

商务谈判实训:双语

廖国强 艾湘华主编

对外经济贸易大学出版社





新国标应用型本科商务英语系列规划教材

总主编 王立非

商务谈判实训

(双语)

Simulated Training for Business Negotiations

主 编 廖国强 艾湘华
副主编 张 春 赵 军
王 姝 王景洁
秦筱婉



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廖国强 艾湘华 主编

责任编辑：刘 丹 顾晓军

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北京市朝阳区惠新东街 10 号 邮政编码：100029

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出版说明

2014 年伊始，国务院和相关部门针对现代职业教育改革召开了多次会议，引导普通本科高等学校转型发展，采取试点推动、示范引领等方式，引导一批普通本科高等学校向应用技术类型高等学校转型，重点举办职业教育。

截至 2017 年年底，全国有 300 多所高等院校开设了商务英语本科专业，其中多数院校属于应用型本科院校。《商务英语专业本科教学质量国家标准》也即将颁布。本套教材根据本标准着力打造，适用于全国应用型本科商务英语专业和财经类本科专业学生。

本套教材具有以下特色：

一、吸收二语习得和现代教育的最新理论，体现《商务英语专业本科教学质量国家标准》的最新要求。教材编写上注重提高学生的语言技能、让学生掌握相关的商务知识与实践技能，培养学生的跨文化交际能力、思辨与创新能力，以及自主学习能力。

二、秉承应用型本科教育“优化理论，突出实践”的理念。应用型本科教育注重技术但不能完全抛弃学术，其人才培养是学术性与职业性的有机统一，其基本特征是“本科底蕴+突出应用+专业特长”。体现在教材上，其强调“优化理论，突出实践”，优化理论基础，注重理论与专业技术的相关性，以培养目标与从业要求为依据对基础理论进行优化整合，介绍与专业相关的必要理论，重点强化行业知识的讲解；突出实践方面，强调教材的编排设计从教学目标到内容的组织，练习题的设计都环环相扣、注重培养学生的职业适应能力，突出实践教学的内涵。

三、贯彻“任务引领、项目导向”的指导思想。本套教材以“任务驱动”为理念，强化了教材的任务驱动效应，突出作业流程的可操作性；以真实企业业务经营为主线贯穿始终，从而保持教材内容前后的一致性和连续性；通过具体任务的设计和实施，使学生能够掌握业务技能。

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前言 | Preface

经济全球化进程加快了中国与世界各国的频繁交往，中外经贸领域的交流与活动进一步促进了我国国际经济与贸易的新繁荣。在对外经贸活动中，商务谈判既是商务活动的重要内容，又是商务活动的必要手段，商务谈判能力已成为现代商务人员必须掌握的一项基本职业技能，因而商务谈判沟通与协商技能在跨文化经贸交际中正起着越来越重要的不可替代的桥梁和纽带作用。在当今多元文化背景下的国际商务环境中，与人沟通的专业知识能力，结合优雅得体的仪态对商务事业的成功起着重要的作用。具备这些综合素质，就容易赢得更多的客户及合作者。我们深知，中华之崛起离不开经济贸易往来，为了适应新形势下全球社会经济的发展和广大读者对商务谈判书籍的需要，我们编写了此书。

本书针对社会各界英语爱好者和广大从事内外贸业务人员及国际贸易、国际商务、国际金融、国际物流、国际财会、电子商务、市场营销、商务英语、经济类、管理类、文秘类等专业的学生熟悉商务谈判理论与技巧的需要而编写。本书在编写中注重结合当今跨文化商务谈判中可能遇到的新情况、新问题，突出重点，便于读者学习与了解参与谈判时可能遇到的各种情景及沟通对策，内容紧跟国内外经贸活动最新发展对商务谈判的需要，知识点覆盖面广、实用性强。通过引导进行模拟商务谈判，锻炼学习者的应变能力以及增加职场经验，基本掌握国际商务谈判的流程，了解谈判各个过程环节的要求及注意点以及风格的体现，以便把所学的知识应用到实际谈判之中。

全书以英文为主，中文为辅，以便以让读者更深刻地理解用于沟通的语言，掌握国际商务谈判的基本原则和技巧，并能流利地用英语或中文进行商务沟通、完成商务谈判，有效地提高学习者的实践能力。每一章中的要点、部分短语或词汇等都提供了中文注释，可以满足不同需求和不同英语水平学习者的需要，力求实效，也可弥补所谓全英文太难或全中文讲解又不易掌握英文用法的不足。本书主要特色如下：

1. 本书由十二章构成，每章设置若干任务引领，涵盖了商务谈判流程的方方面面，内容丰富多样，文字流畅，信息量充足，语言难度适中，对社会各界的使用者和大专院校的学生具有极强的针对性。书中既提供了大量商务谈判的基础理论指导内容，也有应用性很强的商务谈判中的实战技巧内容，谈判过程中的激烈争辩、讨价还价、迂回战术等策略，肯定能在一定程度上锻炼学习者的语言表达能力和应变能力，并能使他们认识到自己的不足之处。让学术性与职业性有机统一，能满足不同层次、不同用途使用者的

需要，涉及读者面广。

2. 本书各章节根据商务谈判涉及的相关内容编写，所述内容既有相互照应之处，也能凸显各章特点，汉语注释与说明起到互补作用，对尽快提高学习者的英语水平和熟悉谈判技巧具有积极意义。

3. 本书各章内容融基本谈判知识和实例为一体，注重贯彻“任务引领、项目导向”的指导思想，介绍的知识点力求多方位覆盖具有普遍性的商务谈判技巧，以“任务驱动”为理念，强化教材的任务驱动效应。每个任务都包括案例学习、案例思考、案例解析、理论知识拓展、要点小结、综合实训等内容，以真实谈判情景为主线，突出谈判流程的可操作性，并注意沟通细节和文化差异，理论联系实际，注重实用性，充分体现“基于工作过程系统化的项目导向、任务驱动、教学做”一体化的课程改革理念，以适应经贸领域业务谈判的需要。

4. 本书以综合性、应用性作为编写定位，尽可能结合国际经贸发展业务中对商务谈判的需要，模拟商务谈判的流程设计，针对学习者进行综合性和实践性环节的培养与锻炼。由于目前国内绝大多数的商务谈判书籍均用中文编写而成，因此，本书也有助于大中专院校或社会培训机构进行国家提倡的双语教学，具有独特性、新颖性。

5. 优化理论，突出实践，学以致用。每章均提供不少实战谈判案例，模拟情景丰富，活动形式多样，注重从不同的角度提高学生的实际操作能力，如场景对话、角色扮演、案例分析、会议发言、演讲、模拟谈话以及辩论等活动。此外每单元还提供相关的实践语句，让使用者通过实践或互动环节加深理解和运用，提高商务谈判能力，适合对应用型人才培养的要求。

6. 选材广泛，涉及面大，知识点集中，主题突出，内容翔实，注重培养学生的职业适应能力，突出实践教学的内涵，是主要针对国内读者编写而涉及要点非常全面的商务谈判类书籍。

综上所述，本书突出了理论性、系统性、应用性和实践性，有利于培养学生的跨文化交际能力、思辨与创新能力和自主学习能力，能满足不同层次、不同水平的社会各行业涉外从业人员、英语爱好者的需要和大专院校国际贸易、国际管理、国际金融、电子商务、市场营销、经贸英语、涉外文秘等专业学生熟悉商务谈判环节和技巧的需要，也可作为面向全校的素质教育选修课用书。使用者在选用本书时，可根据实际情况，进行适度的取舍或补充，对书中的内容或观点，应带着思考去看。在实践中，应根据实际酌情调整己方的商务谈判策略与技巧，运用和加强谈判所需的组织、策划与管理能力，培养和加强逻辑思维能力及应变能力。只有策略周详，措辞得当，举止得体，才能在当今竞争激烈的商务环境中赢得先机。毕竟国与国之间、地区与地区之间的文化、习俗差异往往是巨大的，而且商务谈判的过程是动态发展的而非静止不变的，沟通成功与否取决于当事人自身的灵活性以及当事人捕捉信息质量和应变的能力。所以，每单元提供的谈判理论技巧与要点仅供参考。当内容上有交叉或看法不一致的情况出现时，读者应注意国情的不同、区域的不同、文化差异、宗教信仰等的不同，即学习中不要机械地生搬硬套。另外，为了方便教师课堂教学需要，本书特配备了 PPT 课件供参考使用，请到 www.uibep.com 网站

下载。

本书在编写及出版过程中，得到对外经贸大学出版社编辑的大力支持，在此表示诚挚的谢意。

由于编写时间有限，不妥之处在所难免，敬请广大读者和同仁批评指正。

廖国强

2018 年 1 月

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Unit 1

Business Negotiation Thinking, Psychology and Language Arts 商务谈判思维、心理与 语言艺术

任务目标

1. Understanding business negotiation thinking
2. Knowing the types of negotiation thinking
3. Mastering the psychology of negotiation
4. Applying language arts in business negotiations

商务谈判既是一门科学，又是一门艺术。商务谈判是在人与人之间进行的，左右商务谈判结果的是人。所以要取得商务谈判的成功，不仅需要研究商务谈判本身，而且要研究参与谈判的人。因此，研究商务谈判思维、心理与语言艺术就显得至关重要。

Task 1 Business Negotiation Thinking 商务谈判思维

人类的任何活动都离不开思维，人类的任何成就都是科学思维的结果，可以说，人类没有了思维，也就没有了一切。商务谈判是一项既紧张激烈又复杂多变的活动。对谈判的双方来讲，在既定的客观条件下，如何正确地分析和判断谈判对手的实力、谈判策略、谈判心理以及在谈判中提出的每一个建议和要求，如何充分地调动每一个人员的积极性，发挥本方的有利因素，争取谈判的优势，这一切都有赖于谈判者科学正确的思维。



案例学习

Case 1

A negotiator walked into the office of a bank manager to promote his products. The female manager was bowing her head in writing some things. From her expressions, the negotiator could see that she was in very bad mood; the ashtray full of cigarette butts and the extent of the mess table suggested that she had been busy for a long time certainly. The negotiator thought: how could I make the woman manager put down her work and pleasantly accept my promotion? After observation, he found that the manager had a glossy black hair. So he flattered: "What pretty long-hair! My wife dreams about it, but her hair is yellow and scarce." At that time, tired eyes of the manager appeared shining and replied: "No pretty than before. Too busy, you see, the mess." The negotiator immediately handed a comb and said: "I just wash it, please use it to hair and you must look more beautiful. You are too tired and should have a rest." At this time the manager recovered and asked: "Are you?" The negotiator indicated his intention at once. The manager was very interested in listening to the introduction and quickly decided to buy his products.

(From *International Business Negotiation*, 2014)

案例思考

1. Did the negotiator directly promote his products to the manager when he walked into the office? Why?
2. What did the negotiator do before he made his promotion?
3. What have you learned from the case?

案例解析

该案例充分说明了商务谈判中思维的重要性。在该案例中，人类的思维艺术得到了充分的展示，谈判代表并未直接向银行经理推销商品，而是对谈判活动中的谈判环境及谈判对手进行仔细观察后，找准话题切入点展开交流活动，争取到对方的好感，从而顺利完成了谈判任务。

Case 2

A substantial electronics firm faced considerable difficulties in one of their **subassemblies**. The root core of the problem revolved around certain types of fittings and pins that were becoming bent and distorted by the operation of the machinery. Units which were being produced were damaged and had to be rejected because of imperfections. These rejected components were put aside and then re-worked later on in the month.

This **duplication** of effort resulted in increased costs as workers had to work overtime to

meet their **quotas**. These extra costs for the extra work performed had not been considered in the manufacturing budget. The manager of this subassembly line did not want to be charged with these **overhead expenses** because he felt it was not their responsibility. Likewise, the manager who was the **overseer** of the final assembly department also refused to accept the increased costs to his budget. He argued that the extra costs were a direct result of the poor work of the personnel in the subassembly department as this was where the problem originated.

The subassembly department manager **countered** this argument by claiming that the parts were in good condition before they left his department and that the damage must have occurred in the final assembly manager's department instead. Both parties fell into an **impasse**.

Some time passed before a resolution to the matter was worked out that was agreeable to both parties. What both parties were really seeking was to find a long term solution to this **dilemma**. It was only when they truly understood the nature of the problem were they able to negotiate a reasonable solution that was acceptable to both of them.

It was ascertained that the subassembly workers had some **slack time** available during every working month. The damaged parts were returned in small batches from the final assembly plant so that the subassembly personnel could work on them during these slack periods. Also, when they examined the problem in more **minute** detail, the managers learned that some of the personnel in the final assembly plant may not have been adequately trained and may have also been partially responsible for the damaged **incurred**. These personnel were identified and were sent to the subassembly plant to further their training and to learn more about what **transpired** in that department.

The resulting solution addressed the increased cost concerns of both departments on the one hand. On the other hand, overtime was reduced by **allocating** the personnel where and when they most needed and finally, because of the enhanced training, the number of damaged parts was considerably reduced.

(From <http://www.studymode.com>)

案例思考

1. What reason do you think made both parties fall into an impasse?
2. How did they solve the problem?
3. Is it a successful case for business communication and why?
4. What do you learn from the case?

案例解析

该案例充分展示了双方通过创造性和互利的方式成功进行谈判。在该案例中，谈判代表遇到的最大的障碍之一是要清楚地了解真正的问题，这是谈判的根源和基础。太多



时候，谈判代表不能采取足够的时间清楚地识别问题或需要解决和谈判的问题所在。这是任何谈判的至关重要的第一步。如果谈判过程的第一阶段处理不当，很可能其余的谈判过程无法展开，因为核心问题并非一开始就得到正确的理解。这个案例强调了跳出固定思维，善于甄别问题的必要性。

理论拓展

Three Negative Thoughts Holding You Back from Negotiation Success¹

阻碍谈判成功的三个消极思维

If you've successfully started your own business, decided to go **freelance**, or work at a **startup**, you're used to rolling up your sleeves, working hard, and doing whatever it takes to get things done.

But when it comes to negotiating, do you still freeze up or freak out?

If you find it hard to approach investors, raise your rates, or talk about money and contracts in any way—you're not alone. Thought traps women have about their perceived inadequacy when it comes to negotiation are pervasive: In surveys, two and a half times more women than men said they feel "a great deal of apprehension" about negotiating.²

So how do you become comfortable asking for what you want and deserve?

It starts by shifting some fundamental beliefs you have about yourself and your ability to negotiate. Only from there can you **slough off** what's been blocking you from getting the rates, contracts and deals you want and your business needs.

Which of these common self-limiting beliefs is holding you back from negotiating and limiting your chances of outrageous success?

"I'm not the negotiating type"

Women often attribute their success to luck or the help of others, rather than to their own hard work and strengths. But if you want to succeed, you need to let go of the false thought that negotiating is a skill that you either are or aren't born with. Negotiation is a skill you have to—and can—learn.

Much like a muscle, you have to practice your "ask" in order to bulk up your strength. It's up to you to pump negotiation iron!

"I hate talking about money and numbers"

Many women are uncomfortable with confrontation. We make ourselves sick with concerns that people will think we're self important or pushy if we make or counter an offer. We get scared about what others will think about us. But you can turn those anxious thoughts into an asset by asking yourself: What's really behind the discomfort I have asking for things from other people?

“I won’t get what I want, so why bother?”

Women tend to operate from a “playing small” **mindset**, often thinking of our businesses as side hustles, while men think of ventures in terms of enterprises. Coming from this place, women **acquiesce** power, hoping for “just enough”, and crossing our fingers that the other person will do us a favor by simply accepting to work with us. This scarcity mindset is both damaging and unrealistic.

(From <http://www.linkedin.com>)

Notes

1. 本文主要比较了女性与男性在商务谈判中所体现出来的差异性。
2. In surveys, two and a half times more women than men said they feel “a great deal of apprehension” about negotiating: 调查研究表明, 对谈判感到“非常不安”的女性是男性的 2.5 倍。

Read the text and answer the questions.

1. Are you afraid of negotiating with others and why?
2. What negative thoughts presented in the article may hold you back from your successful negotiation?
3. What do you learn from the text?

要点小结

谈判思维是谈判者在谈判过程中理性地认识客观事物的行为与过程, 是谈判者对谈判活动中的谈判目标、谈判环境、谈判对手及其行为间接的、概括的反应。谈判思维分为散射思维 (scattering thinking)、超常思维 (supernormal thinking)、跳跃思维 (jump thinking)、逆向思维 (reversed thinking) 及快速思维 (speedy thinking) 五大类。谈判中要巧妙运用心理战术去攻破对方的心理防线, 迫使对方改变谈判态度, 从而达到既定的谈判目标, 使谈判得以顺利达成协议。

Task 2 Business Negotiation Psychology

商务谈判心理

不管人们是否愿意, 每个人都是一名谈判者。谈判是生活中永远无法避免的事实。比如说, 你要求加薪, 就要和老板谈判; 你买菜也要和小贩讨价还价……事实上, 谈判

贯穿了我们每个人全部的生活细节，我们所面对的现实世界就是一个巨大的谈判桌。如何在谈判中洞察对手的心理特点，知己知彼，有的放矢，已成为谈判成功与否的关键因素。

案例学习

Case 1

It's at one of the city's best restaurants. Mr. Lin is hosting the dinner. He is to make remarks before the dinner starts.

Mr. Lin: Dear Mr. Ford and my dear colleagues. We are very happy to have Mr. Ford here with us tonight. Confucius once said, "What a joy it is to have friends coming from afar!" Mr. Ford is an old friend of ours, coming from the other side of the earth, so our joy tonight is beyond expression.

Mr. Ford is a pioneer in the US trade with China. He was one of the first American businessmen who came to China right after the **implementation** of our policy of opening to the outside world in the late 70's of the last century. Since then, we've signed 16 contracts with IBM. Though there have been ups and downs in the trade volume, we've developed a mutually beneficial and therefore very solid relationship. And we are very proud of this. As our present contract is **expiring** next month, we're very pleased to have you here to work with us on a new contract. I firmly believe that through our mutual efforts, the new contract will further strengthen the ties between our two companies and benefit both sides.

Our negotiation will begin the day after tomorrow. I'd like to take this opportunity to propose a toast to the success of the negotiation, and to the further cooperation between our two companies. Bottoms up! (All the guests stand up.)



Maslow's Hierarchy of Needs is shown above. The pyramid illustrates the five levels of human needs. The most basic are physiological and safety/security, shown at the base of the pyramid. As one moves to higher levels of the pyramid, the needs become more complex.

(From *International Business Negotiation*, 2014)