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第一部分

英语交流的八大技巧



1. ACTIVE LISTENING

主动地听

PROVERB

谚 语

Counseling is to lend your ears.

心理咨询就是出租你的耳朵。

Listening and responding carefully may be the sincerest form of flattery.

认真听别人说话并做出合适的反应,可能是最真诚的恭维方式

There is no one so deaf as the one who will not listen.

最聋的人是那些不听别人说话的人。

The most basic of all human needs is the need to understand and be understood. The best way to understand people is to listen to them.

Ralph Nichols

理解与被理解是人类的最基本的需要之一。理解人们的最佳途径是听他们说话。

鲁道夫·尼古拉斯





COMPARATIVE DIALOGUE

比较式对话

Dialogue 1: "What do they think we are?"

他们把我们当成什么了?

Scene 1

Foreman: *Hey, Al, I hate this new production order.*
We really can't handle this today. What do they think we are?

Supervisor: But that's the order. So carry it out as soon as you can. We're under terrific pressure this week.

Foreman: Don't they know we're already under great pressure to catch up the schedule?

Supervisor: Look, Kelly, I don't decide what goes on upstairs. I just have to see that the work gets out and that's what I'm gonna do.

Foreman: The guys aren't gonna like this.

Supervisor: That's something you'll have to work out with them, not me.

Scene 2

Foreman: *Hey, Al, I hate this new production order.*
We really can't handle this today. What do they think we are?

Supervisor: Sounds like you're pretty sore about it, Kelly.

Foreman: I sure am. We were just about getting back to schedule. Now this comes along.

Supervisor: As if you didn't have enough work to do, huh?

Foreman: Yeah, I don't know how I'm gonna tell the guys about this.

Supervisor: Hate to face them with it now, is that it?

Foreman: I really do. They're under a real strain today. Seems like everything we do around here is rush.

Supervisor: I guess you feel like it's unfair to load anything more on them.

Foreman: Well, yeah. I know there must be plenty of pressure on everybody up the line, but-well, if that's the way it is ... guess I'd better get the word to them.

场景1

领班: 埃尔, 我恨透了这项新的生产命令, 我们今天实在做不下去了, 他们把我们当成什么了?

督导: 但那既然是命令, 你就得尽快执行它。这个星期我们的压力很大。

领班: 难道他们不知道我们为了赶上进度表已经面临很大的压力了吗?

督导: 你看, 凯力, 上头领导的事情我做不了主。我是来监督生产任务的, 那才是我的事。

领班: 工人们不会乐意接受这项新的生产命令的。

督导: 那是你的工作, 不是我的。

场景2

领班: 埃尔, 我恨透了这项新的生产命令, 我们今天实在做不下去了, 他们把我们当成什么了?

督导: 你听起来似乎很恼火, 凯力。





领班：显然是这样，我们已经快要赶上进度表了，谁知道又来了这项新命令。

督导：好像他们觉得你没有太多事可干似的，对不对？

领班：没错，我不知道该如何告诉工人们这件事情。

督导：你不愿意面对他们，是吗？

领班：真是如此。他们今天的压力太大了，好像这里做的每一件事情都让人疲于奔命。

督导：再给他们施加压力，你觉得有点不公平，对吗？

领班：是的，我知道生产线上的每个人都有很大的压力，不过情况就是这个样子了，我还是跟他们谈谈吧。

Dialogue 2: "My father doesn't like me."

我父亲不喜欢我。

Jessica: "I had to miss classes last week because my father had been in a serious car accident. He was on the way home and a truck driver fell asleep at the wheel and swerved right into him. It was really awful."

Patrick: "You sound very upset."

Jessica: "I am. All the way to the hospital, I kept worrying about whether he was okay. The worst thing is that he had already had several bad things happen to him. His third wife had recently left him, he lost money in the stock market, and his dog died."

Patrick: "You're concerned about him because of all the things that have happened lately."

Jessica: "Yeah, he doesn't have much will to live, and I don't know what to do for him. I try to be there,

but he doesn't really seem to care."

Patrick: "It hurts that he doesn't notice you."

Jessica: "Yeah, I have always tried to please my father. I always felt like I couldn't do enough to make him happy. I think he preferred my brother. My father just never valued what I did. I don't know if he liked me very much."

Patrick: "Wow, that's really painful. I wonder if you're angry too?"

Jessica: "Yeah, I am. What's wrong with me that my father wouldn't like me? I think I'm a pretty nice guy."

Jessica: "上个星期我没有上课,我爸爸遇到了一场严重的交通事故。他驾车回家的时候被一辆卡车撞了。卡车司机驾车时竟然睡着了,这简直是太可怕了。"

Patrick: "你看起来很伤心。"

Jessica: "是的。去医院的路上,我一直很担心他能不能挺住。最坏的是,最近接二连三地有好几件倒霉的事情发生在他身上。他的第三任妻子离开了他,他炒股时赔了钱,他的狗死了。"

Patrick: "最近发生的这些事情让你很担心。"

Jessica: "嗯,他失去了活着的信念,我不知道能为他做些什么。我赶去看他,但他似乎对我很冷漠。"

Patrick: "他的冷淡让你很伤心。"

Jessica: "对,我一直努力讨好我父亲。可我觉得不管做多少事情,总是难以让他高兴起来。我觉得他很喜欢我哥哥,却从来不在乎我做的事情,我不知道他是不是喜欢我。"





Patrick: “那真是很让人痛苦。你是不是感到有些生气?”

Jessica: “是的。父亲不喜欢我,我究竟做错了什么?我觉得我挺优秀的。”

SKILL

交流技巧

You can let other people do what you want to do or encourage them go on talking through active Listening, which constitutes three techniques: 1) Paraphrase the speaker's thoughts (State what you think the speaker meant in your own words), 2) Express understanding of the speaker's feelings, and, 3) Ask questions for clarification.

通过主动地听别人讲话,你可以让别人去为你做事情,也可以鼓励谈话者继续谈下去。这包括三种技巧:1)重复谈话者的意思(用你自己的话把谈话者的意思表达出来);2)表示对谈话者在感情上的理解;3)提问题以寻求进一步的解释。

FURTHER ANALYSIS

深入分析

Consider the following exchange:

Dialogue 3:

SPEAKER: I can't believe I have to redo this entire budget report. I really worked hard on this project and now I have to do it all over again.

LISITENER 1: That's not so bad; most people find they have to redo their first report. That's the norm here.

LISITENER 2: So what? You're getting paid by the hour, so what do you care?

LISITENER 3: You should be pleased that all you have to do is a simple rewrite. Peggy and Michael both had to completely redo their entire projects.

LISITENER 4: You have to rewrite that report you've worked on for the last three weeks? You sound really angry and frustrated.

All four listeners are probably trying to make the speaker feel better. But they go about it in very different ways and, we can be sure, with very different results. Listeners 1 and 2 try to lessen the significance of the rewrite. This well-intended response is extremely common but does little to promote meaningful communication and understanding. Listener 3 tries to give the situation a positive spin. With these responses, however. All three listeners are also suggesting that the speaker should not be feeling the way he or she does.

Listener 4's response, however, is different from the others. Listener 4 uses active listening, which is a process of sending back to the speaker what you as a listener think the speaker meant—both in content and in feelings. Active listening, then, is not merely repeating the speaker's exact words, but rather putting together your understanding of the speaker's total message.





Active listening serves several important functions:

1) Through active listening you let the speaker know that you acknowledge and accept his or her feelings. In the sample responses given, the first three listeners challenged the speakers feelings. The active listener (Listener 4), who reflected back to the speaker what he thought, accepted what the speaker was feeling. 2) In addition to accepting the speaker's feelings, Active listening also explicitly identifies them. As listener 4 says, "You sound angry and frustrated," allowing the speaker an opportunity to correct the listener. 3) Active listening stimulates the speaker to explore feelings and thoughts. Listener 4's response encourages the speaker to elaborate on her feelings. This exploration also helps the speaker to deal with his or her feelings through this opportunity to talk them through.

思考下列对话:

对话 3:

说者: 我简直不敢相信, 我必须把整个财务预算报告重新做一遍。我在这个项目上已经费尽心思了, 现在我还得重复所有的工作。

听者 1: 那不算太糟糕, 许多人都得重新做第一次报告。这已经成为这里的规律了。

听者 2: 那又怎样? 你的工资是按照小时计算的, 你在乎这些干嘛?

听者 3: 你应该高兴才是, 不过简单地把报告重写一遍罢了, 上次 Peggy 和 Michael 还得必须重做整个项目呢!

听者 4: 过去三个星期做出来的报告现在必须重做? 你看

上去很生气和失望。

这四个听者可能都想让说者感到好受些。但是他们采取的方式大不一样,获得的效果也肯定大不一样。听者1和2尽量削减重做报告的重要性。这种好心的反应在日常交流中可以经常听到,但是对促进有效的交流 and 理解却于事无补。听者3尽量从另一个角度来肯定地看待这种情况。但是这三个听者所做出来的三种反应似乎都在暗示说者:她不该有那种感觉。

听者4的反应却和其他人不同。他扮演了一个主动的听众,主动听别人说话是一个听者解释他对说者话的理解的过程,这种理解既是内容上的又是感情上的。主动地听别人说话并不是简单的重复说者的话,而是在听者提供的信息里面加入你的理解。

主动地听别人说话有下面几个功能:1)它可以让说者感到你理解并接受她或他的感情。上面分析的例子当中,前三个听者都没有接受说者的感情。听者4主动地反馈他的想法,接受了说者的感情。2)除了接受听者的感情之外,主动地听还清楚地表示了对说者感情的认同。如听者4所说的“你看上去很生气和失望”,给说者提供了纠正听者意见的机会。3)主动地听能够激发说者继续探究她的感情和想法。听者4鼓励说者进一步解释她的感情。这种探究使说者有机会宣泄感情。

Active listeners put themselves in the speaker's place in an effort to understand the speaker's feelings. To achieve this, active listeners rely heavily on paraphrase. Looking at the following two examples to understand paraphrasing in depth.

Person 1: I am so angry at my mother.

Person 2: If I'm not mistaken, you are having trouble





with your mother. Is that right?

Person 1: My boss is really trying to fire me.

Person 2: If I understand you, you believe your boss is out to replace you.

Person 1: I envy those guys so much.

Person 2: You mean you're jealous of the people in that group?

为了理解说者的感情,主动的听者常常将自己放到说者的角度看问题。为了做到这一点,主动的听者经常重复听者的意思。阅读下面三组例子,深入认识一下这种方法。

甲:我对我妈发火了。

乙:如果我没弄错的话,你和你妈妈之间有麻烦,对吗?

甲:我的老板想要解雇我。

乙:如果我听明白了的话,你觉得你老板要另找人替代你的工作了。

甲:我非常羡慕那些人。

乙:你是说你非常羡慕那一个团队里的人吗?

In summary, when you listen actively, you listen for total meaning, and you listen in order to respond to feelings. When you listen actively, the following statements will not appear in your conversation:

"You must do . . ."

"You should do . . ."

"You're wrong!"

"Let me tell you what to do."

"You sure have a funny way of looking at things."

"You're making a big mistake."

"The best answer is . . ."

"Don't worry about it."

“That reminds me of the time I...”

概括来讲,主动的听者不错过任何含义,他们为了对感情做出反馈而听。如果你要做一个主动的听者,在谈话中避免使用下面这些表达方式:

“你必须……”

“你应该……”

“你错了……”

“让我告诉你该怎么做……”

“你看事情的眼光真有意思……”

“你犯了一个很大的错误……”

“最好的答案是……”

“别担心这个。”

“这让我想起了有一次……”

Change the format to avoid sounding like a machine. Speakers often feel very irritated when listeners sound like parrots repeating the same phrases over and over. Variations that you could try include the following:

“It sounds like you feel...”

“Perhaps you feel...”

“If I were you, I would feel...”

“I wonder if you feel...”

“You seem...”

“So you're feeling...”

“And that made you feel...”

为了避免听起来像个机器,有必要更换反应的方式。否则说话的人会觉得你说话像个鹦鹉,而感到反感。下面这些表达就包含了一些差异:

“你听起来好像感到……”

“你可能觉得……”





“如果我是你,我会觉得……”

“我怀疑你是否感到……”

“你好像……”

“因此你觉得……”

“那让你觉得……”

Five Types of Difficult Listeners

五种让人困惑的听者

Here, in brief, are a few types of listeners that make conversation difficult. It's easy to see others in these roles. It's harder to see ourselves as listeners who make conversation difficult.

1. The **static listener** gives no feedback, remains relatively motionless, reveals no expression. You wonder, am I not producing sound?
2. The **waiting listener** listens for a cue to take over the speaking turn. You may wonder, is he listening to me or rehearsing his next interruption?
3. The **thought-completing** listener listens a little and then finishes your thought. He already knows what I'm going to say. You may feel angry, he has no right to speak for me!
4. The **monotonous feedback** giver seems responsive but the responses never vary; regardless of what you say, the response is the same. You wonder, am I making sense?
5. The **overly expressive listener** reacts to just about everything with extreme responses. You may wonder, didn't I say anything that provocative.

下面所列的几种听者常常让谈话难以进行,观察别人,

我们很容易发现这些类型。但是如果你自己是这样,则很难意识到。

1. 毫无反应式。这种听者不给任何反馈,端坐不动,面无表情。你会感到困惑,我说话有声音吗?
2. 守株待兔式。寻找插话的时机接过话茬。你会感到困惑,他是在听我说话,还是在准备插话?
3. 替人说话式。总是好像知道别人下面要说的内容,替别人把话说完。你会感到生气,他没有权力替我说话!
4. 反应单一式。不管你说了什么,他总是做出同样的反应。你会感到困惑,难道我说的话没什么意义吗?
5. 反应过激式。对说的每一句话做出的反应都很夸张。你会感到困惑,难道我说的每一句话都那么煽情吗?

SELF-TEST

自 测 题

How Do You Listen?

Instructions: Respond to each question with the following scale:

- 1 = always
- 2 = frequently
- 3 = sometimes
- 4 = seldom
- 5 = never

1. I listen by participating; I interject comments throughout the conversation.
2. I listen to what the speaker is saying and feeling;





- I try to feel what the speaker feels.
3. I listen without judging the speaker.
 4. I listen to the literal meanings that a speaker communicates; I don't look too deeply into hidden meanings.
 5. I listen with minimal participation; I generally remain silent and take in what the other person is saying.
 6. I listen objectively; I focus on the logic of the ideas rather than on the emotional meaning of the message.
 7. I listen critically, evaluating the speaker and what the speaker is saying.
 8. I look for the hidden meaning; the meanings that are revealed by subtle verbal or nonverbal cues.

Explanation: These statements focus on the ways of listening discussed in this chapter. All ways are appropriate at times and all ways are inappropriate at times. It depends. So, the only responses that are really inappropriate are "always" and "never" responses. Active listening is listening that is appropriate to the specific communication situation. Review these statements and try to identify situations in which each statement would be appropriate and situations in which each statement would be inappropriate.

2. EFFECTIVE QUESTIONING

有效地提问

PROVERB

谚 语

There is no such a thing as a stupid question.

愚蠢的问题从来就不存在。

The important thing is never to stop questioning.

Albert Einstein

重要的是永远不要停止提问。

爱因斯坦

The fool wonders, the wise man asks.

Benjamin Disraeli

愚人困惑,智者提问。

狄士雷利

You can tell whether a man is clever by his answers.
You can tell whether a man is wise by his questions.

Naguib Mahfouz

通过一个人的回答你能看出来他是否聪明。通过一个人的问题你能看出来他是否智慧。

马岳兹





COMPARATIVE DIALOGUE

比较式对话

Dialogue 1: "What's Up?"

“怎么了?”

Scene 1: Closed-Question Example

Don: Hi, Suzie. What's up?

Suzie: Well, I'm having a problem with Jo again.

Don: Is she arguing with people again?

Suzie: Yes, she's having a difficult time getting along with the other people.

Don: Does she get to work on time?

Suzie: She gets to work on time. That's not the problem. (Suzie appears somewhat frustrated and confused with Don's question.)

Don: Does she work hard?

Suzie: She workes hard. That's not the problem, either.

Don: So, it's a personality problem?

Suzie: Well, some of the time. I mean, everybody has a hard time with Jo.

Don: Do you get along how about Sam?

Suzie: Not really anybody. Anytime she has to do something for somebody else, you know, she can't follow through, she has a hard time.

Don: Does she follow your orders?

Suzie: (surprised) Not as much as I'd like.

Don: Are you being clear when you give her orders, Suzie?

Suzie: ... I try to be ... I ...

Don: Sometimes you're pretty vague?

Suzie: Probably that's right. I probably expect her to do things on her own a little bit more than she's able. She needs more direction ...

Don: Do you think you maybe need to be little bit more clear?

Suzie: Probably, but I wonder if she has a hard time hearing people.

场景 1: 封闭式问题

杜恩: 你好, 苏茜, 有什么事吗?

苏茜: 呃, 我和乔之间又发生了矛盾。

杜恩: 她又和别人吵架了吗?

苏茜: 嗯, 她和其他人难以相处。

杜恩: 她上班准时吗?

苏茜: 准时。那不是问题所在。(苏茜对杜恩的问话感到困惑)

杜恩: 她努力工作吗?

苏茜: 努力。那也不是问题的所在。

杜恩: 那是她的脾气的问题吗?

苏茜: 呃, 有些情况下。我的意思是想说, 所有人都和乔难以相处。

杜恩: 你呢? 她和萨姆怎样?

苏茜: 也不是和所有人都这样。每一次乔为别人做点事情, 她总是做不好, 她的日子很不好过。

杜恩: 她听你的命令吗?

苏茜: (吃惊) 也不是我说什么她就做什么。

杜恩: 是不是你给她的命令不够清楚?

苏茜: 我尽量……





杜恩：有时很模糊？

苏茜：可能是。有时我可能想让她独立地做事，这可能有点超出她的实际能力。她需要更多指导……

杜恩：以后下命令的时候你是不是需要说得清楚一点？

苏茜：可能需要，但她是不是听还是个问题。

Scene 2: Open-Question Example

Don: Hi, Suzie, what would you like to share?

Suzie: Hi, Don. I'm having a problem with Jo, you know, the woman I hired to work for me.

Don: Oh, yeah. Could you tell me generally what's been going on?

Suzie: Well, Jo's just been having a hard time working with everybody, everybody on our staff. Jo talks incessantly and takes a lot of time. People are very busy and have to stop and listen to her. And, to give her instructions, I have to do it over and over again. It's taking a great deal of time, and people find it offensive. You think she should control her behavior, don't you?

Don: How do you feel about her, Suzie?

Suzie: Well, she's a nice woman and she means well, but I have a hard time listening to her. She seems to talk so much about everything. I have lots to do and don't have time to sit and listen to her all the time.

Don: So far, Suzie, it seems that one of the important things is that she isn't getting along too well with others. She talks a lot and is intrusive. You have a hard time liking her. I guess that you feel she

needs to control. Am I correct?

Suzie: Yes, that's exactly accurate. (she smiles.)

Don: Now, could you give me a specific example of one situation where she caused this type of reaction?

Suzie: Okay, she was assigned work with the R-and-D department, in which she had to do some purchase plans with the supervisor. She had her own ideas for the project. She wanted to change the design of the product, but she ended up arguing with the supervisor and caused a lot of dissension between the two groups.

Don: So, I am getting the picture, but before we go further, let's focus on what she is already doing right. I hear you saying you really respect Jo's ability. Could we stop for a moment and review the positives in the situation?

Suzie: Well, first of all, I really respect Jo's talents. It's quite a challenge to work with her, though. As I think about it, I probably haven't sat down with her to tell her much I appreciate her strengths and contributions. I think Jo seems to need positive feedback.

场景 2: 开放式问题

杜恩: 你好, 苏茜, 有什么想要谈谈吗?

苏茜: 你好, 杜恩, 我雇了个叫乔的女职工, 我和她之间有点矛盾

杜恩: 呃, 你能告诉我事情的大致情况吗?

苏茜: 乔和任何人——每一个职工——都难以相处。她说起话来口若悬河, 经常耽误别人的时间, 大家都很





忙,却还得停下手中的活,去听她说话。我每次给她派活,都得一遍一遍的重复该怎么做。这样很耽误时间,大家都觉得很反感。你认为她应该控制自己的行为,对吗?

杜恩:你是怎么评价她的,苏茜?

苏茜:呃,她人不错,但是我不愿听她啰嗦。她好像对任何事情都有话说。我可没那么多时间坐下来听她说话,我还有很多事情要做。

杜恩:说到现在,苏茜,我觉得最关键的事情是乔和其他人难以相处。她说话太多,很烦人。你对她很反感,对吗?

苏茜:是的,完全正确。(她笑了。)

杜恩:那你能举个具体的例子,说明一下她的这种行为吗?

苏茜:好,有一次,她配合调查发展部做工作,她需要和那个部门的监管一起制定一个销售计划,乔对那个项目有自己的想法,她想要改变商品的包装设计,接过去和监管吵了起来,结果搞得我们两个部门之间闹别扭。

杜恩:现在,我明白大致的情况了,在我们继续讨论这些之前,咱们能不能集中谈谈她做的正确的事情。我听你说你很尊重乔的能力。你能讲讲这个积极方面的事情吗?

苏茜:呃,首先一点,我真的很尊重乔的能力。和她在一起工作,很具有挑战性。现在想一想,我以前可能没有和她坐下来好好谈一谈,告诉她我欣赏她的优点以及她做出的贡献,看起来乔可能需要一些积极的反馈。

SKILL

交流技巧

There are basically two types of questions—open and closed questions.

Open questions are those that can't be answered in a few words. They encourage others to talk and provide you with maximum information. Typically, open questions begin with *what*, *how*, *why*, or *could*, for example, "Could you tell me what bring you here today?"

Closed questions can be answered in a few words or sentences. They have the advantage of focusing on a topic and obtaining information, but the burden of guiding the talk remains on the speaker. Closed questions often begin with *is*, *are*, or *do*, for example, "Are you living with your family?"

Speakers can employ different kinds of questions to achieve their desired purpose.

我们通常问的问题可以分为两种——开放式问题和封闭式问题

开放式问题是指那些用三言两语难以回答的问题。这种问题鼓励别人谈话,最大限度地向你提供信息。这些开放式的问题通常以 *what*, *how*, *why*, *could* 开头,例如: "Could you tell me what bring you here today (您有何贵干)?"

封闭式问题可以用三言两语进行解答。它们的优点是能够针对某个特定的主题获取信息。但是仍然要求问题的提出者继续控制谈话。封闭式问题通常以 *is*, *are*, *do* 开头,例如: "Are you living with your family (你和父母住在一起吗)?"

FURTHER ANALYSIS

深入分析

Statement:

"I was really upset by my parents. They entered





my room when I was gone and searched the whole place. They suspect me of taking drugs.”

Response with open questions:

“Could you tell me what led your parents to the suspicion?”

Response with closed questions:

“How many times does that happen?”

有人说：

“我对我父母做的事情很恼火。我不在家的时候，他们搜我的房间，他们怀疑我吸毒。”

以开放式问题做出反应：

“你能告诉我你的父母为什么怀疑你吗？”

以封闭式问题做出反应：

“这种事情发生过多少次了？”

The effective questioner, like the effective news writer, can benefit from this famous verse by Rudyard Kipling:

I keep six honest serving-men.

They taught me all I know.

Their names are what and why and when and how and where and who.

The interrogatives what, where, when, who, how, and why are used broadly throughout the process of communication because they lay a foundation of acquiring knowledge.

像高明的记者一样，高明的提问者就能够从凯普灵的诗文中获得启迪：

我有六个忠实的仆人。

他们教会了我一切

他们的名字是 what, why, when, how, where, who。

在交流的过程中,这六个疑问代词得到广泛地应用,因为它们是从获得知识的基础。

Take the course of an interview for example, closed and open questions may both be used, in any combination. Closed questions can be answered with a simple "yes" or "no" or in a few brief words. Following are examples of closed questions:

How old are you?

Where do you live?

What schools did you attend?

Did you graduate in the top-ranking of your class?

Would you accept the salary offered?

What starting salary do you expect?

以一场面试的过程为例,封闭式问题和开放式问题可以联合使用。封闭式问题可以用 yes 或 no 或其他简单的语言回答。下面是封闭式问题的例子:

你年龄多大?

你住在哪儿?

你是哪个学校毕业的?

你的毕业成绩名列前茅吗?

你能接受我们提出的薪水待遇吗?

一开始你想要多少薪水?

Open questions are broader in nature than closed questions and less restricting or structured; hence, they offer the interviewee more freedom with regard to the choice and scope of an answer. Following are examples





of open questions:

Tell me about yourself.

How do you judge success?

Why did you choose to interview for this particular job?

What are your career goals?

Describe a time you failed.

What do you mean?

Would you explain that further?

Could you give me an example?

开放式问题在本质上要比封闭式问题更加广泛和不受限制,也给参加面试者更多回答的选择自由。下面这些问题是开放式问题:

告诉我一些关于你的事?

你是怎样看待成功的?

你工作的目标是什么?

描述一下你的一次失败经历?

你的意思是什么?

你能再进一步解释一下吗?

你能给我举个例子吗?

SELF-TEST

自 测 题

Answering the following questions with True or False

1. The fewer the questions asked, the better the research.
2. Divergent questions are questions that lead us down the wrong path.

3. Irrelevant questions can do nothing for our research.
4. Probing questions lead us to the periphery.
5. The questioning test is nothing more than an essential question.
6. Irreverent questions are off-limits to students.
7. Sorting and sifting questions allow us to manage our information.
8. With unanswerable questions we may never find the truth, but they help us to illuminate.
9. Provocative questions could stimulate creativity.
10. Clarification questions allow us to clarify meaning, to make out the horizon in a fog.

In the above 10 items, an effective questioner would most likely answer false to item 7 & 8, and true to the rest of the statements. The more accurate your answer corresponds with this, the more effective your questioning ability will be.





3. EFFECTIVE PERCEIVING

有效地理解

PROVERB

谚 语

Know yourself.

Socrates

认识你自己。

苏格拉底

However much we guard against it, we tend to shape ourselves in the eyes of others.

Eric Hoffer

不管如何防范,我们通常以他人的眼光塑造自己。

胡 佛

Those who don't know is not to blame; those who don't wish to know is a shame.

African proverb

不知者不怪,不想知道者可耻。

非洲谚语

What is not fully understood is not possessed.

Goethe

只有完全理解了的知识才能被占有。

歌 德

DIALOGUE

对 话

Dialogue 1: "Not Guilty" (无罪)

The police had arrested Woods for drunken driving, but he insisted he was sober.

Police said his eyes were glassy, his speech thick and his walk unsure.

Woods was taken to court. He pleaded not guilty and for an attorney.

Before a jury, the 47-year-old veteran heard himself accused

His attorney, Carter, asked Woods to stand.

"It has been testified that your eyes were glassy," the lawyer said gently.

The accused pointed to his glass eye, placed there after he had lost an eye in battle.

"It has been testified that your speech was thick," the lawyer continued.

The defendant, speaking with difficulty, said, "I have partial paralysis of the throat. It resulted from one of the 27 injuries received in the line of duty in the Asia Pacific."

"It is also testified," Carter went on, "that you failed to pick up a coin from off the floor."

"I had been injured in both legs and had underg-





one an operation in which part of a bone in one leg was used to replace the shattered bone in the other. So I was unable to stoop," he said.

The jury returned its verdict quickly: "Not guilty."

警方以酒后开车为由逮捕了伍德,但伍德否认他喝了酒。

警方说他的目光迷离,说话声音嘶哑,走路摇摆不定。

伍德被带到法庭,他申辩无罪,并要求律师为他辩护。

在法庭上,法官正在处理这个 47 岁的退役老兵的案子。伍德的律师卡特尔让伍德站起来

“据称你的眼睛很迷离。”律师轻轻地问。

辩护人指了指他的一只玻璃眼,他在一次战役中失去了一只眼睛。

“据称你说话声音嘶哑。”律师接着问。

辩护人断断续续地说:“我的喉咙部分瘫痪,在亚太地区的战争中执行任务时,我受了 27 次伤,其中有一次造成了这种后果。”

“据称,”卡特尔接着说,“你不能从地上捡起一枚硬币。”

“我的两条腿都有伤,都做过手术,一条腿有过粉碎性骨折,并且用另一条腿的骨头做过移植手术,这就是我不能弯腰的原因。”

法官迅速做出了判决:“无罪。”

STORY

故 事

Story 1: Mercury and His Statue

Mercury was one of the gods of Ancient Rome. Al-

though only a lesser god, Mercury aspired to be more. So, one day, disguised as an ordinary man, he entered a sculptor's studio where he saw statues of the gods and goddesses for sale. Eyeing a statue of Jupiter, one of the major gods, Mercury asked the price. "A crown," the sculptor said. Mercury laughed for he thought that such a low price; maybe Jupiter was not that important after all. Then he asked the price of a statue of Juno, another major god. "Half a crown," said the sculptor. This seemed to please Mercury who thought that surely his likeness would command a much higher price. So, pointing to a statue of himself, he proudly asked its price. "Oh, I'll give that one free if you buy the other two."

故事1：墨邱利和他的雕像

墨邱利是古罗马众神之一，虽然地位不高，但墨丘利的自我感觉很好。一天，他变成一个普通人的模样来到一个雕像师的作坊里，那里有许多男女神像出售。墨邱利看到主神朱必特的雕像在那里，就问价钱。“一个布朗，”雕像师说。墨邱利笑了，他觉得价钱很低，朱必特可能没有什么了不起。然后他问另一个主神朱诺的价钱。“半个布朗，”雕像师说。这使墨邱利心中暗喜，他觉得就自己的知名度而言，他的雕像可能卖个好价钱。因此，他指着自己的雕像，自豪地问起价来。“呃，如果你买那两个的话，这个就白送给你。”

Story 2: Who Did It?

In a small compartment on a train, there were four people: an American grandmother with her attractive young granddaughter, a Mr. Wonderful, and Mr. Evil.





As the train passed through a dark tunnel, the lights went out and all that was heard was a loud kiss and an even louder slap. No one spoke, but as the train emerged from the tunnel and the lights went back on, the grandmother thought: Well, I'm glad that my granddaughter didn't allow anyone to kiss her without slapping his face. And the granddaughter thought: Isn't it peculiar that one of these men would kiss grandmother. It's even stranger that she would slap him so hard without saying anything. And Mr. Evil thought: This Mr. Wonderful sure is clever. He kisses the girl and I get slapped. And Mr. Wonderful thought: What a clever fellow I am. I make a kissing noise and get a chance to slap Mr. Evil.

故事2: 谁干的?

在一间小车厢里有四个乘客: 一个美国老妇和她的年轻漂亮的孙女, 好先生和恶先生。当列车驶入一条黑暗的隧道的时候, 所有的灯都灭了, 这时只听到一声很响亮的亲吻和一记更响亮的耳光的声音, 所有人没有吱声。列车最终驶出了隧道, 所有的灯亮了起来。那位老妇人想: 我很高兴我的孙女掴了那个吻她的人的耳光。她的孙女想: 真奇怪, 这两个人里面居然会有一个去亲我奶奶。更奇怪的是, 我奶奶居然什么都没说, 狠狠地掴了他一个耳光。恶先生想: 好先生真聪明, 他亲了那个女孩, 我反而替他挨了一记耳光。好先生想: 我真聪明! 我自己做出亲吻的声音, 借机掴了恶先生一个耳光。

Story 3: Jack and Jill

Jack feels Jill is greedy. Jill feels Jack is mean. That is, Jack feels Jill wants too much from him whereas

Jill feels Jack does not give her enough. Moreover, Jack feels that Jill is mean as well as greedy. And Jill feels that Jack is greedy as well as mean. Each feels that the other has and is withholding what he or she needs. Moreover, Jack does not feel he is either greedy or mean himself, nor does Jill. Jack, however, realizes that Jill thinks he is mean, and Jill realizes that Jack thinks she is greedy. In view of the fact that Jack feels he is already overgenerous, he resents being regarded as mean. In view of the fact that Jill feels she puts up with so little, she resents being regarded as greedy. Since Jack feels generous but realizes that Jill thinks he is mean, and since Jill feels deprived and realizes that Jack thinks she is greedy, each resents the other and retaliates. If, after all I've put up with, you feel that I'm greedy, then I'm not going to be so forbearing in the future. If, after all I've given you, you feel I'm mean, then you're not getting anything from me anymore. The circle is whirling and becomes increasingly vicious. Jack becomes increasingly exhausted by Jill's greed and Jill becomes increasingly starved by Jack's meanness. Their relationship eventually breaks up.

故事3：杰克和吉尔

杰克觉得吉尔贪婪。吉尔觉得杰克小气。也就是说，杰克觉得吉尔想从他那儿得到的太多，吉尔觉得杰克给她的太少。杰克觉得吉尔既小气又贪婪，吉尔觉得杰克既贪婪又小气。两个人都觉得对方拥有自己所需要的东西但却吝于给予。杰克觉得自己既不贪婪也不小气，吉尔觉得自己也是这样。杰克知道吉尔觉得自己小气，吉尔也知道杰





克觉得自己贪婪。杰克感到很恼火,因为事实上他觉得自己已经过于慷慨了,却被认为小气。吉尔感到很恼火,因为事实上她觉得自己的要求已经够少了,却被认为贪婪。因为杰克认为自己很慷慨而吉尔却觉得他小气,吉尔认为自己要求很少而杰克却觉得她贪婪,因此这两个人之间相互嫉恨和报复。吉尔想,我已经够容忍的了,他还说我贪婪,以后我不会再那样容忍他了。杰克想,我已经够慷慨的了,她还说我小气,以后她别想从我这儿得到任何东西。这种怪圈逐步形成恶性循环。杰克被吉尔的贪婪搞得精疲力竭,吉尔被杰克的小气弄得鼻青脸肿。他们的关系最终破裂了。

SKILL

交流技巧

It is important to distinguish facts from inferences to achieve effective perceiving. A fact is something that you know to be true, on the basis of observation. You see a woman walking down the street carrying a briefcase. The statement "That woman is carrying a briefcase" is a fact. If the woman with the briefcase has a frown on her face, you may state, "That woman is unhappy." This second statement is an inference, since it cannot be verified.

为了有效地理解别人,弄清事实和推论的区别非常重要。事实是指通过观察所了解的关于事情的真实情况。如果你看到一个女人提着手提包走在大街上,那么“那个女人提着一个手提包”就是一个事实。如果那个女人紧皱着眉头,你可能会说:那个女人不高兴。这种陈述就是一个

推论,因为它难以验证。

FURTHER ANALYSIS

深入分析

Anybody ever hear of the story of the blind men and the elephant? The story is about five blind friends who decide to learn about the elephant—a creature that they had heard of but that they had never experienced first-hand. The five split up to find out what they could about the elephant and then came back to meet and compare notes.

“The elephant,” said the first blind man, “is very much like a snake.”

“No,” said the second. “The elephant is very much like a rope.”

The other friends had different replies. One said an elephant is like a large leaf, another said it was like the trunk of a tree, and the last one said that the elephant is like an immense wall.

The blind men get into a terrible fight.

How could they have avoided this?

Each blind man in the story had become a specialist on one part of the elephant and refused to acknowledge that there may be something that he did not know.

All of the blind men were right on their own perception. Together, if they figured out how to learn from one another, they would have also been right and would have benefited from their differing viewpoints to know





more about elephants than any single one of them could by acting alone.

估计每个人都听说过盲人摸象的故事。五个盲人想知道大象究竟长的什么样子,他们听说过这种动物,但是都没有实际地接触过。于是这些人就分头行动了解情况,记录他们观察到的所见所闻,然后他们聚在一起,交流经验。

“大象,”第一个盲人说,“非常像一条蛇。”

“不,”第二个盲人说,“大象像一条绳索。”

其他人也各持己见,一个说大象像一片大树叶,另一个说大象像树干,还有一个说大象像一堵墙。

这些盲人开始了激烈的争辩:

他们怎样才能避免这种情况呢?

每个盲人都对大象的某一部分有所认识,但他们都拒绝承认自己可能并没有看到全部。如果他们同心协力,相互学习对方的观点,他们可能得到对大象的整体的认识。

Taking the perspective of the other person and looking at the world through this perspective, this point of view, rather than through your own is crucial in achieving mutual understanding. For each of the specific behaviors listed below, identify specific circumstances that would lead to a positive perception and specific circumstances that might lead to a negative perception. The first one is done for you.

1. Giving a beggar in the street a twenty-dollar bill.

Positive perception: Lucy once had to beg to get money for food. She now shares all she has with those who are like she once was.

Negative perception: Lucy is a first class snob. She just wanted to impress her friends, to show them

that she has so much money she can afford to give \$ 20 to a total stranger.

2. Ignoring a homeless person who asks for money.

3. A middle-aged man walking down the street with his arms around a teenage girl.

4. A mother refusing to admit her teenage son back into her house.

You may evaluate the very same specific behavior positively or negatively depending on your own experience and stereotypes. Clearly, if you're to understand the perspective of another person, you need to understand the reasons for their behaviors and need to resist defining circumstances from your own perspective.

为了达成共识,站在对方的立场上看问题非常重要。阅读下面列出的几种行为,看看在什么情况下容易导致肯定的理解;在什么情况下容易导致否定的理解。第一种行为已经作为示例做出来了。

1. 给街上的乞丐 20 美元。

肯定的理解:露茜曾经有过缺衣少食的经历,现在她和这些与她有相似经历的人分享她的所有。

否定的理解:露茜简直是头号表演家,她给一个陌生人 20 美元,是想向她的朋友炫耀她的财富。

2. 街上一个无家可归的人向你要钱,你扬长而去。

3. 一个中年男人挽着一个年轻的女孩的手在街上走。

4. 一位母亲拒绝让她的未成年的儿子回家。

同样的某种行为,由于经验和成见的缘故,你可能从正面和反面两种感知角度来认识它。显然,如果我们要去理解别人,就需要去寻找对方行为的原因,抵制从自己的角度





考虑问题的习惯。

SELF-TEST

自 测 题

How Accurate Are You at Perception?

(你的理解能力有多强?)

Respond to each of the following statements with TRUE if the statement is usually accurate in describing your behavior. Respond with FALSE if the statement is usually inaccurate in describing your behavior. (Of course, when you take a test like this, you can often figure out the "right" answers and give these rather than really think about your own behaviors. Try to resist this very natural tendency to give the socially acceptable responses in this test as well as in similar tests throughout this text.

- 1. I base most of my impressions of people on the first few minutes of our meeting.
- 2. When I know some things about another person I fill in what I don't know.
- 3. I make predictions about people's behaviors that generally prove to be true
- 4. I have clear ideas of what people of different national, racial, and religious groups are really like.
- 5. I reserve making judgments about people until I learn a great deal about them and see them in a variety of situations.

- 6. On the basis of my observations of people, I formulate guesses about them (which I am willing to revise) rather than firm conclusions.
- 7. I pay special attention to people's behaviors that might contradict my initial impressions.
- 6. I delay formulating conclusions about people until I have lots of evidence.
- 9. I avoid making assumptions about what is going on in some one else's head on the basis of their behaviors.
- 10 I recognize that people are different, and I don't assume that everyone else is like me

This brief perception test was designed to raise questions we will consider in this unit and not to provide a specific "perception score." The first four questions represent distortions of some common processes influencing perception. Ideally you would have responded FALSE to these four questions. Questions 5—10 represent guidelines for increasing accuracy in perceptions. Ideally you would have responded with TRUE to these six questions.





4. EFFECTIVE SELF-DISCLOSING

自我表露

PROVERB

谚语

He that fools others ends up fooling himself.

骗人者终骗己

Confiding a secret to an unworthy person is like carrying grain in a bag with a hole.

向小人诉说自己的秘密就像扛着有漏洞的袋子走路。

Never reveal all of yourself to other people; hold back something in reserve so that people are never quite sure if they really know you.

不要将自己的全部秘密告诉别人;永远有所保留,这样别人永远弄不清是否真正理解你。

A friend to all is a friend to nobody.

和所有人都做朋友的人没有真正的朋友。

COMPARATIVE DIALOGUE

比较式对话

“Tommy's Family”

Member:

Tommy, 12 years old, and obviously troubled

Frank, Tommy's father

Millie, Tommy's mother

Sally, Tommy's teenage sister

汤米一家

成员:

汤米: 12岁, 面临困惑

弗兰克: 汤米的父亲

米莉: 汤米的母亲

萨莉: 汤米的姐姐

Scene 1: The Failure

[Tommy enters living room, throws books down on coffee table, and goes to the refrigerator.]

Frank (to Millie) : What the hell is wrong with him?

Millie: I don't know. He's been acting strange the last few days.

Sally: Acting strange? He is strange. Weird.

[Tommy comes back into the living room, sits down and stares into space.]

Frank: Well, when you're 12 years old that's the way it is. I remember when I was 12. When I was your age, the big thing was girls. You got a girl, Tommy?

Sally: Hey Mom, how about driving me to the mall? I gotta get a new dress for next week.

Millie: Okay. I need a few things at K-Mart. You need anything, Tommy? You don't want to come with us, do you?





Sally: please say no. If people see us together, they'll think we're related. God! My life would be ruined. People would ignore me. No one would talk to me.

Frank: Okay. Okay. That's enough. You two go to the mall. I'm going bowling. Tommy will be okay home alone.

Tommy: Yeah.

Sally: Mom, let's go.

Millie: All right. I just have to call Grandma and see if she's okay.

Sally: Oh, that reminds me. I have to call Jack. Lori left him for a college guy and he's really down in the dumps. I thought I'd call to cheer him up.

Millie: Can't you do that when we get back?

Sally: Yeah, I guess.

Frank: Well, you guys have fun. I'm off to bowl. Joe and Pete are still waiting for me.

Millie: Hello, Mom? How are you doing? Is the arthritis acting up? I figure that with this weather it must be really bad.

Sally: Come on, Mom.

[Frank exits; Tommy turns on TV]

第一幕：失败的交流

(Tommy 走进起居室，把书往咖啡桌上一扔，朝冰箱走去。)

Frank(对 Millie): 他怎么了?

Millie: 不知道，他这几天就很奇怪。

Sally: 奇怪？简直是莫名其妙。

(Tommy 回到起居室,坐下来,望着天花板发愣)

Frank: 你十二岁的时候也是这个样子。我记得我十二岁的时候,最重要的问题是出在和女生的交往上, Tommy,你是不是有女朋友了?

Sally: 嗨,妈妈,开车送我去商场怎么样? 我想买一件新衣服下星期穿。

Millie: 好,我也要凯玛特去买几样东西。Tommy,你要点什么? 你不会跟我们一块去,对不对?

Sally: 千万别去,让别人看见咱俩在一起,会误以为咱们是一对,天啊,那我可就毁了,人们会不理我,没有人会跟我说话。

Frank: 好了,好了,够了。你和你妈去商场。我要去打保龄球。Tommy 一个人呆在家里没问题。

Tommy: 行。

Sally: 妈妈,咱们走吧。

Millie: 好,我先给你奶奶打个电话,看看她身体怎么样了?

Sally: 呃,这正好让我想起一件事。我得给 Jack 打个电话。Lori 把他甩了,又找了个大学生。这让他特别伤心。我觉得我应该打个电话让他振作一点。

Millie: 回来再打不行吗?

Sally: 那也行。

Frank: 呃,你们好好逛吧,我要去打保龄球了,Joe 和 Pete 还在等着我呢。

Millie: 喂,妈? 你身体怎么样? 关节炎有没有再犯? 这种天气实在太糟糕。

Sally: 快点,妈。

(Frank 走后, Tommy 打开了电视)

In this dialogue Tommy's father, mother, and sister illustrate the typical failure to help another person to





share feelings. Although Tommy gave enough signals—throwing books down on the coffee table, saying nothing, staring into space—nobody showed any real concern and nobody encouraged him to talk about what was on his mind. Note too that even though the father was aware that Tommy was disturbed, he directed his question to Millie instead of Tommy. And in his comment he expressed negative evaluation (“What the hell is wrong with him?”).

Note also that the few comments addressed to Tommy (for example, the father’s “You got a girlfriend?” and the mother’s “You don’t want to come with us, do you?”) fail to consider Tommy’s present feelings. The father’s comment is for personal amusement rather than a question about Tommy. The mother’s comment is negative and, in effect, asks Tommy not to join them.

But the most damaging part of this interaction occurs when father, mother, and sister not only ignore Tommy’s feelings and problems, but each expresses concern for someone else—sister for Jack, father for Joe, and mother for Grandma. Their comments tell Tommy that he is not worth their time and energy but that others are.

在上面这个对话中, Tommy 的父亲、母亲和姐姐都没有帮助 Tommy 表达他的感情, 这是典型的失败的交流。虽然 Tommy 给了足够的暗示——把书扔在咖啡桌上, 不说话, 望着天花板发愣——但是没有人对他表示出真正的关心, 也没有人鼓励他谈谈心事。注意第一句话, Tommy 的

爸爸虽然明白 Tommy 碰到麻烦了,但却把话题转向了 Millie,而不是直接问 Millie 发生了什么事。他的话是一种否定的评价(“他是怎么回事?”)。

注意那儿句针对 Tommy 的话(父亲的“你有女朋友了?”;母亲的“你不会跟我们一块去,对不对?”)都没能考虑到 Tommy 的感受。父亲的话只是开了个玩笑,而不是提出一个问题。母亲的话实际上想让 Tommy 不要跟着去。

最具杀伤力的是对话中的父亲、母亲和姐姐,不仅对 Tommy 的感受和问题不理不问,而且去关心别人——姐姐想到了 Jack,父亲想到了 Joe,母亲想到了奶奶。这些行为会让 Tommy 觉得他得不到家人的关爱和注意,但别人却能。

Scene 2: The Success

[Tommy enters living room, throws books down on coffee table, and goes to the refrigerator.]

Father (calling into the kitchen): Hey, Tommy, what's up? You look pretty angry.

Tommy: It's nothing. Just school.

Sister: He's just weird, Dad.

Father: You mean “Weird” like the mad scientist in the movies?

Sister: No. You know what I mean-he's different.

Father: Oh, well that's something else. That's great. I'm glad Tommy is different. The world doesn't need another clone and Tommy is certainly no clone. At 12 years old, it's not easy being unique. Right Tommy?

Tommy (to sister): Yeah, unique.





Father (to mother and daughter) : Are you still planning to go to the mall?

Sister : Yeah, I have to get a new dress.

Mother : And I need some things at K-Mart. Are you going bowling?

Father : Well, I was planning on it but I thought I might cancel and stay home. Tommy, you got any plans? If not, how about doing something together?

Tommy : No. You want to go bowling.

Father : I can bowl anytime. Come on. How about we take a drive to the lake and take a swim—just the two of us. And I'd like to hear about what's going on in school.

Tommy : Okay, let's go. I need to put on my trunks. You know I can swim four lengths without stopping.

Father : Four lengths? Well, I got to see that. Get those trunks on and we're out of here.

Sister : Mom, let's go-o-o-o.

Mother : Okay. Okay. Okay. But, I have to call Grandma first to see if she's all right.

Father : Let me say hello too.

Mother (to Tommy and sister) : You two want to talk to Grandma too?

Sister : Of course. I got to tell her about this great new guy at school.

Mother : Oh, I want to hear about this, too. Well, we'll have plenty of time to talk in the car.

Tommy: Hey Mom, I gotta tell Grandma about my new bike. So let me talk first so Dad and I can get to the lake

[Later, Tommy and Father in car]

Father (puts arm on Tommy's shoulder): School got you down?

Tommy: It's this new teacher. What a pain. I can't understand what he's talking about. Maybe I'm just stupid.

Father: What don't you understand?

Tommy: I don't know. He calls it pregeometry. What's pregeometry?

Scene 2: The Success

(Tommy 走进起居室,把书往咖啡桌上一扔,朝冰箱走去。)

Father (朝着厨房喊): 嗨, Tommy, 怎么了? 你心情不好吗?

Tommy: 没什么, 学校里的問題。

Sister: 他真是莫名其妙, 爸爸。

Father: 就像电影里的那些疯狂的科学家那样吗?

Sister: 不, 你知道我的意思——他与众不同。

Father: 呃, 那意思可就有区别了, 我很高兴 Tommy 能够与众不同。这个世界上可不需要克隆一个 Tommy, 十二岁的时候就变得独一无二, 这可不简单, Tommy, 对吧?

Tommy (对姐姐): 是的, 独一无二。

Father (对妻子和女儿): 你们还想去商场吗?

Sister: 对, 我要买件新衣服。

Mother: 我也要去买些东西。你要去打保龄球吗?





Father: 呃,我原计划要去,不过现在可能取消,在家里呆着。Tommy,你有什么安排吗?如果没有,咱们一起干点什么好不好?

Tommy: 我没安排,你不是要去打保龄球吗?

Father: 我什么时候玩都行。咱们开车去游泳怎么样?就咱们两个人,你跟我说说学校里的事情。

Tommy: 好,咱们去。我先换上泳衣。我可以一口气游四个来回。

Father: 四个来回?到时候我一定看看。穿上泳衣,咱们走吧。

Sister: 妈,咱们走吧。

Mother: 好好好,不过我先给你姥姥打个电话,看看她身体怎么样了。

Father: 我也问个好。

Mother: (对 Tommy 和 Sally) 你们两个要和姥姥说话吗?

Sister: 当然了,我得告诉她我们学校里来了一个了不起的新同学。

Mother: 我也想听听,咱们在车上可以好好谈谈。

Tommy: 妈妈,我要告诉姥姥我有了一辆新自行车。我先说吧,我要和爸爸去湖边。

(后来, Tommy 和父亲在车上)

Father (把胳膊放在 Tommy 肩膀上): 学校里发生了什么不顺心的事?

Tommy: 都怪我们的新老师,他真让人受不了。我不明白他讲什么。我可能有点笨。

Father: 什么内容你不明白?

Tommy: 我也不知道,他说是 pregeometry,那是什么?

SKILL AND ANALYSIS

交流技巧与分析

The above interaction is drastically different from the previous one and illustrates three ways you can use to facilitate self-disclosure.

1. Address feelings directly. Notice that Tommy's feelings are addressed immediately and directly by his father.

2. Show concern for the other person and the other person's feelings. The father shows that he cares for Tommy by defending him. For example, he turns Sally's negative comment into a positive one (from "weird" to "unique") and gives up bowling to be with Tommy.

3. Be supportive rather than evaluative. Instead of asking Tommy "What's wrong with you?" the father reflects Tommy has already revealed ("school got you down?"). This is a good example of active listening. This dialogue sets an example for self-disclosure. Both Tommy and his father are comfortable. Tommy knows that his father supports and is interested in him.

上面的对话和先前的对话截然不同。通过这则对话，你可以学会三种促进自我表露的方式：

1. 直接说出别人的感觉。注意在这一段对话中，Tommy 的父亲直接说出了 Tommy 的感受。

2. 表示对对方本人以及对对方感情的关注。对话中的父亲通过为 Tommy 辩护表达了他的关注。比如说，他把 Sally 的贬损的话转换成肯定的评价（从“莫名其妙”到“独一无二”）。





二”),为了和 Tommy 在一起,他还放弃了打保龄球的计划。

3. 鼓励支持对方而不做出评价。Tommy 的父亲没有问:你出什么问题了?而是问:学校里发生了什么不顺心的事?Tommy 其实已经在前面提到了学校的事情让他不开心,这说明 Tommy 的父亲主动认真地听了 Tommy 说过的话。这个对话也是一个解释自我表露的很好的例子。Tommy 和他的父亲很融洽。Tommy 知道父亲关心并支持他。

Information Might Be Revealed Between Strangers in a Two-Hour Conversation

陌生人之间在两小时内可能谈到的话:

Zero to Fifteen Minutes:

1. I'm a volunteer at a local hospital.
2. I'm from New York.
3. My son is a freshman at Penn State University.
4. I have a dog and three cats.

一到十五分钟:

1. 我在一家地方医院里做义工。
2. 我是纽约人。
3. 我儿子刚刚上宾州大学。
4. 我有一只狗三只猫。

Fifteen to Thirty minutes:

1. My wife is a good cook.
2. I've been skiing only once.
3. I like hunting for antiques.
4. I really enjoy playing tennis.

十五到三十分钟:

1. 我妻子做饭很好吃。
2. 我就滑过一次雪。

3. 我搜集古董。
4. 我喜欢打网球。

Thirty to Forty-Five Minutes:

1. I've never really had a vacation.
2. Most of my clothes are blue or green.
3. One of my favorite authors is Mark Twain.
4. I wear contact lenses.

三十到四十五分钟:

1. 我从来没有过一个真正意义上的假期。
2. 我的人多数衣服是蓝色或绿色的。
3. 我最喜欢的作家是马克·吐温。
4. 我带隐形眼镜。

Forty-Five to Sixty Minutes:

1. I am thirty-five years old.
2. It bothers me to see young women cursing.
3. My parents were much more conservative than I am.
4. I want to give my children all of the things I never had as a child.

四十五到六十分钟:

1. 我三十五岁。
2. 我很反感年轻女人的骂人行为。
3. 我父母比我还保守。
4. 我想给我儿女我童年时没能拥有的东西。

Sixty to seventy-Five Minutes:

1. I don't like people who smile all the time.
2. People who don't finish what they start always annoy me.
3. I don't believe in evolution.





4. I dislike my job so much I would like to quit tomorrow and move to a farm.

六十到七十五分钟:

1. 我不喜欢总是满面笑容的人。
2. 那些做事情半途而废的人总是让我厌烦。
3. 我不相信进化论
4. 我非常厌恶我的工作,我想明天就辞职不干,到乡下去

Seventy-Five to Ninety Minutes:

1. I don't believe that there is an afterlife, but I'm really not sure.
2. I hate lying in bed at night, listening to the clock tick
3. I believe in mercy-killing when there is absolutely no hope of survival.
4. My mother-in-law really dislikes me.

七十五到九十分钟:

1. 我不相信有来生,但我又不敢确定。
2. 我讨厌晚上躺在床上听时钟的嗒嗒声。
3. 当实在无药可救的时候,我赞成采用安乐死。
4. 我岳母很不喜欢我。

Ninety to One Hundred Five Minutes:

1. I find it difficult to respond rationally when I am criticized.
2. I suspect people's motives when they compliment me.
3. I think we got married much too young.
4. My husband and I stay together for the sake of the children.

九十到一百零五分钟：

1. 受到批评时,我难以做出理智的回答。
2. 别人称赞我时,我会怀疑他们的动机。
3. 我觉得我结婚太早了。
4. 我和我丈夫只是为了孩子才没有离婚。

Statements perceived as Not Occurring in a Two-Hour Conversation Between Previously Unacquainted Persons:

1. I had my first sexual experience when I was twentyone.
2. I make \$13,000 a year.
3. I'm suspicious of my husband's constant need to work late.
4. We got married earlier than we'd planned because I was pregnant.

陌生人之间在两个小时内不大可能谈到的话题：

1. 我是在二十一岁时有的第一次性经验。
2. 我一年赚一万三千美元。
3. 我丈夫经常需要工作到很晚,我对此起了疑心。
4. 因为怀孕的缘故,我们提早结了婚。

SELF-TEST

自 测 题

How willing you are to self-disclose?

1. If you are willing to self-disclose, others will always reciprocate.
2. You should always reciprocate if someone has self-disclosed to you.
3. Self-disclosure is synonymous with self-descrip-





tion.

4. Men disclose more about themselves than do women.
5. Women experience greater difficulty in beginning and main-taining close friendships than men.
6. Women's friendships are often built around shared activities.
7. When people do not self-disclosethey risk losing relation ships with other people.
8. Self-awareness means the ability to see yourself realistically, without much difference between how you are and how others see you.
9. The most effective level of communication in order to improve human relation is expressing feelings and emotions on the gut level.
10. The Johari Window deals with how much you know about yourself and how much you show others.

The correct answer of items 1—6 is false; the correct answer of items 7—10 is true. The more you put the answers right, the higher your perception to self-diclosure.

5. COMMUNICATING EFFECTIVELY ACROSS GENDER

两性交流

PROVERB

谚 语

At the moment of meeting, parting begins.

Patrick Hughes

相识之初便是分离之始。

赫 夫

The longing for interpersonal intimacy stays with every human being from infancy throughout life; and there is no human being who is not threatened by its loss.

Frieda Fromm-Reichmann

人的一生都在渴求亲密的人际关系,所有人都害怕失去它。

瑞曼恩

I am good, you love me; therefore you are good. I am bad, you love me; therefore you are bad.

R. D. Laing





我好,你爱我,所以你也好;我坏,你爱我,所以你也坏。

辣 英

Immature love says: "I love you because I need you." Mature love says: "I need you because I love you."

Erich Fromm

不成熟的爱说:“我爱你因为我需要你。”成熟的爱说:
“我需要你因为我爱你。”

弗罗姆

COMPARATIVE DIALOGUE

比较式对话

Dialogue 1

Scene 1

Ignoring Relationship Considerations:

PAUL: I'm going bowling tomorrow. The guys at the plant are starting a team.

[He focuses on the content and ignores any relationship implications of the message.]

JUDY: Why can't we ever do anything together?

[She responds primarily on a relationship level and ignores the content implications of the message, and expresses her displeasure at being ignored in his decision.]

PAUL: We can do something together any time; tomorrow's the day they're organizing the team.

[Again, he focuses almost exclusively on the content.]

场景1

忽视双方的关系因素:

PAUL: 明天我要去打保龄球,工厂里的人正在准备组建一个球队

[他强调信息的内容,没有考虑双方的关系。]

JUDY: 咱们为什么不能一起玩?

[她的回答主要是从关系层面做出的,忽视了信息的内容。丈夫对她的漠视令她不满。]

PAUL: 我们无论什么时间在一起玩都行,明天是他们组队的日子[他仍然强调信息的内容。]

This example reflects that men focus more on content messages. Women focus more on relationship messages. Once you recognize this gender difference, you can increase your sensitivity to the opposite sex.

这个例子表明,男性过多强调内容信息,而女性过多强调关系信息。认识到这一点,你就能在很大程度上提高你对异性言论的敏感程度。

Scene 2

Being Sensitive to Relationship Considerations.

PAUL: The guys at the plant are organizing a team. I'd like to go to the organizational meeting tomorrow. Okay?

[Although he focuses on content, he shows awareness of the relationship dimensions by asking if this would be okay and by expressing his desire rather than his decision to attend this meeting.]

JUDY: That sounds great but I'd really like to do something together tomorrow.

[She focuses on the relationship dimension but





also acknowledges his content orientation. |

PAUL: How about your meeting me at Luigi's and we can have dinner after the organizational meeting?
[He responds to the relationship aspect without abandoning his desire to join the bowling team and seeks to incorporate it to negotiate a solution that will meet both Judy's and his needs.]

JUDY: That sounds great, I'm dying for spaghetti and meatballs.

[She responds to both messages, approving of both his joining the team and of their dinner date.]

场景2

重视关系因素:

PAUL: 明天工厂里的人要组织一个球队,我想去参加组织大会,你觉得怎么样?

[虽然他强调信息的内容,但是他没有宣布他的决定,而是询问妻子的意见,这考虑到了双方的关系。]

JUDY: 听起来不错,不过明天我很想跟你一块玩。

[她虽然强调双方的关系,但也认识到了信息的内容。]

PAUL: 那等我开完会后,咱们一起到罗吉餐厅吃晚餐怎么样?

[他既没有放弃自己参加保龄球队大会的想法,又考虑到了双方的关系,并提出了适合双方需要的解决方法。]

JUDY: 这个主意不错,我很想吃那里的意大利面条和肉包。

[她既赞成丈夫参加棒球队,又为晚上的约会感到高兴。]

Dialogue 2

Jeanne: Next time try to pick me up earlier so we can be

on time.

Craig: It's only a party. Next time tell me beforehand if you think it's so important to be there. And don't sound so annoyed.

Jeanne: But you're always late.

Craig: I'm not always late. Don't generalize like that.

Jeanne: Well, you're late a lot of the time. Why do you always put me down when I say something about you?

Craig: I don't "always" put you down. There you go again, generalizing.

Jeanne: 下一次尽量早点来接我,这样咱们就能准时了。

Craig: 不就是个聚会嘛。如果下一次碰到重要的聚会就提前告诉我。用不着那么生气。

Jeanne: 可你总是迟到。

Craig: 我没有总是迟到,不要用那个词来概括我。

Jeanne: 好吧,你至少迟到过很多次。每次我说你两句,你为什么总是跟我对着干?

Craig: 我没有“总是”跟你对着干,你看,你又用这个词来概括我了。

Although they may well remember it simply as a quarrel about lateness, Craig and Jeanne are arguing about how they communicate with each other. He tells her not to sound so annoyed, he informs her that she makes too many generalizations, she counters that he puts her down, and so on. In effect, they are arguing about their relationship.

虽然这只是一场关于迟到的争吵,但是 Craig 和 Jeanne 是在争论两人的交流方式。他告诉她不要那么生





气, 不要用“总是”来概括他; 她反驳说他总是和她对着干两个人实际上是在争论两个人的关系问题。

Dialogue 3

Eve had a lump removed from her breast. Shortly after the operation, talking to her sister, she said that she found it upsetting to have been cut into, and that looking at the stitches was distressing because they left a seam that had changed the contour of her breast. Her sister said, “I know. When I had my operation I felt the same way.” Eve made the same observation to her friend Karen, who said, “I know. It’s like your body has been violated.” But when she told her husband Mark how she felt, he said, “You can have plastic surgery to cover up the scar and restore the shape of your breast.”

Eve 刚刚做了乳房肿瘤的切除手术。在和姐姐聊天的时候, 她说她感到很难过, 手术留下的疤痕改变了乳房的形状。她的姐姐安慰她说: “我知道, 我也做过这种手术, 当时感觉跟你一样。” Eve 和她的女友 Karen 也这样说过。Karen 说: “我明白, 感觉就像是你的身体受到了侵犯。”可是当她告诉丈夫 Mark 她的感觉时, 他说: “你可以再做一次手术, 用塑料盖住疤痕, 恢复乳房的形状。”

Eve had been comforted by her sister and her friend, but she was not comforted by Mark's comment. Quite the contrary, it upset her more. Not only didn't he hear what she wanted, that he understood her feelings, but far worse, she felt he was asking her to undergo more surgery just when she was telling him how much this operation had upset her.

Eve had wanted understanding, but Mark had given her advice. He was trying to act as a problem solver, when instead, she wanted him to confirm her feeling and give her support.

从姐姐和朋友那里, Eve 都受到了安慰, 但是丈夫 Mark 却让她感到伤心。他不仅不明白她的处境和感受, 而且更糟糕的是, 他还让她再做一次手术, 而她已经告诉他她对上次手术感到很难过了。

Eve 需要获得理解, 但 Mark 给她的却是建议。他想尽量去解决问题, 而她却需要获得他的理解和支持。

CONCLUSION

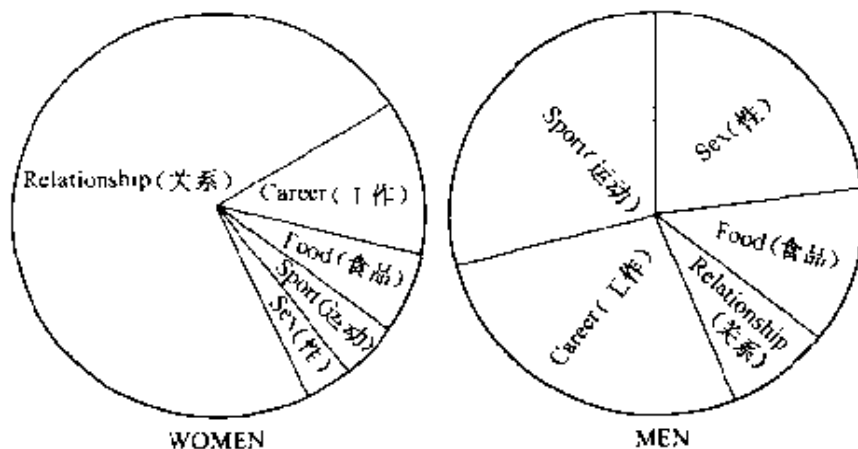
结 论

Men put great emphasis on activity and content whereas women put great emphasis on feeling and relationship.

男人重视活动和内容; 女人重视感受和关系。

Following are the visualization on the speaking topics of women and men:

下面是男性和女性谈话主题的图例:





FURTHER ANALYSIS

深入分析

According to relationship counselor John Gray, difficulties in relationships between a man and a woman lie in the lack of understanding and acceptance of the differences between the two sexes. Gray's famous book "Men Are From Mars, Women Are From Venus" turned out to be a phenomenal best seller.

1. Men like to help women by fixing problems.
2. Women like to help men by improving men.
3. Men do not like women's attempt to improve them. They feel humiliated.
4. Fixing problems for them is not what women want the most from men.
5. When men are down, they want women's loving acceptance, not their criticism and unsolicited advice. Men want to be trusted and admired.
6. When women are down, they like to talk about their problems. They want men to be sympathetic listeners, not necessarily offer solutions to their problems.
7. Men are goal-oriented problems solvers.
8. Women have a need to talk about their feelings. They need to be heard and understood. Instead of being busy figuring out how to solve their problems, men should show their acknowledgment vocally or through nodding and brief eye

contact.

9. Men talk to exchange information.
10. Women talk to express feelings.
11. Men need to be alone sometimes. Every now and then, especially when under stress, they need to retreat to their "Cave" and do not want to be disturbed. Insisting on helping them before they are ready to emerge from the cave can feel like harassment.
12. Women, under stress and in other times, like to seek out contact and make human connections.
13. Naturally and cyclically, women's moods go through highs and lows.
14. Men are often disconcerted by women's emotions.
15. Women tend to use dramatic expressions such as "you ALWAYS forget" or "you NEVER listen to me". Men should not take those literally but sympathize with the sentiments they convey.
16. Men and women, even when they speak the same words, may speak different languages.

John Gray 是研究男女关系的专家,他认为男人和女人之间的矛盾产生的根源在于他们没有认识到双方的不同之处。他写了《男人来自火星,女人来自金星》一书,列出了男性和女性的主要不同之处:

1. 男人喜欢帮助女人解决问题。
2. 女人喜欢改变男人。
3. 男人不喜欢女人改变他们,他们觉得那是一种





耻辱。

4. 女人大都不喜欢男人为她们解决问题。
5. 当男人失意时,他们希望得到女人温柔的慰藉,而不是批评或无助的建议。男人希望获得别人的信任和艳羡。
6. 当女人失意时,她们希望谈谈她们的问题,希望男人认真地倾听,而不必提出解决问题的办法。
7. 男人为了达到目标而去解决各种问题。
8. 女人需要交流她们的感受。她们需要别人的倾听和理解。男人应该多多表示对她们的赞同,多点头,多做眼神的接触,而不是急着去寻找解决问题的办法。
9. 男人谈话是为了交流信息。
10. 女人谈话是为了表达感受。
11. 男人有时需要独处。尤其是面临压力的时候,他们不想受到打扰。强行帮助他们无异于对他们进行骚扰。
12. 女人们面临压力的时候,喜欢寻找人际方面的支持。
13. 女人的脾气会经历周期性的自然的起落。
14. 男人常常被女人的情感所困扰。
15. 女人喜欢使用夸张的表达方式,比如说“你总忘记”“你从来不听我说话”。男人不应该从字面上理解这些话,而应对这种感觉表示同情。
16. 男人和女人即便使用相同的词汇,它们的含义可能并不一致。

Men's friendships are often built around shared activities—attending a ball game, playing cards, working on a project at the office. Women's friendships, on

the other hand, are built more around a sharing of feelings. Similarity in status, in willingness to protect one's friend in uncomfortable situations was significantly related to the closeness of male-male friends but not of female-female or female-male friends. We can conclude with certain degree of confidence that similarity is a criterion for male friendships but not for female or mixed-sex friendships.

男人的友谊建立在共同的活动上——参加一场球赛,玩扑克,做办公室里的同一项目。与此相反,女人的友谊建立在分享感受的基础之上,地位的相近、各种难堪场合的相互支持可以促进男人友谊的发展,但是女人友谊或男女友谊却并不如此。总之,可以相当自信地说,男人之间的友谊注重相似性,而女人或异性之间的友谊强调互补性。

Men tend to value individual achievement, and focus on activities, whereas women tend to value relationships, and focus on communication. In the light of this difference, women may wonder why men don't seem to be interested in discussing the details of what happened during the day while they were apart; men may wonder why women want to spend too much time talking about trivial issues. Women may feel that intimate talk precedes great sex; men may feel that great sex produces intimacy. Women may ask their male partners why they never say "I love you"; men may respond with frustration because they do a great deal to show their female partners that they care.

男人重视个人成就和各种活动;女人重视相互关系和交流感受。由于这种不同,所以会产生各种误解,女人会不





明白男人为什么不喜欢谈论一天中发生的琐事;女人认为亲密的聊天胜于激情的性爱,男人则认为亲密的聊天哪能比得上激情的性爱。女人可能问男性伴侣为什么他们从来不提“我爱你”;男人的反应可能比较困惑,因为他们觉得已经在行动上表示出了对女方的关爱。

SELF-TEST

自 测 题

Most of the questions on this quiz are concerned with an IDEAL society with no sexism, no racism, no homophobia, perfect parenting etc. (But we would have the SAME genes as we do now.)

1. In the above ideal society, little girls and boys would play equally often with toy trucks.
2. In the above ideal society, men and women would NOT be equally interested in right and left-brain activities.
3. In the above ideal society, most job categories would have about 50:50 male-female representation.
4. In the above ideal society, jobs would be given to the most qualified applicant, male or female.
5. In the above ideal society, the average man and the average woman would have equal interest in sex.
6. In the above ideal society, the average man would do more housework than he does now.
7. In the above ideal society, men and women

- would cry about the same amounts.
8. In the above ideal society, women and men would have unequal interests in such activities as shopping and sports.
 9. In the above ideal society, women and men would get angry equally often.
 10. In the above ideal society, men's attitudes towards sex would still be significantly different from the attitudes of women.
 11. In the above ideal society, most characteristics that we now call "masculine" and "feminine" would be displayed equally often by women and men.
 12. In today's society real men often display "feminine" characteristics and real women often display "masculine" characteristics. This is healthy.

In the above test, those questions with an odd number are false, and those with an even number are true. Check about your answers to these questions, the more you put them right, the more sensitive you are in gender differences.





6. POSITIVE THINKING

积 极 心 态

PROVERB

谚 语

Optimists are right. So are pessimists. It's up to you to choose which you will be.

Harvey Mackay

乐观主义者是正确的;悲观主义者也是正确的,想成为哪种人是你自己的选择。

麦 克

Life should be a dance, not a race.

Irish Proverb

生活是舞蹈,不是比赛。

爱尔兰谚语

Life's battles don't always go to the stronger man. But sooner or later the man who wins is the man who thinks he can.

Vince Lombardi

生活中的竞争并不总是青睐强者;但是最终的胜者肯定是那些自信能够成功的人。

拉姆巴地

Champions know that success is inevitable; that there is no such thing as failure, only feedback. They know that the best way to forecast the future is to create it.

Michael J. Gelb

高明的人知道,成功最终会到来:失败只是一种反馈
他们知道预测未来的最佳方式是创造未来。

盖尔伯

DIALOGUE

对 话

Dialogue 1: Two Types of Person

两种人

There was a wise man sitting outside his village. A traveler came up and asked him.

“What kind of people live in this village, because I am looking to move from my present one?” The wise man asked, “What kind of people live where you want to move from?”

The man said, “They are mean, cruel, and rude.”

The wise man replied, “The same kind of people live in this village too.”

After some time another traveler came by and asked the same question and the wise man asked him “What kind of people live where you want to move from?”

And the traveler replied, “The people are very kind, courteous, polite and good.”

The wise man said, “You will find the same kind of





people here too.”

The lesson is that we see the world not the way it is but the way we are.

一位智者坐在村口，一个旅行者过去问他：

“您能告诉我这个村子里住着什么样的人吗？我打算搬到这里来住。”

“什么样的人住在你原先住的地方？”智者问他。

“他们吝啬，残酷又粗鲁，”那个人说。

“这个村子里也住着同样的人，”智者回答。

一会儿功夫，另一个旅行者路过并问智者同一个问题，智者问他：

“什么样的人住在你原先住的地方？”

“那里的人和蔼可亲，礼貌周到，”旅行者回答。

“那么你会发现这里的人也是那样。”

这个故事告诉我们：我们通过自己的眼光看待世界。

Dialogue 2: Wealth is All in One's Point of View

财富多少在于人的看法

One day, a wealthy man took his son on a trip to the country so he could have his son see how poor country people were. They stayed one day and one night in the a very humble farm house At the end of the trip and back home, the father asked the son: “What did you think of the trip?”

The son replied: “Very nice, Dad.”

Father: Did you notice how poor they were?

Son: Yes.

Father: What did you learn?

Son: I learned that we have one dog in the house

and they have four. I learned that we have a fountain in the garden and they have a stream that has no end. I learned that we have imported lamps in the garden; they have the stars. I learned that our garden goes to the edge of our property, they have the entire horizon as their back yard.

At the end of the son's reply the father was speechless. His son added: "Thank you dad for showing me how poor we really are."

一天，一个有钱人带儿子到农村去玩，想要让他看看农村的贫穷。他们在一件破陋的农场房子里住了一天一夜。

回家的路上，父亲问儿子：你觉得这次旅行怎样？

儿子回答：非常好，爸爸。

父亲：你看到他们的贫穷了吧？

儿子：没错。

父亲：你学到了什么？

儿子：我认识到我们的房子里只有一只狗，而他们有四只；我们的花园里只有一个喷泉，而他们那儿的小溪没有边际；我们的花园里进口的灯光芒四射，而他们那里星光灿烂；我们的花园占地有限，而他们的后院却是广阔的地平线。

听完儿子的话，父亲哑口无言。

他的儿子接着说：谢谢您让我明白我们有多么贫穷。

STORY

故 事

Story-1: Echo (回声)

A little boy got angry with his mother and shouted at





her, "I hate you, I hate you." For fear of being reprimanded, he ran out of the house. He went up to the mountains and shouted, "I hate you, I hate you," and back came the echo "I hate you, I hate you." This was the first time that he had heard an echo. He got scared, went to his mother for protection and said there was a bad boy in the valley who shouted "I hate you, I hate you." The mother understood the problem and asked her son to go back to the mountain and shout, "I love you, I love you." And back came the echo. That taught the little boy a lesson that our life is like an echo; we get back what we give.

一个小男孩和他妈妈怄气,就朝她喊:“我恨你,我恨你”。因为害怕受到责怪,他便跑了出去。他爬到山上大声喊:“我恨你,我恨你”,就听见回声“我恨你,我恨你”,这是他第一次听到回声。他非常害怕,跑回到妈妈那里寻求保护,并告诉他的妈妈说山谷里有个坏小孩在喊“我恨你,我恨你”。这位母亲知道问题所在,就带她儿子到山上喊“我爱你,我爱你”。结果听到了同样的回声。这给我们一个同样的启示,即:生活就像一个回声,我们付出什么就能得到什么。

Story-2: Devil in Mind(心中的魔鬼)

Some years back, a brave young boy in a small town was challenged by his friends to fix a nail in a tree situated in the middle of a burial ground at midnight. It was rumoured that the ghost would kill anyone who ventured to go near the tree at nighttime. The young boy accepted the challenge and went into the graveyard as his friends watched him from outside. After a while, the

friends heard a loud cry and the young boy never returned back. Next morning he was found dead near the tree and everyone was of the opinion that the ghost had struck the boy. However, closer examination revealed that the boy's shirt was torn. The fact was that in his anxiety and fear, he had nailed one end of his shirt by oversight. While he tried to jump from the tree, his shirt, nailed to the tree, had pulled him back. Fearing that it was a ghost-hit the boy had died of shock.

The lesson is that if you think you are doomed, you will be doomed.

- 从前,一个小镇上有个年轻而执拗的男孩,为了挑战他的固执,他的朋友和他打赌说他不敢在半夜时分将一个钉子钉在墓地中央的一棵树上。因为据谣传,如果有人胆敢在晚上走近那棵树,魔鬼会杀死他。这个年轻的男孩接受了挑战,在他的朋友的监视下进入墓地。一会儿,他的朋友听到一声大叫,这个年轻的男孩就没能再回来。第二天早上,人们发现他死在那棵树旁,他们都认为魔鬼击倒了这个男孩。然而,当他们仔细观察时,发现他的衬衫被撕开了。事情的真相是,由于过度的焦急和恐慌,他不小心将自己衬衫的一角钉进树里。当他想要赶快离开时,却被钉入树中的衬衫拉住。他以为魔鬼来了,结果死于惊惧。

Story-3: The Optimist(乐观主义者)

There is a story of identical twins. One was a hope-filled optimist. "Everything is coming up roses!" he would say. The other twin was a sad and hopeless pessimist. "Everybody is in despair!" he would claim. The worried parents of the boys brought them to the local psychologist.





He suggested to the parents a plan to balance the twins' personalities. "On their next birthday, put them in separate rooms to open their gifts. Give the pessimist the best toys you can afford, and give the optimist a box of manure." The parents followed these instructions and carefully observed the results.

When they peeked in on the pessimist, they heard him audibly complaining, "I don't like the color of this computer. I know someone who's got a bigger toy car than this"

Tiptoeing across the corridor, the parents peeked in and saw their little optimist gleefully throwing the manure up in the air. He was giggling. "You can't fool me! Where there's this much manure, there's gotta be a pony!"

这是一对双胞胎的故事。这兄弟俩一个是满怀希望的乐观主义者：“任何事情的结果都会像玫瑰一样美丽！”另一个则是一个绝望的悲观主义者：“人人都陷入绝望！”他们的父母对此十分担心，就带他们去看心理医生。

医生提出了平衡兄弟俩个性的建议：“他们生日的时候，让他们在隔离的房间里打开生日礼物。给悲观的孩子买你们能够承担得起的最昂贵的礼物，而送给乐观的孩子一盒马粪。”父母接受了医生的建议，并认真地观察结果如何。

他们偷偷观察悲观主义者，听到他大声抱怨：“我不喜欢这台电脑的颜色；这台玩具车太小，我知道别人有个比这更大的……”

他们踮着脚尖走过过道，偷偷观察乐观主义者，他正快乐地将马粪抛向空中。笑着说：“这可骗不了我，有这么多

马粪的地方,肯定会有一匹小马驹。”

SKILL

交流技巧

Our subconscious is an odd place; it can't tell the difference between what we think and what we do. It tends to believe whatever we tell it. It listens to our thoughts and takes its cues from them, so it's tremendously important that we take control of what we feed in to it. It takes practice to monitor our own thoughts, but after a while, it's fairly easy to change an "I can't" into an "I can". So always think positively about the world.

我们的潜意识领域充满诡秘:它不能分清我们的思想和行动之间的差异。我们告诉它什么,它就相信什么。它聆听我们的思想,并从中获得暗示。因此,控制我们输入的信息非常重要。监控自己的思想需要练习,但是一段时间以后,我们会觉得将“我不能”的想法换成“我能”并不难。因此,总是要从积极肯定的角度来思考这个世界。

FUTHER ANALYSIS

深入分析

Our heads are filled with background noise. We talk to ourselves, we think about other things when our attention should be focused on the task at hand, and we worry incessantly. By some estimates, the human brain talks an average of 400 to 600 words to itself every single minute. And often, what we tell ourselves is nega-





tive; we'd be insulted and hurt if someone else said such things about us. Our inner critic—the nasty little voice in our head riding us down—can get pretty brutal:

"I can't do it."

"I'm a failure."

"Why try?"

"They don't really like me."

"Just give up."

Many of us hear these thoughts over and over again, day after day. It can add up to a tremendous attack on self-esteem and confidence. Imagine having your boss talk to you like that all day. You'd feel pretty demoralized and angry by the day's end.

Fortunately, we can train ourselves to change negative messages into positive thoughts. It may sometimes seem as if you can't control that inner voice, but remember, it's your brain! You can conquer it eventually. Eradicate negative thoughts, we can learn to substitute healthier, empowering thoughts for many of our defeatist messages. If you make positive thinking a habit, you'll find there isn't much room left for the gloomy attitude.

我们的头脑里充满各种各样的声音。我们和自己对话,有时我们本应该集中注意力做手头的工作,却常常思绪翩翩;有时我们心中充满忧虑。根据统计数字,平均在每一分钟内,我们的头脑要进行400到600字的对话。通常我们自我交流的信息都是否定的,如果是别人对我们说这种话,我们肯定会受到伤害。我们的心中有个批评家,他那狡猾的声音常常使我们灰心丧气,我们受害匪浅:

“我做不了。”“我总是一败涂地。”“为什么还要再试一次?”“他们根本不喜欢我。”“放弃算了。”

许多人允许这些观念一遍遍地在头脑里重复。这样自身的自尊和自信受到巨大的攻击。设想一下,如果你的老板整天对你说这种话,你会有何感受?你肯定会无所适从、气愤不已。

幸运的是,我们可以训练肯定性思维,清除否定性信息。有时你会觉得来自内部的声音似乎无法控制,这时请你记住:大脑长在自己身上,你最终会征服它。清除掉否定性思维,我们必将学会用健康积极的思维武装自己。如果你养成肯定性思维的习惯,灰心的态度将无处容身。

So it's time for you to get rid of the following self-destructive statements:

“I'm boring”

“I'm not innovative”

“The world is an unhappy place”

“All the good people are already in relationships”

“If I fall in love, I know I will get hurt again”

“I hate this country”

现在开始从你的日常词汇中清除下面这些自我贬损的话:

“我经常让人感到无聊。”

“我缺少创造力。”

“这世界是个伤心之地。”

“好一点的都已经有男(女)朋友了。”

“我知道再投入爱一次我又会受到伤害。”

“我不喜欢这个国家。”

Now take up self-affirming statements:

“I'm a competent person.”

“I'm worth loving and having as a friend.”





"I'm growing and improving."

"I'm empathic and supportive."

"I can accept my past and can also let it go."

"I can forgive myself and those who have hurt me."

"I can apologize if I'm wrong."

尝试下面这些自我肯定的话:

"我是个很有能力的人。"

"我值得别人为我付出爱情和友情。"

"我不断成长,不断进步。"

"我善解人意,乐于助人。"

"我能够接受我的过去,也能忘记它。"

"我能原谅自己,也能原谅那些伤害过我的人。"

"如果我做错了事,我会主动道歉。"

SELF-TEST

自 测 题

1. I believe others cause my feelings.
2. I'm always telling myself I "should" do this or that.
3. I constantly criticize myself.
4. I think I must do everything perfectly or not at all.
5. I'm always apologizing for one thing or another.
6. I feel like I'm carrying the world on my shoulders.
7. I'm really hard on myself when I make mistakes.
8. I bend over backwards to please others.

9. I "scare" myself into action by imagining horrible things that will happen if I don't do something.
10. I tend to look on the negative side of things. My glass of water is always half empty instead of half full.
11. It's hard for me to forgive and forget. If someone hurts me, I tend to cling to that feeling.
12. I often feel helpless. There are so many things in life I can't do.

Give yourself one point for each "true" answer on the test. # = _____

Points Results

- 1-3: You generally feel good about yourself. Keep up our positive way of thinking.
- 4-6: The mental miseries may be gaining on you. Take time to renew your positive traits.
- 7-12: Challenge yourself to change your way of thinking.





7. EFFECTIVE NON-VERBAL COMMUNICATING

非语言交流

PROVERB

谚 语

The body says what words cannot.

Martha Graham

身体可以告诉你语言不能表达的话。

格莱姆

From a man's face, I can read his character; if I can see him walk, I know his thoughts.

Petronius

我可以从一个人的脸上看出他的性格;从一个人走路的方式上看出他的思想。

派托涅斯

Silence is golden.

沉默是金。

The eye talks a lot more than the mouth.

眼睛表达的意思多于嘴巴。

ANALYSIS

分 析

Kim did not look me in the eye when we talked.

我和 Kim 说话的时候,他没有正视我。

This statement is descriptive in nature. It does not make inferences about Kim's behavior; it merely tells what the observer saw. If we make inferences about what we saw, we would be engaged in interpretation. Interpretations are what we think about what we see and hear. Multiple interpretations can be made for any particular description of behavior. Returning to our example, we have the following

上面这句话是描述性的,对于 Kim 的行为没有做出任何推想,只是讲了观察者看到的行为。对看到的行为进行推想的过程是一种解释的过程,解释是指我们如何认识看到的和听到的事情。对于同一种行为,可以做出许许多多的解释。回到这个例子上去,可以这样来看:

Description

Kim did not look me in the eye when we talked.

Possible Interpretations

Kim is lying.

Kim is shy.

Kim is evasive.

描述:

我和 Kim 说话的时候,他没有正视我。

可能做出的解释:

Kim 在撒谎。





Kim 很羞涩。

Kim 唯唯诺诺

Each of these interpretations can have several different evaluations. Evaluations are positive or negative judgments we make about the behavior; whether we like it or not. To illustrate this, we can use the one of the interpretation given above;

每一种解释又可以导致不同的评价。评价是指我们针对某种行为做出的肯定或者否定的判断,我们是否喜欢某种行为,下面是对上面的一种解释做出的不同评价:

Interpretation

Kim is shy.

Evaluations

I like that; Kim is not aggressive.

I don't like that; Kim should stand up for himself.

解释:

Kim 很羞涩。

评价:

我喜欢他这样, Kim 没有挑衅性。

我不喜欢他这样, Kim 应该坚决果断点。

Of course, several other evaluations could be made, but these two are sufficient to illustrate potential differences in evaluations that can be made regarding any one interpretation.

It is extremely important not only to avoid making assumptions concerning the meaning of the nonverbal communication of others, it is also important to become aware of the assumptions others may make about your body language and nonverbal messages. Common as-

sumptions are attached to specific nonverbal gestures; the following chart lists some body language messages and the meaning or interpretation that is typically attached in the U. S. .

当然,我们也可能做出其他不同的评价,这两者只是可能做出的两种最基本的评价。

对于别人的身体语言,要尽量避免做出任何假定,这一点非常重要。同样,对于自己的身体语言,也要考虑到别人可能做出的解释。不同的身体语言具有不同的含义,下面所列的是美国的最基本的身体语言及其解释。

Typical Positively Interpreted Body language Gestures & Interpretation

积极的身体语言及其含义:

Nodding head

"I see" or "I understand."

点头

"我明白"或"我理解"

Stroking chin

Serious evaluation or deep consideration or thought.

摸下巴

严肃的评价或认真的思考

Palms open, hands extended forward at chest height

Seriousness, emphasis of importance

手掌向上,双手提升到胸部高度





严肃,强调重要性

One hand above another hand

Emphasizing a point

一只手搁在另一只手上面

强调某一观点

Both hands above head

Triumph

两只手高举过头顶

成就

Counting things off on your fingers

Confidence and logic

借用手指的帮助谈论事情

自信和逻辑性

Leaning forward or facing speaker directly

Intensity and interest

身体前倾或者直接面对说话的人

关注和兴趣

Arms in an open position

Openness to ideas and suggestions

胳膊张开

欢迎提出新观点或意见

Steepling of fingers

Extreme self-confidence

手指呈弧形

绝对自信

Typical Negatively Interpreted Body language Gestures & Interpretation

消极的身体语言及其含义：

Rolling eyes

“That was a stupid remark.”

转眼珠

“那人的谈话很愚蠢”

Rubbing eyes

Suspicion or rejection

揉眼睛

怀疑或拒绝

Clearing throat

Nervousness

清嗓子

紧张

Open palms below chest level

Helplessness, plea to be understood

胸部以下，手掌摊开

无助，渴望理解

Hands or fingers in front of mouth

Reluctance to talk, nervousness or embarrassment





手或手指放在嘴前
不想说话,紧张或尴尬

Wagging finger back and forth
“Your are wrong.”
摆动手指
“你错了”

Pointing
Aggressiveness
手指向别人
挑衅

Hands clasped behind back
“I’m in charge”. generally interpreted as negative
assertion of authority
倒背双手
“这归我管”。人们通常认为这是权威人物的反面
形象

Chewing a pencil or other object
Nervousness and uncertainty
嚼铅笔或其他东西
紧张和不确定性

Crossing arms over chest
“I don’t agree”; resistance or rejection of message
两臂交叉放在胸前
“我不赞成”;抵制或拒绝别人的话

Leaning back in chair or turning body away from speaker

Pulling away from involvement or creating distance or detachment

后仰到椅子上或不正对说话的人
制造距离,不想继续谈话

Deep sighing

Impatience or boredom

长呼气

不耐烦或感到无聊

Smirking

Self-superiority and condescension

窃笑

自我感觉良好

SELF-TEST

自 测 题

Decode how much each item describes your behavior, and record your responses on a scale from 1 (doesn't describe me at all) to 5 (describes me very well):

Nonverbal Expressiveness

1. I am very good at expressing my emotions through my facial expressions. 12345
2. I use a lot of variation in my voice when talking. 12345
3. I have been told that I am very animated in my





use of gestures. 12345

4. My body is very flexible, and I frequently lean toward people when they talk. 12345

5. I touch people when I care about them a lot or when I'm comforting them. 12345

6. My physical appearance accurately reflects who I am. 12345

7. I consciously arrange my furniture and belongings to influence others. 12345

Nonverbal Perceptiveness

1. I am very good at reading people's facial expressions. 12345

2. I listen closely for changes in people's vocal expressions. 12345

3. I am very good at interpreting people's gestures. 12345

4. I am sensitive to whether someone is leaning toward me when talking. 12345

5. I am very aware of when someone is touching me and why. 12345

6. I can tell a lot about people by what they wear and how they look. 12345

7. I am sensitive to how people arrange their office or home furniture. 12345

Total your scores for each set of items. A score of 28 to 35 for each set indicates that you are expressive or perceptive. A score of 7 to 14 indicates that you are not very effective in expressing yourself nonverbally or picking up on other's nonverbal cues.



8. ASSERTIVE & AGGRESSIVE COMMUNICATION

自述式与挑衅式表达

PROVERB

谚 语

Sometimes words hurt more than swords.

言语能伤人,有时胜刀剑。

The aim of an argument or discussion should not be victory, but progress.

Joseph Joubert

争论或讨论的目的并不是分出胜负,而是促进进步。

朱伯特

You cannot shake hands with a clenched fist.

Indira Gandhi

攥紧的拳头无法握手。

甘 地

It is not he who gains the exact point in dispute scores most in controversy, but he who has shown the





most forbearance and the better temper.

Samuel Butler

辩论中得分最高的并非一语中的的人,而是显出最大耐心,更具涵养的人。

巴特勒

COMPARATIVE STATEMENTS

比较式表达

Example 1:

Aggressive: You are lazy.

Assertive: Help me understand how you choose what is important enough to do.

挑衅式:你真懒。

自述式:告诉我,你是怎样确定哪些事情值得做,哪些事情不值得做的。

Example 2:

Aggressive: I hate you.

Assertive: This makes me angry.

挑衅式:我恨你。

自述式:这让我很生气。

Example 3:

Aggressive: That was stupid.

Assertive: I don't understand that.

挑衅式:那种行为很愚蠢。

自述式:我不明白那种行为。

Example 4:

Aggressive: You're a liar.

Assertive: Our facts don't agree.

挑衅式:你撒谎。

自述式:咱们掌握的事实不一致。

Example 5:

Aggressive: I wish you wouldn't handle me so roughly.

Assertive: I really enjoy it when you're especially gentle.

挑衅式:我希望你不要那么粗鲁地对待我。

自述式:你温柔地对待我的时候,我感到很高兴。

Example 6:

Aggressive: You look horrible in stripes.

Assertive: You look you best, I think, in solid colors.

挑衅式:你穿有条纹的衣服很难看。

自述式:我觉得你穿纯色的衣服最好看。

Example 7:

Aggressive: Your suggestion is wrong.

(Sends the message that the speaker is stupid and you are superior.)

Assertive: I disagree with the suggestion and I'd like to explain why.

(Invites discussion or dialogue on the content.)

挑衅式:你的意见是错误的。

(含义:说话者很愚蠢,而你则高人一等。)

自述式:我不赞成你的意见,我想谈谈我的理由。

(含义:欢迎讨论和对话。)

Example 8:

Aggressive: Because of your lack of performance, we are going to fail on this project. (Communicates negative judgment and heavy





blame.)

Assertive: I'm afraid this continued performance problem could lead to failure if we don't react quickly.
(Implies a solution to a problem.)

挑衅式: 由于你表现不佳,我们可能会输掉这个项目。

(含义:否定的评价,强烈的谴责)

自述式: 如果我们不积极应对的话,这样的表现可能会导致失败。

(含义:提出了解决问题的办法。)

Example 9:

Aggressive: Why your report is late?
(Invites a negative defensive reaction.)

Assertive: Help me understand why the report wasn't submitted on time.
(Asks for explanation.)

挑衅式: 为什么这么晚才交报告?

(含义:可能引起对方的辩解。)

自述式: 我想了解一下这篇报告没有及时上交的原因。

(含义:要求对方解释。)

Example 10:

Aggressive: Because of your background and lack of knowledge, you probably don't understand the complexity of this information.
(Implies ignorance and blames the receiver for any potential inaccuracy or miscommunication.)

Assertive: I want to do everything I can to make this complex information clear and understandable.

(Allows the deliverer to take responsibility and implies a strong commitment to communicating effectively.)

挑衅式:因为你的知识有限,你可能不明白这个消息的复杂性。

(含义:听这话的人有点无知。)

自述式:我尽我最大的努力,看看能不能把这个复杂的消息说清楚。

(含义:表明自身的积极态度。)

SKILL

交 流 技 巧

We should try to avoid aggressive statements in communication and use assertive statements instead.

交流的时候,我们要尽量使用自述式语言,避免使用挑衅式的语言。

FURTHER ANALYSIS

深 入 分 析

You-Statements & I-Statements

The use of an aggressive communication style may be the single greatest contributor to communication disconnects and misunderstandings in all kinds of circumstances. It is often the dominant communication patterns, which are learned very early in life, adds to the difficulty of changing them. It will not be easy for you to abandon your aggressive patterns and embrace asser-





tive ones. If you are successful, you will significantly increase your communication effectiveness.

Aggressive messages tend to evaluate people or their deeds. When you evaluate or judge another person or what that person has done, that person is likely to become resentful and defensive and is likely to respond with attempts to defend himself or herself and perhaps at the same time to become equally evaluative and judgmental. On the other hand, Assertive messages are subject to description. When you describe what happened, it creates no such defensiveness and is generally seen as supportive. The distinction between evaluation and description can be seen in the difference between you-statements and I-statements. Evaluative remarks generally employ you-statements while descriptive remarks generally employ I-statements. Thus, it's safe to say aggressive messages which are often expressed in you-statements while assertive messages are often expressed in I-statements.

“你语言”和“我语言”

生活的各个场合存在各种各样的误解,挑衅式语言的大量使用是造成这些误解的元凶。这种形式的语言风格常常主导人们的交流行为,并形成一朝一夕难以改变的习惯。根除挑衅式语言风格,树立健康的自述式语言风格并非易事,但一旦你成功地做到了这一点,你的交流能力就会获得极大的提高。

挑衅式的语言常常对当事者或他们的行为做出评价,这样很容易激起当事者的抵触情绪,有时当事者甚至会反唇相讥,还以颜色。自述式的语言常常是对当事者或他们

的行为做出描述,这样能够创造出宽松和谐的氛围。评价和描述的区别还体现在“你语言”和“我语言”的使用上。评价性质的言论通常使用“你语言”,描述性的言论通常使用“我语言”。因此可以得出下面这个结论:挑衅式言论通常是以“你语言”表达出来的;描述式言论通常是以“我语言”表达出来的。

Following are some additional examples of you-statements and I-statements:

下面是六个关于“你语言”和“我语言”的例子:

Example 11:

You-statement: You never reveal your feelings.

I-statement: I would like hearing how you feel about this.

你语言:你从来不说你的感受。

我语言:我很想听你谈谈你对此的感受。

Example 12:

You-statement: You just don't plan ahead.

I-statement: I need to know what our schedule for the next few days will be.

你语言:你事先没有做出安排。

我语言:我想知道我们下面几天的安排。

Example 13:

You-statement: You never call me.

I-statement: I'd enjoy hearing from you more often.

你语言:你从来不给我打电话。

我语言:我很想经常接到你的电话。

Example 14:

You-statement: You're wrong.

I-statement: I don't agree.





你语言:你错了。

我语言:我不赞成。

Example 15:

You-statement: I saw what you did, you violated our policy.

I-statement: Tell me what it means when our policies are disregarded.

你语言:我看到你做的事了,这违反了我们的政策。

我语言:如果我们不尊重政策,那会意味着什么?

Example 16:

You-statement: Why did you do this? You didn't give me what I asked for.

I-statement: Help me understand why it was done this way.

你语言:你为什么这样做?这不是我想要的东西。

我语言:告诉我,你为什么要这样做?

If you put yourself in the role of the listener hearing these statements, you probably can feel the resentment or defensiveness that the aggressive messages (you-statements) would create and the supportiveness from the assertive messages (I-statements.)

如果你集中注意力听别人讲话,你可能会感觉到挑衅式语言(你语言)造成的抵触情绪;以及自述式语言(我语言)创造出来的融洽气氛。

As discussed earlier, you-statements increase negative emotion and reduce the willingness of the receiver to absorb your message. Communicating aggressively shuts down the receiver's listening process and creates an inevitable defensive response. If you experience a

high rate of defensiveness in others when you offer feedback or criticism, carefully check whether you have been using an aggressive communication style. You may be creating their reaction unknowingly and unintentionally.

前面已经讲过,“你语言”容易激起人们的抵触情绪,这样别人不会认真思考你的话的真实含义。这种挑衅式的交流方式迫使别人为自己辩解,不会听你说话。在你的日常交流中,别人是否经常反驳你的观点?仔细体会一下你在交流中使用的语言,看看你有没有挑衅式的交流习惯。如果有的话,你可能在无意识地为自己树敌。

Is there a fixed procedure to present your assertive comment? The answer is yes. This step is naturally the most difficult but obviously the most important. Here's a generally effective pattern to follow in communicating assertively:

- Describe the problem; don't evaluate or judge it.

We're all working on this advertising project together. You're missing half our meeting and you still haven't produced your first report.

- State how this problem affects you.

My job depends on the success of this project and I don't think it's fair that I have to do extra work to make up for what you're not doing.

- Propose solutions that are workable and that allow the person to save face.

If you can get the report to the group by Tuesday, we'll still be able to meet our deadline. And I could give





you a call an hour before the meetings to remind you.

- Confirm understanding.

It's clear that we just can't produce this project if you're going to pull our legs. Will you have the report to us by Tuesday?

做出自述式评论的步骤有规律可循吗？答案是肯定的。寻找规律虽然艰难,但却很重要。下面这种方法屡试不爽:

指出问题所在;不要做出评价和判断。

大家都在为这个广告项目努力工作。而你有一半以上的会议没有参加,现在你还没能交上第一次报告。

指出这个问题对你的影响。

这个项目的成败关系到我的饭碗,让我去做你没有完成的工作,这很不公平。

指出可行的解决办法,保住当事者的脸面。

如果你能在星期二交上报告,我们还能赶上最后期限,下次开会之前一小时,我会给你打电话,提醒你这件事。

确认对方是否理解

显然,如果你再拖后腿的话,我们就完不成这个项目了,你能在星期二之前完成报告吗?

Finally, let's repeat it: Always avoid aggressive you-based statements when delivering comment. Use assertive I-and we-based statements.

最后,我们再强调一下:在表达自己的看法时,避免使用挑衅式的“你语言”;尽量使用自述式的“我语言”。

SELF-TEST

自 测 题

How Verbally Aggressive Are You?

This scale is designed to measure how people try to do obtain compliance from others. For each statement, indicate the extent to which you feel it is true for you in your attempts to influence others. Use the following scale:

1 = almost never true

2 = rarely true

3 = occasionally true

4 = often true

5 = almost always true

1. I am extremely careful to avoid attacking individuals' intelligence when I attack their ideas.
2. When individuals are very stubborn, I use insults to soften the stubbornness.
3. I try very hard to avoid having other people feel bad about themselves when I try to influence them.
4. When people refuse to do a task I know is important, without good reason, I tell them they are unreasonable.
5. When others do things I regard as stupid, I try to be extremely gentle with them.
6. If individuals I am trying to influence really deserve it, I attack their character.
7. When people behave in ways that are really in very poor taste, I insult them in order to shock them into proper behavior.
8. I try to make people feel good about themselves





even when their ideas are stupid.

9. When people simply will not budge on a matter of importance, I lose my temper and say rather strong things to them.
10. When people criticize my shortcomings, I take it in good humor and do not try to get back at them.
11. When individuals insult me, I get a lot of pleasure out of really telling them off.
12. When I dislike individuals greatly, I try not to show it in what I say or how I say it.
13. I like poking fun at people who do things that are very stupid in order to stimulate their intelligence.
14. When I attack a person's ideas, I try not to damage their selfconcepts.
15. When I try to influence people, I make a great effort not to offend them.
16. When people do things which are mean or cruel, I attack their character in order to help correct their behavior.
17. I refuse to participate in arguments when they involve personal attacks.
18. When nothing seems to work in trying to influence others, I yell and scream in order to get some movement from them.
19. When I am not able to refute others' positions, I try to make them feel defensive in order to weaken their positions.

20. When an argument shifts to personal attacks, I try very hard to change the subject.

Thinking Critically About Verbal Aggressiveness

In order to compute your verbal aggressiveness score, follow these steps:

1. Add your scores on items 2, 4, 6, 7, 9, 11, 13, 16, 19
2. Add your scores on items 1, 3, 5, 8, 10, 12, 14, 15, 17, 20
3. Subtract the sum obtained in Step 2 from 60.
4. To compute your verbal aggressiveness score, add the total obtained in Step 1 to the result obtained in Step 3.

If you scored between 59 and 100, you're high in verbal aggressiveness; if you scored between 39 and 58, you're moderate in verbal aggressiveness; and if you scored between 20 and 38, you're low in verbal aggressiveness. In looking over your responses, make special note of the characteristics identified in the 20 statements that refer to the tendency to act verbally aggressive. Note those inappropriate behaviors that you're especially prone to commit. High agreement (4's or 5's) with statements

2, 4, 6, 7, 9, 11, 13, 16, 18, and 19 and low agreement (1's and 2's) with statements 1, 3, 5, 8, 10, 12, 14, 15, 17 and 20 will help you highlight any significant verbal aggressiveness you might have. Review your previous encounters when you acted verbally aggressive. What effect did such actions have on your





subsequent interaction? What effect did they have on your relationship with the other person? What alternative ways of getting your point across might you have used? Might these have proved more effective?

Source: From "Verbal Aggressiveness," by Ominic Infante and C. J. Wigley, *Communication Monographs* 53, 1986, pp61- 69. Used by permission of the National Communication Association and the authors.



第二部分

中外英语交流的 八大障碍



1. INDIVIDUALISM AND COLLECTIVISM

个人主义和团体主义

PROVERB

谚 语

American Proverb

God help those who help themselves.

Franklin

自助者天助。

富兰克林

Do you like to do.

做你想做的事情。

Chinese Proverb

No matter how stout, one beam cannot support a house.

单梁难撑房。

For those at home, turn to your parents for help; for those outside, turn to your friends for help.

在家靠父母, 出门靠朋友。





INTERCULTURAL DIALOGUE

跨文化对话

Dialogue 1

In the following exchange, Mr. Patterson, an American manager working in Beijing, is meeting with his supervisor, Mr. Wyman, who is also American. In scene 1, Mr. Patterson reports to Mr. Wyman about some changes he has made with several of his sales teams. Later in scene 2, Mr. Lee, their Chinese counterpart, enters into the dialogue.

在下面对话的第1幕中, Mr. Patterson 是美方经理,在北京工作,他正和他的美国督导 Mr. Wyman 谈话,汇报他在销售部中所做的一些人事上的变动。在第2幕中,中方经理 Mr. Lee 加入进来。

Scene 1

Mr. Patterson: Good morning, Mr. Wyman. Thanks for meeting with me this morning. As you know, our division has been doing very well this quarter. In fact, our numbers are up across the board.

Mr. Wyman: Yes, I've seen your quarterly reports. Nice job!

Mr. Patterson: Thanks. In order to recognize their hard work, I've made some changes in our sales teams. I've created team leaders in each group. In our product group, I promoted Lee Yong-shan. In the mar-

and in the technology of

R

500



The numbers for this quarter are way down from last quarter. What's happened?

Mr. Patterson: I don't know. Ever since I introduced the team leader concept, the groups' productivity has really plummeted. I thought it was a great idea. I guess I chose the wrong people to lead the teams. I'll assign new leaders tomorrow.

Mr. Lee: Well... you may select new leaders if you desire, but the men you chose were all very capable. However, by elevating them you made them stand out and disrupted the harmony of each group. In China, we all work hard for the group... not for just one person.

Mr. Patterson: I guess I should have just left things as they were.

Following their individualistic orientations, Mr. Patterson and Mr. Wyman were perfectly comfortable with the idea of creating team leaders within the individual sales groups. However, as Mr. Lee mentions, by so doing, the harmony of the groups was upset, which, in turn, led to poor performance. In the United States, workers are often motivated by the opportunity for promotion and advancement as this serves the individualistic drive for individual achievement. In collectivistic cultures, however, workers may be motivated by being a part of a cohesive and productive

team.

第二幕

两个月以后。

Mr. Patterson、Mr. Wyman 和中方经理 Mr. Lee 正在讨论 Mr. Patterson 所领导的团队的糟糕表现。

Mr. Wyman: 看看这些糟糕的结果, 这季度的销售额比起上季度一落千丈。这该怎么解释?

Mr. Patterson: 我也不明白, 自从我引入团队领导人这一方法以来, 生产能力似乎立即衰退了。我原以为这主意会奏效呢。估计我选错了人。明天我就任命新领导。

Mr. Lee: 呃……如果你觉得有必要, 你可以任命新领导。不过你原先选的人都很有能力。你提拔了他们之后, 反而让他们不好过, 枪打出头鸟, 破坏了团体的和谐。在中国, 我们都为团体效力, 而不是单纯地为某个人。

Mr. Patterson: 我觉得我还是将事情恢复到原状吧。

由于自身的个人主义观念, Mr. Patterson 和 Mr. Wyman 对设立团队领导人的主意非常一致。然而, 正如 Mr. Lee 所说的那样, 那会破坏团队内部的和谐, 从而导致业绩不佳。在美国, 提升职位可以调动职工的积极性, 这是获取个人成就的动力。而在团体主义文化中, 职工都以属于一个团结高效的团队的一分子为荣。

Dialogue 2

Ms. SHAPIRO: Chang, is the new computer procedure working yet?

Mr. Chang: There were some minor problems.

Ms. SHAPIRO: How soon will it be ready?





Mr. Chang: It's hard to tell, Ms. Shapiro. We need to look into more carefully.

Ms. SHAPIRO (impatiently): Whose idea was this new procedure anyway?

Mr. Chang (with apologetic smile): Well... we'll definitely be more careful next time. We've learned from this lesson.

Ms. SHAPIRO (decisively): It came from Peter Lee's division, didn't it?

Mr. Chang (hesitantly): Well... many people worked on this project, Ms. Shapiro. It's hard to say...

Ms. SHAPIRO (frustrated): All right, just give me a definite timeline when the procedure can be up and running. I've got to run to the next meeting. I don't have time to waste.

Ms. SHAPIRO: 张, 新的电脑程序完成了没有?

Mr. Chang: 还有一些小问题。

Ms. SHAPIRO: 还要多久才能准备好?

Mr. Chang: 这很难说, Ms. Shapiro, 我们需要认真研究一下。

Ms. SHAPIRO (不耐烦地): 编写这个新程序究竟是谁的主意?

Mr. Chang (抱歉地笑着): 呃, 下一次我们一定会注意, 吸取这一次的教训。

Ms. SHAPIRO (果斷地): 这是 Peter Lee 的主張, 对不对?

Mr. Chang (猶豫地): 呃, 许多人都有責任, Ms. Shapiro, 这很难說。

Ms. SHAPIRO (受挫地): 我不管, 你給我一个能够完成的日期。我必须去开下一个会议了, 我可没有时间跟你白費口舌。

Dialogue 3

The laoshi role is humorously depicted by Mark Salzman in his account of the two years he spent in the People's Republic of China. Salzman was very young when he went to the city of Changsha as an English teacher at a medical college. He describes the following encounter.

My [Chinese] lesson with Teacher Wei had come to involve more than reading and writing assignments. She was a teacher in the Chinese tradition, taking responsibility not only for my academic progress but for my development as a person. She had advice for me concerning my family and friends, my diet, my clothing, my study and exercise habits, and my attitude toward life. At times I got impatient with her and explained that in America, children become adults around the time they leave for college and like to make decisions for themselves after that. She was appalled. "Don't your parents and teachers care about you?"

"Of course they do, but—"

"Then how can they leave you stranded when you





are only a child?"

"Well, we --"

"And how can you possibly think you understand everything? You are only twenty-two years old! You are so far away from home, and I am your teacher, if I don't care about you, won't you be lonely?"

She pointed out that the close relationship between teacher and student has existed in China since before the time of Confucius and should not be underestimated--besides, she was older than me and knew better. I couldn't help respecting her conviction, and she seemed to get such pleasure out of trying to figure and then to straighten me out that I stopped resisting and let her educate me.

I learned how to dress to stay comfortable throughout the year (a useful skill in a place without air-conditioning or heat in most buildings), how to prevent and treat common illness, how to behave toward teachers, students, strangers, and bureaucrats, how to save books from mildew and worms, and never to do anything to excess.

"Mark, you laugh a great deal during your lectures. Why?"

"Because, Teacher Wei, I am having fun."

"I see. Laugh less. It seems odd that a man laughs so hard at his own jokes. People think you are a bit crazy, or perhaps choking."

"Teacher Wei, do you think it is bad to laugh?"

"No, not at all. In fact, it is healthy to laugh. In

Chinese we have a saying that if you laugh you will live long. But you shouldn't laugh too much, or you will have digestive problems."

马克·斯兹曼年轻时曾在中国长沙的一个医学院做了两年的英语老师,中国老师扮演的角色在他的描述下显得生灵活现。

魏老师给我上中文课,上课涉及到的远远超过了阅读、写作的范畴。她是一个传统的中国老师,不仅负责我们的学业进步,而且还关注我个人品性的发展。对于我的家庭、朋友、饮食、衣着、学习锻炼习惯以及我的人生态度等一系列问题,她都给我提出了建议。有时我不耐烦,就向她解释,在美国,儿女进入大学便被当作成人看待,并且乐意自己处理自己的事。她惶然失色:

"你父母和老师难道就不管你吗?"

"他们当然管,但——"

"那他们怎么可以对你漠不关心,你还是个孩子!"

"呃,我们——"

"你难道能保证你真的懂事了,你才22岁,离家又那么远,我是你老师,我不关心你,谁来关心你?"

接着,她指出,在中国,师生之间的紧密关系从孔子时代就一直存在,这种关系是不容忽视的,何况她是我的老师,比我年龄大,知道的事比我多。后来,连我都情不自禁地对她的信念肃然起敬,也就不再去抵制她,任由她教育我。她本人也似乎从中得到了不少乐趣。

于是我学会了一年四季怎样穿衣才能保持舒适(长沙的许多建筑中没有空调和暖气),怎样预防、治疗常见流行病,见到老师、学生、陌生人、官员该怎样处事,怎样保存书籍以防虫蛀或发霉,并且注意办事恰到好处,不过度。





“马克，你上课时老笑是怎么回事？”有一次魏老师问我。

“因为，魏老师，我感到有趣。”

“这个我知道，但是要少笑一点，一个人对自己的笑话笑成那样，让人很不舒服。别人会以为你有点疯或者是噎着了。”

“魏老师，您觉得笑不好吗？”

“一点也不，实际上笑有益于健康，我们中国有句谚语就是乐者长寿，但是你也不用笑得那么勤，否则会引起消化不良的。”

Dialogue 4

Chang: Excuse me, but the elevator is out of order.

Sharon: Really? Whom should we talk to?

Chang: Talk to?

Sharon: To report it.

Chang: I have no idea.

Sharon: Oh, I'm sorry; I thought you lived in this building, too.

Chang: But I do.

In this exchange the cultural difference on display is the activist, take-charge attitude of the American, Sharon, versus the more fatalistic, wait-and-see attitude of the Chinese, Chang. Sharon has been raised to believe that individual action can make a difference, that personal intervention of some sort on her part could actually lead to getting this elevator fixed. Chang has been raised to believe that while individual action can sometimes bring results, there are many cases where it can-

not-situations, that is, that are beyond the individual's ability to control or influence.

Chang: 你只能走楼梯,这里的电梯坏了

Sharon: 是吗? 我们应该跟谁说说这件事?

Chang: 什么事?

Sharon: 汇报电梯坏了这件事。

Chang: 我不知道。

Sharon: 噢,对不起,我还以为你也住在这幢楼里呢?

Chang: 可是我确实住在这里。

从上面的谈话中我们又可以看到文化的差异,美国人 Sharon 的态度比较积极、负责任,而中国人 Chang 的态度比较消极逃避。这是因为美国文化相信个人主义价值观,认为个人的行动能够解决问题,能够修好电梯;中国文化倾向于团体主义,认为个人的行动虽然有时也能解决问题,但是更认为许多情况个人是难以控制的。

CONCLUSION

结 论

Basically, as we saw earlier, individualism refers to the broad value tendencies of people in culture to emphasize the individual identity over group identity, and individual rights over group obligations. In contrast, collectivism refers to the broad value tendencies of people in a culture to emphasize the group identity over the individual identity, and in group oriented concerns over individual wants and desires.

Individualism is expressed in interpersonal conflict





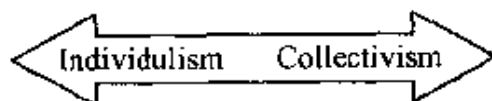
through the strong assertion of personal opinions, the display of personal emotions, and the importance of personal accountability for any conflict problem or mistake. Collectivism, on the other hand, is manifested in interpersonal conflict through the representation of collective opinions or ideas, the restraint of personal emotional expressions, and the protection of in-group members, if possible, from being held accountable for the conflict problem.

Individualism and Collectivism are central to all the cultural values. China belongs to the collectivist culture while the United States belongs to the individualist culture.

从上面的对话我们不难看出,在个人身份和团体身份两者中,在个人权利和团体义务两者中,个人主义文化中的人们更加重视前者;与之相反,团体主义文化中的人们更加重视后者。

在人与人之间的冲突中,个人主义价值观和团体主义价值观表现得比较充分。个人主义重视个人观点的表达,个人情感的宣泄,以及在冲突或错误中的个人责任。与之相反,在人与人之间的冲突中,团体主义重视团体意见,克制个人情感,在一些冲突问题上,甚至保护团体成员免受其责。

个人主义和团体主义是所有文化价值观的核心。中国属于团体主义价值观,美国属于个人主义价值观。



FURTHER ANALYSIS

深入分析

Victor H. Li offers a useful way of conceptualizing this basic difference between Chinese and U. S. cultures. He writes:

"In the United States, leaving the person alone" is held to be one of the cornerstones of our social system and philosophic beliefs. The right of a person not to follow strictly the generally accepted norms of conduct is not a matter that is the legally enforceable business of another citizen. As this person deviates more and adopts a lifestyle increasingly annoying to the rest of the community, we still leave him alone. As the deviation increases, at some point he goes too far and a "crime" is committed. At that point, we do not leave this person alone, and the full majesty of the criminal law descends on him. Pictorially, it is like a falling off the edge of a cliff. As the deviant wanders closer and closer to the edge, he is left alone. He suffers no penalty but also receives no help. When he steps over the edge, the fall is sudden and drastic.

The Chinese take an approach entirely different from ours, however, concerning how these minor expressions of unhappiness or antisocial tendencies should be handled. They do not leave the person alone at this stage. Quite the contrary, anyone who notices these expressions... is supposed to "help". If the de-





viant does not respond to the help and continues to wander further from the "correct path," the amount of help given is increased, both in quantity and in intensity. In the usual case, this help takes the form of peer pressure, ranging from a public discussion of the deviant's "problem" to offerings of suggestions and criticisms that grow increasingly pointed. Pictorially, rather than falling off the edge of the cliff, the Chinese system more resembles a gradual slide to the bottom, in which peer pressure increases as the deviation grows greater. Some recalcitrants, of course, will hit bottom, and they will be handled by the formal criminal process... Still, it takes quite a bit of doing to hit bottom

维克多·H·李是这样理解个人主义与集体主义的差别的,他写道:

在美国,“别管别人的事”是我们的社会体系和人生哲学信仰的基石之一,一个人不完全按照社会普遍接受的标准办事也是他的权利,对此别人在法律上没有去帮助他的义务。即使这个人越走越远,甚至其生活方式给社区带来越来越多的麻烦,我们仍然任其自然。只有当这个人走了极端,犯了罪的时候,我们才不对他置之不理,刑法的惩罚自然会降到他的头上。以图画的形式来显示,这就像一个跌落悬崖的过程。一个背弃者越来越靠近悬崖边缘的时候,没有人会去干涉他,他不会受到任何惩戒,也不会得到任何帮助。当他迈出边缘的时候,他的坠落是突然而惨烈的。

背离社会的行为都会有些细微的迹象,在处理这些迹象方面,中国人的方式与我们迥然不同。他们从不对这种人置之不理,与我们截然相反,凡是觉察到这种迹象的人都可能去帮助他。如果这个人我行我素,继续往邪

路上走,那么给予他的帮助会在数量和强度上相应地递增。通常情况下,这种帮助以一种集体压力的方式出现,人们会公开讨论这位背离者的问题并越来越具针对性地提出建议和批评。以图画形式来展示,就是背叛者并不是从悬崖上径直跌落,而是以一种中国化的方式逐渐滑向深渊,在这个过程中,背离的行为越过分,群体的压力就会越大。当然,一些一意孤行者最终会摔落到最低点,受到刑法的处治……不过,在他彻底坠落之前,人们还可以做许多事情去帮助他

SELF-TEST

自 测 题

Measuring individualism/Collectivism

(个人主义和团体主义价值观测试)

Below are 32 statements designed to assess your attitudes and beliefs about yourself. There are no right or wrong answers, and some of the statements are similar to others. In the blank to the left of each item, indicate the degree to which you agree or disagree with each statement. If you are unsure or think that an item does not apply to you, enter a 5 in the blank. Use the following key:

Strongly disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

1. _____ I often do "my own thing."
2. _____ One should live one's life independently of others.
3. _____ I like my privacy.
4. _____ I prefer to be direct and forthright in





discussions with other people.

5. _____ I am a unique individual.
6. _____ What happens to me is my own doing.
7. _____ When I succeed, it is usually because of my abilities.
8. _____ I enjoy being unique and different from others in many ways.
9. _____ It annoys me when other people perform better than I do.
10. _____ Competition is the law of nature.
11. _____ When another person does better than I do, I get tense and aroused.
12. _____ Without competition it is not possible to have a good society.
13. _____ Winning is everything.
14. _____ It is important that I do my job better than others.
15. _____ I enjoy working in situations involving competition with others.
16. _____ Some people emphasize winning; I'm one of them.
17. _____ The well-being of my coworkers is important to me.
18. _____ If a coworker gets a prize, I feel proud.
19. _____ If a relative were in financial difficulty, I would help within my means.
20. _____ It is important to maintain harmony within my group.

21. _____ I like sharing little things with my neighbors.
22. _____ I feel good when I cooperate with others.
23. _____ My happiness depends very much on the happiness of those around me.
24. _____ To me, pleasure is spending time with others.
25. _____ I would sacrifice an activity I enjoy very much if my family did not approve of it.
26. _____ I would do what pleased my family, even if I detested that activity.
27. _____ Before taking a major trip, I consult with most members of my family and many friends.
28. _____ I usually sacrifice my self-interest for the benefit of my group.
29. _____ Children should be taught to place duty before pleasure.
30. _____ I hate to disagree with others in my group.
31. _____ We should keep our aging parents with us at home.
32. _____ Children should feel honored if their parents receive a distinguished award.

Scoring Method:

1. Add your responses for items 1 through 16. This is your individualism Score.
2. Add your responses for items 17 through 32. This is your Collectivism Score.





Source: I. M. Singelis, H. C. Triandis, D. P. S. Bhawuk; and M. J. Gelfand, "Horizontal and Vertical Dimensions of individualism and Collectivism: A Theoretical and measurement Refinement," Cross Cultural Research 29 (1995), 240-275.

**Ranking of Forty Countries (or areas) on
Individualism and Collectivism**

| Country | Ranking * | Country | Ranking * |
|---------------|-----------|--------------|-----------|
| Argentina | 23 | Japan | 22 |
| Australia | 2 | Mexico | 29 |
| Austria | 18 | Netherlands | 5 |
| Belgium | 8 | New Zealand | 6 |
| Brazil | 25 | Norway | 13 |
| Canada | 4 | Pakistan | 38 |
| Chile | 33 | Peru | 37 |
| Colombia | 39 | Philippines | 28 |
| Denmark | 9 | Portugal | 30 |
| Finland | 17 | Singapore | 34 |
| France | 11 | South Africa | 16 |
| Germany | 15 | Spain | 20 |
| Great Britain | 3 | Sweden | 10 |
| Greece | 27 | Switzerland | 14 |
| Hong Kong | 32 | China Taiwan | 36 |
| India | 21 | Thailand | 35 |
| Iran | 24 | Turkey | 26 |
| Ireland | 12 | U. S. A | 1 |
| Israel | 19 | Venezuela | 40 |
| Italy | 7 | Yugoslavia | 31 |

* A high score means the country can be classified as collective; a lower score is associated with cultures that promote individualism.

Source: Adapted from Greet Hofstede, Culture's Consequences: International Differences in Work-Related Values (Beverly Hills: Sage, 1980).

四十个国家(或地区)的个人主义与集体主义价值观排名

| 国 家 | 排 名* | 国 家 | 排 名* |
|------|------|------|------|
| 阿根廷 | 23 | 日本 | 22 |
| 澳大利亚 | 2 | 墨西哥 | 29 |
| 奥地利 | 18 | 荷兰 | 5 |
| 比利时 | 8 | 新西兰 | 6 |
| 巴西 | 25 | 挪威 | 13 |
| 加拿大 | 4 | 巴基斯坦 | 38 |
| 智利 | 33 | 秘鲁 | 37 |
| 哥伦比亚 | 39 | 菲律宾 | 28 |
| 丹麦 | 9 | 葡萄牙 | 30 |
| 芬兰 | 17 | 新加坡 | 34 |
| 法国 | 11 | 南非 | 16 |
| 德国 | 15 | 西班牙 | 20 |
| 英国 | 3 | 瑞典 | 10 |
| 希腊 | 27 | 瑞士 | 14 |
| 香港 | 32 | 中国台湾 | 36 |
| 印度 | 21 | 泰国 | 35 |
| 伊朗 | 24 | 土耳其 | 26 |
| 爱尔兰 | 12 | 美国 | 1 |
| 以色列 | 19 | 委内瑞拉 | 40 |
| 意大利 | 7 | 南斯拉夫 | 31 |

* 高分表明这个国家可以列为集体主义价值观;低分表明这个国家的文化提倡个人主义价值观。

资料来源:节选自哥特·霍夫斯泰德:《文化影响:与工作相关的价值观的国际差异》(Beverly Hills: Sage, 1980)。





2. UNCERTAINTY AVOIDANCE

不确定性规避

PROVERB

谚 语

American Proverb

The future is called “perhaps,” which is the only possible thing to call the future.

未来可以被称作“可能”，那是唯一可以用来称呼未来的词汇。

In these matters the only certainty is that nothing is certain.

在这些事情方面，唯一确定的是什么都不确定。

Chinese Proverb

Beforehand preparation leads to success; un-preparariness results in failure.

凡事预则立，不预则废。

The past is as clear as a mirror, the future as dark as lacquer.

过去像镜子一样明亮，未来像漆器一样黑暗。

INTERCULTURAL DIALOGUE

跨文化对话

Dialogue 1

There are a number of ways one's uncertainty avoidance orientation may manifest itself in interaction. In the dialogue presented below, Kelly and Chang are interacting about a dinner invitation. Kelly, from the United States, possesses a relatively weak uncertainty avoidance index, while Chang, a Chinese, comes from a culture with a relatively strong uncertainty avoidance index.

不确定性规避的方式表现在交流中的各个方面,在下面的这个对话中, Kelly 和 Chang 正在谈邀请别人吃晚餐的事情。Kelly 是美国人,美国文化的不确定性规避指数较低; Chang 是中国人,中国文化的不确定性规避指数较高。

Chang: Hey, Kelly, let's do something tonight.

Kelly: All right.

Chang: Please come over to my house and I'll cook dinner for you.

Kelly: I have invited some friends over to my house for dinner tonight, but I don't know if they're coming.

Chang: Well . . . as soon as you know if they're coming, let me know.

Kelly: I won't know until tonight.

Chang: What time?

Kelly: I won't know until they call me. They'll probably





call later this afternoon

Chang: How will you know whether or not to cook enough for everyone?

Kelly: Oh, I'll make up something on the spot. I like to cook. I'll whip up something fast.

Chang: But ... what if they don't come? Won't they call and let you know?

Kelly: No ... if they don't come, I'll know that something else came up. I'll let you know as soon as I can.

Chang: Maybe we should plan my dinner for some other night.

Chang: 嗨, Kelly, 今天晚上咱们一起做点什么吧。

Kelly: 好啊。

Chang: 来我们家吧, 我给你做饭。

Kelly: 今天我已经请了几个朋友到我家吃饭, 但我还不知道他们去不去。

Chang: 呃...如果你有了确切的消息, 就告诉我。

Kelly: 我今天晚上才能知道。

Chang: 什么时间?

Kelly: 如果他们去, 会在傍晚时候给我打电话的。

Chang: 那你怎么能知道是否给他们做饭呢?

Kelly: 哦, 他们来了我再做也行。我喜欢做饭并且很快就能做好。

Chang: 可是...如果他们不去怎么办? 他们会打电话告诉你吗?

Kelly: 不会...如果他们不去, 我会知道他们可能有别的事情。那时我会尽快让你知道的。

Chang: 要不咱们改入晚上再定吧。

In the above dialogue, Chang is confused by Kelly's easy going attitude toward the evening's plans. Coming from a strong-uncertainty-avoidant culture, Chang would prefer to plan ahead to avoid uncertainty and prepare her script for the evening. Kelly, on the other hand, is perfectly comfortable making plans based on how the evening progresses. Without a plan, how will Chang know how to act?

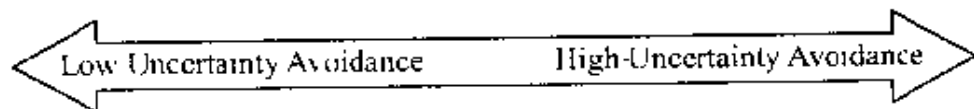
在上面这段对话中, Kelly 对晚上的安排模棱两可, 这让 Chang 感到很不理解。Chang 所在的文化具有较强的不确定性规避习惯, 因此, Chang 喜欢事先做好打算, 做好晚上的安排。Kelly 正好相反, 他可以根据事态的发展, 再做出晚上的安排。没有计划, Chang 会感到无所适从。

CONCLUSION

结 论

The United States is a country with low uncertainty avoidance; while China is a country with a comparatively high uncertainty avoidance.

美国人的不确定性规避程度较低; 中国人的不确定性规避程度则相对较高。





ANALYSIS

深入分析

Uncertainty Avoidance

At the core of uncertainty avoidance the inescapable truism is that the future is unknown. Though we may all try, none of us can accurately predict the next moment, day, year, or decade. As the term is used by Hofstede, uncertainty avoidance “defines the extent to which people within a culture are made nervous by situations which they perceive as unstructured, unclear, or unpredictable, situations which they therefore try to avoid by maintaining strict codes of behavior and a belief in absolute truths.”

不确定性规避

显然,不确定性规避的核心就是认为未来不可知。虽然可能每个人都在预测未来,但是没有人能够丝毫不误地预知下一刻、下一天、下一年或下十年会发生什么事情。美霍夫斯泰德用不确定性规避一词来“界定一种程度,一种当人们遇到混乱不清、难以预测的情况时所感到的不安程度。通过对严格的行为方式的遵循和对绝对真理的信仰,他们尽力避免这些情况。”

High-Uncertainty Avoidance

High-Uncertainty avoidance try to avoid uncertainty and ambiguity by providing stability for their members, establishing more formal rules, not tolerating deviant ideas and behaviors, seeking consensus, and believing in absolute truths. They are also characterized by a

higher level of anxiety and stress: People think of the uncertainty inherent in life as a continuous hazard that must be avoided. There is a strong need for written rules, planning, regulations, rituals, and ceremonies, which add structure to life. Nations with a strong uncertainty-avoidance tendency are Portugal, Greece, Peru, Belgium, and Japan. (see Table)

高度不确定性规避

高度不确定性规避文化为了避免不确定性和模糊性,常常向其成员提供稳定性,制定正式的规则,不容忍偏离观点和行为,寻求共识,并相信绝对的真理。他们感到的焦虑和压力较高:人们认为生活中的不确定性会持久为患,因此必须避免。为了增强生活的有序性,他们非常需要成文的规则、计划、规范、典礼和仪式。具有强烈不确定性规避倾向的国家有葡萄牙、希腊、秘鲁、比利时和日本(见表)。

Low-Uncertainty Avoidance

On the contrary, we find countries like Sweden, Denmark, Ireland, Norway, the United States, Finland, and the Netherlands have a low-uncertainty avoidance need. They more easily accept the uncertainty inherent in life and are not as threatened by deviant people and ideas, so they tolerate the unusual. They prize initiative, dislike the structure associated with hierarchy, and more willing to take risks, are more flexible, think that there should be as few rules as possible, and depend not so much on experts as on themselves. As a whole, members of low-uncertainty avoidance cultures are less tense and more relaxed — traits reflected in the Irish proverb “Life should be a dance, not a race.”





低度不确定性规避

相反,人们发现像瑞典、丹麦、爱尔兰、挪威、美国、芬兰和荷兰等国家,比较容易接受生活中的不确定性,不为偏离的人或主张所困扰,因此他们对不寻常性的容忍度比较强。他们喜欢上进,不喜欢等级关系。他们乐于冒险,灵活性强,认为规则越少越好,他们对专家的依赖性不强,而更多地相信自己。整体而言,低度不确定性规避文化心态较为放松,正如一句爱尔兰谚语所说:“生活应是舞蹈,而非赛跑。”

Differences in uncertainty avoidance affect intercultural communication. In a classroom composed of children from weak, uncertainty avoidance cultures we might expect to see students feeling comfortable in unstructured learning situations and students also being rewarded for innovative approaches to problem solving.

不确定性规避方面的差异影响跨文化交流。如果课堂上的孩子来自于低度不确定性规避文化,那么将他们置于自由的学习条件下并奖励那些创造性解决问题的学生,这种方式会让他们感到比较舒服。

UNCERTAINTY REDUCTION

降低不确定性

Dialogue 2

In the following intercultural conversations, we see assertive communicating style can help in uncertainty reduction. In the first conversation, we see Lee, who is from China, interacting with Daniel, who is from Ukraine. Lee seems unassertive and unresponsive. In

the second conversation, we see Jim, who is from the United States, interacting with Foday, who is from Sierra Leone. In comparison to Lee, Jim seems assertive and responsive. Jim's assertiveness and responsiveness help him reduce uncertainty about Foday and Sierra Leone.

从下面这个跨文化对话中我们不难发现,积极主动地参与交流可以降低不确定性。在第一个场合中, Lee 来自中国, Daniel 来自乌克兰, 在两人的谈话过程中, Lee 没有积极参与, 态度比较冷淡。在第二个场合中, Jim 来自美国, Foday 来自塞拉利昂, 和 Lee 不同的是, Jim 积极主动的参与谈话, 从而增加了对 Foday 和塞拉利昂的了解。

Scene 1

Daniel: Hi, I'm Daniel.

Lee: Oh, hi.

Daniel: What's your name?

Lee: Lee Dong.

Daniel: Hi, Lee.

Lee: Hi.

Daniel: I'm not from here. I'm from Ukraine.

Lee: Oh.

Daniel: You've heard of it?

Lee: Ah, yeah, I think so.

Daniel: Ukraine is in Eastern Europe, between Poland and Russia.

Lee: Oh.

Daniel: Yeah. Have you ever been to Europe?

Lee: Yeah, but I was pretty young at that time.

Daniel: It must have been quite an experience, though.





Lee: Ah . . . do you know what time it is?

Daniel: It's about 3 o'clock.

Lee: I have to go now. Bye.

Daniel: Bye, Lee, nice meeting you.

场合一

Daniel: 你好, 我叫 Daniel.

Lee: 你好。

Daniel: 你叫什么名字?

Lee: Lee Dong.

Daniel: 你好, Lee。

Lee: 你好。

Daniel: 我不是本地人, 我是乌克兰人。

Lee: 噢。

Daniel: 你听说过乌克兰吗?

Lee: 哦, 听说过。

Daniel: 乌克兰是个东欧国家, 在波兰和俄罗斯之间。

Lee: 噢。

Daniel: 你去过欧洲吗?

Lee: 去过, 不过是在很小的时候。

Daniel: 感觉很不错吧?

Lee: 呃……你知道现在几点了吗?

Daniel: 差不多三点了。

Lee: 我得走了, 再见。

Daniel: 再见, 很高兴认识你。

Scene 2

Jim: Hi, I'm Jim. I don't believe we've met.

Foday: Hello, Jim, I'm Foday.

Jim: Hi, Foday, where are you from?

Foday: I'm from Sierre Leone.

Jim: Oh really? Where is Sierre Leone? I know it's on the African continent, but I'm not sure where.

Foday: It's on the western coast between Guinea and Liberia.

Jim: Oh, toward the north? How big is it?

Foday: Yes, that's right. We're about the size of your California

Jim: That's interesting. What kind of government do you have in Sierre Leone?

Foday: We have a constitutional democracy.

Jim: Is that based on English law?

Foday: Yes.

Jim: Who's the president, and how long a term does he serve?

Foday: His name is Ahmad Tejan Kabbah. He is elected for a five-year term.

Jim: Oh yeah . . . I think I've heard of him. By the way, you speak English very well. Is that your official language?

Foday: English is the official language of my country, but it is only spoken by a literate minority of about 20 percent of the population.

Jim: Really? What language does the other 80 percent speak?

Foday: People in the north speak a vernacular language called Temne, while those in the south speak Mende.

Jim: That's fascinating. I suspect that most citizens are Muslim?





Foday: About 60 percent are Muslim, with about 20 percent Christian. The other 20 percent or so vary.

Jim: I understand that mining is a major industry in Si-erre Leone. I hear you mine diamonds.

Foday: Yes, they are a big export. But many people live by simple subsistence farming like my father.

Jim: Foday, it has been really nice meeting you. I'd like to introduce you to my wife. She's over there.

Foday: Thank you, I'd like to meet her.

场合二

Jim: 你好,我叫 Jim。咱们还没有见过面呢。

Foday: 你好,Jim,我叫 Foday。

Jim: Foday,你是哪儿人?

Foday: 塞拉利昂。

Jim: 真的? 塞拉利昂在哪儿? 我就知道塞拉利昂在非洲,但不知道确切位置是哪儿。

Foday: 在非洲西海岸,圭那亚和利比亚之间。

Jim: 是在北方吗? 国上有多大?

Foday: 对,是在北方。国上面积和加利福尼亚州差不多。

Jim: 真有意思。塞拉利昂的政府是什么类型的?

Foday: 民主立宪制。

Jim: 是以英国法律体系为基础的吗?

Foday: 对。

Jim: 你们的总统是谁? 任期几年?

Foday: 他叫 Ahmad Tejan Kabbah,任期 5 年。

Jim: 噢,我好像听说过他。顺便说一下,你的英语讲得很好,英语是你们的官方语言吗?

Foday: 是的,但是只有一小部分受过教育的人讲英语,大

约占人口的20%。

Jim: 其他80%讲什么语言?

Foday: 北方人讲一种叫做 Temme 的方言,南方人讲 Mende 方言。

Jim: 真有趣,你们大部分人都是穆斯林吗?

Foday: 穆斯林约占60%,又有20%信仰基督,还有其他20%信仰其他宗教。

Jim: 我知道采矿业是塞拉利昂的主要工业,我还听说你们那儿开采钻石。

Foday: 对,出口量很大,但也有一些人从事农业,我爸爸就是干农业的。

Jim: Foday,很高兴能够认识你,我想让你认识一下我妻子,她在那边。

Foday: 谢谢你,我很想见见她。

In comparing the two conversations, notice how much more uncertainty Jim reduces in his short conversation with Foday than Lee does with Daniel. Jim is assertive in initiating conversation with Foday. Lee, on the other hand, says very little even when prompted by Daniel. Daniel is probably more uncertain about Lee after the conversation than before. His lack of assertiveness and responsiveness probably leaves a negative impression with Daniel.

比较这两则对话,你就会发现,Jim 通过简短的谈话增进了对 Foday 的了解;而在 Lee 和 Daniel 的对话中却没有做到这一点。Jim 能够积极主动地推动与 Foday 的谈话。与此相反, Lee 却没有积极地参与谈话, Daniel 虽然做出推动谈话的努力,但是 Lee 没有积极配合。两个人谈话结束之后, Daniel 可能更加对 Lee 捉摸不透了。Lee 的冷漠可能





给他留下了坏印象。

SELF-TEST

自 测 题

Assessing Your Uncertainty Orientation*

The purpose of this questionnaire is to help you assess your orientation toward uncertainty. Respond to each statement indicating the degree to which it is true regarding the way you typically respond: "Always False" (answer 1), "Usually False" (answer 2), "Sometimes False and Sometimes True" (answer 3), "Usually True" (answer 4), or "Always True" (answer 5).

1. I do not compare myself with others.
 2. If given a choice, I prefer to go somewhere new rather than somewhere I've been before.
 3. I reject ideas that are different than mine.
 4. I try to resolve inconsistencies in beliefs I hold.
 5. I am not interested in finding out information about myself.
 6. When I obtain new information, I try to integrate it with information I already have.
 7. I hold traditional beliefs.
 8. I evaluate people on their own merit without comparing them to others.
 9. I hold inconsistent views of myself.
 10. If someone suggests an opinion that is different than mine, I do not reject it before I consider it.
- To find your score, first reverse the responses for

the odd numbered items (i. e. , if you wrote 1, make it 5; if you wrote 2, make it 4; if you wrote 3, leave it as 3; if you wrote 4, make it 2; if you wrote 5, make it 1). Next, add the numbers next to each statement. Scores range from 10 to 50. The higher you score, the greater your uncertainty orientation

**Ranking of Forty Countries (or areas) on
Uncertainty Avoidance**

| Country | Ranking* | Country | Ranking* |
|---------------|----------|--------------|----------|
| Argentina | 10 | Japan | 4 |
| Australia | 27 | Mexico | 12 |
| Austria | 19 | Netherlands | 26 |
| Belgium | 3 | New Zealand | 30 |
| Brazil | 16 | Norway | 28 |
| Canada | 31 | Pakistan | 18 |
| Chile | 6 | Peru | 7 |
| Colombia | 14 | Philippines | 33 |
| Denmark | 39 | Portugal | 2 |
| Finland | 24 | Singapore | 40 |
| France | 7 | South Africa | 29 |
| Germany | 21 | Spain | 9 |
| Great Britain | 35 | Sweden | 38 |
| Greece | 1 | Switzerland | 25 |
| Hong Kong | 37 | China Taiwan | 20 |
| India | 34 | Thailand | 22 |
| Iran | 23 | Turkey | 11 |
| Ireland | 36 | U. S. A | 32 |
| Israel | 13 | Venezuela | 15 |
| Italy | 17 | Yugoslavia | 5 |

* A high score means the country can be classified as one that does not like uncertainty; a low score is associated with cultures that do not feel uncomfortable with uncertainty.





Source: Adapted from Greet Hosted, Culture's Consequences: International Differences in Work-Related Values (Beverly Hills: Sage, 1980).

四十个国家(或地区)的不确定性规避价值观排名

| 国 家 | 排 名 [*] | 国 家 | 排 名 [*] |
|------|------------------|------|------------------|
| 阿根廷 | 10 | 日本 | 4 |
| 澳大利亚 | 27 | 墨西哥 | 12 |
| 奥地利 | 19 | 荷兰 | 26 |
| 比利时 | 3 | 新西兰 | 30 |
| 巴西 | 16 | 挪威 | 28 |
| 加拿大 | 31 | 巴基斯坦 | 18 |
| 智利 | 6 | 秘鲁 | 7 |
| 哥伦比亚 | 14 | 菲律宾 | 33 |
| 丹麦 | 39 | 葡萄牙 | 2 |
| 芬兰 | 24 | 新加坡 | 40 |
| 法国 | 7 | 南非 | 29 |
| 德国 | 21 | 西班牙 | 9 |
| 英国 | 35 | 瑞典 | 38 |
| 希腊 | 1 | 瑞士 | 25 |
| 香港 | 37 | 中国台湾 | 20 |
| 印度 | 34 | 泰国 | 22 |
| 伊朗 | 23 | 土耳其 | 11 |
| 爱尔兰 | 36 | 美国 | 32 |
| 以色列 | 13 | 委内瑞拉 | 15 |
| 意大利 | 17 | 南斯拉夫 | 5 |

* 高分表明这个国家不喜欢不确定性;低分表明这个国家的文化能够容忍不确定性。

资料来源:节选自哥特·霍夫斯泰德:《文化影响:与工作相关的价值观的国际差异》(Beverly Hills: Sage, 1980)。

3. POWER DISTANCE

权力距离

PROVERB

谚 语

Chinese Proverb

Let the emperor be an emperor, the minister a minister, the father a father and the son a son.

Confucius

君君, 臣臣, 父父, 子子。

孔 子

Five relations: ruler /subject, father /son, elder brother/young brother, husband/wife, friend/friend.

Confucius

五伦: 君臣, 父子, 兄弟, 夫妇, 朋友。

孔 子

Ameircan Proverb

All men are born equal.

人生而平等。

Although we describe ourselves as a nation of equals, there is little doubt that some of us rank as





"more equal than others."

Macionis

虽然我们将自己描述为一个平等的国家,但毫无疑问的是,有些人认为自己“比别人更平等”。

麦克尼斯

INTERCULTURAL DIALOGUE

跨文化对话

Dialogue 1

Ms. Gumb (in the main office) : Lee, where is your project report? You said you'd get it done soon. I need your part of the report so that I can finish my final report by the end of this week. When do you think you can get it done? [Attribution: Lee is very irresponsible. I should never have trusted him. I thought I was giving him a break by putting him in charge of this report.]

Mr. Lee (hesitantly) : Well ... Ms. Gumb ... I didn't realize the deadline was so soon ... I will try my best to get it done as soon as possible. It's just that there are lots of details I need to cross-check ... I'm really not sure ... [Attribution: Ms. Gumb is sure a tough lady. Anyway, she is the supervisor, why didn't she tell me the exact deadline early on? I'm really confused. In China, the supervisor always tells the workers what to do.]

Ms. Gumb (在主任办公室里) : Lee, 你的项目报告在哪儿? 你说过你很快就可以做完的。我需要你那部分的报告, 这样周末我就可以做完最终报告了。你觉得

你什么时候能做完？（暗想：Lee 很不负责任。我原先就不应该那么信任他。我觉得让他负责这个报告就等于给他放假。）

Mr. Lee (犹豫地)：呃，Ms. Gumb，我没想到这么快就到期了……我会尽快把它做完的。里面有很多细节我需要核对……我真的不敢肯定……（暗想：Ms. Gumb 太苛刻了。她既然是督导，为什么不早早告诉我报告的截止日期。中国的督导总是告诉职工如何办事的。）

Ms. Gumb (frustrated)：Lee, how soon is soon? I really need to know your plan of action right now. You cannot be so vague in answering my questions all the time. I believe I've given you plenty of time to work on this report already. [Attribution: Lee is trying to be sneaky. He does not answer my questions directly at all. I wonder if all Chinese are that sneaky? Anyway, I have to press him to be more efficient and responsible. He is in America, he has to learn the American way.]

Mr. Lee (a long pause)：Well . . . I'm really not sure, Ms. Gumb. I really don't want to do a bad job on the report and disappoint you. I'll try my best to finish it as soon as possible. Maybe I can finish the report next week. [Attribution: Ms. Gumb is sure a pushy boss. She doesn't seem to like me, and she is causing me to lose face in front of all my peers. Her voice sounds so harsh and loud. I have heard that American people are hard to work with, but she is especially rude and overbearing. I'd better start looking for a new job tomorrow.]

Ms. Gumb (受挫地)：Lee, 不久算多久？我现在就想





知道你的行动方案,回答我的问题的时候,你总是含糊其词。我觉得给你完成报告的时间已经够多的了。(暗想:Lee可真狡猾,他不直接回答我的问题。是不是所有的中国人都是这个样子?我得让他负起责任来,提高办事效率。既然在美国,他就得以美国方式做事。)

Mr. Lee(停顿了很久时间):呃……**Ms. Cumb**,我真的不敢确定,我不想把报告做得很糟糕,让你失望。我会尽我最大努力在最短的时间内完成报告的。下个星期我可能做完。(Ms. Cumb 真是催命鬼。她好像不大喜欢我这个职工,让我在所有同事面前丢人。她的声音那么高。我以前就听说难以和美国人共事,她尤其难以让人接受。明天我最好留意找一个新工作。)

Dialogue 2

To illustrate further the misunderstandings that can occur when we communicate interculturallly, consider the following example that involves a segment of interaction between a supervisor from the United States and a subordinate from China. In the segment, the Supervisor wants the employee to participate in decisions (a norm in the United States), while the subordinate expects to be told what to do (a norm in China):

为了更好地认识跨文化交流中出现的问题,我们再看一个例子。下面是一个美国督导和中国下属之间的对话,在对话中,美国督导希望职工参与到决策中来(美国规范),中国下属则期望被告知怎么做(中国规范)。

American: How long will it take you to finish this report?
[**American:** I asked him to participate. **Chinese:** His behavior makes no sense. He is the boss. Why doesn't

he tell me?]

Chinese: I do not know. How long should it take?

[American: He refuses to take responsibility. Chinese: I asked him for an order.]

American: You are in the best position to analyze time requirements.

[American: I press him to take responsibility for his own actions. Chinese: What nonsense! I better give him an answer.]

Chinese: 10 days.

[American: He lacks the ability to estimate time; this estimate is totally inadequate.]

American: Take 15. It is agreed you will do it in 15 days.

[American: I offer a contract. Chinese: These are my orders. 15 days.]

In fact the report needed 30 days of regular work. So the Chinese worked day and night, but at the end of the 15th day, he still needed one more day's work.

American: Where is my report?

[American: I am making sure he fulfills his contract. Chinese: He is asking for the report.]

Chinese: It will be ready tomorrow.

American: But we agreed that it would be ready today.

[American: I must teach him to fulfill a contract. Chinese: The stupid, incompetent boss! Not only did he give me wrong orders, but he does not appreciate that I did a 30-day job in 16 days.]

The Chinese hands in his resignation.





The American is surprised.

[Chinese: I can't work for such a man.]

美国人:你需要多长时间做完这个报告?

[美国人:我征求他的参与。中国人:他这样问没有意义,他是老板,告诉我不就行了吗?]

中国人:我不知道,这应该需要多长时间?

[美国人:他拒绝承担责任。中国人:我要他下命令。]

美国人:你最清楚需要多长时间。

[美国人:我强迫他为自己的行为负责任。中国人:简直是一派胡言!我最好给他个答复。]

中国人:10天。

[美国人:他估算时间的能力不强,这点时间绝对不够。]

美国人:15天吧。咱们一致决定15天之内完成这项报告。

[美国人:我做出了一份协议。中国人:这就是他给我下的命令,15天。]

实际上,这个报告需要30个常规工作日才能完成。于是这个中国职工夜以继日地工作起来,但是15天之后,他还需要一天时间才能完成报告。

美国人:我需要的报告呢?

[美国人:我确认一下他是否履行了承诺。中国人:他向我要报告了。]

中国人:明天就能准备好。

美国人:可是我们先前不是说好今天完成吗?

[美国人:我要让他认识到履行承诺的重要性。中国人:这个老板不称职,不仅向我胡乱发号施令,而且对我在16天里完成30天工作的成就一点也不感激。]

中国人递交了辞职书。

美国人大吃一惊。

[中国人:我没法给这种人工作。]

Dialogue 3

Differences in the power distance manifest themselves in communication. In the following two conversations, scene 1 is between a student and a teacher in the U. S. Scene 2 is between a student and a teacher in China. Note the differences in formality and personalness and the degree to which the students recognize the hierarchical difference between themselves and the teacher. In each case the student wishes to speak to the teacher about an assignment.

交流中可以看到权力距离的差异,在下面这两则对话中,场景1发生在美国的师生之间;场景2发生在中国的师生之间。阅读这两个场景对话,注意它们表现出来的正式性程度的不同,以及对师生等级关系的认识差异。在这两个例子中,学生都想跟老师讨论作业情况。

Scene 1 (United States)

Jeff: (Approaches Dr. Neuliep's office unannounced)

Hey, Dr. N. , how's it go in?

Dr. Neuliep: Hey, Jeff, what's up?

Jeff: (Steps into the office) I thought I would stop by if I could talk to you about my paper assignment.

Dr. Neuliep: Sure, come in, have a seat. What are you thinking about?

Jeff: Well . . . I have some trouble coming up with a topic. Do you have any ideas?

Dr. Neuliep: I suggest doing something that's very interesting to you, otherwise the assignment might bore you to death. Stay away from topics that have very little research associ-





ated with them. Also . . . you might try doing a search on the Internet. Sometimes you'll find topics that you might not ever have thought of yourself.

Jeff: Yeah . . . that's good idea. If I find something can I stop by and show it to you before I get started?

Dr. Neuliep: Sure, just stop by or leave a message on my voice mail.

Jeff: OK, yeah. OK, well . . . thanks a lot.

Dr. Neuliep: Sure.

场景1 (美国)

Jeff: (没有事先通知就来到 Dr. Neuliep 的办公室)嗨, Dr. N., 最近好吗?

Dr. Neuliep: 嗨, Jeff, 有什么事情吗?

Jeff: (迈进办公室)我顺便进来看看能不能跟您谈谈我的论文的事。

Dr. Neuliep: 当然可以, 这边坐, 你是怎么想的?

Jeff: 呃……我还没想出来题目, 你有什么意见?

Dr. Neuliep: 我建议你找点有趣的东西写, 要不这个作业非烦死你不可。你可以去网上看看。有时可能在上边发现你从未想过的题目。

Jeff: 对……好主意。如果我有所发现, 我能拿过来给你看看吗?

Dr. Neuliep: 当然可以。

Jeff: 好, 多谢你了。

Dr. Neuliep: 没什么。

Scene 2 (China)

Mino: (Approaches Dr. Choi's office and knocks on the door) Good morning, professor Choi.

Dr. Choi: Hello, Mino.

Mino: I am here for my appointment.

Dr. Choi: Yes.

Mino: May I come in?

Dr. Choi: Yes.

Mino: Thank you. (Enters Dr. Choi's office) I am here to approve my topic for the research paper assignment, as you requested.

Dr. Choi: Yes, what have you decided?

Mino: I would like to research the natural resources of Northern India, if that is acceptable.

Dr. Choi: Yes, that topic is fine.

Mino: Thank you. Thank you for seeing me this morning.

Dr. Choi: Yes, you are welcome.

场景 2(中国)

Mino: (来到 Dr. Choi 的办公室,敲门)早上好,崔教授。

Dr. Choi:你好, Mino。

Mino:我约好了这个时候过来。

Dr. Choi:对。

Mino:我可以进来吗?

Dr. Choi:可以。

Mino:谢谢。(走进 Dr. Choi 的办公室)我想跟你讨论一下论文的题目。

Dr. Choi:你定下来了吗?

Mino:我想研究一下印度北部的自然资源,不知道行不行?

Dr. Choi:可以,这个题目不错。

Mino:谢谢您,多谢您抽出时间来见我。

Dr. Choi:不客气。





The conversation between Jeff and Dr. Neuliep in scene 1 is generally smooth and coordinated. The situation is informal enough that Jeff shows up unannounced, without an appointment. Jeff uses informal dialect (“havin” “ya”) and refers to Dr. Neuliep as “Dr. N,” demonstrating a degree of personalness. Dr. Neuliep invites Jeff to sit down, reducing the hierarchical distance between them. Generally, their conversation, though perfectly respectful, is informal. In scene 2, Mino has set up an appointment with Dr. Choi prior to the meeting, shows up at the appointed time, and asks permission to enter the office. The conversation is rather formal and impersonal. Mino does not engage in any slang or informal vocabulary, does not sit down, and keeps the conversation as short as possible. Unlike Jeff, Mino is prepared to state his choice of subject. This embodies the difference in power distance between the U. S. and China.

在场景 1 中, Jeff 和 Dr. Neuliep 的谈话比较顺畅和谐。谈话比较随意, Jeff 没有事先约会就登门拜访, 并使用了非常随意的语言(“havin” “ya”), 称 Dr. Neuliep 为“Dr. N”, 这表示出他们的关系比较个人化。Dr. Neuliep 主动邀请 Jeff 坐下谈话, 从而降低了两人在等级上的距离。总之, 他们的谈话在相互尊重的同时, 又比较随意。在场合 2 中, Mino 在和 Dr. Choi 见面之前是已经约好了时间。谈话比较正式, Mino 没有使用任何俚语或非正式词汇, 没有坐下来, 并且尽量缩短谈话时间。与 Jeff 不同的是, Mino 已经事先选好了题目。这些都表明了中国和美国在权力距离方面的不同。

Dialogue 4

In cultures such as the United States, Canada, and Australia, people are accustomed to treating everyone else as equals, regardless of sex, age, occupation, and so on. This can lead to misunderstandings in intercultural interactions with people who, in their culture's role hierarchy, are accorded special privileges. In the following conversation, Mr. Mammen, a Chinese living in the United States, has taken his wife and family to a very nice restaurant. When he arrives at the restaurant, he expects to be seated even though he has not made dinner reservations. Because of his social standing, he assumes that he will be accommodated.

在美國、加拿大和澳大利亞這些文化中，人們習慣了平等地對待任何人，而不考慮對方的性別、年齡和職業。在跨文化交流場合中，有些人來自具有等級區分的國家，並在本國享有特權。這樣就容易引起誤解。下面這個對話中，Mr. Mammen 是個住在美國的中國人，他帶他的妻子和家人去一家豪華飯店。來到飯店後，他要求就餐，但是沒有事先預定，他覺得就他的社會地位而言，這應該沒有問題。

Mr. Mammen: (Approaches the host)

Host: Good evening, may I help you?

Mr. Mammen: Yes, my wife and family are here for dinner.

Host: Certainly, your name please?

Mr. Mammen: I am Mr. Mammen.

Host: I'm sorry, I don't see your name on our reservations listing.





Mr. Mammen: I don't have reservations, but I can make them now.

Host: I'm sorry, but this evening's dinner reservation list is completely full.

Mr. Mammen: No . . . I disagree. This restaurant is not full. I see empty tables.

Host: Yes, but these tables are reserved for those people who have reservations for this evening.

Mr. Mammen: I will make reservations right now.

Host: I'm sorry, but the evening is completely full.

Mr. Mammen: I can see that it is not full. I want to see the manager right now! I am here to have dinner!

Mr. Mammen: (走到前台那里)

Host: 您好,我能为您做些什么?

Mr. Mammen: 是的,我的妻子和家人想在这里吃晚餐。

Host: 当然可以,请告诉我您的名字。

Mr. Mammen: 我是 Mr. Mammen。

Host: 很抱歉,订餐名单上没有您的名字。

Mr. Mammen: 我没有预定,不过我可以现在定。

Host: 很抱歉,今天晚上的晚餐已经预定满了。

Mr. Mammen: 不,没有。我看见有空桌子。

Host: 对,这些桌子是为那些预定的人准备的。

Mr. Mammen: 我现在可以立即预定。

Host: 很抱歉,今天的预定已经满了。

Mr. Mammen: 我看见还没满。我现在就要见你们的经理!我是到这儿来吃晚餐的!

Because of Mr. Mammen's cultural role position, in his native culture he probably would have been seated

in the restaurant even though he did not have a reservation. In the United States, however, one's occupational role will not ensure any special favors outside that occupation. The host of this restaurant is simply following his culture's way of treating — that is, equally. Such cultural differences can lead to conflict and misunderstanding.

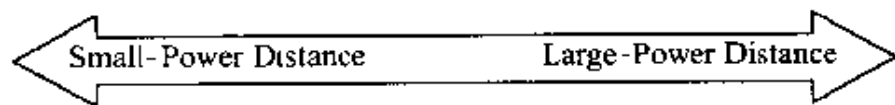
以 Mr. Mammen 的地位而言,如果是在他自身的文化中,他可能已经在就餐了。但是,在美国,一个人的职位高并不见得能使他在其他行业获得优待。饭店的接待员只是按照本文化的办事方式行事——平等地对待所有的人。两种文化上的差异可能引起冲突和误解。

CONCLUSION

结 论

The Chinese have a comparatively large power distance than the Americans.

和美国人相比,中国人拥有较大的权力距离。



FURTHER ANALYSIS

深入分析

Large-Power Distance. This dimension is reflected in the values of the less powerful members of society as well as in those of the more powerful members. People





in large-power-distance countries such as India, Brazil, Singapore, Greece, Venezuela, Mexico, and the Philippines believe that power and authority are facts of life. Both consciously and unconsciously, these cultures teach their members that people are not equal in this world and that everybody has a rightful place, which is clearly marked by countless vertical arrangements. Social hierarchy is prevalent and institutionalizes inequality.

In the organizations within large-power distance cultures you find a greater centralization of power, great importance placed on status and rank, a large proportion of supervisory personnel, a rigid value system that determines the worth of each job, and the bypassing of subordinates in the decision-making process.

较大的文化距离。这一尺度既反映在社会上那些无权势人的价值观上,也反映在那些有权势人的价值观上。在印度、巴西、新加坡、希腊、委内瑞拉、墨西哥和菲律宾等权利距离较大的国家里,人们相信,权力是生活中的事实。这些文化总是有意或者无意地使他们的成员认为,世界上人与人之间是不平等的,社会中有许多垂直的从属关系,每个人在这些关系中各居其位。社会等级无处不在,并且机制化了不平等的关系。

在权力距离大的文化的组织中,权力高度集中,地位和等级非常重要,人事监督占的比重较大,拥有严格的评定工作价值的体系,决策过程中下属的意见不受重视。

Small-Power Distance. Small-power distance countries such as Austria, Finland, Denmark, Norway, New

Zealand, and Israel hold that inequality in society should be minimized. People in these cultures believe that they are close to power and should have access to that power. To them, a hierarchy is an inequality of roles established for convenience. Subordinates consider superiors to be the same kind of people as they are, and superiors perceive their subordinates the same way. People in power, be they supervisors or government officials, often interact with their constituents and try to look less powerful than they really are. Then powerful and the powerless try to live in concert.

较小的权力距离。澳大利亚、芬兰、丹麦、挪威、新西兰和以色列等权力距离小的国家认为,社会上的不平等应该得到最小化的处理。这些文化里的人们认为他们和权力之间的距离不大,并且应该拥有获得权力的途径。对他们而言,等级只是为方便起见而创立的角色的不平等。下属认为他们和上级之间没什么不同,上级也是这么认为。不管监督者还是政府官员,当权者经常和下级交流,拉近两者之间的关系。有权者和无权者和谐一致。

We can observe signs of this dimension in nearly every communication setting. Within the educational context Calloway-Thomas, Cooper, and Blake offer the following summary.

In large-power distance societies, the educational process is teacher centered. The teacher initiates all communication, outlines the path of learning students should follow, and is never publicly criticized or contradicted. In large-power distance societies, the emphasis is on the personal "wisdom" of the teacher, while in





small-power distance societies the emphasis is on impersonal "truth" that can be obtained by any competent person.

几乎在每种交流的场所,我们都能看到这一维度的影响。在教育领域,卡洛为一托马斯、库勃和布雷克(Calloway-Thomas, Cooper, and Blake)是这样概括的:

在权力距离大的社会中,教学的过程以老师为中心。老师传授知识,指出学生应该遵循的学习途径。学生从不会在公开场合批评老师的观点。权力距离大的社会强调老师的个人“智慧”,权力距离小的社会重点强调“真理”具有非个人性,人人都可能发现真理。

SELF-TEST

自 测 题

Test Your Power Distance

1. How frequently, in your experience, does the following problem occur? Employees being afraid to express disagreement with their managers.

1. Very frequently
2. Frequently
3. Sometimes
4. Seldom
5. Very seldom

The descriptions below apply to four different types of managers. First, please read through these descriptions; then answer questions #2 and #3.

Manager 1

Usually makes his/her decisions promptly and

communicates them to his/her subordinates clearly and firmly. Expects them to carry out the decisions loyally and without raising difficulties.

Manager 2

Usually makes his/her decisions promptly, but before going ahead, tries to explain them fully to his/her subordinates. Gives them the reasons for the decisions and answers whatever questions they may have.

Manager 3

Usually consults with his/her subordinates before he/she reaches his/her decisions. Listens to their advice, considers it, and then announces his/her decision. He/she then expects all workers loyally to implement it whether or not it is in accordance with the advice they gave.

Manager 4

Usually calls a meeting of his/her subordinates when there is an important decision to be made. Puts the problem before the group and tries to obtain a consensus. If he/she obtains consensus, he/she accepts this as the decision. If consensus is impossible, he/she usually makes the decision him/herself.

2. For the above types of manager, please mark the one that you would prefer to work under.

1. Manager 1
2. Manager 2
3. Manager 3
4. Manager 4

3. And, to which one of the above four types of





managers would you say your own manager most closely corresponds?

1. Manager 1
2. Manager 2
3. Manager 3
4. Manager 4
5. He/she does not correspond closely to any of them

Source: G. H. Hofstede, *Culture's Consequences: International Differences in Work-Related Values* (Beverly Hills, Calif: Sage, 1980), p, 420. Reprinted by permission of Sage Publications.

**Ranking of Forty Countries (or areas) on
Power Distance**

| Country | Ranking * | Country | Ranking * |
|---------------|-----------|--------------|-----------|
| Argentina | 25 | Japan | 22 |
| Australia | 29 | Mexico | 2 |
| Austria | 40 | Netherlands | 28 |
| Belgium | 12 | New Zealand | 37 |
| Brazil | 7 | Norway | 34 |
| Canada | 27 | Pakistan | 21 |
| Chile | 15 | Peru | 13 |
| Colombia | 10 | Philippines | 1 |
| Denmark | 38 | Portugal | 16 |
| Finland | 33 | Singapore | 6 |
| France | 9 | South Africa | 24 |
| Germany | 30 | Spain | 20 |
| Great Britain | 31 | Sweden | 35 |
| Greece | 17 | Switzerland | 32 |

(续表)

| Country | Ranking | Country | Ranking* |
|-----------------|---------|--------------|----------|
| China Hong Kong | 8 | China Taiwan | 19 |
| India | 4 | Thailand | 14 |
| Iran | 18 | Turkey | 11 |
| Ireland | 36 | U. S. A | 26 |
| Israel | 39 | Venezuela | 3 |
| Italy | 23 | Yugoslavia | 5 |

* A low score means the country can be classified as one that prefers a large-power distance; a high score is associated with cultures that prefer a small-power distance.

Source: Adapted from Greet Hosted, Culture's Consequences: International Differences in Work-Related Values (Beverly Hills: Sage, 1980).

四十个国家(或地区)的权力距离价值观排名

| 国 家 | 排 名* | 国 家 | 排 名* |
|------|------|------|------|
| 阿根廷 | 25 | 日本 | 22 |
| 澳大利亚 | 29 | 墨西哥 | 2 |
| 奥地利 | 40 | 荷兰 | 28 |
| 比利时 | 12 | 新西兰 | 37 |
| 巴西 | 7 | 挪威 | 34 |
| 加拿大 | 27 | 巴基斯坦 | 21 |
| 智利 | 15 | 秘鲁 | 13 |
| 哥伦比亚 | 10 | 菲律宾 | 1 |
| 丹麦 | 38 | 葡萄牙 | 16 |
| 芬兰 | 33 | 新加坡 | 6 |
| 法国 | 9 | 南非 | 24 |
| 德国 | 30 | 西班牙 | 20 |
| 英国 | 31 | 瑞典 | 35 |
| 希腊 | 17 | 瑞士 | 32 |





(续表)

| 国 家 | 排 名* | 国 家 | 排 名* |
|------|------|------|------|
| 中国香港 | 8 | 中国台湾 | 19 |
| 印度 | 4 | 泰国 | 14 |
| 伊朗 | 18 | 土耳其 | 11 |
| 爱尔兰 | 36 | 美国 | 26 |
| 以色列 | 39 | 委内瑞拉 | 3 |
| 意大利 | 23 | 南斯拉夫 | 5 |

* 高分表明这个国家倾向于较大的权力距离;低分表明这个国家倾向于较小的文化距离

资料来源:节选自哥特·霍夫斯泰德:《文化影响:与工作相关的价值观的国际差异》(Beverly Hills: Sage, 1980)。

4. DIRECTNESS & INDIRECTNESS

直接和间接的交流风格

PROVERB

谚 语

Chinese Proverb

Think three times before you take action.

三思而后行。

A word dropped from the tongue cannot be brought back by four horses.

一言既出,驷马难追。

American Proverb

He who hesitates is lost.

犹豫者不得志。

The squeaky wheel gets the grease.

会叫的车轮才能得到润滑。





INTERCUTURAL DIALOGUE

跨文化对话

Dialogue 1: Don't make noise! (别制造噪音!)

Scene 1

Jane: (knocks on her neighbor's open window) :Excuse me, it's 11 o'clock already, and your high-pitched opera singing is really disturbing my sleep. Please stop your gargling noises immediately! I have an important job interview tomorrow morning, and I want to get a good night's sleep. I really need this job to pay my rent!

Diane: (resentfully) Well, this is the only time I can rehearse my opera! I've an important audition coming up tomorrow. You're not the only one that is starving, you know. I also need to pay my rent. Stop being so self-centered!

Jane: (frustrated) :I really think you're unreasonable. If you don't stop your singing right now I'm going to file a complaint with the apartment manager.

Diane: (sarcastically) OK. Do whatever you want. I'm going to sing as I please.

Scene 2

Mrs. Zhang: Your daughter has started taking piano lessons, hasn't she? I envy you, because you can be proud of her talent. You must be looking forward to her future as a pianist. I am really impressed by her talent — every

day, she practices so hard, for hours and hours, until late at night.

Mrs. Yang: Oh, no, not at all. She is just a beginner. We don't know her future yet. We hadn't realized that you could hear her playing. I am so sorry you have been disturbed by her noise.

场景1

Jane: (敲打邻居开着的窗户)请原谅,已经是11点了,你唱歌剧的声音太高,我睡不着。别在这里制造噪音了!我明天早上有个重要的面试,今天晚上得好好睡一觉。我真的需要这个工作赚钱来付房租!

Diane: (气冲冲地)我只能在这个时间练习歌剧!明天我有一次重要的录音。并不是只有你一个人要工作。我也得付房租。别那么以自我为中心!

Jane: (受挫)你这人真是不讲理。如果你现在不立即停唱,我就去公寓经理那儿告你一状。

Diane: (嘲讽地)随便。我爱唱就唱。

场景2

张夫人: 你的女儿开始上钢琴课了,对吗?我真羡慕你,你能以她的天分自豪了。你一定盼望她将来成为一个钢琴家。我真佩服她的天分——每天都努力练琴,一小时接一小时,一直练到深夜。

杨夫人: 喔,不,她只不过刚刚开始练。我们也不清楚她将来能做什么。我们不知道您能听到她练琴的声音。很抱歉打扰你了。

Dialogue 2

When Chinese and Americans communicate there





often are misunderstandings due to their differences in style of speech. A conversation between a Chinese husband (following indirect communicating rules) and an American wife (following direct communicating rules) illustrates these differences:

Wife: Bob's having a party. Want to go?

Husband: OK.

Wife: (later) Are you sure you Want to go?

Husband: OK, let's not go. I'm tired anyway.

In this conversation the husband interpreted the wife's questions as an indirect indication that she did not want to go.

由于交流风格的这种差异,中国人和美国人之间经常产生误解。下面是一位中国丈夫(遵循间接式交流规则)和他的美国妻子(遵循直接式交流规则)之间的对话:

妻子: Bob 家要举行一个聚会,你想去吗?

丈夫: 去

妻子: (后来)你真的想去吗?

丈夫: 那就不去吧,反正我也累了。

在这个对话中,丈夫误解了妻子的问话,他以为那表示她不想去参加聚会的暗示。

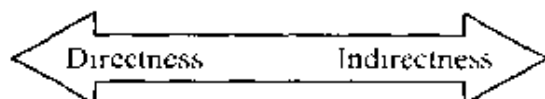
CONCLUSION

结 论

Chinese prefer the indirect way of communicating style while Americans prefer the direct way of communicating style.

中国人喜欢间接的交流方式;美国人喜欢直接的交流

方式。



FURTHER ANALYSIS

深入分析

Indirect messages allow you to express your desire with-out offending or insulting the one interacting with you, but often at the sacrifice of your own feeling. Instead of saying, "I am bored with the conversation," you say, "It's getting late and I have to get up early tomorrow," or you look at your watch and pretend to be surprised by the time. Instead of saying, "This food tastes horrible," you say, "This food tastes different." Instead of saying, "You look terrible in this dress," you are likely to say, "I like the dress you wore yesterday."

In comparison with indirect messages, direct messages allow you to express your desire with less consideration about the feeling of the people interacting with you. Instead of saying "I am so bored; I have nothing to do tonight," to your boyfriend, you say forthrightly, "I'd like to go to the movies. Would you like to come?" Instead of saying "Do you feel like hamburgers tonight?" to your husband, you say, "I'd like hamburgers tonight. How about you?"

在和别人进行交流的时候,间接信息能够让你避免伤害别人的感情,但这种交流常常是以隐瞒自己的真实感受





为基础的。在对聊天比较厌烦的时候,你会说:“天不早了,我明天还要早起。”或者故作惊讶地看表,而不会说:“我讨厌和你聊天。”在觉得饭做得难以下咽的时候,你不会说:“这饭简直没法吃。”而会说:“这饭尝起来味道很不一样。”你不会说:“你穿这身衣服真难看。”而会说:“我觉得你昨天穿的那身衣服比这身更好看。”

和间接信息相比,直接信息可以让你比较自由地表达你的观点,较少地顾忌别人的感受。你可以直截了当地对你男朋友说:“我想去看电影,你能跟我一块去吗?”而不是说:“我今天晚上很无聊,没事可干。”你会对你丈夫说:“我今天晚上想吃汉堡,你呢?”而不是说:“今天晚上你想吃点什么?”

SELF-TEST

自 测 题

Assessing Directness & Indirectness In Communication

Below are 32 statements regarding how you feel about communicating in different ways. In the blank to the left of each item, indicated the degree to which you agree or disagree with each statement. If you are unsure or think that an item does not apply to you, enter a 5 in the blank.

Use the following key:

Strongly Disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

1. _____ I catch on to what others mean, even when they do not say it directly.
2. _____ I show respect to superiors, even if I

dislike them.

3. _____ I use my feelings to determine whether to trust another person.
4. _____ I find silence awkward in conversation.
5. _____ I communicate in an indirect fashion.
6. _____ I use many colorful words when I talk.
7. _____ in argument, I insist on very precise definitions.
8. _____ I avoid clear-cut expressions of feelings when I communicate with others.
9. _____ I am good at figuring out what others think of me.
10. _____ My verbal and nonverbal speech tends to be very dramatic.
11. _____ I listen attentively, even when others are talking in an uninteresting manner.
12. _____ I maintain harmony in my communication with others.
13. _____ Feelings are a valuable source of information.
14. _____ When pressed for an opinion, I respond with an ambiguous statement/position.
15. _____ I try to adjust myself to the feelings of the person with whom I am communicating.
16. _____ I actively use a lot of facial expression when I talk.
17. _____ My feelings tell me how to act in a given situation.
18. _____ I am able to distinguish between a





sincere invitation and one intended as a gesture of politeness

19. _____ I believe that exaggerated stories make conversation fun.
20. _____ I orient to people through my emotions
21. _____ I find myself initiating conversations with strangers while waiting in line.
22. _____ As a rule, I openly express my feelings and emotions.
23. _____ I feel uncomfortable and awkward in social situations in which everybody else is talking except me.
24. _____ I readily reveal personal things about myself.
25. _____ I like to be accurate when I communicate.
26. _____ I can read another person "like a book".
27. _____ I use silence to avoid upsetting others when I communicate.
28. _____ I openly show my disagreement with others.
29. _____ I am a very precise communicator.
30. _____ I can sit with another person, not say anything, and still be comfortable.
31. _____ I think that untalkative people are boring.
32. _____ I am an extremely open communicator.

Scoring: Reverse the score for items 4, 6, 7, 10, 16, 19, 21, 22, 23, 24, 25, 28, 29, 31, 32. If your original score was 1, reverse it to a 7; if your original score was a 2, reverse it to a 6; etc. After reversing the score for those 14 items, simply sum the 32 items. Lower scores indicate low-context communication. Higher scores indicate high-context communication.

Source: Adapted from W. B. Gudykunst, Y. Matsumoto, S. Ting Toomey, et al. "Human Communication Research, 22(1996), 510—543.

资料来源:节选自 Gudykunst, Matsumoto, Ting Toomey 等人著作《人类交流调查》第 510—543。





5. HUMILITY

谦 逊

PROVERB

谚 语

American Proverb

Too much humility is pride.

过分的谦虚就是骄傲。

Honesty is the best policy.

诚实为上策。

Chinese Proverb

The more noble, the more humble.

越高贵,越应谦逊。

Pride goes before destruction.

骄者必败。

INTERCULTURAL DIALOGUE

跨文化对话

Dialogue 1 Well Done(干得好)

Bob: You did a fabulous job on that report.

Chang: We did our best. I wish we'd had more time.

Bob: For what? It really couldn't have been better.

Chang: I wouldn't like to think so.

Bob: You mean you left something out?

Chang: What do you mean by saying that?

Bob: 你的那个报告完成得非常好。

Chang: 我们尽了全力,要是再给我们一些时间就好了。

Bob: 为什么? 我觉得那个报告已经很完美了。

Chang: 我不这么想。

Bob: 你是说你漏掉了什么内容吗?

Chang: 您这样说是什么意思?

Dialogue 2

In his book "The Importance of Being KeQi," Yao Wei offers an example of Chinese humility. A Chinese carpenter who has emigrated to the United States goes to a furniture company looking for a job. He is a highly skilled maker of tables with twenty-five years of experience. Yao portrays the interview dialogue as follows.

Employer: Have you done carpentry work before?

Carpenter: I don't dare say that I have. I have just been in a very modest way involved in the carpenter trade.

Employer: What are you skilled in then?

Carpenter: I won't say "skilled." I have only a little experience in making tables.

Employer: Can you make something now and show us how good you are?

Carpenter: How dare I be so indiscreet as to demon-





strate my crude skills in front of a master of the trade like you.

An American employer at this point might very well show the humble Chinese applicant to the door. But, were he to persist in requesting a sample, the Chinese carpenter would finally (and with continuing expressions of humility as he worked) fashion a veritable work of art, which no doubt, he would describe as the work of a beginner even as the employer admired his speed and skill.

姚侠在他的《客气的重要性》一书中写过 一个关于中国人谦虚的例子。一个刚刚移民到美国的中国人到一家家具公司找工作。他很会做桌子,并有 25 年的经验。下面是他面试时和雇主的一段对话:

雇主:你以前做过木匠活吗?

木匠:我不敢说做过,只不过对此略知一二。

雇主:那你干什么活最熟练?

木匠:不能说“熟练”,只不过在做桌子方面略会皮毛。

雇主:现在你能做件东西给我们看看吗?

木匠:我怎敢在大师面前献丑。

一般到这种地步的时候,美国雇主会送这个谦虚的中国人出门了。但是这个雇主坚持要面试者做一件样品,木匠只好同意,一件精雕细琢的木制品很快在他手中完成,这位雇主在旁边叹服的时候,中国的木匠还在不停地说这只是一件初学者的作品呢。

CONCLUSION

结 论

In comparison with the Americans, the humble co-

munication style is favorable for the Chinese

和美国人相比,中国人更喜欢谦逊的交流风格。

FURTHER ANALYSIS

深入分析

Humility applies not only to conversational practices but also to other types of social situations. An amusing example occurs when a large number of Chinese prepare themselves for a group photograph. All understand that the front row, especially the center-front location, is the place of honor and recognize that proper humility requires that they not willingly place themselves in the front. Even the senior people usually try to remain away from the front row, with the result that everyone begins to crowd into the back rows. After some good-natured scuffling and earnest appeals from the junior members and the photographer to the senior ones, the situation resolves itself properly.

中国人的谦虚不仅体现在谈话上,在各种社交场合都会发现谦虚的影子。中国人照群体像时的表现很有趣。所有人都知道前排和中央是最荣耀的地方,每个人都不愿坐在那里以表示自己的谦虚。甚至那些级别高的人也常常不愿立即就位,这样做的结果是所有人都往后排挤。在摄影师和级别低的人的极力要求下,那些级别高的人才慢慢移到前面就坐。





SELF-TEST

自 测 题

How Humble Are You?

1. You help another person save a child from a burning building and then leave the scene. The next day, the press is calling YOU the "hero". Would you set the record straight?
2. If you made it big, would you go to your high school reunion just to show off?
3. You suspect that your significant other has cheated on you and in retaliation you have a short fling. Months later you find out your suspicions about your partner are wrong. Do you apologize and admit your own indiscretion?
4. Do you think your obituary should be a full article with a picture?
5. You overhear your significant other say you are the best lover they've ever had. Do you think: They're right-I am.
6. When you daydream about your tombstone, it reads: Loved by all.
7. Are you a dynamo in the sack?
8. Do you have framed pictures of yourself alone, with no one else in the photo-displayed in your house? Don't lie!
9. Would you hire someone smarter than you?
10. Do you ask what your country can do for you?

rather than what you can do for your country?
For the above items, the more you answer yes, the
less humble you are.





6. RELATIONSHIP

关 系

PROVERB

谚 语

You honor me a foot, and I will in return honor you ten feet.

你敬我一尺,我敬你一丈。

Live and let live.

自己活也让别人活。

The American way of business is, "Hey, it's costing us \$ 5,000 to send you on this trip; you'd better get the business." The Chinese idea is, "We want to build a relationship and learn all about you and your facilities."

Joseph Dorto

美国人做生意的方式是：“嗨，送你出这趟差要花5000美元，你最好把这个交易搞定。”中国人在这方面的观点是：“我们想和你们建立关系，学习你们的设备和先进之处。”

岛 头

INTERCULTURAL DIALOGUE

跨文化对话

Dialogue 1

In the following conversation, Mr. Benton has traveled to China to introduce Mr. Yeh Ching to a new operating system. Mr. Benton, coming from a culture that values an efficient style of speaking, wants to get right down to business. Mr. Yeh-Ching, on the other hand, wants to establish a relationship before discussing any business possibilities. Mr. Benton and Mr. Yeh-Ching are meeting at a local restaurant in Beijing.

在下面这个对话中, Mr. Benton 到中国向 Mr. Yeh-Ching 介绍一项新型操作系统。Mr. Benton 来自美国这个重视办事效率的国家, 他想立即做交易。Mr. Yeh-Ching 是中国人, 中国商业文化重视首先建立关系, 然后再开展交易。Mr. Benton 和 Mr. Yeh-Ching 在北京当地的一家饭店会面。

Mr. Benton: Ah, Mr. Yeh-Ching. I've been waiting a while. Had you forgotten about our meeting?

Mr. Yeh-Ching: Good morning Jerry, it is so nice to see you.

Mr. Benton: Well ... I'm glad you're finally here. I have all the material you need to see about the new computers we're installing. Here's our plan ...

Mr. Yeh-Ching: Jerry, have you seen much of our city?





Mr. Benton: Well . . . I really don't have much time for sightseeing. This isn't vacation, you know. Business, business, business. My boss expects me to close this deal today and be back in New York by the Weekend. So, here's my idea for installation.

Mr. Yeh-Ching: Our city is so beautiful and full of history. Please allow me to arrange a tour for you. We can go together.

Mr. Benton: I'd love to, but you know . . . business.

Mr. Yeh-Ching: Can I arrange a tour for you? My staff would be happy to meet you.

Mr. Benton: No, thanks, but I'd like to show you something. Look at these new configurations for the computers we're installing. Now . . . notice that . . .

Mr. Yeh-Ching: Here is a menu. This restaurant has some very interesting Chinese dishes that I would like you to try.

Mr. Benton: Oh, I grabbed a bite at the Hilton. Go ahead and eat, though. I can show you the production schedule.

Chances are pretty good that Mr. Yeh-Ching will not buy Mr. Benton's new computer system. To Mr. Yeh-Ching, Mr. Benton is too concerned about his business and not concerned enough about the personal side of business—that is, relationships. Chinese are sometimes suspicious of people who refuse to get to know each other before striking a deal.

Mr. Benton: Mr. Yeh-Ching, 我等你好一会儿了。你忘记今天的会面了吗?

Mr. Yeh-Ching: 上午好, Jerry, 很高兴见到你。

Mr. Benton: 呃…你最终还是来了, 我也很高兴。关于我们要配置的电脑, 我已经准备好了所有的材料, 这是我们的计划…

Mr. Yeh-Ching: 我们的城市你参观过了吗?

Mr. Benton: 呃…我实在没有观光的时间, 我不是来度假的, 我得做生意上的事。我的老板让我今天就谈妥这项生意, 周末之前回纽约。你看, 这是我的安装计划。

Mr. Yeh-Ching: 我们的城市景色迷人, 历史悠久。请允许我为你安排一次观光, 我可以陪你。

Mr. Benton: 我倒也挺想去, 可是你明白…生意。

Mr. Yeh-Ching: 我能为你安排一次游览吗? 我的职工很想见到你。

Mr. Benton: 谢谢你, 不用了。我想给你看点东西。你看这些电脑的配置图表。看…

Mr. Yeh-Ching: 这是菜单, 这个饭店里有很多中国特色的菜, 希望你能品尝。

Mr. Benton: 噢, 我在希尔顿饭店随便吃了几口。现在咱们继续。我给你看看生产计划。

Mr. Yeh-Ching 很有可能拒绝购买 Mr. Benton 的新型电脑系统, Mr. Yeh-Ching 可能认为 Mr. Benton 太热衷于做生意了, 却不关心生意的人性化的一面——关系。在建立关系之前, 中国人很少会与别人做交易, 他们会怀疑别人的诚意。

Dialogue 2

Ms. Wasko: (enthusiastically) Since we're all here today





in the meeting, I would like to discuss with you my opinion on renewing our contract with the Mingxin advertising firm. But before I do that, Mr. Chang, what do you think of the Mingxin firm?

Mr. Chang: (taken by surprise) Ms. Wasko, what about the Mingxin firm?

Ms. Wasko: Chang, I don't think they are working out for us. I don't think they are being aggressive enough in pushing our spring water products. I seriously think we should switch to a new firm. Their advertisement did not seem to have any impact on generating new sales for us.

Mr. Chang: (after a long paused) Ms. Wasko, have you discussed this with others in our department?

Ms. Wasko: (looking around) Not really. That's why I'm sounding you out right now.

Mr. Chang: Well . . . it is a good idea to get as many people's opinions as possible on this important decision. Why don't we wait?

Ms. Wasko: (impatiently) But I'm really not satisfied with the Mingxin's "soft sell" approach to our products. If you have any opinion, now is a good time to speak up. So what do you think?

Mr. Chang: Um . . . we really have to give this some more thought . . . After all, we've cultivated

a good relationship with the people in the Mingxin firm ... Maybe I'll check around with other people in the department after the meeting to get their input.

Ms. Wasko: Well, all your department people are here in this room. Why don't ask them right now? Wang, what do you think?

Mr. Wang: (taken by surprise) Well ... (a long pause) ... we should spend more time thinking together ...

Ms. Wasko: (very frustrated) All right, everyone, wasted time is wasted effort. Chang, back to you. What do you really think?

Mr. Chang: (glancing around the room and sensing tension) Well ... (a very long pause) ... I couldn't really say right now ... It takes time to make such an important decision.

Ms. Wasko: (热情地) 今天既然大家都来参会了,我想谈谈在和 Mingxin 广告公司续签合同一事上我的观点,我想先问个问题,Chang,你觉得 Mingxin 广告公司怎么样?

Mr. Chang: (吃了一惊) Ms. Wasko,你问我覺得 Mingxin 广告公司怎么样?

Ms. Wasko: Chang,我觉得她们不为咱们好好干活,我觉得他们在宣传我们的产品方面做得不够。我想选择一家新公司,Mingxin 公司做的广告没有帮助我们扩大销售。

Mr. Chang: (停顿了很多时间) Ms. Wasko,你和我们部门里的其他人谈过这件事吗?





Ms. Wasko: (四周看了看)还没有,我现在想问问你的意见。

Mr. Chang: 呃…这是个非常重要的决定,最好尽可能地征求每个人的意见,咱们可以迟一些再讨论。

Ms. Wasko: (不耐烦地)可我实在为 Mingxin 公司对我们产品的“软销售”策略感到不满,如果你有什么意见,那现在就说出来,你觉得呢?

Mr. Chang: 呃…我真的需要好好想一想……毕竟,我们已经和 Mingxin 公司的人建立了很好的关系,我想在这次会议之后和部门里的其他人商量一下,听听他们的意见。

Ms. Wasko: 你部门里的人全部都在这里,为什么现在不立即问他们的意见? Wang,你有什么意见?

Mr. Wang: (吃了一惊)噢…(停顿了一段时间)我们需要一些时间考虑一下。

Ms. Wasko: (感到很沮丧)好吧,别浪费时间了,Chang,又该你了,到底你是怎么想的?

Mr. Chang: (四周看了一下,感到气氛很紧张)噢…(停顿了一段时间)我现在没法说,这么重要的决定是需要花时间来考虑的。

Dialogue 3

Todd: There's vacancy in middle management, you know.

Sun: I heard. I wonder who they'll select.

Todd: Why don't you apply? I've heard you're management's favorite plant foreman.

Sun: I suppose I am, keeping the peace here on the floor.

Todd: So, you're tempted?

Sun: Me? Are you kidding? I don't know any of those people.

Todd: But you're worked here for years.

Todd: 中级管理层有个职位空缺。

Sun: 我听说了。不知道他们会选谁。

Todd: 你为什么还不申请? 我听说你是管理层最喜欢的车间管理员。

Sun: 你可能说得对,我负责维护车间的秩序。

Todd: 那你申请了?

Sun: 我? 开什么玩笑? 我上面没有人照应。

Todd: 可是你在这里工作了很多年了。

CONCLUSION

结 论

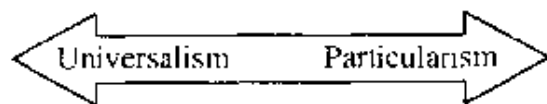
One's associations with others are critical to the Chinese, so key relationships receive intense attention and commitment. Due to that, the difference between relationships with in-group members and merely casual relationships is magnified. It may seem to Americans that the Chinese are indifferent to strangers and casual acquaintances, ignoring their welfare. But the Chinese are simply focusing almost all of their energy on close relatives or intimate friends or those with whom they have established relationship in comparison with Americans, who put at least some effort into treating everyone, or almost everyone, more or less equally. In sociological terms, particularism is characteristic of the Chi-





nese while universalism is characteristic of Americans.

对于中国人来说,一个人和别人的关系非常重要。因此,重要的人际关系备受关注。同一集体内部成员和其他普通人之间的区别很大。美国人会觉得中国人对待陌生人的态度过于冷漠。中国人几乎把所有精力都集中到亲戚朋友以及与他们有关系的人身上。美国人至少能够在某种程度上平等对待所有人。用社会学的词汇来说,中国人的这种特点叫做特殊主义,美国人的这一特点叫做普世主义。



FURTHER ANALYSIS

深入分析

Arlene, a Chinese woman, has living in the United States for 13 years and has been married to an American for 10 years. For the past 10 years, Arlene has been trying to find a fit between her husband's American culture and her Chinese culture. She has been successful in achieving balance in many areas of her life, but she is constantly caught in one area—differences between two cultures in approaching interpersonal relationships.

Arlene has been indebted to her sisters over the years, because when their parents passed away it was her elder sisters who assumed the responsibility of taking care of her and the family. When Arlene's niece, Meiling, decided to pursue a higher education in the

United States a few years ago, Arlene was very pleased that, finally, she was given an opportunity to repay her sister. She offered Meiling free accommodation while in school. As a result, her own nuclear family was extended. Arlene's other sister decided to buy a new house and needed to borrow some money for the down payment. Arlene gave her sister money and told her not to worry about returning it. "We are all family. If she needs help, I should help her," was what she said.

Reflecting upon the past and the present during our conversations, Arlene feels that she has done nothing for her husband's family and she is very unsettled about that. Accounts such as this are typical and commonly given by some Chinese living abroad.

Arlene 是个中国女人,在美国已经住了 13 年了,嫁给一个美国人已经 10 年了。在过去的 10 年中, Arelene 在美国文化和中国文化的冲突中寻找平衡,在生活的许多领域中,她都找到了这种平衡,但是在人际关系方面, Arelene 却屡屡感到困惑。

这些年来, Arlene 思前想后,一直觉得对不起她的几个姐姐,因为她们的父母去世早,她是在几个姐姐的照顾下长大的。几年前,当 Arlene 大姐的女儿到美国求学的时候, Arlene 觉得回报大姐的时候到了,她为她的侄女提供免费食宿。她自己的小家庭也多了一员。 Arlene 的二姐买房子需要钱, Arlene 就借给了她一笔钱,并告诉她还不还钱无所谓。“咱们是一家人嘛,需要帮助时应该互相帮助。”她说。

Arelene 觉得她什么事情也没为丈夫的家庭做,一直觉得她应该做点什么,为此她感到非常不安。对于在国外定





居的中国人来说,这种现象很普遍。

Why many Chinese feel in this way? This is based on the reciprocal feeling that once a favor is offered, a repayment should be made in the future time. If the person who has accepted the offer did not make the repayment, others would regard him or her as “a person without conscience.” The idea of relationship is central to this typical Chinese behavior with the feeling of reciprocity at the core of the idea of relationship. There is much evidence to say that this is selfish to some extent. The Americans, however, do not expect to be repayed after their helping others.

为什么许多中国人这么想呢?这主要是因为几乎每个中国人的心中都有一种要求回报的思想。如果一个人帮了另一个人的忙,那么被帮助的人就有回报的义务,否则的话,他会被别人认作是一个“没良心的人”。关系就是这样建立起来的,关系的核心就是互利互惠。这可能是中国人的一种比较自私的行为。与此相反的是,美国人在帮助别人时心里就没有这种要求回报的想法。

SELF-TEST

自 测 题

Answer the following questions with yes or no.

1. Do you often invite your friends or people important for you to lunch or dinner?
2. Do you often send gifts to the friends or people important to on the on special occasions such as New Year's, Christmas, or other holidays, just

to remind them that you are thinking of them?

3. Seeking for relationship is different from giving bribery.
4. You seldom forget what your friends did for you.
5. Do not do to others unless you want others do to you.

For the above questions, the more you tend to answer yes, the more devoted you are to relationship idea.





7. FACE

面 子

PROVERB

谚 语

A person needs face like a tree needs bark.

人要脸,树要皮。

Everything of the Chinese is disguised under the mask of face.

Lao She

中国人的一切都在面子底下藏着呢。

老 舍

For the Chinese negotiator, his face is his future.

John So

对于中国的谈判人员来说,面子就是他们的未来。

赛 欧

His face lightens because of the given sunshine.

给你点阳光,你就灿烂。

INTERCULTURAL DIALOGUE

跨文化對話

Frank: Did Liu show you his report?

Chang: Yes. It needs a lot of work

Frank: Did you tell him?

Chang: I told him it was a good start.

Frank: You shouldn't have misled him.

Chang: What do you mean?

Frank: Liu 给你看了他的报告了吗?

Chang: 看了。报告需要大量地修改。

Frank: 你告诉他了吗?

Chang: 我告诉他这是一个很好的开始。

Frank: 你不应该误导他。

Chang: 你这话是什么意思?

STORY

故 事

Story 1

An American businesswoman is negotiating with a Chinese counterpart over import agreement. She does not realize that one of her objectives cannot be accepted by the Chinese. When this objective comes up for discussion, the Chinese negotiator says that the American's request must receive further study. The American offers to further clarify the matter and asks about his objections. He mentions certain problems. Af-





ter listening to her clarification, he responds, “Kaolii, kaolii”, which means “We’ll think this over again” or “We must give it thought.” Why? Because stating his position directly would be to deny her request. This would damage her face by contradicting his implicit claim to be a person who lives in harmony with others. And it would damage her face by contradicting her implicit claim to be a negotiator who makes requests that are well informed and reasonable. The American feels frustrated. If she later learns that the Chinese simply could not agree to her request, she will think, “If only he had said No and had explained to me why it was impossible, I would have tried to figure out another way of making this deal attractive to my company.” But her Chinese counterpart was concerned about his face and her face; he believed that avoiding loss of face was more important than making a deal in that round of negotiations.

一个美国商业女性就一项进口业务正在与一位中国商人谈判。她并没有意识到她的一项提议不能为对方接受。当讨论这项提议的时候,中国商人说美方的提议需进行进一步研究。她就更加详细地阐述了她的提议。中方听完进一步的阐述后,说要考虑考虑。为什么这样反应呢?因为中国人认为直接表明自己的反对立场会损害对方的面子,毕竟对方做了那么多的努力。美国人感到大惑不解。结果谈判破裂。如果她后来知道中国人不能接受她的提议,相信她会想:“要是他直说他不同意并向我解释原因的话,我会考虑其他提议的,但是中方代表则关注保留双方的脸面;他觉得在谈判中避免丢脸比达成共识更为重要。”

Story 2

A woman in China has a bad cold. An American acquaintance notices that she is uncomfortable and enthusiastically recommends his favorite remedy, long soaks in a tub of hot water. She thanks him, saying nothing about the fact that she has no tub and no access to anyone else's tub. Time passes and the Chinese woman's health improves. The American encounters her, notes that her cold is gone, and asks if she took his advice. She replies, "Oh, yes, it was wonderful." Another American happens to be present on this occasion; he knows that the woman could not have taken the advice. The Chinese woman replies, "I didn't want him to feel bad because I don't have a tub." Upon further questioning, she also admits that she had been reluctant to admit that she does not own a tub. So her little white lie saved her own face as well as that of the American tub enthusiast.

一个中国妇女患了感冒。她的美国朋友注意到她不舒服,就热情地向她推荐他的治疗方案:在浴盆里长时间地泡热水澡。她谢过了他,说想要试一试,而绝口不提她没有浴盆,从别人那里也借不到。一段时间后,这位中国妇女的健康大有好转。那位美国人再次见到她时,发现她的病好了,就问她是否遵从了他的建议。“噢,是的,效果很棒。”她回答道。另一位美国人恰巧也在场,他知道她很可能没有采纳建议,便问她为什么要这么说,这位中国妇女说:“如果我告诉他我没有浴盆,他会感到难堪的。”在继续追问下,她又承认她不愿意说自己没有浴盆,否则既会损及自己的面子,也会打击那位美国建议者的热情。





Story 3

An American teacher in China has filled out an official form of some kind and has submitted it to the authorities at his university. A Chinese clerk loses the form. Time goes by. The American, being efficiency-minded, soon becomes impatient. He asks the authorities who are dealing with the matter when action will be taken. He is told that the matter has been referred to a higher bureau for a decision, or perhaps that the matter is under review, or whatever. He is not told that the form has been lost. Why? Because losing a form is a type of incompetence, the exposure of which would cause the authorities to lose face by contradicting their implicit claim to be people who can properly handle forms. The American eventually suspects that the explanation being offered is not accurate. If he discovers that the form has actually been lost, he will feel angry because "After all, if I had only been told it was lost, I could have filled out another form and eliminated this interminable delay." But the authorities were more concerned about preserving face than about the efficient processing of forms or directness in communications.

一个在中国工作的美国教师填了一张表格,提出对某一问题的建议,并将它交给校领导。中国的职员丢了表格。很长时间后,那个讲效率的美国人等不及了,询问校方是否处理了他提出的问题,他被告知问题已反映到上级领导那里去了,可能正在解决。他并没被告知表格已经丢了,为什么?因为丢了表格是一种失职的表现,这事要是让外人知道了会让自居办事严谨的领导们脸上无光。那个美国人对

这种推诿大惑不解。如果他知道表格实际上已经丢了的话,他肯定会大为光火,“表格丢了,你告诉我呀,我会重新填写一张的,犯不着跟我捉迷藏啊!”但是领导关心的并不是提高效率,而是怎样保住自己的脸面。

Story 4

Chinese educational tradition places no value on self-expression by students or trainees, the following more practical reasons are sometimes given by individual audience members for their disinclination to speak. Poor learners usually say they are afraid of losing face if they speak, since they might say something stupid. Outstanding learners usually say they fear being looked upon as show-offs by their classmates (also creating loss of face) if they speak too often or say things that are obviously brilliant. Average learners seem to have the least reluctance to speak; they say however, that there is no point in their speaking unless they have something really valuable to contribute. Few Chinese share the assumption of most American trainers and teachers that audience participation has intrinsic value. In the students' and trainees' view, run-of-the-mill discussions waste precious time that ought to be used by the teacher or trainer to deliver intellectual treasures to the audience.

中国的教育传统不重视让学生表达自己的观点。当学生们被直接问及不愿表达自己观点的原因时,学习差的学生会表示他们不发言是因为他们唯恐说错了,丢自己的脸;学习好的学生则辩解说,如果他们发言积极正确,会被班里其他同学认为是炫耀,瞧不起别人;学习一般的学生认为如





果没有什么值得说的东西,那么他们即使发言也没有任何意义,他们是最不愿意表达自己观点的群体。很少有中国人像美国人那样认为学生的参与会有启发性价值。多数学生认为冗长的讨论只会浪费宝贵的时间,不如让老师利用这段时间多传授一点知识。

Story 5

Several years ago, a resident who appeared to be a simple peasant walked into a five-star hotel located in downtown Beijing, and enquired about accommodation. The receptionist informed the man that this particular hotel was not an appropriate place for him to stay. The receptionist's condescending manner enraged the peasant, who felt an acute "loss of face". He continually asked her about the cost of the room. The receptionist replied, "Why do you ask this question, as clearly you can not afford even a fraction of the nightly tariff". This time the man lost his temper completely, because there were many people in the hotel lobby watching the spectacle. The man retorted, "I will stay in no place other than in the best room in this hotel". "The best room costs US \$1200 a night", the receptionist answered. The man sarcastically replied, "Only US \$1200. I would pay US \$2200 if necessary". Finally this man of very humble appearance paid the appropriate tariff to stay in the hotels' VIP suite, though he needed a great deal of assistance in completing his registration form.

几年前的一天,一位农民走进北京市中心的一家五星级饭店,向前台小姐询问住宿情况。前台小姐告诉他这家饭店价位太高,不适合他住宿。她的举止使这个农民感到

大伤脸面,他接着问她房间的开价情况,小姐不耐烦地说:“你问这个问题干嘛,我看你连半晚上的住宿费都付不起。”这位农民这次再也忍不住了,因为当时大厅里有很多人,“今天我非住这里不可”他说。“最好的房间每晚 1200 美元,”前台小姐轻蔑地说。“才 1200 美元,我付 2200 美元”,最后这个人住进了饭店的贵宾间,需要提一下的是,他费了很大劲儿才填好住宿登记表。

Story 6

A Chinese hand told his experience of giving name card to Chinese. If you are introduced in Chinese, pass your card with its Chinese-language side facing up; if you are introduced to a person in English-presumably because the Chinese person you are meeting speaks English-then pass your card with its English-language side facing up. This ensures that you will not offend someone who prides himself on speaking and reading English. Take your acquaintance's card with both hands and continue to hold it with two hands as you read it. Read all of it while showing that you are impressed with the job title of the person you have met. Your expression of impressed surprise is a compliment and a courteous gesture.

一位“中国通”强调递名片给中国人时应该注意的问题。如果你被用汉语介绍,那么你递名片时应该让印有汉语的一面朝上;如果你被用英语介绍,那么对方肯定懂英语,你递名片时应该让印有英语的一面朝上。这样你就不会冒犯那些以会读、说英语为豪的中国人。接对方名片的时候要用双手。看的时候也要双手把持,看到对方的职位时做出惊讶的表情,这样能够向对方传达一种赞美之意,注





意这个时候不要笑,即使是出于真诚也很可能被误解为嘲笑别人职位低

CONCLUSION

结 论

In comparison with the Americans, Chinese are more sensitive about their face.

和美国人相比,中国人非常重视他们的脸面。

FURTHER ANALYSIS

深入分析

Face is psychological and not physiological. It is not a face that can be washed or shaved, but a face that can be “granted” and “lost” and “fought for” and “presented as a gift.”—abstract and intangible, it is yet the most delicate standard by which Chinese social intercourse is regulated—Face cannot be translated or defined. It is like honor and is not honor. It cannot be purchased with money. It is hollow and yet is what men fight for and what many women die for. It is invisible and yet by definition exists by being shown to the public. Despite of all of these, certain patterns could be found on the expression of facework in conversation. Following are two general patterns regarding the difference of conversation style between Asian and Westerners.

面子这个词并不具有生理上的含义,而是指一种心理

的状态。面子不能洗,也不能刮;但却能“给”,能“丢”,能“挣”,能“当作礼物送人”。面子的概念虽然抽象、不可触摸,却是中国人社会交往中最精细的标准。面子难以翻译和界定,它就像一种荣誉但又不是荣誉。它不能用钱买到,面子是空的,但是许多男男女女为之奋斗甚至不惜牺牲生命。它看不见,摸不着,但确实实实在在地存在,并且能够向众人显示。尽管如此,日常交流中,我们仍可发现一些表达面子的模式。下面这两幅图传达了亚洲人和西方人交流风格的不同。

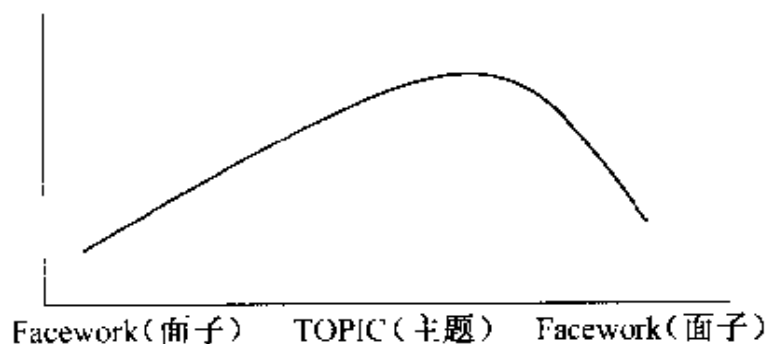


Fig. 1 Asian Conversational Pattern
(图1:亚洲人谈话模式)

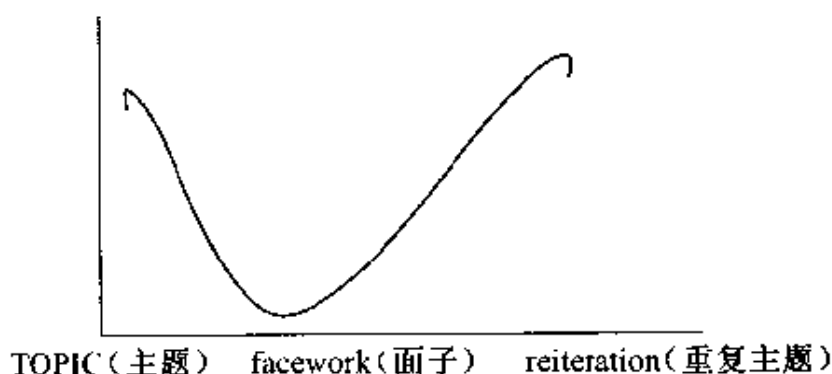


Fig. 2 Western Conversational Pattern
(图2:西方人谈话模式)

We would like to claim, nevertheless, that Asi-





an conversations show a general pattern, a kind of macrostructure, which is quite different from the pattern one sees in a Western conversation. We have argued that Asian conversations show a pattern which can be described as a parabolic arch, beginning with incidental topics and minor points. The main topic is introduced somewhat later. Finally it's quite customary after the introduction of the main topic to be followed again by final period of "small talk" (see fig. 1).

亚洲人的谈话风格具有一个大致的、宏观的模式,这和西方人的交流方式迥然不同。亚洲人的谈话方式可以描述为一个拱形,开始的时候谈论一些比较随意的话题,然后再引入主题。最后,习惯性结束谈话的方式是在谈论一些琐碎的话题,相互给一些面子,便于下台阶(见图1)。

The Western pattern, by contrast, begins with an early introduction of the initiator's main point. This is followed by a line of supporting developments or just small talk, but then there is often a conclusion with a reiteration of the main or concluding point (see fig. 2). We believe these differing patterns lie at the heart of a great deal of confusion in East-West discourse since each side expects different positions of main and subsidiary topics.

西方人的交流方式与此恰恰相反,谈话开头就直奔主题,接下来就是一些辅助性的谈话或者谈论一些随意的话题,最后通常在谈话结束的时候,重复一下主题(见图2)。在东西方的交流中,这种交流模式的差异是各种困扰和误解存在的根本原因。

For example, Americans tend to assume that every-

one else in the world is equally committed to directness in interpersonal communications. This assumption is erroneous, especially where the Chinese are concerned. The Chinese may very well on occasion be direct but only if no one, including themselves, will lose face.

举例来说,美国人常常认为,在人际交流中,世界上的每个人都会直率地表达自己的观点。这种假设是错误的,尤其当交流对象是中国人时,这种假设更是大错特错。中国人有时也可能比较坦率,但是只有当所有人不会因此而丢脸的时候,他们才会这样做。





8. MONOCHROMIC AND POLYCHRONIC TIME

单一时间模式和多元时间模式

PROVERB

谚 语

American Proverb

Remember that time is money.

Benjamin Franklin

记住：时间就是金钱。

富兰克林

I haven't got time to be tired.

我没有时间感到疲劳。

Chinese Proverb

Haste makes waste.

欲速则不达。

Time reveals all things.

万事日久自明。

INTERCULTURAL DIALOGUE

跨文化对话

Monochronic and Polychronic Cultures

单一时间模式和多元时间模式

Dialogue 1

Mr. Paul Rosen is the international sales representative for his computer equipment company. His most recent trip takes him to China, where he is scheduled to meet with his Chinese counterpart, Patrick Chang.

Mr. Rosen and his training team arrived in Beijing three days ago for a scheduled appointment with Mr. Chang. However, Mr. Chang has not yet met with Mr. Rosen or his team. Finally, a call to Mr. Rosen's hotel room indicates that Mr. Chang is prepared to meet with him. When Mr. Rosen arrives at the location, he is asked to wait outside Mr. Chang's office. As he waits, he notices many people entering and leaving Mr. Chang's office at a very quick pace. The hallways of this building are a hustle and bustle of activity, with people shuffling in and out of many rooms. Finally, after several hours, Mr. Rosen is called in to meet Mr. Chang.

Mr. Paul Rosen 是美国一家电脑公司的销售代表,他最近来到中国,按约定要和中国一家公司的销售代表 Patrick Chang 会面。

Mr. Rosen 和他的培训队伍已经在北京等了三天了,终于接到 Mr. Chang 的电话。Mr. Chang 准备和他会面了。到了指定地点后,Mr. Rosen 又在 Mr. Chang 办公室门楼等





消息,他看見人們從 Mr. Chang 的辦公室出出進進,走廊里人來人往,一幅忙碌的景象。大約過了几个小时之后,Mr. Rosen 被叫了进去。

Mr. Rosen: Ah, Mr. Chang, it's so good to finally see you. Gosh, I've been waiting for days. Did you forget our appointment?

Mr. Chang: Hello, Mr. Rosen. Please sit down. Everything is fine?

Mr. Rosen: Actually no... (Phone rings)... the problem is...

Mr. Chang: Excuse me... (Takes the phone call and speaks in Chinese. After several minutes he concludes the phone conversation) Yes, now... everything is fine?

Mr. Rosen: Well, actually, I've got a small problem. You see, the computer equipment you ordered... (A staff person enters the room and hands Mr. Chang something to sign.)

Mr. Chang: Oh, excuse me... (signs the document) Yes, now, everything is fine?

Mr. Rosen: As I was saying... all of the computer equipment you ordered is just sitting on a ship at the dock. I need your help in getting it unloaded. I mean, it's been there for two weeks!

Mr. Chang: I see... This is no problem.

Mr. Rosen: Well, if it sits in the heat much longer, it could be damaged. Could I get you to sign a work order to have it unloaded by Friday?

Mr. Chang: There is no need for that. The job will get done.

Mr. Rosen: Well, could we set up some kind of deadline? You see, I have a staff of people here waiting to train your people on the equipment. I need to let them know when it will be ready. How about this Friday? Could we do it then? My people are here now, and they're waiting to begin training.

Mr. Chang: Don't worry. We have been living quite well without those equipment for years. If necessary, we could wait for several weeks. That's not the problem.

Mr. Rosen: 噢, Mr. Chang, 终于见到你了。天啊, 我等了好几天了, 你忘记咱们的约会了吗?

Mr. Chang: 你好, Mr. Rosen。请坐, 一切进展顺利吗?

Mr. Rosen: 事实上, 不大顺利...(电话铃响)...问题在于...

Mr. Chang: 抱歉...(拿起电话, 说汉语, 几分钟后挂上电话) 噢...一切进展顺利吗?

Mr. Rosen: 呃, 实际上, 我遇到了一点困难, 你订购的那批电脑设备...(一个职工走进来递给 Mr. Chang 一个文件让他签字)

Mr. Chang: 噢, 抱歉...(签名) 好的, 一切顺利吗?

Mr. Rosen: 我是说...你订购的所有电脑设备都在船上等着卸货呢, 已经等了两个星期了!

Mr. Chang: 我知道了...没事。

Mr. Rosen: 如果搁置时间过长, 设备可能受到损坏, 你能立即下指令在周五以前卸货吗?

Mr. Chang: 没必要那样, 我们会完成这一工作的。





Mr. Rosen: 呃,你能给一个最后期限吗?我的职工还在等着训练你们的员工使用这些设备,我得让他们了解什么时候能准备好。这个星期五开始培训好不好?我的人都在这里了

Mr. Chang: 没必要那么急。这么多年了,我们没使用那些设备,照样过来了。有必要的話,我们可以再等几个星期。这不成问题。

There is little chance that Mr. Chang will sign any kind of work order for Mr. Rosen. Mr. Rosen is also distressed by the constant interruptions. To Mr. Chang, Mr. Rosen is in too much of a hurry. Mr. Rosen is monochronic, whereas Mr. Chang operates from a polychronic time orientation.

Mr. Rosen 从 Mr. Chang 那儿了解不到任何工作的进程安排,他对不断有人打扰谈话也感到很反感。在 Mr. Chang 眼中,Mr. Rosen 办事太急躁了。两个人使用的时间模式不同,Mr. Rosen 具有单一时间导向,Mr. Chang 具有多元时间导向。

Dialogue 2 Working Late(加班)

Liu: We could finish this if we stayed late tonight.

Frank: Has the deadline changed?

Liu: I don't think so, but we're so close.

Frank: Yes, it will be nice to start a new project.

Liu: How late can you stay?

Frank: Me? I'm leaving at quitting time.

Liu: 今天晚上如果我们走得晚一点,就能做完这个工作了。

Frank: 最后期限改了吗?

Liu: 没有,但也很近了。

Frank: 我们快开始新项目了,那会很好玩

Liu: 今天晚上你留下来吗?

Frank: 我? 我下班就走

Dialogue 3 Weekend Workers(周末工作者)

Wang: We got a bit behind on this. The deadline is wednesday

Bob: Yes. We'll have to clear our calendar and work on it first thing next week.

Wang: That'll be cutting it a bit close, don't you think?

Bob: What other choice do we have?

Wang: We could come in on Saturday.

Wang: 我们的进度慢了一点。星期三是最后期限了。

Bob: 对。下个星期我们必须马上做这项工作。

Wang: 你不觉得那样一来时间会很紧吗?

Bob: 那我们应该怎么办?

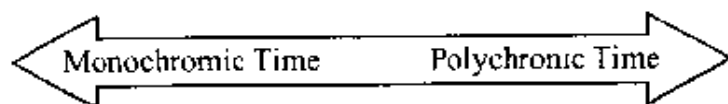
Wang: 我们可以星期六来加班。

CONCLUSION

结 论

Generally speaking, Chinese often follow polychronic time pattern, whereas Americans often follow monochronic time pattern.

通常而言,中国人遵守多元时间模式;美国人遵守单一时间模式。





FURTHER ANALYSIS

深入分析

People who follow M-time pattern usually engage in one activity at a time, compartmentalize time schedules to serve self-needs, and tend to separate task-oriented time from social time. People who follow P-time tend to do multiple tasks at the same time, tend to hold more fluid attitudes toward time schedules, and tend to integrate task needs with social needs. A person using a P-time orientation, for example, will stop a conversation with one person to take a phone call from another, especially a friend or relative. People who follow M-time schedules tend to emphasize individual privacy, schedules, and appointments. People who follow P-time schedules, in contrast, tend to emphasize the connection between people, fluidity, and the flexible nature of time.

遵守单一时间模式的人通常喜欢一段时间做一件事,按照自己的需要,他们把时间分为各个日程,工作时间和社交时间泾渭分明、各不相扰。遵守多元时间模式的人通常喜欢同一段时间里做几件事情,他们对时间的安排比较随意,工作时间和社交时间也没有严格的区分。多元时间导向的人可能打断正在进行的谈话,去接另一个人尤其是亲戚朋友的电话。单一时间导向的人重视个人的隐私、日程安排和约会。多元时间导向的人则重视人际关系,重视时间安排的随意性和灵活性。

The Chinese make little distinction between private

and public life. They often work many hours beyond work time, especially if they believe that it is necessary. For some businesspeople, schedules in their non-business hours are much more hectic than during business hours. People in the Chinese commercial community even presume that a person's business will decline if they have nothing to do, or no one to deal with, after working hours. This can be seen in the following illustration.

中国人的私人生活与公共生活区别不大,如果需要,他们常常加班加点,一些商人的业余时间比他们的上班时还忙。如果下班时间中国商人无事可做,那么他们会认为有损生意,下面这个例子表现这一点。

In 1994, a Chinese businesswoman tried to introduce a foreign company to a Chinese counterpart with a view to working together on a China-based project. She accompanied the managing director of the foreign company to Beijing for further business discussions after extensive long-distance negotiations. Like other Chinese businesspeople, the general manager of the Chinese company treated the foreign guest generously during his trip to China. However, the foreign managing director found that the Chinese general manager talked almost continuously on his mobile phone when he picked them up from the airport, at the hotel and during dinner in the evening. The foreign managing director asked the Chinese businesswoman, "Why couldn't the Chinese general manager finish his work within work hours?" and then commented that "the Chinese manager must not be an efficient manager". Although the reason for the be-





havior was explained at length, the foreign director was still confused. And made it very clear that he did not appreciate this Chinese manager's behaviour. Ironically, while the Chinese manager was undoubtedly busy, his behaviour may have been partly intended to impress on his Western counterpart how important, essential, hardworking, diligent and above all efficient he really was. Clearly, there exists a marked difference between the two manager's perspectives of what constitutes efficiency.

1994年,一个中国女商人,想撮合一家外国公司和一家中国公司共同开发一个项目,紧张的讨论之后,她陪同双方经理共赴北京进一步商谈有关事宜,中方经理非常好客。但是外方经理很快就发现这位中国经理不停地打手机。在机场、宾馆、甚至饭桌上都忙得不亦乐乎。他问中国的女商人:“中方的那位经理为什么不在上班时间完成工作?”接着推断说中国经理办事肯定没有效率。虽然这一问题最终得以解释,但是外方经理仍然困惑不解,他无论如何也不欣赏中方经理的工作方式。具有讽刺意味的是,中方经理实际上是想给外方经理留下勤奋、兢兢业业的形象,没想到适得其反,反而遭到误解。

According to Chinese business culture, if something cannot be discussed with an official or bureaucrat in the workplace or at a formal meeting, and an opportunity arises to talk to them in their home or during an informal occasion, then the above Chinese manager must seize the moment. According to the Chinese, this is truly an efficient use of their valuable time.

按照中国的商业惯例来讲,如果在正式场合或上班时

间事情没有讨论完或工作没有做完,可以在家里或者是非正式场合接着讨论这些事情。上面例子里的这个经理就利用了这些时间。中国人认为,这是合理而有效率地利用时间。

Difference Between Monochronic People & Polychronic People

遵循一元时间模式和多元时间模式的人们不同之处

Mono: Do one thing at a time concentrate on the job

Poly: Do many things at once are highly distractible and subject to interruptions.

Mono: Take time commitments (deadlines, schedules) seriously.

Poly: Consider time commitments an objective to be achieved, if possible.

Mono: Are low-context and need information.

Poly: Are high-context and already have information.

Mono: Are committed to the job.

Poly: Are committed to people and human relationships.

Mono: Adhere religiously to plans.

Poly: Change plans often and easily.

Mono: Are concerned about not disturbing others; follow rules of privacy.

Poly: Are more concerned with those who are closely related. (family, friends, close business associates than with privacy)

Mono: Show great respect for private property; seldom borrow or lend.

Poly: Borrow and lend things often and easily.





Mono: Emphasize promptness.

Poly: Base promptness on the relationship.

Mono: Are accustomed to short-term relationships.

Poly: Have strong tendency to build lifetime relationships.

一元:一段时间集中精力做一件事

多元:一段时间做好几件事,可能终止一件事去做另一件。

一元:非常重视时间安排和期限

多元:将时间安排和期限当成一种努力的目标。

一元:低情境交流需要大量的信息。

多元:高情境交流已经掌握信息。

一元:忠于工作。

多元:忠于人和人际关系。

一元:严肃地按计划办事。

多元:经常随意地改变计划。

一元:注意不去打扰别人;重视隐私观念。

多元:重视自己圈子里的人(家人、朋友、商业伙伴);不太重视隐私。

一元:尊重个人财产;很少借还物品。

多元:经常借还物品。

一元:重视办事效率。

多元:效率建立在关系的基础上。

一元:习惯于短期合作关系。

多元:强调建立长期合作关系。

SELF-TEST

自 测 题

Assessing Time Orientation

The following scale is designed to measure one's monochronic and/or polychronic time orientation. In the blank before each item, indicate the degree to which you (1) strongly agree, (2) agree, (3) are neutral, (4) disagree, or (5) disagree with the statement. There are no right or wrong answers, and many of the statements are similar by design. Work quickly and record your first impression.

1. I usually feel frustrated after I choose to do a number of tasks when I could have chosen to do one at a time.
2. When I talk with my friends in a group setting, I feel comfortable trying to hold two or three conversations at a time.
3. When I work on a project around the house, it doesn't bother me to stop in the middle of one job to pick up another job that needs to be done.
4. I like to finish one task before going on to another task.
5. At church it wouldn't bother me to meet at the same time with several different people who all had different church matters to discuss.
6. I tend to concentrate on one job before moving on to another task.
7. The easiest way for me to function is to organize my daily activities with a schedule.
8. If I were a teacher and had several students wishing to talk with me about assigned home-





work, I would meet with the whole group rather than with one student at a time.

9. I like doing several tasks at one time
10. I am frustrated when I have to start on a task without first finishing a previous one.
11. In trying to solve problems, I find it stimulating to think about several different problems at the same time.
12. I am mildly irritated when someone in a meeting wants to bring up a personal topic that is unrelated to the purpose of the meeting.
13. In school, I prefer studying one subject to completion before going on to the next subject.
14. I'm hesitant to focus my attention on only one thing because I may miss something equally important.
15. I usually need to pay attention on only one task at a time to finish it.

Scoring: For items 2, 3, 5, 8, 9, 11, reverse your response (5 = 1), (4 = 2), (3 = 3), (2 = 4), (1 = 5), for example, if you response to item #2 was 5, reverse it to 1. If you response to item #3 was 4, reverse it to a 2. Once you have reversed your responses to those 6 items, sum the entire 15 items. Scores of approximately 30 and below indicate a monochronic orientation. Scores of approximately 42 and above indicate a polychronic orientation.

附录一

英语口语等级评级标准

- I. 发音标准、流利程度
- II. 词汇运用掌握水平
- III. 句式、句型熟练运用水平
- IV. 语言环境支持状况
- V. 语言交流习惯
- VI. 思维表达水平
- VII. 内容表情达义深度与广度
- VIII. 文化认知度





附录二

英语口语一至

第1级(基础级· 问答回应级)

1. 培养口语听说交流习惯;
2. 能对事实性问题作出 Yes or No (肯定或否定) 回答;
3. 能用 "I am ...", "I do ...", "I did ...", "I have ever done ...", "I can do ...", "I would like ...", "I wish ..." 等句式进行模仿性口语表达;
4. 可以对日常生活展开简单会话;
5. 学会用 1 000 个常用单词说讲简单生活用句。

第2级(初级·模仿 描述级)

1. 培养学习日常生活环境下对情节和事物用英语进行描述和表达的能力;
2. 能对人物的一举一动、动作的一招一式、情感的喜怒哀乐、游戏的活动玩法,用英语作出针对性的描述;
3. 通过本级别训练基本解决口语交流最普遍存在的两大障碍——词汇和环境;
4. 学会使用 2 800 常用单词表情达义;
5. 能够积极地利用肢体和环境与他人展开交流。

第3级(中级·有效 交流级)

1. 培养学习者在中西方文化背景、价值观、地域习俗、性格特征、教育理念、意识形态、效率体制差异障碍下达成有效交流的语言能力和会话技巧;
2. 能够真正从交流效果和目的上实现为了交流而说英语,而非为了学英语而交流;
3. 掌握语言交流的八大技巧,突破中西方交流的八大障碍;
4. 熟练运用 1 000 个美国流行惯用语进行 100 个以上话题的交流。

六级水平要求

| 第4级(高级·思维 讲演级) | 第5级(特级·复述 总结级) | 第6级(超级·谈判 辩论级) |
|--|--|---|
| <ol style="list-style-type: none"> 1. 培养学习者转述和总结书面文章和他人话语的口语表达能力; 2. 通过转述与概括能够将描写体裁、论说体裁文章转换成口语形式; 3. 具备阅读理解与口语表达合二为一的语言习惯。 | <ol style="list-style-type: none"> 1. 培养学习者运用英语思维表达模式,围绕主题展开的段落和语篇进行内容完整的表情达义的能力; 2. 掌握英语讲演技巧,如开场白、正文、结束语等语言运用特点; 3. 掌握说明性、说服性和礼仪性讲演技巧; 4. 能够具备即兴发挥、脱口而出并且逻辑清晰的语感。 | <ol style="list-style-type: none"> 1. 培养学习者支持、赞成、反对、驳斥、调停、讨价还价等英语表达运用的能力和技巧; 2. 有能力收集、提炼观点、评估论据,并进行快速逻辑分析、归纳以支撑论点,掌握诡辩术; 3. 能够将思维迅速转成语言形式,使英语成为第二母语。 |





附录三

英语口语一至六级评估标准

基础级:

词汇:能够掌握问候语、日常用语 1 000 个基础口语词汇。

发音:能够掌握元音辅音,强读弱读,语音语调,句重音,节奏的区别。

环境:对环境中发生的事情能做出基本反应。

句式句型:已学会运用 I like, I know, I wish 等基本句型。

内容表达深广度:能够掌握问候方面,日常方面的表达内容。

初级:

词汇:能够掌握动作词汇,100 个口语惯用词搭配用法。

环境:恰当准确地叙述环境中某件事情发生的过程。

内容表达深广度:能够基本表述清楚事件发生的来龙去脉。

中级:

环境:能够抓住每一个与外国人交流的机会,或者能够根据自己对文化价值观的理解,模仿其他人的交流方式。

内容表达深广度:认识文化差异,并运用交流手段预防或消除可能发生的误解。

思维表达水平:能够跳出自己的文化,不为自己的文化价值观所束缚。

高级:

环境:经常看英文原版小说、论文、电视报道

句式句型:能够熟练使用直接引述和间接引述等表达技巧。

内容表达深广度:能够把读过的文章用自己的话进行复述总结。

思维表达水平:成功地转述别人的观点

特级:

环境:不管是在课堂上,还是在其他公众场合,能够抓住每一个表现自己的机会。

句式句型:能够熟练运用讲演开头、结尾、启承转合所常用的句型。

内容表达深广度:能够在不同场合就不同主题发表议论演说。

思维表达水平:能够依据英语讲演的基本模式做有效的沟通。

超级:

环境:经常参加商业会谈进行讨价还价,经常参加英语辩论会、国际研讨会。

句式句型:能够准确表达赞成与反对,能够进行诡辩。

内容表达深广度:能够在商业、学术等领域展开观点上的交锋。

思维表达水平:强调思辨和论述的严谨性、逻辑性。



高级:

环境:经常看英文原版小说、论文、电视报道

句式句型:能够熟练使用直接引述和间接引述等表达技巧。

内容表达深广度:能够把读过的文章用自己的话进行复述总结。

思维表达水平:成功地转述别人的观点

特级:

环境:不管是在课堂上,还是在其他公众场合,能够抓住每一个表现自己的机会。

句式句型:能够熟练运用讲演开头、结尾、启承转合所常用的句型。

内容表达深广度:能够在不同场合就不同主题发表议论演说。

思维表达水平:能够依据英语讲演的基本模式做有效的沟通。

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内容表达深广度:能够在商业、学术等领域展开观点上的交锋。

思维表达水平:强调思辨和论述的严谨性、逻辑性。

