



19th Annual IACM Conference Montreal, Canada ~ June 25-28, 2006

Please see articles on
pages 3 and 4 for
more information on
this conference.

PRESIDENT'S CORNER

By *Ray Friedman, Vanderbilt University*

Hopefully, by the time you get this letter spring will have arrived, and all but those in Chicago, Ithaca, and Oslo will have seen their last snow. That means that the ice in Montreal has (probably) melted, and the glorious Canadian summer will soon arrive. For all of you attending the conference, Welcome to Montreal! Bienvenue à Montréal!

We've got a terrific program planned, with the help of Terri Lituchy and Karen Harlos (local arraignment chairs) and Maurice Schweitzer (program chair). Details about the conference and program are in their articles.

(Continued on page 2)

A New Format for *SIGNAL*

SIGNAL has a new format and will hopefully be easier for IACM members to use. Designed as an E-magazine you will be able to print the entire document or only selected pages. Although formatted for printing on 8.5 x 11-inch paper it can be scaled to print on any size you prefer. *SIGNAL* will continue to evolve as we become more familiar with the interests and needs of IACM members.

You will notice email addresses and urls appear in bright blue indicating a "hot-link." Due to time constraints there maybe a few bugs in the system still but we shall get everything working soon and post a revised file as soon as possible. You can quickly return to the table of contents (page 1) at any time by holding down your "Ctrl" (control) key and then pressing the "Home" key. Please feel free to offer suggestions for improving *SIGNAL* by sending an e-mail to either:

Michael A. Gross, Editor
michael.gross@business.colostate.edu

LaurieAnn Ray, Assistant Editor
laurie.ray@business.colostate.edu

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PRESIDENT'S CORNER

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Don't forget to register at <http://johnmolson.concordia.ca/iacm/>.

At the conference this summer we will not only see new work in paper sessions and generate new ideas in hallways and over coffee and beer—we will also honor the accomplishments of our members and conflict management scholars. **This is the year for the Rubin “Theory to Practice” award**, which recognizes a mid-career scholar for creating work that brings conflict and negotiation theory into the world of practice. The committee that decided this award was made up of myself (current President) Terry Boles (past President) and Robin Pinkley (president-elect), as well as Kathleen McGinn (as a representative of PON). Our selection for the Rubin award is **Lisa Bingham of Indiana University**. Terry Boles has a separate article about Lisa's work, so I just want to say here that it was exciting to see the ways in which one of our colleagues has created scholarship that shapes institutions of dispute resolution not only in the U.S. but internationally. Congratulations Lisa!

There will also be awards this summer for best book published in the years 2004 or 2005 (that committee is chaired by Tetsu Okumura) and the best article or chapter award for the year 2004 (that committee is chaired by Fieke Harinck). Finally, of course, the program chair will select awards for best conference papers.

New Journal

In my last column, I reported that we were in the final stages of negotiating with publishers for our new journal. It took longer than expected, but as of February, we now have a contract with Blackwell Publishers for our new journal *Negotiation and Conflict Management Research – NCMR*, for short. Judi McLean Parks, at Washington University in St. Louis, will be the editor. Judi is now forming an editorial board, and she and Blackwell are setting up the paper management web site. She also has some great ideas about making the journal be as supportive as possible for young scholars. You will hear more about that directly from Judi.

What is very exciting is that all IACM members will receive free copies of the journal (members residing outside of the U.S. will not need to pay for the journal, but will need to pay the mailing costs). Just as important, though, is the fact that Blackwell has extensive plans to promote and market *NCMR*, so that authors can be assured that their work will have a wide reach. As a reminder *NCMR*'s mission:

Negotiation and Conflict Management Research is an international social science publication that focuses on theory and research on conflict and conflict management across levels, including organizational conflict, interpersonal conflict and intergroup conflict; and across a range of domains including environmental conflict, crisis negotiations, political conflict and cross-cultural conflict; as well as formal and informal third party intervention, including mediation and arbitration. The journal publishes research that advances theory, uses quantitative and/or qualitative methods, and makes links between theory and practice. We welcome original research and theoretical contributions that cross social science disciplines.

If you have any papers about to be submitted, *please think of NCMR!*

Logo Contest

Last year the board decided to replace the old IACM logo, mainly because our logo is almost the same as *IJCM*'s logo. Since *IJCM* is no longer an IACM journal, and we are starting our own journal, they thought we should have a new and different logo. We invited submissions from members, but only received one. Then Faye Smith told us that her school has a very good graphic arts department, and we arranged to have one graphic arts teacher at Emporia State University create three additional options for us (for pay). After that, we got one more submission from an IACM member. We presented all five to members for a vote, and then did a run off vote between two of the options.

In the end, “Option 3” won over “Option 5,” but just barely. More importantly, we heard from many IACM members (including several past presidents of IACM) who said that they were not really happy with either option. They gave long and thoughtful comments about the logos, and made suggestions for changes. Given the degree to which people expressed reservations about the logo options, I have decided, after consulting with the board, to create a committee to develop the new logo.

What I learned from this process is that a) people do care a lot about the logo, and b) voting is not a good way to handle a logo selection. A vote allows many people to be involved, but only gives them very limited input. A committee has fewer people, but allows those involved to talk, compare ideas, discuss options with the graphic designer, and really shape the final product. I have not yet formed this committee, but if you were one of those who gave me extensive comments about the logo, expect a call! I am hoping that four or five people who care a lot about this issue and have some constructive ideas will get together during the conference to talk about the logo and work with the graphic artists involved. I think that this way we will have a product that better meets everyone's needs.

2006 IACM Conference Montreal, Canada ~ June 25-28, 2006



By Maurice Schweitzer, University of Pennsylvania

Our 19th annual IACM conference is beginning to take shape. I am excited to report that we received close to 150 submissions this year from scholars and practitioners around the world.

Creating the program is a collective effort, and I want to extend my thanks to those of you who submitted work this year and to those of you who volunteered your time and energy to review all of the submissions we received.

We are holding our conference in Montreal, Canada (June 25-28, 2006). Montreal is a fascinating city with a rich history, and our local arrangements co-chairs, Terri Lituchy and Karen Harlos, are off to a great start in coordinating all of our conference activities (be sure to see pages 4 and 5).

One of the highlights of this year's conference is our invited speaker, Frans de Waal, the Candler Professor of Psychology at Emory University. He is internationally renowned for his work in conflict resolution with primates. For example, did you know that Chimpanzees hug and kiss each other after they fight? Throughout the animal kingdom, groups of animals (e.g., Macaques, lions, dolphins) cooperate with each other. As Frans de Waal argues, competition, reconciliation, and cooperation are all part of our heritage. Professor de Waal recently edited the book *Natural Conflict Resolution* which describes conflict and its resolution across cultures and species.

The conference begins on Sunday, June 25th at 7pm with a welcome banquet, followed at 8:30pm by our showcase poster session. Following what has become an IACM tradition, we will have wine tasting during the poster session. Paper, symposia and panel sessions begin at 8:30am Monday June 26th, and run through 12:00noon Wednesday, June 28th. The conference will also be filled with a number of events including the awards banquet Tuesday night.

As in past years, submissions came from a wide geographical range with many submissions coming from the United States, the Netherlands, Canada, Israel, Belgium, Japan, Singapore, Australia, Spain, and China.

The topical areas also reflect a wide range of interests including issues of culture, gender, frames, justice, mediation, and emotions.

One of the real strengths of the IACM conference is the set of opportunities it creates to exchange ideas with colleagues. In addition to regular sessions, meals, and social events, we will continue for the second year the innovative session organized by Cheryl Rivers and Dan Druckman designed to intermingle early career researchers with senior scholars. Participants in this session have the opportunity to discuss their work, invite feedback, and develop collaborative projects

Our upcoming IACM conference incorporates a unique combination of opportunities to hear presentations, meet colleagues, socialize with old friends, and experience summer in Montreal. Be sure to register for the conference and book your hotel soon. For general conference information as well as updated information on the conference program, please visit:

<http://johnmolson.concordia.ca/iacm/>

We look forward to seeing you in Montreal!



Delta Montréal

Located at 475 President Kennedy Avenue



LOCAL ARRANGEMENTS

Montreal: A Little Bit of Europe in North America

By Karen Harlos, McGill University; Cy-Thea Sand, McGill University; Terri R. Lituchy, Concordia University

This year, your local committee has been having fun planning how you can spend your time in one of the most dynamic cities in North America! IACM will be held June 25-28 at the lovely Delta Hotel (on President Kennedy).

Montreal is famous for its “joie de vie”, cuisine, festivals, shopping, art galleries, and a mountain right in the middle of the city. During your visit, you may want to hike Mont Royal trails, walk leisurely up to Beaver Lake, or just sit on one of its slopes listening to local musicians.

Montreal’s Francophone culture will charm you. People here take a deep pleasure in great wine, food, and conversation. When you thank locals, you will often hear “avec plaisir” (with pleasure) in response, which fairly well sums up Montreal’s attitude towards life and its enjoyments. Smoked meat from Swartz’s on “the Main” (St. Laurence Blvd.) or Ben’s downtown is a treat after visiting Montreal’s Contemporary Art Gallery or the Montreal Museum of Fine Arts. As if for us, the March issue of Gourmet magazine has a mouth-watering review of the fantastic (and often reasonable) restaurants catering to “foodies” from every walk of life.

Montreal is called the city of a 1000 steeples. There is the beautiful Notre Dame Basilica, where famous people such as Celine Dion (our local star) marry, or St. Joseph’s Oratory, where founder Brother Andre’s heart is on display. Beautiful churches abound, even in less prosperous neighbourhoods. In fact, you could spend hours just walking Montreal streets admiring its historic architecture. Walking tours will introduce you to neighbourhoods as diverse as St. Henri (the locale of Gabrielle Roy’s *The Tin Flute*) or Westmount’s Golden Mile, which housed the early industrialists in luxury and grandeur.

SPECIAL DISCOUNTS

Thanks to donations by Concordia University, McGill University, and Vanderbilt University, we have been able to significantly lower the costs of these events (compared to what we first posted on the web). For more

information about these special events, and to register, go the IACM homepage <http://www.iacm-conflict.org/> then click on the conference page.

We are please to announce that Air Canada, the official airline of IACM 2006 will offer discounts on flights to Montreal during the conference. Quote code CV061254 when making reservations. This discount is also good for Star Alliance partners. More information is available on the IACM conference website. We recommend you make your flight and hotel arrangements as soon as possible because the Grand Prix overlaps with the beginning of our conference (see below).

For Graduate Students

We have a limited number of ‘quad’ rooms available. Three or four students can share a room for the price of a double, bringing the cost per student down significantly. Either put together your own group of 3 or 4, or let us know if you would like help finding roommates by emailing us at iacm@jmsb.concordia.ca and we will reserve a quad room for you. **Do Not contact the hotel.**

We have several small scholarships to help students presenting papers offset some of the costs of attending the conference. If you need funding assistance, please contact Dr. Terri Lituchy at iacm@jmsb.concordia.ca

There are also some discounted prices to a couple of the more expensive events for students. The prices are available on the registration form. We look forward to seeing you in Montreal.

SPECIAL EVENTS

Montreal is a great place for a romantic getaway. There are also hundreds of things to do with kids, so bring the family! We are sure you are going to enjoy Montreal and the special events (listed on page 5) as well as the conference program (see article by Maurice on page 3).

*We look forward to saying,
“Bienvenue a Montréal” to you in June!*

(Continued on page 5)

LOCAL ARRANGEMENTS

(Continued from page 4)

The following events are available for your enjoyment:

Sunday, June 25

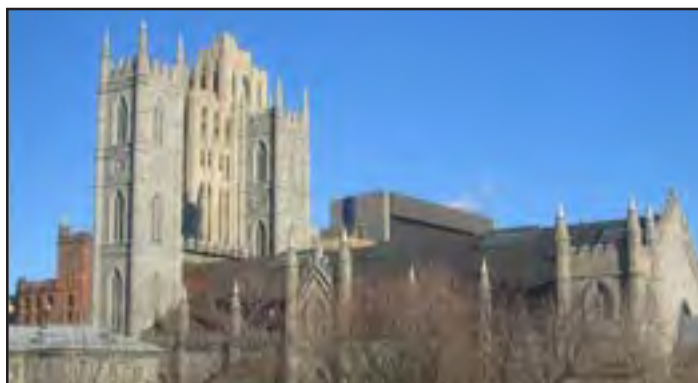
Canoe and Bike Tour with Lunch in the Québec Laurentians

Nested in mountains, surrounded by forest, Val-David is a beautiful place to enjoy canoeing and biking in the Québec Laurentians. Paddle your way for about two hours on beautiful Lac Raymond and then cycle your way back along a 20-minute trail (or go by van if you prefer) to a delicious lunch at a local restaurant. This event includes a 2-hour canoe trip, 20-30 minute bike ride, all associated equipment, snack, lunch, and travel to and from the hotel to the Laurentians.



Walking Tour of Montréal including a visit to the Notre Dame Basilica and Lunch in Old Montréal

The walking tour includes information on history and architecture, and many anecdotes revealing the secrets of Old Montreal, from yesterday to today. Walk from the Delta Hotel to the Old Port, visit the Notre Dame Basilica, and enjoy lunch, in the heart of old Montreal.



Monday Night, June 26

Traditional Sugar Shack for Dinner and Entertainment

Located in a picturesque mountaintop setting, the Sucrierie de la Montagne site is designed to resemble a typical rural Québec village of yesteryear, including a fieldstone sugar shack and bakery, barns where the dining rooms are located, a general store, a sawmill, and ancestral cabins. Enjoy a welcome cocktail, horse-guided hayride, a tour of traditional syrup-making equipment, bakery, and grounds followed by a homemade French-Canadian meal (all you can eat) and live, traditional French-Canadian music.



Wednesday Night, June 28

Tour and Dinner at the Pointe-à-Callière: Montréal Museum of Archaeology and History

Relax after the conference and enjoy discovering the history and archaeology of Montréal. Visit the first Catholic cemetery, the canalized river that became the William collector sewer, and the town's first public square. These three sites, keystones in our city's growth, are part of the Museum. Enjoy cocktails, a multi-media museum presentation, the tour, and an exquisite 3-course meal.



Other Events

International des Feux Loto-Québec – Montréal International Fireworks Competition (June 17 - July 29), pyrotechnicians from nine countries compete for gold, silver and bronze awards.

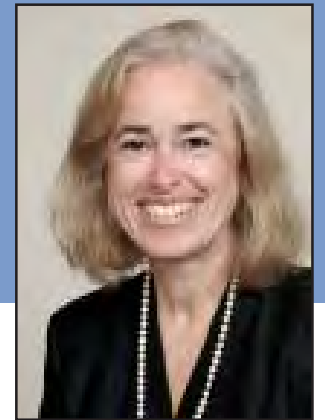
Grand Prix (June 23-25), the world's best drivers compete in the Formula One World Championship, Gilles-Villeneuve Circuit.

Festival International de Jazz de Montréal (June 29 - July 9), more than 350 free, outdoor concerts including Jazz, Blues, Latin-Jazz, Brazilian, Cuban, African, Reggae, and Contemporary, etc.

2006 Jeffery Z. Rubin Theory-to-Practice Award

Lisa Blomgren Bingham

Indiana University, School of Public and Environmental Affairs



*By Terri Boles, University of Iowa; Ray Friedman, Vanderbilt University;
Kathleen McGinn, Harvard University; Robin Pinkley, Southern Methodist University*

Lisa Blomgren Bingham, Keller-Runden Professor of Public Service at Indiana University, will receive the 2006 IACM/Harvard PON Jeffery Z. Rubin Theory-to-Practice Award at the IACM Annual Conference in Montreal Canada in June. The Rubin Award honors the work of “unique individuals whose professional contributions emphasize their ability to move effectively and skillfully between theory and practice in their professional activities.” This is the third time the Rubin has been awarded; the first recipient was Peter Carnevale in 2002, the second was Trish Jones in 2004. Lisa’s strong research background coupled with her impressive national and international applied work in Alternative Dispute Resolution merits her inclusion in this elite category of scholars.

Bingham began her academic career in 1992 when she was hired as an Assistant Professor of Public and Environmental Affairs at Indiana University. Her earlier training and practice in law foreshadowed her theoretical, empirical and applied academic work on Alternative Dispute Resolution and employment law. She has published noteworthy papers on employment mediation, repeat players in arbitration and dispute system design. Among Lisa’s most significant contributions is her work with the U.S. Postal Service (USPS), where since 1994 she has collected one of the largest quantitative databases of conflict management data in the world. The analysis of this data has led to numerous influential scholarly articles ranging from highly theoretical to applied legal to applied public management. Accordingly her publications appear in social science, industrial relations, public policy and legal journals.

Lisa has received numerous national awards and citations for her research contributions including the 1994 IACM Best Paper Award for Application to Conflict Management, the 2004 IACM Best Empirical Paper Award, and the 2002 Association for Conflict Resolution Willoughby Abner Award for excellence in research on dispute resolution in labor and employment in the public sector. In 2005 the American Society for Public Administration awarded her and coeditor Rosemary O’Leary, the Best Book Award for *The Promise and Performance of Environmental Conflict Resolution*. Washington, DC: Resources for the Future Press (2003). The U.S. Equal Employment Opportunity Commission (EEOC) in its 1997 policy statement on mandatory binding arbitration of

employment discrimination disputes as a condition of employment cited Bingham’s work on repeat players in employment arbitration in its policy guidance opposing mandatory arbitration for its complaints.

While maintaining this impressive research profile Lisa has been active in applying her research to teaching and professional practice. She has received five major teaching awards for both undergraduate and graduate teaching at Indiana University. She serves as a mentor, a committee member, and as coauthor to a number of PhD students. She sits on several editorial boards. She is a trained mediator and has served on a number of American Arbitration Panels. She is chair of a national task force on Research and Statistics for the section of Dispute Resolution, and participated in a conference of the Federal Judicial Center in Washington DC to develop a national research agenda on dispute resolution and court administration.

In addition to her applied work with the USPS, for which she has received several grants for continuing evaluation of their REDRESS I and II evaluation projects, Lisa has also worked hard to establish ADR in her own community. She is the founder and director of the Indiana Conflict Resolution Institute (ICRI), a statewide organization for research and service on conflict resolution. She has received a number of William and Flora Hewlett Foundation awards over the years to support the work of the ICRI. Additionally, Lisa has generously donated over half of the funds she receives for holding the Keller-Runden Chair of Public Service at IU to the Community Justice and Mediation Center of Bloomington and Monroe County. This Center provides hands-on real world experience to Indiana students interested in becoming conflict managers.

Bingham’s work is internationally recognized. In Sept. 2005 she was invited to give a workshop for the Korean Supreme Court’s Task Force on Civil Justice Reform on Court-annexed ADR in the US, a presentation at a national conference for the Korean National Labor Relations Commission on the USPS mediation research, and a seminar at the Korean Environmental Institute. We offer our congratulations to Lisa Blomgren Bingham as the worthy recipient of the 2006 Jeffery Z. Rubin Theory-to-Practice Award. Lisa will receive her award at the IACM conference in Montreal in June 2006.

IACM Launches New Journal — NCMR

By Judi McLean Parks, Washington University

I am so excited to have the opportunity to serve as editor of IACM's new venture: the journal, *Negotiation and Conflict Management Research*. I am currently in the process of assembling a top editorial board and we are beginning to accept papers for review (see Guidelines for Contributors below). I would really like to encourage you to submit your manuscripts to *NCMR*—a journal we expect will become the premiere journal in the area.

Ray Friedman's announcement gives you a flavour for the type of research that the papers in *NCMR* will reflect. We also will be announcing a special issue in the near future, so watch for coming attractions. Meanwhile, watch the IACM website to keep track of developments for the new journal—eventually, we will have an online submission website, where authors will be able to track the progress of their papers, but until that time, please submit your papers to NCMR@olin.wustl.edu following the guidelines for contributors outlined below.

NCMR, in addition to being a top quality outlet for research, also has a few features that may not be the “norm” in academic publishing and which are of special note. First, authors are encouraged to nominate reviewers whose specific expertise is considered particularly relevant to the manuscript. In addition, *NCMR* is implementing a mentoring program where authors can request and receive a mentor before they submit their manuscript for blind review. Besides the obvious advantages to having a mentor, this program will help forge relationships among negotiations and conflict management scholars. As the official journal of IACM and with our commitment to not only helping authors through initiatives such as the mentoring program but also to publishing the best papers in negotiations and conflict management, we hope that *NCMR* will soon become your journal of choice.

Mentoring Initiative

I also would like to take this opportunity to introduce *NCMR*'s mentoring initiative, which is, I believe, rather unique in academic journals. As a new initiative for *NCMR*, we are implementing a mentoring program—one way of differentiating the journal and simultaneously

serving our authors in ways that are consistent with the culture of IACM. Top scholars on our editorial board have already agreed to serve as mentors.

If you would like to be assigned a mentor, when you initially submit a manuscript, you just need to indicate your desire for a mentor in your email to the editor. Your paper should be ready for the review process—but maybe you would like a bit more input before going into review.

Once you have requested a mentor, they will be assigned to you by the editor. Your mentor becomes something of a “pre” reviewer, providing the level of commentary and suggestion that they are comfortable with before the manuscript actually goes into blind review (mentors would not be blind).

The mentoring program will be highly developmental. The extent of the mentor's involvement should be negotiated between the author and mentor. In the early stages, the mentor's role will be to help ensure that the manuscript is ready for prime time (cutting down on desk rejects and/or papers that just don't make it through the process because they really were not ready to submit in the first place, but perhaps could have made it if they had been more polished).

The mentor also can help—through their comments—to make the paper stronger and catch those red flags that could have been dealt with before a first review. The mentor will suggest, when appropriate, a language/writing consultant. In some cases, the mentor might suggest that the paper is better placed elsewhere—that its content really is not appropriate for our journal, although I imagine this would be a rare event.

Eventually, the manuscript would be submitted for review through the normal channels. When reviews come back on a manuscript, the mentor could again step in and provide the author with suggestions for dealing with the reviewers' concerns, and perhaps help the author determine what can and cannot be successfully addressed.

(Continued on page 8)

New IACM Journal — NCMR

(Continued from page 7)

Other key features of the program:

- ♦ Using the mentoring program is not a “back door” to an acceptance
- ♦ A mentor is not an advocate – they do not communicate with the editor in terms of the strengths/weaknesses of the paper
- ♦ If authors use the mentoring and then submit elsewhere (unless recommended by the mentor) the author would not be able to request a mentor again and would receive an admonishing letter from the editor
- ♦ If the demand for mentors becomes too high, then limits will be put on the program (e.g., only junior faculty, only PhD students, only one manuscript through the system, etc.)
- ♦ Subject to the basic principles of the mentoring program (e.g. pre-review & commentary and help with reviewer concerns) the mentor is free to set up his/her own limits with the author(s)
- ♦ Mentors would be acknowledged on the published papers and in the journal

Guidelines for Contributors

Submissions to *NCMR* should be submitted as a *single* Microsoft Word file that contains *all* components of the manuscript, including title page, abstract, references, figures, tables, endnotes, and appendices. The manuscript should be created using a 12-pitch font, with margins of one inch.

Manuscripts may be submitted electronically by attaching a copy of the Microsoft Word file to an email and send to NCMR@olin.wustl.edu with the subject header of “NCMR Manuscript Submission”

The body of the email should provide us with:

1. Your postal address and telephone number, as well as any other information that you believe is necessary (e.g., that all correspondence should be sent to the second author, etc.)
2. No more than three topic codes for your manuscript
3. Reviewer nominations if desired (see below)
4. Statement that your submission complies with the *NCMR* Manuscript Submission Policies (see below).

Include the statement, “I (we) affirm that my (our) manuscript conforms to the submission policy of *NCMR*.”

NCMR Manuscript Submission Policies

- ♦ Manuscripts submitted must be:
- ♦ Original material
- ♦ Not copyrighted
- ♦ Not accepted for publication or previously published in any refereed journal or book
- ♦ Not under review simultaneously elsewhere (a manuscript may be under review for presentation at a conference, however)
- ♦ If the manuscript has been published in a non-refereed publication, you must provide complete publication details to the Editor at the time that the manuscript is submitted, in order to determine its suitability for possible publication in *NCMR*.
- ♦ *NCMR* requires that at least one author of each accepted paper sign a Copyright Transfer Form. If the paper is posted on a working paper website, the author(s) are responsible for ensuring that, if any part of the paper has been copyrighted for prepublication as a working paper, the copyright can and will be transferred to *NCMR* when the paper has been accepted, including both print and electronic forms of the paper. On acceptance, the text, or any link to the full text, must be removed from the working paper site.
- ♦ If nominating reviewers: reviewers should not be regular co-authors (any co-author relationship should be disclosed, including citations), mentors, protégés, collaborators, or one’s own university colleagues.

NCMR: Reviewer Nominations

Because of the breadth of the *NCMR* domain, we encourage authors to nominate potential reviewers. We make every attempt to include one of the nominated individuals as a reviewer. To nominate potential reviewers, authors should include the names, email addresses, mailing addresses, and contact numbers of up to four reviewers, as well as a brief (sentence or two) justification for the nomination.

Nominated reviewers should not be regular co-authors (any co-author relationship should be disclosed, including citations), mentors, protégés, collaborators, or one’s own university colleagues.

PRACTITIONER PROFILE

Cinnie Noble, Toronto, Canada



By Todd Berlier, Colorado State University

We have all heard the same cliché, so and so was born to do this. Well, Cinnie Noble was born to be a mediator and conflict coach. Beginning her career as a social worker she was immersed in conflict and as a lawyer the same. As the owner of a business travel agency she could supply happiness, but, solving the issues she encountered or getting to the root of personal happiness was not involved.

As a mediator Ms. Noble could solve the issues and although rewarding, she would encounter a situation during mediation where the individual, not the conflict that needed the help. It was, during a particular mediation, that she had the coveted, “A-ha.” If she could teach them to manage conflict more effectively, including finding ways to communicate more constructively, through coaching, she could potentially resolve any disputes before they started. Like most endeavors for Ms. Noble, she wanted to learn as much about conflict coaching as she could before she started, but was unable to find any literature specifically on conflict coaching or coaching models on this particular coaching.

Therefore, in 1999, she set out to formulate a model from which to work. She took the foundations of personal coaching and principles of conflict management and combined them into CINERGY™ Coaching, a division of Noble Solutions, Inc., the business she began in 1995 in order to provide conflict management for business and individuals with the goal of stopping them before they become cost destructive.

Ms. Noble then had to formulate an approach, “Consistently people have a place that they are in and know the place they need to be, but their problem becomes: how do you get there from here and what does that take. The process is task and future oriented, it is open ended and I give no advice. I coach by asking powerful questions to help get them to know where they want to go and how to get there on their own.”

Tackling the individual instead of the issue seems like a frustrating task. Not so, “Beauty of it is that they go where their own discovery takes them. It’s not about you or where you want them to go, so, I don’t own any of the frustration—I might feel responsible with not helping lead them properly.”

What can frustrate Ms. Noble is the skepticism she receives regarding not giving advice, while training future coaches. While that can be frustrating for her, it also makes it more

rewarding for her to see someone she has trained trust the process she teaches and then have it work for them.

An added benefit to constantly working on personal development of others has allowed Ms. Noble to work on herself: “I have to add that my own growth as a coach and development of skills has improved my own relationships. I coach myself all the time.”

Ms. Noble has been in conflict management and mediation in some capacity since 1992 and sees herself staying there for some time. Her passion for resolving conflict with others is almost surpassed by her passion for learning. She has a B.A. in Psychology from the University of Toronto, a Bachelor’s of Social Work from York University, Bachelor of Laws from the University of Windsor and a Masters of Law in Alternate Dispute Resolution from Osgoode Hall Law School. She is also a graduate from Coach U, attended Harvard Law School’s Mediation Workshop, certified in Family Mediation through Family Mediation Services of Ontario, and has membership in the Association for Conflict Resolution, Conflict Resolution Network, the International Coach Federation and the American Bar Association.

Currently, Ms. Noble is primarily doing conflict coaching and training others to do the same for public and private sector organizations. She is also working with the Transportation Security Administration, a division of Homeland Security, as their conflict coaching consultant on a unique peer conflict coaching program.

In her spare time from running two businesses, managing four accredited coaches and training three others, Ms. Noble is working on her third book. She has been published a number of times regarding conflict coaching. She co-authored her first book, “Mediation Advocacy,” in 1998 and wrote “Family Mediation: A Guide for Lawyers,” herself in 1999. Her latest is dedicated solely to conflict coaching. She currently lives in Toronto, Ontario, where she runs both of her businesses.

How does someone so busy manage it all? Simply put, “My motivating interests have always been around helping others and loving what I do.”

PRACTITIONER PROFILE

Patricia Gabel, Montreal, Canada



By Todd Berlier, Colorado State University

Twenty-five years into a successful career as a lawyer, Patricia Gabel decided to change paths. She accepted an offered fellowship at Harvard University's Weatherhead Center for International Affairs, where, like the other fellows, she was able to determine her own field of inquiry and research. She chose negotiation and conflict management. After her year at Harvard, she felt compelled to change gears.

"I became increasingly disillusioned with the way that many lawyers handle conflict, both within their own organizations and on behalf of clients."

Although she was considered a good negotiator by her peers and clients, she came to believe that the way lawyers and executives thought of "good negotiating" was too limited and often achieved results that were suboptimal, particularly when considered over the long-term. She was determined to put theory into practice in the years following her fellowship.

Through her consulting company, Gabel International, Ms. Gabel provides advice and services in negotiation analysis, conflict management, and alternative approaches to dispute resolution. In addition to her work for private sector clients in the areas of negotiation and mediation, she has also devoted a considerable amount of her time to the public and non-profit sectors. For example, she worked as the Project Manager and Co-Facilitator for Quebec Native Women Inc. in a peace-building process to address the violence that had suspended band council elections in a Mohawk community. She has worked with colleagues to create a leadership development program in negotiation and conflict management for ninth-grade students and on a non-profit initiative, the Montreal Institute for Leadership and Conflict Management.

She has also designed and delivered courses in international relations and conflict resolution as a part-time faculty member of the Department of Political Science at Concordia University in Montreal. She is the co-producer, researcher, and writer of the CBC documentary film, "Her Brilliant Career," which illustrates research and examines the causes of the dearth of women at the highest levels of business, politics, and the professions. "Her Brilliant Career" has been purchased by many university libraries and is being used as a teaching component at the university level regarding gender issues in negotiation and organizational development.

"I hope to contribute to constructive changes in the ways society defines justice and works to achieve the peaceful and equitable resolutions of disputes," Ms Gabel states. Her most recent opportunity to advance her goals will take her into the judicial branch of government. She is about to assume new responsibilities as the Director of Judicial Education for the Vermont Supreme Court.

According to Ms. Gabel, changes in the ways that society, organizations, and government define justice and establish more effective approaches to conflict management and dispute resolution "require a more effective communication strategy on the part of members of the conflict management field to set forth the theories, principles, and strategies of the field in a way that explains to the general public the utility of problem-solving approaches in appropriate contexts. We must be able to persuade the holders of power [or those to whom they report] that problem-solving approaches can often achieve better outcomes over the long run at less cost and damage than highly polarizing adversarial approaches. At the same time, dispute settlement processes must be consistent with the principles of justice that are foundations of our society."

The trouble with what may sound like an easy answer to traditional methods of dispute resolution, she explains, is that those who hold entrenched political or organizational power, authority, or privilege are often opposed to any method that may, "erode their apparent authority if they treat others as equals at the table."

Effecting change, when individuals who benefit from the status quo are opposed to it, requires the education of those to whom the holders of power are accountable or to whom they otherwise defer; those who will benefit from better approaches like taxpayers or shareholders.

"We need to be able to speak persuasively in plain language about the real world successes of problem-solving approaches and processes such as mediation. At the same time, however, we must be honest with others and with ourselves about the limitations of those approaches in certain contexts and the reasons why different conflict management approaches must be strategically chosen for different

(Continued on page 11)

From the Executive Director's Desk...

By Donald Gibson, Fairfield University



Remember, if you haven't renewed your IACM membership for calendar year 2006, now's the time. So far, 189 members have renewed for 2006, and we have a total of 316 members who have paid sometime in 2005 or 2006, almost identical to last year. I urge you to encourage colleagues and friends to consider membership in IACM. Membership in IACM entitles you to a substantial discount on the annual conference (more than it costs to join!). In order to renew your membership, using a credit card (through our SECURE server), or a check, please go to:

<http://www.iacm-conflict.org/>

PRACTIONER: P. GABEL

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contexts, depending not only on the immediate context of the conflict or dispute, but also on the context of the social, political, and cultural environment within which the dynamics are being played out."

Ms. Gabel notes that one positive change is that more law schools, business schools, and schools of public policy are incorporating negotiation and conflict management courses into the curriculum. The more research that is out there demonstrating what is effective in what contexts, the more strategic choice will be used. The transition may take longer than she hopes as the hierarchical structure of conservative organizations, such as law firms, encourages the mimicry of senior partner behavior (i.e., old school methods).

Ms Gabel is a graduate of Vassar College (cum laude) and Albany Law School. She has published and has spoken many times during her career. She has been listed since 1986 in the Martindale-Hubbell Bar Register of Preeminent Lawyers (based on peer reviews).

She cautions that those who are committed to effective conflict management need to be prepared for the views of many that their work is a "soft" as opposed to "hard" approach or a "touchy-feely" approach to conflict. "A widely-held view is that problem-solving approaches to conflict are naive. It is satisfying work; but as a career move, if you are looking for acknowledgement and recognition as a 'power player,' you may be disappointed."

So, what sustains her passion for this challenging work? To answer, Ms Gabel simply states that it comes, "from my dismay at the gratuitous carnage and lost opportunities that accompany many current approaches to conflict and negotiation, and my belief in the capability of all of us to do better."

IACM List Serve

By Gregorio Billikopf, University of California, Davis

In January 2006 we had 38 subscribers to the **IACM listserve**. If you wish to join the listserv please do so at <http://www.cnr.berkeley.edu/ucce50/ag-labor/iacm-forum.htm>. We are *just getting started* and have had only a few posts. To be truthful, it will take several hundred subscribers before we can begin to see any sort of valuable conversations and debate. Meanwhile, the listserve will be useful to share information on a new book chapter, or suggest an interesting article, and so on. Perhaps we need to join forces with a greater number of people interested in the field of conflict management. I have been a member of the CMDNET-L conflict management list for years, and this list doesn't fare much better. Think about the pluses and minuses of expanding group membership for the listserve and share your opinions with the IACM leadership.

I am working on an interesting project right now (an international course with participants from many of the Spanish-speaking nations). I will be posting cases on a **bulletin board** for participants to comment on and debate. Contrasted to a listserve, a bulletin board permits individuals to see what others have said about a particular thread or conversation to that point, regardless of when they joined in the conversation. I would be more than glad to set up a bulletin board section that would only be **available to IACM members** at our University of California site, or that could be open to others who were interested. Actually, we could not keep others from reading the posts, but only could prevent them from posting. Once again, if you find this idea appealing, or if you have any particular preferences, let the IACM leadership know your opinions.

SPECIAL REPORT

Restorative Justice in Canada

By Deb Kidder, Towson University



Restorative Justice (RJ), a concept you may or may not have heard of, is both similar and distinct from the more commonly known terms, Distributive, Procedural, and Interactional Justice. More than anything, RJ represents a philosophy about how to deal with the aftermath of conflict through restoration, by involving victims and offenders in a joint decision-making process to address the wrongs committed and decide how to move forward. Proponents of RJ argue that adversarial ways of dealing with conflict (such as the judicial system) are focused in the wrong direction. Traditional formal justice systems are predominantly focused on punishment rather than restoration. These systems deter taking personal responsibility for wrong actions. There is also little done to help victims. Restoration, for RJ, means focusing on both restoring justice to the victim, as well as restoring the offender to the community. This philosophy is most often applied to criminal offenses, but is also applicable to other conflicts.

This overarching philosophy can, and does, take many forms, both within and between countries. Very often, RJ practices are tied to initiatives involving alternative dispute resolution for indigenous cultures around the world. The root of the modern RJ movement can be traced back to initiatives taken in New Zealand in the 1970's by the Maori culture, to deal with problems they faced in the New Zealand legal system. Because the next IACM conference is in Montreal, I will briefly discuss a couple of RJ practices that have grown up in Canada.

One well-established initiative is called Victim-Offender Mediation (VOM). This technique involves bringing offenders and victims together with the help of a neutral third party to acknowledge harm, offer apologies, give a chance for victims to state how they were harmed, and to work together to provide restoration to the victim. The United States also has several VOM programs. A quick search on the web revealed 6 VOM contacts for Quebec.

Many of the RJ practices in Canada are Nation-based, for Aboriginal and Inuit cultures, and some are religious-based, such as the Mennonite Restorative Justice Program. The criminal statistics for Aboriginal citizens show that an inordinately large number of incarcerated offenders are Aboriginal, similar to the disproportionate number of minorities incarcerated in the US. Drawing on the customs of healing circles, many community-based justice systems were created in the 1980's. This technique involves both the victim, the offender, and the community coming together in a circle to discuss the harm done, to make apologies and beg for forgiveness, to discuss the reasons behind the behaviors,

and to come up with a suitable reparation and to employ problem-solving about how to avoid problems in the future.

Another Aboriginal-based program that is an interesting blend of RJ and the judicial system is called Circle Sentencing, a process that I do not believe is being used in the US yet. Circle Sentencing is a formal part of the sentencing process, yet employs some RJ principles. Offenders, upon admitting guilt and a desire to participate in a Circle, are brought together with the Judge, lawyers, victims, members of the community and the public press. The intended goal for this RJ process is not centered on the victim, but rather on the community and rehabilitation.

As a final note, there are many potential challenges (or problems, depending on your perspective) with Restorative Justice. For instance, Circle Sentencing is a response to some criticisms of RJ. Making the process public and on the record is meant to deter potential biases or abuses. In future columns, I will attempt to address other challenges that RJ faces as well as the benefits of RJ.

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TEACHING SIGNALS

Challenges in Teaching Intercultural Negotiation

By Wendi L. Adair, Cornell University



One of the biggest challenges in teaching intercultural negotiation is how to integrate culture into the experiential teaching method effectively. Culture is broad, colorful, and messy. Students love to discuss what it is and how they have encountered cultural differences in business and in their personal lives. But how do you get students to experience cross-cultural differences and challenges during a negotiation simulation in class? How do you fill the students' intercultural negotiation toolboxes when there has been so little empirical work developing the tools to manage cross-cultural negotiations? Of course there are other challenges, for example whether intercultural negotiation should be a special topics course with basic negotiation as a prerequisite or a course offered in place of basic negotiation; or how to balance the need to offer theory and frameworks that can be applied to any culture with the students' desire for country specific knowledge – "how to negotiate in nation X." I will briefly focus on the specific challenges of creating culture in the classroom and building the intercultural negotiator's toolbox.

The question of whether students can role play another culture to simulate the challenges of intercultural negotiation is a difficult one. Certainly if culture is a set of deeply ingrained values and norms, it is not something that is easy to turn on and off. Yet the behavioral manifestation of culture in negotiation strategy is something I find students can simulate to a useful degree in the classroom. Therefore, I tend to include a few negotiation simulations that ask students to "play" the role of someone from a culture with a specific negotiation style, for example Alpha-Beta (available through Northwestern's DRRC) or Globo (available through Duke's CIBER). In these cases students can try out an unfamiliar negotiation style, for example an indirect and formal Japanese style, giving them insight into the mechanisms and benefits of alternative styles, for example "if I stay quiet, the other side keeps giving me more information." Even students playing the role of their own native culture typically get a fresh perspective on how their style may be perceived by others. These exercises highlight the communication challenges in intercultural negotiation. The typically high rate of impasse generates an excellent discussion on managing the process. I always intersperse the culture role-plays with traditional negotiation cases for which we have data on how negotiators from other national cultures approach the task and perform (for example Cartoon

(DRRC) or Summer Interns (DRRC), which have multi-cultural data in Brett's *Negotiating Globally*). Together these two styles of teaching cases create a dynamic class structure and offer the students a broad knowledge base.

Negotiation has been a growing area of research since the 1970s. So it is not surprising that we can spend a full semester teaching negotiation theory and practice, filling students' toolboxes with tactics to recognize and manage cognitive biases, gather information and uncover creative solutions, build lasting coalitions and claim value. However, the empirical study of cross-cultural negotiation is still relatively new. While comparative culture research is relatively sparse, there is even less work on intercultural negotiations. The students have so many questions that we are not yet able to answer: How relevant are cognitive decision making biases that hinder U.S. negotiators' performance in other cultural contexts? Is it better to adapt to the other culture, let them adapt to my style, or meet somewhere in the middle? How can you gather information and construct integrative agreements when the other party has a formal and indirect communication style?

While we are building answers to these and other important questions, at this stage some of our advice is still based on descriptive and anecdotal evidence and has not been tested empirically. I capitalize on the uncertainty and excitement in this field by posing these questions to the students themselves. I use it as an opportunity to present research in progress and generate discussion where students can reflect on their own experience and their hunches. My students enjoy engaging in the intellectual debate, struggling with the difficulty of these questions, and thinking about how you could test them. I find that the frameworks for analyzing cross-cultural negotiations and the existing tools that have been validated by cross-cultural negotiation researchers are enough to fill a well-trained and confident negotiator's toolbox.

While there are challenges to teaching intercultural negotiation, they can be met with careful course design. Intercultural negotiation is a complex and broad topic that can easily fill a half-semester or semester long course. With increasing globalization, the demand and need for stand-alone courses on intercultural negotiation will only continue to grow.

TEACHING SIGNALS

Challenges in Teaching International Negotiation Cross-Culturally

By Jill Purdy, University of Washington - Tacoma



Last year I received a Fulbright Scholarship to teach negotiation and do research in Iceland. I was eager to teach negotiation in a different cultural context, but I soon learned that the course I was scheduled to teach was international negotiation rather than the regular negotiation course I had been teaching for nine years. The challenge for me was to adjust both the course content and my teaching process to an international context.

As I reviewed research on international negotiation, I was reassured to find that many of my learning objectives for the course would not change. I could continue to teach foundational concepts of negotiation, such as the difference between business deals and disputes, distributive and integrative strategies, and how to evaluate interests, rights and power. But culture affects negotiator aspirations and behavior, as well as whether negotiation is perceived as a suitable response to a given situation. Clearly I needed to incorporate new knowledge into the course, and I needed to find a way to communicate it to an audience who was culturally different from my usual students. Below I share some suggestions for addressing the challenges of teaching international negotiation as well as some strategies for teaching cross-culturally based on my recent experience.

- Choose course materials carefully. Many books include a section on international negotiation but do not incorporate cultural perspectives throughout. Furthermore, authors create books, cases and negotiation exercises with a particular audience in mind. Even if the content of a book addresses international negotiation, its examples of negotiation situations and negotiator behavior may be limited to one cultural perspective. Material lacking an international focus may still do a great job of conveying key concepts, but be prepared to supplement it. Teachers of international negotiation may find it particularly helpful to introduce and discuss current examples of international negotiation gleaned from the media.
- Culture is deeply imbedded and often taken for granted. The teacher of international negotiation must spend a fair amount of time creating understanding of cultural beliefs and assumptions. Most people are unaware of how strongly their perceptions and behaviors are influenced by culture, and some find it hard to imagine another way of perceiving the world. For example, students from low-context cultures where communication is direct may have a great deal of difficulty understanding that meanings are inferred rather than stated directly in high-context cultures. Those students may have even greater difficulty accepting this cultural difference as valid rather than labeling it as "poor communication." The teacher must be very aware of talking about differences with respect to help student understand that a multitude of perceptions and behaviors are legitimate at the negotiating

table. Exercises that require students to role play cross-culturally and try out culturally foreign behaviors can be helpful, as debriefing these exercises creates an opportunity to explore the perceptions that these behaviors create.

- Use examples to create awareness of cultural differences that affect international negotiation, but be aware that examples often require simplification and thus may generate stereotypes. Having diverse students can greatly enrich the discussion of international differences and their effect on negotiation, but talking about cultural differences can be sensitive. If you have students from multiple cultures, one option is to take advantage of their first-hand knowledge and ask for their views on the majority culture as well as their own culture. Note, however, that the assumption that students can and should share their knowledge with peers is itself culturally bound. When working with students from cultures where classroom sharing is not the norm, using this strategy may cause those students frustration and embarrassment. An alternative is to engage a student in a private conversation about cultural issues, then ask if you may share his or her examples with the class. Ultimately, the teacher of international negotiation should strive to convey that the variation among individuals within a culture is as at least as important as the differences between cultures. The objective for students is to be able to understand the interests and priorities of their counterparts in a negotiation no matter what cultures and countries are involved.
- Be aware of your own cultural biases and don't impose a culturally bound set of standards for evaluating negotiator success. For example, those who view negotiation through the lens of American culture may favor a rational economic approach where success is defined as achieving the highest possible outcomes on issues associated with tangible (often monetary) value. Many negotiation exercises instruct students to make this a priority, but in international negotiations other criteria may be paramount. Give students an opportunity to practice with negotiations that challenge them to address different kinds of priorities, such as relationships or processes, and create different kinds of value. Extend these experiences to the real world by creating comparisons to case studies or current events.

Teaching international negotiation, whether domestically or cross-culturally, is a rewarding experience because it encourages you to step outside your primary worldview and see negotiation in a different light. Perhaps more importantly, it illustrates that some aspects of negotiation are universal, reminding us as citizens of the world that we are similar as well as different.

SABBATICAL SIGNAL

How to Take Sabbatical with Very Small Children

By Tom Tripp, Washington State University, Vancouver



My family and I just returned from a six-month sabbatical in Brig, Switzerland, where I taught at a program that my university offered in partnership with the Cesar Ritz school. We traveled with my three-year-old son and a five-year-old daughter all over Switzerland and much of western Europe. We learned a few lessons doing this:

1. Because satisfaction is a function of not only real outcomes, but also of real outcomes compared to expectations, then to really enjoy oneself, one must have *realistic* expectations. So, know that this will not be the travel experience of your single, care-free days. It will not be filled with all-day-long, on-the-go, impromptu excursions. We spent more time at beaches and swimming pools and less time at museums than we would have had we been kid-free. If you want to see the museums, consider how your kids will do. Make sure you make it fun for them. If the kids are having fun, you will have fun too. If your kids aren't having fun, *no one* will be happy.
2. Plan, plan, plan! Do research on what activities might fit all of your needs and plan way ahead for such activities. Make a plan that you all can live with. For instance, when choosing locations, pick hotels that are conveniently located and child-friendly. Try to keep travel times as short as possible.

Our kids, being young, were most happy if they were rested, fed and entertained. This seems obvious, but it takes a lot of preparation to make this happen. Make sure you have snacks and small toys with you at all times. Keeping the kids busy, no matter where you are, will make it more enjoyable for all of you. Be flexible in your daily schedule. Allow time for rest, food and some good, old-fashion kid-fun. On long train rides, or during the interminable wait for the waiter to bring the bill to your table, the kids need diversions. Games are great, such as "I spy." Always have coloring books on hand. The best thing we did was bring a portable, battery-powered DVD player, two sets of headphones, and about 10 kids movies on every train ride. When the kids are entertained it will give you some time to relax and enjoy yourselves.

Put together a little survival kit. Things that came in handy for us include: maps or GPS unit, a charged cell-phone

with programmed telephone numbers of where we were headed, Band-aids, Kleenex, wet wipes, Benedryl, toilet paper, coins for the pay toilets, train schedules, copies of insurance cards etc...

Having kids also doubles the importance of the basic travel advice of learning a nation's customs. For instance, in Spain, the restaurants don't open for dinner until 9:00pm. This means you need to make sure you feed the kids before the lunch hour ends or the stores close. While you may be able to function on a skipped meal, your small kids can't. In general, such travel mistakes are much more frustrating with small kids in tow.

3. Reconsider whether you really need a car. Most Americans with small children can't imagine getting around without a car into which to strap the kids down and store all the kiddie paraphernalia. But it is possible. If your kids are old enough to walk and carry a small backpack, they can carry everything they need. The first six weeks of our trip we traveled around five countries, changing location every week. We carried a week's worth of clothes, a few toys and books, and managed to reduce our luggage to one pack and one small suitcase each. In fact, we never had to check luggage on the airplanes. Once we arrived in Switzerland, we lived in a small town where everything was walking distance. So, keep your possessions to a minimum. It's better to under-pack and buy what's missing, than to lug extra items you rarely use. Don't let your luggage weigh you down.
4. Put the kids in school or daycare, even if they don't speak the language. It's amazing how kids everywhere can play together without being able to speak a common language. We put our five-year old daughter in kindergarten, where the teachers and all other students knew only German, and she spoke only English. No problem. After a few months, she had picked up much more German than I had, and was correcting my German in restaurants when I mis-ordered food.

In conclusion, just remember to have fun, travel light, and consider it the experience of a lifetime.

GRANT SIGNAL

Conflict Resolution Education in Teacher Education



By *Tricia S. Jones, Project Director, Conflict Resolution Education in Teacher Education (CRETE) Project, Temple University*

Funded by THE USDE Fund for the Improvement of Post-secondary Education, George Gund Foundation, Ohio Commission for Dispute Resolution and Conflict Management, and JAMS Foundation.

Tim, a 22-year-old secondary education major specializing in physical and health education, is facing a serious career decision—one semester before graduation. Four years ago, Tim came to college excited and passionate about becoming a teacher. He dutifully finished his general education courses, his basic teacher education courses and his content methods. He felt ready. And then he did his student teaching in a middle school. His homeroom class had 34 students in it, over half of whom were “special needs” or “at risk” children. Tim could not seem to handle the chaos and continual conflicts among students and he was not getting a chance to teach anything he knew. The more frustrated he became, the more he questioned whether teaching was really for him.

Tim is like many young teachers-in-training, especially those who plan to work in urban education environments. They complete their pre-service work without receiving basic information about conflict resolution education (CRE) or social and emotional learning (SEL)—areas of insight and expertise that are increasingly important for students, teachers and schools. Through all the valuable courses offered to education majors, there is little or no discussion about the variety of impressive conflict education programs and practices that have been so successful in schools.

Teaching conflict education to pre-service teachers will help us address urban education’s dual crises of teacher attrition and unsafe learning environments.

Teaching conflict education to pre-service teachers will help us address urban education’s dual crises of teacher attrition and unsafe learning environments. Teachers, like Tim, are leaving the schools before they can master their profession or use their skills to help students learn. The National Center for Education Statistics reports that about one-third of new teachers leave the profession within five years (NCES, 1997). This problem is especially significant in urban education environments, where teacher turnover is 50 percent higher in high-poverty than in low-poverty schools (Ingersoll, R. M., *Teacher Turnover and Teacher Shortages: An Organizational Analysis, American Educational Research Journal*, Winter, 2001). One reason these young teachers leave is that, like Tim, they feel they cannot create a constructive learning environment or

... teachers ... can help students create a safe, caring, and constructive community that enhances the teachers’ ability to teach and students’ ability to learn.

help students do the same. But, if teachers are taught conflict resolution education and can impart these skills and knowledge to their students, they can help students create a safe, caring and constructive community that enhances the teachers’ ability to teach and students’ ability to learn.

New teachers complain that their education departments are not properly preparing them for classroom management or for dealing with conflicts among students. Barbara Trube and Ken Leighfield (2004) completed a survey of faculty in two-year and four-year teaching institutions in Ohio during the spring of 2003 and found that 89 percent report being completely or seriously under-prepared in their teacher preparation

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programs in the areas of CRE and SEL. Ninety-two percent of the respondents indicated “it is important that teacher candidates in my licensure area have knowledge and skills in conflict management.” (Trube, Barbara and Leighfield, Kenneth, *Teacher Education Programs in Ohio and Conflict Management: Do They Walk the Walk? Conflict Resolution Quarterly*, 2005, 22:3, 409-413).

The need for such skills is obvious when we look at the unsafe learning environments that so many of our children endure. While media often focus on incidents of aggravated assault and weapons-related violence—obviously important issues—there is a more pervasive problem in terms of social aggression, disrespect and bullying. Nationally, 4.8 percent of teachers reported that physical fighting among students was a serious problem in their school. But 17.2 percent felt that students’ disrespect for teachers was a serious problem, and 40.9 percent felt that the level of student misbehavior interferes with creating constructive learning environments (National Center for Educational Statistics, 1999-2000).

Bullying and social aggression are truly epidemic.

Bullying and social aggression are truly epidemic. Eighty percent of adolescents report being bullied during their school years; 90 percent of fourth through eighth graders report being victims of bullying at some point in their school experience; 15 percent of students are either bullies or are long-term victims of bullies. And teachers are often unable or unwilling to intervene in situations of social aggression (Compton, Randy, “Kids and Conflict in Schools: What’s It Really Like?” in *Kids Working It Out: Stories and Strategies for Making Peace in Our Schools*, Tricia S. Jones and Randy Compton (Eds.), Jossey-Bass, San Francisco, CA 2003)

In the June 2003 issue of *American Psychologist*, Mark Greenberg and his colleagues argue, “In addition to producing students who are culturally literate, intellectually reflective, and committed to lifelong learning, high-quality education should teach young people to interact in socially skilled and respectful

... high-quality education should teach young people to interact in socially skilled and respectful ways...

ways...” Several studies have demonstrated that CRE programs create a positive classroom climate, enhance academic learning, and encourage supportive and nurturing relationships between teachers and students (Aber et al, *Developmental Psychology*, June, 2003). CRE programs have the ability to provide the kinds of environments that are more manageable and supportive for new teachers as well as their students.

Fortunately for teachers, administrators and parents, we now have solid data on the link between CRE and academic achievement. A new book titled *Building School Success through Social and Emotional Learning* reports research that proves conclusively that students’ social-emotional competence fosters better academic performance. (Zins, J. E., Weissberg, R. P., Wang, M. C., and Walberg, H. J., (Eds.) Teachers College Press, New York, 2004) When students are more self-aware, more emotionally connected, and better able to create safe learning environments, they can focus on academics and achieve success in a supportive environment.

What is CRETE?

The Conflict Resolution Education in Teacher Education (CRETE) project is the only National Pilot program in pre-service CRE in the nation. It is a collaboration between Temple University, Cleveland State University, Ohio State University, West Chester University, and the Ohio Commission for Dispute Resolution and Conflict Management. CRETE is designed to educate teacher candidates about CRE and SEL so they can develop these competencies through their coursework, student teaching and initial professional practice. CRETE is a three-year project funded with \$630,000 from the United States Department of Education and the George Gund Foundation. CRETE also recently received a \$43,000 grant from the JAMS Foundation to develop and test a web site devoted to the CRE materials generated from CRETE. The Ohio Commission for Dispute Resolution and Conflict Management has also contributed approximately \$25,000 in funding and in-kind support.

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(Continued from page 17)

CRETE involves an innovative design in which conflict resolution education training is provided to College of Education faculty, pre-service education majors, field supervisors, and mentor teachers ... ongoing at ... Temple University and Cleveland State University.

CRETE involves an innovative design in which conflict resolution education training is provided to College of Education faculty, pre-service education majors, and field supervisors and mentor teachers already in-service in K-12 schools. CRETE is ongoing at both Temple University and Cleveland State University. In both sites the project involves:

- ♦ College of Education faculty, representing six licensure program areas, participating in conflict resolution education training and infusing this work in their pre-service courses. The faculty are developing lesson plans and training materials to improve the quality of the CRE infusion in their courses. And, at CSU the Dean recently authorized the inclusion of 40 hours of CRETE training as part of the required Practicum Experience for all CSU pre-service education majors.
- ♦ Pre-service education majors can also take a five-day training program in conflict resolution education. The majors are learning CRE concepts and skills from experienced educators and CRE specialists. At the half-way point in the three year project, over 200 education majors have participated in these trainings.
- ♦ Mentor teachers (in-service in the Cleveland and Philadelphia area schools) are also participating in a four day intensive CRE training. In Philadelphia, teams of teachers from select schools are participating so they can develop school initiatives as well as improve individual skills. In addition, the mentor teachers are available as support for student teachers and new teachers who need a mentor's guidance when trying to apply CRE in their student or classroom teaching.

Ultimately, the value of CRETE ... will depend on our ability to demonstrate ... these programs make a difference for teachers and students.

Ultimately, the value of CRETE and other similar efforts will depend on our ability to demonstrate that these programs make a difference for teachers and students. In the CRETE project faculty from Ohio State University and West Chester University are evaluating the CRETE project to determine the impact on teacher success in classroom management, positive classroom climate, and teacher satisfaction and teacher retention. The expectation is that new teachers will be able to manage classrooms more effectively and put more focus on teaching. Students in these classes will feel that the class is a more positive and supportive place for learning. And, they will feel like they belong to a more cohesive group of students and friends instead of feeling isolated, alone and uncared for. Teachers will be happier in their work and will be less likely to leave the profession.

The mission of the CRETE project is to make pre-service CRE training available to all colleges of education. CRETE will take advantage of broadly accessible Web-based educational platforms like Blackboard and Web/CT (the learning platforms at Temple and CSU respectively) that are available at institutions of higher education throughout the United States. These learning platforms provide a means to structure and make available courses and course materials in text, graphic, video and real-time interaction formats. The hope is that all interested faculty will have access to the materials they need to make CRE a part of their instruction of teacher candidates.

The more we can design projects like CRETE that find creative methods to infuse CRE into ongoing teacher preparation courses, the more we can look forward to generations of teachers who see CRE as an essential part of effective teaching. Through projects such as CRETE, our successes in pre-service CRE work hold the promise of preventing the loss of good teachers like Tim, and all the thousands like him whose spirit and dedication are essential to future generations.

SIGNAL FEATURE

MEMBER SPOTLIGHT

Jessica Katz Jameson



By Todd Berlier, Colorado State University

Although Jessica Jameson will miss the opportunities for easy interaction with her peers, last fall she stepped down as the Editor of *SIGNAL* in order to focus on her research and teaching as well as take on more administrative duties in her department. She received tenure from North Carolina State University last year and can now focus on writing a book and “spreading the gospel” of mediation and conflict management to her students.

As a confessed former “conflict avoider,” Dr. Jameson was drawn to the field to provide the knowledge and experience to students to deal with conflict in their lives and in their work. “I think my passion for teaching and research in conflict management comes from my desire to help others see conflict in more constructive ways and be less afraid of it. I have also seen the possibilities of mediation and enjoy watching students experience it for the first time and see its potential to change the way they ‘do conflict’.”

Her passion for the field is paralleled by her passion for the student. For the student, her passion is at a level of altruism that few can achieve. When asked about the most defining, exciting, memorable, etc., moments in her teaching, she shared stories of students making a breakthrough or getting excited about what conflict management did for them.

For example, a student in the undergraduate communication and conflict management course came to Dr. Jameson in tears due to a difficult lifelong conflict with her mother. During a very interactive class, where she asked the students to recall conflict in their lives, the student would have panic attacks and could not participate in discussion. With some outside assistance and personal attention from Dr. Jameson, the student was able to do well in the class and became her research assistant. The student wrote a final paper on the way she was able to transform this conflict with her mother as a result of what she had learned in Dr. Jameson’s class.

Since stepping down as the *SIGNAL* Editor and becoming an Associate Professor, Dr. Jameson has been spending most of her time wrapping up current research projects so that she can begin to focus on writing a book. While the details are still in development, she has been working with nonprofit organizations, studying how they handle conflict and how that relates to trust in the workplace.

She explains that nonprofits are organizations that need more research, which would also be relevant for other types of organizations. Nonprofits are unique as their governance structure includes an unpaid Board of Directors as well as a salaried Executive Director/CEO and staff. Since the inherent tension of this situation is so great, understanding how they manage conflict and create successful communication climates could potentially have implications for any business.

At N.C. State, Dr. Jameson teaches four courses a year in organizational communication, conflict management, and nonprofit leadership. She is also a member of the faculty for the PhD in Communication Rhetoric and Digital Media. She is the Concentration Coordinator for Public Relations/Organizational Communication, and is responsible for scheduling, hiring lecturers, awarding scholarships, and other various administrative duties. She is also on the steering committee and educational subcommittee of the NC State Institute for Nonprofits, and serves as a mediator for the Employee Mediation Program.

Now that she is a tenured professor, Dr. Jameson will be publishing in order to contribute in the fields of research she is most passionate about. Currently, Dr. Jameson’s research is in the areas of organizational conflict management, conflict in healthcare, mediation, and emotion in conflict management. To date she has published eight articles in peer-reviewed journals, including *Western Journal of Communication*, the *International Journal of Conflict Management*, *Conflict Resolution Quarterly*, *The Harvard International Journal of Press/Politics* and the *Journal of Health Communication*.

In addition to her published work, she has received many awards, including the NC State College of Humanities and Social Sciences Outstanding Junior Faculty Award, and the IACM Best Applied Paper Award at the 2004 conference in Pittsburgh, PA. She has also presented 35 papers at conference where she has been awarded the top paper or one of the top four papers, four times.

She currently lives in Raleigh, NC, with her husband Brian, of 13 years, and their son Peyton, who is eight.

We would like to wish Dr. Jameson continued success in all she chooses to do and say thanks for all of her hard work over the last five years.

HONORS & AWARDS



Congratulations!

Susan Brodt

Susan Brodt is now the E. Marie Shantz Associate Professor of Organizational Behavior, Queen's University. She is also the recipient of a Queen's University Research Grant to study *A balance theory approach to trust violation and repair in small groups*.

Judi McLean Parks

Judi McLean Parks received a grant from the Skandalaris Center for Research in Innovation & Entrepreneurship.

Claudine SchWeber

Claudine SchWeber received a Fulbright in Fall 2005 to the Polytechnic of Namibia. Her focus was on organizational change and managing conflict, and developing distance learning at the Polytechnic.

Gerben A. van Kleef

Gerben A. van Kleef won the 2005 - Best Dissertation Award of the Dutch Association for Social Psychologists (ASPO dissertatieprijs) for *Emotion in social conflict: The interpersonal effects of emotions in negotiations*. He was a 2005 Finalist in the Best Dissertation Award Competition of the Society of Experimental Social Psychologists (SESP). He is also the 2006-2009 recipient of a Research grant from the Innovational Research Incentives Scheme (Veni vernieuwingsimpuls) of the Netherlands Organisation for Scientific Research (NWO) for the project *Understanding the role of anger in conflict: Toward a dual-process contingency model*.

It's Spring Time in Colorado!



Soon the snow will give way to mountains of wild flowers, including the columbine, state flower of Colorado.



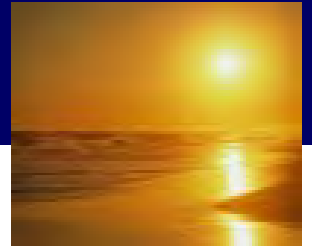
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SIGNALS ON THE HORIZON

By Robin Pinkley, President-Elect, Southern Methodist University



It is June 2007 and you have arrived in the majestic city known as the 'Paris of Central Europe,' the 'Pearl of the Danube,' and the 'City of Spas,' a day before the conference begins. As you exit the whimsical, art deco conference hotel, you repress the urge to join those enjoying high tea and cream covered cakes in the lobby, opting instead to visit the Royal Palace, the neo-Gothic Parliament building, and the deeply moving Holocaust memorial (a metallic weeping willow tree), found in a small garden beside the Dohany utca Synagogue. Awed by what you have seen, you head to Fishermen's Bastion where you enjoy a panoramic view of the city—first in sunlight and then in moonlight following a Gauguin-colored sunset behind the city skyline. Parched, you savor the aroma and full, hoppy taste of an ice-cold beer, ordered in a small microbrewery found in the labyrinth underneath the city. On your way again, you smile in anticipation of your dinner with friends, last seen in Montreal. As you enter the restaurant set in an old 18th century inn at the foot of Castle Hill, you turn to take a final look at the jazz infused Danube and the romantic, lamp lit bridge that brought you here.

Where are you? You are in **Budapest, Hungary**—the site of the 2007 IACM Conference. Above ground, you will find Budapest to be a city of museums, castles, historic

monuments, thermal baths, spas, cafés, and nightlife that begs you to dance 'til dawn (after the conference of course). Below ground, it is a wondrous world of labyrinths and stalactite filled caves. It is no wonder that large portions of Budapest (the Castle District, the River Danube embankments and the Andrassy út) have been named UNESCO World Heritage Sites. So let us first enjoy the splendid things planned for us in Montreal and then dream of Budapest.



UPCOMING CONFERENCES

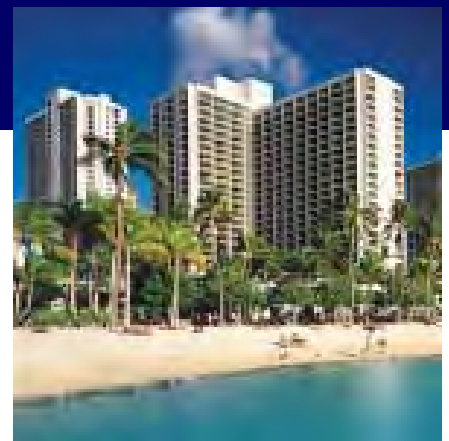
5th Annual

Hawaii International Conference on Social Sciences

May 31 - June 3, 2006

Waikiki Beach Marriott Resort & Spa

Honolulu Hawaii, USA



The main goal of the 2006 Hawaii International Conference on Social Sciences is to provide an opportunity for academicians and professionals from various social sciences related fields from all over the world to come together and learn from each other. An additional goal of the conference is to provide a place for academicians and professionals with cross-disciplinary interests related to social sciences to meet and interact with members inside and outside their own particular disciplines.

For more information go to: <http://www.hicsocial.org/>



NEGOTIATION TEACHING CERTIFICATE PROGRAM

September 15th - December 1st, 2006

10 weeks of immersion in teaching negotiations!

- PhD seminar on Negotiation, Theory, and Research with Leigh Thompson, author of *The Mind and Heart of the Negotiator*.
- Mediation seminar with Stephen Goldberg, author of *Getting Disputes Resolved* and *Dispute Resolution*.
- Weekly teaching skills workshop with Jeanne M. Brett, editor of the Negotiation, Teamwork, and Decision Making Exercises.
- Internship at Northwestern University School of Law or Kellogg School of Management

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Registration Due October 2nd, 2006

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- Share teaching insights with faculty from around the world

Sessions will focus on:

Negotiation: deal making, dispute resolution, culture, ethics, multiparties, and decision making

Teamwork: trust, decision making, and team dynamics

2006 NEGOTIATION, TEAMWORK, AND DECISION MAKING EXERCISES CD

Over 100 Experiential Learning Exercises

Bargaining Games: ultimatum, trust, chicken, prisoner's dilemma

Negotiation: deal making, dispute resolution, third parties, multiparties, cross-cultural

Team and Groups: decision making, team dynamics, culture

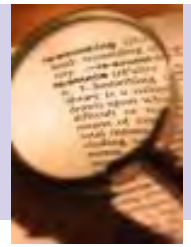
Supplemental Materials including:

- **Instructor's Manuals**
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Plus NEW materials, including 14 new exercises and 3 new spreadsheets including the Okhuysen & Wilson spreadsheet for determining joint gains and Pareto optimality

For more information please visit: <http://www.iacm-conflict.org/news/20060227.html>

RESOURCE SIGNALS



Methods of Negotiation Research

Carnevale, P. J., & De Dreu, C. K. W. (Eds.) (2006). *Methods of negotiation research*. Leiden, The Netherlands: Martinus Nijhoff Publishers.

This volume presents a focused thematic effort that reviews the state-of-the-art on research methods in negotiation. It provides a series of chapters that span both traditional and innovative methods, common and less than common, all that move the field forward. It shows that there is a wealth of methodological tools that negotiation and conflict researchers have at hand, and each has strengths and weaknesses. The 25 chapters cover a lot of ground: general techniques and approaches—field research, case studies, laboratory work, and so on—some cover relatively specialised domains or statistical techniques.

The depth and breath of this volume reflect well on the application of the scientific approach to understanding conflict and negotiation. Each chapter was written by an expert on a particular method in a particular discipline of negotiation research, many of whom are IACM members. Contributors include:

James A. Wall, Jr.
Jacob Bercovitch
Ronald J. Fisher
David Matz
Ray Friedman
Jonathan Wilkenfeld
Daniel Druckman
Xu Huang & Evert Van de Vliet
Aukje Nauta & Esther Kluwer
Laurie R. Weingart
Mara Olekalns & Philip L. Smith
Bruce Barry & Ingrid Smithey Fulmer
Bill Zartman
Linda Putnam
Dean G. Pruitt
Alice F. Stuhlmacher & Treena L. Gillespie
Robin S. Pinkley
Michele J. Gelfand & Lili Duan
Philip L. Smith
Mara Olekalns & Laurie R. Weingart
Yeow Siah Cha
Rachel Croson
Rebecca Hollander-Blumoff
Lauri A. Jensen-Campbell & William G. Graziano
Catherine H. Tinsley
Peter Carnevale & Carsten de Dreu

Why We Fight

Theories of Human Aggression and Conflict

David Churchman

Why We Fight draws on more than 20 academic disciplines to describe over 100 theoretical explanations for human aggression and conflict. It also describes and assesses over 70 methods for managing conflict, including individual, interpersonal, community, intellectual, organizational, intrastate, and interstate conflict.

David Churchman is Professor Emeritus and Chairman of Behavioral Science Graduate Programme at California State University, Dominguez Hills, where he founded a degree in conflict management that awards some 100 masters degrees each year. He has been a Fulbright scholar in conflict management in Cyprus and Ukraine and a Malone Scholar in Saudi Arabia. He is also author of *Negotiation* (University Press of America, 1995).

Imprint: University Press of America

ISBN: Paperback 0-7618-3306-4 £24.99 Extent: 266pp

Subject: Conflict Studies Publication: October 2005

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Reviewer Comments

"This book by D. A. Churchman is perhaps the ultimate multidisciplinary view of conflict at every level from the family to the family of nations. It is a must for anyone interested in knowing more about the sources of conflict, its essence, and the ways to deal with it."

— Volodymyr Dubovyk, Odessa National University, Ukraine

"Why We Fight offers new insights into these timeless issues. I find it extremely useful as I deal with business opportunities and challenges daily throughout Europe where history and culture play such tremendous roles in the way business is done in each country. It is a remarkable book that is very well written. I highly recommend it to anyone involved in international business."

— John J. Harris, Chief Executive, Nestlé Purina PetCare, Europe

"The suggested criteria presented in this study should be engaged with by all of us who research and write in the field of conflict studies."

— Oliver Richmond, University of St Andrews

(Continued on page 25)

(Continued from page 24)

The SAGE Handbook of Conflict Communication: Integrating Theory, Research, and Practice

Oetzel, J. G., & Ting-Toomey, S. (2006). *The SAGE Handbook of Conflict Communication: Integrating Theory, Research, and Practice*. Thousand Oaks, CA: Sage.

The SAGE Handbook of Conflict Communication: Integrating Theory, Research, and Practice is the first resource to synthesize key theories, research, and practices of conflict communication in a variety of contexts. Editors John Oetzel and Stella Ting-Toomey, as well as expert researchers in the field, emphasize constructive conflict management from a communication perspective which places primacy in the message as the focus of conflict research and practice.

- *Examines Conflict in Multiple Contexts*: Rather than focusing on a single context, the Handbook™ four parts focus on contexts in which conflict occurs—conflict in relationships and families, conflict at work, conflict in communities, and conflict in international/intercultural situation and includes an understanding of how each context impacts the others.
- *Integrates Research and Practice*: The art and science of conflict are blended together by integrating research and practice so that practitioners and scholars know both the theoretical explanations of conflict as well as the skills needed to address conflict.
- *Offers a Thorough Review of Literature*: This book assembles the knowledge base of the field of conflict communication in one volume. A thorough review of literature provides access to a vast amount of research. Since culture shapes the way we view and communicate about conflict, a strong emphasis is placed on cultural diversity.

Rather than focusing on a single context, the volume considers conflict in relationships and families, conflict at work, conflict in communities, and international/intercultural conflict. This breadth opens up the reader to a multitude of conflicts, and includes an understanding of how each context impacts the others.

Includes a thorough review of literature on conflict communication which provides, in one resource, access to a vast amount of research.

Blends the art and science of conflict by integrating research and practice so that practitioners and scholars know both the theoretical explanations of conflict as well as the skills needed to address conflict.

Identifies the best theories, ideas, and practices of conflict communication.

Perfect for advanced undergraduate and graduate students studying Conflict Communication, Conflict Management, Conflict Resolution, Peace and Conflict, and Mediation.

Division of Social and Economic Sciences

Decision, Risk, and Management Sciences (DRMS)

Doctoral Dissertation Update

The DRMS program will be accepting Doctoral Dissertation Research Improvement Grant proposals annually for the target dates of January 11 and August 11. Those seeking dissertation support should please follow the [DRMS-specific Doctoral Dissertation Research Improvement Grant Guidelines](#).

CONTACTS

Jacqueline Meszaros
jmeszaro@nsf.gov
(703) 292-7261 995 N

Robert E. O'Connor
roconnor@nsf.gov
(703) 292-7263 995 N

Tia N. Fuell
tfuell@nsf.gov
(703) 292-7288 995 N

Dana M. Walden
dwalden@nsf.gov
(703) 292-4927 995 N

PROGRAM GUIDELINES

Apply to PD 98-1321 in FastLane. Standard [Grant Proposal Guidelines](#) apply.

DUE DATES

Full Proposal Target Date: August 18, 2006

Full Proposal Target Date: January 18, 2007

SYNOPSIS

The Decision, Risk and Management Sciences program supports scientific research directed at increasing the understanding and effectiveness of decision making by individuals, groups, organizations, and society. Disciplinary and interdisciplinary research, doctoral dissertation research, and workshops are funded in the areas of judgment and decision making; decision analysis and decision aids; risk analysis, perception, and communication; societal and public policy decision making; management science and organizational design. The program also supports small grants for exploratory research of a time-critical or high-risk, potentially transformative nature (see [Small Grants for Exploratory Research](#).)

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(Continued from page 25)

School Conflict Resolution Programs

Specific Guidelines for Applicants

Martin Luther King, Jr. Grants

<http://www.cranbrookpeace.org/grants/mlk.html>

Cranbrook Peace Foundation (CPF) Grants

<http://www.cranbrookpeace.org/grants/grants.html>

Quick Release Fund

<http://www.cranbrookpeace.org/grants/fund.html>

1. In awarding grants the Board of Trustees seeks to provide seed money to initiate programs which the schools will continue to implement and support.
2. All grantees will be required to submit a final report, six months after receipt of the grant funds, describing the manner in which the funds have been spent and the progress made in accomplishing the purpose of the grant.
3. The Cranbrook Peace Foundation currently anticipates granting amounts from \$500 to \$5000.

Please read application procedures carefully. The Grant Application deadline for Conflict Resolution Programs is **May 1st**. Send proposals to:

Grant Review Committee
Cranbrook Peace Foundation
470 Church Road
Bloomfield Hills, MI 48304

Resources in Conflict Resolution and Mediation

Bibliography on Conflict Resolution

<http://www9.georgetown.edu/faculty/schwarz/pjp/>

Organizations

Bertrand Russel Archives

<http://www.mcmaster.ca/russdocs/russell.htm>

McMaster University is home to the scholarly study of Bertrand Russell (1872-1970), British philosopher, logician, essayist, and renowned peace advocate.

The Carter Center

<http://www.cartercenter.org/default.asp?bFlash=True>

The Carter Center in Atlanta, Ga., is a nonprofit, nonpartisan public policy institute founded by former President Jimmy Carter and his wife, Rosalynn, in 1982. The Center is dedicated to fighting disease, hunger, poverty, conflict, and oppression through collaborative initiatives in the areas of democratization and development, global health, and urban revitalization. The Center operates 13 core programs and initiatives active in more than 30 countries, including the United States.

Caucasus Institute for Peace, Democracy, and Development (CIPDD)

<http://www.cipdd.org/en/index.shtml>

The Caucasus Institute for Peace, Democracy and Development is a non-governmental, non-partisan, non-profit organization. Its main task is to provide the framework for pluralistic discussion, independent research and publishing activity concerning the problems of democratic transition, peace and sustainable economic development for the trans-Caucas region.

Colorado Conflict Research Consortium

<http://conflict.colorado.edu/>

The Colorado Conflict Research Consortium is a program of research, education, and application on all four of the University of Colorado's campuses. Funded primarily by a grant from the William and Flora Hewlett Foundation, the program unites researchers, educators, and practitioners from many fields for the purposes of conflict resolution theory-building, testing, and application. The Consortium is currently focusing on four substantive areas: Environmental and public policy dispute resolution, international conflicts, evaluation of dispute resolution practices, and application of computers to conflict resolution. Their archive houses Newsletters, Working Papers, Brochures, and Program Information.

Conflict Analysis and Resolution Bookshelf

<http://osf1.gmu.edu/~jwindmue/conflict.html>

This site is largely outdated, but still provides several good links to working papers and hard-to-find archives. It has lists of links on CR in Academia, International, Community, ADR, Environment, Peace and Justice, Spiritual and References and Resources.

Conflict Net

<http://www.jca.apc.org/~y-okada/igc/conflictnet/>

ConflictNet is a network of people dedicated to promoting the constructive resolution of conflict. ConflictNet enhances the work of conflict resolution groups and individuals, and links you to the worldwide conflict resolution community. ConflictNet offers current information on conflict resolution, including facilitated topical discussions on critical issues in the field, current legislation, and conference and training activity.

Global Policy Forum

<http://www.globalpolicy.org/>

Global Policy Forum monitors policy making at the United Nations, promotes accountability of global decisions, educates and mobilizes for global citizen participation, and advocates on vital issues of international peace and justice.



(Continued on page 27)

(Continued from page 26)

Institute on Conflict Resolution and Ethnicity (INCORE)

<http://www.incore.ulst.ac.uk/>

INCORE, the Initiative on Conflict Resolution and Ethnicity, is a joint initiative of the University of Ulster and the United Nations University. The INCORE World Wide Web server is intended to act as a central resource on the internet for those in the area of conflict resolution and ethnic conflict. It is intended to serve not only academic researchers but also policy-makers and practitioners in mediation.

Institute of World Affairs

<http://www.iwa.org/>

Institute of World Affairs is devoted to international understanding, multilateralism and the peaceful resolution of conflict. To achieve its goals, the Institute provides diverse training and professional development programs through seminars, exchanges, residential conferences and publications.

The National Institute for Advanced Conflict Resolution

<http://www.niacr.org/pages/about.htm>

The National Institute for Advanced Conflict Resolution (NIACR) was founded for the purpose of advancing the field of conflict resolution in the United States, and promoting a greater understanding of the role of mediation in resolving disputes. This website was created not only to provide an online resource for practicing mediators, but also to make available to the general public information about issues pertaining to mediation and conflict resolution.

Non-Proliferation and International Security Division

<http://nis-www.lanl.gov/>

Non-Proliferation and International Security Division, Los Alamos National Laboratory

Peace and Justice Studies Association (PJSA)

<http://www.peacejusticestudies.org/>

The Peace and Justice Studies Association (PJSA) is a non-profit organization that was formed in 2001 as a result of a merger of the Consortium on Peace research, Education and Development (COPRED) and the Peace Studies Association (PSA). Both organizations provided leadership in the broadly defined field of peace, conflict and justice studies.



Peace Brigades International

<http://www.peacebrigades.org/index.html>

Peace Brigades International (PBI) is a non-governmental organization (NGO) which protects human rights and promotes nonviolent transformation of conflicts. When invited, they send teams of volunteers into areas of repression and conflict. The volunteers accompany human rights defenders, their organizations and others threatened by political violence. Perpetrators of human rights abuses usually do not want the world to witness their actions. The presence of volunteers backed by a support network helps to deter violence. PBI creates space for local activists to work for social justice and human rights.

PeaceNet

<http://www.igc.org/>

PeaceNet helps the peace, social justice, and human rights communities throughout the world communicate and cooperate more effectively. PeaceNet is also a repository for current information ranging from disarmament, economic justice and human rights issues, to news, actions and events throughout the world, including the Middle East, the Baltics, the former Soviet Union, and Central America.

Peaceweb

<http://www.web.net/~peaceweb/>

Peaceweb has resources on peace and social concerns, profiles of Quaker peacemakers and the organizations they founded, historic peace documents, and links to academic peace research and Quaker resources. It is published by the Peace and Social Concerns Committee, Ottawa Monthly Meeting (Quakers).

Security Dialogue

http://www.prio.no/page/About/PRIO_menu_buttons/9346/9350

The Security Dialogue is a publication of the International Peace Research Institute, Oslo (PRIO).

United States Institute of Peace

<http://www.usip.org/index.html>

The United States Institute of Peace is an independent, nonpartisan federal institution created by Congress to promote the prevention, management, and peaceful resolution of international conflicts. Established in 1984, the Institute meets its congressional mandate through an array of programs, including research grants, fellowships, professional training, education programs from high school through graduate school, conferences and workshops, library services, and publications. The Institute's Board of Directors is appointed by the President of the United States and confirmed by the Senate.

World Peace Day

<http://www.peaceday.org/>

World Peace Day will be observed on November 17, but advocacy is needed year round. For information on all the activities and how to participate see the home page maintained by the Peaceguy. From this site, you can download a white ribbon and put it on your web page in support of peace.

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Granting Agencies

United States Institute of Peace

www.usip.org/grants/

In the Unsolicited Grant program, any project that fits within USIP's general mandate of international conflict management is eligible. There are no content or disciplinary restrictions. In the Solicited Grant program, USIP designates specific topics or themes of special interest to USIP. Only projects on the themes and topics identified for each competition are eligible. The Grant program provides funding for research, education, and training projects that may take place anywhere in the world, but it does not support any aspect of graduate or undergraduate study. The average grant period is one to two years.



Christ Church Anglican Cathedral

The present Cathedral was completed in 1859, after fire destroyed the previous church on this site. It is a neo-Gothic building, designed by British architect Frank Wills. For more information please visit:

http://canada.archiseek.com/quebec/montreal/cathedral_anglican.html

The Conflict Research Society

<http://www.conflictresearchsociety.org.uk/>

The CRS is the prime interdisciplinary forum linking professionals and academics concerned with co-operation and conflict and provides a meeting point for sharing their work.

Humanities and Social Sciences Online

<http://www.h-net.org/announce/show.cgi?ID=126125>

The Program on Global Security & Cooperation of the Social Science Research Council is pleased to announce its competition for grants to qualified individuals (such as scholars, NGO professionals, journalists, and lawyers) who currently reside or work in places where there are longstanding, intractable, or widespread violent conflicts. These grants are designed to fund research activities – involving collaboration with other researchers – that are focused on building new approaches to conflict and peace in those places. Funds for this grant have been provided by the John D. and Katherine T. MacArthur Foundation.

The William and Flora Hewlett Foundation

<http://www.hewlett.org/Archives/ConflictResolution/ConsensusBuilding/envCR.htm>

Though a present set of grants, the Conflict Resolution Program is supporting the development of environmental conflict resolution (ECR) related case information software and case data sets for evaluation research, creating models to assess longer-term economic and environmental costs and benefits associated with ECR, comparing ECR methodologies and their impacts, and developing new instruments for individual and institutional practitioners to measure near and longer term results. We have a particular interest in ensuring that advances in knowledge reach and find application in the hand of practitioners.

National Institute of Health

<http://grants.nih.gov/grants/>

The Office of Extramural Research (OER) is the focal point for NIH medical and behavioral research grant policies, guidelines and funding opportunities:

- NIH Funding Opportunities
- Grant Application Submission
- Awarded Grants Information
- Grants Policy and Guidelines
- Electronic Research Administration (eRA)
- About OER - OER Resources

National Science Foundation

<http://www.nsf.gov/funding/>

The National Science Foundation promotes and advances scientific progress in the United States by competitively awarding grants and cooperative agreements for research and education in the sciences, mathematics, and engineering.

IACM 2005-2006 Board Members

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President

ray.friedman@owen.vanderbilt.edu

Robin Pinkley, Southern Methodist University

President-Elect

rpinkley@mail.cox.smu.edu

Terry Boles, University of Iowa

Past-President

terry-boles@uiowa.edu

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Board Member

sbrodt@business.queensu.ca

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Board Member

kimpeter@usc.edu

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Board Member

sharinck@fsw.leidenuniv.nl

Tetsushi Okumura, Shiga University

Board Member

okumura@biwako.shiga-u.ac.jp

IACM 2005-2006 Officers

Donald Gibson, Fairfield University

Executive Officer

iacm@mail.fairfield.edu

Maurice Schweitzer, University of Pennsylvania

Program Chair (2006)

schweitzer@wharton.upenn.edu

Terri Lituchy, Concordia University

Local Arrangements Co-Chair (2006)

lituchy@jmsb.concordia.ca

Karen Harlos, McGill University

Local Arrangements Co-Chair (2006)

karen.harlos@mcgill.ca

Bianca Beersma, University of Amsterdam

Past-program Chair

b.beersma@uva.nl

Lourdes Munduate, Universidad De Sevilla

Past Local Arrangements Chair

munduate@us.es

Paul Taylor, University of Liverpool

Communications Officer

pjtaylor@liverpool.ac.uk

Michael Gross, Colorado State University

SIGNAL Editor

michael.gross@business.colostate.edu

Editor's Column

By Michael Gross, Colorado State University

michael.gross@business.colostate.edu

Well it's done...this is my first issue as Editor of **SIGNAL** and it's been fun. Many members and non members of IACM have contributed significantly to this issue of **SIGNAL**. Many IACM officers and conference planners contributed columns to this issue of **SIGNAL** and I thank them for doing so. After reading their columns I am really looking forward to the conference in Montreal. The announcement of our new **NMCR** journal, launch of the IACM list-serve, recognition of our members for their achievements and publications, make this is an exciting time to be a member of IACM.

Several IACM colleagues made contributions to this issue that impacts both our personal and professional lives. Deborah Kidder, Wendi Adair, Jill Purdy, Tom Tripp, and Tricia Jones each wrote inaugural columns for this issue of **SIGNAL**. Their features are informative and personal. If you are interested in contributing a feature to **SIGNAL** on a special topic, (i.e., on teaching, on your sabbatical, or on grants), please send me an email and let me know. I may invite some of you to write a column and hope you will be inclined to contribute to **SIGNAL**. Thank you for taking time out of your busy schedules to contribute your columns.

William Donohue and Mary Elizabeth Braz both from Michigan State contributed the bulk of material appearing in the Resource Signals section (pages 24-28) of this special issue. Thank you for taking the time to compile this information. Jessica Jameson, the outgoing editor did a superb job of "passing the baton" and I thank her for making the transition easy and seamless. **SIGNAL** works well when you contribute; so I thank you (IACM members) for your submissions and contributions to this issue.

Here at home I want to thank Laurie Ray, who is the "assistant editor" with technology expertise extraordinaire who will help us move **SIGNAL** from a "newsletter" format to an "e-magazine" format. Please take a look on page one of this issue for more information on this move. We designed **SIGNAL** so you can print the whole issue to read or just the pages of the feature(s) you want. Todd Berlier, a graduate student in our Veterinarian/MBA program, contributed the practitioner profiles in this issue. Thank you Laurie and Todd!

Finally, we look forward to receiving feedback from you on our efforts. See you in Montreal, take care.