.

2 CHAPTER 1 *The Nature of Intercultural Communication*

Because communication is an element of culture, it has often been said that communication and culture are inseparable. As Alfred G. Smith (1966) wrote in his preface to *Communication and Culture*, "culture is a code we learn and share, and learning and sharing require communication. Communication requires coding and symbols that must be learned and shared. Godwin C. Chu (1977) observed that every cultural pattern and every single act of social behavior involves communication. To be understood, the two must be studied together. Culture cannot be known with a study of communication, and communication can only be understood with an understanding of the culture it supports" (Jandt, 1995, p. 22).

Not only are North Americans working for foreign employers, but the complexion of the workforce in the year 2000 is five-sixths nonwhites, women, and immigrants; in 1988 they made up only half of the workforce. By the year 2010 Hispanic Americans will become the largest minority group; by 2050 the number of minorities will almost equal that of whites (Weaver, 1998).

To gain a better understanding of the field of intercultural communication, a knowledge of frequently used terms is important. Such terms as intercultural, international, and multicultural are often used interchangeably. However, certain distinctions should be made.

The term intercultural communication was first used by Edward T. Hall in 1959. Hall was one of the first researchers to differentiate cultures based on how communications are sent and received. Hall defined **intercultural communication** as communication between persons of different cultures.

Intercultural business communication is a relatively new term in the business world and is defined as communication within and between businesses that involves people from more than one culture. Although we generally think of the United States as one culture, a great deal of culture diversity exists. For example, more than 30 percent of residents of New York City are foreign born, Miami is two-thirds Latin American, and San Francisco is one-third Asian. In fact, African Americans, Asians, and Latin Americans make up 21 percent of the U.S. population. An increase in the Asian and Latin American populations is expected during the next decade. Many U.S. citizens communicate interculturally almost daily because the communication is between people of different cultural backgrounds (Copeland, 1988).

As contact occurs between cultures, diffusion takes place. **Diffusion** is the process by which the two cultures learn and adapt materials and adopt practices from each other. This practice is exemplified by Columbus' joining of the Old and New Worlds. The Old World gave the New World horses, cows, sheep, chickens, honeybees, coffee, wheat, cabbage, lettuce, bananas, olives, tulips, and daisies. The New World gave the Old World turkeys, sugarcane, corn, sweet potatoes, tomatoes, pumpkins, pineapples, petunias, poinsettias, and daily baths (Jandt, 1995).

With the increased globalization of the economy and interaction of different cultures, the concept of a world culture has emerged. A **world culture** is the idea that as traditional barriers among people of differing cultures break down, emphasizing the commonality of human needs, one culture will emerge, a new culture to which all people will adhere. So why do we study intercultural business communication? Because it

addresses procedural, substantive, and informational global problems. Intercultural business communication allows us to work on the procedural issues of country-to-country contacts, diplomacy, and legal contexts; it allows us to become involved with the substantive, cultural level and helps sensitize us to differences. It also allows us to gather information to make decisions when we are in an intercultural environment (Rohrlich, 1998).

The United States continues to welcome a large number of immigrants each year and has been referred to as a melting-pot society. **Melting pot** means a sociocultural assimilation of people of differing backgrounds and nationalities; the term implies losing ethnic differences and forming one large society or **macroculture**. While the idea of everyone's being the same may sound ideal, the problem with this concept is that many U.S. citizens wish to maintain their ethnic-cultural heritage. Rather than being one melting-pot society, therefore, the reality in the United States is that many U.S. cities are made up of neighborhoods of people with a common heritage who strive to retain their original culture and language. If you travel to San Francisco, a visit to Chinatown with its signs in Chinese and people speaking Chinese will verify this reality. Many street signs in other U.S. cities such as New York, Miami, or Honolulu, are in another language in addition to English. The result has not been the melding of various cultures into one cultural group as idealists believed would happen. Because we have cultures within cultures (**microcultures**), communication problems often result. In reality the United States is a salad bowl of cultures. While some choose assimilation, others choose separation.

America as a cultural melting pot which assumes assimilation as the acculturation pattern is no longer valid (Differences, 1996).

Intracultural communication is defined as communication between and among members of the same culture. Generally, people who are of the same race, political persuasion, and religion or who share the same interests communicate intraculturally. Having the same beliefs, values, and constructs facilitates communication and defines a particular culture (Gudykunst & Ting-Toomey, 1988). However, due to distance, cultural differences may exist within a culture such as differences in the pace of life and regional speech patterns between residents of New York City and Jackson, Mississippi. Distance is also a factor in the differences in the dialects of the people of other cultures, such as in northern and southern Japan.

The terms intercultural communication and international communication should not be used interchangeably. **Intercultural communication**, as stated previously, involves communication between people of different cultures. **International communication** takes place between nations and governments rather than individuals; it is quite formal and ritualized. The dialogue at the United Nations, for example, would be termed international communication.

Since all international business activity involves communication, a knowledge of intercultural communication and international business communication is important to