跨文化商务交际

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本书如有印装错误请与本社联系更换。

前　言

全球经济一体化使得现代商场上出现越来越多的跨文化交际活动。不同语言和不同文化背景的商务人员为了经济目的相互交流并且进行各种经济活动。因为这种交际活动涉及不同的语言，又涉及交际各方不同的文化背景，所以交际过程常常会由于某种因素中断甚至失败。因此，这就要求涉外应用型人才不仅能熟练运用外语，更要懂得并遵守国际惯例和国际礼仪，具有较强的跨文化商务交际能力，并且熟悉国际事务，能够直接参与国际合作与竞争，在国际交往中既能与外国人和睦相处，尊重外国的风俗和宗教信仰，又能维护民族尊严。许多具有全球化战略目标的企业对员工的录用和提拔均从组织管理能力、沟通协调能力、跨文化交流能力等诸多方面综合考评。无论从职业生涯发展还是从个人素质提高来讲，培养和提高大学生跨文化交际素质都具有特别重要的意义。

在社会需求的影响下，跨文化商务交际课程的作用和重要性在全国各类院校中得到了广泛认可，课程影响力得到了显著提高，其成为商务英语专业、工商管理、市场营销等专业的必修课、辅修课或选修课。

《跨文化商务交际》是专门针对商务英语专业本科或其他相关专业的必修、辅修或选修此类课程的学习者编写的教材。本教材介绍了跨文化交际学的基本理论及非言语交际，分析了文化休克现象，同时介绍了商务活动中的各种礼仪及有关风俗，探讨成功的商务谈判包含的要素，旨在培养和提高学生的跨文化商务交际能力。

全书共分为十章，第一章至第五章以跨文化交际学的基本理论为框架，阐述了交际与文化的关系、文化价值观对跨文化商务交际的影响，并且介绍了文化差

异在言语和非言语方面的表现以及文化冲突。第六章至第十章运用跨文化交际学理论具体分析重要商务实践活动中的文化差异，即跨文化商务谈判、礼仪、营销、伦理和不同国家的商务礼仪和习俗。

　　本书由哈尔滨金融学院商务英语专业的三位教师共同编写，杨光负责编写第三章、第八章、第九章、第十章及附录部分（约 13 万字）；于明珠负责编写第四章、第五章、第七章及附录部分（约 8 万字）；于晖负责编写第一章、第二章、第六章及附录部分（约 7 万字）。由于编者水平与经验有限，书中难免存在欠妥之处，敬请同行与读者不吝赐教！

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编　者

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Contents

Chapter 1

Culture, Communication and Intercultural Communication

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Culture, Communication and Intercultural Communication

1 Culture

Culture is ubiquitous, multidimensional, and all-pervasive, as we have it almost anywhere and anytime. It is understood differently by people throughout the world. Americans believe that culture is a fast-moving train, which is closely connected with what is going on for the time being. The better you adjust yourself to the present world, the more you understand culture. However, Chinese people believe that culture is closely related to the past. The more you know about Confucianism or the past, the more cultured you are considered to be.

To the outside observers, Americans may seem like a nation of amnesiacs; they care more about the next big invention. To the Chinese, the past is always something to be memorized. They are always proud of having the four great inventions in ancient times.

"It is estimated that there are more than 164 definitions of culture." (Chen, 2005) Culture can be understood in the broad sense and the narrow sense. It can be defined as attributes of man in its broad sense, including what distinguishes man from the rest part of the world. When culture is contrasted with nature, it can be defined as "life way of a population" in its narrow sense, meaning what characterizes the particular way of life of a population. For instance, corporate culture is a culture in the broad sense, as it refers to the moral, social and behavioral norms of one

organization based on the beliefs, attitudes and priorities of its members. However, the slogan "quality is life" of an organization is a culture in the narrow sense, as it refers to one specific characteristic of the organization.

There is no agreed-upon definition of culture. Anthropologists actually have managed to give multiple answers to the question, "What is culture?" In the following, several definitions of culture from dictionaries or by scholars both in China and abroad are given for a general understanding of culture and how it is interpreted in different cultures.

Culture is "the total sum of material and spiritual wealth created by the mankind in the process of the social and historical development, especially literature, art, science, education, etc.; the ability to use the written language and possession of book knowledge; (in archaeology) the aggregation of historical remains, relics of the same historical periods" (*The Modern Chinese Dictionary*, 1998).

Culture is "the arts and other manifestations of human intellectual achievement regarded collectively; the customs, civilizations and achievement of a particular time or people; improvement by mental or physical training" (*The Concise Oxford Dictionary*, 2001).

Culture means "material life such as material things essential for human survival; spiritual life such as religion, philosophy, value systems, science and art" (Liang, 2004).

"Culture is man's medium; there is not one aspect of human life that is not touched and altered by culture. This means personality, how people express themselves, including shows of emotion, the way they think, how they move, how problems are solved, how their cities are planned and laid out, how transportation systems function and are organized, as well as how economic and government systems are put together and function." (Hall, 1959)

Culture is "one of the two or three most complicated words in the English

language. It is a general process of intellectual, spiritual and aesthetic development; a particular way of life, whether of a people, a period or a group; the works and practices of intellectual and especially artistic activity" (Williams, 1983).

"Culture is the total accumulation of beliefs, customs, values, behaviors, institutions and communication patterns that are shared, learned and passed down through the generations in an identifiable group of people." (Davis, 2001)

From the definitions given above we can see that culture can be actually classified into different types when viewed from different perspectives such as anthropological, psychological, cognitive, social, symbolic and linguistic. Since our goal is to focus on the interaction between people from different cultural backgrounds, we prefer the anthropological view of culture by Samovar and Porter in our study of intercultural communication. Their definition of culture well serves our purpose. They define culture as follows:

"Culture is the deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving. Culture can therefore include everything from rites of passage to concepts of the soul."

Culture involves at least three components: what people think, what they do, and the material products they produce. Culture also has several properties: it is shared, learned, symbolic, adaptive, and integrated. The definition of culture by Samovar and Porter covers the three components and all the properties. Their definition helps us understand culture for the sake of intercultural communication, as we will study in this book more about "the way of life of people," "a way of thinking, feeling, and believing," "the learned behavior," "a mechanism for the normative regulation of behavior" and " a set of techniques for adjusting both to the external environment and to other men".

Chapter 1

2 Communication

→ 2.1 Definition of Communication

Over thirty years ago, Dance and Larson canvassed the literature on communication and found 126 definitions of communication; since then, countless others have been added to their list. Isolating the commonalities of those definitions, and being concerned with the intercultural dimensions of communication, we hold to the definition advanced by Ruben and Stewart(1998):

"Human communication is the process through which individuals — in relationships, groups, organizations, and societies — respond to and create messages to adapt to the environment and one another."

Communication — your ability to share your beliefs, values, ideas, and feelings — is the basis of all human contact. Whether you live in city in Canada, a village in India, a commune in Israel, or the Amazon jungles of Brazil, you participate in the same activity when you communicate. The results and the methods might be different, but the process is the same. More than 6 billion people that inhabit this planet engage in communication so that they can share their realities with other human beings.

→ 2.2 Components of Communication

You are better able to understand communication when you understand the components of the process. Ten components of communication, shown in Figure 1-1, are
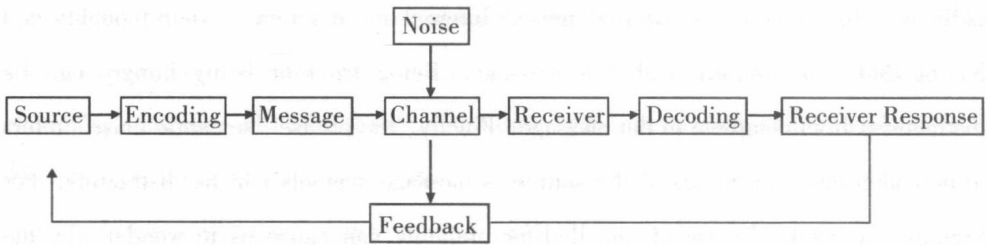
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│ Source │→│ Encoding │→│ Message │→│ Channel │→│ Receiver │→│ Decoding │→│ Receiver Response │
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Fig. 1-1 **Components of Communication**

Source. The source is the person with an idea he or she desires to communicate. Examples are CBA, the White House, your instructor, and your mother.

Encoding. In the television and movie version of "Star Trek", you saw Mr. Spock touching alien beings for what was called "mind meld". You assume Mr. Spock was able to access directly the thought of the alien creature. Unfortunately, we humans are not able to do that. Your communication is in the form of symbols representing the ideas you desire to communicate. Encoding is the process of putting ideas into symbols.

The symbols into which you encode your thoughts vary. You can encode thoughts into words and you can also encode thoughts into non-spoken symbols. The oils and colors in painting as well as your gestures and other forms of nonverbal communication can be symbols.

Message. The term message identifies the encoded thought. Encoding is the process, the verb; message is the resulting object.

Channel. The term channel is used technically to refer to the means by which the encoded message is transmitted. Today, you might feel more comfortable using the word "media". The channel or medium, then may be print, electronic, or the light and sound waves of face-to-face communication.

Noise. The term noise technically refers to anything that distorts the message the source encodes. Noise can be of many forms: External noise can be the sights, sounds, and other stimuli that draw your attention away from the message. Having a

radio on while reading is external noise. Internal noise refers to your thoughts and feeling that can interfere with the message. Being tried or being hungry can be distractions from complete to the message. Finally, the phrase "semantic noise" refers to how alternative meanings of the source's message symbols can be distracting. For example, a speaker's use of uncalled-for profanity can cause us to wonder why the speaker used profanity and draw attention away from the message itself.

Receiver. The receiver is the person who attends to the message. Receivers may be intentional; that is, they may be the people the source desired to communicate with, or they may be any person who comes upon and attends to the message.

Decoding. Decoding is the opposite process of encoding and just as much an active process. The receiver is actively involved in the communication process by assigning meaning to the symbols received.

Receiver response. Receiver response refers to anything the receiver does after having attended to and decoded the message. That response can range from doing nothing to taking action or some actions that may or may not be the action desired by source.

Feedback. Feedback refers to that portion of the receiver response of which the source has knowledge and to which the source attends and assigns meaning. A reader of this text may have many responses, but only when the readers respond to a survey or write a letter to the author does feedback occur. When a radio talk show host receives enthusiastic telephone calls and invites a guest back, feedback has occurred.

Feedback makes communication a two-way or interactive process. Linear and interactive models seem to suggest that communication is an isolated single discrete act independent of events that preceded or might follow it.

Context. The final component of communication is context. Generally, context can be defined as the environment in which the communication process takes place and which helps to define the communication. If you know the physical context, you

can predict with a high degree of accuracy much of the communication. For example, you have certain knowledge and expectations of the communication that occurs within churches, temples, and synagogues. At times, you intentionally want to place your romantic communications in quiet, dimly light restaurant or on a secluded beach. The choice of the environment, the context, helps assign the desire meaning to the communicated words.

In social relationships as well, the relationship between the source and receiver may help define much of the communication. Again, if you know the context you can predict with a high degree of accuracy much of communication. For example, knowing that a person is being stopped by a police officer for speeding is enough to predict much of the communication. Certain things are likely to be said and done; other things are very unlikely.

Culture is also context. Every culture has its own worldview, its own way of thinking of activity, time, and human nature, its own way of perceiving self, and its own system of social organization. Knowing each of these helps you assign meaning to the symbols.

The component of context helps you recognize that the extent to which the source and receiver have similar meanings for the communicated symbols and similar understandings of the culture in which the communication takes place is critical to the success of the communication. (Jandt, 1995)

3 Intercultural Communication

Today, success in local, national, or international business means making sure the diversity of voices, cultures, and know-how in the workplace are recognized and understand. In the past, the wandering nomads, religious missionaries, and conquering warriors encountered people of different cultures. These contacts were intercultural communication. Nowadays, people from different countries meet in