PEARSON

BUSINESS ADMINISTRATION CLASSICS

工商管理经典教材·核心课系列

管理沟通

Management

（英文版·第4版）

Communication

(Fourth Edition)

詹姆斯·S·奥罗克 （James S. O'Rourke, IV） 著

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PEARSON Education

BUSINESS ADMINISTRATION CLASSICS

Administration Classics

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教育部高校工商管理类教学指导委员会双语教学推荐教材
工商管理经典教材·核心课系列

管理沟通（英文版·第 4 版）

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总　　序

随着我国加入 WTO，越来越多的国内企业参与到国际竞争中来，用国际上通用的语言思考、工作、交流的能力也越来越受到重视。这样一种能力也成为我国各类人才参与竞争的一种有效工具。国家教育机构、各类院校以及一些主要的教材出版单位一直在思考，如何顺应这一发展潮流，推动各层次人员通过学习来获取这种能力。双语教学就是这种背景下的一种尝试。

双语教学在我国主要指汉语和国际通用的英语教学。事实上，双语教学在我国教育界已经不是一个陌生的词汇了，以双语教学为主的科研课题也已列入国家"十五"规划的重点课题。但从另一方面来看，双语教学从其诞生的那天起就被包围在人们的赞成与反对声中。如今，依然是有人赞成有人反对，但不论是赞成居多还是反对占上，双语教学的规模和影响都在原有的基础上不断扩大，且呈大发展之势。一些率先进行双语教学的院校在实践中积累了经验，不断加以改进；一些待进入者也在模仿中学习，并静待时机成熟时加入这一行列。由于我国长期缺乏讲第二语言（包括英语）的环境，开展双语教学面临特殊的困难，因此，选用合适的教材就成为双语教学成功与否的一个重要问题。我们认为，双语教学从一开始就应该使用原版的各类学科的教材，而不是由本土教师自编的教材，从而可以避免中国式英语问题，保证语言的原汁原味。各院校除应执行国家颁布的教学大纲和课程标准外，还应根据双语教学的特点和需要，适当调整教学课时的设置，合理选择优秀的、合适的双语教材。

顺应这样一种大的教育发展趋势，中国人民大学出版社同众多国际知名的出版机构，如培生教育出版集团、麦格劳-希尔公司、圣智学习出版公司等合作，遴选了一批国外最优秀的经济管理类原版教材，涵盖经管类核心课程及各专业主干课程；同时，根据教育部对双语教学教材篇幅合理、定价低的要求，我们广泛听取了有着丰富的双语教学一线经验的教师的建议和意见，对原版教材进行了适当的改编，删减了一些不适合我国国情和不适合教学的内容。本套教材尤其突出了以下一些特点：

● 保持英文原版教材的特色。本套双语教材根据国内教学实际需要，对原书进行了一定的改编，主要是删减了一些不适合教学以及不符合我国国情的内容，但在体系结构和内容特色方面都保持了原版教材的风貌。专家们的认真改编和审定，使本套教材既保持了学术上的完整性，又贴近中国实际；既方便教师教学，又方便学生理解和掌握。

● 突出管理类专业教材的实用性。本套教材既强调学术的基础性，又兼顾应用的广泛性；既侧重让学生掌握基本的理论知识、专业术语和专业表达方式，又考虑到教材和管理实践的紧密结合，有助于学生形成专业的思维能力，培养实际的管理技能。

● 体系经过精心组织。本套教材在体系架构上充分考虑到当前我国在本科教育阶段推广双语教学的进度安排，首先针对那些课程内容国际化程度较高的学科进行双语教材开发，在其专业模块内精心选择各专业教材。这种安排既有利于我国教师摸索双语教学的经验，使得双语教学贴近现实教学的需要；也有利于我们收集关于双语教学教材的建议，更好地推出后续的双语教材及教辅材料。

● 篇幅合理，价格较低。为适应国内双语教学内容和课时上的实际需要，本套教材进行了一定的删减和改编，使总体篇幅更为合理；而采取低定价，则充分考虑到了学生实际

的购买能力，从而使本套教材得以真正走近广大读者。

● 提供强大的教学支持。依托国际大出版公司的力量，本套教材为教师提供了配套的教辅材料，如教师手册、PowerPoint 讲义、试题库等，并配有内容极为丰富的网络资源，从而使教学更为便利。

本套教材是在双语教学教材出版方面的一种尝试。我们在选书、改编及出版的过程中得到了国内许多高校的专家、教师的支持和指导，在此深表谢意。同时，为使我们后续推出的教材更适于教学，我们也真诚地期待广大读者提出宝贵的意见和建议。需要说明的是，尽管我们在改编的过程中已加以注意，但由于各教材的作者所处的政治、经济和文化背景不同，书中内容仍可能有不妥之处，望读者在阅读时注意比较和甄别。

徐二明
中国人民大学商学院

PREFACE

Many years ago, as an Air Force officer assigned to a flight test group in the American Southwest, I had the opportunity to speak with an older (and obviously wiser) man who had been in the flying business for many years. Our conversation focused on what it would take for a young officer to succeed—to become a leader, a recognized influence among talented, trained, and well-educated peers. His words were prophetic: "I can think of no skill more essential to the survival of a young officer," he said, "than effective self-expression." That was it. Not physical courage or well-honed flying skills. Not advanced degrees or specialized training, but "effective self-expression."

In the years since that conversation, I have personally been witness to what young managers call "career moments." Those moments in time are when a carefully crafted proposal, a thorough report, or a deft response to criticism saved a career. I've seen young men and women offered a job as a result of an especially skillful speech introduction. I've seen others sputter and stall when they couldn't answer a direct question—one that fell well within their area of expertise—during a briefing. I've watched in horror as others simply talked their way into disfavor, trouble, or oblivion.

Communication is, without question, the central skill any manager can possess. It is the link between ideas and action. It is the process that generates profit. It is the emotional glue that binds humans together in relationships, personal and professional. It is, as the poet William Blake put it, "the chariot of genius." To be without the ability to communicate is to be isolated from others in an organization, an industry, or a society. To be skilled at it is to be at the heart of what makes enterprise, private and public, function successfully.

The fundamental premise on which this book is based is simple: Communication is a skill that can be learned, taught, and improved. You have the potential to be better at communicating with other people than you now are. It won't be easy, but this book can certainly help. The fact that you've gotten this far is evidence that you're determined to succeed, and what follows is a systematic yet readable review of those things you'll need to pay closer attention to in order to experience success as a manager.

WHAT THIS BOOK IS ABOUT

This book will focus on the processes involved in management communication and concentrate on ways in which business students and entry-level managers can become more effective by becoming more knowledgeable and skilled as communicators.

The second premise on which this book is based is also simple: Writing, speaking, listening, and other communication behaviors are the end-products of a process that begins with critical thinking. It is this process that managers are called on to employ every day in the workplace to earn a living. The basic task of a manager, day in and day out, is to solve managerial problems. The basic tools at a manager's disposal are mostly rhetorical.

Management Communication supports learning objectives that are strategic in nature, evolving as the workplace changes to meet the demands of a global economy that is changing at a ferocious pace. What you will find in these pages assumes certain basic competencies in communication, but encourages growth and development as you encounter the responsibilities

and opportunities of mid-level and higher management, whether in your own business or in large and complex, publicly traded organizations.

WHAT'S DIFFERENT ABOUT THIS BOOK

This book is aimed directly at the way most professors of management communication teach, yet in a number of important ways is different from other books in this field.

First, the process is entirely strategic. We begin with the somewhat nontraditional view that all communication processes in successful businesses in this century will be fully integrated. What happens in one part of the business affects all others. What is said to one audience has outcomes that influence others. Without an integrated, strategic perspective, managers in the twenty-first century economy will find themselves working at cross-purposes, often to the detriment of their businesses.

Second, the approach offered in *Management Communication* integrates ethics and the process of ethical decision making into each aspect of the discipline. Many instructors feel either helpless or at least slightly uncomfortable teaching ethics in a business classroom. Yet, day after day, business managers find themselves confronted with ethical dilemmas and decisions that have moral consequences for their employees, customers, shareholders, and other important stakeholders.

This text doesn't moralize or preach. Instead, it offers a relatively simple framework for ethical decision making that students and faculty alike will find easy to grasp. Throughout the book, especially in case studies and role-playing exercises, you will learn to ask questions that focus on the issues that matter most to your classmates and colleagues. The answers won't come easily, but the process of confronting the issues will make you a better manager.

Third, this text includes separate chapters on Technology (Chapter 7) and Listening and Feedback (Chapter 8), as well as Nonverbal Communication (Chapter 9), Intercultural Communication (Chapter 10), and Managing Conflict (Chapter 11). These are topics that are often either ignored or shortchanged in other texts. These kinds of interpersonal communication skills are clearly central to relationship building and the personal influence all managers tell us they find indispensable to their careers. And, you'll find a newly revised chapter devoted to Persuasion (Chapter 6), which explores the science that underlies the process of influence.

Finally, *Management Communication* examines the often tenuous but unavoidable relationship that business organizations and their managers have with the news media. A step-by-step approach is presented to help you develop strategies and manage relationships, in both good news and bad news situations. Surviving a close encounter with a reporter while telling your company's story—fairly, accurately, and completely—may mean the difference between a career that advances and one that does not.

THE ADDED VALUE OF A CASE STUDY APPROACH

The fourth edition of this book contains nearly three dozen original, classroom-tested case studies that will challenge you to discuss and apply the principles outlined in the chapters. Two of the chapters (8 and 13) include role-playing exercises. Appendix A, "Analyzing a Case Study," will introduce you to the reasons business students find such value in cases and will show you how to get the most from the cases included in this book. A rich, interesting

case study is always an opportunity to show what you know about business and communication, to learn from your professors and classmates, and to examine the intricate processes at work when humans go into business together. Reading and analyzing a case are always useful, but the more profound insights inevitably come from listening carefully as others discuss and defend their views. Appendix B, "Writing a Case Study," will provide enough information for you and a small group of classmates to begin researching and writing an original business case on your own.

THE REST IS UP TO YOU

What you take from this book and how you use it to become shrewder and more adept at the skills a manager needs most is really up to you. Simply reading the principles, looking through the examples, or talking about the case studies with your friends and classmates won't be enough. You'll need to look for ways to apply what you have learned, to put into practice the precepts articulated by successful executives and discussed at length in this book. The joy of developing and using those skills, however, comes in the relationships you will develop and the success you will experience throughout your business career and beyond. They aren't simply essential skills for learning how to earn a living; they're strategies for learning how to live.

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Management Communication in Transition

This book will argue that management communication is the central skill in the global workplace of the twenty-first century. An understanding of language and its inherent powers, combined with the skill to speak, write, listen, and form interpersonal relationships, will determine whether you will succeed as a manager.

At the midpoint of the twentieth century, management philosopher Peter Drucker wrote, "Managers have to learn to know language, to understand what words are and what they mean. Perhaps most important, they have to acquire respect for language as [our] most precious gift and heritage. The manager must understand the meaning of the old definition of rhetoric as 'the art which draws men's hearts to the love of true knowledge.'"[1]

Later in the twentieth century, Harvard Business School professors Robert Eccles and Nitin Nohria reframed Drucker's view to offer a perspective of management that few others have seen. "To see management in its proper light," they write, "managers need first to take language seriously."[2] In particular, they argue, a coherent view of management must focus on three issues: the use of rhetoric to achieve a manager's goals, the shaping of a managerial identity, and taking action to achieve the goals of the organizations that employ us. Above all, they say, "the essence of what management is all about [is] the effective use of language *to get things done.*"[3]

The job of becoming a competent, effective manager thus becomes one of understanding language and action. It also involves finding ways to shape how others see and think of you in your role as a manager. A number of noted researchers have examined the important relationship between communication and action within large and complex organizations and conclude that the two are inseparable. Without the right words, used in the right way, it is unlikely that the right actions will ever occur. "Words do matter," write Eccles and Nohria, "they matter very much. Without words we have no way of expressing strategic concepts, structural forms, or designs for performance measurement systems." Language, they conclude, "is too important to managers to be taken for granted or, even worse, abused."[4]

So, if language is a manager's key to effective action, the next question is obvious: How good are you at using your language? Your ability to take action—to hire people, to restructure an organization, to launch a new product line—depends entirely on how effectively you use rhetoric, both as a speaker and as a listener. Your effectiveness as a speaker and writer will determine how well you are able to get others to do what you want. And your effectiveness as a listener will determine how well you understand others and can do things for them.

This book will examine the role language plays in the life of a manager and the central position occupied by rhetoric in the life of business organizations. In particular, though, this book will help you examine your own skills, abilities, and competencies as you use language, attempt to influence others, and respond to the requirements of your superiors and the organization in which you work. If you think that landing your first really big job is mostly about the grades on your transcript, think again. Communication and skills are most often cited as the primary personal attribute employers seek in college graduates, followed by a strong work ethic, teamwork skills, initiative, relating well to others, problem-solving skills, and analytic abilities.[5]

Management Communication is about the movement of information and the skills that facilitate it—speaking, writing, listening, and processes of critical thinking—but it's more than just skill, really. It's also about understanding who you are, who others think you are, and the contributions you as an individual can make to the success of your business. It's about confidence—the knowledge that you can speak and write well, that you can listen with great skill as others speak, and that you can both seek out and provide the feedback essential to your survival as a manager and a leader.

This chapter will first look at the nature of managerial work, examining the roles managers play and the characteristics of the jobs they hold. We'll also look at what varies in a manager's position, what is different from one manager's job to another. And we'll look at the management skills you will need to succeed in the years ahead. At the heart of this chapter, though, is the notion that communication, in many ways, is the work of managers, day in and day out. This book goes on to examine the roles of writing and speaking in your life as a manager, as well as other specific applications and challenges you will face as you grow and advance on the job.

WHAT DO MANAGERS DO ALL DAY?

If you were to consult a number of management textbooks for advice on the nature of managerial work, many—if not most—would say that managers spend their time engaged in planning, organizing, staffing, directing, coordinating, reporting, and controlling. These activities, as Jane Hannaway found in her study of managers at work, "do not, in fact, describe what managers do."[6] At best they seem to describe vague objectives that managers are continually trying to accomplish. The real world, however, is far from being that simple. The world in which most managers work is a "messy and hectic stream of ongoing activity."[7]

Managers are in constant action. Virtually every study of managers in action has found that they "switch frequently from task to task, changing their focus of attention to respond to issues as they arise, and engaging in a large volume of tasks of short duration."[8] Professor Harvey Mintzberg of McGill University observed CEOs on the job to get some idea of what they do and how they spend their time. He found, for instance, that they averaged 36 written and 16 verbal contacts per day, almost every one of them dealing with a distinct or different issue. Most of these activities were brief, lasting less than nine minutes.[9]

Harvard Business School professor John Kotter studied a number of successful general managers over a 5-year period and found that they spend most of their time with others, including subordinates, their bosses, and numerous people from outside the organization. Kotter's study found that the average manager spent just 25 percent of his or her time working alone, and that time was spent largely at home, on airplanes, or commuting. Few of them spend less than 70 percent of their time with others, and some spend up to 90 percent of their working time this way.[10]

Kotter also found that the breadth of topics in their discussions with others was extremely wide, with unimportant issues taking time alongside important business matters. His study revealed that managers rarely make "big decisions" during these conversations and rarely give orders in a traditional sense. They often react to others' initiatives and spend substantial amounts of time in unplanned activities that aren't on their calendars. He found that managers will spend most of their time with others in short, disjointed conversations. "Discussions of a single question or issue rarely last more than ten minutes," he notes. "It is not at all unusual for a general manager to cover ten unrelated topics in a five-minute conversation."[11] More recently, managers studied by Lee Sproull showed similar patterns. During the course of a day, they engaged in 58 different activities with an average duration of just nine minutes.[12]

Interruptions also appear to be a natural part of the job. Rosemary Stewart found that the managers she studied could work uninterrupted for half an hour only nine times during the four weeks she studied them.[13] Managers, in fact, spend very little time by themselves. Contrary to the image offered by management textbooks, they are rarely alone drawing up plans or worrying about important decisions. Instead, they spend most of their time interacting with others—both inside and outside the organization. If you include casual interactions in hallways, phone conversations, one-on-one meetings, and larger group meetings, managers spend about two-thirds of their time with other people.[14] As Mintzberg has pointed out, "Unlike other workers, the manager does not leave the telephone or the meeting to get back to work. Rather, these contacts *are* his work."[15]

The interactive nature of management means that most management work is conversational.[16] When managers are in action, they are talking and listening. Studies on the nature of managerial work indicate that managers spend about two-thirds to three-quarters of their time in verbal activity.[17] These verbal conversations, according to Eccles and Nohria, are the means by which managers gather information, stay on top of things, identify problems, negotiate shared meanings, develop plans, put things in motion, give orders, assert authority, develop relationships, and spread gossip. In short, they are what the manager's daily practice is all about. "Through other forms of talk, such as speeches and presentations," they write, "managers establish definitions and meanings for their own actions and give others a sense of what the organization is about, where it is at, and what it is up to."[18]

THE ROLES MANAGERS PLAY

In Professor Mintzberg's seminal study of managers and their jobs, he found the majority of them clustered around three core management roles.

INTERPERSONAL ROLES   Managers are required to interact with a substantial number of people in the course of a workweek. They host receptions; take clients and customers to dinner; meet with business prospects and partners; conduct hiring and performance interviews; and form alliances, friendships, and personal relationships with many others. Numerous studies

have shown that such relationships are the richest source of information for managers because of their immediate and personal nature.[19]

Three of a manager's roles arise directly from formal authority and involve basic interpersonal relationships. First is the figurehead role. As the head of an organizational unit, every manager must perform some ceremonial duties. In Mintzberg's study, chief executives spent 12 percent of their contact time on ceremonial duties; 17 percent of their incoming mail dealt with acknowledgments and requests related to their status. One example is a company president who requested free merchandise for a handicapped schoolchild.[20]

Managers are also responsible for the work of the people in their unit, and their actions in this regard are directly related to their role as a leader. The influence of managers is most clearly seen, according to Mintzberg, in the leader role. Formal authority vests them with great potential power. Leadership determines, in large part, how much power they will realize.[21]

Does the leader's role matter? Ask the employees of Chrysler Corporation (now DaimlerChrysler). When Lee Iacocca took over the company in the 1980s, the once-great auto manufacturer was in bankruptcy, teetering on the verge of extinction. He formed new relationships with the United Auto Workers, reorganized the senior management of the company, and—perhaps, most importantly—convinced the U.S. federal government to guarantee a series of bank loans that would make the company solvent again. The loan guarantees, the union response, and the reaction of the marketplace were due in large measure to Iacocca's leadership style and personal charisma. More recent examples include the return of Starbucks founder Howard Schultz to re-energize and steer his company, and Amazon CEO Jeff Bezos and his ability to innovate during a downturn in the economy.[22]

Popular management literature has had little to say about the liaison role until recently. This role, in which managers establish and maintain contacts outside the vertical chain of command, becomes especially important in view of the finding of virtually every study of managerial work that managers spend as much time with peers and other people outside of their units as they do with their own subordinates. Surprisingly, they spend little time with their own superiors. In Rosemary Stewart's study, 160 British middle and top managers spent 47 percent of their time with peers, 41 percent of their time with people inside their unit, and only 12 percent of their time with superiors.[23] Robert H. Guest's study of U.S. manufacturing supervisors revealed similar findings.[24]

INFORMATIONAL ROLES   Managers are required to gather, collate, analyze, store, and disseminate many kinds of information. In doing so, they become information resource centers, often storing huge amounts of information in their own heads, moving quickly from the role of gatherer to the role of disseminator in minutes. Although many business organizations install large, expensive management information systems to perform many of those functions, nothing can match the speed and intuitive power of a well-trained manager's brain for information processing. Not surprisingly, most managers prefer it that way.[25]

As monitors, managers are constantly scanning the environment for information, talking with liaison contacts and subordinates, and receiving unsolicited information, much of it as a result of their network of personal contacts. A good portion of this information arrives in verbal form, often as gossip, hearsay, and speculation.[26]

In the disseminator role, managers pass privileged information directly to subordinates, who might otherwise have no access to it. Managers must not only decide who should receive such information, but how much of it, how often, and in what form. Increasingly, managers are being asked to decide whether subordinates, peers, customers, business partners, and