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系列丛书

Strategies for Managerial Writing

公司管理写作策略



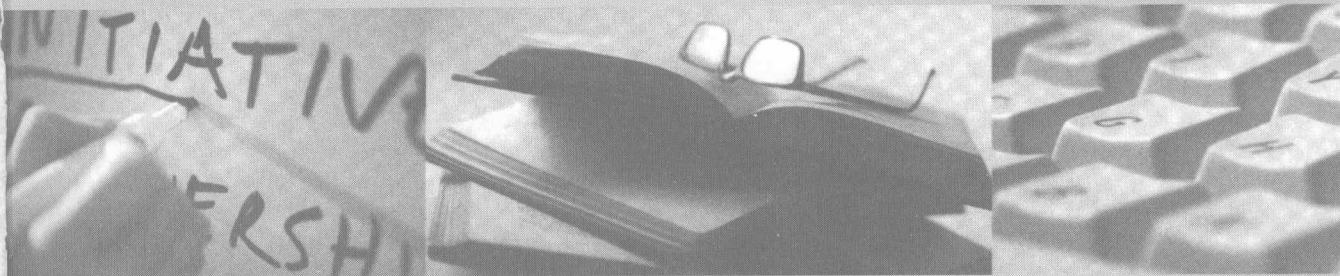
Steven H. Gale  
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# STRATEGIES *for* MANAGERIAL WRITING



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北京大学出版社  
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Strategies for Managerial Writing

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# 总序

北京大学出版社2008年最新引进了一套国外畅销的《英语写作原版影印系列丛书》，并邀请我为这套丛书写序，谈谈我对英语写作教学与研究的一些认识。我仔细翻阅后，觉得这套书特色十分鲜明，其中有几本再版达十次以上，经久不衰，非常乐意在此推荐给我国的广大读者。

在经济全球化和网络高度发达的今天，学好英语已变得十分重要，英语口语与书面语的表达能力已逐渐成为当今的核心竞争力之一，从第二语言学习的社会文化观看，能否流利地运用外语进行口头或书面交流已直接关系到学生的就业和未来发展。中国的英语写作教学有许多问题需要深入探讨，引进国外优秀的英语写作教学与研究成果，对于更新我国的英语写作教学观念和方法，改革当前的英语写作教学具有重要意义。

## 一、国内外二语写作研究概览

第二语言写作的教学与研究在国际上一直受到重视，国外的写作教学研究十分活跃，以美国为例，美国普度（PURDUE）大学每年定期召开二语写作学术研讨会，2008年6月6—7日召开的第7届写作年会的主题是：外语写作教学：原理与实践。二语写作拥有自己的研究队伍、研究机构、学术期刊。概括起来，国际二语写作研究集中在四个领域：（1）写作过程研究，重点关注认知操作模型、写作构思策略、学习者的个体差异以及写作过程的阶段性变化；（2）写作结果研究，采用文本分析、错误分析、对比分析、对比修辞分析、语料分析等方法；（3）写作社会文化因素研究，影响写作的社会结构、语域知识、动机和需求等因素；（4）写作教学研究，如教学过程、学习策略、语言水平发展、课堂教学环节、写作测试、网络写作课件开发等。国际二语写作研究近期关注四个热点：（1）批评对比修辞学，（2）母语写作迁移，（3）写作教师教育，（4）计算机辅助写作与研究。

我国的英语写作教学与研究历史较长，近年来发展迅速，据不完全统计，从2003—2007年，国内的外语类核心期刊上发表的英语写作研究的论文就有一百多篇；出版的学术著作主要有：

1. 《英语写作研究》（文秋芳、王立非，2003）
2. 《以写促学：英语写长法的理念与操作》（郑超等，2003）
3. 《汉语语言能力向英语写作的迁移的路径与理据》（王立非，2004）
4. 《影响二语写作的语言因素研究》（马广惠，2004）
5. 《母语思维与英语写作》（王文宇，2004）
6. 《英语写作认知心理研究》（王俊菊，2005）
7. 《英语写作教学与研究的中国视角》（王立非、张佐成，2008）

英语写作的专题学术研讨会发起于2003年，先后在广外、西外、武汉大学、对外经贸大学、贵州大学召开，每次会议主题各有侧重，关注我国写作中的热点问题，每次会议都出版了文集。中国英语教学研究会还接受申请，成立了英语写作教学专业委员会，34所高校成为常务理事单位，会员近百人。我国的英语写作研究的特点是：（1）英语写作研究呈逐年上升趋势；（2）关注英语写作篇章结构、影响写作的因素、写作教学法、写作评估与测试，写作与相关课程或学科的关系、写作语用以及写作错误等；（3）实证研究正逐步增加；（4）研究开始从对客体转向对主体的研究；（5）开始借助语料库研究写作。我国学生的英语写作特点是：（1）学生写作依靠母语思维，母语思维参与二语写作的全过程，母语在二语写作中正面和负面影响都有。（2）学生写作句法单调，过度使用某些词汇，表现出较强的口语文体特征，语篇模式受母语思维影响特征显著，语体意识不强。（3）二语水平、母语写作能力、写作任务与条件、写作练习频率、情感等因素对二语写作的质和量影响大。

## 二、写作理论与教学的发展

西方的写作理论经历了一个从“写作结果论”到“写作过程论”再到“元认知论”和“社会认知论”的不断发展阶段，多年来，东西方学者试图从内在和外在不同视角去理解和解释写作这一十分复杂的思维活动。就外在而言，写作教学“支架”理论（scaffolding）从维果斯基的“最近发展区域”理论出发，强调写作教学要辅助以教师、教材、范文等，分阶段和分解写作任务，逐步让学生脱离辅助的“支架”，独立写作。写作教学语域理论根据韩礼德的功能语言学理论，强调语境知识的作用以及写作语场、语旨、语式三要素。语场决定写作以共核词汇及结构为主；语式决定写作的口头语和书面语的差异；语旨决定写作的语气和态度。Bhatia等人的体裁（genre）理论认为：（1）体裁是一种可辨认的交际事件；（2）体裁是一种内部结构特征鲜明、高度约定俗成的交际事件；（3）建构语篇必须受到某种特定体裁要求的制约；（4）作者

可在体裁规定的框架内传达个人的意图或交际目的。一些学者从社会认知的视角看待二语写作,并提出写作教学的社会认知模式,确定了写作中作者、主题以及读者三者之间的动态交互关系,将写作过程看成一个循环的非线性过程和劝说活动。就内在而言,写作过程论强调写作是一个发现意义的过程,包含不同的阶段,各阶段又相互联系和交错。Flavell等人提出了元认知写作理论,强调元认知从主体知识、任务知识和策略知识三方面对写作认知活动进行调控。这个理论对理解母语和二语写作认知模式、评估二语写作者的元认知发展和分析二语写作知识具有重要意义。

### 三、英语写作教材的问题与对策

我国的英语写作教材在改革开放后出现了空前繁荣的景象,取得了显著的成绩,据不完全统计,共涵盖6大类:(a)英语专业,(b)大学英语,(c)研究生英语,(d)ESP英语,(e)考试英语,(d)自学辅导英语。

目前国内已出版大量的本科英语写作教材,以及(1)研究生写作教材2套;(2)专升本写作教材1套;(3)写作考试辅导书2套;(4)全国公共英语等级考试写作辅导书2套。我国已出版的写作教材的总体特点是:(1)模仿西方写作理论较多,关注思维发展不够;(2)英语专业写作教材约占28%,集中于普通英语写作,而ESP英语写作(如商务英语写作、法律英语写作、金融英语写作、科技英语写作、旅游英语写作、医学英语写作等)不平衡;(3)针对大学英语写作的教材只占4.7%,四、六级写作考试辅导教材占38.9%。

针对目前的写作教材现状,我们应采取以下几个对策:

#### (1) 全面评估现有写作教材

我们应组织专家对现有的主要教材进行评估,对编写原则、教学对象、目标、计划、内容、教学法、教学条件等方面分析,保留一些高质量的教材,对一些教材进行局部改造。

#### (2) 引进一批高水平原版教材

组织专家对外国高质量的写作教材进行筛选,引进一批经典教材,通过这些教材的编写思想,学习国际先进的写作教学方法,在这方面,北大出版社带了好头。

#### (3) 编写立体化的英语写作教材

充分利用先进的教育理念和现代化教育技术,从目的性、科学性、先进性和知识服务的完备性等入手,建设英语写作资源库,开发网络写作课程和教材,创建写作学习中心,大力发展计算机辅助英语写作评测,全面支持信息技

术与课程整合。

#### 四、今后关注的重点

今后关注的重点应集中在几个问题上:

(1) 深刻认识二语写作的认知思维过程, 关注学生英文写作中的构思、成文、修改策略。(2) 探索影响二语写作能力发展的因素。(3) 改革二语写作教学方法, 使国外先进的写作教学方法本土化, 特别关注计算机多媒体在写作教学中的应用。(4) 研究大规模写作测试的评分信度与效度, 加强研制电脑评分系统。(5) 加强写作教材开发等。

本套教材首批出版8本, 邀请了部分专家撰写中文导读, 对教材的作者、特色、使用对象和方法介绍, 就各章节主要内容进行简述, 具体如下:

《公司管理写作策略》(王立非导读)

《数字时代写作研究策略》(程晓堂导读)

《分析性写作》(张佐成导读)

《实用写作》(严明导读)

《成功写作入门》(战菊导读)

《跨课程论文写作》(许德金导读)

《毕业论文写作与发表》(王俊菊导读)

《学术论文写作手册》(苏刚导读)

本套丛书可供全国大专院校的学生、社会读者和写作爱好者学习英语写作使用, 也可以作为英语写作教师开设写作课的参考书。

对外经济贸易大学英语学院院长

教授、博士生导师

王立非

2008年5月于北京

# 导 读

## 一、本书的特色

### (1) 作者简介

《公司管理写作策略》的第一作者Steven H. Gale博士现为美国肯塔基州立大学“领导力研究学院”的人文学科首席教授，曾在南加州大学、加州大学洛杉矶分校等高校任教，发表和出版过多部著作和写作教材，并在太平洋贝尔电话公司和当地一些公司担任过顾问，具有丰富的大学教学和公司管理经验。

本书的第二作者Mark Garrison博士是心理学教授，担任美国肯塔基州立大学研究生院见习主任，从教20多年，主要讲授社会心理学、公司行为学课程等，并在丰田汽车公司和其他许多美国联邦和州政府机构担任咨询顾问，是资深的商务教学与公司管理的专家。

### (2) 本书特色

本书是专门为公司经理和商务从业人员编写的一本商务写作教科书，2006年出版后在美国十分畅销，具有以下三个特色：

第一，本书专门系统介绍公司所常用的各种写作技巧，特别是针对公司和商界的管理层而编写，每章开篇都列出本章重点内容纲目，同时列举丰富的实例，图文并茂，并将本章的要点用表格形式突出，各章结尾都有小结，并配有大量针对性很强的练习。

第二，本书与以往的商务写作具有很大的区别，包含了计算机与网络商务写作的内容，这是一般写作教材所不涉及的，作者强调，在信息技术高度发达的全球化时代，写作模式已从传统方式转向电子方式，写作策略、技巧、要求和格式都发生了巨大的改变，国际商务从业人员一定要掌握电脑写作的本领。

第三，作者都是大学教授，具有良好的学术功底和研究能力，本书文字通顺易懂，图文并茂，每章都归纳提炼出各种商务写作要领，以易于记忆的一览表方式呈现给读者，这些指导性原则是作者大公司多年实际管理工作经验的亲



身体验，是理论与商务实践紧密结合的结晶。

### (3) 使用对象与方法

本书的主要使用对象为跨国公司中层以上的管理人员和办公室的文秘职员，对这些白领的日常书面交际能力提高具有参考价值，可作为企业培训教材，同时对在校大学生，特别是国际贸易、国际商务管理、商务英语等专业的学生来说，是学习商务英语写作的一本不可多得的写作教材，也可以作为商务英语写作教师的参考书。

## 二、内容简介

全书共分为三个部分，8个章节，引论部分（1-2章），第一部分经典与现代的写作样式（3-6章），第二部分管理写作的主要手段（7-8章），具体结构和各章标题如下：

### 引论

第1章 公司管理写作的有效策略

第2章 写作的组织策略

### 第一部分 经典与现代的写作样式

第3章 构思备忘录与信函

第4章 准备分析报告

第5章 评估与推荐报告

第6章 起草建议报告

### 第二部分 公司管理写作的主要手段

第7章 优化电子集成化的职场

第8章 有效运用图表

### 第1章 公司管理写作的有效策略

本章首先对策略进行定义，然后主要论述了要想成功地提高管理写作能力，需要采取哪些策略，作者指出，结合语境写作、注意写作逻辑和论点、充分了解职场、处理好职业行为与个人成功的关系是管理写作的有效策略。

## 第2章 写作的组织策略

本章探讨如何组织写作的各种策略，首先定义了什么是中心思想，介绍了提纲写作的写前活动，接着，作者描述了如何写作提纲的结构和排列要点的策略，以及提纲写作运用何种适合的文体等；在此基础上，本章又介绍了构建观点的各种分析手段与基本写作指导原则和具体步骤，十分具有指导意义和实用价值，此外，探讨了管理写作中如何合理使用论据来支持逻辑性和推理，注意论据、逻辑和说理之间的相互关系，最后，强调批评性思维与侧向思维的关系与利弊。

## 第3章 构思备忘录与信函

本章着重介绍了备忘录与商务信函的写作策略，作者重点介绍了备忘录写作的策略、步骤和类型。备忘录写作的关键策略是要找到一种恰当的语气，在这一章中，作者讲解了备忘录写作经常使用的语气有哪些。接着，举例说明，起草一份格式正确的备忘录需要注意的事项，以及商务备忘录的常见种类。常见的商务信函写作有多种，运用恰当的语气是写好信的关键，要弄清读信人的身份，不同类型的商务信函具有固定和特定的格式和要求，用途不同，格式也不相同，只有采用正确的格式，才能有效地写作。

## 第4章 准备分析报告

本章介绍了分析报告的类型和用途，如针对问题的分析报告和机构分析报告等，作者强调，分析策略有多种，并详细说明了如何撰写内部与外部分析报告，如何组织分析报告，分析的标准、建立报告的规范、收集与组织数据以及分析工具。

## 第5章 评估与推荐报告

本章介绍说服性报告、推荐报告、评估报告和可行性报告的各种写作策略，第一节描述了说服写作的交际策略、受众策略、信息传递策略等。第二节讲解推荐报告二种形式的写作技巧：请求推荐报告和非请求推荐报告。第三节介绍了评估报告的结构和行文。最后介绍了确定可行性报告标准和范围。

## 第6章 起草建议报告

本章首先定义什么是建议报告，对建议报告的重要性和各种常见的样式逐一讲解。在第二节，作者指出，撰写销售建议报告的首要前提是要充分做好需

求分析,并清晰而条理地写出需求分析部分,此外,还要注意营销建议报告写作的各种注意事项。

### 第7章 优化电子集成化的职场

本章讨论如何进行电脑网络化的公文写作,电脑网络写作应该采取哪些有效沟通的策略,网络写作的基本策略和注意事项是什么,与常规公文写作的策略的差异是什么等等。电子公文起草的程序和格式要求,包括电子邮件写作格式、管理层之间的通信写作格式、电脑文字处理的基本格式、常用的电脑技术使用以及其他注意事项等。

### 第8章 有效运用图表

商务写作中运用图表十分重要,作者在本章中介绍了如何在写作中运用图表服务于写作目的的各种策略,图表使用要合理,要紧扣主题,不是越多越好,要遵守一定的原则,选择适合的工具,信息要相关,文字简明扼要,作者给出了一些图表使用的基本原则和要求,最后,本章就如何判断图表的质量和影响提出建议和注意事项。

### 三、推荐参考书

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2. Deborah Dumaine, 2004. *Write to the Top: Writing for Corporate Success*, Random House.
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# FOREWORD

In my almost forty years of management—from first-line supervisor, through second-, third-, and fourth-level positions to chief operating officer and member of the board of directors of AT&T Alascom—I have seen only one successful manager who did not have good control of his or her written communications. Although this particular VP's personal brilliance and enormous drive led others to tolerate his lack of skill in writing, his failure to use writing as a tool certainly prevented even him from achieving all that was possible. During the same time, I have seen a great many otherwise talented managers flounder because they did not give sufficient time and attention to learning to communicate well in writing.

Many managers prefer to have an opportunity to present their ideas in person. Oral presentations allow for greater flexibility or mid-course corrections based on audience reaction. However, even when oral presentations are made, it is almost universally true that follow-through requires writing. I recall one third-level manager who addressed a meeting of engineering and operations vice presidents at AT&T. He was very good verbally with high personal impact. His ideas were sound. His proposal received nods of encouragement. However, at the end of his presentation, he was told to summarize his proposal and circulate it for formal approval. He never did. He avoided at all costs exposing his lack of skill in writing. The result was that a good idea, which might have brought the company benefits and the creator rewards, died at the point writing was required to bring it to life.

I have seen many good ideas poorly presented in writing and many written communications thrown in the trash or deleted from the screen without having been read because too many errors convinced the recipient that the content could not be worth the effort to decipher what was intended from what was sent. Frankly, the level of tolerance for poor writing is low. People are too busy to take the time to try to solve puzzles. Good writing communicates efficiently as well as effectively.

I have also seen good writing save the day. One second-level manager

who confided in me was clearly in trouble. Metrics and feedback from both internal sources and customers indicated that this manager was not doing his job. His boss confronted him with the expectation that he would resign. He did not. What he did was write a very well-thought-out and executed defense of his poor performance. Failures were explained as less than what others would have experienced or as unavoidable under the circumstances. His poor performance numbers were discussed in a larger context of market and competitive issues that made his results seem actually good in the proper context. The manager prevailed. His performance that had been viewed as unacceptable was now seen as almost heroic. The facts had not changed. The difference was in the manager's writing skill.

I have seen relatively obscure managers (that is, at lower levels in the organization and either geographically or politically not close to the power brokers) catapult themselves to the attention of senior leadership by presenting a well-written argument for pursuing a particular course of action. I have done it more than once myself. Good writing is not sufficient for success in these endeavors, but it is essential.

It is a common and serious error to think that written communications are subjected to less critical appraisal than oral. It surprises me how many managers will prepare extensively for an oral presentation, often practicing repeatedly and sometimes hiring a professional coach, but will then dash off an ill-conceived and poorly written report without pause. Electronic messaging seems to exacerbate this tendency. Serious managers should take care to avoid this mistake.

Clearly, the academic community recognizes the importance of managerial writing. For instance, for the two accelerated five-week courses that I teach at the University of Phoenix, the standard syllabus for the first course requires nine written papers and seven are required for the second course.

There are many reasons why *Strategies for Managerial Writing* is important. Managerial writing is unique. It is different from business, academic, or general writing. Although managerial writing conforms to basic composition, grammar, and spelling conventions, there are critical subtleties that distinguish it as an area worthy of special study and continual practice. Those subtleties are the focus of this text.

Managerial writing, like all aspects of management, changes over time. What is expected and what is excellent today is different from what was expected and excellent not long ago. The impact of increased electronic communications, a far greater number of communications between individuals in different locations who may never have actually met one

another in person, and the ever-increasing velocity of doing business, all have contributed to a focused need for clear and concise writing structured for maximum impact. Excellent managerial writing is now the equivalent of a television sound bite. Like a television sound bite, far more effort is required than most imagine. So, while many core themes with respect to good writing have not changed, there are new ways of executing written communications that are critical to managerial success.

Serious professional managers will study and train themselves in the practices described in this text. Managerial writing is a distinct discipline that is an inseparable part of management. A manager's writing ability is a significant factor in determining his or her and the organization's level of success.

I am aware of no other text like this one. Here those who intend to be professional managers will find this book clear and well-written; easy to follow; full of good advice; based on relevant, real-world examples, and full of valuable information and applicable lessons. Much of the information presented was previously only available through mentoring. Mentoring by senior managers and grooming of junior managers is actually less common than not too many years ago. Lawsuits have cooled the mentoring practice. A manager who mentors may be guilty of misleading the mentored and of discriminating against those not mentored. One result of this litigation is less information shared personally, making the information in this text even more valuable.

Major themes in this text include strategies for managerial writing, techniques for being an effective communicator in writing, and illustrations of the logic that supports good writing. "Fuzzy-headed" thinking will be reflected as poor writing. A manager who is "wooden-headed," as Barbara Tuchman uses in her *The March of Folly: From Troy to Vietnam* (1984), may attempt to overrun facts with words. I have seen many examples of well-presented data pointing to one conclusion only to find that the managers have ignored what they have written (or perhaps has been provided by a staff member) and that they have presented contrary conclusions in the same communication. It is almost as if the authors did not read their own arguments. Clarity and consistency are hallmarks of good managerial writing.

Managerial writing is a tool, and like most tools, it may also be used as a weapon. Managers will make such ethical choices for themselves. However, only managers skilled in writing will be able to choose to use writing as an effective tool. Good writing can obfuscate poor management. It can buy the manager time to recover his or her performance.

Managerial writing is not an arcane discipline appropriate to only a handful of practitioners who specialize in writing for managers. Managers cannot hire a writer as they do an accountant. Good managerial writing is far too intimate and is used far too often to entrust to just anyone. Therefore, the intended audiences for this text are those who manage, from the new supervisor to the chairperson of the board.

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# PREFACE

Managerial professionals—and those who aspire to successful careers as managers—must be able to communicate effectively. We have written *Strategies for Managerial Writing* in response to this critical need. In this text, the reader will explore the strategies and processes necessary to write successful managerial communications. The approaches are grounded in strategy, process, and product rather than on the more common, formulaic approaches of typical business communication texts. We do not focus on the basics of written and oral communication; instead, we have kept the text brief and compact, and we have organized the text according to the products of managerial writing. These products include memoranda, e-mail, press releases, a wide variety of reports, letters of evaluation, and so forth.

As students, you must master the many forms of workplace and interpersonal communications, their particular structures and formats, and the styles appropriate to them—yet the formulae for types of communication will be useless to managerial students without careful instruction concerning the strategies that guide effective managerial writing. To the discussion of careful pre-writing and writing processes, we have added a detailed discussion of reasoning, including a review of the major logical fallacies that often undermine one's best arguments. To focus learning experience on both strategy and process, the writing exercises in the workbook sections at the end of each chapter are designed as “in-box” exercises. These exercises provide an opportunity to put into practice the concepts introduced and developed in the chapter. To enhance the learning experience, we employ real-world examples of corporate and organizational communication, scenarios requiring students to adopt a point of view, and opportunities to develop written communications from that specific point of view. The text and its accompanying exercises focus on teaching you how to communicate to produce positive outcomes.

The initiating concept behind *Strategies for Managerial Writing* was twofold. First, we felt that there were few choices in the textbook market for someone who wanted to learn about how to write as a manager. Managers



grow out of the world of business, but there are differences between business writing and managerial writing. We address those differences in this text. Second, we envisioned a book that is unique in content and format, fitting the needs of a specific group of students.

The primary difference between business writing and managerial writing is subtle but telling; it has to do with how one approaches a writing task. Thus, we stress the strategies that guide managerial writing. For instance, we explain the *rationale* for utilizing the individual common elements of writing from pre-writing to the finished product—determining the objective of the writing, identifying the nature of the target audience, and choosing the proper and most effective format to achieve a goal. We explain the characteristics of various kinds of writing so that you, the student, understand why a particular format is appropriate for a given assignment.

All businesses rely on internal and external communication. Much of this communication is managerial in nature and, as a manager, your writing ability can be a significant factor in determining your company's success and your personal success. Because this text is designed for students who are at an advanced level, we include real-world elements that go beyond business alone because recognizing and using these elements are integral to success. Twenty-first-century business is dramatically different from the business of the era it follows. In larger numbers than ever before, people who are trained in business schools, many of whom hold MBAs, now work in the public and not-for-profit sectors. This includes jobs at all levels of government, working in the arts, and a plethora of other nontraditional areas. Accordingly, while we draw upon illustrations that are taken purely from business experiences, we also acknowledge that material from nonbusiness fields may provide useful insights as well.

Furthermore, the globalization that began in the late twentieth century increasingly demands a larger worldview for a business to succeed than has been necessary to date. Taking this worldview into account, we stress that part of knowing one's audience is being aware of history and of national and cultural differences.

Finally, in a time of corporate and personal fallibility—including Enron, Martha Stewart, Merrill-Lynch, and countless other financial disasters brought about by ethical failures—we have included discussions of these ethical matters where appropriate.

These and many other topics are discussed and explained in this text. The more tools you as a manager have at your command, the better your writing will be and the greater the success you will enjoy.