



美国商学院原版教材精选系列

PEARSON

汤普森谈判学

(第4版)

The Mind and Heart of the Negotiator

Fourth Edition

(美)利·L. 汤普森 (Leigh L. Thompson) 著

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北京市版权局著作权合同登记号 图字:01-2010-6375

Original edition, entitled **THE MIND AND HEART OF THE NEGOTIATOR**, 4th edition, 9780131742277 by **LEIGH L. THOMPSON**, published by Pearson Education, Inc., publishing as Prentice Hall, Copyright © 2009.

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China edition published by **PEARSON EDUCATION ASIA LTD.**, and **TSINGHUA UNIVERSITY PRESS** Copyright © 2010.

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图书在版编目(CIP)数据

汤普森谈判学 = The Mind and Heart of the Negotiator: 第4版: 英文/(美)汤普森
(Thompson, L. L.) 著. --北京: 清华大学出版社, 2010. 11
(美国商学院原版教材精选系列)
ISBN 978-7-302-24006-8

I. ①汤… II. ①汤… III. ①谈判学-高等学校-教材-英文 IV. ①C912.3

中国版本图书馆 CIP 数据核字(2010)第 206450 号

责任编辑: 江 娅

责任印制: 何 芊

出版发行: 清华大学出版社

地 址: 北京清华大学学研大厦 A 座

<http://www.tup.com.cn>

邮 编: 100084

社 总 机: 010-62770175

邮 购: 010-62786544

投稿与读者服务: 010-62776969, c-service@tup.tsinghua.edu.cn

质 量 反 馈: 010-62772015, zhiliang@tup.tsinghua.edu.cn

印 刷 者: 北京密云胶印厂

装 订 者: 三河市金元印装有限公司

经 销: 全国新华书店

开 本: 185×230 印 张: 26.5

版 次: 2010 年 11 月第 1 版 印 次: 2010 年 11 月第 1 次印刷

印 数: 1~4000

定 价: 40.00 元

产品编号: 040125-01

出 版 说 明

为了适应经济全球化的发展趋势,满足国内广大读者了解、学习和借鉴国外先进管理经验和掌握经济理论前沿动态的需要,清华大学出版社与国外著名出版公司合作影印出版一系列英文版经济管理方面的图书。我们所选择的图书,基本上是已再版多次、在国外深受欢迎、并被广泛采用的优秀教材,绝大部分是该领域中较具权威性的经典之作。

由于原作者所处国家的政治、经济和文化背景等与我国不同,对书中所持观点,敬请广大读者在阅读过程中注意加以分析和鉴别。

我们期望这套影印书的出版对我国经济科学的发展能有所帮助,对我国经济管理专业的教学能有所促进。

欢迎广大读者给我们提出宝贵的意见和建议,同时也欢迎有关的专业人士向我们推荐您所接触到的国外优秀图书。

清华大学出版社
2010.9

英/双语教学的成功路径与商科英文原版教材的效用

(代序)

在我国高校,用英语或双语教授专业课程(以下简称:英/双语教学)始于改革开放引进热潮,历经30年,虽发展不快,仍在缓慢推进。20世纪80年代,改革开放后留学归来的教育界学者们不仅引进了各学科先进的研究成果,也随之引进了西方高校的教材。以清华大学出版社为领军的国内出版社适时地引进了西方优秀教材的影印版,推动了一些高校开始在专业课程中开展英/双语教学。2007年以来,国家教育质量工程专设的“国家高校双语教学示范课程建设点”的评定项目被视为政府教育发展的政策风向标,正有力地推动着高校英/双语教学的发展。

但对英/双语教学的必要性,我国高校内部一直争议不断。争议首先围绕着中国人用英语教学的必要性。在公认英语是目前世界通用语言的前提下,英/双语教学的必要性取决于我国高校师生是否有必要及时汲取世界最新的知识和研究成果。答案是不言而喻的。况且英/双语教学省却了翻译过程,可以避免常见的信息减损和曲解问题。不过,信息发布者——教师的英语演讲能力和信息接收者——学生的英语解读能力不足又成为开展英/双语教学的障碍。因而常见的反对意见是,开展英/双语教学,课堂教学内容就会缩水,因为讲授者和听众都得花费精力和时间解译内容。如此看来,我国开展英/双语教学的高校教师必须应对挑战,洞察在我国现有条件下用英文原版教材开展英/双语教学的利和弊,并找到可行的扬长避短的路径。

在经济开放和全球化的大趋势推动下,我国中小学英语教学分量加重,英语普及程度逐年提高,高校新生的英语基础愈益扎实;教师的英语能力也随着师资的新陈代谢而日见增强。这一趋势无疑在为英/双语教学营造越来越有利的条件。尽管如此,不同于以英语为主要语言或官方语言的一些国家,英语在我国的普及率仍较低。在青少年中,英语的普及程度和英语应用能力还仅处于初级水平;高校中能用英语演讲的教师尚属少数,且熟练程度还有待大幅提高。这样的师生英语基础,使得英/双语教学面临巨大的挑战。

同时,在多数的中国高校课堂里,教学任务多被视为逐章讲解某本教材的内容。本土中文教材通常是400~500页的32开本,含理论框架、主要知识点、计算方法和习题,但案例和故事不在其中,多由教师在讲解时添加,以演示和诠释理论要点。迄今仍然普遍盛行的“填鸭式”、“满堂灌”的传统教学法侧重于传授知识,从多数评教指标可见,只要学生感觉教师讲得精彩、有条理、能解惑,就算教学成功。

而引进的国外教材篇幅通常较长,16开大本,500~800页。习惯于上述传统教学法和评价标准的人们自然会产生一个疑问:在有限的课时内,这么厚的教材,怎么讲得

完? 其实, 发达国家多数高校对学生阅读量的要求远远大于我国高校(即使是中文课本和资料), 名校更是如此。它们的教材不仅涵盖理论框架和基本概念, 而且富含长短不一、详简各异的演示性案例、故事和大量习题, 总之它便于学生自学。课堂讲解只占一半课时, 其余课时常被用于师生讨论和互动。于是, 教师的讲解主要是勾勒理论框架, 阐释重点和难点, 还需针对事先布置的阅读资料和讨论题, 引导学生展开讨论。可见, 大厚本的教材适合于能力培训教学法。两者相辅相成, 致力于调动学生的主动性: 他们必须大量阅读和思考, 才能在课堂上有上好的表现, 真正成为学习的主人。结果, 他们的能力获得了必要和切实的磨炼。

由此可见, 英/双语教学不只是教学语言的变化, 它可以达到三重效用: 传授专业知识; 传授英语知识; 同时训练专业方法和英语的应用技能。也因此, 一些非英语国家的高校不惜成本, 开展英/双语教学, 使用与之相配的教材。对我国高校来说, 要想成功开展英/双语教学, 恐怕首先需要改变传统的教育思想和教学方法。换言之, 如果高校想要使教育、教学接近世界先进水准, 用英文原版影印教材开展英/双语教学是有效的途径。

迄今为止, 原版英文教材的缺点也很明显。鉴于发达国家的作者是以其母国为背景, 多数教材不涉及中国国情。教师必须在教学中紧密结合中国国情, 提供相关案例、资料和思考讨论题, 适时引导师生思辨现有理论的普适性, 激励师生发现和创作适合我国国情的经济学、管理学、营销学规律。在我国作者编写和出版足量的优质英文教材之前, 这些额外的工作必须由开展英/双语教学的教师来承担。

古今中外, 成才之士都乐于阅读和探索, 而这种氛围却在当今我国的大学校园里愈见淡化。加之中国学生相对薄弱的英语基础, 目前英/双语教学仍面临很大的挑战: “填鸭式”的讲授与之相悖; 仅靠课堂讲授和互动也很难奏效。但如能培养学生阅读和探索真理的兴趣, 并营造一个全方位的孵化温床或生态环境, 英/双语教学是有望成功的。根据能力培育过程的所需, 这个生态环境包含师生对教育、教学的共识, 好学求知的校风, 富有挑战和师生互动的课堂教学, 从课外讲座、项目操作到校园竞赛等第二课堂活动, 便于师生交流的校园互联网等。

要做到这些, 教师亟待与时俱进。随着师资的年轻化和高学历化, 如今年轻教师的英语基础更好。但逆水行舟, 不进则退。英语能力的进退取决于使用频率的多寡, 其实英/双语教学过程既是加强英语使用、提高英语能力, 也是汲取世界新知的最佳机会。不过, 这一过程通常比用汉语教学的付出大得多, 且因学生也需成倍地付出, 英/双语教学的课程不容易像汉语教学课程那样容易在短期内获得学生的好评。因此给予英/双语教学的教师足够的激励成为生态环境的首要组成部分; 缺乏对教师的足够激励, 上述英/双语教学的生态环境就无法营造。

诚然, 在教育体制和环境不够理想的情况下, 教师和学生仍然有个人自训和奋斗的 v

条件。英语原版教材影印版在我国的出版和更新就是对英/双语教学的及时支持。清华大学出版社近期又有一批英文原版影印教材出版，相信必将更进一步推动英/双语教学的发展。如今，已有一些本土高校的教师与英语国家的教师合著英文教材；在可见的将来，还会有中国教师编写发行到世界各地的英文教材。总之，及时用好英文原版影印教材，编写优质的英文教材是我国高校教师的历史责任。

愿英/双语教学的师资队伍愈益壮大，愿英/双语教学更加有力地推动我国教学方法与国际接轨，愿我国高校各级学生在英/双语教学中受益良多，茁壮成长！

对外经济贸易大学
傅慧芬

Preface

This book is dedicated to negotiators who want to improve their ability to negotiate—whether in multimillion-dollar business deals or personal interactions. It is possible for most people to dramatically improve their ability to negotiate. You can improve your monetary returns and feel better about yourself and the people with whom you deal. This book contains an integration of theory, scientific research, and practical examples. Moreover, the practical examples—selected from hundreds of real-world negotiations involving people from several companies—illustrate effective, as well as ineffective, negotiation skills.

Here is what you can expect when you read this book:

- **Illustrative case studies and real-life negotiations.** I include multiple examples and actual cases of negotiating in managerial and executive contexts. Each chapter opens with a case study or actual business situation (from business, government, community, and personal life). Furthermore, many of the points in the chapters are supplemented with illustrations and examples drawn from actual negotiations, both contemporary and historical. I do not use these examples to *prove* a theory; rather, I use them to *illustrate* how many of the concepts in the book are borne out in real-world situations.
- **Skills-based approach.** I provide practical take-away points for the manager and the executive. A good example is Chapter 4 on integrative negotiation. A series of hands-on principles that have been proven to increase the value of negotiated deals are provided. Moreover, several students and clients have written, indicating how they utilized the tools in their actual business negotiations. Those examples are also included.
- **Self-insight.** I include several ways that negotiators can test their own intuition and approach. For example, Chapter 5, gives negotiators an opportunity to assess their “instinctive” bargaining style and provides suggestions for how to further develop their bargaining repertoire. Moreover, Chapter 10 provides a deep look at cultural differences in negotiation so that the negotiator can better understand his or her own cultural style and that of others.
- **Sophisticated bargaining skills.** The second and third sections of the book deal with complex, yet commonly occurring negotiating situations, such as negotiating with agents, mediation and arbitration, negotiating via e-mail and conference calls, negotiating with competitor companies, and, of course, negotiating cross-culturally.

I took the task of revising *The Mind and Heart of the Negotiator* very seriously. Every chapter has a new opening section that illustrates a real-world negotiation and no fewer than 90 examples from the business world have been added since the last edition. Also, I cited the groundbreaking results of more than a hundred new scientific articles on negotiation. I benefit greatly from the advice, comments, and critiques given to me by my students and colleagues, and I hope their advice keeps coming so that I am able to improve upon the book even further.

The research and ideas in this book come from an invaluable set of scholars in the fields of social psychology, organizational behavior, sociology, negotiation, and cognitive psychology. My research, thinking, and writing have been inspired in important ways by the following people: Wendi Adair, Cameron Anderson, Linda Babcock, Chris Bauman, Max

Bazerman, Kristin Behfar, Terry Boles, Jeanne Brett, Susan Brodt, Karen Cates, Hoon-Seok Choi, Susan Crotty, Jeanne Egmon, Gary Fine, Craig Fox, Adam Galinsky, Wendi Gardner, Dedre Gentner, Robert Gibbons, Kevin Gibson, James Gillespie, Rich Gonzalez, Deborah Gruenfeld, Reid Hastie, Andy Hoffman, Elizabeth Howard, Peter Kim, Shirli Kopelman, Rod Kramer, Laura Kray, Terri Kurtzburg, Geoffrey Leonardelli, John Levine, Allan Lind, George Loewenstein, Jeff Loewenstein, Deepak Malhotra, Beta Mannix, Kathleen McGinn, Vicki Medvec, Tanya Menon, Dave Messick, Terry Mitchell, Don Moore, Michael Morris, Keith Murnighan, Janice Nadler, Maggie Neale, Kathy Phillips, Robin Pinkley, Ashleigh Rosette, Nancy Rothbard, Marwan Sinaceur, Harris Sondak, Roderick Swaab, Tom Tyler, Leaf Van Boven, Kimberly Wade-Benzoni, Laurie Weingart, and Judith White. Throughout the text of *The Mind and Heart of the Negotiator*, I use the pronoun “we” because so much of my thinking has been influenced and shaped by this set of eminent scholars.

The revision of this book would not have been possible without the dedication, organization, and editorial skills of Silva Kurtisa, Melissa Martin, and Kristin Dolick who created the layout, organized hundreds of drafts, mastered the figures, and researched many case studies for this book.

In this book, I talk about the “power of the situation” and how strongly the environment shapes our behavior. The Kellogg School of Management is one of the most supportive, dynamic environments I have ever had the pleasure to be a part of. In particular, Dean Dipak Jain and the Dean of Research, Kathleen Hagerty, have strongly supported research as well as teaching, and intellectual leadership as well as pedagogical leadership. I am particularly indebted to my wonderful visionary colleague, Jeanne Brett, who created the Dispute Resolution Research Center (DRRC) at Kellogg in 1986, and to the Hewlett Foundation for their generous support of the DRRC.

This book is very much a team effort of the people I have mentioned here, whose talents are diverse, broad, and extraordinarily impressive. I am deeply indebted to my colleagues and my students, and I feel grateful that they have touched my life and this book.

Overview

This book is divided into three major sections. The first section deals with the essentials of negotiation—the key principles and groundwork for effective negotiation. Chapter 2 leads the manager through effective preparation strategies for negotiation. Chapter 3 discusses distributive negotiation skills, or how to optimally allocate resources in ways that are favorable to one's self—a process called “slicing the pie.” Chapter 4 is probably the most important chapter in the book; it focuses on “win-win” negotiation or, more formally, integrative negotiation. This creative part of negotiation involves expanding the pie of resources in ways that provide more gains to go around.

The second section of the book deals with advanced and expert negotiation skills. Chapter 5 focuses on assessing and developing your negotiation style. This chapter invites readers to honestly appraise their own negotiation style in terms of three dimensions: motivation, approach, and emotion. The negotiator can accurately assess his or her own style and its limitations and learn to assess the styles adopted by other negotiators. Chapter 6 focuses on establishing trust and building a relationship. This chapter examines business and personal relationships and how trust is developed, broken, and repaired. Chapter 7 discusses power, persuasion, and influence tactics. This chapter looks at the topic of persuasion and influence as it occurs across the bargaining table and also deals with the important issue of ethics in negotiation. In Chapter 8, the focus is on problem solving and creativity. This chapter provides strategies for learning how to think out of the box and provides techniques for using creativity and imagination in negotiation.

The third section deals with special scenarios in negotiation. Chapter 9 examines the complexities of negotiating with multiple parties, such as conflicting incentives, coalitions, voting rules, and how to leverage one's own bargaining position when negotiating with multiple parties. Chapter 10 focuses on cross-cultural negotiation, which addresses the key cultural values and negotiation norms across a variety of nationalities, along with some advice for cross-cultural negotiations. Chapter 11 deals with dilemmas, or situations in which negotiators make choices in a mixed-motive context, where cooperation involves building trust with the other party and competition involves an attempt to increase one's own share of resources. This chapter examines the nature of social dilemmas and how to negotiate successfully within various types of dilemmas. Chapter 12 focuses on information technology and its impact on negotiation and uses a place-time model of social interaction to examine the challenges and opportunities of negotiation as it occurs in the technological age.

Four appendices provide a variety of additional material: Appendix 1 invites readers to examine the rationality of their negotiation beliefs and preferences; Appendix 2 provides a short course on lie detection and nonverbal communication; Appendix 3 reviews the essentials of third-party intervention; and Appendix 4 provides tips and a worksheet for negotiating a job offer.

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