

沟通英语—谈判技能培训

Negotiation to Solve Problems

[美] Agency for Instructional Technology
South-Western Educational Publishing

著

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内 容 提 要

《万水沟通英语系列丛书》是一套全新的传播学教材。它由国外著名的职业培训公司和出版公司编写、出版,系统全面地讲解了21世纪成功者必备的沟通技能,培养读者的英语听说读写综合能力。丛书可以配套使用,也可以分册单独学习。

本书着重对读者进行谈判技能培训。通过学习,学生将了解在工作中如何应付谈判,如何讨价还价,如何发现谈判双方的潜在共同利益,如何做到公正地谈判,如何通过电子邮件谈判,何时结束谈判等。学生在做大量的谈判练习的基础上,谈判技能将大有改观。

本书适合大学中高年级学生、外企职员和中高级水平的英语爱好者。

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前 言

《万水沟通英语系列丛书》是一套由中国水利水电出版社和机械工业出版社联合引进、出版的，系统讲解 21 世纪必备沟通技能的教学丛书。

它由美国著名的职业培训公司 AIT (Agency for Instructional Technology) 和出版公司 (South-Western Educational Publishing) 编写、出版，内容系统全面，深入浅出、生动活泼地展示了 21 世纪成功者必备的沟通技能，培养读者的英语听说读写综合能力。丛书各册的内容紧密衔接，但又独立成册，既可以被选做学校和培训班的教材，又可以作为个人自学的材料。

丛书面对下列读者：

- **由学校向社会转型的学生**

面对五彩缤纷的大千世界，即将走出校门的学子们难免会有几分畏惧，自己怎样做才能得体，既能博得上司的信任又能获得同事的认可呢？怎样做才能既职业化，又具有自己的风格呢？诸如此类，不胜枚举。本书的编写初衷就是为了解答学生心中的困惑，帮助学生获得将来就业必备的通用职业技能，无论学生将来从事什么行业，这些技能都会为他们事业的成功提供有力的帮助。书中的生活实例，对于学生领会教材内容并应用到实际生活中去，起到了抛砖引玉的作用。

- **外企职员**

本套教材由国外著名的职业培训公司编写，所以书中的理念和标准，真实地反映了西方社会对工作者的要求和期望。这些内容对于在外企闯荡者来说，很有借鉴价值，是外企职员充电的最佳资源。本套书既可单独学习，也可作为独资公司和合资公司人力资源部对员工进行系统就业培训的教材。

- **传播学专业学生**

传播学在中国教育中还是个新兴学科。目前，适应社会发展需要的、内容新颖全面的传播学教材尚不多见。本丛书的引进能够为寻觅教学资源的师生带来一份惊喜，提供一些帮助，使中国的传播学教学尽快与国外的教学接轨，为学生走出国门打下良好基础。

- **已经工作的人员**

俗话说，“活到老，学到老”。人的一生都处在一个不断学习，不断进步的过程中。对于 21 世纪的工作者来说，社会日新月异，新鲜事物和新情况不断出现，这些都对工作人员的知识和技能提出了更高的要求，特别是沟通技能，因为人类社会全球化的趋势日益明显，没有良好的沟通技能很难适应工作需要，也很难在事业上取得长足的进展。对于已经工作的人来说，要想不断地充实和完善自己，就必须再学习，学习专业知识，同时还要学习实用的沟通技能。本丛书提供的技能培训，将帮助沟通技能欠缺者增强竞争能力，在事业上百尺竿头更进一步。

• 中高级水平的英语爱好者

本套教材内容丰富，包括 15 个品种，每个品种都配有 VCD 光盘、磁带和参考用书。通过看光盘、听磁带，学生将对课本中抽象的概念获得直观的认识，加深对教学内容的理解。本套书在讲解沟通技能的同时，还为学生提供了英语听、说、读、写综合技能的培训，使学生不但拥有系统的理论知识，更具有解决实际问题的能力。我们采用原版引进的方式，目的是力图保持教材的原汁原味，为读者提供一种真实的语言学习环境，帮助读者不出国门便能全面提高英语的综合运用能力，适应未来社会对人才的需要。

需要申明的一点是，本书的编写者是美国的公司，他们的一些想法和观点，以及所提出的用人标准是以当今的美国社会为背景的，与中国国内的某些标准和看法肯定会有差异。但随着中国加入世贸组织，越来越多的外国公司进入中国，世界各国间文化的差异和隔阂将逐步缩小，书中所介绍的沟通技能，所提倡的积极的学习态度，对广大的中国学习者也会越来越适用。

为了使这套书物美价廉，方便读者使用，我们对原版图书所配资源进行一些转换：

- 原书分学生用书和教师用书两种，教师用书中包括了学生用书的全部内容，并附有教学建议、教学材料等额外的资源。为减轻读者的经济负担，我们只选择了教师用书出版，这样读者花一份钱，就拥有了两本书的资料。

- 原书配有录像带、LD 视盘和磁盘。录像带、LD 视盘的内容是相同的。我们把录像带的内容转换到了 VCD 光盘中，因为目前多数家庭中都有 VCD 机，录像机却不是家家都有，而且录像带的价格远远高于光盘的价格。这样的转换并不影响对图书内容的使用，书中标有录像带标志的内容，读者可以在光盘中找到。

- 由于磁盘的文件全部是书中已有文件的模板，所以为了节约成本，降低定价，我们取消了磁盘。所有标有磁盘标志的地方均可以在书中找到相应的模板文件。

- 如果读者需要与本书相配合的录像带（NTSC 制，内容与 VCD 光盘一样），请直接与北京万水电子信息有限公司联系（地址见封底）。

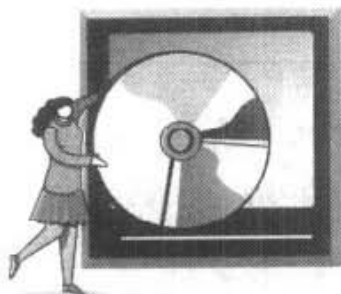
希望读者朋友们能够喜欢这套教材，衷心期待收到你们的意见和建议。

出版者

2000 年 4 月

Negotiation in the Workplace 工作中的谈判

A Video Lesson 录像课



Looking Ahead 内容展望

What This Lesson Is About

This lesson introduces you to some of the ways that negotiation is used in the workplace.

- ✓ Whatever occupation you choose, you will need to resolve problems on the job. Unresolved problems with customers, co-workers, or supervisors can damage working relationships, reduce productivity, hurt morale, and even affect your chances to advance in your career.
- ✓ Nearly everyone uses some kind of negotiation to solve problems. *How* you negotiate can determine whether both sides are satisfied with the outcome or whether one side—or both sides—feel “ripped off.”
- ✓ When you focus on satisfying the interests of both sides in a fair way, you stand a better chance of preserving your relationship with the other party, even if you choose not to accept the other side’s best offer.

Key Ideas



Blue Book—a book listing the suggested value of cars by make, model, and year 写有汽车品牌、型号、制造年代等信息来表示车辆价值的图书

differences—the ways in which people or things are different; the state of holding a different opinion; the points of disagreement among people 区别; 分歧

fair—what is just and honest 公平的

interests—needs, desires, or concerns 兴趣; 好奇心; 利益

morale—the state of mind of an individual or group as it pertains to enthusiasm, confidence, discipline, and other qualities 士气; 精神状态

negotiation—conferring, discussing, or bargaining to reach agreement and resolve differences 谈判; 协商

Materials

This lesson uses five videodisc or videocassette segments: Chapter 10, **Introduction**; Chapter 11, **Situation 1**; Chapter 12, **Expert Advice 1**; Chapter 13, **Situation 2**; and Chapter 14, **Expert Advice 2**, from Side 1 of the videodisc *Module 7: Negotiation to Solve Problems*. You will need to make copies of the self-assessment form **How Are Your Negotiating Skills?** (pages 3–4).

Preview

This lesson introduces students to negotiation in the workplace.

Upon completion of this lesson, students will be able to

- define negotiation.
 - explain the importance of negotiation in the workplace.
 - evaluate their own negotiating skills.
- Ask students to read **What This Lesson Is About**.

Key Ideas

- Discuss the terms in the **Key Ideas** section.

Viewing the Videodisc— Introduction

- Tell students they are about to see the opening segment of the videodisc or videocassette for this module. The segment introduces issues related to negotiation in the workplace.
- Ask students to read **Viewing the Videodisc—Introduction** and to think about the question raised in this section as they watch the videodisc segment.
- Show the **Introduction** segment (Chapter 10) of the videodisc. (2:05)

Introduction



Search 329, Play To 4091

Post-Viewing Questions

- Distribute copies of the self-assessment form **How Are Your Negotiating Skills?**
- Ask students to tell you what they saw in the segment.
- Next have students, working individually, answer the **Post-Viewing Questions**. The questions appear as still frames at the end of the **Introduction** on the videodisc. Then have them use their copies of **How Are Your Negotiating Skills?** to answer Question 3. Encourage students to keep their completed forms in their portfolios.
- Ask for volunteers to share their answers to Questions 1 and 2 with the class.

Introduction: Discussion Question 1



Search Frame 4092

Introduction: Discussion Question 2



Search Frame 4093

Introduction: Discussion Question 3



Search Frame 4094

Viewing the Videodisc—Introduction

Resolving differences on the job can be difficult and frustrating. You are about to watch the first segment of the videodisc or videocassette for this module. You will see that on-the-job conflict can begin in a variety of ways—from personal differences to conflicting responsibilities.

As you watch the segment, ask yourself,

“Why are negotiation skills so important in the workplace?”

“Arguments. Problems. Conflicts. Whatever you call them, you’ll find them in every workplace.”

Post-Viewing Questions

After you have watched the video segment, answer the following questions:

- 1 What does the term “negotiation” mean to you?
- 2 Why do so many companies train their employees in how to negotiate?
- 3 How would you rate your negotiating skills? Complete a copy of the self-assessment form **How Are Your Negotiating Skills?** to help you get a sense of your own skills.



According to management consultant Mary Secker, who often leads negotiation training sessions like the one above, negotiating involves expressing your needs, looking for ways to help the other side meet its needs, and then reaching a fair compromise that makes both sides happy.

How Are Your Negotiating Skills?

1. Before I discuss a problem, I think about what I'm going to say.

4. Very often 3. Sometimes 2. Occasionally 1. Never

2. Before I discuss a problem, I think about what I will do if the other side's best solution isn't acceptable.

4. Very often 3. Sometimes 2. Occasionally 1. Never

3. I look at people when they speak to me so that they know I am listening.

4. Very often 3. Sometimes 2. Occasionally 1. Never

4. I don't simply hear what people say to me—I think about what they say to me.

4. Very often 3. Sometimes 2. Occasionally 1. Never

5. When someone tells me something I don't understand, I ask that person to clarify the meaning.

4. Very often 3. Sometimes 2. Occasionally 1. Never

6. When people speak to me, I notice their facial expressions, their gestures, and their tones of voice.

4. Very often 3. Sometimes 2. Occasionally 1. Never

7. Even when I disagree with what someone is saying, I listen to all that person has to say.

4. Very often 3. Sometimes 2. Occasionally 1. Never

8. I let others know that I understand the emotions they are feeling when they are speaking to me.

4. Very often 3. Sometimes 2. Occasionally 1. Never

9. Even when I'm very angry, I can remain calm and ask questions to make sure I understand what the other person is saying.

4. Very often 3. Sometimes 2. Occasionally 1. Never

27 AGENT FORM

How Are Your Negotiating Skills? (continued)

10. Instead of stating my position, I discuss my interests and try to encourage the other side to do the same.

4. Very often 3. Sometimes 2. Occasionally 1. Never

11. I try to understand what the other side considers to be "fair" and then to establish a shared definition of "fairness." (For example, a "fair" price for a used car may be based on the Blue Book value.)

4. Very often 3. Sometimes 2. Occasionally 1. Never

12. I look for ways to solve problems that make both sides feel as if they "won."

4. Very often 3. Sometimes 2. Occasionally 1. Never

13. I consider all possible options when trying to find a solution to a problem.

4. Very often 3. Sometimes 2. Occasionally 1. Never

14. If possible, I try to discuss a problem at a time when both sides are not distracted by other concerns.

4. Very often 3. Sometimes 2. Occasionally 1. Never

15. I keep any promises I make as part of a solution to a problem.

4. Very often 3. Sometimes 2. Occasionally 1. Never

Add up your score (Very often = 4; Sometimes = 3; Occasionally = 2; Never = 1). If your total is from 45 to 60, you probably have excellent negotiating skills. If your total is from 30 to 44, your skills are good, but you can improve them somewhat. If you scored 29 or below, you can improve your negotiation skills in many ways. It will be worth the effort!

Your Name _____

Your Score _____

Getting Started 进入正文

An Everyday Occurrence

Have you done any negotiating today?

If you regard “negotiations” as settling a labor dispute between union and management or hammering out an arms agreement between powerful nations, you probably think you haven’t done much real negotiating. But the truth is that we all negotiate, almost from the day we are born, and we do it every day of our lives.

A toddler agrees to take her nap in exchange for the promise of a trip to the park when she wakes up. A teenager gets to use the family car next Saturday by offering to clean out the garage this weekend. A tenant who wants to have his apartment painted offers to do it himself in exchange for a reduction in next month’s rent. A worker asks for a raise and gets it when he agrees to take on additional responsibilities.

“Conflicts drain the lifeblood from companies and people. They can ruin a business and turn even an enjoyable, challenging job into a joyless drudge.”

These are all examples of negotiation. None of them is critical to world peace, but all of them are important to the individuals involved—and all play a part in maintaining the peace at home, in the neighborhood, or at work. To be a successful negotiator, whether it’s at the bargaining table or the kitchen table, you need a variety of skills: planning, listening, and speaking. You need to understand what’s important to the person with whom you are negotiating, and you need to play fair. You will use these skills many times, in whatever occupation you choose, to resolve problems with customers, co-workers, and supervisors.

Let’s see how well you would negotiate three common workplace problems:

- 1** You work for an appliance store, and a customer wants a special discount on a floor model. Your supervisor has instructed you (a) not to give any discounts and (b) to sell the floor models as soon as possible.
- 2** You work in a technology firm, developing software manuals. You have helped a co-worker finish his assignments several times so that he could meet deadlines. Each time he promised to help you if you ever needed help. In the past two

Development

Ask students to read **An Everyday Occurrence** and to work in pairs to develop their strategies for negotiating.

- Ask for volunteers to share their strategies with the class.

weeks, you've asked him to help three times, but every time he said he had something else to do. Now he's asking you to stay late to help him meet another deadline.

- 3 You're taking inventory in a large discount store. Your supervisor stops by every hour and asks for a status report on your progress. You know the job has to be completed by the end of the day, but you are becoming increasingly frustrated because you lose five minutes every hour dealing with the interruption and then trying to focus on the task again.

What would you do in each of these situations?

"Let us never negotiate out of fear, but let us never fear to negotiate."

— John F. Kennedy, 35th President of the United States

On a separate piece of paper, write a sentence or two explaining how you would handle things—what you would say or do. Then describe what you think the result would be. Be prepared to share your negotiating strategies with the class.

Were you able to turn these conflicts into "win-win" situations for both sides, or did one side come out the loser? Successful negotiation results in some degree of satisfaction for both sides. On the other hand, failure to negotiate effectively can make both sides losers. Angry customers might take their business somewhere else. Dissatisfied workers may lose interest in their jobs, slow down production, and cost the company money (and cost themselves their jobs). If your supervisor sees you having angry arguments with co-workers or customers, you can be sure you won't be his or her first choice for a promotion.

Because the outcome of negotiations can dramatically affect relationships and productivity, the ability to negotiate is considered an essential workplace skill. The lessons in this module will help you recognize strategies that you already use and will help you learn new strategies, which you can apply in your everyday life right now and continue using as you begin your career.

Application

Viewing the Videodisc— Situation 1

- Tell students they are about to see two videodisc segments that follow up on the conflicts that began to develop in the introductory segment. The first one deals with the conflict over playing the radio.
- Ask students to read **Viewing the Videodisc—Situation 1**.
- Show the **Situation 1** segment (Chapter 11) of the videodisc. (0:24)

Situation 1



Search 4102, Play To 4834

Trying It Out 实践演练

Viewing the Videodisc—Situation 1

Earlier in this lesson you saw some conflicts brewing in the workplace. Now try your hand at solving them. You will have help from some experts, if you want it. The first videodisc segment concerns the dispute about the radio.

Post-Viewing Questions

After you have watched the video segment, answer the following questions:

- 1** What is the nature of the conflict between the two men?
- 2** How would you describe each man's need in this situation?
- 3** How can they resolve their conflict without either of them "losing"?

Be prepared to share your answers with the class.



Adopting a win-win attitude is the best strategy when you find yourself in a conflict. According to management consultant Ken Huskey, "You walk in, identify what the needs are of the other party, identify what your needs are, and try to find the common ground where everybody is satisfied with the results."

Viewing the Videodisc—Situation 2

The second video segment focuses on the issue of conflicting deadlines.



Who will make sure that the new section gets faxed to the Seattle office by noon?

Post-Viewing Questions

- Have students work as a class to answer the **Post-Viewing Questions**. The questions appear as still frames at the end of **Situation 1** on the videodisc.

Situation 1: Discussion Question 1



Search Frame 4835

Situation 1: Discussion Question 2



Search Frame 4836

Situation 1: Discussion Question 3



Search Frame 4837

- Ask students if they want to see some experts commenting on situations like the one in this segment. If they do, show the **Expert Advice 1** segment (Chapter 12) of the videodisc. (0:55)

Expert Advice 1



Search 4845, Play To 6498

Viewing the Videodisc—Situation 2

- Tell students the second segment deals with the conflict over deadlines.
- Ask students to read **Viewing the Videodisc—Situation 2**.
- Show the **Situation 2** segment (Chapter 13) of the videodisc. (0:13)

Situation 2



Search 6506, Play To 6905



Post-Viewing Questions

- Have students work as a class to answer the **Post-Viewing Questions**. The questions appear as still frames at the end of **Situation 2** on the videodisc.

Situation 2: Discussion Question 1



Search Frame 6906

Situation 2: Discussion Question 2



Search Frame 6907

Situation 2: Discussion Question 3



Search Frame 6908

- Ask students if they want to watch the experts as they comment on situations like the one they just saw. If they do, show the **Expert Advice 2** segment (Chapter 14) of the videodisc. (0:47)

Expert Advice 2



Search 6916, Play To 8350

Additional Resources

Kennedy, William, *The Ink Truck* (New York: Viking, 1969). In an absurd presentation of a newspaper guild's strike, the author questions assumptions about labor relations.

Stead, Christina, "The Azhdanov Tailors" in *Ocean of Story* (New York: Viking Press, 1985). This story tells the trials of Jan Kalojan, who organizes the Yiddish-speaking tailors in Poland.

Post-Viewing Questions

After you have watched the video segment, answer the following questions:

- 1 What is the nature of the conflict between the two women?
- 2 How would you describe each woman's need in this situation?
- 3 Could they resolve their conflict by meeting each other's needs? Why do you say so?

Be prepared to share your answers with the class.

Labor Unions in the United States

Labor unions had their beginnings in the craft guilds of medieval Europe. A guild was a union of men in the same craft or trade. The guild's aim was to uphold standards and protect the members.

Modern labor unions evolved during the industrial revolution of the 18th and 19th centuries as workers with similar skills formed groups that would have greater power to negotiate improved working conditions and pay.

Today, most of the unions in the United States belong to the American Federation of Labor and Congress of Industrial Organizations (AFL-CIO), which includes the Hotel Employees and Restaurant Employees International Union, the International Association of Machinists and Aerospace Workers, and the Amalgamated Transit Union. Unions not affiliated with the AFL-CIO include the National Federation of Federal Employees and the United Mine Workers of America.

As a percentage of overall United States population, unions enjoyed their highest membership from 1945 to 1960.

U.S. Union Membership, 1930-1990

Year	Labor Force	Union Members	Percent
1930	29,424,000	3,401,000	11.6
1940	32,376,000	8,717,000	26.9
1950	45,222,000	14,267,000	31.5
1960	54,234,000	17,049,000	31.4
1970	70,920,000	19,381,000	27.3
1980	90,564,000	19,843,000	21.9
1990	103,905,000	16,740,000	16.1

—Bureau of Labor Statistics,
United States Department of Labor

Summing Up 总结归纳

Give and Take

Good negotiators know what they want, and they also know what the other side wants. When these two “wants” are different—sometimes even directly opposite—negotiation begins. To change the outcome from win-lose to win-win, both parties must be aware of all the other “wants” and “don’t wants” on both sides. In most cases, both sides will have many common concerns.

Negotiating builds on similarities rather than differences. Most people also have “prioritized” their desires, which means that some of their “wants” are more important than others. That’s where the give and take begins. What are you willing to give up in order to get what you want? If what you are willing to give up is something the other person wants, the trading begins.

Here’s an example:

Local No. 303 of the Amalgamated Widget Workers of America is threatening to strike because its members want a \$1-an-hour wage increase, health insurance coverage for their families, an additional week of vacation, two more sick days a year, and a role in personnel matters.

The management of the company where they work—Southwest Widget Works, Inc.—is trying to increase its production and profits; the firm says that meeting all of the union’s demands would force it into bankruptcy, and then nobody would have a paycheck or benefits. At the same time, management does not want a strike because it would cause Southwest to miss the deadline on a big order and the company would then be subject to a fine.

Management is offering the union a 25-cent hourly wage increase and two personal days, which could be used either as vacation or sick leave.

- On a separate piece of paper, draw three columns. In the first column, which should be headed “Local 303,” list all of the union’s demands. In the third column, headed “Widget Works,” list the company’s demands. In the middle column, which should be headed “Compromise,” list the areas in which the two sides might negotiate a compromise. Make sure that each side gets something and gives up something. Then summarize what you think the new contract might contain. Do you think both sides would agree to the compromise you propose? Why or why not?

Be prepared to share your comments with the class.

Conclusion

Give and Take

- Ask students to read **Give and Take** and to work as individuals or in pairs to complete the activity described in this section.
- Encourage students to share their responses with the class. *Students might respond: Local 303 wants—a \$1/hour pay increase, family health coverage, an additional week’s vacation, two more sick days, a voice in personnel matters, and possibly a strike; Widget Works wants—more profits through greater productivity, a 25-cent pay raise for employees, two personal days (instead of another week’s vacation), and on-time delivery to avoid a fine; possible compromises—(on pay and productivity) possibly a 35-cent pay hike, plus a profit-sharing plan if productivity increases; (on health insurance) investigate the possibility of switching to an HMO, which might save enough for the company to provide coverage for workers’ families; (on vacation time) employees could get an additional week’s vacation after five years of employment; (on sick days) call them sick days or personal days or whatever; (on having a say in personnel matters) create a position for a worker on the company’s personnel committee; (on going out on strike) avert a strike and meet the delivery deadline so that everyone benefits.*

“Oftentimes I’ll hear negotiators say, ‘Well, that’s their problem.’ [But] if they’ve divulged that problem, then it’s your problem, and the sooner you can help them find some kind of creative solution, the sooner you’re going to reach an amicable solution to your negotiation.”

Assessment/Reteaching

- Have students work individually to answer the questions in **Keeping Track**.
- Review student work for basic understanding of lesson ideas.
- Students requiring additional instruction should be asked to look for an example of negotiation in the workplace that is currently in the news. They should make a poster illustrating the two sides of the disagreement, and they should suggest two or three things that could occur if negotiations are successful, and two or three things that could occur if the negotiations fail.
- Encourage students to keep their answers to the **Keeping Track** questions in their portfolios.

Extension

- Ask students to complete, as a homework or out-of-class assignment, one of the activities outlined in **Going Further**.
- Have students discuss their results with the class and keep copies of their work in their portfolios.

"The effort to build up unions is as much the work of pioneers as the extension of civilization into the wilderness. The unions are the first feeble effort to conquer the industrial jungle for democratic life."

—Walter Lippmann, American journalist, editor, and writer

Keeping Track 教学评估

On a separate sheet of paper, answer the following questions. Use what you learned in this lesson to help you answer them.

- 1 What is negotiation, and why is it considered an essential workplace skill?
- 2 What are two of the communication skills that you need to use in negotiation? How do they help you negotiate?
- 3 In a videodisc segment, you heard that conflicts drain the lifeblood from companies and people. What does this statement mean to you?

Going Further 深入学习

- Find a newspaper account of labor negotiations that occurred in your community. Do some research in the library's newspaper file until you find an article about negotiations; follow the events back to the first story that appeared, then work your way forward to the final story that reports the settlement. Make a chart (like the one you completed in **Summing Up**), outlining the original demands or "wants" of both sides and the compromises that were finally accepted. Then list the "wins" and "losses" of both sides. Did both sides give? Did both sides get? How long did the negotiations take? Turn in your paper to your teacher.
- Interview a professional negotiator. This may be a labor attorney who works with labor or management in a dispute, a human resources director in a unionized company, or the bargaining agent of a local union. Ask the negotiator to describe the formal process and the communication skills that are necessary in this work. With your teacher's permission, invite the negotiator to class to talk about his or her experiences in working with employer or employee groups.
- Think of a problem in your own life that could involve negotiation—something you are currently facing or recently experienced. Possible examples are borrowing a car, getting a time extension on a school paper, or asking for a raise or more hours on a part-time job. Analyze the problem and the negotiation as you did the labor dispute at Widget Works. What did you want? What did you get? What did you have to give up? What did the other side want, get, and give up? Was either side the winner or the loser? Write a one-page paper describing the situation, and include your analysis of its outcome. Turn in the paper to your teacher.

Negotiating the Wrong Way—Positional Bargaining

执迷不悟 —— 定位的讨价还价

A Concept Lesson 概念课

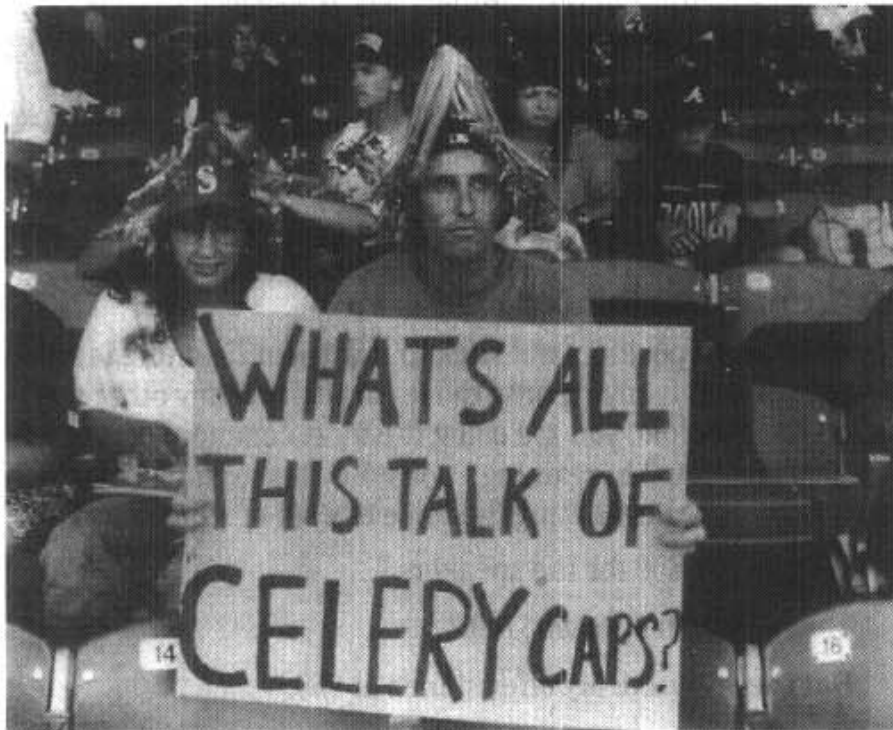


Looking Ahead 内容展望

What This Lesson Is About

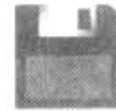
In this lesson, you will learn about positional bargaining, a common negotiating strategy.

- ✓ Negotiation can be as simple as deciding which movie you'll go to see with your friends or as difficult as asking your boss for a day off during a busy time.
- ✓ Using positional bargaining is easy because you can focus on what you want to accomplish.
- ✓ But this form of negotiating may not help you resolve a conflict to anyone's satisfaction.



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Who loses when positional bargaining fails to resolve a conflict? Baseball fan Paul Holeman displays his sentiments of the threatened 1994 baseball strike as he watches batting practice before an Oakland Athletics game with his wife, Amy Holeman. Major league players would later go on strike rather than accept the salary caps that team owners wanted to impose.



Materials

For this lesson you will need to make copies of the **Who Won?** worksheet (page 17).

This lesson uses the template file **WhoWon**.

Preview

What This Lesson Is About

This lesson explores a common negotiating strategy called "positional bargaining," in which each side takes a position and sticks to it as long as possible.

Upon completion of this lesson, students will be able to

- define positional bargaining.
 - describe the problems associated with using positional bargaining.
 - explain why there are no real winners in positional bargaining.
 - analyze common conflict situations.
- Ask students to read **What This Lesson Is About**.



Key Ideas

- Discuss the terms in the **Key Ideas** section.

Settling Your Differences

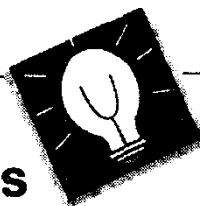
- Have students read **Settling Your Differences**. Give them about 10 minutes to complete the journal activity at the end of the section.
- These journal entries can be quite personal. Students may feel more comfortable in writing if they know they will not have to share their entries with the class.

Development

Positional Bargaining

- Have students read **Positional Bargaining**, then ask them to define “positional bargaining.” (The definition can be found in the first paragraph of the section.)
- Next review, as a class, the six problems associated with positional bargaining. Have students share experiences they’ve had with each of the six problems.

Key Ideas



conflict—a sharp disagreement over interests or ideas 冲突

mint condition—original condition; like a shiny new coin fresh from the mint
无污损的：崭新的状态

strategy—a plan to achieve some purpose 策略

stress—mental or physical tension or strain 压力

Settling Your Differences

Negotiation, like breathing, is a part of everyday life.

You want to go to a rock concert, but your girlfriend wants to see a movie. Your father wants you to help with yard work, but you want to go out with your friends. You want to work two Saturdays in a row and take the third one off, but your supervisor wants you to work on the third Saturday.

Resolving differences like these requires negotiation. Sometimes you can settle your differences with a friendly conversation; at other times your negotiation may turn into a shouting match.

Think about a conflict you have tried to settle sometime during the past few weeks. The dispute may have developed between another person and yourself, or you may have been pulled into an argument between two other people. In your journal, answer the following questions about the situation: Who was involved? What was the nature of the conflict? Was it resolved to your satisfaction? Why or why not?

Getting Started 进入正文

Positional Bargaining

When you take a position and stick to it without listening to what the other person is saying or without considering any other way to solve the problem, you are using the most common form of negotiation: positional bargaining. Consider this example, in which two strangers are negotiating the price of a set of stereo speakers:

“I’ll give you \$50 for the speakers.”

“They’re worth at least \$100.”

“But they’re used. My offer stands at \$50.”

“They may be used, but I paid \$200 for them. I won’t sell for less than \$95.”

“They’re three years old! I won’t pay more than \$55.”

And so on.