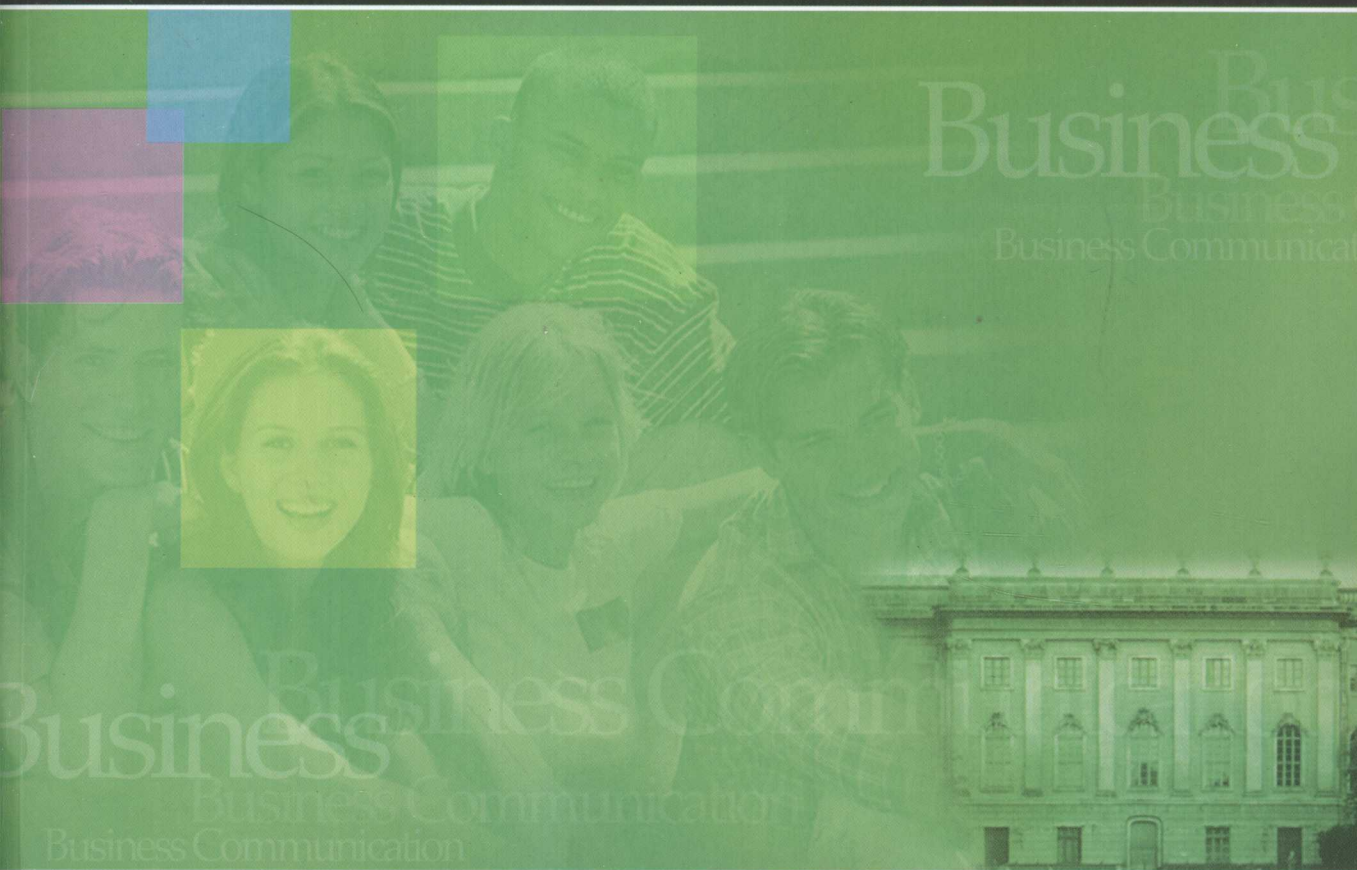




新基点 全国高等院校商务英语专业本科系列规划教材·商务知识子系列

NEW BENCHMARK

商务沟通(英文版)



王燕希 主编

Business Communication



对外经济贸易大学出版社

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出版说明

新基点 (NEW BENCHMARK) 全国高等院校商务英语专业本科系列规划教材由对外经济贸易大学出版社联合对外经济贸易大学、广东外语外贸大学、上海对外贸易学院、东北财经大学、上海财经大学等学校的骨干教师编写而成。

2007 年国家教育部批准设立了商务英语本科专业。为促进商务英语学科建设,适应教学改革和创新的需要,对外经济贸易大学出版社特组织编写了“新基点”系列教材。本系列教材体现商务英语专业最新教学特点和要求,是面向 21 世纪的一套全新的立体化商务英语教材,主要适用于全国各高等院校商务英语专业本科学生。

本系列教材旨在培养具有扎实的英语基本功,掌握国际商务基础理论和知识,具备较高的人文素养,善于跨文化交流与沟通,能适应经济全球化,具备国际竞争力的复合型英语人才。本系列教材共由语言技能、商务知识、人文素养三个子系列组成。

语言技能子系列包括商务英语综合教程 1-4 册、商务英语听说 1-4 册、商务英语写作 1-4 册、商务英语翻译 1-2 册。

商务知识子系列介绍商务基础理论和商务实践的具体知识,主要包括经济学原理、管理学原理、商法导论、跨文化交际导论、国际贸易实务、营销学等主干教材。

人文素养子系列主要包括语言学导论、英美国家概况、欧洲文化、英美文学选读、英美散文、大学英汉翻译、大学汉英翻译等核心教材。

上述的每套子系列教材都自成体系,合在一起又形成了有机的整体。本套教材不是封闭的,而是随着教学模式、课程设置和课时的变化,不断推出新的教材。对外经济贸易大学出版社旨在广泛调动社会智力资源,与时俱进、推陈出新,推出一套适合新兴商务英语专业本科学生的系列教材。

编撰者们不仅具有丰富的语言教学经验,而且获得工商管理、经济学等商科专业的硕士、博士学位,具备商务活动的实践经验。他们集教学经验和专业背景于一身,这正是本套商务英语系列教材编撰质量的有力保证。

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PREFACE

前 言

21 世纪的中国，是繁荣的中国，腾飞的中国。今天的中国企业面临的是整个世界。随着中国经济的迅速发展，中国对外商务交往会越来越频繁。我们所面对的对手不仅是与自己水平相当的国内企业，而且可能是来自发达国家的跨国公司。因此，建立正确的沟通价值观，营造合作氛围，了解科学沟通方法，建立良好的合作关系并系统地学习中西商务沟通方法和技巧已是当务之急，成功地了解并做到这一点就必定会在激烈的竞争中脱颖而出。

本书为企业和仁人志士提供了这样有利的学习机会。此书有以下两个特点：

一、内容涵盖较广，难易结合。此书简述了沟通的定义、范围和口语书面沟通的不同形式，特别对备忘录和商务报告等书面沟通、谈判和商务演说等口语沟通以及学生感兴趣的求职、面试沟通等环节做了详尽的描述。为了读者深入浅出地领会和学习，每节开篇都开列了学习目标，让读者对整个章节有了初步认识后，引导读者细读原文做深入探讨。此外，课文还附有词汇和术语的中文解释以及对本章节提纲契领的小结。

二、重点清晰突出，学以致用。本书简明介绍了商务沟通的相关理论，阐述了商务沟通的技能与知识；每个章节的最后还设有沟通实践案例，让学生或读者在学习后进行商务情景下的沟通实践，体会用沟通理论解决问题的乐趣。为了帮助读者尽快进入主题，每章节还安排了思考题或讨论题，帮助他们在思考和行动中理解和把握本章的内容。

本书共分为四大单元。第一单元是对沟通的简述，具体分为四个部分，即沟通基本概念、沟通过程、工作中的沟通和电子沟通的多种形式；第二单元为书面沟通，共有五个部分，分别介绍商务写作风格、商务写作格式、肯定和否定信息的书面沟通、说服信函以及备忘录和商务报告；第三单元介绍听说过程的沟通，共有三个部分，分别为聆听技巧、谈判技巧和商务演说；第四单元为就业沟通，有两个部分，即个人简历和求职面试。此外，每部分课文都包括学习目标、课文、注释以及词汇、术语和小结；练习部分有课文问题、讨论和应用；最后是案例分析。

总的来说，此书实用有序，深入浅出，理论与实践紧密联系，非常适合选作研究生或

大学本科的《商务沟通》课程教材。与此同时，也希望自学商务沟通的人士在阅读后获得一定的收获。

由于时间紧迫和篇幅的局限，本书的编写还有一些有待提高之处，敬请读者批评指正。

王燕希
2009 年春

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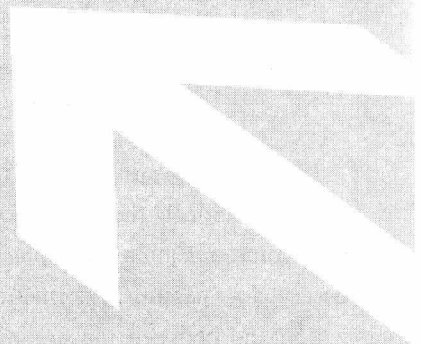
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Part One

Overview



Chapter 1

The Basics of Communication

沟通的概念

Communication works for those who work at it.

John Powell

Learning objectives 学习目标

- To understand the definition of communication
- To get to know the barriers to prevent effective communication
- To define business communication
- To differentiate oral and written communication
- To know the forms and types of communication

● Text 课文 ●

1. What is communication? How can people communicate more effectively?

Communication is the sharing of ideas, knowledge, feelings and perceptions. Within the workplace communication takes place for a number of direct and indirect reasons. Primarily it is necessary for passing information between people studying or working in the same organization and between the organization and others. Competent communicators know and

understand the elements and rules of communication. Their ability to communicate is reflected in the quality and range of their communication skills.

Communication is any behavior, verbal or nonverbal, that is perceived by another. Knowledge, feelings or thoughts are encoded and sent from at least one person and received and decoded by another. Meaning is given to this message as the receiver interprets the message. A connection is made between the people communicating. Watzlawick, Beavin and Jackson (1967) suggest that people cannot communicate. Even when we ignore another person something is communicated.

People who are successful at work are often communication-oriented. They demonstrate empathy, awareness and concern for others; use good listening skills; and have a knowledge of their own concerns and needs. These people are open, approachable and supportive of others.

1) Forms of communication

Rapport (1950: 42) argues that 'Experience cannot be transmitted as experience, it must first be translated into something else. It is this something else which is transmitted. When it is received it is translated back into something that resembles experience.' Communication is an ongoing process by which people represent their feelings, ideas, values and perceptions with symbols.

These symbols are mainly in the form of:

- Verbal communication, rather spoken or written
- Nonverbal
- Graphic

(1) Verbal communication

Verbal communication can be in the form of spoken words between two or more people or written words in written communication.

(2) Nonverbal communication

Nonverbal communication is that communication sent by any means other than words or graphics. Nonverbal components exist in oral, written and graphic communication or independently of words, in face-to-face contact.

(3) Graphic communication

Graphic communication represents ideas, relationships or connections visually with shapes, diagrams and lines. Graphic communication can have both verbal and nonverbal components, for example, some of the 'No Smoking' signs displayed in public places.

Communication skills in spoken, written, nonverbal and graphic communication are all used in the workplace. These forms of communication send messages through a number of different channels.

2) Types of communication

Taylor, Rose Grant and Meyer (1986) outline four different types of communication. Each type is suited to a different situation.

- Intrapersonal
- Interpersonal
- Public communication
- Mass communication

(1) Intrapersonal communication

Intrapersonal communication is communication within the individual through the processes of thinking and feeling. It enables people to communicate with themselves. This style of communication creates a person's self-concept and processes information. By taking the time to think, plan and interpret ideas and messages, individuals learn more about self, others and the situation because they have the time to absorb new ideas and plan actions.

(2) Interpersonal communication

Interpersonal communication involves interaction between two persons on a one-to-one basis or in small groups. In this style of communication you communicate with at least one other person. Staff instructions, briefings, feedback and customer relations are examples of this style. Maes, Weldy and Icenogle (1997) suggest that for graduates entering the workforce the top three competencies are oral communication, problem solving and self-motivation. These graduates will use oral skills most often when following instructions, listening, conversing and giving feedback.

(3) Public communication

Public communication originates from one source and takes place when the organization communicates with a number of receivers. This communication can be either to receivers within the organisation; for example, the staff newsletter — or to others outside the organisation in the form of reports or meetings. Williams (1996) identifies the need for people to think critically and understand their audiences when using persuasion techniques in both internal and external communication in business settings. The three forms of communication — verbal, nonverbal and graphic are all used by those who have responsibility for communicating effectively within and outside the organization.

(4) Mass communication

Mass communication contacts the organization's public. This is usually through the electronic or print media, for example, public relations, annual reports and advertising.

The ability to communicate is a learned behavior based on skills gained from others and from experience. As experience widens, new learning takes place. The communication style of individuals and organizations develops through using and adapting new techniques. Anyone who believes they can control the communication process is unaware that communication is an intricate, interactive process. The interactions of a number of elements impact on the people communicating. People can do a great deal to influence the communication process but they cannot control the other person's perception, outlook, values and attitudes. Each of these affects the way communication is received.

2. Electronic Forms

Electronic media of communication are increasingly common in business. Sending electronic mail may substitute for writing a memo on paper and forwarding it through interoffice mail. A teleconference may replace face-to-face meetings. The choice of electronic media must meet the general test of selection: Do the advantages outweigh the disadvantages? Speed is an obvious advantage. An equally obvious disadvantage is that with electronic communication, you may lose the "paper trail" that is so important in business, often for legal reasons. (There are, of course, ways to preserve files in electronic communication.) If the advantage of speed outweighs the disadvantage of losing the trail, then electronic communication is appropriate.

3. Convergence of Forms

You write a letter and send it via facsimile transmission (fax) to your branch office in Mexico City. Written communication or electronic communication? You make a formal presentation on business strategy to the board of directors and hand out a summary of key facts and recommendations. Oral? Written? Nonverbal? You tape that presentation and send it out to field offices. Electronic? Forms are converging. Oral, written, nonverbal, and electronic forms of communication are coming to overlap, meld, merge, and intertwine. This is a good tendency, one you should both understand and exploit as a business communicator. The variety of forms available to you and your ability to use them together—simultaneously or in sequence enhance your ability to communicate clearly and efficiently to varied audiences for varied

purposes. The richness of possibilities in forms aids you in dealing with the complexities of business communication in an increasingly global marketplace.

Notes 注释

沟通是两个或两个以上的人之间的信息交流和相互了解。沟通不是简单地一个人把信息传达给另一个人,而是信息传播者(提供信息的某人或组织)和信息接受者(传播者愿意与其交流的人)之间的双向交流过程。也就是说,接受者能够向传播者发出反馈,告诉传播者他是否掌握该信息,有无疑问,以及其他的附加信息。沟通比词语和信息概念广泛得多,沟通可以通过声音、图片、肢体语言、面对面的交谈等方式来表达。沟通也可以通过媒体来进行。媒体是指在传播者和接受者之间进行信息传递的工具。在商务交往中最常见的沟通媒体是电话、电子邮件、信件、报告,以及面对面的交谈等形式。

Glossary 词汇

- | | |
|---------------------------------------|--|
| (1) perceive <i>v.</i> 注视到,意识到;察觉到 | (8) intrapersonal <i>adj.</i> 个人头脑中的;内心的 |
| (2) encode <i>v.</i> 把……编码 | (9) interpersonal <i>adj.</i> 人际关系的;人际的 |
| (3) decode <i>v.</i> 把…解码 | (10) electronic <i>adj.</i> 电子的;电子设备的 |
| (4) communication-oriented 以沟通为导向 | (11) outweigh <i>v.</i> 重于;大于;超过 |
| (5) empathy <i>n.</i> 同感,共鸣,同情 | (12) coverage <i>n.</i> 新闻报道;信息范围;覆盖面 |
| (6) verbal <i>adj.</i> 语言的;口头的;文字的 | |
| (7) nonverbal <i>adj.</i> 非言语的;不涉及言语的 | |

Key Terms 重要术语

decode 译码,解码	intrapersonal communication 内部沟通
encode 将译成代码,编码	interpersonal communication 外部沟通
verbal communication 言语沟通/交流	public communication 公共交流/交际
nonverbal communication 非语言沟通/交流	mass communication 大众交流
graphic communication 图表交流	electronic forms 电子形式

Summary 小结

(1) Identify different forms of communication

Successful communication sends or transmits ideas, values and attitudes to others through three different forms of communication: verbal, nonverbal and graphic. Meaning is placed on the message as the receiver perceives it that is, selects, organizes and interprets the communication.

(2) Discuss different types of communication

The four different types of communication are intrapersonal, interpersonal, public and mass communication. People communicate a message using a variety of techniques such as voice, text, action and graphic representation. Many types of technology are now readily available.

Application problems 回答问题

1. Reviewing questions

- (1) Briefly explain "Communication is an interactive process."
- (2) Define and give an example of verbal, nonverbal and graphic communication.
- (3) Explain different types of communication.
- (4) What is the electronic form? Please give an example.

2. Discussion

- (1) Discuss the special features of various media and give some examples that you can find in the routine business.
- (2) Discuss and give examples of the ways in which we communicate:
 - a. in words
 - b. in pictures or symbols
 - c. nonverbally

3. Application

- (1) As a student, you are a customer of your school. Describe how the school communicates

with its customers. What types of oral and written communication does it use? Do you feel that these forms of communication are effective in “selling” you for the school? How might the school improve its external communication system? Give your answer.

- (2) In addition to its communications with you, your school is probably careful to communicate with the general public. Describe how the school’s staff uses advertising and public relations to create an image, provide information, and distinguish your institution from others.

Case study 案例分析

Autodesk: Who’s in Charge Here?

Realized this was a different place, recalls one manager, “when at my first staff meeting, I was licked by a dog.”

Autodesk is indeed a “different” kind of company. If you’ve never heard of it, that’s not surprising even though it’s the world’s sixth-largest personal computer software firm and even though the London Business School named it one of the world’s most profitable companies during the 1980s. One reason why Autodesk is relatively unknown is its specialized niche. It makes software that allows inexpensive personal computers to produce powerful models for engineers, architects, and other professional designers.

The other reason is John Walker, the reclusive but talented programmer who founded the company in 1982. Walker doesn’t like management: “I’m an engineer,” he states categorically. “I’m a programmer, I’m a technologist. I have no interest in running a large U. S. public company, and I never have.” Walker is also known for certain eccentricities. At one meeting, for example, he interrupted the description of an important new product to observe that “we are living on a small blue sphere in an endless black void.”

Several years after starting the company, Walker handed official control of Autodesk to chief financial officer Alvar Green so that he could remain to programming full-time. However, while CEO Green received some control, he received relatively little power. That remained largely with Walker and an elite group of programmers known collectively as “Core”, many of whose members had helped Walker start the company or had worked on its most important projects. While you won’t find Core on any Autodesk organization chart, its