



20th Annual IACM Conference Budapest, Hungary ~ July 1-4, 2007

Additional conference information on pages 3 and 4. Hotel registration form is on page 31.

PRESIDENT'S CORNER

By *Robin L. Pinkley, Southern Methodist University,*
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In a little over two months I hope to see many of you in Budapest, Hungary for the 20th annual IACM conference; the first to be held in Eastern Europe. Following my visit there, I am happy (and much relieved) to report that this city far exceeded my expectations on all counts. First, the Le Meridien Budapest Hotel is a first rate 5-star hotel, with a full staff (from Erika, the conference director to Laurent, the Executive Chef) ready to cater to your every need. Just like the city in which it resides, the Le Meridien is picture perfect and well situated in close proximity to most of the historic sights, museums, parks, theaters, coffee houses, and baths for which the city is known.

In addition to the stimulating series of paper presentations, symposia, panels, poster sessions, and debates that Don Gibson has organized for us, highlights of the conference

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2007 IACM Conference Budapest, Hungary

By *Don Gibson, Program Chair, Fairfield University,*
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The excitement is building for our 20th annual IACM conference in beautiful Budapest, Hungary (July 1-4, 2007). One indication of that excitement is that we received 147 submissions (including full papers, extended abstracts, and symposia proposals) this year, a healthy 14% increase from last year. An indication of our international reach is that our submissions came from a wide variety of countries, including the Netherlands, Poland, Israel, France, Norway, Russia, Australia, Denmark, and China, along with many from the United States.

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ITEMS OF INTEREST

Be sure to check out pages 6, 8, 12, 17, 23, 28, 29, and 30 for job postings and other special opportunities.

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PRESIDENT'S CORNER

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include the opulent champagne brunch planned at Gundel; the number one rated restaurant in Hungary. Although a bit pricey, this brunch is exceptionally reasonable given the typical price of items on the Gundel menu. Having experienced the cuisine at Gundel, I encourage you to join us for this marvelous event. In fact, I stake my reputation on the fact that you will be glad that you did.

Another highlight of the conference will be our Monday night sunset cruise down the Danube. This hour long cruise (which will be boarded at a dock that is only a 5 minute walk from our hotel) will be followed by dinner on your own, given that our membership has expressed an interest in smaller group dinners in recent years. In support of this effort, the hotel concierge is creating a list of recommended restaurants for your review (we will list these on the IACM webpage shortly) and I have listed some recommendations below. To assist those of you who would prefer to wait until the conference to join a group, we will post sign-up sheets during the welcome dinner on Sunday and during breakfast and lunch on Monday. Several recommendations follow:

Pava	Café Pierrot
Kacsa	Amstel Cafe
Café Kor	Szep Iona Vendeglo
Central Kavehaz	Spoon Café
Cyrano	Fatal
Nancsi Neni Vendegloje	Gerloczy Kavehaz

Program highlights include an informative and entertaining keynote address and panel discussion by Mr. Moty Cristal, founder of IPNP (Israeli Palestinian Negotiation Partners) and a Palestinian colleague will discuss the Israeli/Palestinian conflict from a historic perspective and share insights regarding lessons learned from the IPNP experience. Please join me in thanking our Executive Director, Shirli Kopelman for arranging what is sure to be a provocative keynote address and for her fund raising efforts extraordinaire. To date Shirli and I have secured generous donations from the Cox School of Business, Southern Methodist University; Daniel and Marge Druckman the Dispute Resolution Research Center, Northwestern University; New York University; Ross School of Business, Solidus Technical Solutions; Sony Paymentech; and the University of Michigan.

Thanks also goes to those individuals who have worked so diligently to plan the Budapest conference and perform other important IACM functions including Don Gibson, Program Chair; Jessica Katz-Jameson, Conference Implementation Chair; Larry Crump, Conference Treasurer; Paul Taylor, Communications Officer; Michael Gross, Signal Editor; Judi-Mclean Parks, NCMR Editor; Bill Donahue, President-Elect and Ray Friedman, Past President. Special thanks also go to Peter Carnevale and his committee for generating and selecting the new IACM logo, and to Ray Friedman, Bill Donahue and Daniel Druckman for assistance in revising the IACM constitution.

With input from Daniel Druckman, Dean Pruitt, Dean Tjosvold, and other members of the IACM Advisory committee, Ray Friedman (Past President), Bill Donahue

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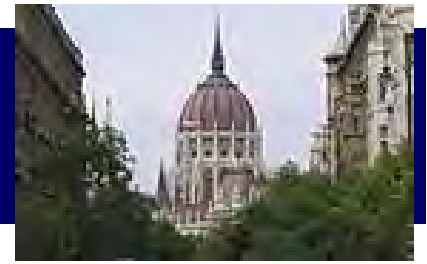
The IACM is an international association, founded in 1984, to encourage research and training in the handling of all forms of social conflict. For annual dues of only US \$25.00 (US \$15.00 for students), members receive:

- A year's subscription to the newsletter, **SIGNAL**
- A membership directory
- Discounts on subscriptions to the *International Negotiation and Negotiation Journal*
- PLUS the opportunity to hang out with some really great people at least once a year

For information about membership, please see our website at <http://www.iacm-conflict.org/> or contact Dr. Paul Taylor, Communications Officer, IACM, School of Psychology, Eleanor Rathbone Building, The University of Liverpool, Liverpool, UK. L69 7ZA, or pjtaylor@liv.ac.uk

2007 IACM Conference

Budapest, Hungary ~ July 1-4, 2007



By Don Gibson, Program Chair, Fairfield University, DGibson@mail.fairfield.edu

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I want to thank those of you who submitted papers and symposia—by submitting your work to this conference you show that you value IACM as a venue for your best academic and applied work. I want to also especially thank many members of IACM for their timely and thoughtful reviews of manuscripts; this year we had 130 reviewers reading 2 to 3 submissions each. This conference program is one that is truly created collectively by its members.

The conference is being held for the first time in Budapest, a city known for its old world charm, its numerous Turkish spas, and its beautiful setting along the River Danube. Highlights will include a sunset boat ride down the Danube, fabulous dining, dancing to a rock band, and plenty of pilunka to drink (you'll have to come to Budapest to find out what that is!). IACM President Robin Pinkley has traveled to Budapest and is personally tasting each meal and drinking each wine in advance to assure quality control (and her own enjoyment).

A highlight of the program will be a special interactive keynote panel featuring two members of the Israeli Palestinian Negotiating Partners (IPNP) network. They will discuss how they link negotiation and crisis management theory to a practical strategy for securing long-term peaceful coexistence and economic development of the region. Drawing on input from IACM members, we will explore questions such as: "Is it possible for Israelis and Palestinians to sit and talk the same negotiation language?" "Is it possible for people who represent conflicting ideas to find a common process of dialogue, without giving up their core interests?" "Is it possible for people to understand, rather than accept, their enemies' needs?" Given the critical need for progress in this intractable conflict, and the inherent interest of this conflict to IACM members, we look forward to an exciting and informative presentation. This event is generously sponsored by the Stephen M. Ross School of Business and by the William Davidson Institute at the University of Michigan.

The conference begins on Sunday, July 1st at 7 p.m. with a welcome banquet, followed at 9:00 by our showcase poster session. As is traditional for IACM, we will have wine and

beer tasting from local and European wineries and breweries during the poster session. Paper, symposia and panel sessions begin at 9 a.m. on Monday, July 2nd and run through 12 noon, Wednesday, July 4th. The conference will also include a Choose-Your-Own-Restaurant night (Monday), a gala Awards Banquet (Tuesday), and other special events.

The topics addressed by papers at the conference cover a wide range of interests, methodologies, and approaches. Papers focus on interpersonal, team, organizational and national conflicts through methodologies ranging from case studies to content analysis to survey data analysis to experiments. Issues of diversity, emotions, ethnicity and culture, justice, power dynamics, trust, and mediation will be examined in four different tracks for each of nine breakout sessions.

The IACM conference offers a terrific combination of quality papers, an opportunity to meet other academics and practitioners in the fields of conflict management and negotiation, and a time for catching up with old—and new—friends. All this in the unique setting of the "Queen of the Danube," Budapest, Hungary. Be sure to plan for your trip to the conference soon. For general conference information, please visit: <http://www.iacm-conflict.org/2007/>

We look forward to seeing you in Budapest!



The Hungarian Parliament Building is located on the beautiful Danube River in Budapest, Hungary.



IACM Charts New Territory in Budapest

By Jessica Katz Jameson, 2007 Conference Implementation Chair, North Carolina State University

When IACM members elected **Robin Pinkley** (Southern Methodist University Cox School of Business) to be our President, we knew she would shake things up. But decide to host a conference in a city we have never visited before and where we have no members...Crazy? Maybe. Worth it? Absolutely!

As I write this column, our fearless leader has the arduous task of checking out the rooms, food, and beverage at our conference hotel, Le Meridien, tasting the food at some of Budapest's finest restaurants such as Gundel (optional Sunday brunch), and La Rivalda (Tuesday night Awards Banquet), and locating the most convenient attractions for sightseeing or late night outings. Sometimes it really is tough to be the President of IACM!

But seriously, the last few months of scanning web sites and talking to Robin have me confident that in addition to the fine array of papers and panels Program Chair **Don Gibson** (Fairfield University) is putting together to stimulate our brains, the 2007 conference will provide a fabulous venue to entertain all our senses. But how about some details? For those unfamiliar with Budapest, it has been called the "Little Paris" of Middle Europe and is famous for its historic monuments reflecting its 1,000 year old culture and artifacts of others who have settled there.

Top sights include its museums, castles, baths, (and did I mention, food?), Budapest has something for travelers of all ages and interests. **Marge Druckman** has been kind enough to put together a list of places the whole family will enjoy – so bring them along if time allows. The temperature range for July is 16-28°C (61-82°F). Budapest is typically very dry, with July averaging just over 2 inches of rain.

Budapest boasts an extensive public transportation system, including the Metro, tram, and bus. Travel experts recommend avoiding Taxis as much as possible, as they can get expensive and drivers are not always kind to tourists. Our goal is to figure out the best way to get you anywhere you need to go and give you that information when you arrive. We are working with the hotel to arrange a shuttle from the airport and will provide full details on the conference web site as soon as they become available.

We hope that you will plan to arrive early and we will have the registration desk staffed starting Saturday, June 30 to get you everything you need to enjoy the conference.

On Sunday morning we will start the day with an optional brunch at **Gundel's Restaurant**, which will include an array of menu selections and a glass of champagne or a Bloody Mary cocktail.



Perhaps the most famous restaurant in Budapest, Gundel has been a culinary institution since 1894. For more information visit:

<http://www.gundel.hu/borvendeglo/>

After brunch you can participate in one of the following optional excursions:

OPTION 1: A guided tour of the local area including the Parliament Building and Castle Hill.



From the vantage point of Fisherman's Bastion across the Danube, the flat Pest skyline between the Margaret bridge and Lánchíd is dominated by the Országház (Houses of Parliament).

http://www.talkingcities.co.uk/budapest_pages/sights_alpha7.htm

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New Territory for IACM

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Castle Hill rises 50 to 60 meters (165 to 200 ft.) above the Danube, local residents of Buda-pest say they “go up” to the Castle.

http://www.tropicalisland.de/hungary/budapest/budapest_castle_hill/budapest_castle_hill.html

OPTION 2: A relaxing visit to one of the most famous of Budapest’s thermal spas (and the largest in Europe), the Szechenyi Baths (pronounced *ze-cheyni*, so I’m told) in City Park. Built in 1913 in a neo baroque style, the Bath was expanded in 1927 and in the middle of the 1960s a group thermal section was created (this is the only baths we could find that does not separate men and women, and yes, bathing suits are required!).



Szechenyi Baths is part of a tradition of baths that started during Turkish occupation of the area 600 years ago.

<http://nonphotography.com/streetphotography/index.php/2006/08/>

For those who would rather explore on their own, Le Meridien Hotel is centrally located and walking distance to several local attractions including the Parliament Building and a fabulous coffee house called *Gerbeaud*, which opened in 1858 and is known for its cakes and coffee (I have heard from several sources that there are no bad desserts in Budapest).

I recommend saving a little time for an afternoon siesta, as the conference will officially kick off at Le Meridien on Sunday evening at 7:00 with a welcome from our President and Program Chair followed by dinner and the traditional wine tasting and poster session.

Monday we will dive into our panel sessions and be treated to sumptuous coffee breaks as well as lunch in between (did I mention the food is supposed to be good in Budapest?). On Monday evening we will have a slight departure from our usual optional dinner event. Those who choose to join us will take a one-hour sunset cruise along the Danube with champagne, cocktails, or soft drinks. After the cruise we will give you the rest of the night “off” to choose from the fabulous array of restaurants Budapest has to offer (the hotel concierge is putting together a list of local restaurants and we will have sign-up sheets available to facilitate getting groups together for dinner).

A couple of notes on restaurant etiquette in Budapest: It is customary to join other diners, especially during busy times of day. If you want a private table, it is often best to reserve it in advance. [Of great importance to many IACM regulars: the custom of clinking our glasses when we drink may cause offense in Hungary. According to one source, this gesture was used by Austrians after the execution of Hungarian generals during the uprising of 1848-49.]

On Tuesday we can expect another fine day of panel sessions (and yes, more coffee breaks). Tuesday afternoon we will have our Business Meeting, where you will see Robin pass the gavel to President-elect **Bill Donohue** (Michigan State University). Tuesday night we will have our Awards Banquet at *La Rivalda*.



The RIVALDA is located on the ground floor of an 18th century monastery and was once used to house the Catholic order of the Carmelite Monks.

<http://www.rivalda.net/index.html>

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PRESIDENT'S CORNER

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(President-Elect) and I considered five distinguished candidates for the Lifetime Achievement Award. I am pleased to announce that the 12th recipient of this award will be Thomas Crombie Schelling, Professor Emeritus of both Harvard University and the University of Maryland and recipient of the 2005 Nobel Prize in economic science (Please see page 7 for more information about Thomas Crombie Schelling).

In addition to the Lifetime Achievement Award, an award will be given for the best paper published in 2005, selected by a committee chaired by Corinne Bendersky and for the best dissertation defended in 2005 or 2006, selected by a committee chaired by Wolfgang Steinel. Program Chair, Don Gibson and a selection committee will also honor numerous conference submissions with awards.

Hopefully this description of our upcoming conference coupled with descriptions found in the articles written by Don Gibson and Jessica Katz-Jameson, will entice you to join us in Budapest. So let me just end by wishing that you very safe transport as you make your way to the *City of Baths and Paris of the East*.

New Territory for IACM

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During the banquet we will recognize our Lifetime Achievement Award recipient, IACM Outstanding Dissertation and Outstanding Article Award winners, and the most outstanding paper submissions to this year's conference program. Robin has faithfully scoped out La Rivalda Restaurant and reports that sitting atop Castle Hill, the views of Pest and Parliament are quite breathtaking. We hope to enjoy the venue well into the night as we dance to the music of "Stoned," a popular Hungarian Rolling Stones tribute band. Of course, Budapest is also known for its wine bars and active night life, and we will have a list of late-night attractions for the IACM night owls (you know who you are!).

On Wednesday morning we can expect two more sets of panels and then we will sadly say "Szia!" ("See you soon," which fortunately for native English speakers should be easy to remember because it is pronounced *see-yuh*).

If you haven't made travel arrangements yet, I hope you are getting ready to call your travel agent because this is one IACM conference you will not want to miss! Remember to get the reservation form and reserve your room at Le Meridien by May 1. Go to the conference web site at:

www.iacm-conflict.org

If you have any questions about the conference arrangements please contact me at: jameson@ncsu.edu

Join the 2007 IACM Conference Team!

By Jessica Katz Jameson, 2007 Conference Coordinator, North Carolina State University, jameson@unity.ncsu.edu

A great group of volunteers has agreed to help out in BUDAPEST, but we still need you! In the absence of our typical local arrangements crew, we are relying on our members to perform a variety of tasks including staffing the registration desk on Saturday and Sunday, confirming meeting rooms are fully equipped, and making sure other conference details run smoothly. If you are interested in joining our team, or if you have graduate students who might be interested in helping out in return for financial assistance with the conference (details to be negotiated), please contact Jessica Katx Jameson right away at jameson@ncsu.edu or 919-515-9737.

The current IACM Conference Team includes: Deborah Cai, Larry Crump, Helena Syna Desivilya, Bill Donohue, Marge Druckman, Emmy Irobi, Shirli Kopleman, Ann Lytle, Mara Olekalns, Robin Pinkley, Wolfgang Steinel, and Margarita Steinel. THANK YOU again to all our volunteers. I look forward to seeing everyone in Budapest!

Lifetime Achievement Award

Thomas Crombie Schelling

Professor Emeritus of Harvard University
& University of Maryland



By Robin L. Pinkley, IACM President, Southern Methodist University,
rpinkley@mail.cox.smu.edu

Thomas Crombie Schelling, Professor Emeritus of both Harvard University and the University of Maryland and recipient of the 2005 Nobel Prize in economic science (along with Robert J. Aumann of the Hebrew University of Jerusalem) will be awarded the IACM Lifetime Achievement Award, at our annual conference in Budapest, Hungary this July. Schelling will be the 12th recipient of this important honor.

Born on April 14, 1921, Schelling received his bachelor's degree in economics from the University of California, Berkeley in 1944 and his Ph.D. in economics from Harvard University in 1951. While working towards his doctorate, Schelling began his professional career working on the Marshall Plan (established to facilitate the rebuilding of war-torn Europe) in Copenhagen and Paris from 1948 – 1950. After completing his dissertation, he worked with the White House and the Executive Office of the President from 1951 to 1953.

In 1953 Schelling joined the faculty of Yale University where he remained until his appointment as Professor of Economics at Harvard University in 1958. While at Harvard, Schelling served on the Senior Staff at the Rand Corporation from 1958 to 1959. In 1969, Schelling joined the Kennedy School of Government at Harvard as the Lucius N. Littauer Professor of Political Economy where he remained for 20 years, after which he joined the University of Maryland in 1990 and conducted research at IIASA in Laxenburg Austria from 1994 to 1999.

Although Schelling's highly influential work has focused on a number of areas including game theory, terrorism, racial segregation, nuclear proliferation and deterrence, organized crime, energy and environmental policy, and the implications of climate change, Schelling has said that although "it's hard to find a shorthand way to describe my interests . . . in my

mind it all comes together, and what links this work is my fascination with how people react to and influence others – as individuals and as nations."

The author of 8 books (translated into 8 languages) and nearly 200 articles, Schelling's is best known for his book, *The Strategy of Conflict* (1960) which has advanced the study of bargaining and strategic behavior and introduced the notion of the "focal point" (now referred to as the Schelling point). Considered to be one of the hundred most influential books in the West since 1945, this book introduced numerous counter intuitive ideas such as the notion that one can strengthen ones position by overtly worsening ones options and that the capacity for retaliation is a better deterrent to aggression than by the ability to resist attack. In addition, this book suggests that uncertain retaliation may serve as a better deterrent than certain retaliation.

Schelling was the first to introduce dynamic, evolutionary game theory, arguing that repeated games best predict cooperative and competitive choices. Using this approach, Schelling has been able to impact Governmental efforts to resolve conflict and avoid war, as well as, enhance the use and application of game theory throughout the social sciences. His work has been found to explain "a wide range of phenomena, from the competitive strategies of firms to the delegation of political decision power" (Press release from the Swedish Academy of Sciences, October 10, 2005).

Schelling's book *Arms and Influence* (1966) extended his economic theories of war to the arms race and his influential article, *Dynamic Models of Segregation* (1971) applied many of his concepts to the issue of racial dynamics. In this article he demonstrates that a slight preference for living near people of identical racial ethnicity can lead to total

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Lifetime Achievement Award

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segregation through a positive feedback cycle of separation – prejudice-in-group preference and discrimination – separation. He notes that this self-sustaining pattern has been found in most human populations and can be applied to numerous types of variation, including gender, race, age, ethnicity, language, sexual preference, and religion.

Beginning in 1980, when Schelling chaired a commission on the issue of global warming for President Jimmy Carter, he has argued that global warming is a bargaining problem, made all the more complex because it impacts emerging nations without emission standards or pollution constraints, more than rich countries. As a result, he argues that efforts to reduce emissions will benefit emerging nations more than rich nations, while rich nations will bear the cost of changes needed to stop this destructive pattern.

In addition to the 2007 IACM Lifetime Achievement Award, Schelling has been awarded the Frank E. Seidman Distinguished Award in Political Economy, the National Academy of Sciences Award for Behavioral Research Relevant to the Prevention of Nuclear War, an Honorary Doctorate from the RAND Graduate School of Policy Analysis, a Doctorate Honoris Causa from Erasmus University of Rotterdam, and the 2005 Bank of Sweden Prize in Economic Sciences in Memory of Alfred Nobel for “having enhanced our understanding of conflict and cooperation through game-theory analysis” (Press release from the Swedish Academy of Sciences, October 10, 2005).

Schelling served as the Director of the Institute of the Study of Smoking Behavior, has been elected to the Institute of Medicine, the National Academy of Sciences, the American Academy of Arts and Sciences, and has served as the President of the Eastern Economic Association and the American Economic Association.

Because Schelling is unable to join us at the IACM conference this year, Daniel Druckman will accept this distinguished honor on his behalf. If you would like to congratulate Schelling, he can be contacted at tschelli@umd.edu.



ESSEC invites Applications

For a tenure-track Assistant or Associate Professor position in the field of Negotiation and Conflict Resolution.

Qualifications for the positions are as follows:

- Ph.D. or Doctorate in Conflict Resolution or in a related discipline
- Candidates can be specialized in one or some of the following:
 - 1) International negotiation, untractable conflict, identity-based conflict;
 - 2) Commercial negotiation, organizational conflict, conflict in the workplace;
 - 3) Negotiation and mediation in the public sector in Europe and beyond.
- Duties for the position include teaching at the undergraduate, graduate and executive levels and conducting research publishable in the best international journals. Candidates are expected to have strong theoretical and research skills that will likely lead to publication in the best journals of the field. A record of teaching and research excellence will be appreciated. Scientific publications are a plus.
- Candidates must be able to work in team and ready to manage research and training projects that could be included in the framework of the ESSEC Institute for Research and Education on Negotiation in Europe (IRENE) within ESSEC Department of Public and Private Policy. Experience in external fundraising for research will be valued positively.

ESSEC is a top European Business School with two campuses in France (Cergy-Pontoise and Paris-La Défense) and an Asian campus in Singapore. It was the first AACSB accredited institution outside the United States and Canada and is also EQUIS accredited. It offers undergraduate and graduate degrees to more than 3500 students: BA, MBA, several specialized Masters, Executives programs, Ph.D.

Candidates should send a cover letter, a complete vita, sample copies of their research (published or working papers) and two/three letters of recommendation by **May 20, 2007** to:

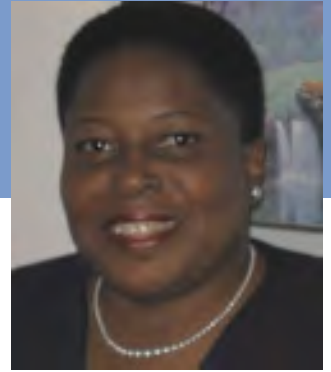
Groupe ESSEC
« Service du Doyen »
Avenue Bernard HIRSCH - BP 105
95021 CERGY PONTOISE Cedex-France
Ref/Candidature

PRACTITIONER PROFILE

**Linda Steele, University of the West Indies,
St. Augustine, Republic of Trinidad & Tobago**

By **Todd Berlier, Colorado State University, Todd.berlier@mns.com**

Photograph courtesy of Godfrey Steele



I am extremely pleased ... to successfully manage a conflict situation among employees ... where all parties end up ... satisfied with the outcome.

There comes a time in some people's lives, when they are struck with the desire to realize a greater sense of responsibility and purpose. A time when they reflect on where they have gone and where are they are going and wanting that place to be one where they contribute to the good of society in some way.

For Linda Steele, that moment came while attending a seminar for secretaries and administrative personnel: the facilitator told the crowd that secretaries had, as a result of their positions, in addition to the ability to "make their bosses look good," a natural talent for managing conflict, but not the formal education to work in the field. That spark, which started in 1991, when Linda began her B.S., graduating with honors, in Sociology and Management Studies, still burns as she looks to complete her Doctorate in Business Administration, emphasizing in Higher Education Management, in 2008. "I therefore moved from being someone's secretary to having my own secretary."

Currently, Linda is an Assistant Registrar (Human Resources) at the University of the West Indies (U.W.I.), St. Augustine, in the Republic of Trinidad and Tobago. She manages the recruitment, assessment and leave administration of Academic, Senior Administrative and Professional Staff of the Faculty of Humanities & Education, Faculty of Medical Sciences, Campus Libraries, Campus Projects Office, Bursary, Distance Education Centre, Management Audit, Planning and Development, Office of Research, School of Continuing Studies and the Seismic Research Unit.

Linda describes her job, "In my job as Assistant Registrar (Human Resources), almost each day I am faced with situations in which I have to manage some form of conflict. I am responsible for the HR administration of the academic, senior administrative and professional staff (of the faculties and departments listed above). In our system, academic members of staff are appointed Heads of Department and Deans every three and four years respectively. The transition from that of academic to that of administrator is sometimes not an easy one for some of them. Oftentimes, unintentionally,

their actions and lack of action cause problems which I would then have to 'smoothen' out.

"I am extremely pleased when I am able to successfully manage a conflict situation among employees to the point where all parties end up completely satisfied with the outcome."

Unlike most in her position, Linda brings to her new position a lifetime of experiences from which to draw upon when resolving conflicts. She began her career working at U.W.I. as a clerical assistant, before becoming a secretary to the Coordinator and Members of Staff, Reading Unit, Faculty of Education and worked her way up to Administrative Assistant in the Faculty of Social Sciences.

Resolving conflict is Linda's passion. She has become the go to person at U.W.I, amongst the administration and is often asked to step-in and take-over during tense situations. The most challenging aspect of her job, though, comes when new Department Heads and Deans are appointed, "When they become really good at managing their departments and faculties their term of office comes to an end and the process begins all over again of getting them to the point of being good line managers where HR matters are concerned."

Love for education and what it provides is shared with Linda's husband of 26 years, Godfrey. He is also a member of the IACM and is a Lecturer in Communication Studies in the Department of Liberal Arts, Faculty of Humanities and Education at the same university as Linda.

Linda's primary goal is education and the smooth running of the university. Through her work and position she embodies what education is and what it can do for society and its people.

PRACTITIONER PROFILE

Ian McAndrew, University of Otago, New Zealand

By Todd Berlier, Colorado State University, Todd.berlier@mns.com



“I love negotiating agreements; getting a hard fought settlement may just be the next best thing to sex,” states Dr. Ian McAndrew, Senior Lecturer in Employment Relations for the University of Otago in New Zealand. While his approach may not be typical, the above statement is a perfect example of how Dr. McAndrew approaches his job and his life: with passionate zeal, a good sense of humor and a level of care that inspires and motivates. As different as his approach has been, so has his path to a career in conflict management.

As the grandson to Tim Raftery growing up in Sydney, Australia, Dr. McAndrew was, “regaled...with stories about the plight of the working man and the fight for industrial justice.” Mr. Raftery was not only a union official working for the Nestle company, but also a passionate communist, whose concern for the well being of the worker overshadowed almost everything at a time when unions were militant and industrial relations were lively in Australia.

Dr. McAndrew’s passion for knowledge combined with the spark ignited by his grandfather led him, almost inevitably, to a career in labor relations. On a break from graduate school at the Institute of Labor and Industrial Relations at the University of Illinois, he went to work as an industrial officer for the Kennecott Copper Corporation in Ely, Nevada. It was, he says, an active labor relations environment in a city that, at the time, was dominated by the Kennecott mine, with the workers represented by a United Steelworkers local, which had come out of the old, militant Mine, Mill and Smelter Workers Union. “They taught me a lot,” says Dr McAndrew, “It was a situation where I’d read about the way things should be, and they knew how things really were. So I had a lot of room for learning.” It was this experience in the Nevada desert that caused him to be “hooked” on a career in labor relations and dispute resolution.

At that time, the early 1970’s, unions were beginning to firmly establish themselves in the public sector, and Dr McAndrew was able to be involved at the grassroots level of the public sector union movement. While completing his doctorate, he worked as a Labor Relations Consultant in the Midwest for

unions of federal, state and local government employees, as well as associations of nurses and teachers, before moving to California in the mid-1970s. There he consulted for the California State Firemen’s Association, and, finally, worked for seven years as the director of labor representation for the major state law enforcement organization, the Peace Officers Research Association of California.

Whether by accident or design, Dr McAndrew found himself developing a career helping those that help others. As a reward for his good deeds, he managed to win and wed his wife Sandy, who at the time was the president of the union of California Highway Patrol radio dispatchers. “A lovelier union president you never met,” says Dr. McAndrew. In 1987, he and his lovely union president up and left for New Zealand, settling in a country house north of Dunedin overlooking a stretch of pristine coastline. He accepted a position with the University of Otago. “We were,” says Dr McAndrew, “looking to move to something less than a seven-day work week.”

During his time in the United States, Dr. McAndrew describes himself as a “partisan negotiator” – his role was to pretty single-mindedly represent his constituents, and he did so aggressively. He was, for example, in the middle of about a dozen law enforcement strikes in California in the 1980s. But he found that when he moved to New Zealand in 1987, he wanted to establish himself as a neutral party in dispute resolution, as a change of pace from years as a partisan advocate. After a couple of years of effort he did just that and became a mediator and adjudicator member, and later the head of the Employment Tribunal of New Zealand, where he resolved disputes concerning unjustified dismissals, discrimination and sexual and racial harassment.

While it seems that a lot of professional mediators find a passion in being a strong voice (he is also the director and senior mediator at New Zealand Mediators Limited), Dr. McAndrew has and continues to champion those without a voice. He recently mediated for 10 days, on behalf of the New Zealand Department of Labour, to help resolve a dispute

(Continued on page 11)

From the Executive Director's Desk...



Need to Renew your IACM Membership?

By Shirli Kopelman, Executive Officer, University of Michigan, shirli@bus.umich.edu

If you haven't renewed your IACM membership for calendar year 2007, now's the time to do so! To date, 128 members have renewed for 2007, and we had a total of 295 members who have paid sometime 2006. We urge you to encourage colleagues and friends to consider membership in IACM. Membership entitles you to a substantial discount on the annual conference (more than it costs to join!). It also allows IACM to develop and sustain initiatives (e.g., newsletters, web-pages, list serves) that help us all to keep up-to-date with our field. 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/>

From the Communication Officer...

The Latest News on Our IACM Website

By Paul Taylor, Communication Officer, The University of Liverpool, United Kingdom, pjtaylor@liverpool.ac.uk

One area where IACM is developing is in the website. We are working to make <http://www.iacm-conflict.org> a portal for all information that is IACM, conflict management, and negotiation! For example, Dean Pruitt has taken on the role of IACM historian and is busy collecting all manner of fascinating documents from our history (see his article in this issue of SIGNAL).

In the near future, we also hope to update the way in which the website provides you with News. We intend to move the News system to an RSS feed (a standardized Internet format for posting information), which will allow faster posting of news items (e.g. latest journal content, job adverts, etc.) and also, for those who use RSS feeds, the opportunity to get updates sent directly to your desktop.

PRACTITIONER: I. McANDREW

(Continued from page 10)

between a Ukrainian fishing crew and their Russian employer stranded in New Zealand waters at the end of a fishing voyage, and deadlocked over wages, hours, taxes, and repatriation to the Ukraine.

In addition to being a practicing mediator, Dr McAndrew also continues to teach and research on labor relations and dispute resolution at the University of Otago on New Zealand's South Island. During this time he has published over thirty research articles in journals ranging from the *New Zealand Journal of Industrial Relations* to the *International Journal of Human Resource Management*. He has also given countless presentations at conferences around the world, including Peru, Turkey, New Zealand, Australia, Austria and Denmark. In the United States he has presented in Park City, Utah, Washington D.C., New Orleans,

Louisiana, and San Diego, California. Topics have ranged from employer ideologies to good faith bargaining. In 2007, he will be teaching courses on negotiation and mediation in Austria for both the University of Vienna Institute for Labor and Social Rights and for the Vienna University of Economics and Business Administration.

Dr. McAndrew also has a great perspective on what role mediators play in the world today:

"Helping the community becomes the priority, and whether working without fee or working extraordinary hours beyond what you are willing to bill for, resolving the dispute for the benefit of the parties and the community is the only consideration. Resolving disputes, and repairing relationships where that is feasible, are the mediator's contribution to the economic and social well-being of communities."

All could take a lesson from Dr. McAndrew by enjoying their work as much as he does with such a clear sense of purpose.

SPECIAL REPORT

Restorative Justice in Hungary

By Deb Kidder, University of Hartford, kidder@hartford.edu



This special report dovetails with our forthcoming IACM meeting featuring restorative justice in Hungary. In case you missed my first column in last spring's *SIGNAL* on Canada, restorative justice refers to an alternative conflict resolution process focused on reparation, healing and community involvement. (For a more complete exposition, please see my forthcoming article in *IJCM* listed in this issue "Spotlight on Members" on page 21.)

Bottom line- restorative justice is in its infancy in Hungary. A review of published works on restorative justice turned up zero references.

Unlike Canada, Hungary doesn't have an indigenous culture that espouses restorative justice practices. What Hungary does have is an increasing concern about crimes, and in particular, the rise of juvenile offenses. Juvenile offenses are the basis of much of the restorative justice currently practiced in the United States, and there is a strong body of evidence that restorative justice practices are helpful in increasing the well-being of victims as well as reducing recidivism among offenders.

The first time the concept of restorative justice was seriously introduced in Hungary was in 1999, when Paul McCold came to Hungary to provide training. Dr. Paul McCold is the Director of Research for the International Institute for Restorative Practices, Bethlehem, PA. Two Hungarian professionals, a lawyer (Maria Herczog) and a psychologist (Vidia Negrea), received the training and appear to be almost single-handedly spearheading a push for restorative justice practices in Hungary. There is an office for Hungary listed on realjustice.org, the main cite for the International Institute for Restorative Practices. In addition, the 10th International Institute for Restorative Practices World Conference — "Restorative Practices: Improving Citizenship and Restoring Community" — will be held November 7-9, 2007, at the Danubius Hotel Flamenco, in Budapest, Hungary.

I know from speaking with many practitioners that it can be quite a struggle to influence public opinion in favor of restorative justice. I applaud Ms. Herczog and Ms. Negrea's efforts and hope they are successful.



Cornell University
The Johnson School

VISITING ASSISTANT PROFESSOR POSITION - NEGOTIATIONS

Cornell University's Johnson Graduate School of Management is looking for an instructor to teach three (3) sections of negotiation as a member of the School's Management & Organizations Group.

Applicants must have completed a PhD in a social science discipline prior to September 1, 2007.

Responsibilities include teaching three sections of a negotiation elective course to MBA students and to non-MBA (i.e., other graduate and undergraduate students) depending on demand.

We will begin reviewing applications after 4/15/07. Application packets should include a vita, examples of written work, course syllabi, teaching evaluations, and three letters of recommendation.

Direct inquiries to:

Professor Kathleen O'Connor
The Johnson School, 317 Sage Hall
Cornell University
Ithaca, NY 14853-6201

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THE IACM HISTORICAL ARCHIVE

Midway in its Development

By Dean G. Pruitt, Historian, Institute of Conflict Analysis and Resolution, George Mason University, dean@pruiffamily.com

In the past year, I have accumulated a couple of file drawers of historical material, thanks to the generosity of several past officers. I have all the back issues of *SIGNAL*, which provides a running record of most of the events in the life of the association. These have been scanned and are now posted on the IACM website. I also have all the past conference programs and all but one of the proceedings (abstracts of the papers given at the conferences). Paul Taylor is planning to develop a standard format for past conference web sites; and when he does so, the programs, proceedings, and other material will be scanned and upload into those web sites.

In addition to providing material for historians, this archive constitutes *organizational memory*, which can be accessed by current and future officers of the association. For example, at her request, I have sent Shirli Kopelman, our Executive Officer, twelve financial reports from prior years so that she can understand the source of the funds she now administers and the kinds of expenses that arise from time to time.

Other items in my possession that might be useful to officers include: the IACM Constitution (1992 and 2006), descriptions of duties of IACM officers (1993 and 2000), guidelines for IACM awards (1993), past Board and Business Meeting agendas and minutes, past membership directories, a few committee reports, an IACM brochure (1995), past dues and election mailings, Roy Lewicki's message to Don Conlon and Carsten De Dreu about the job of the president (2000), Evert Van de Vliert's letter to the Board proposing a time line for planning the Elsinore meeting (1994), a report by the 1999 program chair about how he spent his time, and the final accounting by the 1998 local arrangements chair.

There are many gaps in this archive especially in the most recent years, and I am appealing to past and present officers to help me fill these gaps. For example, some of the items just listed may have been updated. If so, please send me the updates so that I can make them available to future officers.

Gaps that I can identify include the following:

1. Call for papers, conference proceedings, and participant list for the 1991 Den Dolder conference.
2. Participant lists for the 2003 Melbourne and 2005 Seville conferences.
3. Board meeting minutes for 1987-91, 1996, 1998, 2001, and 2002.
4. Business meeting minutes for 1987, 1989, and 1996-2006.
5. Financial reports for 1987-90, 2002, 2003, 2005, and 2006.
6. Membership directories for 1992, 1994, 1995-99, and 2001-6.
7. Official conference pictures for all years except 1991, 1995, 1998, and 2005.
8. Conference financial reports except for 1998.
9. Most substantive committee reports.

I am also interested in correspondence about IACM business (e-mail messages or letters), informal pictures from conferences, and virtually anything else you have. AND as new material of any sort is generated, I would appreciate being copied with it.

If you have any of this material, please let me know at dean@pruiffamily.com or send it to me at 9006 Friars Road, Bethesda, MD 20817.



REPORT OF THE IACM LOGO COMMITTEE

By Peter Carnevale, Chair, New York University, peter.carnevale@gmail.com

Michael Gross, Colorado State University, michael.gross@business.colostate.edu

Shirli Kopelman, University of Michigan, shirli@bus.umich.edu

Terri Lituchi, Concordia University, lituchy@jmsb.concordia.ca

Linda Putnam, Texas A&M University, LPutnam@tamu.edu

Gerben Van Kleef, University of Amsterdam, G.A.vankleef@uva.nl

The logo committee was appointed by Ray Friedman (2005-2006 IACM president) in April 2006, in part due to an IACM vote that produced an unclear result from an earlier logo effort. As Ray put it, "Given how much people care about the issue, and given how a voting process seemed to not be very helpful in coming to a good solution, I thought it would be best to have a committee handle the logo issue."

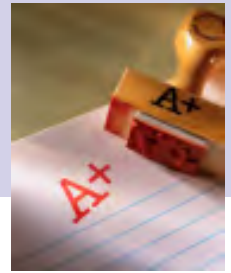
The committee had its first meetings during IACM Montreal, June 2006. At the Montreal meeting, the committee solicited opinions from the IACM membership informally, and at the IACM business meeting. Later, an online questionnaire was used to collect opinions and ideas. The committee also benefited tremendously by having three members with ties to professionals in the advertising/logo domain (Terri, Shirli, Michael), who were able to elicit logo ideas *pro bono*. The final set of logos that the committee considered were largely developed by these professionals, and the committee expresses a great deal of gratitude to Terri, Shirli, and Michael for this input.

The committee arrived at a final set of six logo possibilities and conducted a straw poll of committee members during the first week of November 2006. One logo stood out in this informal polling, and it is this logo recommended by the committee that was unanimously selected by IACM Board of Directors. The logo selected came to us via Shirli, and re:group, a branding and marketing agency in Ann Arbor (www.regroup.us).



TEACHING SIGNALS

Teaching Negotiations in Japan



By Tetsushi Okumura, Nagoya City University, Japan, tetsu12@hotmail.com

It was the last two decades effort to introduce negotiations as an independent course into Japanese colleges. One of the most visible effort was done by the first Japanese association for negotiations studies. I have participated to establish it in 1988, the effort looked very successful at the beginning. More than 300 members enrolled in a couple of years and its third annual conference was honored to have Dr. Edwin O. Reischauer, ex- US ambassador in Japan, as a president in emeritus. The association, unfortunately, has lost momentum in the last decade because the number of scholars didn't increase in this field. A part of the reason was few job opportunities in academics for junior researchers to shift their energy into it.

Our next challenge was to make negotiations as a subject title in a regular curriculum in undergraduate and graduate level education. Academic conservatism took eight years for me to set negotiations as its own titled course in my previous affiliation. First, I proposed it but had to compromise on its title as *managerial psychology*. When the school changed it full year program in semesters, I finally could split the subject into *Negotiations* and *Organizational Behavior*.

It was an astonishing eye opener for me to experience teaching methods that use negotiation simulations and discuss their outcome with research based analysis.

It was parallel progress for me both having negotiation course to teach and develop teaching skills and materials. I was very lucky to have an opportunity to study negotiations at the Dispute Resolution Research Center, Kellogg School of Management, Northwestern University from 1994 to 1995, supported by International Rotary Foundation. It was an astonishing eye opener for me to experience teaching

methods that use negotiation simulations and discuss their outcome with research based analysis.

It was also great experience to carry inter-cultural negotiation research with Jeanne M. Brett at DRRC, Kellogg. What I could do in Japan was basically limited to literature surveys. Doing research on inter-cultural negotiations with Prof. Brett was quite a precious process of both leaning experimental research and gaining teaching skills with role-play exercises. She also generously allowed me to observe her courses and executive programs. The research was extended with Wendi L. Adair and finally awarded SSPI honorable mention in 2003.

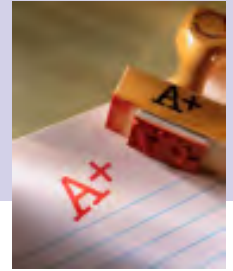
I translated DRRC teaching materials with its permission and modified contents to fit Japanese context keeping their basic structure as in the original.

I translated DRRC teaching materials with its permission and modified contents to fit Japanese context keeping their basic structure as in the original. Now, about 10 exercises are available in Japanese with additional debriefing material from Japanese business examples. They have been refined step by step through experiments with undergraduate and graduate classes, and now are used for managerial trainings. Bazerman & Neals' *Negotiating Rationally*, Ury, Brett, & Goldbergs' *Getting Dispute Resolved* were also translated and published in Japanese. They are ideal textbooks for teaching deal making and dispute resolution and also Brett's *Negotiating Globally* in Japanese for intercultural negotiation unit.

Traditional teaching style in most schools in Japan has been one-way lecture and much of courses are still being offered

TEACHING SIGNALS

Teaching Writing Proficiency in Groups



By *Matthew Liao-Troth*, Western Washington University, Matthew.Liao-Troth@wwu.edu

Many universities have a writing proficiency requirement for students to graduate. Here at WWU, a writing proficiency course has three guidelines: (a) students write multiple drafts of assigned papers, (b) instructors provide suggestions for revision of drafts, and (c) instructors base 75-100 percent of the course grades on revised versions of assigned writings (page 40 of the 2006-2007 WWU Bulletin).

Last year I offered to integrate my managing cultural diversity and negotiations and labor relations classes for human resources and management students into an elective on cross-cultural negotiation for our international business students. Much to my surprise, the course we mapped this onto, topics in international business, was a writing intensive course. I discovered in the development of this course that how I implemented the writing proficiency guidelines could make or break my class.

... in English classes, a writing group is a group of people writing individually, and then seeking feedback from their peers ...

Many of our business classes use group projects as a terminal assignment, but rarely are students coached explicitly in how to manage writing projects specifically. Within our college-wide management and organizational behavior core the students are given an overview of group dynamics and a rubric for group success before being set loose on a group project that culminates in a presentation. Likewise, our teamwork course for management and other select majors looks at group dynamics, but does not look specifically to the writing process as a group project. On the other side of campus, our English department uses writing groups in a way that we in a management department would not recognize: in English classes, a writing group is a group of people writing individually, and then seeking feedback from their peers (i.e., reader reactions to the author's writing). I

personally am concerned about student's developing the skills to work in groups, so I decided that I would attempt a different approach to this requirement than many of my colleagues—I looked at writing proficiency in a group effort (shared responsibility and involvement) with one written product.

There is not much published work on this subject. I was able to draw from the group contracts I have developed over the years for class projects (explicit discussions to get to know each other for the group project, and establish groups norms, goals, and performance terms, all of which is written and signed by the group members), and on an internal document from Loyola University Chicago that Gerard Farias, Homer Johnson, and Ken Weidner wrote in the spring of 1999 that emphasizes some core issues in group dynamics (develop group norms, process checks, explicit logistic discussions, groups formed with compatibility and complementary schedules), as well as a recommendation from past colleagues at Washington University in St. Louis to have students read Ramage and Bean's "The writing community" (1995), which advocates assigned roles of leader and recorder for a group project. The logic/rewrite exercise described in the article was helpful for discussing the process of revision.

... initial session ... addressed some of the common mistakes in writing ...

The way I designed the course was with some dedicated group dynamics and development/contracting time, as well as writing time, in class. In my initial session I addressed some of the common mistakes in writing (grammar and punctuation issues, drawn from Venolia, 2001), an overview of the assignment (evaluate a cross-cultural merger, acquisition or alliance), and then had the groups meet to establish their knowledge sharing systems and norms in an

Teaching Negotiations in Japan

(Continued from page 15)

likewise in a 90 minutes unit. After having a set of exercises and textbooks in Japanese with original debriefing materials from Japanese context, the next task was to gain an appropriate time frame and spaces for exercises. Both faculty and curriculum committees are usually reluctant to accept any changes. The idea to schedule two consecutive time units which makes a 180 minutes was always rejected.

What I could do was to put my class, a 90 minutes, right before or after lunch time to generate some additional time for students to interact for negotiations. Those extra hours are make ups for the classes I need to take off because of attending IACM which is held in the middle of the teaching period in Japanese academic calendar. It may not be ideal setting to teach, especially debriefing the outcome a week later is dilute the impact of exercise. However, participants at all levels have rated the course high. For example, the negotiation course in my previous affiliation, a faculty of economics, with 110 attendees in average has ranked top 10 among more than 250 courses offered each semester since the course evaluations started.

In addition to negotiation simulation and readings, I use two VCR films, one is on a patent dispute claimed by an American individual inventor against a Japanese Game manufacturer and the other is *Twelve Angry Men*. The former is used for observing cognitive biases in decision making among top management and the latter is for conflicts, emotions, skills, and motivations in dispute resolutions and team decision-making. Participants are asked to have group discussion or turn in a paper analyzing the situations in the films using the concepts they learned in previous simulation.

The basic structure of my negotiation course consists of experiencing simulations, evaluating outcomes with research data and theories, readings, additional Japanese real business world examples, observing the similar behavior of others, and its repetition in different negotiation situations.

Although my experience of teaching negotiations is only for twelve years and definitely has still much room to be explored, I have been strongly convinced that the well developed exercises based on rigorous researches have clear applicability for the class rooms in different cultural contexts.

CMD Junior Faculty Research Incubator

Academy of Management Meeting

August 4-5, 2007

From Kathleen O'Connor, 2007 Pre-Conference Chair

I am pleased to announce that the Conflict Management Division is sponsoring a Junior Faculty Research Incubator at the Academy of Management meeting this year (August 4-5). The workshop will bring together junior and senior faculty members, encourage them to get to know one another, and allow them to initiate new research projects. Specifically, participants will organize into small research teams, generate ideas for studies, and put together a plan to turn those ideas into publishable research papers.

This year's theme is "Putting Negotiators in their Place: Studying Negotiation in its Social Context." The panel of senior scholars includes experts on a variety of contexts: cultural, organizational, and temporal. Panel participants include Kathleen O'Connor, Michele Gelfand, Rick Larrick, Beta Mannix, Gerardo Okhuysen, Randall Peterson, Cathy Tinsley, and Kim Wade-Benzoni.

Participants must be members of the Conflict Management division, and must have completed their Ph.D.s in the last 5 years. If you would like to participate, please submit your c.v., a brief (1-2 page) description of relevant interests, and contact information to:

Kathleen O'Connor
The Johnson School
Cornell University
Ithaca, NY 14853
607.255.9102 (phone)
607.254.4590 (fax)
kmo8@cornell.edu

**All materials must be received
by May 31, 2007.**

Teaching Writing Proficiency in Groups

(Continued from page 16)

... it helps in terms of commitment when behavior is visible not only to the group but to other groups and the professor...

explicit contract. I had some additional class time for them to work in a monitored setting (it helps in terms of commitment when behavior is visible not only to the group but to other groups and the professor). I set deadlines for the group's paper topic one third of the way through the term, and an outline of their paper midway through the term. A completed first draft was due two thirds of the way into the term, and the final paper was due on the last day of class. Between the first draft and the final draft were several iterations with quick turn-around.

To help the students learn the writing process, I recommended they read Venolia (2002) for the editing process, and rotate proofreading between different writers and group members. I also settled on two readings for the students to help with the group process of writing: one by Keller (1992) and one by Larbi and Springfield (2001). Keller articulated eight points for a writing group including:

- (a) matching individual skills and team structure,
- (b) research before writing,
- (c) establish a process and monitoring system for the document,
- (d) use prior knowledge to solve problems,
- (e) associate problems with phases of the writing project,
- (f) figure out if problems are people or situation based and address them,
- (g) use communication and organization to solve writing problems, and
- (h) evaluate and develop learning lessons to apply to the next project.

Larbi and Springfield identify a wide variety of issues that help when coordinating a group writing project remotely, which are applicable for many of the E-mail based interactions the students engage in to complete their project.

Looking at the successes and failures encountered by the groups, I am planning on some revision for the next time I offer the course to make a good implementation better.

First, I am going to guide their group contract writing to have them structure their own peer feedback system into the contract. This will aid them in building these systems on their own in the future when a boss, rather than a professor, will be supervising their work.

Second, I will spread the dedicated class time across the whole term instead of front-loading it. I was concerned that switching back and forth between cases and exercises, and the group project, would be too challenging for the students to keep track of the topic of the day, but the downside was that they had a harder time integrating class materials into their group papers.

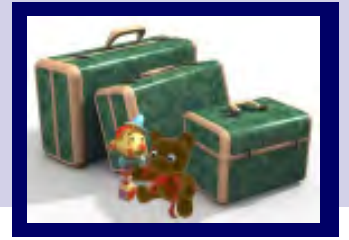
Third, I am going to guide their process more by having different students take ownership for specific sections of the paper, and then use the English department model of everyone else in the group giving feedback on that section. This will help developed a greater shared responsibility of a group project for these students, rather than relying on the "project leader" model.

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SABBATICAL SIGNAL

Not-Quite-Ten Tips for Taking a Sabbatical Abroad



By Kathleen O'Connor, Cornell University, kmo8@cornell.edu

**“It was the best of times,
it was the worst of times....”**

~Charles Dickens, *A Tale of Two Cities*

Last year my husband, a political science professor, and I packed up our kids (4 years and 18 months) for a year-long sabbatical in England. To be more precise, we spent the year in Oxford, the city of dreaming spires. While Chris had an appointment at Oxford University, I was affiliated with the London Business School, just an hour's train ride away. Our family had some wonderful moments and a few low points. But then why should sabbatical be any different from real life? For what it's worth, here are my *Not-Quite-Ten Tips for Taking a Sabbatical Abroad*.

1. **Plan ahead.** In fact, I played no role in our planning, but my husband really recommends it. He got online, talked to people who had lived in Oxford, and read guide books. We received some good advice. For instance, when traveling abroad you might need a visa. We started this process 6 months ahead of time. There might be tax implications to your leave. An accountant can help you sort this out. Consider how much you really, really need that item before jamming into a stuffed-to-the-breaking-point suitcase. What will you do if you (or in our case, the kids) get sick? What happens if your passport expires when you're away (this happened to my son)? Planning for these situations will make life easier once you're there.
2. **Learn everything you can about your new home.** I agreed to spend a year in Oxford, never having been there. I do not recommend this. Fortunately, the web is a good source of information. Many local rental agencies present their properties on the internet, giving you a chance to look at places, get a sense of rental costs, and a feel for neighborhoods. If you have kids who will be in school, look into government reports on schools. And investigate the schools in the neighborhoods you are considering.
3. **Be flexible.** Our life did not look much like the life we anticipated. Our fantasies about a slow, peaceful idyll, bike rides along the canal towpaths, or lingering Sunday lunches quickly gave way to reality. Kids were laid low by weird ailments, six-week school terms were bracketed by impossibly long holidays, time differences had me working odd hours, and bureaucracy meant long waits for essential services. Take a deep breath. You're on leave.
4. **Minimize, but keep essential comforts in mind.** We rented an unfurnished house. It is a long story, and I do not recommend it. My husband assured me that we would not need a car. Within a month we bought an ancient car, and I was soon shifting gears with my left hand like a pro. Thank goodness for eBay.
5. **Try it, you'll like it.** Sure, I missed graham crackers, Mexican food, and Carvel ice cream cake more than I care to admit. Now that we are back, however, I miss English beer, ready-made custard, and fresh salmon.
6. **Face it—you're a foreigner.** In small ways, in unlikely places, you might feel like the outsider you are. You can fight it, but the accent sounds much more charming when it's authentic. Besides, they expect you to be loud. Might as well give in to it.
7. **Give out your contact information with extreme caution.** This may be just the opportunity people have been waiting for to go abroad. Beware long lost high school friends, old college roommates, or second cousins.
8. **Get out there, and enjoy it.** We bought bikes, picked up a handful of guide books, signed up for a card at our local library, and subscribed to the local paper. Armed thusly, we got out there and soaked it up. We spent many rainy Sundays at the natural history museum, enjoyed Sunday roasts at our local pub, put the kids on our bikes to explore the backroads and nearby villages, read books by local authors, and made wonderful friends.

GRANT SIGNAL

Funding Conflict Research



By Barbara Gray, *Center for Research in Conflict and Negotiation, Pennsylvania State University*, b9g@psu.edu

One of the many challenges we face as scholars is wrestling up funds to support our research. While most of us in business schools have not been held to same standards as our colleagues in the hard sciences or engineering with respect to attracting research dollars, securing funding can be extremely beneficial to advancing one's research agenda. Some of the advantages include the obvious ones: (1) buying out of teaching so that you can devote more time to research; (2) increasing your travel budgets for data collection or conference attendance; (3) purchase of databases (if you are lucky enough to locate a ready-made one); (4) paying for coding, transcribing and data entry; and (5) funding of graduate students dedicated to your project. A couple of the less obvious ones that I have found beneficial include the opportunity to host mini-conferences to stimulate work on a new area and the ability to sustain large group research consortia.

As for sources of funding, I've been lucky to have pursued several successfully—probably the reason I was asked to write this article! Here are some quick thoughts about different avenues for funding your research.

... you have to be more clever to attract foundation support. Good opportunities can still be found ... marry your research agenda with a program that meets the foundation's social change objectives.

Foundation funding.

Unfortunately, the heyday of Hewlett –sponsored conflict theory centers is over. From the mid-1980's to about 2003, the Hewlett Foundation provided both center support and project-based funding for many of us doing conflict or negotiation studies. The Ford Foundation also dedicated funding to cutting edge conflict research during the 1980's. Nowadays, you have to be more clever to attract foundation

support. Good opportunities can still be found if you can marry your research agenda with a program that meets the foundation's social change objectives. Since few foundations fund research directly, you may profit if you can tie your research to program evaluation, for example. Working with a foundation's expert within your university can help to target foundations whose interests match your own can be extremely helpful. Thinking locally can also prove useful here as some foundations only fund within a limited geographic area.

NSF, NIH and other federal government sources.

These are high investment and can be high payoff opportunities but the odds of funding are quite low. To prepare a quality proposal, be prepared to devote at least a month of your work life and follow the guidelines to a T. Perhaps the most important point for this type of funding is to find the right grant in the right program. Find someone who can help you navigate the NSF sight if you're a first timer as it can be daunting. And, once you find a research call, be sure to discuss the potential match with program objectives with the program officer well in advance of preparing your proposal.

Be prepared for rejection ... It may take more than one try to be successful.

Finding a niche in which your research will be judged cutting edge and responsive to the call is essential. A few years ago, Linda Putnam, Roy Lewicki and I were able to secure a decent-sized grant from a joint NSF/EPA program on environmental decision making to fund our research on the framing of intractable environmental conflict, for example. One word of caution: Be prepared for rejection if you go this route. It may take more than one try to be successful. Another possibility, that may afford access to interesting

(Continued on page 21)

GRANT SIGNAL

(Continued from page 20)

data if not large amounts of money, is to join on as evaluators for an already funded or about to be funded study. I recently secured this type of funding from NIH along with access to a very unique set of organizations, by matching my research expertise with program evaluation needs.

Industry/Organization Funds.

For this type of funding, contacts are everything. If you can cultivate a good working relationship with organizational representatives and have something valuable to give back to them, many division level managers may reward you with small grants from the limited discretionary funds they can expend for academic research. Working closely with your universities corporate associates program can be beneficial here for initial contacts although my experience has been that I often can be the best salesperson for my research since I know what can benefit others. So, fine tune the soundbites about the benefits of your research for these folks and be prepared to negotiate the appropriate quid pro quo for research access and limited amounts of funding. Simply getting data access and travel funding could enable you to conduct a study you otherwise couldn't do.

... fine tune the soundbites about the benefits of your research for these folks and be prepared to negotiate the appropriate quid pro quo

Other sources. Don't rule out your own state government as a potential source of funds also. State agencies often release RFPs where decision making, conflict, negotiation or team research can play a useful role. Partnering with others who have specific programmatic skills (e.g., in education, health care, labor etc.) can also be useful since many state level projects require pragmatic solutions rather than research outcomes. Your challenge is to find a way to gather your desired data in the context of a larger, more practical project.

Keep your eye out for pan-university research competitions, too. Many research centers seek to fund research that goes beyond the expertise of their own faculty. These competitions may fund doctoral student research or seed funding for new

... don't overlook opportunities for funding within your own college or university.

studies that advance the particular topic area. A few years ago, colleagues and I received a grant for research on virtual teams from NC State's Center for Innovation Management Studies. It's important to note, that demonstrating industry sponsorship of the research was an essential component of receipt of these funds.

Finally, don't overlook opportunities for funding within your own college or university. Most universities support a few large research institutes that are often interdisciplinary in nature. If you branch out beyond your own department or college, you can often find projects where behavioral science expertise can be a valued addition to these large scale projects. Linkages I've explored have included projects with geography, engineering, law, and agriculture, but many others are possible as well.

... secrets to garnering external funding:

- effective marketing of your research capabilities,
- discretion in choosing partners and funding sources,
- give and take with sponsors, and
- plenty of persistence.

Overall, the secrets to garnering external funding include effective marketing of your research capabilities, discretion in choosing partners and funding sources, give and take with sponsors, and plenty of persistence.



IN MEMORIAM

Miguel Angel Dorado, Assistant Professor (1967-2007)



By *Lourdes Munduate, University of Seville, munduate@us.es*
& *Francisco J. Medina, University of Seville, fjmedina@us.es*

Miguel Angel Dorado, assistant professor in the Department of Social Psychology at the University of Seville died on Tuesday 20th February, 2007.

Miguel Angel was, as he demonstrated throughout his life, an enthusiastic, persevering and intelligent person. He studied nursing at the University of Seville, working as a nurse while studying for his degree in Psychology, which he obtained with one of the highest grades. He also combined his work as a nurse with the PhD in Psychology for which he was awarded the special doctorate prize. These achievements were hard fought, involving years of constant and continuous effort. It was not strange for him to attend classes or research group meetings following many hours on duty at the hospital.

Miguel Angel was passionate about the study of emotions.

One of the most difficult decisions he was faced with was to give up his nursing job to go and work at the University. From the stability, tranquillity and routine of his job in hospital surroundings he opted for the unstable, complex world of the university, probably to follow one of his maxims: his will for learning and to do better. Over the last eight years he worked as assistant professor in the Department of Social Psychology, teaching subjects of Work and Organizational Psychology in the Faculties of Psychology and Work Sciences, while researching into conflict management and negotiation. Miguel Angel has left behind him many friends in all the areas he was involved in: graduate and PhD students, his fellow university colleagues along with those from other universities have sent their condolences and expressed their sorrow at his loss.

Miguel Angel was passionate about the study of emotions. Perhaps due to his medical background he was particularly interested in their physiological component. His doctoral thesis investigated emotion in conflict management in its three components: self-informed, non-verbal and physiological. Recently, it was not uncommon to find him reading manuals on neurophysiology or biology. He had made contact with Paul Ekman to learn how to apply FACS in new projects, and intended to learn techniques of neuroscience. He planned to apply the most accurate present-day techniques and methods that science can offer to the study of emotions in negotiation.

Miguel Angel was to a great extent responsible for our research team taking on complex enterprises in recent years. He encouraged us and took an active role in obtaining the Doctorate with Quality Mention in Work and Organizational Psychology, and it was his enthusiasm that overcame our initial concerns about organizing the Annual Congress of the International Association for Conflict Management (IACM) in 2005 in Seville. Miguel Angel was a Fellow in the International Association for Conflict Management (IACM) – where he served as Local Arrangement Co-Chair in 2005 - and the European Association of Work and Organizational Psychology (EAWOP)

Miguel Angel was not just a colleague; we have shared some great moments with him. There is the saying that time cures everything; but that will not be the case here. As time goes by, we will become more and more aware of just how much we have lost with his absence.

Miguel Angel Dorado Mimbrero was 39 years old and leaves two children: Enrique, six years and Blanca, four.

CALL FOR SUBMISSIONS
Negotiation and Conflict Management Research
SPECIAL ISSUE
Beyond the Deal: Next Generation Negotiation Skills
Submission Deadline: September 30, 2007

Guest Editors

Mara Olekalns, Melbourne Business School, University of Melbourne

Jeanne Brett, Kellogg School of Management, Northwestern University

Overview

Negotiations present individuals with a complex, multilayered process. In order to craft a deal, negotiators must manage at least three distinct layers: the substantive aspects of negotiation, that is, creating and claiming value; the social processes that underpin and shape negotiators' ability to craft a deal; and, the increasingly complex environment in which deals are made. To manage each of these layers, negotiators need to balance a mastery of substantive, deal-making skills with a mastery of complementary social and relational skills. Recently, there has been a surge of interest in the intangible aspects of negotiation, such as trust, emotion and reputation. There is also a growing recognition of the changing environment in which we negotiate, which may involve unseen enemies, unidentifiable coalitions and intractable disputes. Managing these intangible aspects of negotiation requires a unique set of skills that focus on the social and relational aspects of negotiation.

Despite our recognition that these skills play an important role in deal-making, in practice capturing this next generation of negotiation skills in a classroom setting is challenging in two ways. The first challenge is to create classroom experiences that capture the essence of these intangible aspects of negotiation. The second challenge is to build these experiences from research-based knowledge about how these intangibles factors play out in negotiation. The goal of this special is to (a) stimulate a discussion about how research findings in the three areas listed below can be used to create effective learning tools and (b) identify gaps in our knowledge that provide future directions for research.

We invite contributions that address how educators can develop next generation negotiation skills in three key areas:

- 1. Social Context.** How can factors such as reputation, trust and ethical behavior be captured in the classroom for understanding and analysis? How do we create a learning environment in which our students experience the consequences of reputational damage, unethical behavior or trust violation?
- 2. "Hot" Negotiations.** Whether it is a strategic or genuine, emotion plays a role in negotiation, and even more so in disputes. But how do we recreate the strong genuine emotions that can arise when trust is violated? What happens when emotions are pushed to the extreme? Students need to learn not just how to deal with others' emotions in negotiations but also with their own.
- 3. Complex Environments.** The environment within which we negotiate is becoming increasingly complex, due to technology, globalization of business, and sensitivity to the environment. How can we recreate and teach the complexities of negotiating with multi-cultural teams, governments or non-governmental organizations, big team negotiations, negotiations that include environmental issues or seemingly intractable disputes?

While we have a strong preference for contributions that address these themes, we also welcome research-based submissions that advance our practices in teaching negotiation skills in other areas.

**Submission Deadline:
September 30, 2007**

For further information, please contact one of the guest editors:

Mara Olekalns m.olekalns@mbs.edu

Jeanne Brett jmbrett@kellogg.northwestern.edu

HONORS & AWARDS



Desivilya Helena Syna

Desivilya Helena Syna is engaged in the first phase of a formative project evaluation for the Abraham Fund (an NGO founded by Alan Slivka, sponsoring and funding Jewish-Arab projects advancing cooperative relations): “Cooperative efforts to legal and planning solutions to environmental problems in Arab communities,” which examines the partnership between an Arab planning NGO and an NGO (mostly Jewish) engaged in Environmental Advocacy.

Desivilya Helena Syna is also involved in the International Research Project on Lay People’s Construction and Perceptions of War, Peace and Human Rights led by Prof. Kathy Malley Morrison from Boston University. Helena and her colleague Dr. Dalit Yassur-Borochowitz will contribute the Israeli perspective. The research results will be presented and discussed in an International Book, edited by Prof. Malley Morrison.

Astrid C. Homan

Astrid C. Homan is presently a Visiting Scholar at the Haas School of Business, University of California at Berkeley.

Claudine SchWeber

Claudine SchWeber, Ph.D. (University of Maryland University College) was appointed a peer reviewer for the Fulbright Senior Specialist Program, concentration in Conflict Resolution. This program allows short term visits of 2-6 weeks for professionals with experience in their fields. Applicants who are accepted remain on the roster for 5 years. See <http://www.cies.org/specialists/>

Gerben A. Van Kleef

Gerben A. Van Kleef (University of Amsterdam) received a research grant from the Innovative Research Incentives Scheme of the Netherlands Organisation for Scientific Research (NWO; 200.000) for the project “Understanding the role of anger in conflict: Toward a dual-process contingency model”. Gerben is currently spending six months in the Department of Psychology at the University of California, Berkeley as part of this project.



In colorful Colorado snow remains on the highest peaks but at lower elevations wildflowers are already beginning to appear ~ a sure sign of Spring in Colorado.

RECENT PUBLICATIONS



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SIGNALS ON THE HORIZON



By William Donohue, President-Elect, Michigan State University, donohue@msu.edu

Please mark your calendar for July 6-9, 2008 for the IACM conference in the beautiful, 4-star Renaissance Hotel in Chicago. The hotel overlooks the Chicago River on the edge of the theatre district two blocks from Michigan Avenue, Chicago's premier shopping district. We have arranged reduced rates if you want to come early and celebrate the 4th of July holiday in Chicago. This is a big holiday in Chicago with many exciting events in the city.

The hotel is perfect for our purposes. The meeting rooms are all on one floor. There is an outdoor restaurant overlooking the river and we will try to plan an event there. The rooms are spacious and very nicely appointed. The first floor boasts a large bar for those spontaneous evening activities.

So, please plan on attending the conference in 2008. It will be an exciting event.



The guest rooms are spectacular, the rates are well under \$200 per night, and the conference facilities are all on one floor and very conveniently located in the hotel. The food is also excellent, and we are planning some exciting events.

For our U.S. friends, this conference falls on the traditional July 4th weekend, suggesting that bringing the family to Chicago for the myriad activities presents an interesting vacation opportunity. The hotel has kindly consented to extend the low rates before and after the conference for those interested in bringing their family. The rooms are quite large with spectacular views so bringing the family is certainly an option. Chicago hotels are usually not very busy during this weekend hence the low rates.

**21st Annual
IACM Conference**
Chicago, Illinois ~ July 6-9, 2008



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Cornell University
The Johnson School

POST-DOCTORAL POSITION – MANAGEMENT & ORGANIZATIONS

Cornell University's Johnson Graduate School of Management offers a fellowship at the post-doctoral level in their Management & Organizations Group.

Applicants must have completed a Ph.D. in a social science discipline prior to beginning the fellowship.

Fellows are encouraged to pursue their own research program while at Cornell, and responsibilities include overseeing the school's behavioral laboratory and teaching two sections of a negotiation elective course. Fellowships will begin in fall, 2007, and are renewable for an additional year.

We will begin reviewing applications after 4/15/07.

Application packets should include a vita, examples of written work, course syllabi, teaching evaluations, and three letters of recommendation.

Direct inquiries to:

Professor Kathleen O'Connor
The Johnson School
317 Sage Hall
Cornell University
Ithaca, NY 14853-6201

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HELLENIC MEDIATION & ARBITRATION CENTRE

The Hellenic Mediation and Arbitration Centre (HMAC) was founded in Athens on March 30, 2006 by unanimous decision of the General Meeting of members of the "Greek Association of Companies Limited by Share and Capital (Sociétés Anonymes) and Limited Liability Companies."

The Center aims:

- to introduce mediation to the Greek corporate world and the judicial system and to highlight the benefits of Alternative Dispute Resolution methods;
- to provide Greek companies with a simple and economically efficient method of managing conflict in an environment that promotes dialogue and upholds the highest standards of professionalism;
- to create a climate that favors the proliferation of mediation by using qualified mediators selected by the Center, who will resolve disputes and also form a network that will systematically promote ADR in Greece;
- to monitor the implementation of ADR practices in Greece by collecting statistical data and establishing feedback mechanisms;
- to address any and all problems related to the development of mediation in Greece, and
- to offer a neutral milieu in which businesses will be able to state their claims and achieve an amicable resolution of their disputes in conditions of complete confidentiality.

The Federation of Greek Industries, the National Confederation of Hellenic Commerce, the Union of Greek Banks, the Panhellenic Federation of Hoteliers and the Panhellenic Federation of Tourism Enterprises were among the many associations to hail the establishment of the HMAC and to pledge assistance in its efforts to meet its announced goals.

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Wharton School Decision Processes Undergraduate Paper Award

By Maurice Schweitzer, University of Pennsylvania, USA, schweitzer@wharton.upenn.edu

We invite undergraduates who have completed term papers or theses related to decision processes and/or choice to submit their paper for consideration for the *Wharton School Decision Processes Paper Award*. Applications from all decision processes related disciplines (including behavioral decision research, behavioral and social psychology, behavioral economics, and decision making) are welcome, as are applications from undergraduate students from all universities (both those within the United States and those abroad).

Faculty with interests in decision processes and decision making at the Wharton School span several departments including Operations and Information Management (OPIM), Marketing, Management, Insurance and Risk Management, and Business and Public Policy. A subset of these faculty will evaluate all applications and select a winner.

The winner will be awarded \$1,000 and will be invited to present his or her research at a seminar at the Wharton School for faculty and students interested in the area. Funding for this award is provided by the Wharton Risk Management and Decision Processes Center.

Submission Deadline April 10, 2007

To apply, please include the following: (1) a one-page summary of the paper or thesis, (2) the paper or thesis itself, (3) a letter of recommendation from your advisor and (4) a cover letter with your contact information to:

Cynthia Anderson
Decision Processes Paper Prize
500 JMHH
Operations and Information Management
Wharton School
University of Pennsylvania
Philadelphia, PA 19104

Item of Interest and Request

Effects of Diffuse Moods and/or Discrete Emotions on Social Decision Making

By Gerben A. Van Kleef, University of Amsterdam, The Netherlands, g.a.vankleef@uva.nl
or home.medewerker.uva.nl/g.a.vankleef

I am looking for unpublished and in press work on the effects of diffuse moods and/or discrete emotions within the broad area of social decision making (e.g., negotiation, social dilemmas, group creativity and problem solving, prosocial behavior, cooperation and competition, etc).

If you have any empirical work within this broad area that is unpublished or in press, please let me know so that I can include it in a review of the role of affect in social decision making that I am conducting.

Thank you very much for your cooperation!



Colorado has an abundance of wildlife. Some of the birds we see on a daily basis include the American Bald Eagle, Canadian Geese, Hawks of all kinds, and Blue Heron.



Negotiation Research & Teaching Certificate Program 2008

September 16, 2008 - December 6, 2008

10 weeks of immersion in research and teaching negotiations!

March 2007

I am pleased to provide you with information about an exciting new certificate program in Negotiation Research and Teaching. The program is being offered by the Dispute Resolution Research Center, Kellogg School of Management, Northwestern University, an internationally recognized center for research and teaching on dispute resolution and negotiation.

The 10 week program will be offered fall quarter 2008 from September 16 to December 6, 2008. This is an advanced announcement, so that potential participants have sufficient time to plan for the program.

The program is designed for faculty members or students who have or are close to finishing a PhD or JD, and who may be interested in teaching negotiation in schools of law or business, or in undergraduate communications studies, political science, or public policy curricula.

The program, which draws on the collective knowledge of scholars from the Kellogg School of Management, Northwestern University's School of Law, as well as the Political Science Department and the School of Communication Studies, will provide participants with a strong foundation in the theory and research of negotiation, invaluable knowledge that can be applied when teaching negotiation.

It would be ideal for a faculty member who is planning to teach negotiation for the first time, or who has limited experience teaching negotiation.

The combination of a PhD level seminar in negotiation theory, an internship with an experienced negotiation teacher, a negotiation teaching workshop, and a mediation course will provide the scholar with all the tools necessary for success in research and teaching negotiations.

Participants in the program will have the status of visiting scholars at Northwestern University for the 10-week duration of the program and will receive a certificate of participation.

For more detailed information about the program, tuition, and an application form please see the advertisement on page 28 and/or visit www.kellogg.northwestern.edu/drrc/certificate/index.htm.

A handwritten signature in cursive script that reads "Jeanne M. Brett".

Jeanne M. Brett, Director DRRC

DeWitt W. Buchanan, Jr. Distinguished Professor of Dispute Resolution and Organizations

The Dispute Resolution Research Center at Northwestern University

NEGOTIATION RESEARCH & TEACHING CERTIFICATE PROGRAM 2008

September 16, 2008 - December 6, 2008

10 weeks of immersion in research and teaching negotiations!



Important Dates

Application Deadline:
February 1, 2008

Orientation:
September 16, 2008

Last day of class:
December 6, 2008

General Information

The certificate program in Negotiation Research and Teaching draws on the collective knowledge of Kellogg School of Management faculty who have been researching negotiations and instructing management and law students since 1982.

Now DRRC faculty offer this unique opportunity to share their knowledge of negotiation research and teaching with professors and graduate students from around the world. Participants should be interested in setting up research and/or teaching programs in negotiations in professional schools of management, law, public policy or in undergraduate management, communications studies, or political science curricula. Participants will learn negotiation theory, become critical consumers of negotiation research, and learn the experiential method of teaching negotiation. The program is designed for applicants who have or are close to finishing a PhD or a JD.

Academic Content and Faculty

- PhD seminar on negotiation theory and research taught by Professor Leigh Thompson, J. Jay Gerber Distinguished Professor of Dispute Resolution and Organizations at the Kellogg School. Professor Thompson is an active researcher in the area of negotiation and is the author of *The Mind and Heart of the Negotiator*.
- A mediation course that focuses on how to mediate, how to be an effective advocate in mediation, and how to teach students about mediation, taught by Northwestern University School of Law Professor Emeritus Stephen B. Goldberg. Professor Goldberg is an active mediator and mediation trainer, as well as a coauthor of *Getting Disputes Resolved* and *Dispute Resolution: Negotiation, Mediation, and Other Processes*.
- A bi-weekly research workshop directed by Professor Jeanne M. Brett, DeWitt W. Buchanan, Jr. Distinguished Professor of Dispute Resolution and Organizations at the Kellogg School, Director of the DRRC, and author of *Negotiating Globally*. The workshop will highlight research being conducted at Northwestern University, as well as research of selected scholars from around the world. Workshop participants will be encouraged to develop their own research proposals.
- A bi-weekly teaching skills workshop designed by Professor Jeanne M. Brett expressly for the program. Professor Brett will focus on teaching skills, teaching different content areas of negotiation, classroom techniques, testing, and student feedback.
- Internship in a negotiations course at the Northwestern University School of Law or the Kellogg School of Management.
- Mentorship by a member of the DRRC's Advisory Committee.

Admission Requirements and Procedures

The application deadline is February 1, 2008. Application form is available for download at www.kellogg.northwestern.edu/drrc/certificate/application.pdf

Tuition and Financial Resources

Tuition for this program is \$14,000. There are sources of financial aid for exchange programs, fellowships, scholarships, or loans listed on our website: www.kellogg.northwestern.edu/drrc/certificate/tuition.htm

Additional Information

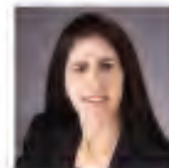
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Professor Jeanne M. Brett
Dewitt W. Buchanan, Jr. Distinguished
Professor of Dispute Resolution &
Organization



Professor Leigh Thompson
J. Jay Gerber Distinguished Professor of
Dispute Resolution & Organization



Professor Stephen B. Goldberg
Professor of Law Emeritus

The Dispute Resolution Research Center (DRRC) was founded in the spring of 1986 by Northwestern University faculty in the Schools of Law, Management, and Arts and Sciences. Our mission is to: 1) be a nationally recognized center for research on dispute resolution and negotiation; 2) to be a major site for education in negotiation and dispute resolution; and 3) to be a major provider of continuing education programs targeted at exposing the legal and management worlds to the latest developments in dispute resolution and negotiation.

The Dispute Resolution Research Center
at Northwestern University

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Editor's Column

By Michael Gross, Colorado State University
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This issue marks my first anniversary as editor of *SIGNAL* and thus far the experience has been very rewarding and educational. Our Board of Director's have contributed some excellent columns on our conference and on our organization. Robin Pinkley, Jessica Jameson and Donald Gibson have put together an intellectually robust and aesthetically beautiful conference in Budapest with all the ingredients for a festive and productive event. Please check out their columns for what's up and what's ahead in Budapest. There is so much to look forward to at this year's IACM conference!

We also have some stellar contributions from Barbara Gray, Deborah Kidder, Matthew A. Liao-Troth, Kathleen O'Conner, Tetsushi Okumura and Dean Pruitt with suggestions and tips for the grant process, on restorative justice, on teaching on your sabbatical and for our Virtual Historical Archive. Shirli Kopelman and Paul Taylor have given us some important updates about our membership and Todd Berlier, my GTA has profiled two of our practitioners. Once again this issue is chock full of news, updates, opportunities and highlights for and about our members.

Thank you to all of you and for your contributions to this issue of *SIGNAL*. Thank you also to our assistant editor Laurie Ray for all her time, attention, creativity and work on our newsletter.

Have a great
spring.

I look forward to
seeing you in
Budapest!

