

牛津商务 英语教程 (中国版)

Oxford Business English Skills (China Edition)

成功谈判 教师参考书

本册改编者: 王关富 宿玉荣

EFFECTIVE NEGOTIATING



Jeremy Comfort 著

总改编者

陈苏东

复旦大学出版社

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——成功谈判

教师参考书

作者 Jeremy Comfort
with York Associates



总 改 编 者 陈 苏 东
本 册 改 编 者 王 关 富
宿 玉 荣

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责 任 编 辑 倪琴芬 林 森

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内 容 提 要

随着我国对外开放力度的不断加大,英语学习的目的与使用范围已日趋多元化,对既熟悉国际商务又熟练掌握英语的高级复合型人才的需求也越来越大。正是基于这种广泛的社会需求,复旦大学出版社与牛津大学出版社合作,引进广受赞誉的牛津商务英语系列教程。全书分别为:《成功通话》、《成功交际》、《成功会谈》、《成功演讲》和《成功谈判》。

牛津大学出版社以出版高质量英语教材驰名,该套英语系列教材有着鲜明的风格与特点:一是实用性强,书中的每一选题都来自经济和商务活动,使读者通过学习对商务活动各个层面可全方位掌握;二是可操作性强,整套图书确立一个容易理解和进入的起点,通过 VCD 和录音带等模拟商务活动的真实场景,让读者得以进入商务实践,并在实践中获得技能的提升。

前 言

世界经济一体化步伐在加快,中国加入 WTO 进程已迈入实质性阶段,我国对外开放领域的深度和广度不断拓展,逼人的形势对商务英语人才的素质提出越来越高的要求。

对目前形势的分析和预测显示,未来的国际经济活动有以下特征:1) 国际间多层面、多目标、多方式的交流空前活跃,不同经济、政治、文化背景的交往空前广泛,人们越来越清楚地认识到交流的目的不是征服,而是互惠;2) 信息在国际经济活动中充当主角,语言作为信息交流的载体扮演着重要的角色,而英语作为世界各地的“通用语”,作用更是巨大;3) 网络贸易方兴未艾,以英语为表现形式的资源占全部网络资源的绝大部分;4) 电子商务成为国际商务的发展方向;5) 技术创新成为国际经济活动的原动力;6) 人力资源成为国际经济活动持续发展的内因。

这种国际经济活动的特征,对人才的规格提出以下要求:1) 奠定在全面素质基础上的创新型的人才;2) 能够实现跨文化交流的国际性的人才;3) 熟练掌握信息技术的人才。概括地说,这些人才应该融会东西方文化,具备丰富的知识,掌握国际通用语言,具备创新的头脑。

商务英语教学与创新型人才培养之间存在着这样一种辩证关系,即:1) 时代和社会对创新型人才迫切需求,进而对商务英语教学改革也提出了越来越高的要求;2) 商务英语教学的改革制约着创新型人才培养的质量和水平。因此,商务英语教学与创新型人才培养是相互依存、相互促进的良性循环关系。

在教学活动中,教师、教学组织形式以及教材是基本要素。教材是教学的载体,是学生学习的主要材料,是他们获得知识的主要来源。一套好的教材也可以供社会上与本专业有关的其他学科领域的教师、学生和工作人员学习、参考,使相当多的人受益。它的传播不受时间、空间的限制,可以在很大的范围和相当长的时期内流传。改革是教学的主题,也是教材的主题,随着时代变化,教材也需要不断丰富和完善。

顺应这一趋势,牛津大学出版社组织商务英语教学专家与音像技术人员完美合作,精心编撰了这套 Oxford Business English Skills。

区别于以往教材,该套教材有以下特点:

- 1) 实用性:该教材的每一选题和所有选题中的每一单元都紧扣经济与商务实践中的某一个方面,而教学安排也围绕学生在该领域的实践中将要面对并应该有所了解和掌握的问题;每一选题都依据这一方面实践的顺序展开;每一选题都在一个模拟的真实场景中展开全部内容;每一节都配有在实践中成功和失败的两方面的例子,便于学习者在明辨规则的基础上领会实战。
- 2) 可操作性:首先,每一单元都有一个既关键又容易理解的切入点。其次,尊重客

观规律,设定不同角度,以使學生能积极主动地举一反三,在学习英语的同时,提高商务操作能力。第三,以 VCD 和录音带为纽带,使教学成为视、听、说、讨论、评价等多种形式有机结合的活动。

- 3) 灵活性: 表现为学习时间、学习内容、学习顺序以及学习方法都可灵活安排。
- 4) 对象的广泛适用性: 这套教材适用于全日制英语、经济和商务专业以及非全日制英语、经济和商务专业的大学生和成人教育的提高班、职业培训班的学生,也适用于英语、经济、商务、涉外专业的中专学生。
- 5) 多功能: 以往的教材,功能过于单一,过于强调技术层面;而该套教材则体现为全方位、多功能,培养学生的综合素质,重整体综合运用。
- 6) 以人为本: 过去的教材过多地体现为产品导向,而该套教材尊重人的认知规律和需要,强调人的业务、心理、文化素养在商务活动中的作用,充分体现出人本主义的特征。
- 7) 内容的丰富性: 该套教材涉及商务领域的各个环节,包罗语言、文化、经济、社会等各方面的知识。
- 8) 前瞻性: 不仅注意吸收过去商务英语教材的优点,充分尊重历史和现状,而且有独创性,考虑长远,高屋建瓴,开拓未来。
- 9) 针对性: 中国版改编者均为有长期商务英语教学经验的教师,针对中国学习者及商务活动的特点和需要,补充了内容和语言方面的注释及练习。

综上所述, Oxford Business English Skills 不仅是当今商务英语教材中的精品,也是商务英语教材出版事业的又一项丰硕成果。

改编者

关于《成功谈判》

本书以如何成功地进行谈判为主题,将谈判的全过程分成八个步骤,分别用八个单元来详细加以论述,涉及谈判须做哪些准备工作;如何开始进行谈判(例如如何开场,如何确定谈判的议程等);如何陈述各自的立场和观点;如何采取积极聆听去洞悉别人的立场和观点;如何征求各方的意见;如何有技巧地提出措施和如何解决争端和打破僵局;如何迫使另一方尽快妥协以及如何总结谈判并最终签定协议。虽然这八个步骤加起来构成了一个完整的谈判过程,但是每个单元都可以作为一种交流技巧来单独学习。

每个单元都由四部分组成:交流技巧、文化与策略、语言知识以及谈判实践。交流技巧的讲授主要是以 VCD 为基础。学生通过对 VCD 中展示的交流技巧进行总结、讨论和评价以达到识别及应用这些交流技巧的目的。在文化和谈判策略部分中,针对 VCD 中的一些文化现象,补充一些文化背景知识,从而使学生认识到不同的文化背景是影响谈判成功与否的重要因素。由此,学生在具体的谈判过程中,往往可以针对不同的文化背景,采取不同的谈判风格和谈判策略。语言知识的学习是通过掌握一些在谈判过程中所使用的相对固定和常用的句子,从而熟悉谈判的常用语言。这些惯用句型适用于如何开始;如何陈述谈判的主要议程和打断对方;如何提问;如何询问;如何澄清和评价对方的观点及阐明自己的观点;如何表示同意和反对;如何提出建议以及如何总结及结束谈判等场合。语言知识这一部分包括录音磁带的听力练习以及其他笔头或口头的练习以进一步巩固上述语言点。谈判实践是通过一些讨论练习及摹拟谈判来巩固在交流技巧及语言知识中学到的知识。

使用方法建议:

1. 由于每一单元都集中讲述一种技巧,在上课前可以首先明确本课的目标。然后按照交流技巧、文化与策略、语言知识、谈判实践这四部分的顺序来安排课堂活动。
2. 在交流技巧这一部分之前,通常有一些预习的问题。可以就这些问题让学生进行课前讨论,为看 VCD 做好准备。
3. 在看 VCD 之前,一定要让学生熟悉 VCD 背景资料中对人物和公司的介绍以及对这次具体的谈判过程的一些简要的提示。首先可以让学生完整地看一遍 VCD 以便对谈判的内容及进度有一个大体的了解。在第一遍中可以把声音开得小一些,提醒学生注意身体语言的运用。在重放中,运用 VCD 机上的暂停键让学生先看一下不成功谈判的 VCD,总结失败的原因。然后再看成功谈判的 VCD,进行对比,得出结论。看 VCD 后有一个与此相关的练习。
4. 在语言知识这一部分,先有一个听力练习。然后在熟悉了本单元关于谈判技巧中

常使用的短语及句子后做一些巩固练习。

5. 在组织谈判实践时,要明确该练习的主要目的,即要明确该练习是针对哪一技巧的应用。在谈判结束后,要给出反馈意见。
6. 每一章后的补充练习可根据需要选用。
7. 四章之后的期中复习单元与八章之后的期末复习单元要求学生将已学单元中介绍的谈判各个环节的交流技巧、文化与策略、语言知识、谈判实践综合应用,最终达到熟悉与掌握完整的谈判过程及成功地进行谈判的目的。

改编者

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Introduction

Introduction to the course

Negotiating is a key communication skill for all learners of Business English. Although many may not be involved in high-powered international negotiations, most learners will have to negotiate with their colleagues, bosses, customers or suppliers at some stage in their careers. Completing a negotiation successfully holds significant rewards: the right deal for the company, a salary rise, a budget increase – even just a day off work.

Because it requires learners to be competent in all key communication and language skills, and often to maintain their performance under pressure, negotiating is arguably the most demanding and the most sophisticated of the core Business English skills. In addition, the skilled negotiator must be aware of the potential difficulties arising from cultural differences which may undermine the effectiveness of their negotiating tactics, even if their language and communication skills are highly developed. What are considered good negotiating tactics in one part of the world may be entirely inappropriate in another – with potentially disastrous consequences.

The overall objective of *Effective Negotiating* is to enable learners to develop their own personal style of negotiating. The materials and tasks are designed firstly to make learners aware of a range of styles and approaches, and secondly to give them an opportunity to build confidence and competence in the relevant communication and language skills.

The course is divided into eight units which deal progressively with the key stages and features of a negotiation between two companies, a supplier and a customer. The learner is taken through a variety of scenarios focusing on key communication skills, starting with preparation and opening, through establishing positions, clarifying and dealing with conflict, and finishing with bargaining and concluding. At the same time, each unit addresses a key cultural issue which can affect the success of a negotiation. Learners are asked to reflect on the variety of negotiating styles that they may encounter, and to be aware of the impact a particular approach can have. Having raised awareness of the underlying cultural considerations, each unit goes on to develop language knowledge and key vocabulary. Finally, both communication skills and language knowledge are consolidated by means of a series of realistic practice activities.

This Teacher's Book is intended as a guide to help you handle the different components of the course successfully. It provides suggestions for further

exploitation in the classroom and self-study time, and contains extra, photocopiable materials for further negotiating practice (see pages 33 to 59).

Course components

In addition to this Teacher's Book, the course consists of three other components: a VCD, a Student's Book and an audio cassette.

The VCD

The VCD, which lasts approximately thirty minutes, is the central component of the course, and acts as a springboard for all the activities in the Student's Book. Based around a negotiation between a Belgium-based multinational and a British IT company, it illustrates key moments from a typical business negotiation, both internally within each team and between the two teams.

The Student's Book

The Student's Book consists of eight units which correspond to those in the VCD. Each unit is divided into four sections: *Communication skills*, *Culture and tactics*, *Language knowledge* and *Negotiating practice*.

The *Communication skills* section identifies and practises key negotiating skills which are illustrated in the VCD, and involves the learner in a process of feedback, evaluation and development. The *Culture and tactics* section raises a number of key cultural issues which may lead to misunderstanding, conflict or communication breakdown, and looks at ways in which such problems might be avoided. The *Language knowledge* section, supported by the audio cassette, expands the learner's knowledge in key functional and lexical areas. The *Negotiating practice* section gives the learner the opportunity to put communication skills, cultural awareness and language into practice using a variety of role-plays and simulations.

The audio cassette

This lasts approximately 50 minutes, and consists of extracts from a wide range of negotiations. It forms the basis of the listening activities in the *Language knowledge* section of the Student's Book.

Using the course

The approach

In each unit the VCD first shows a poor model of negotiating practice in order to demonstrate what can go wrong at any stage of a negotiation, how and why (Version 1). It then goes on to look at a good model in which the negotiators communicate with maximum effectiveness (Version 2). The VCD is essential as the starting point for each unit.

The approach is designed to develop learners' abilities in three main areas.

Communication skills

The course develops the key skills which contribute to a successful negotiation. It aims to build the learner's confidence in their ability to deal

with all stages of the negotiating process. Skills such as opening the negotiation, establishing your position, dealing with conflict, making proposals and bargaining are demonstrated on the VCD. These are then analysed and discussed. Learners are encouraged to reflect on and develop their own personal negotiating styles, based on an awareness of their particular strengths and weaknesses.

Culture and tactics

This section aims to enhance the learner's awareness of how cultural background can affect negotiating style and tactics. Certain key communication styles are highlighted and contrasted, including, for example, task-orientation versus people-orientation, and direct versus indirect communication. The VCD demonstrates the problems arising when opposing cultural styles clash, whilst the follow-up tasks guide the learner into an analysis of the communication styles fostered by their own business culture. These concepts are then used to develop the learner's flexibility in dealing with negotiating partners from different cultures.

Language knowledge

Functional language areas such as sequencing, asking questions, making suggestions, exerting pressure and making conditions are presented and practised in the Student's Book. The audio cassette is used to introduce a range of expression as well as to develop listening skills with new language. The exercises at the end of the section provide an opportunity for learners to practise key language functions and structures and to activate and develop their negotiating vocabulary.

Methodology

All sections of the course (except *Negotiating practice*) are designed to work either as classroom material or for self-study.

In the classroom

Each unit will take you through the following steps, with further guidance from the unit notes.

Objectives

These clearly identify the aims of each unit in the four key areas:

Communication skills

Culture and tactics

Language knowledge

Negotiating practice

Communication skills

Pre-viewing

Viewing is usually preceded by a question which is designed to make learners reflect on their own experience and also to anticipate the focus of the unit which follows.

Before watching, always make sure your students are fully aware of what they are going to see. The *VCD Negotiating Context* section provides briefing on the content of each extract. The *Who's who* section of the Student's Book gives background information about the characters and their companies.

Viewing

The first time your students watch a section of the VCD, play the sequence all the way through. This will give them a chance to adapt to the content and the pace of delivery. For more detailed analysis and questions, you can then play shorter extracts.

You may like to play some sections with the sound down. This will give your students a chance to focus on the body language of the characters – in many cases, this will communicate as much as the words they speak!

Use the pause button to stop the extracts at key moments. Encourage your students to anticipate what will happen next.

The on-screen clock is useful for easy reference to specific sections.

The VCD transcript at the back of the Student's Book is essential for more detailed analysis and practice of specific language features.

Post-viewing

In this section, there will be a chance to relate the focus of the unit to your students' own experience.

Culture and tactics

In each unit, this section focuses on areas of potential cultural difficulty. Differences of style and approach are explained and illustrated with reference to the characters in the VCD. There is then a task (such as a discussion, a questionnaire, etc.) which encourages students to relate the particular cultural issue to their own attitudes and experiences.

Language knowledge

This section is supported by additional extracts from negotiations recorded on the audio cassette. It has three main parts.

Listening practice

The recorded extracts are designed to widen your students' exposure to a variety of negotiating styles and types – internal and external, formal and informal, business and personal, one-to-one and group negotiations. The exercises will help learners to improve their listening skills, and to add new language to their own repertoire.

Language focus

This section provides comprehensive checklists of functional language and vocabulary contained in the listening exercises.

Language exercises

This section provides a variety of controlled tasks to activate the expressions and vocabulary presented in the *Language focus*.

Negotiating practice

This section provides a variety of role-plays for pairs or small groups to perform. When you set up the role-plays in class, make sure that you set students a clear communicative objective – for example, to open the negotiation, to deal with conflict, or to come to agreement about a particular issue. In terms of language use, make it clear to the students whether you are looking for accuracy (the correct use of specific phrases) or fluency (no hesitation, confident use of the language). Sometimes it may help to audio- or video-record these practice activities so that students

have the opportunity to evaluate their own performance, and you can give more detailed feedback.

Self-study

The VCD-based activities focusing on communication skills have been developed with the classroom in mind. However, most of the questions have answers in the Answer key, and individuals can easily use the VCD on a self-access basis. The *Culture and tactics* section usually provides some reading input, followed by questions for discussion, self-assessment, or just food for thought. The *Language knowledge* section is ideally suited for self-study. Students can refer to the Answer key for feedback on the exercises. The *Negotiating practice* section involves pair or group work, although preparation for these activities could also be done during self-study time.

1 Preparing the ground

Objectives

This opening unit focuses on the importance of preparing for the negotiation – thinking beforehand about who you are going to meet, what is to be discussed, and what will be the best approach. Good preparation has an immediate impact on the opening stages of a negotiation, which set the tone for the rest of the meeting. The *Culture and tactics* section looks at a key dimension in business culture, task-orientation versus people-orientation. The *Language knowledge* section aims to remind students of key phrases for welcoming and introductions, and to start the process of building vocabulary.

Communication skills

Pre-viewing

- 1 It's important to spend time establishing what type of negotiations your students participate in, or plan to participate in. These could be either internal or external, long or short, formal or informal. Ask them:
 - who they negotiate with
 - what they negotiate about
 - why they negotiate
 - where they negotiate
 - how long they negotiate for.

Discuss what is meant by 'a negotiation'. The Answer key suggests that a negotiation is a meeting in which both parties need each other's agreement to reach a specific objective. For those students with little or no experience of negotiating, focus on everyday negotiations such as, for example, buying a car. Stress that negotiations are very much part of working and home life.

- 2 You could ask students to discuss the question of how to prepare for a negotiation in pairs and report back to the group. Ask them what kind of things they themselves do when they are preparing for a negotiation and what issues they would expect to discuss. The essential preparation areas are firstly, to ensure that everyone in the team is clear what the objectives of the negotiation are, and secondly, to establish the role that each individual is expected to play in achieving those objectives.
- 3 Make sure your students are familiar with the context before watching. It may be helpful to also look at the *Who's who* section on page 5 of the Student's Book.