

# 管理沟通 (英文版)

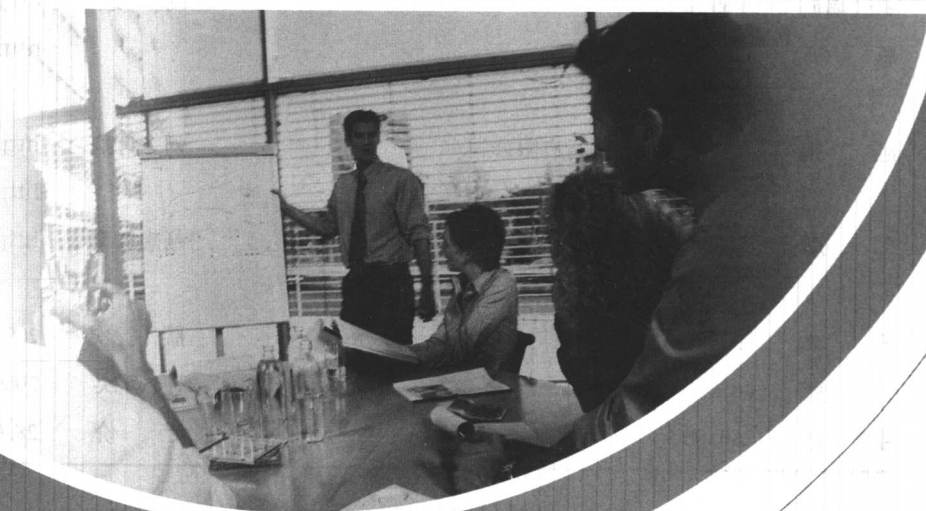
*Management Communication* ● Lin Bothwell 著



高等教育出版社  
Higher Education Press

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**图书在版编目 (CIP) 数据**

管理沟通 = Management Communication / (美) 博特威尔 (Bothwell, L.) 著. —北京: 高等教育出版社, 2006. 7

ISBN 7- 04- 017242- 9

I. 管... II. 博... III. 管理学—教材—英文  
IV. C93

中国版本图书馆 CIP 数据核字 (2006) 第 069296 号

策划编辑	张毅达	责任编辑	张毅达
封面设计	王凌波	版式设计	孙 伟
责任校对	张毅达	责任印制	韩 刚

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出版发行	高等教育出版社	购书热线	010-58581118
社 址	北京市西城区德外大街 4 号	免费咨询	800-810-0598
邮政编码	100011	网 址	<a href="http://www.hep.edu.cn">http://www.hep.edu.cn</a>
总 机	010-58581000		<a href="http://www.hep.com.cn">http://www.hep.com.cn</a>
经 销	蓝色畅想图书发行有限公司	网上订购	<a href="http://www.landracom.com">http://www.landracom.com</a>
			<a href="http://www.landracom.com.cn">http://www.landracom.com.cn</a>
印 刷	北京汇林印务有限公司	畅想教育	<a href="http://www.widedu.com">http://www.widedu.com</a>
开 本	850 × 1168 1/16	版 次	2006 年 7 月第 1 版
印 张	16	印 次	2006 年 7 月第 1 次印刷
字 数	280 000	定 价	28.00 元

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## INTRODUCTION

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Who is the book written for?

The book will be a solution book for a would-be manager helping to solve the problems and situations he or she will meet with during the whole process of his or her management career.

What are included in the book?

The book begins by assisting the potential manager with basic information on communication skills and talks about how to obtain managerial work in the business world. The core of the book deals with how to be an effective manager equipped with the necessary communication skills to succeed in any business, government agency, university, hospital or other place of work. Finally, the book deals with how to become a leader able to strategically consider communication.

The orientation of the book is practical and applied. It does provide a theoretical foundation, but it is grounded in techniques and skills that can be immediately applied in the world of work. Each chapter concludes with discussion questions based on the principles and theories in the chapter and then provides in-class exercises that allow the reader to practice the techniques demonstrated.

The number of exercises found at the end of each chapter varies with the content. The most extensive set of exercises, designed to help the student/participants evaluate their leadership and communication skills from a number of perspectives, is found in Appendix A Exercises for Personal Assessment.

If this book is used in conjunction with a class in Business English, make sure that all discussions in class and all papers are done in English. Practice under proper supervision is the only way to improve. You learn English just like you learn to ride a bicycle or eat with chopsticks, by doing it over and over until you get very good at it.

The glossary with Chinese explanation is written by Bai Jie from People's University, Beijing.

What is the book about?

This is a textbook about Business Communication, but it is also about many other, related, things. It is a book about human relations, it is a book about management, it is a book about technology, it is a book about strategy and planning, it is a book about sales and marketing, it is a book about international relations and cultures. The common thread that runs through all of these topics is the need for you to be competent and skilled as a communicator.

Effective communication is the key to running a successful business. Effective communication is the key to leading a happy family. Effective communication is the key to having a successful career. Effective communication is the key to running a country. In your efforts to do any or all of these things, it is hoped that this book will be a great asset. Return to its pages often, for your view of these things will change over time as you gain experience and perspective. Good luck in your journey and good communication.

### **Preface to the Cases**

Scattered throughout the pages of this book are several short cases for your thoughtful consideration. The position of the main character in the case is meant to represent a number of similar positions that leaders might occupy. The beginning of each case analysis will describe the type of leadership positions that particular case might represent.

The content of each case represents a problem tied to certain of the communication principles and techniques discussed in this book. If you read and understand the chapters and sections, the solutions to these problems should be obvious. Therefore, the analysis of what each of these leaders might do to solve the problem they face will be kept brief. The approach to the solution offered does not preclude other approaches that could be used. You should also keep in mind that knowing what to do and being able to actually do it in your leadership position are two different things. The challenge is ineffective implementation.

## AUTHOR'S NOTE

### — My life and work in America and in China

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I want the reader to know of my experience and preparation for writing this book. This experience is both general as to management theory and practice and specific as to several years of experience working with MBA students and business managers in China.

In terms of academic and theoretical preparation for writing a textbook, I obtained a first class higher education in U.S. universities. My undergraduate work was at the United States Air Force Academy, where my coursework was primarily in engineering and leadership training. After completing Air Force service I went back to college and obtained a Master's degree in sociology and organizational studies. My master's thesis was on varying leadership styles in small group settings.

My doctorate is from Harvard University, the premier university in the United States and one of the top universities in the world. I took courses on the Harvard campus in the Graduate School of Education, the Business School, the Law School and the School of Public Policy. I also took courses at the Sloan School of Management at Massachusetts Institute of Technology (MIT) and at Boston University. My doctoral advisor is known worldwide as the author of over 25 books on management. My doctoral dissertation was written in conjunction with the Human Resources staff of one of the largest corporations headquartered in Boston. The dissertation focused on corporate training, education and organizational development programs.

After obtaining my doctorate I had numerous experiences over the years of attending professional conferences and training seminars where the most advanced management and communication theories and techniques were presented.

As far as managerial experience, I have worked at every corporate level from first-line supervisor to Chief Executive Officer (CEO). I have had management positions in private industry, higher education and government. I have worked for Fortune 500 firms and started my own small businesses. I was founder and Chief Operating Officer (COO) of a consulting firm that had as clients some of the largest corporations in the United States. I have trained

business managers from factory foremen to corporate vice presidents. Working in business, I have gained from my mistakes as well as learned how to create significant business successes.

My ideas and experiences have been shared publicly through professional papers, published trade books, published training manuals, training exercises that I designed, and videotape programs that I produced, also through appearances on the radio, and on television.

I have lived and worked in China from since the fall of 2000. I lived and taught for a year in Qingdao and have worked since 2001 in Beijing. I have been a full time faculty member in the School of Economics and Management of Tsinghua University. I have been a member of the faculty of the Guanghua School of Management at Peking University. I have taught MBA courses and undergraduate business classes for hundreds of men and women working in China, from experienced managers to those just beginning their business careers. I have also met and talked with business managers from Central and Southern China as I have traveled extensively in the country. Parts of this book will be targeted very specifically at Chinese students and managers and the challenges they face doing business in Chinese mainland in the twenty-first century and as China begins full membership in the World Trade Organization (WTO).

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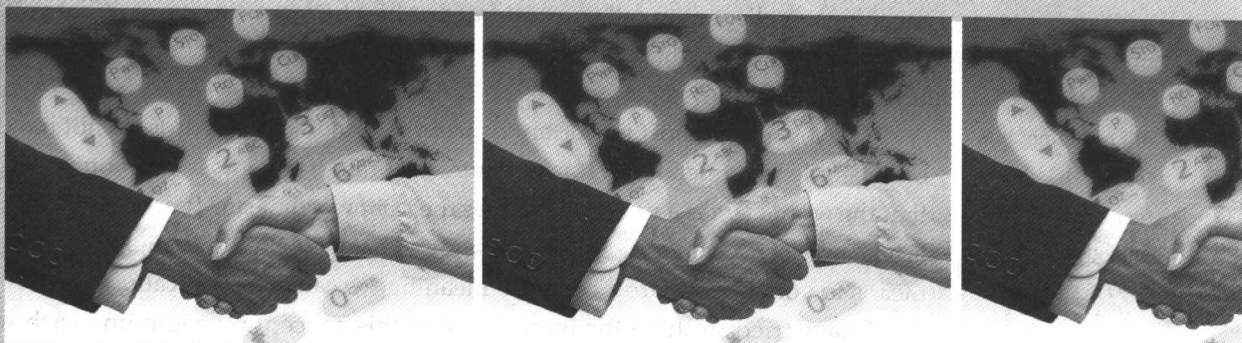
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# 1

## CHAPTER

# A Communication Model

- \* What Is Communication?
- \* Barriers to Effective Communication
- \* Communication in Practice



## WHAT IS COMMUNICATION?

---

two-way *adj.* 双向的

instantaneously *adv.*  
立刻地, 即时地

invoice *n.* 发货清单, 发票

bill of lading 收货清单

filament *n.* 灯丝

squiggly *adj.* 弯弯曲曲的, 潦草的

Communication is the single most important leadership skill and the most important organizational topic to be discussed in this book. Civilization is created through communication; culture is transmitted to future generations, problems are solved, relationships formed, all that makes us human is wrapped up in our ability to communicate effectively.

Communication can be defined as a two-way transfer of meaning. Each part of this definition contains meaning that aids in understanding what communication is and does. Two-way implies that communication is an interactive process with information both being sent and returning. The term transfer in the definition implies that the meaning must get from one person to another. There is no current “Mork from Ork” technique for touching another person and instantaneously transferring information. Therefore, your message must go through a medium. There are problems in getting the message through that medium.

The third part of the definition is the concept of meaning. The definition could read “a two-way transfer of information, ideas, concepts, or feelings.” Any of these definitions would have been adequate, but the word meanings was chosen because several concepts associated with the term meanings aid in the understanding of communication.

First, meanings come from two places: inside the communicator and from the context (environment) of the communication. When you are communicating with a different person, or the same person in a different environment, the meaning will change. Telling employees to get a job done immediately will sound different to them on a Friday afternoon than it will on a Tuesday morning.

Second, people develop meanings for communication symbols based on their experience. Since no two people have the same experience, no two people will have the same meanings. A client may call you and say that his check was incorrect. What you think of, as a check may not be what he means by a check. In fact, he could be referring to an invoice, a receipt, or a bill of lading.

Third, and the most important concept to understand: Words do not have meanings, only people have meanings. If you want your brain filaments to burn out, consider the fact that the word *word* is a word. What does the *word* word mean? It does not mean anything. It is just a collection of squiggly lines. I know what *word* means to me. You know what *word* means to you. If we share a common meaning we can communicate.

I have tried to show the importance of this concept by beginning each section with

motivation *n.* 提供  
动机的行为或过  
程, 激励

stress management  
压力管理

résumé *n.* 简历  
freeze-frame *v.* 定  
格

definitions of the key terms. By doing this, my intent is not to insult your intelligence. You may say, "Well everybody knows what *motivation* means." The point is that people know what *motivation* means to them. Communication that leads to understanding, however, requires effort at developing some *shared* definitions.

Fourth, to change people's meanings for things, you must change their experiences. People will relate to the concept of **stress management** from working under stress quite differently than they will from just reading about it in a book.

Fifth, as experiences change, people's meanings change. That is to say that the person we meet today will not be the same as the one we knew in college ten years ago or the one who is represented on the *résumé*. Records and memory may "**freeze-frame**" people at some past point, but they are living today and they are changed. This will affect our communication with them.

Communication that leads to understanding involves a successful way transfer of meaning. The problem is that there are numerous barriers; consistently get in the way of success.

## BARRIERS TO EFFECTIVE COMMUNICATION

initiate *v.* 开始, 发  
动

feedback *n.* 反馈

The two stick people in Figure 1 represent the two parties in this transfer-of-meaning (communication) situation. The *sender* is the one **initiating** the symbolic transfer; the other party is the *receiver*. The message is transferred through some type of *medium* and the response comes in the form of **feedback**. Each of these four parts of the process contains several components in which communication can break down. The ones to be discussed here are identified in this figure.

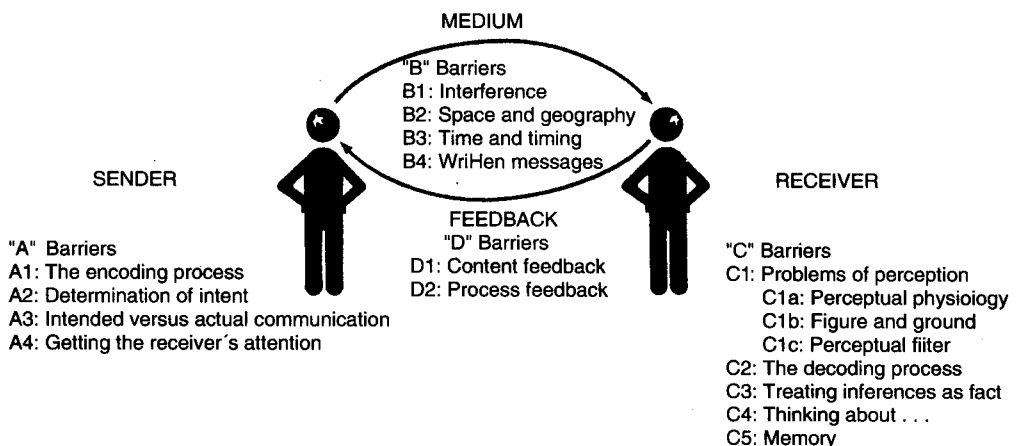


FIGURE 1. Major barriers to an effective communication process

encode v. 编码

slate n. 石板, 白板

linguine n. 意大利面

jargon n. 行话

plumber n. 水管工

unabridged adj. 未经缩写的

frustrated adj. 泄气的, 失意的

discrepancy n. 矛盾, 差异

## \* Problems Experienced by the SENDER

**A1 ENCODING: SELECTING A SYMBOL TO ASSIGN MEANING TO.** Assuming that you begin life as a clean slate, the first communication challenge you face is related to perception, or gathering a meaning that you can transfer. The problems associated with perception are the first barriers confronting the receiver. This analysis begins with the assumption that the senders have some meaning in their brains that can be transferred. In the illustration the meaning is represented by a star (since I am not adept at drawing movie stars or linguine). The sender must select some symbol system as the vehicle for the transfer. The problem is that there are so many symbol systems, and the sender must make assumptions about which will be most likely to work with this receiver.

The most common symbol is words, but as you have already known words do not have meanings. So when a person uses a word, how do we know what he or she means by that word? This analysis will ignore the problems of:

Different languages

C'est faite rien?

Different dialects

Pig in a poke (do you know what a poke is?)

Special jargon

The plumber's spider (do you know what a spider is?)

And generational differences Careful in asking your teenager to cut the grass.

The focus will be on the English language. In any library there is a large, dusty book titled *Unabridged Dictionary of the English Language*. The book contains in excess of 300,000 words. "But, Dr. Bothwell," you protest, "most of us do not talk like unabridged dictionaries." That's true. We have a working vocabulary of 2,000 words and a core vocabulary of about 500 (I, you, go, he, she, it, etc.). However, if you assume that we can communicate and share definitions for those 500 core words, you assume incorrectly; for if the 500 words are taken back into the unabridged dictionary, you will find that they have over 14,000 different definitions.

**A2 DETERMINING THE INTENT OF THE COMMUNICATION.** Obviously, there are many different reasons for communicating. As the sender, it is important for you to be clear about what your intent or purpose is in sending your message. If you are confused about what you intend your communication to do, or if you have intentions that conflict with one another, your communication will probably not be successful. The result may be a receiver who is frustrated, confused, or defensive.

**A3 A GAP BETWEEN THE INTENDED AND ACTUAL COMMUNICATION.** People often send double messages. A double message is a statement in which there is a discrepancy between what one intends to communicate and what one actually communicates. This is sometimes done intentionally, but more often is due to lack of clarity or mixed feelings on the

slam v. 猛击

lament v. 恸哭, 悲伤

run out on 背弃

interference n. 干涉, 阻碍

dinosaur n. 恐龙

illuminating v. 照亮, 照

part of the sender.

An example of a double message is a person shouting, "I am not mad!" and **slamming** a fist on the desk. The words say one thing; the actions, facial expression, and tone of voice say something else. Which message do we believe? Studies of this phenomenon have shown that where the words and actions contradict each other, the receiver will usually believe what you do over what you say. We often hear a sender lament, "But I told them..." (That is, "I said the words"). But when the boss says, "That's all right, it's five o'clock—go ahead and go home," the boss's tone and manner may be saying, "If you cared about this company, you wouldn't **run out on** me." The employee ends up somewhat confused and perhaps resentful.

**A4 GETTING THE RECEIVER'S ATTENTION.** Most people live and work in a world of noise, confusion, and **interference**. There are countless distractions competing with you for your receiver's attention. If the receiver is not tuned in when you broadcast, the message is not likely to be received.

The standard techniques for gaining someone's attention include eye contact, touching, dramatic gestures, using the person's name, and raising your voice. The problem is that when everyone in the environment uses these attention-getting techniques, the result is heightened chaos.

An alternative is getting attention by challenging ("I'm about to tell you something you will never forget as long as you live!"), by giving your message a dramatic buildup, by speaking slowly and quietly, or by giving a message that requires thought. (The participants in my leadership training programs can tell you that they have never forgotten that "Some **dinosaurs** were as small as chickens.") These techniques only work if they are infrequently used. Use them today on your boss and you will have his or her undivided attention. But come in every day for a week and begin by saying, "I'm about to tell you something that you will never forget as long as you live..." and you will lose the boss's attention (and possibly your job).

## \* Barriers in the MEDIUM Through Which the Message Is Transferred

**B1 INTERFERENCE BETWEEN SENDER AND RECEIVER.** The only pure (interference-free) communication environment I recall seeing is the scene in *West Side Story* where Tony and Maria meet at the youth-center dance. Their eyes meet across the crowded dance floor, and as they walk together the rock band is replaced by two hundred violins, and dancers go from leaping to slow motion before disappearing, and the lights fade until they go out. But not to fear, because a spotlight comes on, **illuminating** Tony; another spot illuminates Maria. As they stand there nose to nose in the quiet darkness, he says something

vie v. 竞争

turf n. 活动范围,  
势力范围cross-cultural busi-  
ness 跨文化商业

cocktail n. 鸡尾酒

to her. She responds to him. This is a moment of pure communication.

The question you must ask yourself is how much this scene resembles your office, factory, or home? Most people say their working environment is more like the original dance scene: bright, noisy, and totally confusing. As a sender in such a scene, you have to be sensitive to the competing distractions (often other senders) vying for your receiver's attention. These distractions can include office talk, ringing phones, phone conversations, machinery, noisy air conditioners, and outside traffic. If you are fortunate enough to have some control over the communication environment at work, you may wish to consider methods of minimizing or separating competing message sources.

**B2 THE INFLUENCE OF SPACE AND GEOGRAPHY ON COMMUNICATION.** There are four aspects of communication space that deserve attention. These are: 1) personal life space, 2) the office environment, 3) the physical plant, and 4) geography. Each will be examined in turn.

Personal life space refers to the piece of turf that people carry around with them, surrounding their bodies. The most interesting discovery of explorations into cross-cultural business is that this social distance varies from culture to culture. For North Americans, the distance is about a foot and a half. For South Americans, the distance is more like six inches. Observers have been amused to attend a cocktail party with representatives of both continents present and watch a North and South American talk themselves across a room, with the latter advancing to close the distance and the former retreating to widen it.

The point here is that you need to be sensitive to this distance when involved in interpersonal communication. Issues of how far apart you are, whether the parties are sitting or standing, which sex each party is, and what emotions are being conveyed will all influence the eventual success of the communication.

The second space consideration has to do with the office environment. In large offices in Europe the most important people are put in the middle of the room; in the U.S. they are distributed around the outside. Barriers such as desks, tables, and counters will determine whether or not the message gets through. When I worked as a social worker, my supervisor wanted to know the secret of why people would open up to me more than to others. It was a secret I had discovered quite by accident in my previous job, when I taught at a college where the president's office was designed something like this:

Somehow I never felt like opening up in that office. So when I went to work for the Department of Welfare, I changed my office to look more like this:

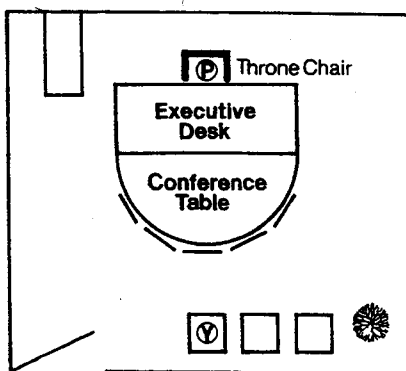


FIGURE 2. The desk as a barrier to openness



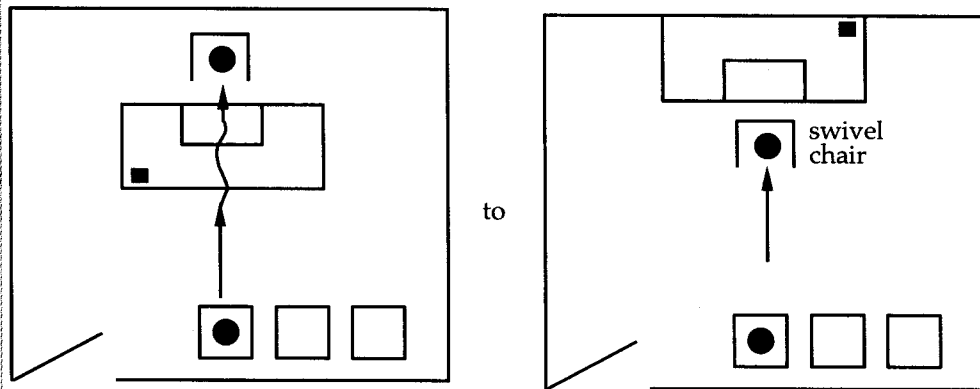


FIGURE 3. Removing the desk as a communication barrier

It did, and does, make a difference. Look around your office (and home) for barriers you have constructed to understanding.

**B3 COMMUNICATION: TIME AND TIMING.** As discussed elsewhere in this book, time is not a constant. The quality of time differs dramatically from favorite movie to dentist's chair and from corporate president to rest home resident. The message from sender to receiver passes through an environment of time. How each party perceives that time will influence the quality of the message as to whether it is developed, rushed, or garbled.

A related matter has to do with the timing of a message. Employees do not hear requests for action from the boss the same way at 4:45 on Friday as they are at 10:00 on Tuesday. If you communicate to someone an error they've made in their work and, in an apparent overreaction, they run crying from the room, what may not have been apparent is that someone just called and said the employee's aunt just died or that you're the twelfth person in fifteen minutes to point out a mistake. You cannot always know the timeliness of your message in advance, but it is an important factor, and you should consider it before sending a message.

The relativity of time and space is shown in the story of the Texan who wanted to give a New Englander an idea of how big his ranch was relative to the New Englander's farm. "Ya see that old limousine of mine?" the Texan said. "I can begin driving at one end of my ranch in the morning and spend the whole day in that car and just barely reach the other end of my ranch by sunset." "I know exactly what you mean," the New Englander replied. "I had a car like that once myself." With such totally different concepts of distance, the two could not hope to understand one another.

**B4 IS IT POSSIBLE TO WRITE RIGHT?** Writing has many advantages. It helps the writer

garble v. 混淆, 歪曲